Altus SCHOOLS
RIVERSIDE COUNTY

CHARTER PETITION

Submitted to the Riverside County Board of Education
ON MARCH 6, 2026

Table of Contents

Charter Petition 1

Appendices.....191

A *Notification Letters to Districts and Responses...191*
B *Teacher Signatures.....201*
C *4-Year Budget Projection and Assumptions.....204*
D *4-Year Cash Flow Projections.....221*
E *Projected 5-Year Enrollments by Grade Level.....226*
F *LCAP.....228*
G *Articles of Incorporation.....528*
H *Proof of Active Corporation Status.....533*
I *Bylaws.....537*
J *Conflict of Interest Code.....554*
K *Uniform Complaint Policy and Forms.....559*
L *DASS Status Approval Documentation from CDE.....572*
M *RCOE DASS Alternative Metrics for Oversight with AVCS Outcomes.....574*
N *Board of Directors Roster.....590*
O *Audeo Valley WASC Approval Letter.....592*
P *Letter from WASC re: ASCV visit.....599*
Q *Audeo Valley UC A-G Approval List 602*
R *Audeo Valley NCAA Approval List 614*
S *Audeo Valley College Board Approval List.....626*
T *GATE Plan.....629*
U *English Learner Plan.....662*
V *Homeless and Foster Youth Plan.....717*
W *Pregnant and Parenting Plan.....742*
X *Course Catalog with Descriptions.....813*
Y *El Dorado Charter SELPA Letter of Good Standing.....872*
Z *Pupil Calendar.....874*
AA *Audeo Valley SB740 Funding Determination.....877*
BB *Letters of Support from Community Groups.....898*
CC *Letters of Support from Students, Alumni, Parents, and Staff.....905*
DD *Multi-Tiered System of Support Plan.....1029*
EE *Dual Enrollment Agreements 1045*
FF *Articulation Agreements 1071*
GG *Mental Health Plan 1163*
HH *Proof of 501 (c)(3) Corporation.....1198*
II *Work Experience Approval Letter.....1203*
JJ *Lease Agreements.....1205*
KK *Middle School Sample Curriculum Scope and Sequence.....1612*
LL *High School Sample Curriculum Scope and Sequence 1652*
MM *Safety Plan 1718*
NN *Career Pathway Chart.....1891*
OO *Development Team Member Resumes.....1893*
PP *Palm Desert Resource Center Outcomes 1920*
QQ *Independent Study Policy and Sample Master Agreement 1943*
RR *Board Training Certificates.....1956*
SS *Memorandum of Understanding Regarding Operations.....1961*

ALTUS SCHOOLS RIVERSIDE COUNTY

Countywide Charter School Charter Petition

Submitted to the Riverside County Board of Education
March 6, 2026

Charter Term: July 1, 2026 – June 30, 2031

Table of Contents

Affirmations and Declaration 5

Executive Summary 8
- ACCOMPLISHMENTS OF AUDEO VALLEY CHARTER SCHOOL AND ALTUS SCHOOLS COACHELLA VALLEY DURING THEIR CURRENT CHARTER TERMS 9

Countywide Benefit Justification 22

Element A: Educational Program 41
- MISSION AND VISION, AND PROGRAM OBJECTIVES 41
- OVERVIEW OF EDUCATIONAL PROGRAM 42
- EDUCATIONAL METHODS 46
- EDUCATIONAL VISION 48
- TARGET STUDENT POPULATION 51
- HOW LEARNING BEST OCCURS 55
- WHAT IT MEANS TO BE AN EDUCATED PERSON IN THE 21ST CENTURY 56
- DESCRIPTION OF THE EDUCATIONAL PROGRAM 56
- CURRICULUM 60
- EARLY COLLEGE CREDIT PROGRAM 71
- GRADUATION REQUIREMENTS 73
- PROFESSIONAL DEVELOPMENT 75
- ACCREDITATION, TRANSFERABILITY OF COURSES, AND NOTICE TO PARENTS 77
- CHARTER SCHOOL GOALS AND ACTIONS TO ACHIEVE THE EIGHT STATE PRIORITIES 78
- PLAN FOR STUDENTS ACHIEVING BELOW GRADE LEVEL 78
- PLAN FOR STUDENTS ACHIEVING ABOVE GRADE LEVEL 79
- PLAN FOR ENGLISH LEARNERS 80
- PLAN FOR STUDENTS WITH DISABILITIES 85

Element B: Measurable Pupil Outcomes 93
- STUDENT OUTCOMES 93
- CHARTER SCHOOL GOALS, ACTIONS, AND MEASURABLE OUTCOMES THAT ALIGN WITH THE EIGHT STATE PRIORITIES 94

Element C: Methods of Assessment and Other Uses of Data 117
- OVERVIEW 117
- ASSESSMENT OF STUDENT AND SCHOOL OUTCOMES 117
- USE AND REPORTING OF DATA 119

Element D: Location of Facilities 121

Element E: Governance Structure 125
- NON-PROFIT PUBLIC BENEFIT CORPORATION 125

DEPUTY SUPERINTENDENT SCHOOL SERVICES 131
PARENT INVOLVEMENT IN GOVERNANCE 132

Element F: Employee Qualifications 134
OVERVIEW 134
QUALIFICATIONS FOR ALL STAFF 134
SCHOOL ADMINISTRATOR OF INSTRUCTIONAL SERVICES QUALIFICATIONS 135
LEARNING LEAD QUALIFICATIONS 136
TEACHER QUALIFICATIONS 137
OFFICE PERSONNEL QUALIFICATIONS 141
BUSINESS/FINANCIAL PROFESSIONAL 142

Element G: Health and Safety Procedures 143

Element H: Means to Achieve Student Population Balance 151

Element I: Financial Audit 153

Element J: Pupil Suspension and Expulsion Policy 154

Element K: Staff Retirement Systems 176

Element L: Dispute Resolution Procedures 177

Element M: Admission Policies and Procedures 179

Element N: Public School Attendance Alternatives 182

Element O: Employee Return Rights 183

Element P: Closure Procedures 184

Miscellaneous Charter Provisions 186
BUDGETS AND FINANCIAL REPORTING 186
INSURANCE AND INDEMNIFICATION 187
ADMINISTRATIVE SERVICES 188
TRANSPORTATION 188
ATTENDANCE ACCOUNTING 188
OVERSIGHT 188
POTENTIAL CIVIL LIABILITY EFFECTS 189

Conclusion 190

Appendix
A. Notification Letters to Districts and Responses
B. Teacher Signatures
C. 4-Year Budget Projection and Assumptions

D. 4-Year Cash Flow Projections
E. Projected 5-Year Enrollments by Grade Level
F. LCAP
G. Articles of Incorporation
H. Proof of Active Corporation Status
I. Bylaws
J. Conflict of Interest Code
K. Uniform Complaint Policy and Forms
L. DASS Status Approval Documentation from CDE
M. RCOE DASS Alternative Metrics for Oversight with AVCS Outcomes
N. Board of Directors Roster
O. Audeo Valley WASC Approval Letter
P. Coachella Valley WASC Approval Letter
Q. Audeo Valley UC A-G Approval List
R. Audeo Valley NCAA Approval List
S. Audeo Valley College Board Approval List
T. GATE Plan
U. English Learner Plan
V. Homeless and Foster Youth Plan
W. Pregnant and Parenting Plan
X. Course Catalog with Descriptions
Y. El Dorado Charter SELPA Letter of Good Standing
Z. Pupil Calendar
AA. Audeo Valley SB740 Funding Determination
BB. Letters of Support from Community Groups
CC. Letters of Support from Students/Alumni/Parents/Staff
DD. Multi-Tiered System of Support Plan
EE. Dual Enrollment Agreements
FF. Articulation Agreements
GG. Mental Health Plan
HH. Proof of 501 (c)(3) Corporation
II. Work Experience Approval Letter
JJ. Lease Agreements
KK. Middle School Sample Curriculum Scope and Sequence
LL. High School Sample Curriculum Scope and Sequence
MM. Safety Plan
NN. Career Pathway Chart
OO. Development Team Member Resumes
PP. Palm Desert Resource Center Outcomes
QQ. Independent Study Policy and Sample Master Agreement
RR. Board Training Certificates
SS. Memorandum of Understanding Regarding Operations

Affirmations and Declaration

As the authorized lead petitioner, I, Wade Aschbrenner, hereby certify that the information submitted in this petition for a California public charter school to be named Altus Schools Riverside County ("ASRC", "Altus Schools" or the "Charter School"), to be operated by Altus Schools Southern California ("ASSC"), a California non-profit public benefit corporation, to be authorized by the Riverside County Board of Education ("RCBOE") with oversight the Riverside County Office Board of Education ("RCOE") (collectively, the "County"), and to be located at several sites throughout Riverside County, is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605.6(d)(1)]

- Altus Schools declares that it shall be deemed the exclusive public school employer of the employees of Altus Schools Riverside County for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605.6(b)(6)]

- The Charter School shall be nonsectarian in its programs, admission policies, employment practices, and all other operations. [Ref. Education Code Section 47605.6(e)(1)]

- The Charter School shall not charge tuition. [Ref. Education Code Section 47605.6(e)(1)]

- The Charter School shall admit all students who wish to attend the Charter School, unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605.6(e)(2) and Education Code Section 51747.3, admission to the Charter School shall not be determined according to the place of residence of the student or of that student's parent or legal guardian within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605.6(e)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605.6(e)(2)(C). [Ref. Education Code Section 47605.6(e)(2)(A)-(C)]

- The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605.6(e)(1)]

- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973 ("Section 504"), Title II of the Americans with Disabilities Act of 1990 ("ADA") and the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA").

- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]

- The Charter School shall ensure that teachers in the Charter School hold the Commission on Teacher Credentialing ("CTC") certificate, permit, or other document required for the teacher's certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. [Ref. Education Code Section 47605.6(l)(1)]

- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.

- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).

- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605.6(e)(3)]

- The Charter School may encourage parental involvement but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605.6(n)]

- The Charter School shall adhere to each of the conditions in Education Code Section 47605.6(e)(4)(A)-(D), including: (A) not discouraging a student from enrolling or seeking to enroll in the Charter School for any reason; (B) not requesting a student's records or require a parent, guardian, or student to submit the student's records before enrollment; (C) not encouraging a student currently attending the Charter School to disenroll or transfer to another school for any reason; and (D) providing a copy of the California Department of Education ("CDE") notice regarding the requirements in Education Code Section 47605.6(e)(4)(A)-(D) to a parent/guardian or student if the student is 18 years of age or older: (i) when a parent/guardian or student inquires about enrollment, (ii) before conducting an enrollment

lottery, or (iii) before disenrollment of a student. [Ref. Education Code Section 47605.6(e)(4)(A)-(D)]

- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]

- The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's educational programs. [Ref. Education Code Section 47605.6(d)]

- The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605.6(a)(1) and 47605.1]

- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]

- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA").

- The Charter School shall comply with the California Public Records Act, Government Code Section 7920, *et seq.* ("CPRA").

- The Charter School shall comply with the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g, 34 CFR Part 99 ("FERPA").

- The Charter School shall comply with the Ralph M. Brown Act, Government Code Section 54950, *et seq.* ("Brown Act").

- The Charter School shall comply with Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1 ("Section 1090").

- The Charter School shall comply with the Political Reform Act, Government Code Section 81000, *et seq.* ("PRA").

- The Charter School shall comply with Education Code Section 51744, *et seq.* related to independent study, as applicable.

- The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]

03/06/2026

Wade Aschbrenner, External Relations Officer
Altus Schools Riverside County

Date

Executive Summary

Altus Schools Southern California respectfully submits this petition for authorization of **Altus Schools Riverside County (ASRC)** as a **countywide benefit charter school** pursuant to **California Education Code Section 47605.6(a)**. This petition is grounded in demonstrated need, proven organizational capacity, and a sustained record of success serving high-risk, credit-deficient, and educationally disengaged students across Riverside County.

Consistent with Education Code section 47605.6, this petition demonstrates with substantial evidence that: (1) the pupil population to be served by ASRC is countywide in nature and cannot be served as well by a single-district charter; and (2) countywide authorization is structurally necessary to ensure continuity of services, equitable access, and effective program implementation for this highly mobile and educationally at-risk population.

Altus Schools Southern California currently operates two "continuing" charters, both authorized by RCBOE: Audeo Valley Charter School ("Audeo Valley" or "AVCS"), located in the Moreno Valley Unified School District, and Altus Schools Coachella Valley ("ASCV"), located in Desert Sands Unified School District. Altus Schools are currently serving students in more than **40 cities and unincorporated communities** throughout Riverside County. Over the past five years, Altus Schools has consistently served **nearly 700 students annually**, many of whom are not on track to graduate, with significant gaps, high mobility, and complex social emotional needs.

Under Education Code Section 47605.6(a), Altus Schools is seeking a countywide benefit charter to serve students in Riverside County, including those enrolled with AVCS and ASCV. If the ASRC charter is approved, AVCS and ASCV will close and ASRC proposes to operate both charter schools. AVCS was approved by RCBOE on March 3, 2021, and ASCV was approved by RCBOE on June 11, 2025. AVCS currently serves grades 6 to 12 and ASCV currently serves grades 7 to 12.

Most importantly, countywide authorization is necessary to preserve the continuity of services and timely access to intervention for ASRC's highly mobile and credit deficient student population.

The proposed ASRC countywide charter is necessary to **efficiently, consistently, and equitably serve this geographically dispersed student population** under a single authorizing agency. Countywide authorization will secondarily streamline oversight structures, reduce unnecessary administrative duplication, ensure consistent accountability, and allow Altus Schools to focus resources directly on instruction, intervention, and student support, thereby advancing the Legislature's intent behind countywide benefit charters.

Without a single countywide authorization, students who relocate across district boundaries would face predictable risks of enrollment disruption, delayed placement, or inconsistent access to ASRC's intervention model - outcomes that would materially diminish educational effectiveness for this **high-mobility population**.

As demonstrated throughout this Executive Summary, Altus Schools has achieved **exceptional outcomes in academic growth, graduation rates, student engagement, safety, fiscal stewardship, and program quality**, particularly within a **Dashboard Alternative School Status (DASS)** accountability framework. These results provide compelling evidence that Altus Schools possesses the experience, infrastructure, and governance capacity necessary to operate a well-qualified

countywide charter that delivers clear and measurable **public benefit to students and families throughout Riverside County**.

ACCOMPLISHMENTS OF AUDEO VALLEY CHARTER SCHOOL AND ALTUS SCHOOLS COACHELLA VALLEY DURING THEIR CURRENT CHARTER TERMS

Every Altus student enjoys the benefits of a custom-built course plan, one-on-one attention from teachers, individualized college and career planning, and a flexible schedule that meets their academic and personal needs. Altus teachers are committed to partnering with parents to provide a personalized and rigorous academic experience for each student.

Altus Schools serve a unique population. Students choose to enroll at Altus Schools because they have not been successful in the traditional school system. Approximately, 77 percent of Altus students in grades 6-12 are credit deficient upon enrollment; 67 percent are socio-economically disadvantaged, and 82 percent represent a minority student population. Additionally, approximately 20 percent have been identified as Special Education students.

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

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

Over the last five years, there has been a continued interest from the Riverside County families in attending Altus Schools as supported by letters from community groups, parents, students, and alumni **(Appendix BB and CC).** The number of students served over the past five years by city in Riverside County is displayed in **Figure 1**. Altus Schools have served nearly 700 students annually in Riverside County from 2020-2025.

Figure 1: Students Served in Riverside County

Students Served in Riverside County by Cities	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Moreno Valley	304	313	282	299	316
Palm Desert	62	80	72	64	61
Indio	41	39	44	51	58
Cathedral City	63	64	77	67	48
La Quinta	13	23	34	34	35
Desert Hot Springs	14	16	21	18	21
Perris	18	19	12	14	16
Bermuda Dunes	8	12	8	7	12
Palm Springs	10	10	10	12	12
Riverside	12	6	12	15	12
Coachella	4	5	12	10	11
Thousand Palms	8	10	10	10	11
Thermal	2	6	4	4	10
Hemet	4	7	10	9	9
Temecula	7	8	9	10	8
Jurupa Valley	1	1	3	8	7
Murrieta	12	10	10	7	6
Homeland	4	4	3	3	4
Rancho Mirage	16	11	10	7	4
Banning	4	3	3	4	3
Idyllwild	0	0	1	2	3
Indian Wells	4	7	3	4	3
Menifee	15	10	9	9	3
San Jacinto	1	10	6	5	3
Mountain Center	0	0	1	0	2
Ripley	0	0	0	2	2
Whitewater	0	0	0	1	2
Wildomar	3	3	2	2	2
Winchester	0	0	2	3	2
Aguanga	0	0	0	0	1
Beaumont	2	2	2	2	1
Cherry Valley	0	0	0	1	1
Lake Elsinore	2	2	1	1	1
Norco	1	0	1	0	1
Nuevo	2	1	0	2	1
Anza	2	2	0	0	0

Canyon Lake	0	1	0	0	0
Corona	0	1	0	0	0
Eastvale	3	4	2	0	0
Mecca	1	0	0	0	0
Romoland	0	0	0	1	0
Sun City	0	1	0	0	0
Yucca Valley	2	2	0	0	0
Riverside County Totals	**645**	**693**	**676**	**688**	**692**

Demonstration of Organizational Capacity and Experience
Although detailed performance data is not a formal requirement for a countywide benefit charter petition, Altus Schools Southern California includes the following summary to demonstrate **its experience and success in operating personalized flex-based charter schools** in Riverside County.

Audeo Valley Charter School (AVCS), authorized by the Riverside County Board of Education and operated by Altus Schools Southern California, serves as a model of academic and operational excellence. The majority of AVCS students enroll **not on track to graduate**, yet through the school's personalized support and flexible structure, **nearly all successfully complete** their high school requirements by earning a diploma or an approved equivalency certificate (**GED, HiSET, or CPP**).

AVCS has **consistently met all Local Indicators** on the California School Dashboard, including:

- **Basics** (Teachers, Instructional Materials, Facilities)
- **Implementation of Academic Standards**
- **Parent and Family Engagement**
- **Local Climate Survey**
- **Access to a Broad Course of Study**

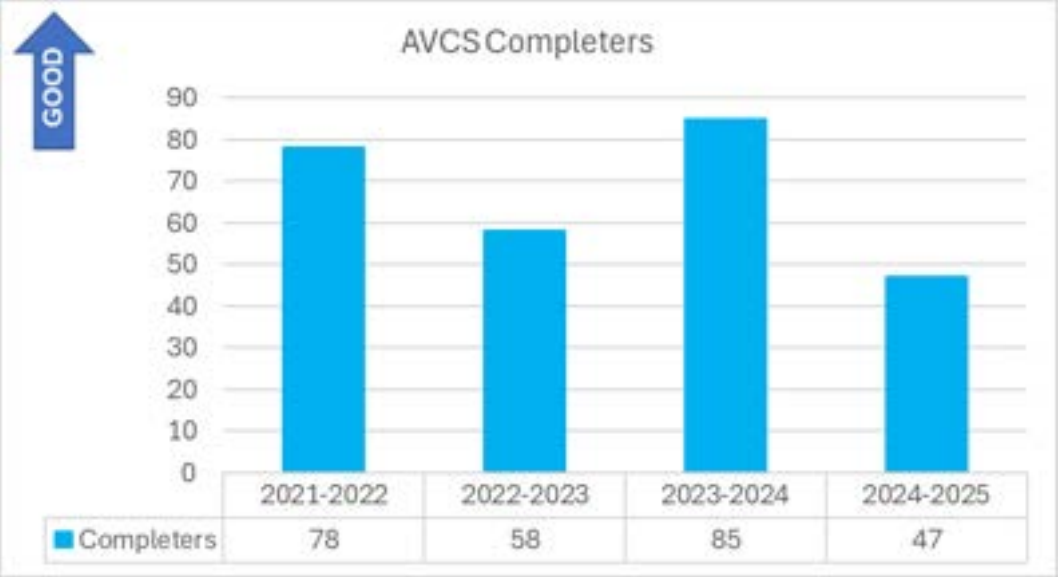
The school has shown **steady growth in CAASPP English Language Arts and Mathematics proficiency**, demonstrating gains well above the State and Riverside County DASS averages. AVCS also maintains **exceptionally high graduation rates** and **strong participation rates** across all student groups, including English Learners and socioeconomically disadvantaged students.

In addition, AVCS has demonstrated positive outcomes in the **English Learner Progress Indicator** and achieved high levels of **parent satisfaction** in areas such as school safety and overall program quality.

These outcomes reflect the proven effectiveness of the **Altus personalized flex-based instructional model** and the organization's **capacity to manage, operate, and sustain successful charter schools** that meet the diverse academic and social-emotional needs of students across Riverside County.

AUDEO VALLEY CHARTER SCHOOL ACHIEVEMENTS

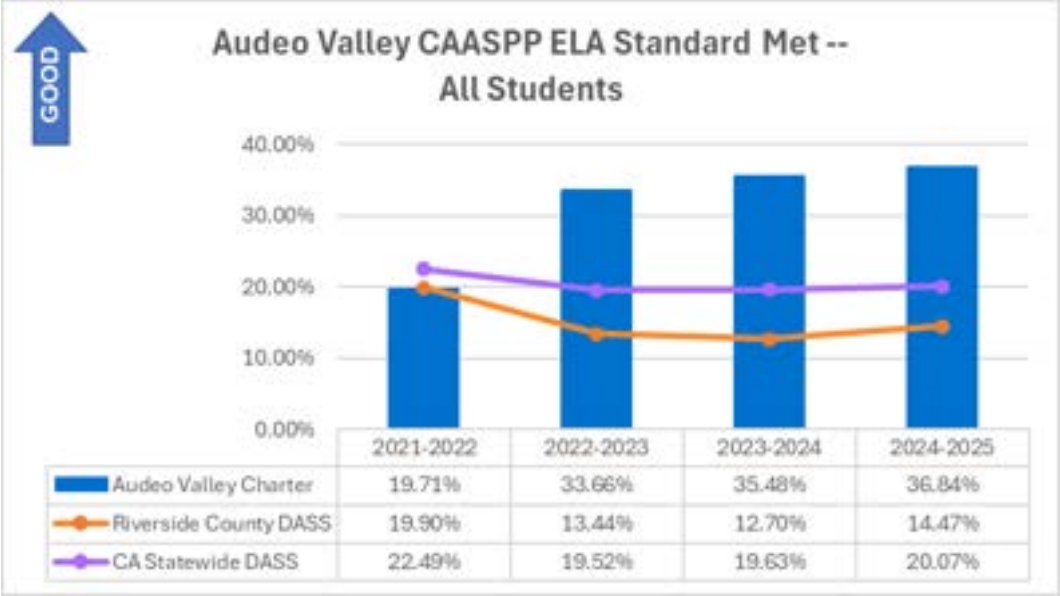
- In the last four years, almost 270 AVCS students (the majority not on track to graduate upon enrollment) have completed their high school requirements by receiving a diploma or passing one of the California CDE approved equivalency certificates (General Equivalency Diploma ("GED"), High School Equivalency Test ("HiSET") or California Proficiency Program ("CPP") **(See Figure below)**.



- AVCS has consistently Met all Local Indicators on the Dashboard **(See Figure below)**

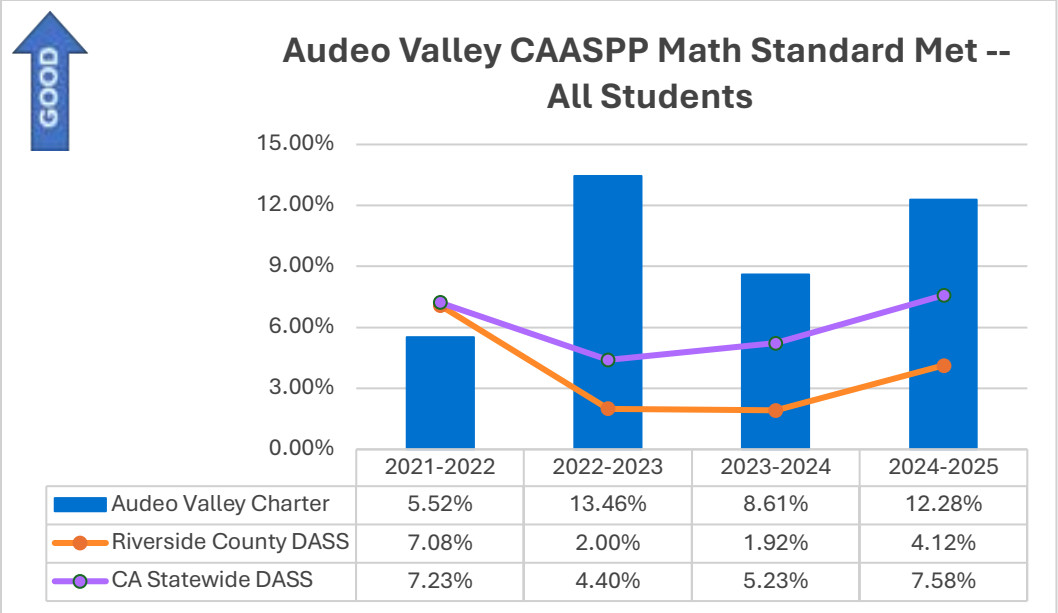
AVCS Dashboard Local Indicators	2022 Result	2023 Result	2024 Result	2025 Result
Basics: Teachers, Instructional Materials, Facilities	Standard Met	Standard Met	Standard Met	Standard Met
Implementation of Academic Standards	Standard Met	Standard Met	Standard Met	Standard Met
Parent and Family Engagement	Standard Met	Standard Met	Standard Met	Standard Met
Local Climate Survey	Standard Met	Standard Met	Standard Met	Standard Met
Access to a Broad Course of Study	Standard Met	Standard Met	Standard Met	Standard Met

- Audeo Valley has demonstrated considerable growth in CAASPP ELA Proficiency over the 2022 baseline, increasing proficiency by 17% and exceeding the State and Riverside County DASS averages for the past three years. In 2025, AVCS ranked #3 out of 32 DASS schools in the County for ELA proficiency on CAASPP ELA **(See Figures below)**.



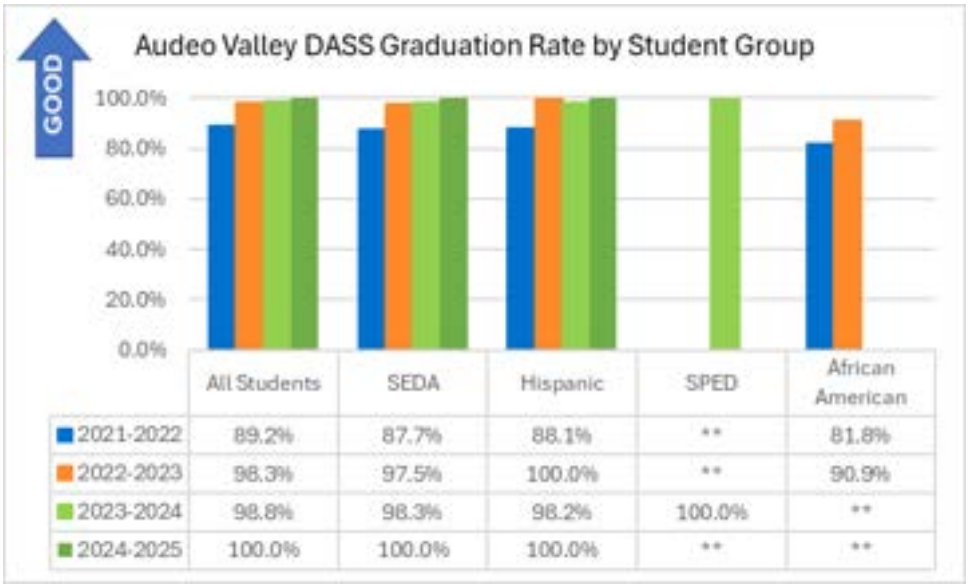
CAASPP Dashboard Academic Indicator ELA DFS--All Students				
School	**2021-2022**	**2022-2023**	**2023-2024**	**2024-2025**
Audeo Valley ELA DFS DASS County Rank	**#3**	**#1**	**#1**	**#1**
Audeo Valley	**-41.1**	**-36.1**	**-18.9**	**-31.2**
Riverside County DASS Average	**-96.9**	**-122.6**	**-119.9**	**-114.0**
State DASS Avg	**-114.7**	**-118.2**	**-112.6**	**-104.0**

- Audeo Valley has demonstrated considerable growth in CAASPP Math Proficiency over the 2022 baseline, more than doubling proficiency in 2025 compared to 2022 while exceeding the State and Riverside County DASS averages for the past three years. In 2025, AVCS ranked #2 out of 32 DASS schools in the County for ELA proficiency in CAASPP Math **(See Figures below)**.



CAASPP Dashboard Academic Indicator Math DFS--All Students				
School	2021-2022	2022-2023	2023-2024	2024-2025
Audeo Valley Math DFS DASS County Rank	#5	#2	#2	#2
Audeo Valley	-123.5	-129.1	-106.6	-106.4
Riverside County DASS Average	-156.6	-197.2	-194.7	-193.4
State DASS Avg	-164.6	-192.8	-183.1	-175.2

- One of the greatest accomplishments for AVCS has been achieving exceptionally high DASS 1-year graduation rates for All Students (100% in 2025 and over 98% in 2023 and 2024), and each student group with 11 or more in the cohort each year **(See Figure Below)**.



** = fewer than 11 students

- As a DASS school, AVCS has maintained a low One-Year Dropout Rate below 5.0% each year. This is an outstanding achievement, given that the majority of AVCS students who enroll are behind in credits, not on track to graduate within 4 years, 1-2 grade levels behind in English, and 2-3 grade levels behind in math. **(See Above)**.

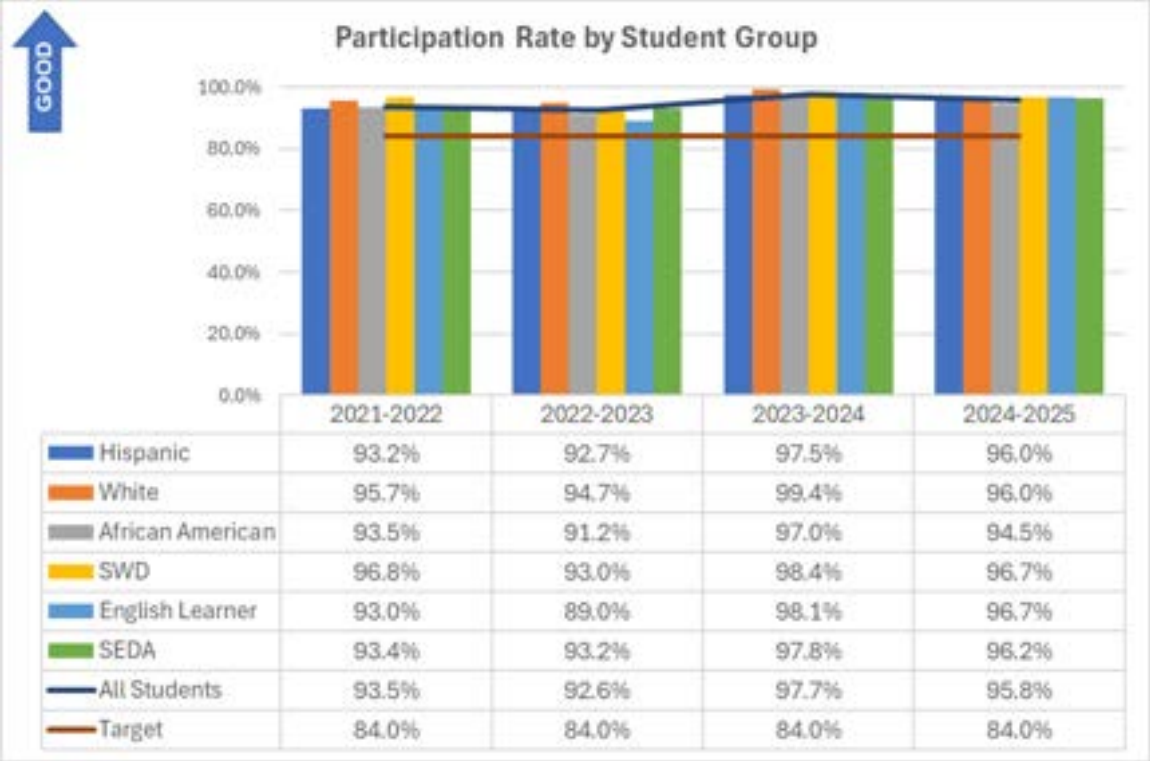
- Altus Schools is committed to supporting students in their educational journey by promoting successful redirection back to their traditional schools, as shown in **Figure 2**. AVCS focuses on helping students build positive habits, strengthen academic skills, and develop social and emotional readiness for a smooth transition. Through personalized support, guidance, and encouragement, Altus ensures that each student is prepared to return to their home school with confidence and a renewed commitment to learning and personal growth.

Figure 2: Students Redirected to Moreno Valley Unified the Last 5 School Years

Number of Students Redirected to Moreno Valley Unified				
2021-2022	**2022-2023**	**2023-2024**	**2024-2025**	***2025-2026**
28	28	20	25	18

*= Year to Date 2.11.26

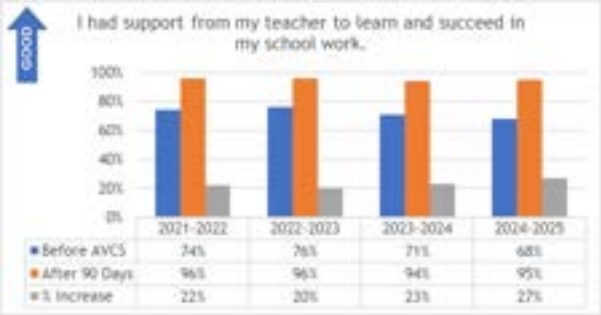
- Over the last four years, AVCS has exceeded the 84% participation target rate for All Students as well as for student groups Hispanic, White, African American, Students with Disabilities (SWD), English Learners, and Socioeconomically Disadvantaged (SEDA) each year **(See Figure Below)**.

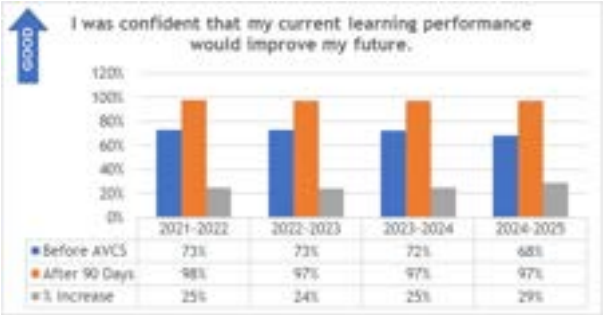


	2021-2022	2022-2023	2023-2024	2024-2025
Hispanic	93.2%	92.7%	97.5%	96.0%
White	95.7%	94.7%	99.4%	96.0%
African American	93.5%	91.2%	97.0%	94.5%
SWD	96.8%	93.0%	98.4%	96.7%
English Learner	93.0%	89.0%	98.1%	96.7%
SEDA	93.4%	93.2%	97.8%	96.2%
All Students	93.5%	92.6%	97.7%	95.8%
Target	84.0%	84.0%	84.0%	84.0%

- AVCS continues to provide a safe and supportive learning environment for all the students it serves. AVCS's educational setting allows students to focus on academics and learn positive behaviors as reflected by AVCS's 0% suspension rate over the last four years **(Appendix PP)**.

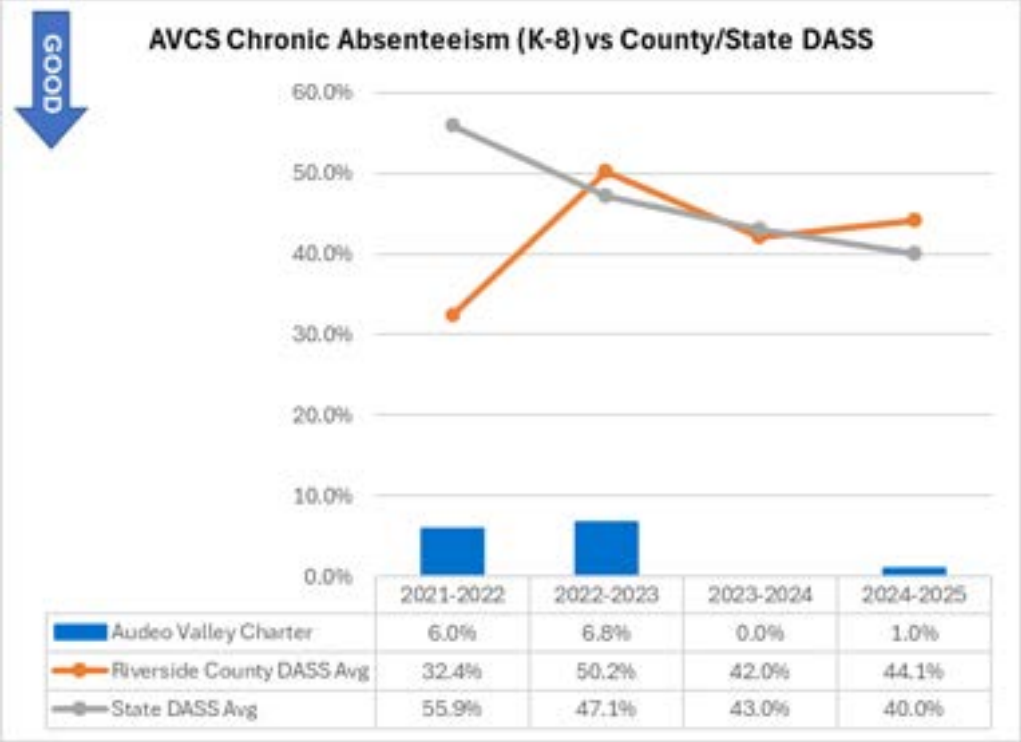
- Over the last four years, AVCS students expressed double-digit increases in self-confidence after just 90 days of enrollment versus how they felt prior to enrolling. These increases in confidence apply to their ability and skills to succeed, receiving support from their teacher, prioritizing their education and the outlook that their education at AVCS will improve their future **(See Figures Below)**.





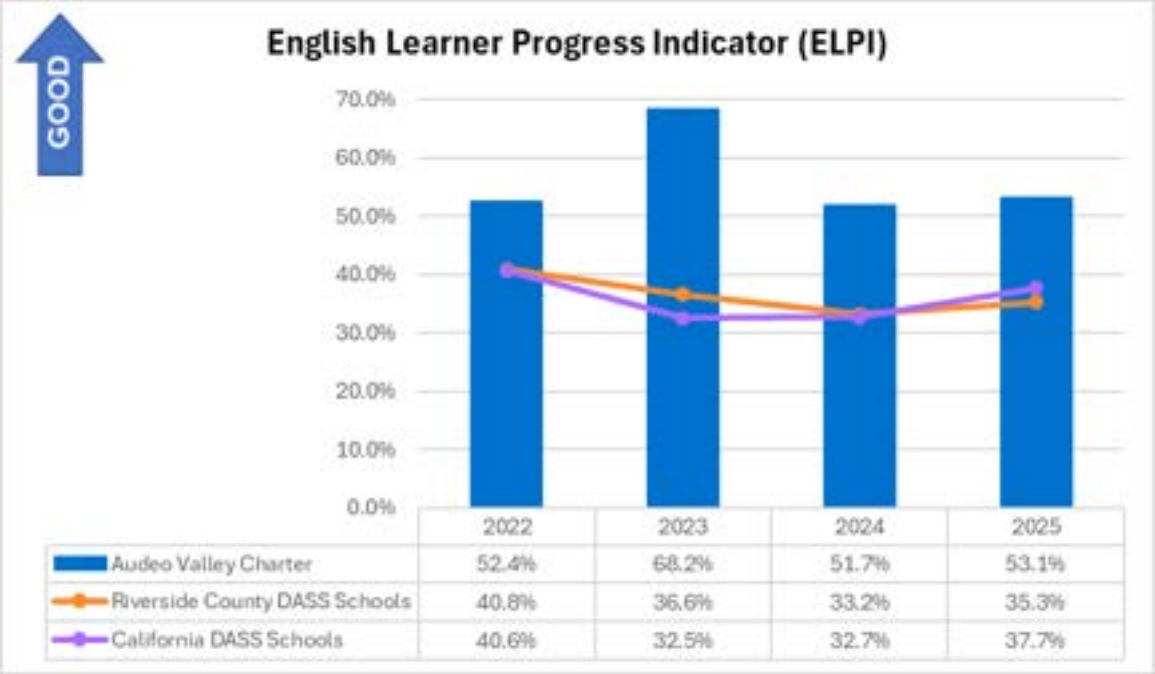
- AVCS annually surveys its parents and students as one of many ways to gather feedback on their experience. Overwhelmingly, AVCS students and parents continue to indicate their high degree of overall satisfaction.

- Over the last four years, AVCS consistently outperformed the Riverside County and State DASS averages with 2024 and 2025 achieving a Very Low Dashboard Chronic Absenteeism rate (0% in 2024 and 1% in 2025). **(See Figure below)**

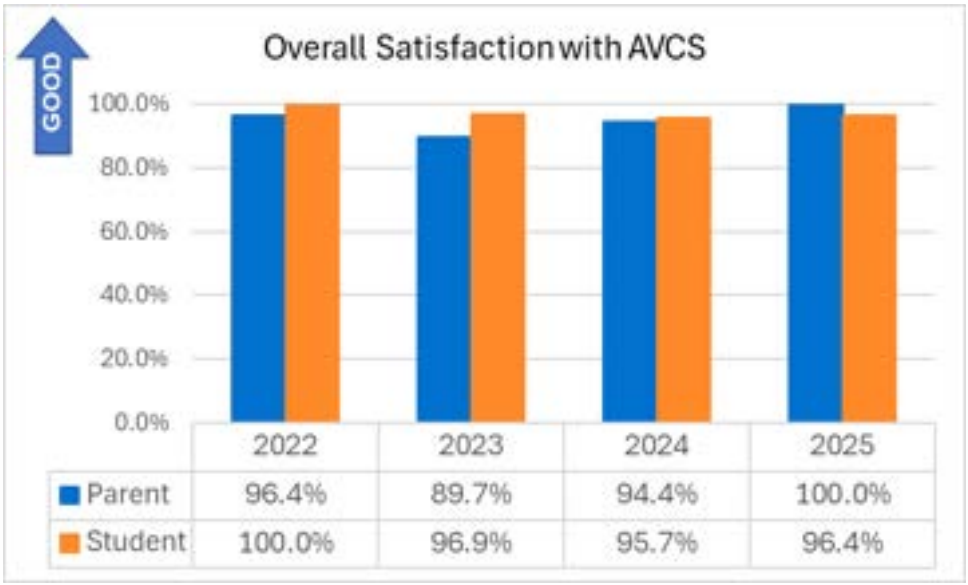


	2021-2022	2022-2023	2023-2024	2024-2025
Audeo Valley Charter	6.0%	6.8%	0.0%	1.0%
Riverside County DASS Avg	32.4%	50.2%	42.0%	44.1%
State DASS Avg	55.9%	47.1%	43.0%	40.0%

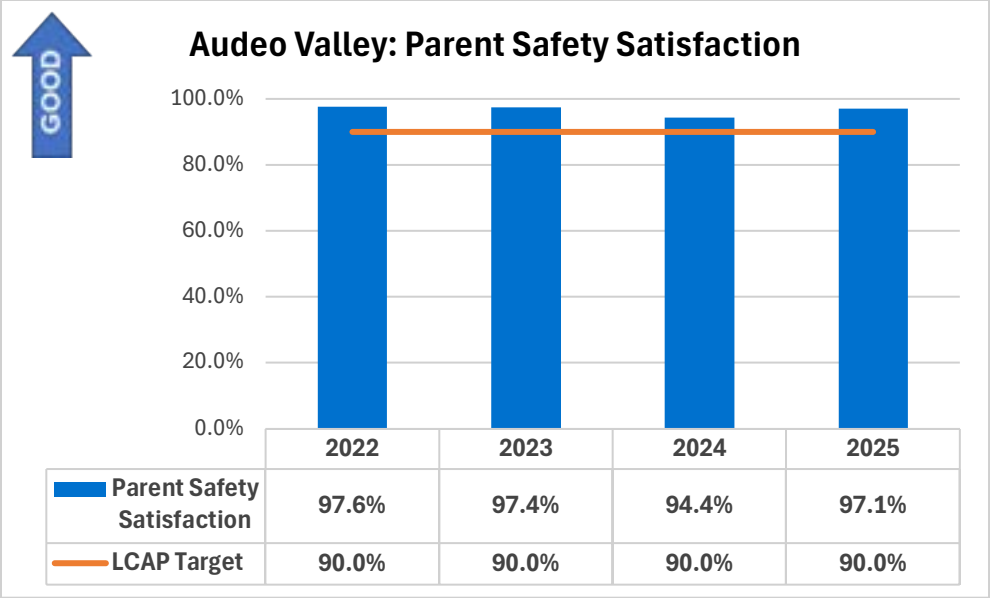
- In 2022, 2023, 2024 and 2025, AVCS's Dashboard result for English Learner Progress was higher than the Riverside County and state DASS schools averages **(See Figure below)**.



- Over the past four years, AVCS has maintained stellar Safety Satisfaction rates among students who rated their safety satisfaction at or above 90% **(See Figure Below).**



- Over the past four years, AVCS has maintained stellar Safety Satisfaction rates among parents who rated their safety satisfaction at between 94-97% each year **(See Figure Above)**.



- In April 2023, AVCS received a 6-year "Clear" Western Association of Schools and Colleges ("WASC") term. This is the highest term granted by WASC **(Appendix O)**.

- AVCS has a fully approved set of University of California ("UC") A-G courses. UC has approved several new and revised AVCS courses during the current charter term **(Appendix Q)**.

- AVCS has 11 fully developed CTE Career Pathways which include the following:
    - Design, Visual and Media Arts
    - Business Management
    - Environmental Resources
    - Hospitality, Tourism and Recreation
    - Software and Systems Development
    - Patient Care
    - Public Safety
    - Child Development
    - Animal Science
    - Teacher Education
    - Retail Sales and Marketing

- AVCS currently has 11 courses articulated for college credit:
    - Entrepreneurship 1, 2
    - Child Development 1, 2
    - Design Careers 1, 2
    - Environmental Sustainability 1, 2
    - Hospitality Management 1, 2
    - Information and Communication Technology 1, 2
    - Health Science Concepts 1, 2

- Teacher Education 1, 2
- Retail Sales and Marketing 1, 2
- Veterinary Science 1, 2
- Photography 1, 2

- The National Collegiate Athletic Association ("NCAA") has approved several new and revised courses during the current charter term **(Appendix R)**.

- AVCS has implemented 9 AP Courses **(Appendix S)**, and the following Advanced Placement ("AP") courses are open to all students:
  - AP World History 1, 2
  - AP US History 1, 2
  - AP Human Geography 1, 2
  - AP Psychology 1, 2
  - AP Environmental Science 1, 2
  - AP Calculus AB 1, 2
  - AP Literature & Composition 1, 2
  - AP Language & Composition 1, 2
  - AP United States Government and Politics 1, 2

- AVCS has implemented the AVID program both as an AVID Elective and AVID Schoolwide Program.

- AVCS has achieved student success without sacrificing fiscal responsibility. Resources and processes are utilized in ways that directly support teaching and learning. AVCS was granted 100 percent state funding by the State Board of Education for 4 years for exceeding the criteria prescribed by the SB 740 Funding Determination. Four years is the greatest number of years granted for any non-classroom-based charter school **(Appendix AA)**.

- AVCS's LCAP was developed and unanimously approved by its Board of Directors. AVCS consistently meets the Charter School's targets that are aligned to the 8 State LCAP priorities **(Appendix F)**.

Although Audeo Valley Charter School is not seeking charter renewal under the ASRC countywide benefit charter petition, the school is meeting all renewal criteria and targets established for oversight and renewal. Upon approval of ASRC countywide charter, AVCS students will transition to ASRC. The renewal criteria are provided and detailed in Appendix M.

<u>Altus Schools Coachella Valley</u>

Altus Schools Coachella Valley, approved by RCBOE on Wednesday, June 11th, 2025, officially opened on July 1st, 2025. Previously, the school operated as a Resource Center as a part of Altus Schools Mirus, successfully supporting students in achieving their goals across the greater Coachella Valley since 2013. Palm Desert Resource Center specific outcomes are included in **Appendix PP.**

Altus Schools Riverside County will apply for the Dashboard Alternative Schools Status program and shall comply with all applicable requirements under the state accountability system, including the California School Dashboard ("Dashboard") and accountability metrics for charter renewal, as agreed to with the County.

The proposed ASRC countywide charter is necessary to **efficiently, consistently, and equitably serve this geographically dispersed student population** under a single authorizing agency. Countywide authorization will secondarily streamline oversight structures and reduce unnecessary compliance requirements, ensure consistent accountability, and allow Charter School to focus resources directly on instruction, intervention, and student support—thereby advancing the Legislature's intent behind countywide benefit charters.

As demonstrated throughout this Executive Summary, AVCS has achieved **exceptional outcomes in academic growth, graduation rates, student engagement, safety, fiscal stewardship, and program quality**, particularly within a **Dashboard Alternative School Status (DASS)** accountability framework. These results provide compelling evidence that ASRC possesses the experience, infrastructure, and governance capacity necessary to operate a well-qualified countywide charter that delivers clear and measurable **public benefit to students and families throughout Riverside County**.

Countywide Benefit Justification

A county board of education may also approve a petition for the operation of a charter school that operates at one or more sites within the geographic boundaries of the county and that provides instructional services that are not generally provided by a county office of education. A county board of education may approve a countywide charter only if it finds, in addition to the other requirements of this section, that the educational services to be provided by the charter school will offer to a pupil population that will benefit from those services and that cannot be served as well by a charter school that operates in only one school district in the county. Education Code Section 47605.6(a).

A county board of education may grant a charter for the operation of a charter school under this part only if it is satisfied that granting the charter is consistent with sound educational practice and that the charter school has reasonable justification for why it could not be established by petition to a school district pursuant to Section 47605. Education Code Section 47605.6(b).

Pursuant to Education Code section 47605.6(a) and (b), a county board of education may approve a countywide charter petition only if it determines that (1) the educational services to be provided by the charter school will benefit a pupil population that cannot be served as well by a charter school operating in only one school district, and (2) the petition presents reasonable justification for why the charter school could not be established by petition to a school district pursuant to Education Code section 47605.

As demonstrated below, Altus Schools Riverside County ("ASRC") has substantial evidence which establishes both statutory prongs required under Education Code section 47605.6.

(1) Students cannot be served as well by a charter school operating in only one school district. The record demonstrates that ASRC's target student population is geographically dispersed throughout Riverside County and experiences high rates of mobility, credit deficiency, English Learner stagnation, chronic absenteeism, disciplinary exclusion, and socio-emotional need. This population requires a countywide system of access, continuity, and resource placement that cannot be replicated through a single-district or multiple district-authorized charter structure without materially diminishing educational effectiveness.

The students ASRC will serve, including credit deficient middle and high school students, English Learners, students experiencing chronic absenteeism, behavioral exclusion, high mobility, homelessness, foster care involvement, and socio-emotional challenges, **are geographically dispersed throughout Riverside County and frequently cross school district boundaries** due to family mobility, housing instability, and unmet needs in traditional educational settings characterized by significant academic and engagement risk factors.

These high-need students reside across multiple Riverside County school districts rather than being concentrated within any single district boundary.

Because these students frequently cross district boundaries and require consistent access to Altus Schools' personalized flex-based instructional model, limiting the program to a single-district charter would materially reduce program effectiveness, continuity of services, and equitable access.

These characteristics collectively demonstrate countywide conditions that necessitate a countywide educational response.

These students cannot be served as well by a charter school operating in only one school district, nor through multiple district-authorized charters, because such structures would restrict facility locations, impose enrollment preference limitations, disrupt continuity of services when families relocate, and create duplicative administrative and oversight systems that divert resources away from direct student services.

A single countywide structure is therefore essential to ensure uninterrupted access, consistent educational programming, and equitable admission opportunities for high-need students residing across Riverside County.

Limiting ASRC to a single-district authorization would predictably exclude substantial portions of the identified high-need population, interrupt continuity of instruction for mobile students, and materially reduce the effectiveness of the proposed educational program.

Accordingly, restricting ASRC to a single-district authorization would foreseeably interrupt enrollment continuity, delay access to intensive interventions, and materially diminish educational outcomes for the highly mobile pupil population the Charter School is designed to serve.

(2) The charter cannot be effectively established through a district petition. ASRC's flex-based instructional model depends on the ability to operate an integrated, countywide network of resource centers under unified governance, accountability, and program implementation. Requiring separate district authorizations would create structural barriers that would divide separate services across separate authorizations, disrupt student continuity, and impair ASRC's ability to deliver a coherent countywide flex-based instructional model.

The need for countywide authorization is driven by student access and continuity requirements, not administrative convenience.

Given the documented countywide dispersion of the target population and the need for a unified multi-site network, pursuing separate district petitions would be impracticable and would foreseeably result in independently authorized programs across multiple districts that undermines program coherence.

As demonstrated throughout this section, countywide authorization is **structurally necessary—not merely operationally preferable—to ensure that the proposed pupil population is effectively served** through ASRC's personalized flex-based instructional model.

As further demonstrated in **Element D,** ASRC proposes a strategically distributed network of resource centers designed to meet documented student needs across multiple regions of Riverside County, which cannot be effectively implemented under a single-district authorization.

ASRC's projected Unduplicated Pupil Percentage (UPP) reflects concentrations of low-income students, English learners, foster youth, and highly mobile students residing across numerous

Riverside County school districts, confirming that the targeted high-need population is countywide in nature.

No single school district within Riverside County contains the full concentration or geographic distribution of the pupil population ASRC is designed to serve; limiting the program to a district-authorized charter would materially restrict access and reduce program effectiveness.

The request for countywide authorization is therefore driven by documented student mobility, geographic dispersion, and demonstrated programmatic necessity—not by administrative convenience.

Countywide Necessity of Resource Centers and Program Continuity

The fundamental characteristics of a countywide benefit charter school include its ability to operate facilities anywhere throughout the county and to provide equal admission preference to students residing anywhere within county boundaries. A school district-authorized charter, on the other hand, is restricted to operating facilities within the school district's jurisdictional boundaries and must prefer that district's students in the admission process, in the event that a public random drawing is necessary to determine admission to the Charter School. Thus, the appropriate question for whether a countywide benefit charter should be granted is whether a single school multiple-campus model across district lines is in the interests of students in Riverside County, and whether Riverside County students would not be served as well through ASRC's intended program if ASRC were required to operate through multiple charters authorized by multiple school districts.

The educational services to be provided by the Charter School will be offered to a pupil population that will benefit from those services and cannot be served as well by a charter school that operates only one school district in the county. The Charter School will draw students with a unique interest and need in this specialized program from throughout the county, and consistency of program quality among all locations is vital to the success of the academic program.

For ASRC's high need, mobile student population, many of whom rely on **in-person academic support, counseling, and socio-emotional services at Resource Centers**, **these statutory limitations would materially reduce access to educational services.**

Historical enrollment patterns at AVCS and ASCV demonstrate that a significant proportion of students access in-person services multiple times weekly and often relocate across district boundaries during enrollment, making geographically distributed but programmatically unified access points essential to student success.

As explained in further detail below, ASRC will offer educational services to several pupil populations that will benefit from its services and that could not be served as well by a charter school that operates in only one or even several discrete school districts.

The evidence demonstrates that a single countywide charter structure is essential to ensure uninterrupted access, consistent instructional quality, equitable admissions, and continuity of services for students residing throughout Riverside County.

Further countywide justifications:

1. Purpose-Driven to Serve Students in Middle School

While ASRC will serve grades 6-12, middle school indicators are particularly probative because they identify the earliest point of disengagement within the target population. Altus Schools has carefully studied and analyzed relevant, publicly available data to discern the most urgent needs of the population of middle school students (grades 6-8) across Riverside County. This analysis informs the design of a comprehensive and geographically diverse educational program that will benefit those students and shows that they could not be served as effectively by a charter school that operates in only one district in the County. The key data are summarized immediately below, followed by tables that illustrate the summaries.

English Learner Progress Indicator (ELPI)

The statewide ELPI in 2025 was 46.4%. Audeo Valley Charter exceeded this level, achieving 53.1% in 2025, 51.7% in 2024, and 68.2% in 2023, demonstrating consistent success in supporting English Learners. Numerous Riverside County districts fall within the Low performance band (35%–44.9%), including Perris Elementary, Moreno Valley Unified, Jurupa Unified, Alvord Unified, Palm Springs Unified, Riverside Unified, and others identified in the attached table.

Additionally, multiple middle and high schools within Perris, Jurupa, and Alvord districts performed substantially below Audeo Valley Charter's ELPI performance, with several schools in the Very Low category.

Chronic Absenteeism

Riverside County's 2024–25 chronic absenteeism rate for grades 7–8 was 21.8%, exceeding the statewide rate of 18.1%. In contrast, Audeo Valley Charter reported 1.0% in 2025, 0.0% in 2024, and 6.8% in 2023, demonstrating a strong record of middle school student re-engagement. Multiple communities exceed the county rate, including Jurupa Unified, Alvord Unified, Moreno Valley Unified, Desert Sands Unified, Perris Union High, and Coachella Valley Unified, demonstrating multiple districts with unmet middle school student needs.

Suspension Rate

The Riverside County suspension rate for grades 7–8 in 2024–25 was 5.7%, nearly double the overall California student rate of 2.9% for all students. Students at Audeo Valley Charter experienced zero suspensions during this period, reflecting the effectiveness of the school's supportive climate and preventive approach to middle school student behavior through the comprehensive Multi-Tiered System of Support. Audeo Valley Charter's MTSS is one system that supports the whole child. MTSS focuses on aligning initiatives and resources to address the needs of all students. It is a comprehensive framework that aligns academic, behavioral, and social emotional learning in a fully integrated system of support for the benefit of all students.

These data demonstrate that academic disengagement, chronic absenteeism, disciplinary exclusion, and English Learner stagnation at the middle school level are not isolated to a single district but represent a countywide pattern affecting students across Riverside County.

Because middle school represents a critical inflection point that often determines long-term academic trajectories, early intervention must be accessible regardless of district boundaries. A countywide charter structure allows ASRC to provide consistent, continuous, and personalized intervention services to middle school students across multiple communities, which cannot be achieved as effectively through a single-district charter model.

California Growth Model

Recent California Department of Education growth data, reported for all California schools in grades 4-8, show that a number of districts and schools within the petition's geographic scope demonstrated growth levels at or below those achieved by Audeo Valley Charter. This further supports the need for expanded access to Altus Schools' instructional model to meet the academic needs of students in these communities.

Together, these data points clearly demonstrate that the proposed locations represent areas of documented academic and engagement needs, and that Altus Schools' model has a proven track record of meeting those needs.

English Learner Progress Indicator (ELPI)

The overall ELPI for the State of California in 2025 was 46.4%.

In 2025, Audeo Valley's ELPI performance was higher than any district within Riverside County.

Audeo Valley Charter achieved a 53.1% for the ELPI in 2025, 51.7% in 2024 and 68.2% in 2023, demonstrating consistent success in supporting English Learners in their English language acquisition. A significant number of districts in Riverside have demonstrated Low performance in this area as illustrated below:

ELPI Dashboard Status Cut Scores

- 2=Low: 35% to less than 45%

The following Riverside County districts' 2025 ELPI performance LOW based on the Dashboard cut score criteria.

School	County	ELPI
Perris Elementary	Riverside	44.7%
Moreno Valley Unified	Riverside	44.5%
Riverside Unified	Riverside	43.7%
Hemet Unified	Riverside	43%
San Jacinto Unified	Riverside	41.8%

Alvord Unified	Riverside	41.4%
Riverside County Office of Education	Riverside	41.2%
Banning Unified	Riverside	40.6%
Palm Springs Unified	Riverside	39.4%
Nuview Union	Riverside	38%
Jurupa Unified	Riverside	36.3%
Palo Verde Unified	Riverside	35.9%

Pink = Locations of Resource Centers proposed in this petition to serve low performing districts based upon dashboard outcomes

Orange = Low performing school districts adjacent to ASRC resource center locations

The 16 schools below serving middle and high school students in Perris, Jurupa and Alvord districts performed significantly lower on the ELPI in 2025 than students at Audeo Valley Charter. We have identified the school districts that would benefit from the presence of Altus Schools resource centers to meet the English Learner needs of obtaining English language proficiency.

School	District	ELPI	Dashboard Status
Audeo Valley Charter	Riverside County Office of Education	53.1%	Medium
California Statewide Average		*46.4%*	*Medium*
Perris High	Perris Union High	44.1%	Low
Mission Middle	Jurupa Unified	43.5%	Low
Wells Middle	Alvord Unified	42.2%	Low
Heritage High	Perris Union High	40.9%	Low
Innovative Horizons Charter	Perris Elementary	39.4%	Low
Hillcrest High	Alvord Unified	39.2%	Low
La Sierra High	Alvord Unified	38.2%	Low
Ysmael Villegas Middle	Alvord Unified	36.5%	Low
Jurupa Middle	Jurupa Unified	35.6%	Low
Jurupa Valley High	Jurupa Unified	33.9%	Very Low
Alvord High	Alvord Unified	30.4%	Very Low
Mission View High	Alvord Unified	26.5	Very Low
Rubidoux High	Jurupa Unified	26.5	Very Low
Mira Loma Middle	Jurupa Unified	23.9	Very Low
Perris Lake High (Continuation)	Perris Union High	20.7	Very Low
Nueva Vista Continuation High	Jurupa Unified	8.7	Very Low

Audeo Valley Charter ELPI outcomes demonstrate that English Learner underperformance is a **countywide condition**, not isolated to a single district. Because ASRC's instructional model has consistently outperformed county and district averages and requires geographically distributed access points, these students cannot be served as well by a charter school operating within a single district.

Chronic Absenteeism

Riverside County's chronic absenteeism rate for students in grades 7-8 during the 2024-25 school year was 21.8%, nearly four percentage points higher than the California statewide rate of 18.1%. This translates to approximately 14,500 middle school students missing 10% or more of their enrolled school days, which is closely linked to academic decline, disengagement, and increased long-term risk of dropping out. This reflects a substantial and largely preventable unmet need for targeted student support and engagement strategies.

In contrast, Audeo Valley Charter demonstrated exceptionally strong and consistent outcomes, achieving a chronic absenteeism rate of 1.0% in 2025, 0.0% in 2024, and 6.8% in 2023. These results highlight the school's sustained effectiveness in promoting regular attendance, maintaining student engagement, and proactively addressing barriers that commonly lead to chronic absence among middle school students and ensure they are prepared for the academic expectations of high school.

The districts listed below reported Grade 7-8 chronic absenteeism rates that exceeded the Riverside County average, underscoring a broader regional trend and the need for focused interventions to improve attendance and student continuity of learning.

District	Grade 7 and 8 2025 Chronic Absenteeism
Jurupa Unified	22.00%
Alvord Unified	22.80%
Moreno Valley Unified	24.20%
Romoland Elementary	24.90%
San Jacinto Unified	25.60%
Val Verde Unified	27.30%
Desert Sands Unified	28.70%
Banning Unified	29.40%
Perris Union High	30.80%
Palm Springs Unified	31.80%
Hemet Unified	32.40%
Coachella Valley Unified	39.40%

Pink = Locations of Resource Centers proposed in this petition to serve low performing districts based upon dashboard outcomes

Orange = Low performing school districts adjacent to ASRC resource center locations

Taken together, the data demonstrate that Altus Schools' personalized, flex-based instructional model consistently outperforms county and district averages while serving comparable high-risk student populations and effectively re-engaging chronically absent middle school students; evidence that both affirms the model's effectiveness and underscores

the necessity of expanding access through a countywide charter authorization rather than a single-district structure.

Suspension Rate

The Riverside County Suspension rate for students in grades 7-8 for 2024-25 was 5.7%. This represented 3,863 unduplicated students suspended. Of these, 29.4% had multiple suspensions. This rate is elevated compared to the 2.9% statewide, demonstrating that students in middle grades are at an elevated risk of having their schooling interrupted due to behavioral issues. Each year, nearly 4,000 Riverside County middle school students experience disruptions to their learning caused by suspension, demonstrating unmet needs. In contrast, Audeo Valley Charter reported zero suspensions in 2024–25, illustrating how ASRC's supportive, structured model can help students remain engaged, avoid learning loss, and stay on track academically.

California Growth Model

California's student growth methodology uses the statewide Smarter Balanced results from students in grades four through eight in both ELA and math. In December 2025, the CDE released average growth scores for LEA (district) and schools. School and district outcomes are grouped into 5 categories ranging from: Exceptional, Accelerated, Average, Moderate and Minimal. A growth status of 0 equals expected growth. Below 0 growth status outcomes equate to below average growth and above 0 growth status average equal above average growth.

In Riverside County, a number of Districts countywide and schools within districts covered by the Altus Schools Riverside County petition demonstrated growth at or below the level achieved by Audeo Valley Charter.

While many districts fell short of expected instructional growth in ELA, Audeo Valley Charter emerged as a high-performing alternative in Riverside County, matching or exceeding the expected academic growth of numerous traditional districts and neighborhood schools. As shown in the chart below, Audeo Valley outperformed 12 districts in the ELA growth model, and 11 of those districts will have an Altus Schools Resource Center located in or nearby, demonstrating its effectiveness in meeting local student needs and accelerating growth among middle school learners.

California Growth Model ELA 2025:
Districts Performance at or below Audeo Valley Charter

District	County	Status	Performance Category	Category	Reporting Year
Audeo Valley Charter	Riverside	-1	3	Average Growth	2025
Alvord Unified	Riverside	-1	3	Average Growth	2025
Romoland Elementary	Riverside	-3	3	Average Growth	2025
Hemet Unified	Riverside	-3	3	Average Growth	2025
Palo Verde Unified	Riverside	-4	3	Average Growth	2025
Perris Elementary	Riverside	-5	3	Average Growth	2025
Desert Sands Unified	Riverside	-5	3	Average Growth	2025

Palm Springs Unified	Riverside	-5	3	Average Growth	2025
Moreno Valley Unified	Riverside	-5	3	Average Growth	2025
Coachella Valley Unified	Riverside	-7	2	Moderate Growth	2025
Lake Elsinore Unified	Riverside	-7	2	Moderate Growth	2025
Jurupa Unified	Riverside	-9	2	Moderate Growth	2025
Perris Union High	Riverside	-12	2	Moderate Growth	2025
Banning Unified	Riverside	-17	2	Moderate Growth	2025

Pink = Locations of Resource Centers proposed in this petition to serve low performing districts based upon dashboard outcomes

Orange = Low performing school districts adjacent to ASRC resource center locations

California Growth Model ELA 2025:
Schools in Countywide Petition Performance at or below Audeo Valley Charter

School Name	District Name	Status	Performance Category	Category	Reporting Year
Audeo Valley Charter	**Riverside COE**	**-1**	**3**	**Average Growth**	**2025**
California Military Institute	Perris Union High	-3	3	Average Growth	2025
Kathryn Newport Middle	Menifee Union	-4	3	Average Growth	2025
Harvest Hill S.T.E.A.M. Academy	Menifee Union	-6	2	Moderate Growth	2025
Del Sol Academy	Jurupa Unified	-10	2	Moderate Growth	2025
Bell Mountain Middle	Menifee Union	-10	2	Moderate Growth	2025
Pinacate Middle	Perris Union High	-12	2	Moderate Growth	2025
Jurupa Middle	Jurupa Unified	-13	2	Moderate Growth	2025
Mira Loma Middle	Jurupa Unified	-13	2	Moderate Growth	2025
Wells Middle	Alvord Unified	-14	2	Moderate Growth	2025
Mission Middle	Jurupa Unified	-20	2	Moderate Growth	2025

While many districts fell short of expected instructional growth in Math, Audeo Valley Charter emerged as a high-performing alternative in Riverside County, matching or exceeding the expected academic growth of numerous traditional districts and neighborhood schools. As shown in the chart below, Audeo Valley outperformed 18 districts in the Math growth model, and 16 of those districts will have an Altus Schools Resource Center located in or nearby, demonstrating its effectiveness in meeting local student needs and accelerating growth among middle school learners.

California Growth Model Math 2025:
Districts Performance at or below Audeo Valley Charter

District	County	Status	Performance Category	Category	Reporting Year
Audeo Valley Charter	Riverside	0	3	Average Growth	2025
Menifee Union	Riverside	-1	3	Average Growth	2025
Nuview Union	Riverside	-2	3	Average Growth	2025
Riverside Unified	Riverside	-2	3	Average Growth	2025

San Jacinto Unified	Riverside	-5	3	Average Growth	2025
Alvord Unified	Riverside	-5	3	Average Growth	2025
Desert Sands Unified	Riverside	-6	2	Moderate Growth	2025
Coachella Valley Unified	Riverside	-6	2	Moderate Growth	2025
Jurupa Unified	Riverside	-8	2	Moderate Growth	2025
Val Verde Unified	Riverside	-9	2	Moderate Growth	2025
Palm Springs Unified	Riverside	-9	2	Moderate Growth	2025
Hemet Unified	Riverside	-12	2	Moderate Growth	2025
Moreno Valley Unified	Riverside	-12	2	Moderate Growth	2025
Lake Elsinore Unified	Riverside	-13	2	Moderate Growth	2025
Perris Elementary	Riverside	-14	2	Moderate Growth	2025
Romoland Elementary	Riverside	-14	2	Moderate Growth	2025
Palo Verde Unified	Riverside	-19	2	Moderate Growth	2025
Perris Union High	Riverside	-21	1	Minimal Growth	2025
Banning Unified	Riverside	-22	1	Minimal Growth	2025

Pink = Locations of Resource Centers proposed in this petition to serve low performing districts based upon dashboard outcomes
Orange = Low performing school districts adjacent to ASRC resource center locations

California Growth Model Math 2025:
Schools in Countywide Petition Performance at or below Audeo Valley Charter

School	District	Status	Performance Category	Category	Reporting Year
Audeo Valley Charter	Riverside COE	0	3	Average Growth	2025
Loma Vista Middle	Alvord Unified	-1	3	Average Growth	2025
Arizona Middle	Alvord Unified	-3	3	Average Growth	2025
Menifee Valley Middle	Menifee Union	-3	3	Average Growth	2025
Del Sol Academy	Jurupa Unified	-4	3	Average Growth	2025
Ysmael Villegas Middle	Alvord Unified	-4	3	Average Growth	2025
Harvest Hill S.T.E.A.M. Academy	Menifee Union	-4	3	Average Growth	2025
Innovative Horizons Charter	Perris Elementary	-7	2	Moderate Growth	2025
Bell Mountain Middle	Menifee Union	-8	2	Moderate Growth	2025
Hans Christensen Middle	Menifee Union	-12	2	Moderate Growth	2025
Jurupa Middle	Jurupa Unified	-13	2	Moderate Growth	2025
Mission Middle	Jurupa Unified	-16	2	Moderate Growth	2025
Wells Middle	Alvord Unified	-17	2	Moderate Growth	2025
Mira Loma Middle	Jurupa Unified	-21	1	Minimal Growth	2025
Pinacate Middle	Perris Union High	-22	1	Minimal Growth	2025
California Military Institute	Perris Union High	-26	1	Minimal Growth	2025

Credit Deficiency at the Middle School Level

Upon enrollment at Audeo Valley Charter and Altus Schools Coachella Valley, counselors review each student's transcripts and grades to develop a personalized course plan through the PPEP. If a student is behind, counselors document credit deficiency status in the School Pathways SIS.

In high school, credit deficiency is defined by the number of credits earned relative to graduation requirements and expected semester benchmarks. In middle school, the definition differs. Because Altus Schools offers open enrollment year-round, many middle school students enroll after the school year has begun. Students who enroll with D's or F's in courses in progress must restart those courses. If a student enrolls in the second semester with F's in first semester core courses, those courses must also be completed.

When students must restart or make up multiple courses, they are considered credit deficient, including at the middle school level.

As shown in the chart below, during the 2025–26 school year to date, 47% of middle school students at Audeo Valley enrolled credit deficient, along with nearly 30% of middle school students at Altus Schools Coachella Valley. These figures reflect the significant unmet academic needs among middle school students across Riverside County.

Middle School Credit Deficiency 2025-26 School Year	Total Credit Deficient	Total Served YTD	Credit Deficiency
Audeo Valley Charter	46	97	47%
Altus Schools Coachella Valley	7	24	29%
Total	**53**	**121**	**44%**

**As of February 4, 2026*

Stability Rates

In California, a student is considered "stable" if they remain enrolled at the same school for at least 245 consecutive calendar days. The Non-Stability Rate reflects the percentage of students who change schools during the academic year for various reasons.

For grades 7–8 in 2024–25, California's non-stability rate was 7.3%, while Riverside County's rate was higher at 9.1%. As depicted in the charts below, several districts included in the Altus Schools Riverside County petition, such as Perris Union High, Jurupa Unified, and Alvord Unified, show elevated non-stability rates, indicating more frequent midyear school changes.

Altus Schools helps mitigate this instability through its proposed countywide network of Resource Centers and the Pathways Personalized Educational Plan (PPEP), which is designed to meet students where they are at any point in the year. Because students will be able to access multiple locations throughout Riverside County, families who move within the county do not need to change schools and can remain enrolled with Altus Schools. This continuity, paired with personalized one-on-one support from a credentialed teacher, will provide stability, structure, and consistent academic progress for highly mobile students.

Stability Rates for Grades 7-8: District-County-State Non-Stability Rates		
District	**Non-Stability Count**	**Non Stability Rate**
Perris Union High	187	17.60%
Hemet Unified	577	16.10%
Nuview Union	60	16.00%
Romoland Elementary	161	14.50%
Banning Unified	103	14.40%
San Jacinto Unified	267	14.40%
Palo Verde Unified	55	13.80%
Moreno Valley Unified	634	12.50%
Palm Springs Unified	361	12.40%
Val Verde Unified	375	12.30%
Beaumont Unified	220	11.90%
Menifee Union	330	11.90%
Lake Elsinore Unified	352	10.60%
Jurupa Unified	282	10.00%
Alvord Unified	260	9.60%
Riverside County	*5,571*	*9.10%*
Desert Sands Unified	292	8.90%
Riverside Unified	549	8.80%
Murrieta Valley Unified	318	8.70%
Temecula Valley Unified	339	7.90%
Statewide	*56,773*	*7.30%*
Coachella Valley Unified	183	7.10%
Corona-Norco Unified	564	7.00%

Pink = Locations of Resource Centers proposed in this petition to serve districts with a high non-stability rate based upon DataQuest reporting
Orange = Districts with a high non-stability rate adjacent to ASRC resource center locations

California Healthy Kids Survey

The California Healthy Kids Survey (CHKS) assists schools in assessing the school environment and student experiences across a variety of areas including: school climates, barriers to academic achievement connectedness, as indicators of engagement; experiences of caring adult relationships, perceived school safety, bullying, and mental health and wellness (chronic sadness, social and emotional distress, life satisfaction, and contemplation of suicide).

The tables below show recent 7th grade responses in Riverside County and within the Alvord Unified, Jurupa Unified and Perris Union High districts; all districts with newly proposed ASRC resource centers. These outcomes reveal that there is definite mental health, safety, school connectedness, and school satisfaction unmet needs that may contribute to students and their families seeking an alternative educational setting with a personalized approach to supporting each student in a smaller, safer setting with strong student-parent-teacher connection, such as Altus Schools Riverside County.

During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more that you stopped doing some usual activities?	
Percent of 7th Grade students responding: Yes	
Riverside County	30%
Alvord Unified	34%
Jurupa Unified	26%
Perris Union High	32%
During the past 12 months, did you ever seriously consider attempting suicide?	
Percent of 7th Grade students responding: Yes	
Riverside County	14%
Alvord Unified	14%
Jurupa Unified	10%
Perris Union High	10%
During the past 12 months, how many times on school property have you... been pushed, shoved, slapped, hit, or kicked by someone who wasn't just kidding around?	
Percent of 7th Grade students responding 1 or more times:	
Riverside County	31%
Alvord Unified	33%
Jurupa Unified	31%
Perris Union High	27%
During the past 12 months, how many times on school property have you... been in a physical fight?	
Percent of 7th Grade students responding 1 or more times:	
Riverside County	11%
Alvord Unified	12%
Jurupa Unified	10%
Perris Union High	12%
There is a teacher or some other adult from my school... who checks on how I am feeling.	
Percent of 7th Grade students responding: Not True at All	
Riverside County	30%
Alvord Unified	33%
Jurupa Unified	25%
Perris Union High	35%

There is a teacher or some other adult from my school... who really cares about me.	
Percent of 7th Grade students responding: Not True at All	
Riverside County	**13%**
Alvord Unified	**17%**
Jurupa Unified	**13%**
Perris Union High	**15%**
Life Satisfaction: Students rating my school experience	
Percent of 7th Grade students responding: A Little Dissatisfied to Very Dissatisfied	
Riverside County	**30%**
Alvord Unified	**36%**
Jurupa Unified	**29%**
Perris Union High	**39%**

Data Source: Dataquest Most Recently available report, Accessed 2.4.2026)
Riverside County 2021-2023 Main Report
Alvord Unified Secondary 2022-2023
Jurupa Unified Secondary 2023-2024 Main Report
Perris Union High 2022-2023 Main report

2. Altus Schools Riverside County's Unique Focus Justifies a Countywide Benefit

ASRC will serve the highest-need credit deficient middle and high school students residing in Riverside and adjacent counties. These students, who require intensive, individualized educational supports, are not concentrated in a single city, region, or community within the County; rather, they are geographically dispersed throughout Riverside County.

Drawing on 32 years of organizational experience serving this population, Altus Schools has consistently observed that students actively utilize resource centers as an essential component of their academic success. At AVCS and ASCV, approximately 80% of students attend their assigned resource centers multiple times per week. This sustained engagement demonstrates that the Altus personalized, flex-based instructional model is distinct among nonclassroom-based charter schools and that strategically located resource centers across the county are critical to ensuring equitable access, consistent support, and successful outcomes.

ASRC requires additional resource centers to effectively serve Riverside County's highest-need, most resource-intensive students. The capacity to deliver the level of academic intervention, counseling, and individualized support these students require is directly tied to enrolling significant percentages of unduplicated pupils, for whom the State allocates supplemental and concentration funding through the Local Control Funding Formula (LCFF).

ASRC's model creates a virtuous cycle: by attracting and enrolling the students with the greatest needs, the Charter School receives the apportionment necessary to invest deeply in their personalized education programs; those investments, in turn, strengthen engagement, accelerate credit recovery, and improve academic outcomes, ultimately enabling ASRC to deliver the strongest results for this population while sustaining the resources required to continue doing so.

These students reside across Riverside and adjacent counties. Because resource centers are integral to ASRC's model, a countywide charter allows the Charter School to be able to open facilities in the locations where they will be accessible and useful to the greatest number of students.

3. Efficiencies from Consistent, Centralized Oversight Standards and Processes

ASRC proposes to operate at least seven sites in seven distinct areas of the County over the course of the charter term **(See Element D),** ASRC proposes a strategically distributed network of resource centers designed to meet documented student need across multiple regions of Riverside County, which cannot be effectively implemented under a single-district authorization. If ASRC operated multiple local district-authorized charter schools, each charter school would be required to follow each chartering authority's different local policies and requirements and would likely be subject to individual memoranda of understanding and oversight obligations, which would adversely impact ASRC's ability to operate uniformly and efficiently. Further, this would force ASRC to duplicate numerous administrative tasks (e.g., payroll, budgets, policies, etc.) for each charter school, creating needless inefficiency and wasting resources that would be better directed to students.

More importantly, these structural barriers would not merely create administrative inefficiency, they would create **educational harm** for the highly mobile, credit-deficient, and at-risk students ASRC is designed to serve. Students who relocate across district boundaries could experience enrollment disruption, delays in placement, inconsistent program implementation, or gaps in services. For this vulnerable population, even short interruptions in educational continuity significantly increase the risk of disengagement and dropout. Countywide authorization is therefore necessary to maintain coordinated service delivery and stable, continuous educational pathways.

Each charter school would be required to go through a separate renewal process, and over time, each charter petition would naturally drift in content as each chartering authority imposes different expectations. This kind of inefficient and needless duplication of effort and expense is not in the interests of taxpayers or students. Educational dollars should be spent to the greatest extent possible on students, and not on unnecessary administrative functions and processes which would be required if ASRC were to operate under multiple charters authorized by multiple school districts.

Operating as a single charter school with multiple campuses allows ASRC to maintain one unified budget, one funding apportionment calculation, one Local Control and Accountability Plan ("LCAP"), one School Accountability Report Card ("SARC"), one report on the California School Dashboard, one student roster, one California Longitudinal Pupil Achievement Data System ("CALPADS") account, one California Statewide Assignment Accountability System ("CalSAAS") account, and one chartering authority.

Additionally, operating multiple chartering authorities would also require ASRC to duplicate essential administrative systems, including payroll, budgeting, audits, policies, reporting, compliance monitoring, and governance for each separate charter school. This unnecessary duplication would

reduce operational efficiency and divert public education funds aways from instructional services and student supports, contrary to the interests of both students and taxpayers. The efficiencies gained through this unified structure enable ASRC to reinvest time and financial resources directly into serving students.

The benefit of approving this charter to allow for a 6-12 countywide benefit charter school will allow the County to provide oversight to the Charter School as a countywide benefit Charter School instead of providing oversight to multiple charter schools. One chartering authority for one Charter School saves costs and ensures greater fidelity of processes, policies, operations, and governance than many chartering authorities for many Charter Schools.

In summary, operating ASRC as a single countywide charter school ensures consistent governance, fiscal management, academic accountability, and compliance across all sites while allowing the Riverside County Office of Education to exercise unified and effective oversight over one charter entity. This structure eliminates unnecessary duplication of administrative systems-including, budgets, audits, LCAPs, SARCs, CALPADS reporting, and charter renewal processes, thereby maximizing the proportion of public funds directed student instruction and support services.

This structure directly supports RCOE's oversight responsibilities by simplifying fiscal review, compliance monitoring, academic accountability, and governance oversight. A single chartering authority overseeing one charter school ensures stronger fidelity to approved policies and practices than separate oversight across multiple-district authorized charters.

Unduplicated Pupil Percentage (UPP) and Equity Impacts

Approval as a single countywide benefit charter school also ensures **accurate, stable, and equitable calculation of the Unduplicated Pupil Percentage (UPP)** for purposes of Local Control Funding Formula (LCFF) supplemental and concentration grant funding. Operating as multiple district-authorized charters would require UPP calculations to be conducted separately for each charter school, potentially resulting in fluctuating or inconsistent funding levels based solely on site-specific enrollment demographics rather than the collective needs of ASRC's student population. Because these unduplicated pupils are distributed across numerous Riverside County districts rather than concentrated in a single locality, only a countywide structure allows ASRC to generate the scale of coordinated services necessary to meet their documented needs.

A single countywide charter allows ASRC to calculate UPP across the entire school, ensuring:

- More accurate reflection of the overall student population served
- Stable and predictable LCFF supplemental and concentration funding
- Improved ability to plan, implement, and sustain services for unduplicated pupils, including low-income students, English learners, and foster youth

This unified funding structure directly supports RCOE's expectation that countywide benefit charters maximize equity, fiscal transparency, and effective use of public funds in service of high-need students.

In summary, approval of ASRC as a single 6-12 countywide benefit charter school satisfies RCOE approval criteria by:

- Enhancing fiscal efficiency and oversight
- Ensuring consistent governance and accountability
- Supporting equitable and stable UPP-based funding
- Eliminating unnecessary duplication of administrative systems
- Maximizing the proportion of public funds directed to student instruction and support services.

This structure allows RCOE to exercise unified, effective oversight over one charter entity while enabling ASRC to deliver well-qualified educational services efficiently and equitably to students throughout Riverside County.

Dividing ASRC into multiple district-authorized charters would artificially dilute Unduplicated Pupil Percentage calculations, reducing the Charter School's capacity to deliver the intensive academic, behavioral, and socio-emotional supports that justify enrollment and are essential to student success.

4. Ensuring Countywide Equity and Access

A charter school approved by a school district must give a preference (in the event a public random drawing is necessary to determine admission) for enrollment to the students residing in that school district (Education Code Section 47605(e)(2)(B)), while a countywide charter allows equal footing for admission to all students in the County. (Education Code Section 47605.6(e)(2)(B)). ASRC proposes to make its educational program available to all students throughout Riverside County and contends that because of the pervasive nature of the achievement gap for the County's largest subgroups across the county and in each of the districts where the Charter School will operate, these students could not be served as well by a charter school that operates in only one district. ASRC will serve a cross-section of the entire County. It will not concentrate its enrollment in any one school district and will recruit students from school districts neighboring the campus, thus increasing student diversity and well-qualified, educational choice for all families. By strategically locating throughout Riverside County, ASRC will be able to take advantage of facilities opportunities that would otherwise be limited to the boundaries of authorizing districts, and at the same time be able to recruit students from throughout the County without limitation of preference given to students residing within the boundaries of the school district where each campus is located. Again, equity and access to a proven, well-qualified educational program would be best facilitated by a charter school operating under a countywide benefit petition because all students, regardless of their district of residence, would enjoy an equal opportunity for admission. This approach to equity and access could not be achieved as well by a charter school that operates in only one district.

Although its charter schools meet the definition of flex-based, Altus has found that 80% of enrolled students go to a resource center for instruction and/or supports multiple times each week. As such, it is crucial that students who live near a resource center, but not in the geographic boundaries of the school district where the resource center is located, have the same chance at admission as students who reside within those boundaries.

A countywide charter authorization ensures that all students residing within Riverside County have equitable access to ASRC's educational program, regardless of the school district in which they reside. Unlike district-authorized charters, which must provide enrollment preference based on district boundaries, a countywide charter allows ASRC to offer equal admission opportunities to students

throughout the County, thereby advancing educational equity and access for historically underserved populations.

5. Supporting Families' Mobility Within Riverside County

If ASRC were required to operate as a series of district-authorized charters, its ability to locate in neighborhoods where ASRC's families need it the most would be dependent on the objectives and priorities of each school district, which may not reflect the interests of families living throughout Riverside County, or respond to the economic realities facing families at that time. Even if ASRC were to open a district-authorized charter in a particular community, a student would be required to disenroll from their current charter school and enroll in that new charter school, creating unnecessary disruption and logistical challenges to continuing their education.

Additionally, if ASRC were required to operate multiple charter schools authorized by different school districts across Riverside County, students transferring from one Altus School to another (for example, if the family moved) could face significant administrative and logistical hurdles potentially harming students. These delays in processing new enrollment can easily trigger a "tipping point" that leads to students dropping out and other adverse effects. The transfer process would be no different than students changing schools under current conditions because each Altus School would be authorized by different school districts with different sets of rules and expectations thus creating barriers and complexities difficult for families to navigate.

The transfer process is not as simple as changing a code in the student information system. It involves securing appropriate records from previous schools, particularly when students have changed schools multiple times and a complete cumulative file is unavailable. More importantly, it requires appropriate placement, availability, and continuity in courses for students to continue their progress in meeting graduation requirements.

Authorizing ASRC as a countywide benefit charter will help support families' mobility within Riverside County and protect student learning by ensuring that students can continue to attend ASRC at a campus that is local to their new home after a move, i.e., without enrolling in a new school. A centralized operation that manages student records and provides the same access to education and services from our partners and government agencies at all campuses across Riverside County makes the transfer efficient and seamless. A countywide benefit Charter School will allow families access to a consistent school environment so that they can maintain academic and social emotional progress even when they reside across district boundaries.

Authorizing ASRC as a countywide benefit charter ensures continuity of instruction and services for students whose families relocate within Riverside County. Students may continue enrollment at ASRC without disruption, reenrollment delays, or loss of academic progress, which is particularly critical for credit-deficient and highly mobile students at risk of disengagement or dropout.

Altus Schools is committed to supporting students through personalized educational pathways that help them recover credits, accelerate learning, and be at grade level—an essential focus, as the majority of students who enroll are significantly credit-deficient and often two to three grade levels behind. This progress enables students to successfully transition back to their traditional schools, as shown in **Figure 2: Students Redirected Back to Moreno Valley Unified School District Over the Last Five Years**. We focus on building positive habits, strengthening academic skills, and developing

social-emotional readiness to ensure a smooth transition. Through individualized support, guidance, and encouragement, Altus prepares each student to reenter their comprehensive schools with confidence and a renewed commitment to learning and personal growth.

6. Ability to Quickly Respond to Community Need to Launch Additional Campuses Across Riverside County

Granting this countywide benefit charter ensures that ASRC will be able to exercise maximum flexibility in opening future campuses in locations where they will provide the greatest benefit to students, and do so nimbly, and just in time to meet student needs, irrespective of a particular school district board's disposition towards new charter schools at any given time. For example, if, in the spring, ASRC identifies one or more suitable sites to operate one or more campuses that would meet existing demand, regardless of the school district where they sit, ASRC could quickly work with the County to obtain (if needed) authorization to operate those campuses, and to operate them under the existing charter.

Without a countywide benefit charter, ASRC would be required to launch a completely new charter school to operate an additional site in the jurisdiction of different school district, and incur all of the extensive time and expenses necessary to launch a new charter school – not to mention, the uncertainty over whether a particular school district will grant a new charter, irrespective of community demand. As a countywide benefit charter, ASRC could locate anywhere in Riverside County with the approval and oversight of the County, irrespective of school district jurisdictional boundaries. ASRC, as a single countywide benefit charter, would be able to leverage its existing resources, capital, and reputation to expand into new locations within Riverside County. If ASRC operated as a series of district-authorized charter schools, it could not use its resources to open up new charter schools in other districts because that charter school's funds could not be applied to develop another charter school.

Granting this petition will enable ASRC to extend its proven instructional model to additional students in the communities where they live, increasing access to personalized academic intervention and flexible learning environments designed for students experiencing educational disengagement.

The evidence presented in this petition establishes that ASRC's students who are credit deficient, highly mobile, disproportionately English Learners, and experiencing chronic disengagement **cannot be served as well by a charter school operating in only one school district**. The petition further demonstrates that requiring ASRC to pursue district-by-district authorization would materially impair continuity of instruction, equity of access, and effective use of public educational resources.

Approval of Altus Schools Riverside County as a single countywide benefit charter school is therefore consistent with sound educational practice and fully satisfies the requirements of Education Code Section 47605.6(a) and (b).

For the foregoing reasons, the evidence demonstrates that ASRC meets and exceeds the statutory standard for countywide approval under Education Code section 47605.6. The proposed charter will provide clear educational benefit to a pupil population that cannot be served as well by a single-district charter and requires a unified countywide structure to ensure continuous, equitable, and effective educational services throughout Riverside County.

Element A: Educational Program

Governing Law: *The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. Education Code Section 47605.6(b)(5)(A)(i).*

The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. Education Code Section 47605.6(b)(5)(A)(ii).

If the proposed charter school will serve high school pupils, the manner in which the charter school will inform parents about the transferability of courses to other public high schools. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable to other public high schools. Education Code Section 47605.6(b)(5)(A)(iii).

If the proposed charter school will enroll high school pupils, information as to the manner in which the charter school will inform parents as to whether each individual course offered by the charter school meets college entrance requirements. Courses approved by the University of California or the California State University as satisfy their prerequisites for admission may be considered as meeting college entrance requirements for purposes of this clause. Education Code Section 47605.6(b)(5)(A)(iv).

MISSION AND VISION, AND PROGRAM OBJECTIVES

Mission Statement

Altus Schools Riverside County ("ASRC" or the "Charter School") will implement personalized flex-based educational programs to facilitate student achievement. These educational programs will demonstrate that standards-based educational reform can provide a prototype for changing the way teachers teach and students learn in the future.

Vision Statement

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

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

Riverside County is committed to collaborative efforts to improve the quality of life for students, their families, employees, and the Riverside County community-at-large.

Strategic Objectives

To respond to its educational partners' requirements and to ensure the organization's long-term sustainability, Altus Schools Riverside County will:

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

Program Objectives

Altus Schools Riverside County will achieve these program objectives:

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

OVERVIEW OF EDUCATIONAL PROGRAM

The primary purpose of ASRC's instructional design is to motivate, re-engage, and accelerate academic progress for students in grades 6–12 who are academically high-risk or in need of a non-traditional educational environment. Riverside County continues to demonstrate a significant population of students who meet high-risk indicators, including chronic absenteeism, credit deficiency, academic underperformance, school disengagement, and social-emotional barriers to school success.

Analysis of county-level accountability data and the current high-risk student populations served by Altus Schools' existing resource centers in Coachella Valley and Moreno Valley demonstrates a persistent need for specialized interventions. These students are disproportionately represented in the following state accountability indicators as referenced in The Countywide Justification Benefit section of this petition:

- English Learner Progress Indicator (ELPI)
- Chronic absenteeism rates
- Suspension rates
- California Healthy Kids Survey indicators related to school connectedness and safety
- Graduation and dropout rates

The targeted student population for ASRC is students who frequently present with one or more of the following characteristics:

- High School Students: Credit deficiency, unfinished learning, or risk of not graduating on time
- Middle School Students: Credit deficiency, unfinished learning, and not on track for grade level promotion
- History of chronic absenteeism
- Prior suspension or disciplinary involvement
- English Learner status requiring targeted language acquisition support
- Foster youth, homeless, pregnant and/or parenting
- Highly mobile
- Social-emotional or mental health barriers impacting academic engagement

Traditional comprehensive school models are often not structured to provide the degree of personalization, flexibility, and intensive case management required to successfully re-engage these students. ASRC is designed to address this gap through individualized learning plans, flexible scheduling, targeted intervention, and integrated academic and social-emotional supports.

The Charter School's program is specifically structured to:

1. Re-engage students disconnected from traditional school settings
2. Accelerate credit recovery and academic progress
3. Improve attendance and school stability
4. Reduce suspension rates through relationship-based intervention
5. Increase English Learner progress
6. Grade level promotion and graduation completion

Middle school students benefit from having a well-qualified instructional team who can fully understand the whole child focused on developing literacy, math, and other foundational skills to prepare them for the rigor of high school level courses. Students may meet high school completion

requirements through multiple pathways, including earning a high school diploma, preparing for and passing the General Educational Development (GED) test, the High School Equivalency Test (HiSET), or the California Proficiency Program (CPP), consistent with individualized student goals and state requirements.

By addressing documented countywide trends in disengagement and academic risk at both the high school and middle school level, ASRC provides a necessary personalized flex-based alternative educational model designed to improve measurable outcomes for students who have not experienced success in traditional school environments.

As an intervention program, the Charter School will be challenged by environmental expectations that are generally applied to comprehensive school sites. ASRC holds its Vision and Mission as an over-arching mandate to put students first by implementing their Pathways Personalized Education Plan (PPEP). The Charter School's leadership will continually communicate this important commitment.

ASRC will be open to all students and will accept enrollment on a rolling basis throughout the school year, consistent with applicable law.

ASRC will provide an instructional program for students in grades 6–12 through a personalized flex-based instructional model. This model integrates regularly scheduled, structured in-person instruction at a designated resource center with ongoing supervision and academic support from a credentialed teacher and well-qualified staff (Counselor, Education Specialist, Instructional Support Staff) while offering flexible scheduling designed to meet individual student needs. Students will also have access to standards-aligned coursework and may complete assigned work from home as part of their PPEP.

Unlike many nonclassroom-based programs, ASRC ensures that all students will have regular access to a safe and supportive physical resource center and will be expected to attend in person approximately two to four days per week, based on grade level and individualized academic need. At the resource center, students participate in small-group instruction, individualized tutoring, science laboratory experiences, career exploration activities including aviation programming, educational field trips, and presentations from guest speakers. Students also will have access to instructional technology and enrichment tools, including virtual reality applications, 3D printers, and school-issued laptops.

When not attending the resource center, students will engage in independent coursework aligned to state standards, with daily access to guidance and progress monitoring from their credentialed teacher.

The resource centers will also provide private conference spaces to facilitate access to support services, including meetings with school nurses, counselors, education specialists, and other student service providers.

The program's systematic design ensures that each student will remain actively engaged and supported, while families are meaningfully involved in co-curricular activities and the broader school community. The chart below outlines key program components and services that will be available at each resource center, organized by grade span and frequency.

Figure 3: Personalized Flex-Based Learning System

PERSONALIZED FLEX-BASED LEARNING SYSTEM			
	Instructional Support/Program	**Middle School Grades 6-8**	**High School Grades 9-12**
Student / Family Supports	In Person Resource Center Appointments	D, W	D, W
	Teacher Interaction	D	D
	Small Group Academic Tutoring Session	D, W	D, W
	Parent/Teacher Conferences	W, M, S, A	W, M, S, A
	College Counseling and Advising Services	As needed	As needed
	Military Advising		As needed
	Healthy Youth Therapy Sessions	As needed	As needed
	Specialized Services (Special Education/504 Services, Nurse Services, Healthy Youth Mental Health Services)	As needed	As needed
	Science Wet Labs	D, W, M	D, W, M
	3D Printing and Virtual Reality for Math and CTE	D, W, M	D, W, M
	Resilience In Student Education Social Emotional Workshops	M	M
	Family Learning Series	M	M
	Local Assessments	As needed	As needed
	State Assessments	A	A
	Meal Program	D	D
Co-Curricular	Work Experience Education		D, W, M
	Advancement Via Individual Development	D, W	D, W
	Character and Leadership Development	D, W	D, W
	California Cadet Corps	D, W	D, W
	Early College Credit Program		D, W, M
	Altus Aviation		D, W, M
	Career Technical Education Career Pathways		D, W, M
	Service Learning		D, W, M
	Altus Arts	D, W, M	D, W, M
	Honors/Advanced Placement Program		D, W, M
School Events/ Family Engagement	Open House	A	A
	Senior Nights		A
	Field Trips	W, M, S, A	W, M, S, A
	College and Career Week	A	A
	Wellness Week	A	A
	High School Graduation		A
	8th Grade Promotion	A	
	School Site Council	M	M
	English Learner Advisory Committee	S	S
Key—*D: daily, W: weekly, M: monthly, S: each semester, A: annually*			

Students will study the core curriculum while earning credits toward their course of study. At the time of enrollment, a team consisting of academic counselors, teachers, and caregivers will review student reading, writing, math skills, and school records to create a individualized course plan. Students will also receive a PPEP that can include one-on-one tutoring, small group tutoring, a variety of course options, field trips, supervised study, and assistance accessing community and government agency services.

ASRC will seek accreditation by the Western Association of Schools and Colleges ("WASC"). The Charter School will issue its own diplomas based on a course of study consistent with California State Standards, including the Common Core State Standards ("CCSS"), Next Generation Science

Standards ("NGSS"), History-Social Science Framework, English Language Development ("ELD") Standards, and any other applicable State Content Standards (hereinafter, collectively "State Standards"), and requirements for graduation. The Charter School will seek approval of courses for A-G eligibility by the University of California ("UC") and the National Collegiate Athletic Association ("NCAA"). The Altus Schools Southern California Board of Directors is responsible for monitoring and approving both the course of study and graduation requirements. The Charter School affirms that college-bound students wishing to attend California colleges and universities will have the opportunity to take A-G courses.

ASRC will seek California Department of Education's Dashboard Alternative School Status ("DASS") based on the projected enrollment for the Charter School.

EDUCATIONAL METHODS

ASRC will operate as a nonclassroom-based program utilizing a personalized flex-based instructional model. The Charter School will deliver a unified, standards-aligned curriculum through the Canvas Learning Management System, ensuring consistency in content, pacing, and academic expectations across all instructional settings. Within this model, students will participate in structured in-person instruction at a resource center while also engaging in independent work aligned to their PPEP.

While middle school and high school students require developmentally responsive pedagogical approaches aligned to their cognitive, social, and academic stages, both groups are supported through their PPEP tailored to their specific needs and goals.

At the middle school level, instruction reflects students' ongoing development in executive functioning, abstract reasoning, identity formation, and peer affiliation. Pedagogy emphasizes structured routines, explicit skill-building, guided practice, frequent feedback, and strong relational supports to build foundational literacy, numeracy, and self-management skills. Scaffolded instruction and consistent progress monitoring are prioritized to support emerging independence.

At the high school level, students demonstrate greater capacity for abstract thinking, long-term planning, metacognition, and self-direction. Instruction shifts toward increased autonomy, application-based learning, analytical writing, project-based tasks, and pathway-aligned coursework that supports college, career, or vocational goals. Students are expected to take greater ownership of pacing, goal-setting, and academic decision-making within their PPEP.

In both grade spans, instructional strategies, pacing, and supports are differentiated based on each student's PPEP to ensure academic rigor, developmental appropriateness, and alignment with individual postsecondary aspirations.

All independent work will be directly overseen, monitored, and evaluated by well-qualified credentialed teachers. Teachers will provide ongoing supervision through regular progress monitoring, scheduled instructional meetings, synchronous support, and timely feedback to ensure mastery of grade-level standards and continued academic growth. Independent work will not be self-directed in

isolation; rather, it will be guided by structured learning targets and continuous teacher engagement to maintain accountability and academic rigor.

ASRC personalized flex-based instructional model is designed to cultivate self-motivated, disciplined, and accountable learners by providing an alternative to the traditional comprehensive school model. Credentialed teachers will actively support students through individualized instructional planning, targeted intervention, co-curricular opportunities, and one-on-one tutoring as needed. Each teacher will maintain a roster of no more than 40 students, enabling meaningful personalization and responsive instructional strategies.

ASRC resource centers will provide a safe, structured, and academically focused environment conducive to learning. Flexible scheduling options and a year-round instructional calendar will allow the program to respond effectively to individual student needs while maintaining consistent oversight and academic standards.

The student's Pathways Personalized Education Plan ("PPEP") will drive each student's academic goals and course planning while promoting real-time adjustments to curriculum and instructional strategies based on data results. The PPEP will be a dynamic process that is constantly refined and updated to best meet each student's individual needs. As part of the personalized flex-based model and PPEP, students will focus on one to two courses per learning period to ensure mastery of content. Students will be expected to spend a minimum of thirty hours per week engaged in their coursework and complete one to two courses each learning period.

Altus curriculum will be developed by teacher subject-matter experts and delivered through a unified, standards-aligned framework implemented in Canvas, with aligned instructional materials and lesson resources ensuring consistency in content, pacing, and academic expectations across all delivery formats. Students will engage daily with their teacher (conferencing, shared tools/documents, telephonic communication) and attend appointments in-person at the Resource Center on average two to four days per week for support as referenced in **Figure 3**. This support may include one-on-one tutoring with the teacher, strategic small group academic tutoring sessions based on students' skill level or standard mastery, writing conferences, presentations, guest speakers, field trips, literacy circles, work with a 3D printer or virtual reality headset, special education support services, and/or feedback on the assignments previously submitted.

In addition to delivering a rigorous, standards-aligned academic program, ASRC enhances student engagement and postsecondary readiness by offering structured leadership and career development opportunities integrated within the broader instructional model. ASRC will expand educational opportunities within Riverside County by implementing the California Cadet Corps (CACC) program as a signature leadership and career development pathway. Established in 1911, the California Cadet Corps is the state's premier youth leadership development program. At Altus Schools, the CACC has been thoughtfully modernized to provide students with a personalized leadership pathway that integrates character development, civic responsibility, and career-aligned technical training.

The program addresses a critical need by combining structured leadership development with real-world workforce preparation. Cadets will progress from foundational leadership coursework to advanced STEM-focused pathways, including Unmanned Aviation, where students have opportunities to earn FAA certifications and college credit. Through individualized mentoring,

strategic community partnerships, and hands-on experiential learning, the CACC at Altus will prepare students for postsecondary success and entry into high-demand career sectors, while fostering the confidence, discipline, and resilience necessary to serve and lead within their communities.

EDUCATIONAL VISION

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

Altus Schools Riverside County's philosophy:

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

To achieve ASRC's overarching objectives, it will:

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

Students at Altus Schools Riverside County will develop important skills that include the abilities to read, write, compute, speak, ask questions, listen, problem-solve, work independently and in teams, use technology, manage time, accept personal responsibility, stay healthy, and comfortably relate with others. The Charter School will promote curiosity, integrity, social responsibility, and self-esteem. Learning best occurs when parents or guardians take an active role in the education of their children, when teachers accommodate the individual learning speeds and modalities revealed by their students,

when teachers give students reason to know that they genuinely care about them, when learning fuels personal interests, when rules, rewards, and sanctions are clear-cut, when teachers engage their students in learning activity rather than lecture them, and when teachers see all their students as capable of high achievement and expect it of them. The Charter School will incorporate these maxims into its daily operations. In short, the Charter School will equip its students to become motivated and self-disciplined, productive, socially competent, academically competent, self-sustaining learners, and contributing citizens.

Altus Schools Riverside County is committed to developing curriculum that is rigorous, relevant, and aligned to the California Common Core State Standards ("CCSS") and Next Generation Science Standards ("NGSS"). Curriculum is designed to foster career and college readiness skill development and citizenship in a global society.

A summary of Altus Schools Riverside County's curriculum is provided below. See **Appendix KK,** and **Appendix LL** for the sample scope and sequence of select grade levels.

Altus Schools Riverside County's curriculum departments will be led by credentialed teachers and will be guided and directed by the Dean of Academic Affairs and Altus Studies. The Charter School will use state adopted texts and other materials aligned to the California Common Core State Standards ("CCSS"). Textbooks will be specifically selected utilizing criteria developed from educational partner input. Teachers will use a variety of research-based instructional practices to teach diverse student populations, including technology-based learning. ASRC students will access a consistent, standards-aligned curriculum implemented either through the Canvas Learning Management System or through instructional materials and lesson guides, to ensure coherence across curriculum delivery methods. To ensure effective implementation of this technology-enhanced instructional framework, the Charter School will support its instructional staff to obtain Leading Edge Certification. This nationally recognized certification prepares educators to design rigorous, engaging, and standards-aligned learning experiences grounded in research-based instructional quality standards. Leading Edge Certified Teachers are equipped to integrate technology strategically while maintaining strong teacher-student engagement and high academic expectations for all learners.

Altus Schools Riverside County students will demonstrate progress by producing daily work, which will reflect learning consistent with the CCSS, engaging in formative assessments that guide instructional practices, successfully passing end-of-course exams, meeting growth targets set by Northwest Evaluation Association (NWEA) Measurement of Academic Progress (MAP) semester assessments, state assessments, and other formative assessments as developed by the teacher and/or the school.

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

Read and Write

- Identify and comprehend the main and subordinate ideas, details and facts in written

work, and summarize the ideas in their own words.

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

Compute

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

Speak, Question, and Listen

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

Problem-Solve

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

Work Independently and in Teams

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

- Perform tasks which require independent initiative and measurement.

Achieve Digital Literacy

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

Manage Time

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

Accept Personal Responsibility

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

Stay Healthy

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

Comfortably Relate with Others

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

TARGET STUDENT POPULATION

Altus Schools Riverside County (ASRC) welcomes all students who wish to attend the Charter School. The Charter School will serve students in grades 6–12 as depicted in the table below **(Figure 4)** and illustrated in **Appendix E.**

ASRC is designed to serve students throughout the Riverside County who would benefit from a personalized, flexible, and supportive educational environment. The Charter School will serve students who are academically disengaged, credit deficient, highly mobile, or otherwise not fully served in traditional comprehensive school settings as previously described.

ASRC instructional model will provide a personalized flex-based program combined with individualized PPEPs, frequent progress monitoring and targeted supports by well-qualified credentialed teachers. This will be designed to re-engage students in their education and accelerate progress toward grade level advancement, middle school promotion, high school graduation, and college and career readiness.

ASRC will work collaboratively with families, school districts, and community partners across Riverside County to provide an alternative pathway for students in need of a nontraditional instructional setting. Through its personalized learning approach, the Charter School supports students in meeting grade-level standards, recovering credits as needed, and successfully transitioning to postsecondary education, career opportunities, or re-entry into comprehensive school environments when appropriate.

The Charter School's program is specifically structured to serve a geographically dispersed population of students with diverse and often high levels of need across multiple Riverside County school districts, consistent with the countywide benefit described in this petition.

ASRC anticipates serving a high percentage of unduplicated pupils, including low-income students, English learners, foster youth, and students experiencing instability across Riverside County.

Figure 4: Projected Total Enrollment

Enrollment Projections at P2 ADA Reporting					
Description	**2026-27**	**2027-28**	**2028-29**	**2029-30**	**2030-31**
Grade 6	15	19	22	25	27
Grades 7-8	105	122	148	167	178
Grades 9-12	489	569	690	783	835
Total Projected Enrollment at P2 ADA Reporting	**609**	**710**	**860**	**975**	**1040**

The Charter School will provide an educational option to students and parents in the community who are disengaged and are seeking an academic intervention or a personalized educational environment. Altus Schools Riverside County will create a fluid relationship between its program and the comprehensive sites of the County. The re-directive nature of the Charter School offers a unique

intervention, which provides complementary assessment and instruction centered on assisting students in the completion of instructional objectives. Students shall be redirected to an appropriate instructional setting or successfully graduate from the Charter School.

Altus Schools Riverside County will serve students coming to the Charter School who are initially identified from referrals by the County's counselors. The Charter School will be able to meet the needs of all students (e.g., English Learners, students with disabilities, or GATE) through the Pathways Personalized Education Plan. This plan includes formative and summative testing data, which may include, but is not limited to, the California Assessment of Student Performance and Progress ("CAASPP"), the California Alternate Assessments ("CAAs"), English Language Proficiency Assessments for California ("ELPAC"), Northwest Education Association's ("NWEA") Measures of Academic Progress ("MAP") pre/post local assessments, PSAT, SAT, ACT, Advanced Placement ("AP") assessments, end-of-course exams, unit exams or learning checks, Naviance career and learning styles assessments, portfolios, and exhibitions. This data will help to establish each student's needs. Based on each student's needs, and in collaboration with the parent(s)/guardian(s), student, and teacher(s), a set of instructional goals will be developed. These goals will be achieved through a variety of strategies including: one-on-one tutoring, small group tutoring, projects, seminars, field trips, guest speakers, science labs, and other activities as referenced in the Personalized Flex-Based Learning System (**Figure 3**).

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

Figure 5: Riverside County Demographics 2024-25

Riverside County Student Demographics 2024-2025 School Year (CBEDS)		
Ethnicity	**Total**	**Percentage**
African American	23,395	5.6%
American Indian/Alaskan Native	1,526	0.4%
Asian	16,115	3.8%
Filipino	7,706	1.8%
Hispanic or Latino	281,704	67.1%
Pacific Islander	1,343	0.3%
White	67,603	16.1%
Two or More Races	15,327	3.6%
Not Reported	5,273	1.3%
Other Student Groups		
Socioeconomically Disadvantaged	312,134	74.3%
Students with Disabilities	63,057	15.0%
English Learners	66,969	15.9%
Foster Youth	3,009	0.7%
Homeless Youth	13,791	3.3%
Migrant Education	1,398	0.3%

The data in the tables below are reflective of ASCV and AVCS compared to the school districts in which they are located.

Figure 6: Moreno Valley Unified School District Demographics 2024-25

Student Demographics 2024-2025 School Year (CBEDS)		
Ethnicity	**Audeo Valley Charter**	**Moreno Valley USD**
African American	13.0%	11.7%
American Indian/Alaskan Native	0.8%	0.2%
Asian	1.7%	2.0%
Filipino	1.3%	1.1%
Hispanic or Latino	64.7%	75.2%
Pacific Islander	0.8%	0.6%
White	13.4%	5.3%
Two or More Races	3.8%	2.4%
Not Reported	0.4%	1.4%
Other Student Groups		
Socioeconomically Disadvantaged	76.9%	87.6%
Students with Disabilities	21.8%	15.7%
English Learners	11.8%	17.3%
Foster Youth	0.4%	1.0%
Homeless Youth	6.3%	1.6%
Migrant Education	0.0%	0.0%

Source: CDE DataQuest, 2024-25, accessed August 29, 2025

AVCS's student demographics at the Moreno Valley Resource Center are comparable to those of MVUSD, including similar significant student groups **(Figure 6)**.

Figure 7: Desert Sands Unified School District Demographics 2024-25

Student Demographics 2024-2025 School Year (CBEDS)		
Ethnicity	**ASCV (Fall 25-26)**	**Desert Sands USD**
African American	2.7%	1.3%
American Indian/Alaskan Native	1.4%	0.3%
Asian	0.0%	2.2%
Filipino	1.4%	0.7%
Hispanic or Latino	63.5%	76.4%
Pacific Islander	0.0%	0.1%
White	25.7%	14.6%
Two or More Races	5.4%	2.1%
Not Reported	0.0%	2.2%
Other Student Groups		
Socioeconomically Disadvantaged	66.9%	77.7%
Students with Disabilities	15.5%	12.8%
English Learners	11.5%	18.0%
Foster Youth	1.4%	0.6%
Homeless Youth	3.4%	2.0%
Migrant Education	0.0%	0.5%

Source: CDE DataQuest, 2024-25, accessed August 29, 2025

ASCV's student demographics at the Palm Desert Resource Center are comparable to those of DSUSD, including similar significant student groups **(Figure 7)**.

HOW LEARNING BEST OCCURS

Altus Schools Riverside County believes that learning best occurs when:

- Children feel safe, cared about, respected, and are encouraged to be themselves and to explore their individual talents to the fullest extent possible.
- Children are provided a supportive environment, positive attitudes, high expectations, and fairness.
- Parents are taught how to help children with their schoolwork and participate in their student's education.
- Teachers are highly motivated and committed and love their work.
- Students are offered an exciting, challenging, and comprehensive curriculum supported with individual and small group tutoring sessions.

- Lessons are designed to appeal to all learning styles.
- All disciplines including the arts, academics, and technology are interrelated as they are in life, thus producing a well-rounded individual.
- Assignments present challenging problems that apply to real world situations and promote inquiry and discovery.
- Assessment of what a student knows and can do is measured by a variety of methods, especially performance assessment and self-assessment.

WHAT IT MEANS TO BE AN EDUCATED PERSON IN THE 21ST CENTURY

Altus Schools Riverside County will help students from the Riverside community acquire the skills to survive and prosper in the 21st century. These skills include the ability to read, write, compute, speak, ask questions, listen, problem solve, work independently and in teams, use technology, manage time, accept personal responsibility, stay healthy, and to comfortably relate to others. Altus Schools Riverside County will promote curiosity, integrity, social responsibility, and self-esteem.

DESCRIPTION OF THE EDUCATIONAL PROGRAM

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

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

1. Many students can benefit from flexible scheduling and personalized education that incorporates focused teaching and support.

2. The collaboration of teachers and parents in each student's academic goals is critical to a successful transformation of all students' academic careers.

The Altus Schools Riverside County's educational program is based on the following elements of success:

- A vision, mission, and operational business plan that puts students first
- Academically rigorous, well-focused, basic core subject curricula
- Creation of a personalized education plan based on the student's academic level, learning style, strengths, interests, and goals

- Professional development that puts skills into a context consistent with the overall Charter School mission

- Autonomy that allows the Charter School to develop and implement a process of change tied to high standards as described in the International Society for Technology in Education ("ISTE") and is responsive to technological innovations

- Parent and community involvement in, and support for, the Charter School programs

- Regular data analysis to measure progress toward achieving both student and staff performance goals

- A community communication process detailing student and School performance

- An effective and efficient business process that ensures maximum utilization of private and public resources, both human and financial

The Charter School will provide an education that allows each student, grades 6-12, to meet State Standards by: (1) using State Standards-based textbooks, resources, and instructional materials; (2) providing State Standards-based instruction; (3) utilizing course descriptions that are aligned with the State Standards; (4) developing and improving social skills by building self-esteem through achievement and discipline; and (5) learning in an environment that promotes achievement. The Charter School will offer a menu of learning opportunities as outlined in the Personalized Flex-Based Learning System (**Figure 3**).

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

After completion of enrollment, students will be assessed and immediately engaged with a rigorous, technology-enhanced curriculum that is customized to meet their specific academic needs. The parent, teacher, and counselor will build custom plans to meet the individual goals, strengths, and interests of each child. Students will take one to two courses at a time, allowing them to focus on mastering the State Standards of one course before moving on to the next. Teachers will utilize the Personalized Flex-Based Learning System (**Figure 3**) to provide a range of student learning opportunities based on learning styles and pathways, which can include one-on-one and small group tutoring, field trips, volunteer opportunities, cultural events, guest speakers, career days, a wide variety of elective course options, and work experience customized to student interest and pathway choice. Each teacher will have the support of a Certificated Teacher Resource to ensure the successful implementation of each student's PPEP.

To monitor the effectiveness of instructional strategies and engagement activities in supporting individual student success, multiple data sources will be integrated into the PPEP to guide ongoing adjustments and personalized goal setting. Teachers will use instructional tools such as Naviance,

Charter School's college and career platform. Teachers will also utilize NWEA MAPs assessment results, School Pathways Student Information System ("SIS"), Renaissance DnA Data and Assessment platform, Mastery Connect and California Educator Reporting System (CERS) to view real time student achievement data. Additionally, instructional staff will systematically monitor the academic performance of English Learners through Ellevation, an EL program management platform that integrates student data, monitoring forms, and digital workflow processes to streamline EL team collaboration. Naviance, MAPs, SIS, Renaissance DnA, Ellevation, Mastery Connect, and CERS data will be integrated into the Charter School's instructional data monitoring system. The data will be reviewed and analyzed by teachers and Charter School leaders to ensure that the instructional strategies used are truly effective for each student. Based on the instructional data, teachers will be able to immediately reconcile and adjust the student's instruction, methods of delivery, and resources. Because the Charter School has purposely designed its program so that teachers work with only a few students at a time, teachers will be able to communicate frequently with the family and get to know each student's academic strengths and social needs. The largest differentiator for Altus Schools Riverside County's program will be the ability to go well beyond traditional methods to transform the lives of all students. Teachers and staff will conduct home visits, perform, monitor, and document appropriate interventions, and refer students and families to specific community resources and partnerships.

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

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

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

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

education planning process to monitor student progress and identify services to support student achievement.

Parent/ Teacher/ Student Master Agreement

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

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

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

School Calendar

The Charter School is committed to ensuring that the legally required minimum number of annual instructional minutes and annual school days are offered as required by Education Code Section 47612.5 and Title 5, California Code of Regulations, Section 11960. Thus, the Charter School for each fiscal year will offer at a minimum the following number of minutes of instruction supervised by a certificated teacher:

1. To students in grades 6-8, inclusive, 54,000 minutes.
2. To students in grades 9-12, inclusive, 64,800 minutes.

ASRC's draft 2026-2027 pupil calendar is attached as **Appendix Z.**

CURRICULUM

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

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

ASRC's curriculum departments will be led by well-qualified teachers and, under the guidance of the Dean of Academic Affairs and Altus Studies, will design and create the subject matter curriculum using the State Standards and Framework as their guides. The textbooks and other resource materials as identified either from the state adopted textbook list for 6-8 or 9-12 recommended lists will be used to complete the courses. The textbooks will be further reviewed for application for the personalized flex-based program needs. The teachers will use a wide variety of teaching techniques to engage all learning modalities, including technology-based learning.

ASRC's grades 6–12 course catalog and course descriptions (**Appendix X**) will be reviewed and revised as necessary on an annual basis to ensure that the optimal academic outcomes are met. ASRC shall ensure that all core courses, foreign language, visual and performing arts, and selected electives are submitted for approval and included on the UC A–G and NCAA-approved course lists. The course lists shown in **Appendix Q** and **Appendix R**, which reflect the UC A–G and NCAA approvals for Audeo Valley—an Altus School authorized by the Riverside County Board of Education—are provided as samples. ASRC will follow the same established processes and standards used by Audeo Valley Charter School to obtain approval of the UC A–G and NCAA.

English/Language Arts

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

have the ability to take Advanced Placement ("AP") courses. AP exams will be offered and administered in the spring semester for students who have taken and passed the AP courses. All courses will also provide for remediation and/or scaffolding for students with disabilities or English Learners. ASRC will ensure that it will obtain UC A-G and NCAA approval for all core high school English/Language Arts courses.

ENGLISH/LANGUAGE ARTS MATRIX	
Grade Levels	**Course Titles/Semester**
Sixth Grade	English 6-1, 6-2
Seventh Grade	English 7-1, 7-2
Eighth Grade	English 8-1, 8-2
Ninth Grade	*English 1, 2
Tenth Grade	*English 3, 4
Eleventh Grade	*American Literature 1, 2 **or** *Honors American Literature 1, 2 **or** *AP English Language & Composition 1, 2 **or** *AP English Literature & Composition 1, 2
Twelfth Grade	*World Literature 1, 2 **or** *English (British) Literature 1, 2 **or** *AP English Language & Composition 1, 2 **or** *AP English Literature & Composition 1, 2

*Altus Schools Riverside County will seek UC A-G approval of these courses.

Mathematics

Students will use a focused and coherent curriculum that is aligned to the State Standards and Frameworks that builds solid conceptual understanding through a focus on problem solving. Following the concrete to pictorial to abstract instructional sequence, students will develop deep conceptual understandings and will be well prepared for the challenge of higher levels of mathematics encountered in middle and high school. The students will be provided a rigorous mathematical educational experience incorporating the mathematical shifts demanded by the State Standards of greater focus of the depth of a topic, coherence among topics and grade levels, and the rigorous authentic command of the mathematical concepts. ASRC will ensure that all high school courses will be UC A-G and NCAA approved. All of the math courses allow the students to demonstrate concepts based on real world problems while preparing the students to graduate from the Charter School as college and career ready citizens. Additionally, to support conceptual understanding of mathematical concepts, the math curriculum is supported with Math Virtual Reality simulations that allow students to provide solutions to real-world problems by using math.

MATHEMATICS MATRIX	
Grade Levels	**Course Titles/Semester**
Sixth Grade	Math 6-1, 6-2
Seventh Grade	Math 7-1, 7-2
Eighth Grade	Math 8-1, 8-2
Ninth Grade	*Algebra 1, 2 **or** *Integrated Math IA, IB
Tenth Grade	*Geometry 1, 2 **or** *Integrated Math IIA, IIB
Eleventh Grade	*Intermediate Algebra 1, 2 **or** *Integrated Math IIIA, IIIB
Twelfth Grade	*Statistics 1, 2 **or** *Pre-Calculus 1, 2 **or** *Honors Pre-Calculus 1, 2 **or** *AP Calculus A/B

*Altus Schools Riverside County will seek UC A-G approval of these courses.

Science

All science courses will be aligned to the Next Generation Science Standards. All science courses will have wet and virtual labs embedded throughout the course. The science curriculum encourages scientific inquiry, group activities, and real-world applications. Additionally, students are provided with curriculum that is progressively sequenced, builds upon what they already know, and helps them construct a deeper understanding of science and how their knowledge and skills can be used. The middle school students will be introduced to Life Science and Physical Science through an integrated science course sequence. The high school students will be required to take two years of Science within the subjects of Earth and Space Science, Physics, Chemistry, Biology or Marine Biology. All of these science courses will be UC A-G and NCAA-approved.

SCIENCE MATRIX	
Grade Levels	**Course Titles/Semester**
Sixth Grade	Middle School Earth Science
Seventh Grade	Middle School Life Science **or** Integrated Science 7-1, 7-2

Eighth Grade	Middle School Physical Science **or** Integrated Science 8-1, 8-2
Ninth Grade	*Earth and Space Science 1, 2 **or** *Physics 1, 2
Tenth Grade	*Biology 1, 2 **or** *Marine Biology 1, 2
Eleventh Grade	*Chemistry 1, 2 **or** *Honors Chemistry 1, 2
Twelfth Grade	*AP Environmental Science

*Altus Schools Riverside County will seek UC A-G approval of these courses.

Social Sciences

All social science courses will be aligned to the State Standards and Frameworks while incorporating current real-world issues (i.e. Middle East conflicts, immigration & politics) as they are relevant to ASRC's student population. The middle school students will participate in courses about world history and the history of the United States. The high school students will have UC A-G approved and NCAA course offerings of World History, Geography & Economics, United States History, Government, and Economics. ASRC will offer Honors United States History and Advanced Placement courses in Human Geography, U.S. History, World History: Modern, and U.S. Government. The teachers will incorporate current events into the curriculum at all grade levels through field trips, guest speakers, and virtual field trips.

SOCIAL STUDIES MATRIX	
Grade Levels	**Course Titles/Semester**
Sixth Grade	Social Studies 6-1, 6-2
Seventh Grade	World History, Geography - Medieval & Early Modern Times 7-1, 7-2
Eighth Grade	United States History & Geography 8-1, 8-2
Ninth Grade	*Geography 1
Tenth Grade	*World History, Geography & Economics 1, 2 **or** *AP World History: Modern

Eleventh Grade	*United States History 1, 2 **or** *Honors United States History 1, 2 **or** *AP Human Geography 1, 2
Twelfth Grade	*Government 1 **or** *AP US Government and Politics **and** *Economics 1 **or** *AP Human Geography 1, 2

*Altus Schools Riverside County will seek UC A-G approval of these courses.

World Languages (Languages Other Than English)

Altus Schools Riverside County will offer a full three years of Spanish (1-6) (UC required/recommended), French (1-6) (UC required/recommended), and German (1-6) (UC required/recommended). The world language curriculum satisfies the UC requirement for admission. The students may take a world language as early as the 6th grade. Altus Schools Riverside County will also offer AP Spanish Language and Culture and seek UC A-G approval for all courses.

FOREIGN LANGUAGE COURSES MATRIX	
Grade Levels	**Course Titles/Semester**
Sixth Grade	*Spanish 1, 2 **or** *German 1, 2 **or** *French 1, 2
Seventh Grade	*Spanish 1, 2 **or** *German 1, 2 **or** *French 1, 2
Eighth Grade	*Spanish 1-4) **or** *German 1-4 **or** *French 1-4
Ninth Grade	*Spanish 1-6 **or** ***German 1-6 **or** *French 1-6
Tenth Grade	*Spanish 1-6 **or** *German 1-6 **or** *French 1-6
Eleventh Grade	*Spanish 1-6 **or** *AP Spanish Language and Culture **or** *German 1-6 **or** *French 1-6 or

Twelfth Grade	*Spanish 1-6 **or** *AP Spanish Language and Culture **or** *German 1-6 **or** *French 1-6

*Altus Schools Riverside County will seek UC A-G approval of these courses.

Visual and Performing Arts (VAPA)

Altus Schools Riverside County will offer several visual and performing arts courses "VAPA" and will seek UC A-G approval for these courses. The students may take Art, Art History, Commercial Art, Drawing, Photography or Music Appreciation to satisfy the UC A-G VAPA requirement. ASRC will also offer Music Appreciation and Art History courses for students who are interested in a different approach in the arts. The students may also engage in a Digital Arts Photoshop course as offered on the Career Technical Education course list.

VISUAL AND PERFORMING ARTS COURSES MATRIX	
Grade Levels	**Course Titles/Semester**
Sixth Grade	Middle School Art, 1, 2
Seventh Grade	Middle School Art 1, 2
Eighth Grade	Middle School Art 1, 2
Ninth Grade	*Art 1, 2 **or** *Commercial Art 1, 2 **or** *+Photography 1, 2 **or** *Drawing 1, 2 **or** *Art History 1, 2 **or** *Music Appreciation 1, 2
Tenth Grade	*Art 1, 2 **or** *Commercial Art 1, 2 **or** *+Photography 1, 2 **or** *Drawing 1, 2 **or** *Art History 1, 2 **or** *Music Appreciation 1, 2
Eleventh Grade	*Art 1, 2 **or** *Commercial Art 1, 2 **or** *+Photography 1, 2 **or** *Drawing 1, 2 **or** *Art History 1, 2 **or** *Music Appreciation 1, 2

Twelfth Grade	*Art 1, 2 **or** *Commercial Art 1, 2 **or** *+Photography 1, 2 **or** *Drawing 1, 2 **or** *Art History 1, 2 **or** *Music Appreciation 1, 2

*Altus Schools Riverside County will seek UC A-G approval of these electives.
+Altus Schools Riverside County will seek articulation approval of these electives.

Physical Education

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

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

PHYSICAL EDUCATION MATRIX	
Grade Levels	**Course Titles/Semester**
Sixth Grade	Physical Education 6-1, 6-2
Seventh Grade	Physical Education 7-1, 7-2
Eighth Grade	Physical Education 8-1, 8-2
Ninth Grade	Physical Education 1-2 **or** Cadets Corps 1, 2
Tenth Grade	Physical Education 1-4 **or** Cadets Corps 1-4
Eleventh Grade	Physical Education 1-4 **or** Cadets Corps 1-4
Twelfth Grade	Physical Education 1-4 **or** Cadets Corps 1-4

General Electives

ASRC will offer many semester-length and year-long additional electives courses for the students that will attribute to their becoming a more well-rounded, college and career ready, 21st Century citizen. Middle School students will have access to career exploration through Virtual Reality.

GENERAL ELECTIVE COURSES
Grades 6-8
AVID 7a, 7b
AVID 8a, 8b
Career Explorations Virtual Reality
ELD MS Language & Literacy 1, 2 (EL Level 1)
ELD MS Language & Literacy 3, 4 (EL Level 2)
ELD MS Language & Literacy 5, 6 (EL Level 3)
ELD MS Language & Literacy 7, 8 (EL Level 4)
Empower Math 1a, 1b
Exploring Careers 1, 2
Literacy 6th, 1, 2,
Literacy 7th 1, 2
Literacy 8th 1, 2
Service Learning 1, 2
Study Skills 7-1, 7-2
Study Skills 8-1, 8-2
Grades 9-12
*AVID 9a, 9b
*AVID 10a, 10b
*AVID 11a, 11b
*AVID 12a, 12b
Early College Academy 1, 2
Comprehensive Health
Driver's Education
Service Learning 1, 2

Empower Math I A, B
Empower Math II A, B
Empower Math III A, B
Literacy 1, 2
Literacy 3, 4
ELD Language & Literacy 1, 2 (EL Level 1)
ELD Language & Literacy 3, 4 (EL Level 2)
ELD Language & Literacy 5, 6 (EL Level 3)
ELD Language & Literacy 7, 8 (EL Level 4)
*Asian American Pacific Islander Studies (Ethnic Studies)
*Black and African American Studies (Ethnic Studies)
*Chicano(a) and Latino/a/x Studies (Ethnic Studies)
*Native American Studies (Ethnic Studies)
*AP Psychology 1, 2
*Sociology 1
Study Skills 1, 2

*Altus Schools Riverside County will seek UC A-G approval of these electives.

Post High School Pathways

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

Career Technical Education

ASRC will offer 31 Career Technical Education ("CTE") courses for students that have expressed an interest in a specific industry sector, including a general work experience program that will be state

approved. Courses such as Photoshop 1, 2 can lead to certification once the student completes the course. In addition to the 11 Career Pathways listed below, ASRC offers a Virtual Reality Career Exploration and training program that provides students with both career exploration and on demand internship-like experiences:

- Animal Science
- Business Management
- Child Development
- Design, Visual and Media Arts
- Environmental Resources
- Hospitality, Tourism and Recreation
- Marketing
- Patient Care
- Public Safety
- Software and Systems Development
- Teacher Education

CAREER TECHNICAL EDUCATION COURSES
Grades 9-12
Altus Success
Business Careers 1,2
Career Planning and Development 1, 2
*+Child Development 1, 2
*Career and Life Management 1, 2
*Computer Science Discoveries 1, 2
*+Design Careers 1, 2
*+Entrepreneurship 1, 2
*+Environmental Sustainability 1, 2
Foundations of Personal Finance 1, 2
General Work Experience Ed. 1, 2
General Work Experience Ed. 3, 4
*+Health Science Concepts 1, 2
*Hospitality, Tourism & Recreation 1, 2
*+Hospitality Management 1, 2

*+Information and Communication Technology 1, 2
*Intro to Business 1, 2
*Intro to Green Technology and Energy 1, 2
Military Science 1, 2
Military Science 3, 4
*Nursing Assistant 1, 2
Nutrition 1, 2
Pathways Exhibition
*Photoshop 1, 2
*Psychology 1, 2
*Personal Finance 1
*+Retail Sales and Marketing 1, 2
*+Teacher Education 1, 2
*+Veterinary Science 1, 2
Virtual Reality Career Explorations

*Altus Schools Riverside County will seek UC A-G approval of these electives.

+Altus Schools Riverside County will seek articulation approval of these electives.

California Cadet Corps

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

CALIFORNIA CADET CORPS COURSES	
Grades 6-12	
Sixth – Eighth Grade	MS Cadet Corps 1, 2 **or** MS Cadet Corps Summer Camp 1, 2 **or** MS Cadet Corps 3, 4
Ninth Grade	CA Cadet Corps 1, 2 **or** CA Cadet Corps Summer Camp 1, 2 **or** CA Cadet Corps Leadership 1, 2 **or** CA Cadet Corps 3, 4

Tenth Grade	CA Cadet Corps 1, 2 **or** CA Cadet Corps Summer Camp 1, 2 **or** CA Cadet Corps Leadership 1, 2 **or** CA Cadet Corps 3, 4 **or** CA Cadet Corps 5, 6
Eleventh Grade	CA Cadet Corps 1, 2 **or** CA Cadet Corps Summer Camp 1, 2 **or** CA Cadet Corps Leadership 1, 2 **or** CA Cadet Corps 3, 4 **or** CA Cadet Corps 5, 6 **or**
Twelfth Grade	CA Cadet Corps 1, 2 **or** CA Cadet Corps Summer Camp 1, 2 **or** CA Cadet Corps Leadership 1, 2 **or** CA Cadet Corps 3, 4 **or** CA Cadet Corps 5, 6

EARLY COLLEGE CREDIT PROGRAM

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

Advanced Placement Program

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

AP COURSE MATRIX

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

*Altus Schools Riverside County will seek UC A-G approval of these electives.

Articulation

ASRC will have agreements with MiraCosta College, Southwestern College, and Victor Valley College that provide students with the opportunity to earn college credit for coursework completed at ASRC. These courses are designed to provide students with an opportunity to earn both high school and college credit simultaneously. Articulation provides a seamless transfer of credits from high school to college through "credit by exam", allowing students to progress smoothly in their educational journey. By enrolling in these courses, students will gain exposure to college-level curriculum and expectations while still in a supportive high school environment. The ASRC courses will go through a thorough review by the partnering college, reviewing syllabi, curriculum, learning objectives, and assessments to ensure the level of rigor and college course alignment in each articulated course. In order to receive the college credit, students will complete all applications by the timeline requested by the partnering college and earn a B or higher on the final exam and overall grade.

ARTICULATION MATRIX	
ASRC Course	**Potential College Credit**
*Child Development 1, 2	CHLD 112
*Design Careers 1, 2	DESN 100
*Entrepreneurship 1, 2	BUS 130
*Environmental Sustainability 1, 2	HORT 166
*Health Science Concepts 1, 2	NURS 151
*Hospitality Management 1,2	HOSP 100
*Information and Communication Technology 1, 2	CSIT 101

*Photography 1, 2	ART 205
*Retail, Sales and Marketing 1, 2	BUS 132
*Teacher Education 1, 2	EDUC 115
*Veterinary Science 1, 2	AGNR 106

*Altus Schools Riverside County will seek UC A-G approval of these electives.

Dual Enrollment

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

GRADUATION REQUIREMENTS

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

GRADUATION COURSE REQUIREMENTS	
English - 8 semester credits (4 years required)	**Mathematics -** 6 semester credits (3 years required, 4 years recommended)
4 credits – • English 1-4	**2 credits** – • Integrated Math 1 **or** • Algebra
2 credits – • American Literature, **or** • Honors American Literature **or** • AP English Language and Composition **or** • AP English Literature and Composition	**2 credits** – • Integrated Math 2 **or** • Geometry

2 credits – • World Literature **or** • Contemporary Voices in Literature **or** • English Literature **or** • AP English Language and Composition **or** • AP English Literature and Composition	**2 credits** – • Integrated Math 3 **or** • Intermediate Algebra
	Optional 4th Year Credits – • Statistics **or** • Pre- Calculus **or** • Honors Pre-Calculus **or** • AP Calculus AB
Science - 4 semester credits (2 years required, 3 years recommended)	**Social Studies -** 6 semester credits (3 years required)
2 credits – Physical Science • Earth and Space Science **or** • Physics **or** • Chemistry	**2 credits** – • World History, Geography & Economics **or** • AP World History Modern
2 credits – Life Science • Biology • Marine Biology	**2 credits** – • US History **or** • Honors US History **or** • AP US History
Optional 3rd Year Credits – • Honors Chemistry **or** • AP Environmental Science	**1 credit** – • Government **or** • AP US Government and Politics
	1 credit – • Economics
Physical Education - 4 semester credits	**Pathways Portfolio -** 1 semester credit
• Physical Education 1-4	• Pathways Portfolio **or** • Career Explorations 1-2 **or** • Completed Career Pathway with Capstone Course **or** • Approved college credit course
Electives Credits - 9 semester credits	
• Students have the option to choose from a wide range of general elective options but **must** include at least one semester of Personal Finance beginning with the graduating Class of 2031 • UC/CSU: 2 credits – Approved electives in same area	
World Languages and Visual and Performing Arts (VAPA) – 2 semester credits	
Option 1: **2 credits –** • World Language electives (same language)	Option 2: **2 credits –** • VAPA electives

<table>
<tr><td colspan="3">UC/CSU Option:
4 credits –
• World Language electives (all semesters same language; 2 years required, 3 recommended)
2 credits –
• Visual and Performing Arts electives (both semesters need to be the same course)</td></tr>
<tr><td colspan="3">Career & Technical Education (CTE)/Service Learning/
Work Experience Education (WEE)
2 semester credits</td></tr>
<tr><td>Option 1:
2 credits –
Career and Technical Education</td><td>Option 2:
2 credits –
Service Learning (120 hours total of community service)</td><td>Option 3:
2 credits -
Work Experience (240 hours of paid employment approved by a School Counselor)</td></tr>
<tr><td colspan="3">Grade Point Average (GPA)</td></tr>
<tr><td colspan="3">All students must have a weighted GPA of 2.0 or higher in scholarship based on coursework completed in grades 9-12.</td></tr>
</table>

Subject to appropriations by the State, the Charter School will comply with requirements under AB 101 to offer a one-semester course in ethnic studies and require that students complete the same as a graduation requirement commencing with students graduating in the 2029-30 school year.

The Charter School will comply with requirements under AB 2927 to offer a one-semester course in personal finance by the 2027-28 school year and require that students complete the same as a graduation requirement commencing with students graduating in the 2030-31 school year.

PROFESSIONAL DEVELOPMENT

Altus Schools Riverside County is dedicated to the professional growth of all of its employees and will provide a very comprehensive professional learning system for its faculty and staff based on student achievement data, California state mandates, federal regulations and mandates, and the best pedagogical practices. As ASRC focuses on improving the quality of life for students, their families, its employees, and the community at large, the professional development program will be designed to assist staff in fulfilling this mission and will provide a rigorous academic experience for teachers, office staff, and other educational partners. On a holistic level, the professional development program will provide support for ASRC's employees to develop skills and techniques crucial to their personal lives as they work toward a healthy work/life balance as aligned to the California Quality Professional Learning Standards and State Priorities. In short, the program will be a "school within a school" for the purposes of teaching and learning, and will increase student achievement results, faculty and staff retention, and the overall well-being of ASRC's employees and students.

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

1. **Ethical Responsibilities and Strategic Planning**
    a. Quarterly All Staff Meetings
    b. Quarterly Safety Ambassador Meetings
    c. Monthly Instructional Meetings
    d. Mandated Trainings: Blood Borne Pathogens, Child Protective Services, Epinephrine Delivery System, and AED Trainings, Opioid Overdose Response Protocols, Sexual Harassment Prevention, Workplace Violence Prevention, Referral Protocols, McKinney Vento, Signs of Suicide, teacher training for the LGBTQIA+ community, and Title IX Coordinator Training.
    e. Executive Studies on Educational Leadership
    f. Leadership Meetings
    g. Youth Mental Health First Aid Responder Training
    h. Resource Center Professional Learning Communities
    i. Special Education Compliance Clinics
    j. Human/Sex Trafficking Prevention
2. **Curriculum Content Training**
    a. Core Content: Math, English Language Arts, English Language Development, Science, Social Studies, Career Technical Education, and World Language: Spanish, French, and German
    b. Visual and Performing Arts: Art, Drawing, Photography, and Music Appreciation
    c. Gifted and Talented Education: ASRC will offer cohort trainings to the teachers to meet the academic needs of this group of learners
    d. Leading Edge Certification: ASRC will offer this national teacher certification that guides educators through rigorous and engaging curriculum based on the Quality Matters Standards for Online Teaching. Upon successful completion, the certification will give schools, districts, and other prospective employers assurance that Leading Edge Certified Online Teachers not only have the skills to effectively facilitate online courses, but also have a solid understanding of how to enhance the learning opportunities for all students enrolled in their courses.
3. **Student Engagement**
    a. Post-High School Pathways Training consists of Naviance training, guest speakers from

two- and four-year colleges/universities, the military, and industry.

b. Student Access and Support Services Department offers social-emotional learning trainings, trauma-informed practices in schools trainings, suicide prevention/ intervention/ postvention trainings, and literacy training specifically designed for EL students.

c. Partnerships include visiting guest speakers and various educational, medical, and industry entities.

d. Healthy Youth Department will provide information on pre- and post-medical care and resources for pregnant/parenting students, health and wellness trainings, and California Healthy Youth Act (CHYA) instruction.

e. Family Learning Series webinars that are geared toward understanding College and Career Readiness opportunities, such as AP, articulation, and dual enrollment courses.

f. Family Learning Series trainings for parents of English Learners and parents of students with disabilities.

4. **Workforce Efficiency and Effectiveness**
   a. Canvas/Mastery Connect Training and School Pathways - Learning Management System and Student Information System

   b. Audit and Compliance/Rigor, Content, and Quality

   c. Tech Tools such as Office 365 Tools: Excel, PowerPoint, Publisher, Word, Teams, SharePoint, and other technology such as Google, Apple for Educators (InTech), Generative Artificial Intelligence, 3D Printers, and Bulb Student Portfolios

   d. New Teacher Training, Professional Growth Training, and Certificated Teacher Resource and Resource Center Associate Training

ACCREDITATION, TRANSFERABILITY OF COURSES, AND NOTICE TO PARENTS

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

ASRC will seek accreditation from the Western Association of Schools and Colleges (WASC).

ASRC will seek approval of "A-G" courses from the University of California.

CHARTER SCHOOL GOALS AND ACTIONS TO ACHIEVE THE EIGHT STATE PRIORITIES

Please see the section "Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities" in Element B of the charter for a reasonably comprehensive description of Altus Schools Riverside County's annual goals to be achieved in the Eight State Priorities schoolwide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals, in accordance with Education Code Section 47605.6(b)(5)(A)(ii).

PLAN FOR STUDENTS ACHIEVING BELOW GRADE LEVEL

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

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

Social Emotional Learning Program:

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

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

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

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

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

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

Student and Family Services and Supports through partnerships: Established partnerships that are community-based and free or reduced cost will be provided to students as part of their Pathways Personalized Education Plan ("PPEP"). The Counselor will facilitate appropriate referrals and resources for each student.

Student progress will be monitored through the systematic PPEP process that requires analysis of student achievement measures at least three times throughout the school year. The instructional team, including the parent(s), will determine the supports and services that are most effective for each student and identify any additional curricular and instructional resources necessary to support student achievement.

PLAN FOR STUDENTS ACHIEVING ABOVE GRADE LEVEL

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

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

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

Each IGP will incorporate essential elements of gifted education:

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

Students will receive individualized instruction with a **GATE Certified teacher** one-on-one and in small groups. Students will be encouraged to enroll in Honors courses, Advanced Placement courses, and Accelerated courses. Curriculum will be compacted based on standards mastery. At all times possible, courses will incorporate project-based learning, community-based learning, and student choice and voice in topics and subject matter to master key concepts and skills.

Please see Altus Schools Riverside County's GATE Plan **(Appendix T)**.

PLAN FOR ENGLISH LEARNERS

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

- Outlines consistent practices in the development, implementation, and evaluation of English Learner programs and services.
- Provides specific procedural guidelines for the identification, instruction, assessment, and reclassification of students.

- Aligns to the principles of the California English Learner Roadmap.
- Articulates the English Language Development program and options for ELs, including equitable access to rigorous course of study and well-qualified instruction.
- Describes the formation and functions of the English Learner Advisory Committee ("ELAC").

Please see ASRC's English Learner Plan **(Appendix U).**

English Learner Identification

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

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

English Learner Assessment

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

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

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

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

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

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

English Learner Reclassification

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

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

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

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

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

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

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

<u>Observation Protocol for Teachers of English Learners (OPTEL)</u>

- Approved by the California State Board of Education in November 2023, the OPTEL will be completed by teachers to evaluate student use of English while engaging in academic content learning, including interactive academic language use with peers and assess language practices across a range of proficiency levels. Students with recommended thresholds of Level 3 or above on expressive and receptive OPTEL ratings will be eligible for reclassification.

- For students who take the Alternate ELPAC, instructional staff will use the student's classroom and academic performance based on the student's IEP goals for academic performance and ELD.

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

Parent Consultation

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

Monitoring Reclassified Fluent English Proficient Learners

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

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

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

Intervention measures may include:

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

Comprehensive English Language Development Program

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

ELs will have full access to the Charter School's educational program through **Integrated English Language Development**. Teachers will use the California English Language Development Standards in tandem with the State Standards for ELA/Literacy and other content standards.
Teachers will be specifically trained on ELD standards and research-based instructional strategies including Specially Designed Academic Instruction in English ("SDAIE"), the Sheltered Instruction Observation Protocol ("SIOP") Model to make content comprehensible for English Learners and WRITE Institute focused techniques. The SIOP Model is a research-based framework for planning and delivering instruction that has been empirically validated as a model of sheltered instruction to make grade level content accessible to English Learners while also helping them to develop academic English proficiency. The WRITE Institute is a national Academic Excellence model for professional development that supports schools with systemic Literacy implementation. WRITE provides research-based professional learning and curriculum, including a focus on the specific needs of English learners and multilingual learners. Instructional strategies that will be commonly embedded into curriculum and utilized in tutoring sessions include: building on prior knowledge, explicitly teaching comprehension strategies, vocabulary, text and language features, sequencing texts and tasks, rereading, structuring discussions, and utilizing supportive tools such as graphic organizers, charts, diagrams, and outlines. The Charter School will offer EL students many language supports including audio translation of text, explicit instruction of academic vocabulary, Closed Captioning of instruction, and close reading of text. Supplemental instructional platforms, such as BrainPOP ELL, will be utilized to offer differentiated instruction with embedded tools that provide access to content learning, such as informational articles provided at students' individual reading levels, language supports, writing frames, engaging animated visuals, and explicit instruction of academic content.

Designated ELD will be structured as a highly individualized curriculum based on CA ELD standards. Students will be enrolled in culturally responsive, grade level courses that are aligned to the CA ELD standards in order to develop the critical language ELs need in Reading, Writing, Speaking and Listening for content learning in English. These language development courses will be enhanced with individualized tutoring sessions and literacy instruction, in person or virtually, that utilize systematic, focused, and highly engaging teaching materials that prepare students for success with the

Common Core State standards. The courses will engage students in **weekly synchronous** and **daily asynchronous** learning, providing opportunities for daily live interaction with teachers and instructional support staff.

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

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

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

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

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

PLAN FOR STUDENTS WITH DISABILITIES

General Overview

Altus Schools Riverside County shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504, the Americans Disability Act ("ADA") and the Individuals with Disabilities Education Act ("IDEA").

Altus Schools Riverside County shall be an independent local educational agency ("LEA") and shall apply directly for membership in the El Dorado County Charter Special Education Local Plan Area ("SELPA") in conformity with Education Code Section 47641(a). Pursuant to the SELPA local plan, admission of new schools operated by a current member of the SELPA, is given priority. The letter

issued by the Assistant Superintendent of the El Dorado Charter SELPA stated that Altus Schools Riverside County has met the approval criteria for acceptance. **(See Appendix Y)**

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

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

ASRC will be strongly committed to serving the needs of all students enrolled in its program. Students with an IEP will be welcomed and supported. The Charter School will work closely with the SELPA in order to coordinate services locally. ASRC representatives will attend SELPA organizational meetings on a monthly basis. These meetings are designed to ensure compliance in the administration of the program, delivery of service, and fiscal management. Fully credentialed Education Specialists will be hired locally and as direct ASRC employees, will provide Specialized Academic Instruction ("SAI") to students who have been identified as requiring the service as part of their Free and Appropriate Public Education ("FAPE"). SAI will be provided for each student by an Education Specialist either in-person or through distance learning methods, including virtual and telephonic. Special Education related services will be contracted locally. Related services include, and are not limited to, Speech and Language services, Occupational Therapy, Physical Therapy, Educationally Related Mental Health Services, Vision Therapy, and Social Work services. These services will be provided by CDE-certified Non-public Agencies ("NPA") and Non-public Schools and shall also be delivered either in-person or through distance learning methods, including virtual and telephonic. Contracts with these providers will assure adherence to all federal, state, and local requirements for special education compliance during the term of the agreement. SELPA training and professional development for special educations staff will be conducted in Riverside County. Facilities will be compliant with IDEA requirements.

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

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

ASRC will be a personalized flex-based model that includes a variety of tutoring session options for academic support. Within this model, the Charter School will offer various educational pathways for students with special needs. The Education Specialists will collaborate with general education teachers, contracted service providers, and parents to create a PPEP for each student to meet their

postsecondary goals. The Charter School will encourage parents and students to meet with the educational team frequently to communicate changing educational goals and interests.

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

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

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

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

The Charter School will be strongly committed to serving the needs of all students enrolled in its program. Students with IEP will be welcomed and supported. ASRC will work closely with SELPA in order to coordinate services locally. ASRC representatives will attend the SELPA organizational meetings on a monthly basis. These meetings are designed to ensure compliance in the administration of the program, delivery of service, and fiscal management. Fully credentialed Education Specialists and Resource Specialists will be hired locally and, as direct ASRC employees, they will provide Specialized Academic Instruction ("SAI") to students who identified as requiring the service as part of their Free and Appropriate Public Education ("FAPE"). Special Education related services will be contracted locally. Related services include, and are not limited to, Speech and Language Services, Occupational Therapy, Physical Therapy, Educationally Related Mental Health Services, Vision Therapy, and Social Work services. These services will be provided by CDE-certified Non-public Agencies ("NPA") and Non-public Schools. Contracts with these providers will assure adherence to all federal, state, and local requirements for special education compliance during the term of the agreement. El Dorado County Charter SELPA training and professional development for special educations staff will be conducted in Riverside County. Facilities will be compliant with IDEA requirements.

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

Section 504 of the Rehabilitation Act

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

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

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.

- Tests and other evaluation materials including those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient.

- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

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

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

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

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

SERVICES FOR STUDENTS UNDER THE "IDEA"

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

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

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

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

Staffing

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

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

Notification and Coordination

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

Identification and Referral

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

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

Assessments

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

IEP Meetings

ASRC shall arrange and notice the necessary Individualized Education Program ("IEP") meetings. IEP team membership shall be in compliance with state and federal law. The Charter School shall be responsible for having the following individuals in attendance at the IEP meetings: the School Coordinator and/or the Charter School designated representative with appropriate administrative authority as required by the IDEA; the student's special education teacher; the student's general education teacher if the student is or may be in a general education classroom; the student, if appropriate; and other Charter School representatives who are knowledgeable about the general education program at the Charter School and/or about the student. The Charter School shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide notice of Procedural Safeguards.

IEP Development

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

IEP Implementation

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

Interim and Initial Placements of New Charter School Students

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

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

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

Non-Public Placements/Non-Public Agencies

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

Non-discrimination

It is understood and agreed that all children shall have access to Altus Schools Riverside County and no student shall be denied admission or counseled out of the Charter School due to the nature, extent, or severity of their disability or due to the student's request for, or actual need for, special education services.

Parent/Guardian Concerns and Complaints

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

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

Due Process Hearings

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

SELPA Representation

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

Funding

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

Element B: Measurable Pupil Outcomes

Governing Law: *The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school. Education Code Section 47605.6(b)(5)(B).*

As a public charter school, Altus Schools Riverside County recognizes and accepts a heightened level of accountability for reaching ambitious standards for student achievement. The Charter School has developed clearly defined schoolwide and student outcome goals in compliance with Education Code Sections 47605.6(b)(5)(B) and 52060(d).

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

STUDENT OUTCOMES

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

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

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

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

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

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

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

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

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

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

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

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

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

Pursuant to Education Code Sections 47605.6(b)(5)(A)(ii) and 47605.6(b)(5)(B), the Charter School has established goals, actions, and measurable outcomes both schoolwide and for each subgroup of pupils, which address and align with the Eight State Priorities identified in Education Code Section 52060(d). Each of these goals addresses the unique needs of all student subgroups who will attend the Charter School, including low-income students, English Learners, and foster youth. The metrics associated with these goals will help ASRC to ensure that these specific subgroups are making satisfactory progress and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula. Each of the Charter School's goals, actions, and measurable outcomes are listed below, along with the specific metrics that will be used to monitor progress toward achieving these goals.

Local Control and Accountability Plan

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

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

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

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

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

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

Applicable Student Groups: All

a) School staff will **administer Measures of Academic Progress by NWEA to students in the fall and spring semesters**. This data will **inform targeted adjustments to curriculum and instructional strategies, ensuring we effectively address grade level achievement gaps and support all students' academic success**.

b) School staff will administer the **Smarter Balanced Interim Assessments** to students in the fall semester. This data will empower instructional staff to analyze student understanding of grade-level standards and develop systematic strategies for continuous improvement in teaching and learning.

c) Using the **California Educators Reporting System (CERS)**, teachers will analyze student progress and create targeted interventions to meet the diverse needs of all students, ensuring success in grade-level standards and core subjects.

d) To enhance student learning, instructional staff will strategically integrate **Instructure Mastery Connect** formative and summative assessments within the core curriculum. This data-driven approach will enable teachers to analyze student achievement, identify areas for growth, and refine teaching practices to meet the diverse needs of all learners, and inform core curriculum development and adjustments.

e) Teachers will analyze student data from **Naviance**, specifically focusing on career exploration, college interests, and learning styles, to create personalized and engaging instructional plans.

f) **Data and Assessment Department staff** will systematically collect and analyze data on key student achievement metrics, including student participation, chronic absenteeism, credit completion, potential dropout rates, AP course performance, and Naviance student confidence—and disseminate these findings in **Monthly Storybooks.**

1.2 English Learner Assessment and Support Framework

Applicable Student Groups: English Learners

a) School staff will conduct a **Home Language Survey** to evaluate the initial English language proficiency of students new to the state or country, facilitating the implementation of tailored English Learner plans.

b) Instructional staff will **administer the ELPAC** to track English proficiency progress, informing strategic instructional planning, providing targeted support, interventions, and aiding in decisions regarding reclassification.

c) Instructional staff will **collaboratively develop Individualized Education Programs (IEPs) for English Learners with disabilities**, incorporating academic language development goals to ensure comprehensive support.

d) **English Learner Achievement Department (ELAD)** will utilize data analysis to develop evidence-based best practices for optimizing Curriculum, Instruction, Family Engagement, and Professional Learning Systems.

e) Instructional staff will integrate evidence-based **formative and summative English Language proficiency assessments** in personalized one-on-one or small group settings to accurately measure language acquisition.

f) Instructional staff will implement **Integrated English Language Development (ELD)** strategies to reinforce English proficiency while facilitating mastery of core content knowledge for all English Learners.

g) To fully meet the needs of the educational program, instructional staff will provide engaging and dynamic Designated ELD instruction. Utilizing **Summit K12**, this personalized instruction will foster essential language skills for content learning, with content and delivery specifically aligned to each student's grade, proficiency, and individual learning needs.

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

1.3 Personalized Academic Instruction and Support for All Students

Applicable Student Groups: All

a) To strengthen student support, **Human Resources staff will prioritize the hiring of Resource Center Associates, Learning Associates, and Certificated Teacher Resources**, who will provide tutoring, deliver student learning feedback, and perform other critical instructional support functions.

b) **The Student Services Center (SSC) staff will gather comprehensive student data**, including transcripts, report cards, attendance, behavior, and IEP/504 plans, to create Pathways Personalized Education Plans (PPEPs).

c) **Teachers will create and manage Pathways Personalized Education Plans (PPEPs)** for each student, using educational records, assessments, academic progress, and postsecondary goals to guide student growth

d) Instructional staff will utilize the **School Pathways Student Information System (SPSIS)** to streamline student support by documenting attendance, tracking MTSS interventions, monitoring progress, and recording grades.

e) **Counselors** will work with students to develop personalized graduation plans**, offering multiple pathways to a diploma or equivalent**, and facilitating successful post-high school transitions.

f) **Teachers will implement live, small-group instruction** designed to provide individualized skill support, enabling students to achieve mastery of course objectives and content standards, and create interactive opportunities to build student connectedness.

g) Instructional staff will implement **Spring Academies in April**, providing targeted test preparation in Math and ELA to equip students with the skills/knowledge needed to maximize their proficiency in key claims and targets.

h) **Learning Leads** and school administrators will offer support and guidance for **effective MTSS implementation**, facilitating timely interventions to meet the diverse academic, behavioral, and social-emotional needs of all students, and systematically monitoring the impact of these interventions.

i) Instructional staff will plan and provide **personalized field trip experiences**, focusing on student interests in career and college pathways, to enhance their exploration of future possibilities.

j) The school will deploy **sprinter vans** to support student engagement in a range of activities, including field trips for middle school students, high school students, school events, and Cadet

Corps. This transportation solution will enhance accessibility for students.

k) Identified students will be provided with access to rigorous **GATE programs**, facilitated by specially trained teachers, which will cultivate their talents and intellectual abilities through a challenging and stimulating academic environment, enabling them to reach their full potential.

1.4 Targeted Math Interventions and Resources

Applicable Student Groups: All

a) Using data analysis, the **Math Study Group** will identify and prioritize key math standards and themes, informing daily instruction and targeted interventions throughout the school year.

b) To support effective math instruction, the school will create a centralized, web-based **Teacher Math Resource**, offering readily accessible materials including key math themes, test preparation strategies, tutoring and intervention tools, VR integration guides, lesson plans, and targeted resources for English learners.

c) Integrate the interactive features of **Amplify Desmos Curriculum** into weekly math tutorials, enabling students to explore mathematical concepts visually, manipulate variables, and receive immediate feedback, thereby fostering active learning and improved problem-solving skills.

d) **Implement IXL Math**, an evidence-based adaptive learning solution, to **personalize learning paths** and deliver **immediate feedback and motivational rewards**. This will **accelerate learning, target specific areas of weakness**, and **significantly improve math proficiency and learning recovery** for targeted student groups.

e) Utilize **Prisms Virtual Reality** mathematics to provide students with hands-on, spatial learning experiences, enabling them to visualize and manipulate mathematical concepts, thus building a strong foundation for grade-level math mastery.

1.5 Instructional Support Framework for English Learners, Low-Income Students, and Foster Youth to Improve Graduation Rates

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

a. **Learning Leads** and school administrators will provide teacher coaching and support focused on effective delivery of instruction to meet the needs of high-risk student groups and **implementing the school's MTSS with fidelity**.

b. To significantly increase graduation rates, the school will deploy additional **instructional support staff**, including Resource Center Associates, Learning Associates, and Certificated Teacher Resources, who will provide targeted tutoring. This focused support will address specific academic needs, ensuring students successfully complete the required graduation coursework and progress towards their diplomas.

c. To improve student academic performance in ELA and Mathematics, and increase on-time graduation rates, we are partnering with a **community-based organization for high-dosage tutoring throughout the school week**. This tutoring is designed to target unique learner needs,

focusing on developing effective study habits and accelerating Math and ELA growth. This approach will directly support improved academic outcomes and contribute to closing identified learning gaps.

d. **Counselors** will facilitate individualized student meetings focused on collaborative course planning and goal setting. These meetings will empower students to identify their academic, social-emotional, and behavioral needs, and work with counselors to develop tailored strategies for success, including **personalized course recommendations and support plans**.

e. To drive increased graduation rates, the **Student Access and Support Services (SASS) Department will focus on removing barriers to student success**. School staff will identify and address the holistic needs of individual students, particularly those facing unique challenges. This includes coordinating academic support, social-emotional resources, and family assistance, ultimately creating a supportive environment that empowers all students to achieve graduation.

f. Full implementation of the **AVID Program** to build healthy learning habits, reading, writing, and critical thinking skills as well as deep content knowledge for college and career readiness.

1.6 Academic Instruction and Support for Students with Disabilities

Applicable Student Groups: Students with Disabilities

a) **Special Education (SPED) staff** will implement a system of frequent IEP reviews to facilitate timely adjustments and ensure personalized learning for all students with disabilities. These reviews will focus on maintaining alignment between IEPs, students' current needs, and evolving goals, enabling responsive and effective educational support.

b) **Special Education Learning Lead** will offer support and guidance for compliance and specialized instruction for students with disabilities.

c) **Special Education (SPED) staff will collaborate with general education teachers** and support staff to ensure the effective implementation of accommodations, modifications, and supplementary aids as specified in each student's Individualized Education Program (IEP).

d) Provide ongoing professional development for all staff members to ensure understanding of **Free Appropriate Public Education (FAPE) requirements** and best practices for supporting students with disabilities.

e) Education Specialists will provide **Specialized Academic Instruction (SAI)**. This instruction will be tailored to each student's unique learning needs. They will focus on targeted instruction in areas of need. This ensures individualized support for students with disabilities.

f) Education Specialists will coordinate **supplemental services as needed**. Students requiring additional support, such as speech therapy or occupational therapy, will receive services from a nonpublic agency (NPA) certified by the California Department of Education (CDE). This ensures individualized support for students with disabilities.

g) Special Education (SPED) staff will offer **ongoing support and consultation to general education teachers** to facilitate the effective implementation of accommodations and modifications within core curriculum areas.

h) By integrating the **principles of Universal Design for Learning (UDL),** we will proactively customize learning activities and materials, ensuring multiple means of engagement, representation, and action/expression, thus fostering accessibility for all students, including those with disabilities.

i) Utilize the California **Practitioners' Guide for Educating English Learners with Disabilities** to ensure effective instruction for dually identified students.

j) The **progress of students with disabilities will be systematically monitored through data-driven assessments**, allowing for timely and targeted adjustments to their intervention strategies. This process will ensure that interventions are responsive to their unique needs and promote optimal learning outcomes.

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

Applicable Student Groups: English Learners

a) To ensure academic progress of Long-Term English Learners, Newcomers, and Reclassified Fluent English Proficient (RFEP) students, instructional staff will use **Ellevation** as a comprehensive monitoring system. This allows for the timely use of **diagnostic, progress monitoring, and benchmark assessments** and enables the prompt adjustment of instructional and supplemental supports.

b) Instructional staff will **monitor Long-Term English Learners (LTELs) and Reclassified Fluent English Proficient (RFEP) students** through the PPEP Phase Meetings in July, October, January, and other instructional meetings.

c) School leadership will implement a **semesterly ELD progress report**, aligned with the CA EL Roadmap, to track student progress in designated ELD courses, attendance, and reclassification readiness.

d) To support English Learner success, teachers will provide families with ELD progress reports and **facilitate collaborative meetings** to discuss language acquisition, academic growth, and individual student needs.

e) **Data and Assessment Department staff will prepare a Monthly Storybook that summarizes English Learners** performance on specific achievement indicators, including Participation/Attendance, Chronic Absenteeism and Credit Completion to inform the decision-making progress related to instruction, curriculum, equity/inclusion, and professional learning systems.

Expected Annual Measurable Outcomes:

- **Independent Study Program: Teacher Credentials –** Greater than 90%

- **Teachers Appropriately Assigned and Credentialed –** Establish baseline results and then exceed annually
- **DASS One-Year Graduation** Rate – Improve annually or exceed the most recent available Statewide or County DASS school average
- **Combined Four- and Five-Year Graduation Rate** - Improve annually or exceed the most recent available Statewide or County DASS school average
- **Chronic Absenteeism Rate Differentiated by Middle School Grade Levels (6th-8th)** - Improve annually or exceed the most recent available Statewide or County DASS school average
- **CAASPP ELA: Average Schoolwide Distance from Standard** - Improve annually or exceed the most recent available Statewide or County DASS school average
- **CAASPP Mathematics: Average Schoolwide Distance from Standard** - Improve annually or exceed the most recent available Statewide or County DASS school average
- **Middle School (6th, 7th, and 8th) CAASPP ELA: Met or Exceeded Standard** – Improve annually or exceed the most recent available Statewide or County DASS school average
- **Middle School (6th, 7th, and 8th) CAASPP Mathematics: Met or Exceeded Standard** – Improve annually or exceed the most recent available Statewide or County DASS school average
- **Grade 11 CAASPP ELA: Met or Exceeded Standard -** Improve annually or exceed the most recent available Statewide or County DASS school average
- **Grade 11 CAASPP Mathematics: Met or Exceeded Standard -** Improve annually or exceed the most recent available Statewide or County DASS school average
- **English Learner Progress Indicator (ELPI) by Grade Level (6th-12th)** – Improve annually or exceed the most recent available Statewide or County DASS school average
- **English Learner Reclassification Rate by Grade Level (6th-12th) –** Greater than 10%
- **Measures of Academic Progress by NWEA: Reading (6th-12th)** - Greater than 60% Conditional Growth Index
- **Measures of Academic Progress by NWEA: Language (6th-12th)** - Greater than 60% Conditional Growth Index
- **Measures of Academic Progress by NWEA: Mathematics (6th-12th)** - Greater than 60% Conditional Growth Index
- **California Science Test by Grade Level (8th and 10th, 11th, 12th)** - Improve annually or exceed the most recent available Statewide or County DASS school average
- **Student Attendance/Participation Rate by Grade Level (6th-12th)** – Greater than 84% for all student groups
- **Middle School Dropout Rate –** Less than 5%
- **High School Dropout Rate –** Less than 5%
- **Student Confidence Survey –** Greater than 90%

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

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

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

2.1 Dynamic, Engaging and Standards-Aligned Curriculum

Applicable Student Groups: All Students

a) The school will create a custom **Learning Management System (LMS) on Canvas** to increase student engagement and achievement. This system will use evidence-based support and interactive content to help overcome learning barriers and directly enhance academic growth.

b) APAC will maintain course alignment with **Common Core, ELD, and NGSS standards** through continuous review and updates.

c) The **Visual and Performing Arts (VAPA) Department** will annually revise its comprehensive arts curriculum to align with state standards and integrate the arts across core subjects. Furthermore, VAPA will explore innovative opportunities, such as virtual reality and local partnerships, to enrich learning through hands-on experiences and cross-curricular projects, ultimately aiming to increase student participation and foster exploration of diverse art forms.

d) APAC will regularly review curriculum to ensure alignment with **Smarter Balanced ELA and Math Assessment blueprints** for grade levels 6th, 7th, 8th and 11th.

e) APAC will ensure high school course alignment with **UC A-G and NCAA requirements** to maximize student college and athletic eligibility.

f) APAC will develop and enhance curriculum and instructional resources that integrate **culturally and linguistically responsive content and activities for middle and high school students.**

g) Instructional staff and counselors will actively **promote the benefits of advanced coursework** (Accelerated, Honors, AP) to high school students and families.

h) For middle school students, instructional staff and counselors will actively **promote the benefits of taking high school level mathematics and/or world languages**.

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

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

a) Provide **Chromebooks and internet services to families** in need of home technology to increase access and equity to the instructional program – close the digital divide.

b) APAC will develop curriculum that is customized for English Learners, with the **Universal Design Learning (UDL) Guidelines** to ensure all students can access and participate in meaningful, relevant, and challenging learning opportunities.

c) Instructional staff will utilize **Achieve3000**, a comprehensive literacy program, to provide differentiated instruction per individual student reading levels, so students are able to build literacy, content area knowledge, and accelerate learning gains within the school year.

d) Instructional staff will utilize **BrainPOP and BrainPOP ELL**, a web-based comprehensive English language learning program, to provide ELL-specific supports, explicit instruction of grammar concepts, academic vocabulary, and access to content area knowledge.

e) Instructional staff will conduct outreach and recruitment to English Learner, Foster Youth, and Low-Income students with the focus **on providing equitable access to the same educational program** and services as all students, including access to Accelerated, Honors and Advanced Placement (AP), Gifted and Talented Education, and the Early College Credit Program.

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

Applicable Student Groups: All Students

a) Curriculum and Professional Development staff will regularly evaluate and update the course offerings list to ensure it reflects the current requirements for **college, university, career, and military pathways**.

b) School staff will continue to offer **CTE courses and Certification programs** to high school students which are aligned to CTE Model Curriculum Standards.

c) School staff will organize an engaging annual **College and Career Week**, connecting middle and high school students with field experts and representatives through informational presentations and interactive workshops focused on postsecondary opportunities.

d) Create a comprehensive **Early College Credit Resource Guide**, including a clear vision and mission, to ensure consistent program implementation school wide.

e) Expand **Early College Credit access** for all high school students through strategic Dual Enrollment and Articulation partnerships with local colleges.

f) Proactively inform middle and high school students and families about Early College Credit academic and social emotional benefits, deadlines and course offerings through

comprehensive counseling outreach.

g) Deliver targeted Early College Credit **information and training through diverse platforms**, including Open House, Senior Night, Middle School Promotion, Family Learning Series, and college workshops.

h) **Collaborate with local colleges** to offer comprehensive Early College Credit onboarding, including informational sessions, application support, and orientations.

i) **Track and analyze Early College Credit participation** and outcomes through a comprehensive "storybook" approach, with specific attention to high school grade levels and diverse student populations (Special Education, English Learners, GATE, Homeless).

j) Utilize **professional learning communities to analyze high school student Early College Credit data** ("storybook") and identify trends, strengths, and areas for improvement.

k) Proactively collaborate with support staff and homeless liaison to identify and eliminate barriers, guaranteeing **equitable access to tuition-free Early College Credit** for all students, supported by the College & Careers Access Pathways Grant.

l) Counseling staff will actively promote and educate high school students on the benefits of work-based learning opportunities, including the **Work Experience Education Program and Service Learning**, to prepare them for future careers.

m) School staff will coordinate and oversee the administration of **Advanced Placement (AP) exams** during designated testing windows, providing high school students the opportunity to earn college credit and placement.

n) To ensure grade 12 students are effectively prepared for diverse post-high school pathways, including college, university, military, and workforce entry, instructional staff will provide **targeted support in the development of their Pathways Portfolio**. This graduation requirement emphasizes the development of digital literacy and strategic planning.

Expected Annual Measurable Outcomes:

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

enrollment in college/career focused courses, successful transitions, and social-emotional skill development – 100%

- **Increase the annual number of students completing college credit courses by grade level (9th, 10th, 11th and 12th) –** Increase annually
- **Maintain a comprehensive selection of college-aligned Advanced Placement and Honors course offerings –** 20 course offerings
- **Maintain High-Quality and relevant established CTE Career Pathways-** At least 11 CTE Pathways
- **Core Courses will be aligned to CCSS** – 100%
- **Science Courses will be aligned to** NGSS – 100%
- **ELA and Social Science Courses will be aligned to ELD Standards** – 100%
- **Core Courses will be UC A-G approved** – 100%
- **CTE Courses will be aligned to CTE Model Curriculum Standards** – 100%
- **Increase the annual percentage of All Students and Student Groups completing a CTE Career Pathway** – Establish baseline results and exceed annually
- **Increase the annual percentage of All Students and Student Groups completing A-G requirements for entrance to the UC or CSU** – Establish baseline results and exceed annually
- **Increase the annual percentage of All Students and Student Groups completing A-G requirements AND at least one CTE Career Pathway -** Establish baseline results and exceed annually
- **Increase the annual number of All Students and Student Groups passing AP exams with a score of 3 or higher** - Establish baseline results and exceed annually
- **Maintain a compliant and accessible Work Experience Education (WEE) Program** – Fully compliant and accessible WEE Program

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

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

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

3.1 Professional Learning Focused on Improving Academic Performance for All Students

Applicable Student Groups: All Students

a) Aligning with strategic initiatives and responding to staff and partner feedback, the Curriculum and Professional Development Department will design and deliver a targeted **Professional Learning Calendar and Catalog**.

b) Altus University (AU) will provide **professional development trainings designed to enhance teacher effectiveness** in implementing Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), and English Language Development (ELD) Standards,

ultimately improving student learning outcomes.

c) By acknowledging the value of personalized training and the importance of recognizing everyone's strengths, as highlighted by staff and administrators, the school plans to offer the **Clifton Strengths** assessment to employees. This initiative aims to help staff identify their distinctive talents clearly. Subsequent professional development will be customized to support the use of these strengths in instructional strategies, thereby improving teaching and learning. The overall goal is to boost student outcomes by creating a more efficient and collaborative educational environment.

d) Learning Leads and school administrators will conduct formal observations using a **Teaching Observation rubric aligned with the 5 Dimensions of Teaching and Learning framework**. These observations will provide teachers with targeted feedback to support the implementation of professional development learnings.

e) Altus University (AU) will provide professional development to increase **staff knowledge of CTE standards and instructional strategies**. This will strengthen CTE programs and improve student transitions to postsecondary education and employment

f) Altus University (AU) will provide comprehensive professional development designed to improve teacher instructional delivery. This program will include training on best practices, technology integration, and student engagement, with the added benefit of supporting teachers in achieving **Leading Edge Certification (LEC)**, a national certification demonstrating advanced proficiency in educational technology.

g) To enhance Special Education practices, staff will participate in **specialized training on IEP compliance, assessments, and differentiated instruction**, delivered by experts including the Special Education Administrator, Special Education Learning Lead, School Psychologists, and SELPA personnel.

h) Altus University (AU) will offer professional development to advance equitable teaching practices through differentiation of curriculum and instruction, providing opportunities for educators to earn **GATE certification and demonstrate specialized knowledge**.

i) Offer **staff training in AVID strategies** and other college/career readiness best practices, focusing on areas such as academic support, college application guidance, middle school student motivation/engagement, to improve UC a-g completion rates among low-income students.

j) Altus University (AU) will empower staff to become effective leaders through professional development training sessions and mentorships, featuring **Executive Studies and Fellows Projects** that promote strategic innovation and program advancement.

k) AU provided comprehensive **professional development for new teachers**, covering essential areas such as student engagement, data-driven instruction, MTSS implementation, technology integration, independent study compliance, equity and inclusion, and alignment with the school's vision and values.

l) AU will strategically integrate **social-emotional learning (SEL) activities into all professional development** to empower teachers with the knowledge and skills necessary to support student SEL.

m) Altus University will offer training in **culturally and linguistically responsive teaching**, reflecting staff and administrator feedback on the value of recognizing students' diverse backgrounds. This evidence-based program aims to equip teachers with effective strategies to boost student engagement and learning.

n) Targeted professional development to **support teacher growth and address areas identified for improvement** in annual performance evaluations.

o) Implemented comprehensive professional development focused on the whole child, addressing physical, mental, and social-emotional well-being. This included specialized training in **Youth Mental Health First Aid (YMHFA)** and Suicide Prevention and Intervention.

p) Provide **ALICE Training** and collaborative practice for all school personnel, addressing prevention, mitigation, response, and recovery strategies for violent critical incidents.

q) The school will implement a comprehensive **AI training program for all staff**, addressing the safe and ethical deployment of AI technologies in education. This program will focus on practical applications, data security, and the responsible use of AI to support student learning and administrative efficiency.

r) Professional development will be provided to instructional staff on the pedagogical integration of **Magic School AI**, focusing on how to use the platform to create engaging learning experiences and support student achievement.

s) To ensure the successful transition and professional growth of certificated educators seeking to clear their credentials, the school will provide a tuition-free, mentor-driven **Teacher Induction Program**. This program will emphasize collaborative learning, peer observation, and personalized coaching, empowering teachers to refine their pedagogical practices and contribute to a culture of continuous improvement.

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

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

a) Instructional staff will **receive training on the CA EL Roadmap** to build understanding and expertise about the needs of ELs and research-based programs and practices.

b) **English Learner Achievement Department (ELAD)** will provide training, support, coaching to instructional staff on the following topics related to the English Learner Plan: Integrated and Designated ELD, initial and summative ELPAC administration, data analysis, evidence based instructional strategies, curriculum customization and EL monitoring and reclassification on Ellevation, implementation of ELD Standards, addressing the language and social-emotional

assets and needs of different EL typologies.

c) Instructional staff will receive **specialized training on effectively implementing Summit K12** designated ELD curriculum, student engagement, and proficiency level growth.

d) Staff will use the **Ellevation Strategies platform**, which provides tailored professional learning and instructional activities. The resources feature research-based strategies linked to current EL data, supporting targeted, data-driven instruction and better performance outcomes.

e) Instructional staff will receive specialized training on how to meet the **unique needs of newcomer, immigrant, and refugee students** who may be new to the country/school system.

f) Instructional staff will receive specialized professional learning, including the San Diego County Office of Education's (SDCOE) **WRITE program, focused on enhancing literacy skills** and academic achievement for underserved students.

g) **Achieve3000 training, coaching and support for instructional staff** which is focused on program integration, best practices, and data analysis which will improve student literacy skills.

h) Offer **specialized counselor training to equip low-income, foster youth, and first-generation students** with resources for successful college transitions, including financial aid, scholarships, and academic preparation.

i) The school will implement professional development for staff on research-based strategies and **trauma-informed practices,** specifically designed to increase school engagement and support the unique needs of homeless and foster youth.

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

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

a) The school will implement a **Math Literacy Summit** during the fall semester to enhance teacher capacity in data analysis, evidence-based mathematical instruction, and strategies for effectively supporting special populations, ultimately improving student math achievement.

b) The school will develop a **strategic partnership with a mathematical expert or organization** to deliver ongoing and sustained professional learning that centers on culturally responsive instructional practices in mathematics, ultimately enhancing student achievement.

c) The school will implement a regular **Math Study Group** to facilitate in-depth discussion and collaboration among educators on effective academic intervention and instruction strategies specifically tailored for personalized flex-based model, with the goal of improving student outcomes.

d) To enhance data-driven instruction, instructional staff will receive comprehensive training, ongoing support, and dedicated time to utilize **CERS for analyzing individual student math achievement data**. This analysis will directly inform targeted instructional planning aimed at improving outcomes for underperforming student groups.

e) The Math Specialist will lead professional learning and provide ongoing support to staff on the effective **implementation of Virtual Reality (VR) mathematics.** This initiative will establish clear schoolwide instructional protocols for VR integration within the core curriculum, aiming to significantly enhance student engagement and improve overall math achievement.

f) To better support English Learners, the Math Specialist will provide **targeted professional development to teachers, education specialists, and CTRs** on effective curriculum implementation and instructional strategies, focusing on grade-level content access and academic vocabulary development.

g) For the expansion or enhancement of evidence-based learning supports, the school will implement **IXL Learning**. Instructional staff will receive thorough training and ongoing support from IXL Learning to ensure successful integration of the program.

Expected Annual Measurable Outcomes:

- **Teachers will participate in at least 60 hours of annual professional development focused on the implementation of the academic content and performance standards for all pupils, including English Learners –** 90%
- **Teachers will participate in at least 10 hours of annual math professional development focused on implementation of the curriculum frameworks and content standards –** 90%
- **English Learner Achievement Department (ELAD) will provide six annual trainings focused on Assessment, Curriculum, Equity, and Instruction –** At least six English Learner trainings offered throughout the school year
- **Instructional staff will complete Leading Edge Certification (LEC) within three years of their initial employment-** Greater than 90%
- **Staff will report high levels of training relevance as indicated by an average 4 rating on training evaluations-** Greater than 90%
- **Students surveyed will report high levels of satisfaction with their overall educational experience by grade level (6th -12th) -** Greater than 90%
- **Parents and family members surveyed will report high levels of satisfaction with their child's overall educational experience by grade level (6th-12th)-** Greater than 90%

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

Aligned to State Priority 6 (School Climate)

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

4.1 Safe and Supportive School Environment for All Students

Applicable Student Groups: All Students

a) The **Executive School Safety Committee** will convene regularly to ensure the effective implementation and continuous improvement of the School Safety Plan, fostering a safe and secure learning environment.

b) To enhance safety preparedness, each Resource Center will designate a **Safety Ambassador** who will receive quarterly training, serve as an information liaison to colleagues, ensure the implementation of safety protocols, and facilitate discussions on ALICE Training key takeaways regarding preparation for violent critical incidents in the school setting.

c) **Operations and Facilities staff** will develop and maintain a comprehensive process for the systematic review and update of critical equipment and tools, including communication systems, emergency response kits, and personal protective equipment, to ensure optimal functionality and readiness.

d) The school will ensure healthy and productive learning environments by continuously monitoring and strategically upgrading **HVAC systems** to provide optimal air quality and comfortable temperatures for all students and staff.

e) The school will continue to employ the **Brivo Access** system to effectively manage and monitor the flow of students, staff, and visitors into all resource centers, enhancing overall building security. This system ensures that only authorized individuals can access these areas, contributing to a safer learning and working environment.

f) To better support student well-being, the school will leverage **California Healthy Kids Survey** data for grades 7th, 9th and 11th to enhance existing mental health and wellness services and programs.

g) The school will provide dedicated **nursing services** to address students' physical health needs and support their social-emotional well-being, fostering a healthy and supportive learning environment.

h) **To promote health awareness, the school will display flyers** at each resource center addressing topics such as cold, flu, and COVID-19 symptom differentiation, mental health coping strategies and resources, human trafficking awareness and prevention, suicide prevention, and access to support services.

i) The school will expand and maintain the **Mental Health & Wellness Hub**, providing educational partners with consistently updated essential information, evidence-based resources, and strategic partnerships. This hub will continue to address crucial areas such as bullying prevention and intervention, human trafficking of children, mental health support, suicide prevention, teen dating violence, and other related wellness topics.

j) The school will conduct **annual professional learning** for all staff, providing essential training on Blood Borne Pathogens, Child Abuse Reporting, Sexual Harassment Prevention, AED, CPR, Fentanyl Awareness, and First Aid to ensure a safe and informed school environment.

k) Implement online training curriculum to support lesbian, gay, bisexual, transgender, queer, and questioning **(LGBTQ+) cultural competency training** for teachers and certificated employees to support a safe and supportive school environment.

l) School staff will receive training opportunities on **human trafficking prevention,** curriculum and the school's Human Trafficking School Safety Protocol.

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

Applicable Student Groups: All

a) Student Access & Support Services (SASS) staff will maintain and strengthen the **mental health referral process**, designed to connect students and families with essential mental health and wellness resources and support systems. This will include facilitating access to school-based services, community-based organizations, and crisis intervention resources such as 988, as well as providing information on key areas like suicide prevention, teen dating violence, and human trafficking awareness.

b) To promote student well-being, the Healthy Youth Department will implement a **Wellness Week** focused on key themes of student connection and self-care with age-appropriate topics for middle and high school students. Activities and resources will emphasize practical coping strategies, including spending time in nature, staying hydrated, getting enough sleep, exercising, connecting with others, eating healthy food, doing stretches, and practicing gratitude.

c) To support students' social-emotional development, the Healthy Youth Department will provide **Resilience in Student Education (RISE)**, a series of live interactive broadcasts focused on building Social and Emotional Core Competencies. These broadcasts will equip students with essential skills for self-awareness, self-management, social awareness, relationship skills, and responsible decision-making, contributing to their overall resilience and well-being.

d) To foster positive student development, instructional staff will provide **small group learning environments**, both in the resource center and through distance learning, designed to promote positive communication, responsible behavior, and a sense of accountability among students.

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

Applicable Student Groups: Low-Income Students and Foster Youth

a) The **Character and Leadership Development Program** will provide opportunities for students to develop character and leadership skills while also promoting their health, wellness, and academic achievement. This will include emphasizing the importance of mental health, providing coping strategies for daily well-being, and encouraging healthy lifestyle choices.

b) To foster student success, the school will implement **AVID's social and emotional learning (SEL) framework**. This implementation will support students in meeting their diverse needs, pursuing their academic and career goals, and effectively leveraging their college and career readiness skills.

c) To support student health and well-being, the school will implement a **Meal Program**. This program will ensure students have access to nutritious meals, with breakfast and lunch provided at no charge. The school will adhere to relevant regulations, and information on additional food assistance programs will be made available to families.

d) To better support homeless and foster youth, the school will create and integrate dedicated resources within the school's **Mental Health and Wellness Hub**, providing access to essential services and information.

e) **Healthy Youth Therapists** will offer counseling services, facilitate connections to school-based and community-based mental health supports, and manage student cases to ensure access to comprehensive services that address their social-emotional, mental health, and physical well-being.

f) To promote student emotional well-being and enhance self-regulation skills, the school will deploy **calming carts** to designated areas. These carts will contain a variety of sensory tools, mindfulness resources, and calming activities, directly supporting social-emotional learning (SEL) initiatives.

4.4 Collaborative Support Systems for Foster Youth

Applicable Student Groups: Foster Youth

a) School **enrollment staff will identify and tag incoming Foster Youth students within the Student Information System (SIS)**. This process will enable the Homeless and Foster Youth Liaison to provide targeted support and ensure that these students' academic, physical, mental health, and social-emotional needs are comprehensively met.

b) The **Homeless and Foster Youth Liaison will provide ongoing case management services** to support students and will collaborate with instructional staff to coordinate resources and interventions as needed.

Expected Annual Measurable Outcomes:

- **Suspension Rate by grade level (6th-12th)** – Less than 1.5%
- **Expulsion Rate by grade level (6th-12th)** – Less than 1%
- **Student Safety Satisfaction Rate by grade level (6th-12th)** – Greater than 90%
- **Parent Safety Satisfaction Rate by grade level (6th-12th)** – Greater than 90%
- **Compliant School Safety Plan** – Altus Schools Riverside County will maintain a compliant rating on its School Safety Plan

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

Aligned to State Priorities 1 (Basic Services) and 3 (Parent Involvement)

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

5.1 Strengthening Community: Communication, Support, and Access

Applicable Student Groups: All Students

a) The school will enhance communication by hosting **Open House, Senior Night events, and Middle School Promotions**, providing students and families with direct access to key school information and resources, including academic programs, student support services, and graduation requirements.

b) Altus Schools will launch a comprehensive **Family Learning Series** that will empower families in supporting student success. The series will cover key areas including advanced academic programs (AP and Early College Credit), student support services, mental health, responsible technology use, and career pathways.

c) Building upon its established **Alumni Community**, the school will further expand opportunities for graduates. Alumni will continue to engage through guest speaking, panel participation in Senior Exhibitions, and ongoing networking initiatives.

d) Instructional staff will employ **ParentSquare** to ensure accessible and timely information sharing with students, parents, and families regarding the educational program. This proactive communication will keep everyone informed about academic progress, events, and resources, fostering active participation and a strong school-home partnership.

e) To evaluate student well-being and school climate, the school will **administer the California Healthy Kids Survey (CHKS)**, gathering data on student perceptions of mental health, social-emotional health, and their sense of belonging within the school community.

f) The school will embed a **confidential feedback form within the Mental Health and Wellness Hub** to facilitate collaborative support. This will allow educational partners to share insights and request assistance while maintaining privacy.

g) The school will continue to provide **AltusGo**, a web-based platform that offers students streamlined access to essential school resources, including key instructional tools, resources, and support services.

h) The school will leverage technology platforms, including **DocuSign, Zoom, and Adobe**, to enhance collaboration with educational partners. DocuSign will streamline digital signatures, Zoom will facilitate virtual meetings, and Adobe will support document sharing and editing. This integrated approach will foster efficient and effective partnerships, ultimately benefiting student

outcomes.

i) The Communications Department will **enhance the school website** to provide accurate and timely information to parents and community members, ensuring compliance with all educational requirements. The website will also feature interactive elements, allowing visitors to easily ask questions, provide feedback, and connect with school staff.

j) To maximize reach and recruit students and families in need of innovative learning methods, the school will conduct a **broad marketing initiative encompassing diverse formats** such as bus advertisements, television and radio spots, print materials, and targeted online search campaigns, all focused on re-engagement and post-high school preparation.

k) To recognize and celebrate student accomplishments, the school will provide **promotion and graduation ceremonies** at the end of the academic year. Families and guests are invited to attend these special events, which honor the hard work and achievements of our students.

5.2 Integrating Advanced Technologies into Education

Applicable Student Groups: All Students

a) Enhance career exploration and workforce readiness by providing students with immersive **Transfr Virtual Reality** simulations, leading to increased engagement, improved skill retention, and greater confidence in their future career choices.

b) The school is expanding its innovative teaching methods by introducing **3D printing with MakerBot Sketch Large printers**. This initiative will provide all students with opportunities to explore STEAM fields through practical, hands-on projects. Teachers will receive thorough training to ensure effective integration of this technology, preparing students for the evolving demands of the 21st century workforce.

c) To ensure optimal learning experiences aligned with Next Generation Science Standards, school staff will proactively maintain and enhance facilities, equipment, and instructional materials. This includes integrating **Vernier temperature probes, pH sensors, and motion detectors** into lab activities, allowing students to gather accurate, real-time data for experiments in physics, chemistry, and biology. This commitment to 'best practices' will provide students with a safe and effective lab environment for scientific exploration and discovery, aligning with modern scientific practices.

d) Provide instructional staff with access to **MagicSchool AI** to optimize instructional planning, personalize learning pathways, and develop curriculum that integrates responsible AI usage. This will enable educators to effectively leverage AI tools and guide students in navigating the ethical and practical aspects of AI technology.

e) The school's California Cadet Corps will offer an innovative **Aviation Program centered on hands-on experience with unmanned drones**. This program is strategically designed to equip students with foundational knowledge and practical skills vital for future careers in piloting and related aerospace industries.

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

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

a) The school will continue to host our annual **Family Resource Night** at the beginning of the school year. This event will empower families, especially those from historically underserved communities, with information about our educational programs and services. We will focus on ensuring equitable access and opportunities for all students.

b) To enhance accessibility for foster youth, we will provide **coordinated transportation services** to our resource center. This will enable them to fully utilize the educational support and services offered, fostering their academic success.

c) To foster collaborative partnerships, we will facilitate interactive **English Learner Advisory Committee (ELAC) meetings**. These meetings will empower parents to provide valuable input into the English Learner Plan. We will include an annual Needs Assessment within these meetings to directly inform and improve our services. This process will ensure our services are responsive to the needs of English Learners.

d) Instructional staff will use **ELD Progress Reports as a tool to initiate meaningful conversations with families of English Learners**. These conversations will focus on assessing student needs and collaboratively developing personalized learning goals. This approach will foster active family involvement in their child's language development.

e) The school will ensure accessibility for all families by **providing translated materials and resources** for parents and family members of English Learners. Additionally, we will staff resource centers with **designated translators or bilingual staff** in locations with high enrollment of non-English speaking families. This will facilitate clear communication and support.

f) The school will actively facilitate communication by **arranging translation services** in all languages for non-English-speaking parents. These services will be provided for both in-person and virtual parent-teacher conferences and school meetings.

Expected Annual Measurable Outcomes:

- **Facilities are determined to be in Good Repair status, clean, safe, and functional for teaching and learning –** 100% of school facilities
- **Student Access & Support Services staff will maintain or increase opportunities for parental and family member participation for low-income, English learners and foster youth students in trainings, advisory meetings and school events -** Maintain or expand opportunities for parental participation for low-income, English learners, and foster youth students
- **Special education staff will maintain or increase opportunities for parental and family member participation for students with exceptional needs in advisory meetings, school events and conferences -** Maintain or expand opportunities for parental and family member participation for students with exceptional needs
- **Maintain connections to community partners that support the academic, physical, and social-emotional needs of students, parents, and family members** – Establish baseline and

increase partners as needed

- **Provide six Family Learning Series to all parents and family members** – At least four sessions focused on high school topics and two sessions focused on middle school topics
- **Parents will report that Resource Centers provide innovative learning opportunities for students by grade level (6th-12th)–** More than 90%

Element C: Methods of Assessment and Other Uses of Data

Governing Law: *The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. Education Code Section 47605.6(b)(5)(C).*

OVERVIEW

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

Altus Schools Riverside County shall utilize methods of assessments in its educational program, which are aligned to the Eight State Priorities and demonstrate multiple measures for each subject area. ASRC affirms that its methods for measuring pupil outcomes for the Eight State Priorities, as described in **Element B**, shall be consistent with the way information is reported on a school accountability report card as required by Education Code Section 47605.6(b)(5)(C).

ASSESSMENT OF STUDENT AND SCHOOL OUTCOMES

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

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

State-Mandated Assessments

- California Assessment of Student Performance and Progress ("CAASPP") assessment system for grades 6-8 and 11 (e.g., the Smarter Balanced Summative Assessments in ELA and Math), and the California Alternate Assessments ("CAA") for ELA and Math
- California Science Test ("CAST" or CAA Science) for grade 8 and grade 10, 11, or 12
- English Language Proficiency Assessment for California ("ELPAC") for grades 6-12 – Initial, Summative, and Alternate ELPAC
- Physical Fitness Test ("PFT") for grades 7 and 9

Local Assessments

- NWEA MAP Growth Assessments (Reading, Language Usage, and Mathematics)

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

Other Key Performance Measures

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

Optional Assessments

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

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

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

high school plans. Optional assessment results through the PSAT, SAT, ACT and APs will also be evaluated to demonstrate performance and proficiency towards a student's post-high school pathway.

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

USE AND REPORTING OF DATA

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

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

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

SARC and LCAP

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

Element D: Location of Facilities

Governing Law: *The location of each charter school facility that the petitioner proposes to operate. Education Code Section 47605.6(b)(5)(D).*

The Charter School will operate one or more flex-based resource centers within Riverside County to serve its geographically dispersed student population. Facility locations have been selected based on demonstrated student need, accessibility, and the Charter School's countywide service model.

As required by Education Code section 47605.6(b)(5)(D), the Charter School identifies the following proposed facility locations.

CONFIRMED INITIAL RESOURCE CENTERS

Altus Schools Riverside County (ASRC) has secured facilities for initial operations. Copies of fully executed lease agreements for the Moreno Valley, Palm Desert and La Quinta sites are included in **Appendix JJ.**

Moreno Valley Resource Center
27130 Eucalyptus Avenue, Suite A & F
Moreno Valley, CA 92555

Moreno Valley Annex Resource Center
27140 Eucalyptus Avenue, Suite E
Moreno Valley, CA 92555

Palm Desert Resource Center
72840 Highway 111, Suite E 168 & E 169
Palm Desert, CA 92260

La Quinta Resource Center
78-900 CA-111 Suite 14
La Quinta, CA 92253

ADDITIONAL PLANNED LOCATIONS

Perris/Menifee Resource Center

Menifee Boardwalk
29837 Newport Road,

Menifee, CA 92584

Jurupa Valley Resource Center

7710 Limonite Avenue,

Jurupa Valley, CA 92509

Alvord Resource Center

3812 Pierce Street,

Riverside, CA 92503

District Notifications

Consistent with statutory requirements, ASRC has provided written notice of its intent to operate facilities within the boundaries of:

- Moreno Valley Unified School District
- Desert Sands Unified School District
- Menifee Union School District
- Perris Union High School District
- Perris Elementary School District
- Alvord Unified School District
- Jurupa Unified School District

Copies of these notifications are included in **Appendix A.** The Charter School will provide additional notices for any future sites as required by law.

Administrative Offices

The Charter School will maintain its principal administrative office at:

Sorrento Mesa Administrative Office (Principal Office of the Corporation)
10170 Huennekens Street
San Diego, CA 92121

Bonita Training Center
3252 Bonita Road
Chula Vista, CA 91910

These locations provide centralized administrative, professional development, and operational support and are not student resource centers for Altus Schools Riverside County.

Access to resource centers located near the communities where students live is critical to ensuring equitable participation in the full range of academic programs and in-person supports offered by the Charter School. Many students served by countywide benefit charters experience barriers such as transportation challenges, housing instability, family responsibilities, and prior disengagement from school. Locating resource centers close to students' homes reduces these barriers and increases consistent attendance for instructional time, intervention services, counseling, and wraparound supports. Proximity also allows staff to build stronger relationships with students and families, respond

quickly to individual needs, and collaborate more effectively with local community partners. For students who require frequent in-person support to address credit deficiency, social-emotional needs, or reengagement, nearby access is essential to sustaining progress and accountability. Strategically placed resource centers therefore play a key role in ensuring that students can fully access services, remain engaged, and successfully move toward grade level advancement, middle school promotion, or high school graduation.

The addition of resource centers in Perris/Menifee, Jurupa Valley, and Alvord will significantly expand access to ASRC's programs and in-person supports for the communities where the school's current and targeted student populations reside. Students and families from Perris, Menifee, Murrieta, Temecula, Wildomar, Lake Elsinore, Hemet, Jurupa Valley, Norco, Corona, Eastvale, Alvord, and Riverside will benefit from having a resource center located substantially closer than the currently available sites in Palm Desert and Moreno Valley. This increased geographic accessibility will meaningfully reduce transportation and attendance barriers and ensure more consistent participation in instructional services, intervention programs, counseling, and other critical in-person supports. By bringing resource centers closer to students' homes, ASRC strengthens its ability to engage students and families, respond promptly to individual needs, and deliver the comprehensive services necessary to support reengagement, credit accumulation, and successful progress toward grade level advancement, middle school promotion, or high school graduation.

The tables below demonstrate that establishing additional resource centers in Riverside County would significantly enhance transportation accessibility for students and families while expanding access to well-qualified educational options.

Perris RC Travel Distance Saved Compared to Existing RCs			
City/Community	**Distance to Perris (Miles)**	**Closer to Perris**	**Miles Saved for Families**
Menifee	1.5	Y	24.7
Murrieta	13.1	Y	24
Wildomar	14.9	Y	24
Temecula	16.8	Y	24
Lake Elsinore	10.9	Y	19.3
Canyon Lake	9.2	Y	19.1
Perris	0	Y	18.7
Hemet	14.9	Y	6.3
San Jacinto	18.1	Y	0.9

Jurupa Valley RC Travel Distance Saved Compared to Existing RCs

City/Community	Distance to Jurupa Valley (Miles)	Closer to Jurupa Valley	Miles Saved for Families
Jurupa Valley	0	Y	22.5
Eastvale	7	Y	21
Norco	13.1	Y	17.1
Alvord	9.9	Y	12
Corona	17.9	Y	10
Riverside	9.7	Y	3.7

Alvord RC Travel Distance Saved Compared to Existing RCs			
City/Community	**Distance to Alvord (Miles)**	**Closer to Alvord**	**Miles Saved for Families**
Alvord	0	Y	21.9
Corona	6.3	Y	21.6
Norco	9.4	Y	20.8
Eastvale	11	Y	17
Jurupa Valley	9.2	Y	13.3
Wildomar	32.6	Y	6.3
Lake Elsinore	25.7	Y	4.5
Riverside	9.4	Y	4
Murrieta	35.9	Y	1.2

Element E: Governance Structure

Governing Law: *The governance structure of the charter school including, but not limited to, the process to be followed by the charter school to ensure parental involvement. Education Code Section 47605.6(b)(5)(E).*

NON-PROFIT PUBLIC BENEFIT CORPORATION

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

The Altus Schools Southern California corporation operates the following charter schools: (1) *Audeo Charter School II*, authorized by the San Diego County Board of Education and located in the geographical boundaries of Carlsbad Unified School District; (2) *Altus Schools North County,* authorized by Escondido Union School District and located in the geographical boundaries of the district; (3) *Altus Schools East County*, authorized by Grossmont Union High School District and located in the boundaries of that district; (4) *Altus Schools South Bay*, authorized by the San Diego County Board of Education and located inside the geographical boundaries of Sweetwater Union School District.; (5) *Audeo Valley Charter School*, authorized by the Riverside County Board of Education and located in the geographical boundaries of Moreno Valley Unified School District; (6) *Altus Schools Mirus*, authorized by Hesperia Unified School District and located in the geographical boundaries of that district; and (7) *Altus Schools Coachella Valley*, authorized by the Riverside County Board of Education and located in the geographical boundaries of Desert Sands Unified School District. As above, if the ASRC charter petition is approved, Altus Schools plans to close Audeo Valley Charter School and Altus Schools Coachella Valley.

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

Attached, please find the corporation's Articles of Incorporation as **Appendix G**, Proof of "Active" Status for Corporation as **Appendix H**, Bylaws as **Appendix I**, and Conflict of Interest Code as **Appendix J**.

BOARD OF DIRECTORS

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

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

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

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

The following are the names and biographies of the current Board of Directors:

Wayland Myers
Board Chairperson

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

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

As Google is moving more and more toward AI-driven results, Wayland has consistently been a champion of helping businesses by innovating AI enhancements into traditional marketing

technologies capable of reacting to the swiftly changing online market. He fully understands the complexity and breadth of challenges faced by enterprise level domains today, and constantly strives to solve them in unique, scalable ways.

Wayland's deep understanding of how to connect with diverse audiences in meaningful, measurable ways aligns powerfully with the mission of Altus Schools: to provide well-qualified, personalized education to at-promise students through innovative, and student-centered learning models. His strategic thinking, data-driven mindset, and forward-looking embrace of artificial intelligence have helped Altus Schools strengthen its operational capacity while continuing to deliver equitable and flexible learning opportunities to students who have been historically underserved. As education continues to evolve in the digital age, Wayland's unique perspective-combining business innovation with commitment to access-helps ensure that ASRC remains at the forefront of transforming public education for independent study learners. His leadership reflects a shared belief that every student deserves the tools, support and encouragement to succeed.

Chris Gordon
Board Member

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

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

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

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

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

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

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

Chris offers valuable insight into building scalable solutions that drive meaningful outcomes-skills that align closely with Altus Schools' mission to serve at-promise students through a personalized flex-based education. His leadership in developing e-commerce platforms and scaling businesses also offers strategic guidance to strengthen Altus Schools Riverside County operational effectiveness and long-term sustainability. He is a strong advocate for the students and families served by Altus Schools.

Jim Herr
Board Member

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

With Jim's extensive experience in finance, operations, and team development, he brings valuable strategic insight to ASRC. His ability to sustain organizational excellence while nurturing individual potential makes him a natural partner in advancing the school's mission to create student-centered learning environments that empower students to thrive.

Cristina Stevens
Board Member

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

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

Furthermore, as a resident of Riverside County, Cristina's commitment to education led her to join the Altus Schools Board of Directors. Having personally witnessed the positive impact of Altus Schools' educational program within her own family, she is dedicated to leveraging her extensive

knowledge and professional expertise to uphold the exceptional standards of education provided by Altus Schools. By actively contributing to the board, Cristina aims to guarantee that Altus Schools continue to serve as outstanding educational options for students. Cristina's blend of leadership, compassion, and real-world experience strengthens her role on the Altus School Board. She remains committed to advancing student-centered education and supporting a school environment that empowers every learner to succeed.

Board Meetings and Duties

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

- Approving all substantive policy issues. Substantive policy issues are major educational and operational policy issues which include, but are not limited to, curricular focus, student outcomes, program evaluation, school size and growth, special events, budget and audit approvals, and compliance with federal, state and charter requirements. The Board may identify additional substantive policy issues.

- Approving the Charter School's annual budget and overseeing the Charter School's fiscal affairs.

- Contracting with outside sources for operations oversight and audit.

- Solicitation and oversight of grants and donations consistent with the mission of the Charter School.

- Approving the Charter School's personnel policies and monitoring their implementation.

- All other responsibilities provided for in the California Corporations Code, the Articles of Incorporation, Bylaws, or this charter necessary to ensure the proper operation of the Charter School.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of the Charter School any of those duties with the exception of budget approval or revision, approval of the fiscal audit, and the adoption of Board policies. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing;
- Specify the entity designated;

- Describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of Board members.

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

Conflict of Interest Code and Compliance with Laws

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

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

Board Training

The Board of Directors receives AB 2158-compliant ethics training, which covers the fiduciary duties, ethical principles, conflict of interest laws, and the Brown Act. No later than January 1, 2026, every charter school board member must receive ethics training in specified topics, and at least every two years thereafter. The course must meet the following requirements: Coverage of general ethics principles and ethics laws; Content is relevant to the official's public service (charter school board membership); Course covers core content outlined in Government Code section 53234(d)(ethics laws) and California Code of Regulations title 2, section 18371 (ethics training); Course is developed in consultation with guidance issued by the Fair Political Practices Commission and the Attorney General. Attorney General: "For in-person training, the ethics law portion of any course should be delivered by an attorney licensed to practice law in California and knowledgeable about California's ethics laws." ASSC Board has completed AB 2158-compliant ethics training. See **Appendix RR** for the Certificate of Completion of Training.

The Board shall also receive school finance training (AB 604), prior to the first statutory deadline in 2028 and thereafter, as required by law.

DEPUTY SUPERINTENDENT SCHOOL SERVICES

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

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

- Ensure ASRC enacts its mission and vision;
- Supervise and evaluate teachers and staff;
- Communicate and report to the Superintendent or Charter School Board of Directors;
- Oversee school finances to ensure financial stability;
- Initiate, participate in, and oversee fundraising for the Charter School;
- Participate in and develop professional development workshops as needed;
- Serve or appoint a designee to serve on any committees of ASRC;
- Interview and recommend employee hiring, promotion, discipline, and/or dismissal;
- Ensure compliance with all applicable state and federal laws and help secure local grants;
- Communicate with parents, recruit new families and students, and assure families of academic growth;
- Take responsible steps to secure full and regular attendance at school of the students enrolled in accordance with policies established by the Board of Directors;
- Complete and submit required documents as requested or required by the charter and/or Charter School Board of Directors and/or the District;
- Identify the staffing needs of the Charter School and offer staff development as needed;
- Maintain up-to-date financial records;
- Ensure that appropriate evaluation techniques are used for both students and staff;
- Establish and maintain a system to handle organizational tasks such as student records, teacher records, teacher credentialing information, contemporaneous attendance logs, purchasing, budgets, and timetables;
- Hire qualified substitute teachers as needed;
- Ensure the security of the resource center(s);
- Promote ASRC in the community and promote positive public relations and interact effectively with media;
- Encourage and support teacher professional development;
- Attend District administrative meetings as requested by the District and stay in direct contact with the District regarding changes, progress, etc.;

- Attend meetings with the Chief Financial Officer of the District on fiscal oversight issues as requested by the District;
- Provide all necessary financial reports as required for proper attendance reporting;
- Develop the ASRC annual performance report, the SARC, and the LCAP;
- Manage student discipline, and as necessary participate in the suspension and expulsion process;
- Participate in IEP meetings as necessary.

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

PARENT INVOLVEMENT IN GOVERNANCE

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

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

As noted above, part of the Charter School's educational plan for students participating in independent study is an agreement between parents and the Charter School known as the Parent/Teacher/Student Master Agreement that is intended to encourage parental involvement and cooperation that ensures success of the Charter School's educational program and full compliance with all applicable legal requirements. Such a contract is designed to empower parents with respect to their children's education by strengthening the partnership among parents, students, and teachers.

An important tenet of the Charter School's philosophy is that parents choose to send their children to ASRC because they have high expectations of the Charter School and the benefits that they and their children will receive. In turn, the Charter School has high expectations of parents to contribute to the team effort needed to fulfill all expectations. Excellence in a charter school cannot be accomplished nor maintained without the active participation of the parents of enrolled students. Parent participation may include weekly meetings with their student's teacher, regularly scheduled open houses, and field trips. Pursuant to Education Code Section 47605.6(n), Altus Schools Riverside County shall encourage, but not require, volunteer parent participation in the Charter School, and shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School.

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

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

Element F: Employee Qualifications

Governing Law: *The qualifications to be met by individuals to be employed by the charter school. Education Code Section 47605.6(b)(5)(F).*

OVERVIEW

Altus Schools Riverside County shall not discriminate against any applicant on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics).

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

QUALIFICATIONS FOR ALL STAFF

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

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

All individuals employed by Altus Schools must possess qualifications, the personal characteristics, knowledge base, and successful experiences in the responsibilities identified in the posted position.

All employees must comply with the employee processing policies and procedures including, but not limited to, fingerprints, criminal records, proof of identity, right to work in the United States, and tuberculosis risk assessment.

SCHOOL ADMINISTRATOR OF INSTRUCTIONAL SERVICES QUALIFICATIONS

The School Administrator of Instructional Services ("Administrator of Instructional Services") and any other administrator at the Charter School shall possess leadership abilities and a comprehensive educational vision that is consistent with the Charter School's mission and educational program. In addition, the Administrator of Instructional Services shall possess skills in hiring and supervising excellent teachers, technological and data-analysis experience, and, if possible, business experience. Under the direct supervision of the Deputy Superintendent School Services and Founding Director, the Administrator of Instructional Services oversees Learning Lead(s), and the school's educational program. Additionally, the Administrator of Instructional Services coordinates with District department heads in the deployment of systems to ensure the school's sustainability and academic success. This position is also responsible for the successful implementation of the Instructional Plan focused on improving measurable outcomes across all students and student groups as measured by academic and engagement indicators relating to local assessments, state-mandated testing, graduation rate, student retention data, learning productivity outcomes, and credit rate.

Accordingly, the minimum qualifications for School Administrator of Instructional Services are:

- Bachelor's degree from an accredited institution of higher education.
- Master's degree from an accredited university.
- Obtain Criminal Justice Fingerprint/Background Clearance through the DOJ and FBI
- California Clear Single or Multiple Subject Teaching Credential
- California Clear Administrative Services Credential
- Hold a CLAD or BCLAD Certification
- TB clearance
- Have knowledge of current research and best practices in use in secondary and alternative schools, current curriculum and State Standards, secondary school administrative practices, school budgeting, administration of applicable policies and supervision of personnel and possess the skills to collaboratively build consensus in groups and to maximize resources to achieve results.
- Knowledge of State Standards, including CCCS and NGSS.
- Caring about students and their success in learning.
- Demonstrated expertise in teaching pedagogy.
- Knowledge and awareness of instructional best practices for diverse student populations.
- Innovative leader capable of following a plan/process yet coming up with new ways to get results.
- Experience in managing and synthesizing data.

- Team player capable of coaching and working alongside teachers and staff.
- Project management skills, ideally demonstrated in a high-needs school setting.
- Knowledge of curriculum development, instructional practices, and local/state assessments
- Instructional strategies to support academic growth of specific student groups
- Knowledge of Professional development creation and facilitation
- Utilization of a MTSS process to improve student engagement
- Knowledge of Independent study law and charter school compliance
- Knowledge of teacher credentialing and certificated staff qualifications
- Knowledge of state mandated programs impacting charter schools
- Experience with supervision and evaluation of certificated staff
- Knowledge of data analysis to drive instructional shifts and improvements

LEARNING LEAD QUALIFICATIONS

Under the direct supervision of the School Administrator of Instructional Services, the Learning Lead supervises teaching staff and oversees the program's day-to-day instructional plan and related outcomes. The Learning Lead works closely with instructors to improve student results as measured by local assessments, state-mandated testing, graduation rate, student retention data, learning productivity outcomes, and credit rate.

- California Clear Multiple or Single Subject Teaching Credential
- California Clear or Preliminary Administrative Services Credential (preferred)
- CLAD Certification/EL Authorization
- Clear background check by Department of Justice and FBI
- Possession of a valid California driver's license and reliable transportation
- TB Clearance
- Obtain Criminal Justice Fingerprint/Background Clearance through the DOJ and FBI
- Collaborates with the Administrator of Instructional Services on the planning, creation, implementation, training, and evaluation of the school's Instructional Plan
- Supervises, develops, coaches, and evaluates Teachers and Certificated Teacher Resources (CTRs)
- Coordinates and facilitates professional development sessions relating to instructional and organizational needs, which is including but not limited to, methodology, pedagogy, focused teaching, data-driven instruction, student health and wellness, conflict resolution, and professionalism
- Supports teaching staff in the development, implementation, and monitoring of the Pathways Personalized Education Plan for all students
- Meets weekly with the Administrator of Instructional Services to ensure implementation of the organization's instructional strategic initiatives to positively impact academic outcomes
- Utilizes the school's Multi-Tiered System of Supports to increase student academic engagement

- Provides instructional recommendations to achieve targeted annual growth on academic assessments, including Smarter Balanced Assessments, NWEA MAP, ELPAC, and CAST
- Ensures a safe and supportive resource center environment conducive to learning and student well-being
- Monitors data and makes program instructional adjustments for all students and student groups, including English Learners, Low Income, Homeless, Foster Youth, and Special Education students
- Oversees the English Learner Plan implementation, including ELPAC administration, monitoring of LTELs and RFEP students, effective use of Designated and Integrated ELD programs, incorporation of specialized language development resources and tools into daily instruction, and ELAC community connections
- Monitors applicable compliance topics and information pertaining to Federally Funded Instructional Programs
- Collaborates with Teachers and Counselors on communication outreach to families regarding academic progress and student outcomes
- Collaborates and provide direction to teachers on effective strategies related to student recruitment, retention, and school marketing
- Conducts home visits as necessary to support teachers in enhancing student engagement
- Participates on a department with a specific focus on curriculum, college and career readiness, equity and inclusion, or data and technology systems integration
- Customarily and regularly exercise discretion and independent judgement in matters crucial to the school, teachers, and students
- Perform other duties as assigned or changed with or without notice
- Maintain consistent and regular attendance

TEACHER QUALIFICATIONS

The Charter School shall retain or employ teaching staff that holds appropriate California teaching certificates or permits issued by the Commission on Teacher Credentialing. The Charter School shall comply with Education Code Section 47605.6(l), which states:

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

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

The most important qualifications for our teachers are:

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

Accordingly, the minimum qualifications for teachers are:

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

Additional qualifications are:

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

The Charter School shall work with teachers to provide professional development opportunities, intense supervision and/or structured mentoring to assist teachers to further develop in their respective positions. Each student participating in independent study will be assigned to a teacher of

record who is responsible for overseeing the student's academic progress and who monitors all grading and matriculation decisions as specified in the Charter School's operational policies.

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

Job Description and Required Credential for Special Education Teachers

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

Representative Duties:

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

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

Knowledge and Abilities:

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

Required Credential and Requirements:

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

Job Description and Required Credential for Independent Study Teachers

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

Representative Duties:

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

- Improve each student's ability to read, write, compute, speak, and problem solve; monitor and document this progress through a variety of assessment techniques.
- Implement the educational program required at ASRC

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

Knowledge and Abilities:

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

Required Credential:

- California Single Subject and/or Multiple Subject Teaching Credential, CTC permit, or other document required for their certificated assignment
- Master's Degree preferred

OFFICE PERSONNEL QUALIFICATIONS

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

Accordingly, the minimum qualifications for Office Personnel are:

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

Additional qualifications are:

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

BUSINESS/FINANCIAL PROFESSIONAL

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

Element G: Health and Safety Procedures

Governing Law: *The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:*
(i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.
(ii) The development of a school safety plan, and the annual review and update of the plan, pursuant to Section 47606.3.
(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school. Education Code Section 47605.6(b)(5)(G).

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

The following is a summary of the health and safety policies of the Altus Schools Riverside County:

Procedures for Background Checks

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

Role of Staff as Mandated Child Abuse Reporters

All non-certificated and certificated staff shall be mandated child abuse reporters and shall follow all applicable reporting laws. The Charter School shall conduct annual training on child abuse reporting for all mandated reporters in accordance with Education Code Section 44691.

Tuberculosis Risk Assessment and Examination

Faculty, staff, and volunteers who have frequent or prolonged contact with students, will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, and for employees at least once each four years thereafter, as required by Education Code Section 49406.

Immunizations

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

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

Medication in School

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

Vision, Hearing, and Scoliosis

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

Diabetes

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

1. A description of type 2 diabetes.

2. A description of the risk factors and warning signs associated with type 2 diabetes.

3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.

4. A description of treatments and prevention methods of type 2 diabetes.

5. A description of the different types of diabetes screening tests available.

Suicide Prevention Policy

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

Prevention of Human Trafficking

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

Menstrual Products

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

All Gender Restrooms

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

shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

School Meals

As required by Education Code Section 49501.5, the Charter School shall provide breakfast and lunch free of charge during each school day to any pupil who requests a meal without consideration of the pupil's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period.

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

Recess

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

California Healthy Youth Act

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

Mental Health Education

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

Mental Health Information

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

School Safety Plan

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

A. Child abuse reporting procedures
B. Routine and emergency disaster procedures
C. Policies for students who committed an act under Education Code Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
D. Procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
E. A discrimination and harassment policy consistent with Education Code Section 200
F. Provisions of any schoolwide dress code that prohibits students from wearing "gang-related apparel," if applicable
G. Procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
H. A safe and orderly environment conducive to learning
I. The rules and procedures on school discipline adopted pursuant to Education Code Sections 35291, 35291.5, and 47605
J. Procedures for conducting tactical responses to criminal incidents
K. Procedures to prepare for active shooters or other armed assailants by conducting a drill, if this topic is covered in the School Safety Plan
L. Procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a school bus serving the school
M. Procedures to respond to incidents involving an individual experiencing a sudden cardiac arrest or a similar life-threatening medical emergency while on school grounds
N. Procedures specifically designed to notify parents and guardians of pupils, teachers, administrators, and school personnel when the school confirms the presence of immigration enforcement on the school site
O. A protocol in the event a pupil is suffering or is reasonably believed to be suffering from an opioid overdose

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

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

The Charter School shall develop an instructional continuity plan, consistent with Education Code Section 32282(a)(3), to establish communication with students and their families and provide instruction to students when in-person instruction is disrupted due to an emergency pursuant to Education Code Sections 41422 or 46392(a).

Workplace Violence Prevention Plan

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

Bloodborne Pathogens

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

Drug-, Alcohol-, and Smoke-Free Environment

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

Facility Safety

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

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

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

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

Bullying Prevention

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

Supporting LGBTQ Students

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

Safety Act

Pursuant to AB 1955 (2024), employees of the Charter School shall not be required to disclose any information related to a pupil's LGBTQ+ identity to any other person without the pupil's consent unless otherwise required by state or federal law. This provision shall not limit a parent's ability to request school records on behalf of their child.

Homicide Threats

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

Gun Safety Notice

At the beginning of the first semester, the Charter School shall distribute a notice to the parents/guardians of each student addressing California's child gun access prevention laws and laws

related to firearm safety utilizing the most updated model language published by the California Department of Education.

Transportation Services

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

Extreme Weather Policy

The Charter School will develop, adopt, and implement a weather policy that includes protocols for extreme weather conditions, and incorporate the standardized guidelines developed by the CDE.

Element H: Means to Achieve Student Population Balance

Governing Law: *The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the county board of education to which the charter petition is submitted. Education Code Section 47605.6(b)(5)(H).*

Altus Schools Riverside County shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics).

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

- An enrollment process that is scheduled to include a timeline that allows for a broad-based recruiting and application process.

- The development of *promotional and informational material* that appeals to all of the various racial and ethnic, English Learner, and special education groups represented in the County. The goals are to build brand awareness, direct target population to the school's website and create leads for enrollments. Platforms to utilize are Display Ad placements, Google Ad search, and Social Media.

- The development of appropriate *promotional and informational materials* in languages other than English to appeal to limited English proficient populations. The development of the promotional and information materials that appeals to all the various and ethnic groups in *Element A: Educational Program under Target Student Population,* **Figure 5.** The goal is to build brand awareness, direct target to the school's website and create leads for enrollment. Marketing platforms will target parents with children between ages of 12-17 years old with a household annual income of under $40,000, and Spanish speaking parents with children between the ages of 12-17 years old and with a household annual income of under $40,000. The language delivery of 60% of the marketing platforms will be in Spanish. Some of the platforms are Display Ad Placements, Google Ad Search, and Social Media.

- Outreach meetings in several areas of the County for prospective students and parents. Based on Riverside County demographics, Altus Schools Riverside County has identified media strategies similar to what was identified in the promotional and informational strategies above. These tools will be utilized to reach Community and Business

Organizations to support the outreach.

- Collaborate with community organizations to network with families in need of the Charter School's educational model. Additionally, providing open houses and tours for the community.

- Organizations that are identified in close proximity to all of the existing and proposed Altus Schools Riverside County Resource Centers include: Perris Public Library, Norco College, San Jacinto Community College, Riverside Community College, Valley-wide Recreation and Parks, Jurupa Valley Family Resource Center, Reach Out Jurupa Valley, Feeding America Riverside, San Gorgonio Council of Girl Scouts, Riverside Public Library, Orange Terrace Public Library, Menifee Public Library, Perris Valley Chamber of Commerce, Perris Public Library, My Learning Studio, Blu Educational Foundation, YMCA of Riverside County, Corona-Norco YMCA, Family Promise of Riverside, City of Moreno Valley Parks & Community Services Teen S.P.O.T and Expanded Learning Program, Moreno Valley City Library, Moreno Valley Chamber of Commerce, Boys & Girls Clubs of Greater Redlands-Riverside, Portola Community Center, Coachella Valley Recreation, United Way of the Desert, Family YMCA of the Desert, Palm Desert Area Chamber of Commerce, La Quinta Museum, Agua Caliente Cultural Museum, The Living Desert Zoo & Gardens, Jurupa Valley Resource Center

- The distribution of promotional and informational materials to a broad variety of community groups and agencies that serve the various racial, ethnic, special education and EL student and other interest groups represented in the district.

- Charter School shall monitor and report the diversity of the school's student population on an annual basis.

- The Charter School shall monitor the diversity of the Charter School's student population on an annual basis.

Element I: Financial Audit

Governing Law: *The manner in which annual, independent financial audits shall be conducted, in accordance with regulations established by the state board, and the manner in which audit exceptions and deficiencies shall be resolved. Education Code Section 47605.6(b)(5)(I).*

An annual independent financial audit of the books and records of the Charter School shall be conducted as required by Education Code Sections 47605.6(c)(5)(I) and 47605.6(m). The books and records of the Charter School shall be kept in accordance with generally accepted accounting principles, and as required by applicable law, the financial audits shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. 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.

An audit committee of the Altus Schools Board of Directors will oversee the selection of an independent auditor each fiscal year and the completion of an annual audit of the Charter School's financial affairs. The auditor will have at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The annual audit will be completed and forwarded to the District, the Riverside County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Board of Directors shall receive and review the audit each year. The Charter School shall strive to maintain the highest level of internal control and complies with all laws applicable to the organization. In the event that there is an audit finding or exception, the audit committee will develop a specific remediation plan which focuses on the issue(s) identified and presents a timeline for rectifying the concern, which shall be submitted to the Charter School Board of Directors with recommendations on how to address the concern. A remediation plan shall be developed that identifies the specific use of funds/resources and/or policies/procedures needed for improvement. This plan shall be submitted to the District. Open communication with all parties involved in the resolution will be maintained until it is determined that the Charter School has sufficiently responded to the exception and has met the requirements as applicable under state law.

Any disputes regarding the resolution of audit exceptions and deficiencies will be addressed using the dispute resolution process contained in this charter. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

The independent financial audit of the Charter School is a public record to be provided to the public upon request.

Element J: Pupil Suspension and Expulsion Policy

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

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

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

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

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

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian, or, if the pupil is a homeless child or youth, or a foster child or youth, in the native language of the homeless or foster child's educational rights holder. In the case of a foster child or youth, the written notice shall also be provided to the foster child's attorney and county social worker. If the pupil is an Indian child, as defined in Section 224.1 of the Welfare and Institutions Code, the written notice shall also be provided to the Indian child's tribal social worker and, if applicable, county social worker. The written notice shall inform the pupil, the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, county social worker of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, or county social worker, or the Indian child's tribal social worker or, if applicable, county social worker initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

(iv) A foster child's educational rights holder, attorney, and county social worker and an Indian child's tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information. Education Code Section 47605.6(b)(5)(J).

Policy

This Student Suspension and Expulsion Policy and Procedures has been established by the Board of Directors of Altus Schools Southern California in order to promote learning and protect the safety and well-being of all students at the following schools: Audeo Charter School II, Altus Schools North County, Audeo Valley Charter School, Altus Schools East County, Altus School Mirus, Altus Schools South Bay, Altus Schools Coachella Valley, and Altus Schools Riverside County (hereinafter collectively referred to as "Charter School"). As above, if the ASRC charter petition is approved, Altus Schools plans to close Audeo Valley Charter School and Altus Schools Coachella Valley.

In adopting this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describe the offenses for which students at noncharter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions and involuntary removal. The language that follows is largely consistent with the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension, expulsion, or involuntary removal, and the procedures thereto so long as not materially different from this charter petition.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This shall serve as the Charter School's Policy and Procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed annually as part of the Student Handbook which will clearly describe discipline expectations.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of this Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians[1] are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this Policy and its Procedures are available on request at the School Coordinator's office. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the IDEA or who is qualified for services under Section will be subject to the same grounds for suspension and expulsion and will be accorded the same due process procedures applicable to general education students except when federal and state law requires additional or different procedures. Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no

[1] The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.

less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian, and shall inform the student, and the student's parent/guardian, of the basis for which the student is being involuntarily removed and the student's parent/guardian's, right to request a hearing to challenge the involuntary removal. If a student's parent/ guardian requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent/ guardian requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(b)(1).

Alternative Means of Correction

For a student facing discipline for a discretionary offense listed below, the School Coordinator may, whenever possible and practicable, provide alternatives to suspension or expulsion. These alternatives shall use a research-based framework with age-appropriate strategies that improve behavioral and academic outcomes while addressing and correcting the student's specific misbehavior.

The Charter School shall not suspend or expel any student based solely on the fact that they are truant, tardy, or otherwise absent from school activities. Violations of the Charter School's attendance expectations shall be addressed in accordance with Charter School Attendance and Truancy Policy and/or Independent Study Policy, as applicable.

No student may be suspended or expelled for willful defiance or disruption, Alternatively, Charter School staff may refer a student who engages in willful defiance and/or disruption to the School Coordinator or designee for appropriate and timely in-school interventions or supports. Within five (5) business days, the School Coordinator or designee shall:

1. Document the actions taken and save the document to the student's record
2. Inform the referring staff member what actions were taken and if none, the rationale used for not providing any appropriate or timely in-school interventions or supports.

For a student who has been suspended, or for whom other means of correction have been implemented, for an incident of racist bullying, harassment, or intimidation, the Charter School may require both the victim and the perpetrator to engage in a restorative justice practice. The Charter School may also require perpetrators to engage in culturally sensitive programs that promote racial justice and equity and combat racism and ignorance.

The Charter School may utilize its Multi-Tiered System of Supports, which includes restorative justice practices, trauma-informed practices, social and emotional learning, and schoolwide positive behavior interventions and support, be used to help students gain critical social and emotional skills, receive support to help transform trauma-related responses, understand the impact of their actions, and develop meaningful methods for repairing harm to the school community.

Procedures

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended when the School Coordinator or designee determines the student:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind. Students who voluntarily disclose their use of a controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports shall not be suspended for that disclosure.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to electronic files and databases.

g) Stole or attempted to steal school property or private property, which includes but it not limited to electronic files and databases.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student. Students who voluntarily disclose their use of a tobacco product in order to seek help through services or supports shall not be suspended solely for that disclosure.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

o) Engaged in, or attempted to engage in, hazing. For the purposes of this Policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this Policy, "hazing" does not include athletic events or school-sanctioned events.

p) Made terroristic threats against school officials and/or school property, which includes but is not limited to electronic files and databases. For purposes of this Policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to electronic files and databases, or the personal property of the person threatened or their immediate family.

q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this Policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 6 to 12, inclusive.

r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This section shall apply to students in any of grades 6 to 12, inclusive.

s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 6 to 12, inclusive.

t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
iii. Causing a reasonable student to experience substantial interference with their academic performance.
iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

i. A message, text, sound, video, or image.
ii. A post on a social network Internet Web site including, but not limited to:

(a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of

having one or more of the effects as listed in subparagraph (1) above.

(b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

iii. An act of cyber sexual bullying.

(a) For purposes of this Policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this Policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

u) A student who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Coordinator or designee's concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion when it is determined the student:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Coordinator or designee's concurrence.

b) Brandished a knife at another person.

c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.

d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4

3. Discretionary Expellable Offenses: Students may be recommended for expulsion when it is determined the student:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind. Students who voluntarily disclose their use of a controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports shall not be suspended for that disclosure.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases

g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student. Students who voluntarily disclose their use of a tobacco product in order to seek help through services or supports shall not be suspended solely for that disclosure.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases

l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

o) Engaged in, or attempted to engage in hazing. For the purposes of this Policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases For purposes of this Policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property,

which includes but is not limited to, electronic files and databases or the personal property of the person threatened or their immediate family.

q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this Policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 6 to 12, inclusive.

r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 6 to 12, inclusive.

s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to students in any of grades 6 to 12, inclusive.

t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
iii. Causing a reasonable student to experience substantial interference with their academic performance.
iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

i. A message, text, sound, video, or image.
ii. A post on a social network Internet Web site including, but not limited to:

(a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

(b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

iii. An act of cyber sexual bullying.

(a) For purposes of this Policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this Policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

u) A student who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Coordinator or designee's concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion when it is determined pursuant to the procedures below that the student:

a. Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Coordinator or designee's concurrence.
b. Brandished a knife at another person.
c. Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
d. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School will use the following definitions:

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

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

The term "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. **Conference**

Suspension shall be preceded, if possible, by a conference conducted by the School Coordinator or designee with the student and the student's parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the School Coordinator or designee.

The conference may be omitted if the School Coordinator or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605.6(b)(5)(J)(i). This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. Penalties shall not be imposed on a student for failure of the student's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent or guardian at the conference.

2. **Notice to Parents/Guardians**

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone, by email, or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student as well as the date and time when the student may return to school following the suspension. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. **Suspension Time Limits/Recommendation for Expulsion**

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the School Coordinator or designee, the student and the student's parent/guardian shall be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student and the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference.

This determination will be made by the School Coordinator or designee upon either of the following: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

4. **Homework Assignments During Suspension**
In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to

12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

D. Authority to Expel

As required by Education Code Section 47605.6(b)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial Altus Schools Board of Directors following a hearing before it, or by the neutral and impartial Altus Schools Board of Directors upon the recommendation of a neutral and impartial Administrative Panel to be assigned by the Board as needed. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the student nor a member of the Altus Schools Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the School Coordinator or designee determines that the student has committed an expellable offense, and recommends the student for expulsion. In the event an Administrative Panel hears the case, it will make a recommendation to the Altus Schools Board for a final decision whether to expel. The hearing shall be held in a confidential setting (complying with all student confidentiality rules under the Family Educational Rights and Privacy Act unless the student makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

The Administrative Panel may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Administrative Panel. During the period of suspension of the expulsion order, the student is deemed to be on probationary status. The Administrative Panel may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Administrative Panel revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Administrative Panel shall apply the criteria for suspending the enforcement of the expulsion order

equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Administrative Panel shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian via email or other means at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. An explanation of the opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. An explanation of the right to inspect and obtain copies of all documents to be used at the hearing;
7. An explanation of the opportunity to confront and question all witnesses who testify at the hearing;
8. An explanation of the opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five days' notice of their scheduled testimony, (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

2. Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.

4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.

7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have their testimony heard in a session closed to the public.

I. Expulsion Decision

The determination of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board which will make a final determination regarding the expulsion. The Board of Directors shall make the final determination regarding the expulsion within ten (10) school days following the conclusion of the hearing or as soon as practicable. The decision of the Board is final. If the Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel, the student shall immediately be returned to their previous educational program.

The Board of Directors may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Board. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Board of Directors may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Board of Directors shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Board of Directors shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

J. Written Notice to Expel

The School Coordinator or designee following a decision of the Board to expel shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student and student's parent/guardian. This notice shall also include the following: a) Notice of the specific offense committed by the student; and b) Notice of the student's or parent/guardian's obligation

to inform any new district in which the student will enroll of the student's status with the Charter School.

The School Coordinator or designee shall send a copy of the written notice of the decision to expel to the student's district of residence. This notice shall include the following: a) The student's name; and b) The specific expellable offense committed by the student.

K. Disciplinary Records

Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the chartering authority upon request.

L. No Right to Appeal

The student shall have no right of appeal from expulsion from the Charter School as the Altus Schools Board of Directors' decision to expel shall be final.

M. Expelled Students/Alternative Education

Students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

N. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the student may reapply to Charter School for readmission.

O. Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board following a meeting with the School Coordinator or designee and the student and parent/guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The School Coordinator or designee shall make a recommendation to the Board following the meeting regarding their determination. The Board shall then make a final decision regarding readmission or admission of student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon the Charter School 's capacity at the time the student seeks readmission or admission to the Charter School.

P. Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Q. Removal Due to Noncompliance with Independent Study Requirements

In accordance with Education Code Section 51747 and the Charter School's Board policy on independent study, after two (2) missed assignments, an evaluation is held to determine whether it is in the best interest of the student to remain in independent study. If it is determined that it is not in the student's best interest to remain in independent study, the Charter School may involuntarily remove the student after the Charter School follows the requirements of the Missed Assignment Policy and only after providing notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary removal as forth herein. Students who are involuntarily removed for noncompliance with independent study requirements shall be given a rehabilitation plan and shall be subject to the readmission procedures set forth herein. See **Appendix QQ** for the Missed Assignment Policy which is reflected on the Independent Study Policy and the Master Agreement which does align with both its independent study board policy and the suspension and expulsion procedures.

R. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. Notification of SELPA

Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that the Charter School or the SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

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

3. Procedural Safeguards/Manifestation Determination

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

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

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

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

c. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
d. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
e. Return the child to the placement from which the child was removed, unless the parent/guardian and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the Parent/guardian and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability

to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances
Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

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

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

6. Interim Alternative Educational Setting
The student's interim alternative educational setting shall be determined by the student's IEP/504 team.

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

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

a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
b. The parent/guardian has requested an evaluation of the child.
c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put. If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the

proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Element K: Staff Retirement Systems

Governing Law: *The manner by which staff members of the charter school will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. Education Code Section 47605.6(b)(5)(K).*

Eligible employees of the Charter School shall be members of the California State Teachers' Retirement System ("CalSTRS") and eligible employees of the Charter School shall be members of the California Public Employees' Retirement System ("CalPERS") and participate in federal Social Security. The Charter School shall inform all applicants for positions within the Charter School of the retirement system options for employees of the Charter School. The Chief Business Officer shall be responsible for ensuring that appropriate arrangements for retirement coverage are made for all employees.

The Charter School shall make all required employee contributions to the respective retirement systems on behalf of its employee members.

Element L: Dispute Resolution Procedures

Governing Law: *The procedures to be followed by the charter school and the county board of education to resolve disputes relating to provisions of the charter. Education Code Section 47605.6(b)(5)(L).*

DISPUTES BETWEEN THE CHARTER SCHOOL AND THE COUNTY

The Charter School recognizes that it cannot bind the County to a dispute resolution procedure to which the County does not agree. The following policy is intended as a starting point for a discussion of dispute resolution procedures. The Charter School is willing to consider changes to the process outlined below as suggested by the County. The intent of this dispute resolution process is to (1) resolve internal disputes within Altus Schools Riverside County pursuant to the Charter School's policies, (2) minimize the oversight burden on the County, and (3) ensure a fair and timely resolution to disputes between the Charter School and the County.

The Charter School and the County will be encouraged to attempt to resolve any disputes with the County amicably and reasonably without resorting to formal procedures.

In the event of a dispute between the Charter School and the County, Charter School staff, employees and Board members of the Charter School and the County agree to first frame the issue in written format ("dispute statement") and to refer the issue to the County Superintendent and Deputy Superintendent of the Charter School, or their respective designees. In the event that the County Board of Education believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, the Charter School requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the County to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a pre-requisite to the County's ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

The County Superintendent and Altus Schools Riverside County's Deputy Superintendent, or their respective designees, shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than five (5) business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the County Superintendent and Charter School Deputy Superintendent, or their respective designees, and attempt to resolve the dispute within fifteen (15) business days from receipt of the dispute statement.

If this joint meeting fails to resolve the dispute, the County Superintendent and Charter School Deputy Superintendent, or their respective designees, shall meet to jointly identify a neutral third party mediator to engage the parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the County Superintendent and Charter School Deputy Superintendent, or their respective designees. Mediation shall be held within sixty (60) business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the County and the Charter School. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. Both parties will cover their own legal

costs. All timelines and procedures in this section may be revised upon mutual written agreement of the County and the Charter School.

INTERNAL DISPUTES

Disputes arising from within the Charter School, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and Board members of the School, shall be resolved pursuant to policies and processes developed by the Charter School. The Charter School shall also maintain a Uniform Complaint Policy and Procedures and Title IX complaint procedures, as required by state and federal law, respectively. Parents, students, Board members, volunteers and staff at the Charter School will be provided access to the Charter School's policies and dispute resolution process.

The County shall promptly refer any complaints or reports regarding such disputes to the Board of Directors or school designee for resolution in keeping with the school's policies. The County shall only intervene if it finds reasonable cause to believe that a violation of this charter, or laws, or agreements relating to the Charter School has occurred, or if the Board of Directors has requested the County to intervene in the dispute, or if otherwise required by law.

Element M: Admission Policies and Procedures

Governing Law: *Admission policy and procedures, consistent with [Education Code Section 47605.6] subdivision (e). Education Code Section 47605.6(b)(5)(M).*

Altus Schools Riverside County will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition or discriminate against any student based upon any of the characteristics listed in Education Code Section 220. The Charter School shall not require any monetary contribution as a condition for application, admission, enrollment, or participation in any of the Charter School's regular educational activities and shall comply with the "free schools" guarantee as set forth in state law.

The Charter School shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state, unless required by Education Code Section 51747.3. In accordance with Education Code Sections 49011 and 47605.6(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

In accordance with Education Code Section 47605.6(e)(4)(A), the Charter School shall not discourage a pupil from enrolling or seeking to enroll in the Charter School for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605.6(e)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605.6(e)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605.6(e)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605.6(e)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605.6(e)(4), and make this notice available to parents.

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

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

The Charter School admission process is comprised of the following:

- Completion of a student application form, comprised of basic contact information and grade level
- After admission, the Charter School shall have the following requirements that must be met by each student and their family before beginning classes at the Charter School:
- Attend an orientation to receive an enrollment packet
- Complete enrollment forms, including emergency information cards
- Complete Home Language Survey if needed
- Provide records documenting immunizations required by charter schools, including tuberculosis risk assessment
- Signed Parent/Teacher/Student Master Agreement
- Release of school records and test results[2]
- Voluntarily choose to enroll in the Charter School

Public Random Drawing

Applications will be accepted during a publicly advertised open enrollment period each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, the Charter School will hold a public random drawing (or "lottery") to determine admission for the impacted grade level, with the exception of existing students,[3] who are guaranteed admission in the following school year.

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

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

The Charter School and the County agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605.6(e)(2)(B)(i)-(iv).

[2] The Charter School shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the Charter School before enrollment.

[3] For admission in the 2026-27 school year, "existing students" is defined to include students who attended Audeo Valley Charter School and Altus Schools Coachella Valley in 2025-26.

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

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

Public random drawing rules, deadlines, dates and times will be communicated in the application form and on the Charter School's website.

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

The Charter School will conduct the lottery in the spring for enrollment in fall of that year.

Element N: Public School Attendance Alternatives

Governing Law: *The public school attendance alternatives for pupils residing within the county who choose not to attend the charter school. Education Code Section 47605.6(b)(5)(N).*

No student may be required to attend the Charter School. Students who reside within the County who choose not to attend the Charter School may attend school within the County according to County policy or at another school district or school within the County through the County's intra- and inter-district transfer policies. Parents and guardians of each student enrolled in the Charter School will be informed on admission forms that students have no right to admission in a particular school of a local educational agency as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the local educational agency.

Element O: Employee Return Rights

Governing Law: *The rights of an employee of the county office of education, upon leaving the employment of the county office of education, to be employed by the charter school, and any rights of return to the county office of education that an employee may have upon leaving the employment of the charter school. Education Code Section 47605.6(b)(5)(O).*

No public school district employee shall be required to work at the Charter School. Employees of the County who choose to leave the employment of the County to work at the Charter School will have no automatic rights of return to the County after employment by the Charter School unless specifically granted by the County through a leave of absence or other agreement. Charter School employees shall have any right upon leaving the County to work in the Charter School that the County may specify, any rights of return to employment in a school district after employment in the Charter School that the County may specify, and any other rights upon leaving employment to work in the Charter School that the County determines to be reasonable and not in conflict with any law.

Sick or vacation leave or years of service credit at the County or any other school district will not be transferred to the Charter School. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

Element P: Closure Procedures

Governing Law: *The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. Education Code Section 47605.6(b)(5)(P).*

Closure of the Altus Schools Riverside County ("ASRC" or "Charter School") will be documented by official action of the Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

The Charter School will promptly notify parents and students of the Charter School, the County Office of Education, the Charter School's SELPA, the retirement systems in which the Charter School's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Charter School will ensure that the notification to the parents and students of the Charter School of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the Charter School.

The Charter School will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which it will provide to the entity responsible for closure-related activities.

As applicable, the Charter School will provide parents, students and the County with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. § 1232(g). The Charter School will ask the County to store original records of Charter School students. All student records of the Charter School shall be transferred to the County upon Charter School closure. If the County will not or cannot store the records, the Charter School shall work with the County to determine a suitable alternative location for storage.

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

As soon as reasonably practical, the Charter School will prepare final financial records. The Charter School will also have an independent audit completed within six months after closure. The Charter School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the Charter School and will be provided to the County promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and

an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the Charter School.

The Charter School will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the nonprofit public benefit corporation. Upon the dissolution of the nonprofit public benefit corporation, all net assets shall be distributed to another public school that satisfies the requirements of paragraphs (a) through (e) of section III.A of Notice 2015-07 issued by the Internal Revenue Service and the Treasury Department entitled "Relief for Certain Participants in § 414(d) Plans" or any final regulations implementing 26 U.S.C.§ 414(d) or to a State, political subdivision of a State, or agency or instrumentality thereof. Any assets acquired from the County or County property will be promptly returned upon Charter School closure to the County. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, the Charter School shall remain solely responsible for all liabilities arising from the operation of the Charter School.

As Altus Schools Riverside County is operated by a non-profit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

The Charter School will utilize all net asset balances to undertake any expenses associated with the closure procedures identified above.

Governing Law: *The petitioner or petitioners also shall be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. Education Code Section 47605.6(h)*

BUDGETS AND FINANCIAL REPORTING

Attached, as **Appendix C** and **Appendix D**, please find the following documents:

- Budget narrative
- A projected first year budget including startup costs
- Financial projections and cash flow for the first four years of operation

These documents are based upon the best data available to the petitioners at this time.

The Charter School shall provide reports to the County as follows in accordance with Education Code Section 47604.33, and shall provide additional fiscal reports as requested by the County:

1. By July 1, a preliminary budget for the current fiscal year.
2. By July 1, and LCAP and annual update to the LCAP required pursuant to Education Code Section 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, California Department of Education and Riverside County Superintendent of Schools.
4. By February 28, Charter School shall present a mid-year report on the annual update to the LCAP and LCFF Budget overview for parents pursuant to Education Code Section 47606.5(e)(1).
5. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
6. By September 15, a final unaudited report for the full prior year. The report submitted to the County shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

Altus Schools Riverside County shall provide reporting to the County as required by law and as requested by the County including, but not limited to, the following: California Basic Educational Data System (CBEDS), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605.6(m), the SARC, and the LCAP.

The Charter School agrees to and submits to the right of the County to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3, the Charter School shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the County.

The Charter School shall maintain a number of internal financial controls and bookkeeping practices and policies. Internal controls shall be reviewed and evaluated annually by an independent auditor in accordance with generally accepted audit standards. The Charter School shall maintain an accounting system separate from the County and other charter schools. It shall establish and maintain its own funds to account for resources segregated according to the purpose for which they are used. The Charter School shall ensure a high level of fiscal accountability. The Charter School shall adopt an annual budget prior to July 1 of each year. The Charter School shall prepare appropriate interim financial statements and reports of financial position, operating results, and other pertinent information to facilitate management control of financial operations, legislative oversight, and for external reporting purposes.

INSURANCE AND INDEMNIFICATION

ASRC shall seek participation with the San Diego and Imperial County Schools Risk Management JPA Consortium. The Charter School shall maintain and finance general liability, workers' compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance as described below, which may be revised upon direction of the County:

- Real and personal property providing direct physical loss or damage to real and personal property with a $5,000 deductible, a $100,000 Self Insured Retention and an excess policy limit of $500,000,000 per occurrence. Coverage is provided by Allied World and multiple excess coverage providers.

- Auto, general liability and wrongful acts, including errors and omissions, with a $3,000 deductible, a $1,500,000 Self Insured Retention. An excess coverage of $3,500,000 is underwritten by Safety National Insurance.

- Additional coverage in excess of $5,000,000 from Schools Excess Liability Fund (SELF) for comprehensive general, employment practices and auto liability with limits of $50,000,000 per occurrence.

- Employment practices liability coverage with a $3,000 deductible and $1,500,000 Self Insured Retention. An excess coverage of $3,500,000 is provided by Safety National Insurance.

- Self-Insured Workers' Compensation coverage with a $100,000 Self Insured Retention. Excess workers' compensation coverage of $900,000 is provided by ACE American Insurance/Chubb. Excess workers' compensation at $1,000,000 to statutory limits is underwritten by Safety National Insurance Company.

The County shall be named as an additional insured on all policies of ASRC. Evidence of the above insurance coverage shall be provided to the County any time upon request.

Pursuant to Education Code Section 47604, the County shall not be liable for the debts or obligations of the Charter School. The Charter School shall hold harmless, defend, and indemnify the County, their officers and employees, from every liability, claim, or demand that may be made by reason of: (1) any injury to volunteer; and (2) any injury to person or property sustained by any person, firm, or corporation caused by any act, neglect, default, or omission of the Charter School, its officers, employees, or agents. In cases of such liabilities, claims, or demands, the Charter School at its own expense and risk will defend all legal proceedings that may be brought against it and/or the County, their officers and employees, and satisfy any resulting judgments up to the required amounts that may be rendered against any of the parties.

ADMINISTRATIVE SERVICES

***Governing Law**: The manner in which administrative services of the charter school are to be provided. Education Code Section 47605.6(h).*

The Charter School will provide or procure its own administrative services including, but not limited to, financial management, accounts payable/receivable, payroll, human resources, and instructional program development either through its own staff or through an appropriately qualified third-party contractor.

TRANSPORTATION

The Charter School will not provide transportation to and from school, except as required by law.

ATTENDANCE ACCOUNTING

Altus Schools Riverside County will implement an attendance recording and accounting system, to ensure contemporaneous record keeping, which complies with state law.

OVERSIGHT

Pursuant to Education Code Section 47604.32, the County is required to provide oversight including the following:

(a) Identify at least one staff member as a contact person for the charter school.
(b) Visit each charter school at least annually.
(c) Ensure that each charter school under its authority complies with all reports required of charter schools by law, including the annual update required pursuant to Section 47606.5.
(d) Monitor the fiscal condition of each charter school under its authority.
(e) Provide timely notification to the CDE if any of the following circumstances occur or will occur with regard to a charter school for which it is the chartering authority: (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.

(f) The cost of performing the duties required by this section shall be funded with supervisorial oversight fees collected pursuant to Section 47613.

In accordance with Education Code Section 47613(a), the County may charge for the actual costs of supervisorial oversight of ASRC not to exceed one (1) percent of the revenue of ASRC. Pursuant to Education Code Section 47613(f), "revenue of the charter school" is defined as the amount received in the current fiscal year from the local control funding formula calculated pursuant to Education Code Section 42238.02, as implemented by Education Code Section 42238.03.

POTENTIAL CIVIL LIABILITY EFFECTS

Governing Law: *Potential civil liability effects, if any, upon the charter school, any school district where the charter school may operate, and upon the county board of education. Education Code Section 47605.6(h).*

Altus Schools Riverside County shall be operated by a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(d), an authority that grants a charter to a charter school operated by a non-profit public benefit corporation shall not be liable for the debts or obligations of the Charter School or for claims arising from the performance of acts, errors or omissions by the Charter School if the authority has complied with all oversight responsibilities required by law. The Charter School shall work diligently to assist the County in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other County-requested protocol to ensure the County shall not be liable for the operation of the Charter School.

Further, Altus Schools Riverside County will enter into a memorandum of understanding with the County, wherein the Charter School shall indemnify the County for the actions of the Charter School under this charter.

The corporate bylaws of Altus Schools Riverside County shall provide for indemnification of the Charter School's Board, officers, agents, and employees, and the Charter School will purchase general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts shall be determined by recommendation of the County and the Charter School's insurance company for schools of similar size, location, and student population. The County shall be named an additional insured on the general liability insurance of the Charter School.

The Altus Schools Board of Directors shall institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

Conclusion

By approving this charter for the establishment of Altus Schools Riverside County, the County will be fulfilling the intent of the Charter Schools Act of 1992 to improve pupil learning; create new professional opportunities for teachers; and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of charter schools. The Petitioners are eager to work independently, yet cooperatively with the County to establish the highest bar for what a charter school can and should be. To this end, the Petitioners pledge to work cooperatively with the County to answer any concerns over this document and to present the County with the strongest possible proposal requesting a five-year term from July 1, 2026 through June 30, 2031.

APPENDIX A

NOTIFICATION LETTERS TO DISTRICTS AND RESPONSES

Altus SCHOOLS

Wade Aschbrenner
Lead Petitioner

FEBRUARY 2, 2026

VIA: E-MAIL AND CERTIFIED MAIL
RETURN RECEIPT REQUESTED
Reginald.Thompkins@alfordschools.org

Dr. Reginald Thompkins, Superintendent
Alvord Unified School District
9 KPC Pkwy.
Corona, CA, 92879-7102

Re: Intent to Operate a Charter School Pursuant to Education Code Section 47605.6

Dear Dr. Thompkins:

This notification is provided pursuant to Education Code Section 47605.6(a)(1), which requires that each school district in which a countywide charter school proposes to operate a facility be notified of the petitioners' intent to operate a countywide charter school pursuant to Education Code Section 47605.6.

The petitioners for Altus Schools Riverside County are hereby providing official notice of their intent to operate a countywide charter school pursuant to Education Code Section 47605.6. An establishment charter petition shall be submitted to the Riverside County Board of Education for this purpose.

Sincerely,

Wade Aschbrenner
Lead Petitioner
waschbrenner@altusschools.net

Wade Aschbrenner
Lead Petitioner

FEBRUARY 2, 2026

VIA: E-MAIL AND CERTIFIED MAIL
RETURN RECEIPT REQUESTED
kelly.may-vollmar@desertsands.us

Kelly May-Vollmar, Superintendent
Desert Sands Unified School District
47-950 Dune Palms Road
La Quinta, CA, 92253

Re: Intent to Operate a Charter School Pursuant to Education Code Section 47605.6

Dear Dr. May-Vollmar:

This notification is provided pursuant to Education Code Section 47605.6(a)(1), which requires that each school district in which a countywide charter school proposes to operate a facility be notified of the petitioners' intent to operate a countywide charter school pursuant to Education Code Section 47605.6.

The petitioners for Altus Schools Riverside County are hereby providing official notice of their intent to operate a countywide charter school pursuant to Education Code Section 47605.6. An establishment charter petition shall be submitted to the Riverside County Board of Education for this purpose.

Sincerely,

Wade Aschbrenner
Lead Petitioner
waschbrenner@altusschools.net

Outlook

Re: Notice of Intent to Operate a Countywide Charter School – Altus Schools Riverside County

From May-Vollmar, Ed.D., Kelly <kelly.may-vollmar@desertsands.us>
Date Mon 2/2/2026 8:59 AM
To Wade Aschbrenner <waschbrenner@altusschools.net>

Thank you. I hope you have a great day.

DESERT SANDS UNIFIED SCHOOL DISTRICT

Kelly May-Vollmar, Ed.D.
Superintendent of Schools
47-950 Dune Palms Road, La Quinta, CA 92253
Office (760) 771-8501

The Future Is Here!

NOTICE TO RECIPIENT: This communication and any documents, files, or previous email messages attached to it, constitute an electronic communication within the scope of the Electronic Communication Privacy Act, 18 USCA 2510. This communication may contain non-public, confidential, or legally privileged information intended for the sole use of the designated recipient(s). The unlawful interception, use, or disclosure of such information is strictly prohibited under 18 USCA 2511 and any applicable laws.

On Mon, Feb 2, 2026 at 8:18 AM Wade Aschbrenner <waschbrenner@altusschools.net> wrote:

> Dear Superintendent May-Vollmar,
>
> I hope this message finds you well.
>
> Attached is a formal **Notice of Intent to Operate a Countywide Charter School** in accordance with **California Education Code Section 47605.6(a)(1)**. This section requires that each school district within a county where a proposed countywide charter may operate be provided a **30-day written notice** prior to submission of a charter petition to the County Board of Education.
>
> Altus Schools is providing this notice to ensure full transparency and compliance with state law as we move forward with submitting our **Altus Schools Riverside County** petition to the Riverside County Board of Education. This action does not indicate any changes to existing Altus Schools operations or boundaries; rather, it is a procedural requirement intended to keep all local education partners informed.
>
> We value our ongoing collaboration with local school districts and remain committed to providing high-quality, flexible learning options for students who may benefit from an alternative educational model.
>
> Please don’t hesitate to reach out if you have any questions or would like additional information about the notice or our programs.

Respectfully,
Wade Aschbrenner
Lead Petitioner, Altus Schools Riverside County
waschbrenner@altusschools.net
760.473.6075

Altus Schools– *Our Schools. YOUR SUCCESS!*
www.altus4U.com

Altus SCHOOLS

Wade Aschbrenner
Lead Petitioner

FEBRUARY 2, 2026

VIA: E-MAIL AND CERTIFIED MAIL
RETURN RECEIPT REQUESTED
Trenton_Hansen@jusd.k12.ca.us

Dr. Trenton Hansen, Superintendent
Jurupa Unified School District
4850 Pedley Rd.
Jurupa Valley, CA, 92509-3966

Re: Intent to Operate a Charter School Pursuant to Education Code Section 47605.6

Dear Dr. Hansen:

This notification is provided pursuant to Education Code Section 47605.6(a)(1), which requires that each school district in which a countywide charter school proposes to operate a facility be notified of the petitioners' intent to operate a countywide charter school pursuant to Education Code Section 47605.6.

The petitioners for Altus Schools Riverside County are hereby providing official notice of their intent to operate a countywide charter school pursuant to Education Code Section 47605.6. An establishment charter petition shall be submitted to the Riverside County Board of Education for this purpose.

Sincerely,

Wade Aschbrenner
Lead Petitioner
waschbrenner@altusschools.net

Wade Aschbrenner
Lead Petitioner

FEBRUARY 2, 2026

VIA: E-MAIL AND CERTIFIED MAIL
RETURN RECEIPT REQUESTED
Jennifer.Root@menifeeusd.org

Jennifer Root, ED.D, Superintendent
Menifee Unified School District
29775 Haun Rd.
Menifee, CA, 2586

Re: Intent to Operate a Charter School Pursuant to Education Code Section 47605.6

Dear Dr. Root:

This notification is provided pursuant to Education Code Section 47605.6(a)(1), which requires that each school district in which a countywide charter school proposes to operate a facility be notified of the petitioners' intent to operate a countywide charter school pursuant to Education Code Section 47605.6.

The petitioners for Altus Schools Riverside County are hereby providing official notice of their intent to operate a countywide charter school pursuant to Education Code Section 47605.6. An establishment charter petition shall be submitted to the Riverside County Board of Education for this purpose.

Sincerely,

Wade Aschbrenner
Lead Petitioner
waschbrenner@altusschools.net

Altus SCHOOLS

Wade Aschbrenner
Lead Petitioner

FEBRUARY 2, 2026

VIA: E-MAIL AND CERTIFIED MAIL
RETURN RECEIPT REQUESTED
aruvalcaba@mvusd.net

Alejandro Ruvalcaba, Superintendent
Moreno Valley Unified School District
25634 Alessandro Blvd.
Moreno Valley, CA, 92553

Re: Intent to Operate a Charter School Pursuant to Education Code Section 47605.6

Dear Dr. Ruvalcaba:

This notification is provided pursuant to Education Code Section 47605.6(a)(1), which requires that each school district in which a countywide charter school proposes to operate a facility be notified of the petitioners' intent to operate a countywide charter school pursuant to Education Code Section 47605.6.

The petitioners for Altus Schools Riverside County are hereby providing official notice of their intent to operate a countywide charter school pursuant to Education Code Section 47605.6. An establishment charter petition shall be submitted to the Riverside County Board of Education for this purpose.

Sincerely,

Wade Aschbrenner
Lead Petitioner
waschbrenner@altusschools.net

Wade Aschbrenner
Lead Petitioner

FEBRUARY 2, 2026

VIA: E-MAIL AND CERTIFIED MAIL
RETURN RECEIPT REQUESTED
Bruce.Bivins@perrisesd.org

Mr. Bruce Bivins, Superintendent
Perris Elementary School District
143 East First St.
Perris, CA, 92570-2113

Re: Intent to Operate a Charter School Pursuant to Education Code Section 47605.6

Dear Mr. Bivins:

This notification is provided pursuant to Education Code Section 47605.6(a)(1), which requires that each school district in which a countywide charter school proposes to operate a facility be notified of the petitioners' intent to operate a countywide charter school pursuant to Education Code Section 47605.6.

The petitioners for Altus Schools Riverside County are hereby providing official notice of their intent to operate a countywide charter school pursuant to Education Code Section 47605.6. An establishment charter petition shall be submitted to the Riverside County Board of Education for this purpose.

Sincerely,

Wade Aschbrenner
Lead Petitioner
waschbrenner@altusschools.net

Wade Aschbrenner
Lead Petitioner

FEBRUARY 2, 2026

VIA: E-MAIL AND CERTIFIED MAIL
RETURN RECEIPT REQUESTED
jose.araux@puhsd.org

Dr. Jose Luis Araux, Superintendent
Perris Union High School District
155 East Fourth St.
Perris, CA, 92570-2124

Re: Intent to Operate a Charter School Pursuant to Education Code Section 47605.6

Dear Dr. Araux:

This notification is provided pursuant to Education Code Section 47605.6(a)(1), which requires that each school district in which a countywide charter school proposes to operate a facility be notified of the petitioners' intent to operate a countywide charter school pursuant to Education Code Section 47605.6.

The petitioners for Altus Schools Riverside County are hereby providing official notice of their intent to operate a countywide charter school pursuant to Education Code Section 47605.6. An establishment charter petition shall be submitted to the Riverside County Board of Education for this purpose.

Sincerely,

Wade Aschbrenner
Lead Petitioner
waschbrenner@altusschools.net

APPENDIX B

TEACHER SIGNATURES

Signature Page for Teachers – Altus Schools Riverside County

We the undersigned believe that the attached charter for the creation of Altus Schools Riverside County (the "Charter School") merits consideration and hereby petition the governing board of the Riverside County Office of Education to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of the Charter School. The Petitioners for the Charter School agree to operate the Charter School pursuant to the terms of the Charter Schools Act and the provisions of the Charter School's charter. The petitioners listed below certify that they are teachers who are meaningfully interested in teaching at the Charter School.

By the Lead Petitioner:

Name	Signature	Date
WADE ASCHBRENNER		2/20/2026

The petitioners recognize Wade Aschbrenner as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the governing board of the Riverside County Office of Education.

By the Petitioners:

Print Name	Signature	Date	Credentials Held	Phone Number
Derek Wolfe		02.18.2026	Single subject- Social Studies	760.998.1073
Kendall Reyes		02/18/26	Multiple Subject	760-702-0684
Veronica Zaveta		2/18/26	Special Education Specialist	760-972-9392
Ariel Dominguez Palma		2/18/26	Single subject - math	(760) 708-5030
Rosendo Molina		2/18/26	Multiple Subjects	(760) 625-7402
Krista Heinrich		2/18/26	Single Subject-English	(442) 998-8454
Samuel Kitson		2/18/26	Single Subject - Social Science Designated Subjects	951-303-7391
Ryan Forbes		2/18/2026	Single Subject - Social Science Biology, EL, Child Dev. & Family Services	805-795-1264

Page 202 of 1971

Print Name	Signature	Date	Credentials Held	Phone Number
Jacqueline Martinez	Jacqueline Martinez	2/18/2026	Education Specialist Instruction Credential	(951) 742-3167
Cynthia Sotelo	Cynthia Sotelo	2/18/2026	Education Specialist Instruction Credential	(951) 379-8385
Jesus Chavaya	Jesus C	2/18/2026	Multiple Subject	(951) 442-2864
Maria Kobylecki	M Kobylecki	2/18/2026	Multiple Subj K-12 Single Subject Math	(562) 606-9500
Sarah Chiu		2/18/2026	Multiple Subject Teaching Credential	(415) 910-8145
Katherine Van	Katherine Van	02/18/2026	Single Subject, Natural Sciences	(951) 990-0036
Christina Fragoso	Christina Fragoso	2/18/2026	Single Subject Social Studys	(951) 972-6452
Christopher Fowlkes		02/18/2026	Education Specialist Social Studies	(760) 604-4748
Jamila Wardak		2/19/2026	Multiple Subject & Single Subject Math	909 560-7154
Garrett Dunbaugh		2/20/2026	Single subject math	951-492-9235

APPENDIX C

4-YEAR BUDGET PROJECTION AND ASSUMPTIONS

Altus SCHOOLS RIVERSIDE COUNTY

MULTIPLE YEAR OPERATIONAL BUDGET
FY 2026-27 to FY 2029-30

REVENUES

DESCRIPTION	ACCOUNT CODES	FY 2026-27	FY 2027-28	FY 2028-29	FY 2029-30
LOCAL CONTROL FUNDING FORMULA - LCFF					
LCFF State Aid	8011	$ 8,659,011.00	$ 10,387,254.00	$ 12,911,991.00	$ 15,092,739.00
Education Protection Account	8012	109,506.00	127,400.00	153,158.00	173,482.00
TOTAL, LCFF ENTITLEMENT		**$ 8,768,517.00**	**$ 10,514,654.00**	**$ 13,065,149.00**	**$ 15,266,221.00**
FEDERAL REVENUES					
Special Ed - Federal IDEA	8181	$ -	$ 71,195.00	$ 82,795.00	$ 99,470.00
Title I	8290	$ 112,602.00	$ 112,602.00	$ 112,602.00	$ 112,602.00
Title II	8290	$ 13,749.00	$ 13,749.00	$ 13,749.00	$ 13,749.00
Title III	8290	$ 5,619.00	$ 5,619.00	$ 5,619.00	$ 5,619.00
Title IV	8290	$ -	$ 10,000.00	$ 10,000.00	$ 10,000.00
TOTAL, FEDERAL REVENUES		**$ 131,970.00**	**$ 213,165.00**	**$ 224,765.00**	**$ 241,440.00**
STATE REVENUES OTHER THAN LCFF					
Mandate Block Grant	8550	$ -	$ 29,341.00	$ 35,274.00	$ 43,735.00
Lottery: Unrestricted	8560	-	126,411.00	151,969.00	172,135.00
Lottery: Unrestricted - Prior Year	8560	-	108,656.00	-	-
Lottery: Instructional Materials	8560	-	54,556.00	65,587.00	74,290.00
Lottery: Instructional Materials - Prior Year	8560	-	46,894.00	-	-
Special Education - State	8792	502,375.00	584,467.00	702,635.00	795,875.00
Special Education - Mental Health Level II	8590	45,617.00	53,071.00	63,801.00	72,268.00
Career Technical Education Incentive	8590	-	258,270.00	258,270.00	258,270.00
Arts and Music in Schools (Prop 28)	8590	-	91,986.00	106,963.00	128,472.00
TOTAL, STATE REVENUES		**$ 547,992.00**	**$ 1,353,652.00**	**$ 1,384,499.00**	**$ 1,545,045.00**
LOCAL REVENUES					
Interest Income	8660	$ 23,236.00	$ 23,701.00	$ 24,175.00	$ 24,659.00
All Other Local Revenue	8699	$ 2,300.00	$ 2,500.00	$ 2,550.00	$ 2,601.00
LEA BOP	8699	8,205.00	8,369.00	8,536.00	8,707.00
School Based MediCal Admin Reimbursement (SMAA)	8699	-	10,302.00	10,508.00	10,718.00
TOTAL LOCAL REVENUES		**$ 33,741.00**	**$ 44,872.00**	**$ 45,769.00**	**$ 46,685.00**
TOTAL, REVENUES		**$ 9,482,220.00**	**$ 12,126,343.00**	**$ 14,720,182.00**	**$ 17,099,391.00**

MULTIPLE YEAR OPERATIONAL BUDGET
FY 2026-27 to FY 2029-30

EXPENDITURES

DESCRIPTION	ACCOUNT CODES	FY 2026-27	FY 2027-28	FY 2028-29	FY 2029-30
CERTIFICATED SALARIES					
Certificated Teachers' Salaries	1100	$ 2,660,458.00	$ 3,368,714.00	$ 4,138,373.00	$ 5,422,573.00
Certificated Pupil Support Salaries	1200	$ 193,612.00	$ 228,692.00	$ 402,014.00	$ 413,768.00
Certificated Supervisors' & Administrators' Salaries	1300	$ 394,750.00	$ 399,425.00	$ 403,006.00	$ 406,209.00
Other Certificated Salaries	1900	$ 163,550.00	$ 226,935.00	$ 313,637.00	$ 321,051.00
TOTAL, CERTIFICATED SALARIES		**$ 3,412,370.00**	**$ 4,223,766.00**	**$ 5,257,030.00**	**$ 6,563,601.00**
CLASSIFIED SALARIES					
Instructional Aides' Salaries	2100	$ 136,015.00	$ 290,650.00	$ 402,317.00	$ 497,437.00
Classified Support Salaries	2200	$ 26,023.00	$ 30,714.00	$ 39,980.00	$ 44,494.00
Classified Supervisors' & Administrators' Salaries	2300	$ 190,166.00	$ 217,591.00	$ 270,468.00	$ 298,906.00
Clerical,Technical and Office Salaries	2400	$ 459,686.00	$ 524,947.00	$ 656,049.00	$ 707,787.00
Other Certificated Salaries	2900	$ 18,013.00	$ 20,555.00	$ 25,639.00	$ 28,181.00
TOTAL, CLASSIFIED SALARIES		**$ 829,903.00**	**$ 1,084,457.00**	**$ 1,394,453.00**	**$ 1,576,805.00**
EMPLOYEE BENEFITS					
STRS Retirement	3100	$ 664,773.00	$ 821,902.00	$ 1,023,785.00	$ 1,275,661.00
PERS Retirement	3200	$ 201,111.00	$ 270,364.00	$ 337,043.00	$ 369,773.00
Social Security/Medicare	3300	$ 108,744.00	$ 139,284.00	$ 176,510.00	$ 208,652.00
Health and Welfare	3400	$ 932,134.00	$ 1,215,552.00	$ 1,530,463.00	$ 1,851,671.00
Unemployment Insurance	3500	$ 2,121.00	$ 2,654.00	$ 3,326.00	$ 4,070.00
Workers Compensation Insurance	3600	$ 53,028.00	$ 66,353.00	$ 83,144.00	$ 101,755.00
TOTAL EMPLOYEE BENEFITS		**$ 1,961,911.00**	**$ 2,516,109.00**	**$ 3,154,271.00**	**$ 3,811,582.00**
TOTAL PERSONNEL COST		**$ 6,204,184.00**	**$ 7,824,332.00**	**$ 9,805,754.00**	**$ 11,951,988.00**

Altus SCHOOLS
RIVERSIDE COUNTY

MULTIPLE YEAR OPERATIONAL BUDGET
FY 2026-27 to FY 2029-30

EXPENDITURES

DESCRIPTION	ACCOUNT CODES	FY 2026-27	FY 2027-28	FY 2028-29	FY 2029-30
BOOKS AND SUPPLIES					
Textbooks and Core Curricula Materials	4100	$ 30,362.00	$ 31,291.00	$ 32,837.00	$ 33,868.00
Books other than textbooks	4200	$ 10,651.00	$ 10,976.00	$ 11,343.00	$ 11,699.00
Instructional Materials and Supplies	4300	$ 219,525.00	$ 224,130.00	$ 229,007.00	$ 224,727.00
On-line Courses	4312	$ 74,587.00	$ 76,869.00	$ 79,436.00	$ 81,931.00
Non-Capitalized Equipment	4400	$ 149,680.00	$ 154,261.00	$ 159,413.00	$ 164,418.00
Food	4700	$ 28,572.00	$ 29,447.00	$ 30,430.00	$ 31,386.00
TOTAL, BOOKS AND SUPPLIES		**$ 513,377.00**	**$ 526,974.00**	**$ 542,466.00**	**$ 548,029.00**
SERVICES, OTHER OPERATING EXPENSES					
Travel and Conference	5200	$ 60,525.00	$ 61,744.00	$ 63,116.00	$ 64,520.00
Dues and Memberships	5300	$ 17,878.00	$ 18,425.00	$ 19,041.00	$ 19,671.00
Liability Insurance	5400	$ 51,719.00	$ 53,302.00	$ 55,082.00	$ 56,905.00
Operations and Housekeeping Services	5500	$ 283,975.00	$ 354,968.00	$ 414,130.00	$ 427,838.00
Rental, Leases & Repairs	5600	$ 743,843.00	$ 1,221,114.00	$ 1,449,370.00	$ 1,452,804.00
Prof/Consulting Services/Oper. Exp.	5800	$ 750,681.00	$ 862,477.00	$ 953,294.00	$ 1,027,595.00
Marketing	5812	$ 47,411.00	$ 60,632.00	$ 73,601.00	$ 85,497.00
Communication	5900	$ 65,712.00	$ 67,723.00	$ 69,984.00	$ 72,301.00
TOTAL, SERVICES AND OTHER OPERATING EXPENSES		**$ 2,021,744.00**	**$ 2,700,385.00**	**$ 3,097,618.00**	**$ 3,207,131.00**
CAPITAL OUTLAY					
Depreciation - Leasehold Improvement	6900	$ 258,127.00	$ 457,658.00	$ 527,658.00	$ 527,658.00
Depreciation - Equipment	6900	$ 9,382.00	$ 9,382.00	$ 9,382.00	$ 8,320.00
TOTAL, CAPITAL OUTLAY		**$ 267,509.00**	**$ 467,040.00**	**$ 537,040.00**	**$ 535,978.00**
OTHER OUTGO					
Debt Service Payment - Interest	7438	$ 1,295.00	$ 1,295.00	$ 1,295.00	$ 1,295.00
TOTAL, OTHER OUTGO		**$ 1,295.00**	**$ 1,295.00**	**$ 1,295.00**	**$ 1,295.00**
RESERVES					
Operational Reserve	9780	$ 237,055.00	$ 303,158.00	$ 368,004.00	$ 427,485.00
Reserve for Economic Uncertainties	9789	$ 237,056.00	$ 303,159.00	$ 368,005.00	$ 427,485.00
TOTAL, RESERVES		**$ 474,111.00**	**$ 606,317.00**	**$ 736,009.00**	**$ 854,970.00**
%		**5%**	**5%**	**5%**	**5%**
TOTAL, EXPENDITURES		**$ 9,482,220.00**	**$ 12,126,343.00**	**$ 14,720,182.00**	**$ 17,099,391.00**

Assumptions for Multiple Year Operational Budgets
FY 2026-27 to FY 2029-30

Altus Schools Riverside County is a Flex-Based program. Altus Schools Riverside County takes a very conservative approach in developing its financial planning.

A regular school or a comprehensive high school generates its major source of revenues from pupils' actual attendance or what is sometimes referred to as "Seat Time Attendance". As a condition of apportionment, every pupil must be scheduled to attend school for the statutory minimum days applicable to the grade level or program unless exempted.

Apportionment credit for a Flex-Based program like Altus Schools Riverside County are based on the student's "product" or academic work, which is assessed by a competent, credentialed certificated teacher. The teacher determines the time value of completed assignments or work products so that Average Daily Attendance (ADA) can be earned. Each student in the program is expected to work 175 instructional days per regular school year. Moreover, the School Calendar complies with the legally required minimum number of annual instructional minutes and annual school days pursuant to California Ed Code Section 47612.5 and Title 5, California Code regulations, Section 11960. Altus Schools Riverside County is a year-round program and has adopted a multi-track calendar. Students may enroll and continue to earn academic credit all 12 months of the year. This design maximizes students' opportunities to catch up on their coursework.

The State of California has implemented a new way of funding public schools, including charter schools, in the 2013-14 school year called the **Local Control Funding Formula (LCFF).** Since its implementation, LCFF Gap funding has been provided to help bridge the gap between prior funding levels and target LCFF levels. Beginning with 2018-19 fiscal year, LCFF funding targets have been achieved and gap funding is no longer needed. Future LCFF growth will be attributable to the application of the COLA to the base grant.

The new formula for school districts and charter schools (LEAs) is composed of uniform base grants by grade span (K-3, 4-6, 7-8, 9-12) and includes additional funding for targeted students, as follows:

* **Supplemental Grant** equal to 20 percent of the adjusted base grant multiplied by ADA and the unduplicated percentage of targeted disadvantaged pupils. Targeted pupils are those classified as English Language Learners, Free and Reduced Priced Meal eligible students, foster youth, or any combination of these factors (unduplicated count). The projected Unduplicated Pupil Percentage ("UPP") for Altus Schools Riverside County is 73.52 percent in 2026-27.

* **Concentration Grant** equal to 50 percent of the adjusted base grant multiplied by ADA and the percentage of targeted pupils exceeding 55% of an LEA's enrollment.

As part of the LCFF, school districts, county offices of education and charter schools are required to develop and adopt a **Local Control and Accountability Plan (LCAP)** using a State Board adopted LCAP template. 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. All LEAs must complete the LCAP and the Annual Update Template each year. State regulations require that the LCAP must include annual goals in eight specified areas. These eight annual goals are in alignment with the State goals.

1. Student Achievement
2. Student Engagement
3. Other Student Outcomes
4. School Climate
5. Parental Involvement
6. Basic Services
7. Implementation of Common Core
8. Course Access

Based on School Services of California (SSC) School District and Charter School Financial Projection Dartboard – 2026-27 Governor's Budget and the Fiscal Crisis and Management Assistance Team (FCMAT) LCFF Calculator, the rates below were used to build Altus Schools Riverside County's Multiple Year Operational Budget.

Table #1

FUNDING FOR MULTI-YEAR OPERATIONAL BUDGET				
DESCRIPTION	**FY 2026-27**	**FY 2027-28**	**FY 2028-29**	**FY 2029-30**
Grades 4-6 Base Grant	$10,662	$10,988	$11,355	$11,712
Grades 7-8 Base Grant	$10,977	$11,313	$11,691	$12,058
Grades 9-12 Base Grant	$13,053	$13,452	$13,901	$14,337
Statutory Cost of Living Allowance (COLA)	2.41%	3.06%	3.34%	3.14%
GAP Funding Percentage	100%	100%	100%	100%
Projected Unduplicated Pupil Percentage (Rolling Average)	73.52%	73.54%	73.57%	73.60%
District's Unduplicated Pupil Percentage	83.49%	83.49%	83.49%	83.49%

ENROLLMENT AND ADA – PROJECTIONS:

Table #2

DESCRIPTION	FY 2026-27	FY 2027-28	FY 2028-29	FY 2029-30
Projected CBEDS Enrollment	**491**	**571**	**686**	**777**
As of period ending at 2nd Principal Apportionment (P-2)	**609**	**710**	**860**	**975**
ADA:				
Grades 4-6	13.99	16.28	19.57	22.16
Grades 7-8	93.96	109.31	131.41	148.85
Grades 9-12	439.58	511.41	614.81	696.40
Total Projected P-2 ADA	**547.53**	**637.00**	**765.79**	**867.41**

REVENUE PROJECTIONS:

Table #3

DESCRIPTION	FY 2026-27	FY 2027-28	FY 2028-29	FY 2029-30
LCFF Sources	8,768,517	10,514,654	13,065,149	15,266,221
Federal Revenue	131,970	213,165	224,765	241,440
State Revenue	547,992	1,353,652	1,384,499	1,545,045
Other Local Revenues	33,741	44,872	45,769	46,685
Total Projected Revenues	**$9,482,220**	**$12,126,343**	**$14,720,182**	**$17,099,391**

2026-27 REVENUE

- **In Lieu of Property Taxes (ILPT)** funding eligibility is contingent upon the financial classification of the individual school districts, specifically their designation as basic aid. As this district level information is currently unavailable, ILPT has been excluded from the county wide charter petition.

- **Education Protection Account (EPA)** is now a part of the LCFF Calculation. Proposition 30, *The Schools and Local Public Safety Act of 2012*, approved by the voters on November 6, 2012, and amended by Proposition 55 on November 8, 2016, brought about the creation of Education Protection Account. It was intended to minimize deeper cuts to school agencies and other state-supported programs in California. EPA is not an additional source of revenue. A corresponding reduction will be made equally to the school's general-purpose state aid funding for funds received through the EPA. The CDE will allocate EPA revenues on a quarterly basis through the 2030-31 fiscal year.

- **Federal Funds**
  Titles I, II, and III are projected based on the latest allocation schedules provided by the California Department of Education (CDE) for FY 2025-26.

- **Special Education funds** are based on current projections of El Dorado Charter SELPA. **State revenues** are projected at $917.53 per P-2 ADA.

- The **Local Educational Agency (LEA) Medi-Cal Billing Option Program** reimburses Altus Schools Riverside County (ASRC) for providing health-related services to Medi-Cal eligible students. ASRC participates in recovering costs for essential services, such as speech therapy, counseling, and physical therapy, ensuring these services are accessible to all students. This program helps ASRC enhance its support for students' health and well-being. Services are reimbursed through a process where the school submits claims to Medi-Cal for covered services and receives interim payments, which are later reconciled with actual costs through a cost report. ASRC has budgeted $8,205 in revenue for FY 2026-27.

2027-28 REVENUE

- **In Lieu of Property Taxes (ILPT)** funding eligibility is contingent upon the financial classification of the individual school districts, specifically their designation as basic aid. As this district level information is currently unavailable, ILPT has been excluded from the county wide charter petition.

- **Education Protection Account (EPA)** is now a part of the LCFF Calculation. Proposition 30, *The Schools and Local Public Safety Act of 2012*, approved by the voters on November 6, 2012, and amended by Proposition 55 on November 8, 2016, brought about the creation of Education Protection Account. It was intended to minimize deeper cuts to school agencies and other state-supported programs in California. EPA is not an additional source of revenue. A corresponding reduction will be made equally to the school's general-purpose state aid funding for funds received through the EPA. The CDE will allocate EPA revenues on a quarterly basis through the 2030-31 fiscal year.

- **Lottery revenues** are allocated based on CY annual ADA adjusted by the statewide average excused absence factor of 1.04446. Since CY annual ADA is not available until after the fiscal year ends, lottery funding is initially allocated using the prior year's Annual ADA and adjusted in the subsequent fiscal year. Rates used are based on School Services of California's latest estimates: $82 for Prop 20 (Lottery: Instructional Materials) and $190 for Non-Prop 20 (Lottery: Unrestricted). Given the timing of apportionments, both FY 2026-27 and FY 2027-28 lottery revenues are projected to be received and recognized in FY 2027-28.

- **Federal FundsS**
  Titles I, II, III, and IV are projected based on the latest allocation schedules provided by the California Department of Education (CDE) for FY 2025-26.

- **Special Education funds** are based on current projections of El Dorado Charter SELPA. **State revenues** are projected at $917.53 per P-2 ADA while **Federal IDEA** revenues are projected at $145 per PY California Basic Educational Data System (CBEDS) count.

- **Mandate Block Grant Funding** is allocated as a block grant to support various mandated programs. Each year, LEAs will have the option to either choose the mandate block grant funding or to submit a claim for the actual costs with the State Controllers'

Office. Altus Schools Riverside County chooses to receive the block grant, which is based on PY P-2 ADA with funding rates of $21.65 for Grades K-8 and $61.43 for Grades 9-12.

- **Career Technical Education Incentive Grant Program** was established as a state education, economic, and workforce development initiative with the goal of providing pupils in kindergarten and grades 1 to 12, inclusive, with the knowledge and skills necessary to transition to employment and postsecondary education. The purpose of this program is to encourage the development of new career technical education (CTE) programs and enhance and maintain current CTE programs during the implementation of the school district and charter school LCFF. Altus Schools Riverside County included $258,270 of CTE grant award in FY 2027-28. Audeo Valley and Altus Schools Coachella Valley are currently recipients of the Career Technical Education Incentive Grant, and we anticipate that this funding source will continue without disruption.

- **Proposition 28**, also known as the **Arts and Music in Schools (AMS) Funding Guarantee and Accountability Act**, provides additional funding for arts education in California public schools. As of November 8, 2022, this initiative requires the state to establish an ongoing program supporting arts instruction in schools starting from 2023-24 academic year. The purpose of the plan is to increase access to arts instruction. Altus Schools Riverside County's preliminary allocation for FY 2027-28 is $91,986. These funds will be used to increase access to arts education, enhance arts curriculum and instruction and foster student engagement and participation.

- The **Local Educational Agency (LEA) Medi-Cal Billing Option Program** reimburses Altus Schools Riverside County (ASRC) for providing health-related services to Medi-Cal eligible students. ASRC participates in recovering costs for essential services, such as speech therapy, counseling, and physical therapy, ensuring these services are accessible to all students. This program helps ASRC enhance its support for students' health and well-being. Services are reimbursed through a process where the school submits claims to Medi-Cal for covered services and receives interim payments, which are later reconciled with actual costs through a cost report. ASRC has budgeted $8,369 in revenue for FY 2027-28.

- Altus Schools Southern California Corporation, which operates and manages Altus Schools Riverside County, applied for the **School-Based Medi-Cal Administrative Activities (SMAA) program.** This program allows the school to claim federal reimbursement for a portion of the costs associated with administering Medi-Cal-related activities. These activities include outreach and referral, facilitating Medi-Cal applications, arranging non-emergency/non-medical transportation, program planning and policy development, and claims coordination.

  The reimbursement is calculated based on the time and effort our staff dedicate to these activities, as determined by the Random Moment Time Survey (RMTS) methodology. This ensures that we accurately capture the percentage of staff time that qualifies for reimbursement. We expect the SMAA revenue to contribute significantly to offsetting the costs of these essential administrative functions, thereby supporting our overall budget and enhancing our ability to provide comprehensive health and support services to our students. ASRC has budgeted to receive $10,302 this fiscal year, which is included under local revenue.

2028-29 REVENUE

- **In Lieu of Property Taxes (ILPT)** funding eligibility is contingent upon the financial classification of the individual school districts, specifically their designation as basic aid. As this district level information is currently unavailable, ILPT has been excluded from the county wide charter petition.

- **Education Protection Account (EPA)** is now a part of the LCFF Calculation. Proposition 30, *The Schools and Local Public Safety Act of 2012*, approved by the voters on November 6, 2012, and amended by Proposition 55 on November 8, 2016, brought about the creation of Education Protection Account. It was intended to minimize deeper cuts to school agencies and other state-supported programs in California. EPA is not an additional source of revenue. A corresponding reduction will be made equally to the school's general-purpose state aid funding for funds received through the EPA. The CDE will allocate EPA revenues on a quarterly basis through the 2030-31 fiscal year.

- **Lottery revenues** are allocated based on CY annual ADA adjusted by the statewide average excused absence factor of 1.04446. Since CY annual ADA is not available until after the fiscal year ends, lottery funding is initially allocated using the prior year's Annual ADA and adjusted in the subsequent fiscal year. Rates used are based on School Services of California's latest estimates: $82 for Prop 20 (Lottery: Instructional Materials) and $190 for Non-Prop 20 (Lottery: Unrestricted).

- **Federal Funds**
  Titles I, II, III, and IV are projected based on the latest allocation schedules provided by the California Department of Education (CDE) for FY 2025-26.

- **Special Education funds** are based on current projections of El Dorado Charter SELPA. **State revenues** are projected at $917.53 per P-2 ADA while **Federal IDEA** revenues are projected at $145 per PY California Basic Educational Data System (CBEDS) count.

- **Mandate Block Grant Funding** is allocated as a block grant to support various mandated programs. Each year, LEAs will have the option to either choose the mandate block grant funding or to submit a claim for the actual costs with the State Controllers' Office. Altus Schools Riverside County chooses to receive the block grant, which is based on PY P-2 ADA with funding rates of $22.37 for Grades K-8 and $63.48 for Grades 9-12.

- **Career Technical Education Incentive Grant Program** was established as a state education, economic, and workforce development initiative with the goal of providing pupils in kindergarten and grades 1 to 12, inclusive, with the knowledge and skills necessary to transition to employment and postsecondary education. The purpose of this program is to encourage the development of new career technical education (CTE) programs and enhance and maintain current CTE programs during implementation of the school district and charter school LCFF. Altus Schools Riverside County included $258,270 of CTE grant award in FY 2028-29.

- **Proposition 28**, also known as the **Arts and Music in Schools (AMS) Funding Guarantee and Accountability Act**, provides additional funding for arts education in California public schools. As of November 8, 2022, this initiative requires the state to establish an ongoing program supporting arts instruction in schools starting from 2023-24 academic year. The purpose of the plan is to increase access to arts instruction. Altus Schools Riverside County's preliminary allocation for FY 2028-29 is $106,963. These funds will be used to increase access to arts education, enhance arts curriculum and instruction and foster student engagement and participation.

- The **Local Educational Agency (LEA) Medi-Cal Billing Option Program** reimburses Altus Schools Riverside County (ASRC) for providing health-related services to Medi-Cal eligible students. ASRC participates in recovering costs for essential services, such as speech therapy, counseling, and physical therapy, ensuring these services are accessible to all students. This program helps ASRC enhance its support for students' health and well-being. Services are reimbursed through a process where the school submits claims to Medi-Cal for covered services and receives interim payments, which are later reconciled with actual costs through a cost report. ASRC has budgeted $8,536 in revenue for FY 2028-29.

- Altus Schools Southern California Corporation, which operates and manages Altus Schools Riverside County applied for the **School-Based Medi-Cal Administrative Activities (SMAA) program.** This program allows the school to claim federal reimbursement for a portion of the costs associated with administering Medi-Cal-related activities. These activities include outreach and referral, facilitating Medi-Cal applications, arranging non-emergency/non-medical transportation, program planning and policy development, and claims coordination.

  The reimbursement is calculated based on the time and effort our staff dedicate to these activities, as determined by the Random Moment Time Survey (RMTS) methodology. This ensures that we accurately capture the percentage of staff time that qualifies for reimbursement. We expect the SMAA revenue to contribute significantly to offsetting the costs of these essential administrative functions, thereby supporting our overall budget and enhancing our ability to provide comprehensive health and support services to our students. ASRC has budgeted to receive $10,508 this fiscal year, which is included under local revenue.

2029-30 REVENUE

- **In Lieu of Property Taxes (ILPT)** funding eligibility is contingent upon the financial classification of the individual school districts, specifically their designation as basic aid. As this district level information is currently unavailable, ILPT has been excluded from the county wide charter petition.

- **Education Protection Account (EPA**) is now a part of the LCFF Calculation. Proposition 30, *The Schools and Local Public Safety Act of 2012*, approved by the voters on November 6, 2012, and amended by Proposition 55 on November 8, 2016, brought about the creation of Education Protection Account. It was intended to minimize deeper cuts to school agencies and other state-supported programs in California. EPA is not an additional source of revenue. A corresponding reduction will be made equally to the

school's general-purpose state aid funding for funds received through the EPA. The CDE will allocate EPA revenues on a quarterly basis through the 2030-31 fiscal year.

- **Lottery revenues** are allocated based on CY annual ADA adjusted by the statewide average excused absence factor of 1.04446. Since CY annual ADA is not available until after the fiscal year ends, lottery funding is initially allocated using the prior year's Annual ADA and adjusted in the subsequent fiscal year. Rates used are based on School Services of California's latest estimates: $82 for Prop 20 (Lottery: Instructional Materials) and $190 for Non-Prop 20 (Lottery: Unrestricted).

- **Federal Funds**
  Titles I, II, III, and IV are projected based on the latest allocation schedules provided by the California Department of Education (CDE) for FY 2025-26.

- **Special Education funds** are based on current projections of El Dorado Charter SELPA. **State revenues** are projected at $917.53 per P-2 ADA while **Federal IDEA** revenues are projected at $145 per PY California Basic Educational Data System (CBEDS) count.

- **Mandate Block Grant Funding** is allocated as a block grant to support various mandated programs. Each year, LEAs will have the option to either choose the mandate block grant funding or to submit a claim for the actual costs with the State Controllers' Office. Altus Schools Riverside County chooses to receive the block grant, which is based on PY P-2 ADA with funding rates of $23.07 for Grades K-8 and $65.47 for Grades 9-12.

- **Career Technical Education Incentive Grant Program** was established as a state education, economic, and workforce development initiative with the goal of providing pupils in kindergarten and grades 1 to 12, inclusive, with the knowledge and skills necessary to transition to employment and postsecondary education. The purpose of this program is to encourage the development of new career technical education (CTE) programs and enhance and maintain current CTE programs during implementation of the school district and charter school LCFF. Altus Schools Riverside County included $258,270 of CTE grant award in FY 2029-30.

- **Proposition 28**, also known as the **Arts and Music in Schools (AMS) Funding Guarantee and Accountability Act**, provides additional funding for arts education in California public schools. As of November 8, 2022, this initiative requires the state to establish an ongoing program supporting arts instruction in schools starting from 2023-24 academic year. The purpose of the plan is to increase access to arts instruction. Altus Schools Riverside County's preliminary allocation for FY 2029-30 is $128,472. These funds will be used to increase access to arts education, enhance arts curriculum and instruction and foster student engagement and participation.

- The **Local Educational Agency (LEA) Medi-Cal Billing Option Program** reimburses Altus Schools Riverside County (ASRC) for providing health-related services to Medi-Cal eligible students. ASRC participates in recovering costs for essential services, such as speech therapy, counseling, and physical therapy, ensuring these services are accessible to all students. This program helps ASRC enhance its support for students' health and well-being. Services are reimbursed through a process where the school submits claims to Medi-Cal for covered services and receives interim payments, which

are later reconciled with actual costs through a cost report. ASRC has budgeted $8,707 in revenue for FY 2029-30.

- Altus Schools Southern California Corporation, which operates and manages Altus Schools Riverside County, applied for the **School-Based Medi-Cal Administrative Activities (SMAA) program.** This program allows the school to claim federal reimbursement for a portion of the costs associated with administering Medi-Cal-related activities. These activities include outreach and referral, facilitating Medi-Cal applications, arranging non-emergency/non-medical transportation, program planning and policy development, and claims coordination.

  The reimbursement is calculated based on the time and effort our staff dedicate to these activities, as determined by the Random Moment Time Survey (RMTS) methodology. This ensures that we accurately capture the percentage of staff time that qualifies for reimbursement. We expect the SMAA revenue to contribute significantly to offsetting the costs of these essential administrative functions, thereby supporting our overall budget and enhancing our ability to provide comprehensive health and support services to our students. ASRC has budgeted to receive $10,718 this fiscal year, which is included under local revenue.

FULL-TIME EQUIVALENT (FTE) FACULTY for FY 2026-27 to 2029-30

Table #4

POSITIONS	OBJECT CODE	FY 2026-27	FY 2027-28	FY 2028-29	FY 2029-30
Teachers (Gen. Ed & Special Ed*)	1100	23.93	27.93	33.93	39.93
Cert. Pupil Support Counselors/Nurse/Psych)	1200	1.64	1.89	3.39	3.39
Cert. Supervisor & Administrator	1300	1.96	1.96	1.96	1.96
Other Certificated Salaries (CTR/LA)	1900	4.00	6.00	7.00	7.00
Resource Center Associates (RCA)	2100	10.00	11.02	14.02	16.02
Classified Support (Admin Support)	2200	0.32	0.37	0.47	0.52
Classified Supervisor/Admin	2300	0.98	1.12	1.41	1.55
Clerical, Technical & Office Staff	2400	6.12	7.00	8.71	9.34
Other Classified Salaries	2900	0.14	0.16	0.20	0.22
TOTAL FTE POSITIONS BUDGETED		**49.09**	**57.45**	**71.09**	**79.93**

* To ensure compliance with Special Education regulations, FTE positions for Special Ed are computed at one Resource Specialist for every 28 caseloads. We calculate the caseload by multiplying the total enrollment by the percentage of Special Education population compared to total student population. Currently, Altus Schools Riverside County's Special Ed population is at 25.00%.

SHARED ASSC and ASSD ADMINISTRATIVE STRUCTURE AND FTE ALLOCATION

As outlined in the charter petition, Altus Schools Riverside County ("ASRC") will be operated by the Altus Schools Southern California ("ASSC") nonprofit public benefit

corporation. ASSC is an independent stand-alone corporation. ASSC also operates: Audeo Charter School II, Audeo Valley Charter, Altus Schools Coachella Valley, Altus Schools East County, Altus Schools Mirus, Altus Schools North County, and Altus Schools South Bay.

Although ASSC is an independent stand-alone nonprofit public benefit corporation, ASSC operates in collaboration with Altus Schools San Diego ("ASSD"), a nonprofit public benefit corporation that operates Altus Schools Audeo and Altus Schools Charter School of San Diego. ASSC and ASSD are separate nonprofit public benefit corporations with separate and independent board of directors. The two corporations operate under the Altus Schools brand name umbrella pursuant to an intellectual property sharing agreement between the two corporations. Two corporations also share facilities pursuant to a facilities use agreement. Both of these agreements are codified in a collaboration agreement between the corporations. (See, Memorandum of Understanding re Operations between two nonprofit corporations Student Success Programs, now named Altus Schools San Diego (ASSD) and Audeo Charter School Corporation, now named Altus Schools Southern California (ASSC). See attached as Appendix SS.

In addition, ASSC and ASSD independently employ three key, part-time overlapping administrators, including the Superintendent of School Services and Founder, Chief Business Officer, Chief Financial Officer/Treasurer and Founding Director, and the Deputy Superintendent of School Services and Founding Director. Each is employed in a part-time fashion predicated upon the division of responsibility and average daily attendance between the two corporations (in a 60/40 split ASSD/ASSC). Compensation is individually set by each employing nonprofit after publicly studying and announcing a comparability study assessing total compensation across both corporations. The overlapping administration allows for continuity and consistency in academic excellence between the two corporations and maintenance of consistent policies and procedures. However, all decision-making is independently done by each Board during publicly held Board meetings.

EMPLOYEE BENEFITS

Employee benefits were calculated using the following rates:

Table #5

DESCRIPTION	OBJECT CODE	CERTIFICATED	CLASSIFIED
STRS (Teachers Retirement)	3111-12	Refer to table #6	
PERS (Classified Retirement)	3211-12		Refer to table #6
OASDI (Social Security)	3311-12		6.20%
MEDICARE	3321-22	1.45%	1.45%
Health & Welfare - Self-Insured Plan Monthly Rates • Medical $3000 • Dental $120 • Vision $27 • Life Ins. 0.114%	3401-02		
State Unemployment Insurance	3501-01	0.05%	0.05%
Worker Compensation Insurance	3601-02	1.25%	1.25%

CalSTRS, CalPERS, and Health & Welfare Rates:

Table #6

DESCRIPTION	FY 2026-27	FY 2027-28	FY 2028-29	FY 2029-30
CalSTRS	19.10%	19.10%	19.10%	19.10%
CalPERS	26.40%	26.90%	26.10%	25.30%

NUTRITION PROGRAM EXPENDITURES UNDER OBJECT CODE 4700

Altus Schools Riverside County (ASRC) has implemented a meal program that complies with the State Meal Mandate for Non-classroom Based Charter Schools, following the California Department of Education's Universal Meals Program guidelines and California Education Code Section 49501.5. This code requires charter schools serving grades TK–12 to provide breakfast and lunch free of charge during each school day to any pupil who requests a meal without consideration of the pupil's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. The meals must be nutritionally adequate and meet federal reimbursement standards. ASRC shall provide each student with adequate time to eat as determined by the Charter School in consideration of available guidance.

PROFESSIONAL/CONSULTING SERVICES AND OTHER OPERATING EXPENDITURES UNDER OBJECT CODE 5800

Included in this object code are the district's oversight fees, marketing fees, maintenance agreements, student information systems, technology services, personnel testing, annual financial audits, student files audit, advertising, field trips, printing services, MAP assessments, Special Education Services and Support, El Dorado Charter SELPA Admin Fee, software licenses, and legal fees.

Table #8

DESCRIPTION	FY 2026-27	FY 2027-28	FY 2028-29	FY 2029-30
Professional /Consulting Services & Other Operating Expenses	$798,092	$923,109	$1,026,895	$1,113,092
% of Total Budget	8.42%	7.61%	6.98%	6.51%

Marketing Fee

Pursuant to Education Code Section 47605 (b)(5)(G), Altus Schools Riverside County will provide means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the District. The authorizing District has a broad and diverse student population. The budget for marketing will support significant outreach efforts to ensure that the student body of Altus Schools Riverside County reflects the diverse characteristics of the territorial jurisdiction of the authorizing

District. Altus Schools Riverside County has deployed an integrated marketing plan to support organizational growth. To reach Altus Schools Riverside County's target audience, messaging has been tailored for the following mediums: Television, Billboards, Street Posters, Postcards, Email, Mobile, Social Media, Radio, and Bus Ads. Altus Schools Riverside County has allocated the amount in Table #9 for marketing expenses, included in the object code 5800.

Table #9

DESCRIPTION	FY 2026-27	FY 2027-28	FY 2028-29	FY 2029-30
Marketing Expenses	$47,411	$60,632	$73,601	$85,497
% of Total Budget	0.50%	0.50%	0.50%	0.50%

Authorizer's Oversight Fees

Altus Schools Riverside County will pay its authorizing district oversight fees of **1 percent** for apportionments received from the State for LCFF Revenues. The following are revenues subject to calculation of **1 percent oversight fees**:

- Object Code 8011 - LCFF State Aid – Current Year
- Object Code 8012 - Education Protection Account (EPA) Entitlement
- Object Code 8019 - State Aid Prior Years - LCFF
- Object Code 8019 - State Aid Prior Years - EPA
- Object Code 8096 - Charter Schools Funding In Lieu of Property Taxes

Table #10

DESCRIPTION	FY 2026-27	FY 2027-28	FY 2028-29	FY 2029-30
1% Oversight Fees	$87,685	$105,147	$130,651	$152,662

RESERVES

Altus Schools Riverside County has allocated reserves of **5%** of total revenues for FY 2026-27 through FY 2029-30.

Table #11

DESCRIPTION	FY 2026-27	FY 2027-28	FY 2028-29	FY 2029-30
Reserves	$474,111	$606,317	$736,009	$854,970

FACILITIES

Altus Schools Riverside County carries contractual lease agreements with an annual cost as shown in Table #12. The total cost of the current contractual lease obligation from July 2026 through the end of the lease term (Year 2032) is $ 3,533,846. The facility lease cost includes the resource centers noted on the charter petition under Element D: Location of Facilities as follows:

- 27130 Eucalyptus Avenue, Suite A & F, Moreno Valley, CA 92555
- 27140 Eucalyptus Avenue, Suite E, Moreno Valley, CA 92555

- 72840 Highway 111, Suites E168 & E169, Palm Desert, CA 92260
- 78-900 CA-111, Suite 14, La Quinta, CA 92253

Table #12

DESCRIPTION	FY 2026-27	FY 2027-28	FY 2028-29	FY 2029-30
Facility Leases	$634,106	$646,935	$660,084	$673,637
% of Total Budget	6.69%	5.33%	4.48%	3.94%

BEGINNING FUND BALANCE

The Altus Schools Southern California (ASSC) Corporation will authorize the transfer of all cash and liquid fund balance as of June 30, 2026, as presented in the Cash Flow with a good faith estimate at $4,855,643. This fund is coming from Audeo Valley Charter School ("AVCS") and Altus Schools Coachella Valley ("ASCV"). AVCS and ASCV will close and Altus Schools Riverside County ("ASRC") proposes to operate both charter schools. This transfer is intended to support the continued operations of the Moreno Valley and Palm Desert resource centers, which are currently operated by AVCS and ASCV respectively. Upon approval of ASRC, these resource centers will be absorbed by Altus Schools Riverside County, ensuring that upon authorization of the Riverside County charter, the educational programs for students at these locations will continue without disruption.

Moreover, ASSC will ensure that the **transfer of funds and the assets is consistent with the purposes of the Corporation as outlined in the Articles of Incorporation (See Appendix G)** which require all resources to be used to *(1)* manage, operate, guide, direct and promote one or more California public charter schools (Related Public Charter Schools) as may be established to provide public education on the Altus Model; *(2)* to manage, enhance, improve, disseminate, administer, guide and direct the Altus Model and its use by Related Public Charter Schools; *(3)* to establish, manage, administer, guide, and direct such other educational programs including without limitations, preschools, elementary, middle schools, secondary, alternative schools or community programs; and *(4)* to perform and undertake any and all activities and functions, including soliciting contributions of money and property from the general public, as may be proper in connection with the Corporation's general and specific purposes.

For accounting purposes, Altus Schools Riverside County will record the incoming funds as a non-operating internal TRANSFER IN (Object Code 8965), resulting in an increase in CASH and a corresponding increase in NET ASSETS (fund balance). Audeo Valley and Coachella Valley will record a non-operating TRANSFER OUT (Object Code 7651), resulting in a decrease in CASH and a corresponding decrease in NET ASSETS (fund balance).

APPENDIX D

4-YEAR CASH FLOW PROJECTIONS

Cash Flow Worksheet
FY 2026-27

ALTUS SCHOOLS RIVERSIDE COUNTY	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	TOTAL
DESCRIPTION	Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	
BEGINNING BALANCE *	**4,855,642.91**	**4,801,644.29**	**4,163,690.86**	**6,727,118.21**	**6,091,954.06**	**5,394,571.79**	**6,338,169.84**	**5,441,837.48**	**5,388,514.43**	**5,319,875.14**	**5,251,370.68**	**5,137,937.00**	
ADD :													
AR/Prepaids/Depreciation	600,209.14	54,330.49	20,492.44	49,669.58	25,254.29	82,688.77	30,930.23	30,774.74	30,774.74	30,774.74	30,773.59	30,708.18	**1,017,380.93**
LCFF Sources	-	-	3,231,210.50	-	-	1,585,998.50	-	779,311.00	806,687.50	779,311.00	779,311.00	27,376.50	**7,989,206.00**
Federal Revenue	-	-	-	32,993.00	-	-	32,993.00	-	-	32,993.00	-	-	**98,979.00**
Other State Revenue	-	-	-	-	-	-	-	109,598.00	109,598.00	109,598.00	109,598.00	109,600.00	**547,992.00**
Other Local Revenue	2,811.75	2,811.75	2,811.75	2,811.75	2,811.75	2,811.75	2,811.75	2,811.75	2,811.75	2,811.75	2,811.75	2,811.75	**33,741.00**
TOTAL	**603,020.89**	**57,142.24**	**3,254,514.69**	**85,474.33**	**28,066.04**	**1,671,499.02**	**66,734.98**	**922,495.49**	**949,871.99**	**955,488.49**	**922,494.34**	**170,496.43**	**9,687,298.93**
LESS:													
AP/FA/Investments	(8,563.17)	(8,563.17)	(8,563.17)	(8,563.17)	(8,563.17)	(8,563.17)	224,770.16	224,770.16	224,770.16	224,770.16	224,770.16	312,455.33	**1,384,927.11**
Certificated Salaries	239,516.72	263,597.88	261,673.92	278,059.24	277,417.92	274,852.64	272,928.68	279,912.36	313,280.30	313,280.30	316,505.74	321,343.90	**3,412,369.60**
Classified Salaries	59,723.54	66,175.90	64,946.50	67,718.80	67,196.50	65,107.33	63,540.42	66,674.21	68,176.91	72,226.91	78,141.11	90,274.87	**829,903.00**
Employee Benefits	141,960.53	149,503.18	148,648.20	153,208.40	159,181.84	157,882.80	163,206.71	165,840.44	173,662.54	175,094.22	177,889.64	195,832.47	**1,961,910.96**
Books and Supplies	42,781.42	42,781.42	42,781.42	42,781.42	42,781.42	42,781.42	42,781.42	42,781.42	42,781.42	42,781.42	42,781.42	42,781.42	**513,377.01**
Services and Other Operating Expenditures	168,478.70	168,478.70	168,478.70	168,478.70	168,478.70	168,478.71	168,478.71	168,478.71	168,478.71	168,478.71	168,478.71	168,478.47	**2,021,744.18**
Capital Outlay	13,013.87	13,013.87	13,013.87	18,847.20	18,847.20	27,253.34	27,253.34	27,253.34	27,253.34	27,253.34	27,253.34	27,253.34	**267,509.42**
Other Outgo	107.90	107.90	107.90	107.90	107.90	107.90	107.90	107.90	107.90	107.90	107.90	107.90	**1,294.83**
TOTAL	**657,019.51**	**695,095.67**	**691,087.33**	**720,638.49**	**725,448.30**	**727,900.97**	**963,067.34**	**975,818.54**	**1,018,511.28**	**1,023,992.95**	**1,035,928.02**	**1,158,527.69**	**10,393,036.11**
ENDING CASH BALANCE	**4,801,644.29**	**4,163,690.86**	**6,727,118.21**	**6,091,954.06**	**5,394,571.79**	**6,338,169.84**	**5,441,837.48**	**5,388,514.43**	**5,319,875.14**	**5,251,370.68**	**5,137,937.00**	**4,149,905.73**	

REVENUES													FY 26-27 Budget	A/R
LCFF Sources														
LCFF State Aid			3,203,834.00			1,558,622.00		779,311.00	779,311.00	779,311.00	779,311.00		**7,879,700.00**	8,659,011.00	779,311.00
Education Protection Account			27,376.50			27,376.50			27,376.50			27,376.50	**109,506.00**	109,506.00	-
Sub-Total	**-**	**-**	**3,231,210.50**	**-**	**-**	**1,585,998.50**	**-**	**779,311.00**	**806,687.50**	**779,311.00**	**779,311.00**	**27,376.50**	**7,989,206.00**	**8,768,517.00**	**779,311.00**
Federal Revenues															
Title I				28,151.00			28,151.00			28,151.00			**84,453.00**	112,602.00	28,149.00
Title II				3,437.00			3,437.00			3,437.00			**10,311.00**	13,749.00	3,438.00
Title III				1,405.00			1,405.00			1,405.00			**4,215.00**	5,619.00	1,404.00
Title IV				-			-			-			**-**	-	-
Sub-Total	**-**	**-**	**-**	**32,993.00**	**-**	**-**	**32,993.00**	**-**	**-**	**32,993.00**	**-**	**-**	**98,979.00**	**131,970.00**	**32,991.00**
State Revenues															
Mandated Block Grant						-							**-**	-	-
Lottery Unrestricted Non-Prop 20													**-**	-	-
Lottery Instructional Materials Prop 20													**-**	-	-
CSMG			-										**-**	-	-
SpEd: State								100,475.00	100,475.00	100,475.00	100,475.00	100,475.00	**502,375.00**	502,375.00	-
SpEd: Mental Health Level II								9,123.00	9,123.00	9,123.00	9,123.00	9,125.00	**45,617.00**	45,617.00	-
Arts and Music in Schools (AMS) Prop 28								-	-	-	-	-	**-**	-	-
Sub-Total	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**109,598.00**	**109,598.00**	**109,598.00**	**109,598.00**	**109,600.00**	**547,992.00**	**547,992.00**	**-**
Local Revenue															
Interest Income	1,936.33	1,936.33	1,936.33	1,936.33	1,936.33	1,936.33	1,936.33	1,936.33	1,936.33	1,936.33	1,936.33	1,936.37	**23,236.00**	23,236.00	-
LEA BOP	683.75	683.75	683.75	683.75	683.75	683.75	683.75	683.75	683.75	683.75	683.75	683.75	**8,205.00**	8,205.00	-
All Other Local Revenue	191.67	191.67	191.67	191.67	191.67	191.67	191.67	191.67	191.67	191.67	191.67	191.63	**2,300.00**	2,300.00	-
Sub-Total	**2,811.75**	**2,811.75**	**2,811.75**	**2,811.75**	**2,811.75**	**2,811.75**	**2,811.75**	**2,811.75**	**2,811.75**	**2,811.75**	**2,811.75**	**2,811.75**	**33,741.00**	**33,741.00**	**-**
TOTAL REVENUES	**2,811.75**	**2,811.75**	**3,234,022.25**	**35,804.75**	**2,811.75**	**1,588,810.25**	**35,804.75**	**891,720.75**	**919,097.25**	**924,713.75**	**891,720.75**	**139,788.25**	**8,669,918.00**	**9,482,220.00**	**812,302.00**
EXPENDITURE															
Certificated Salaries	239,516.72	263,597.88	261,673.92	278,059.24	277,417.92	274,852.64	272,928.68	279,912.36	313,280.30	313,280.30	316,505.74	321,343.90	**3,412,369.60**	3,412,369.60	-
Classified Salaries	59,723.54	66,175.90	64,946.50	67,718.80	67,196.50	65,107.33	63,540.42	66,674.21	68,176.91	72,226.91	78,141.11	90,274.87	**829,903.00**	829,903.00	-
Employee Benefits	141,960.53	149,503.18	148,648.20	153,208.40	159,181.84	157,882.80	163,206.71	165,840.44	173,662.54	175,094.22	177,889.64	195,832.47	**1,961,910.96**	1,961,910.96	-
Books and Supplies	42,781.42	42,781.42	42,781.42	42,781.42	42,781.42	42,781.42	42,781.42	42,781.42	42,781.42	42,781.42	42,781.42	42,781.42	**513,377.01**	513,377.01	-
Services and Other Operating Expenditures	168,478.70	168,478.70	168,478.70	168,478.70	168,478.70	168,478.71	168,478.71	168,478.71	168,478.71	168,478.71	168,478.71	168,478.47	**2,021,744.18**	2,021,744.18	-
Capital Outlay	13,013.87	13,013.87	13,013.87	18,847.20	18,847.20	27,253.34	27,253.34	27,253.34	27,253.34	27,253.34	27,253.34	27,253.34	**267,509.42**	267,509.42	-
Other Outgo	107.90	107.90	107.90	107.90	107.90	107.90	107.90	107.90	107.90	107.90	107.90	107.90	**1,294.83**	1,294.83	-
TOTAL EXPENDITURES	**$665,582.68**	**$703,658.84**	**$699,650.50**	**$729,201.66**	**$734,011.47**	**$736,464.14**	**$738,297.18**	**$751,048.38**	**$793,741.12**	**$799,222.79**	**$811,157.86**	**$846,072.36**	**9,008,109.00**	**9,008,109.00**	

	5.00%	474,111.00	**Reserves**

Revised 12/3/2025

Cash Flow Worksheet
FY 2027-28

ALTUS SCHOOLS RIVERSIDE COUNTY	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	TOTAL
DESCRIPTION	Jul-27	Aug-27	Sep-27	Oct-27	Nov-27	Dec-27	Jan-28	Feb-28	Mar-28	Apr-28	May-28	Jun-28	
BEGINNING BALANCE	**4,149,905.73**	**4,571,431.84**	**4,145,774.84**	**4,366,138.02**	**4,337,619.24**	**4,276,395.18**	**4,488,305.03**	**4,406,075.08**	**4,567,824.45**	**4,764,766.58**	**5,010,593.71**	**5,159,165.70**	
ADD :													
AR/Prepaids/Depreciation	852,471.84	41,529.17	42,933.17	41,529.17	41,529.17	41,529.17	41,529.17	41,529.17	41,529.17	41,529.17	41,529.17	41,529.17	**1,310,696.71**
LCFF Sources	432,951.00	432,951.00	811,161.00	779,311.00	779,311.00	811,161.00	779,311.00	1,124,959.00	1,156,809.00	1,124,959.00	1,124,959.00	31,850.00	**9,389,693.00**
Federal Revenue	-	-	-	35,493.00	-	-	35,493.00	-	-	35,493.00	-	-	**106,479.00**
Other State Revenue	31,999.00	31,999.00	290,042.00	57,599.00	57,599.00	287,732.00	102,841.00	75,507.00	75,507.00	120,749.00	75,507.00	75,503.00	**1,282,584.00**
Other Local Revenue	3,739.33	3,739.33	3,739.33	3,739.33	3,739.33	3,739.33	3,739.33	3,739.33	3,739.33	3,739.33	3,739.33	3,739.37	**44,872.00**
TOTAL	**1,321,161.17**	**510,218.50**	**1,147,875.50**	**917,671.50**	**882,178.50**	**1,144,161.50**	**962,913.50**	**1,245,734.50**	**1,277,584.50**	**1,326,469.50**	**1,245,734.50**	**152,621.54**	**12,134,324.71**
LESS:													
AP/FA/Investments	(10,863.64)	(10,863.64)	(10,863.64)	(10,863.64)	(10,863.64)	(10,863.64)	105,803.03	105,803.03	105,803.03	105,803.03	105,803.03	210,949.57	**674,782.88**
Certificated Salaries	331,642.14	342,605.30	340,075.34	348,790.66	347,947.34	344,574.06	342,044.10	362,870.56	361,697.16	361,697.16	366,390.76	373,431.16	**4,223,765.74**
Classified Salaries	77,196.45	94,039.90	90,152.95	91,448.60	90,152.95	84,970.35	82,142.81	92,054.21	90,646.06	90,646.06	96,278.66	104,727.61	**1,084,456.61**
Employee Benefits	193,685.57	202,119.40	200,173.13	208,840.12	208,191.36	205,596.34	207,178.97	215,282.79	214,521.58	214,521.58	220,715.52	225,282.79	**2,516,109.15**
Books and Supplies	43,914.53	43,914.53	43,914.53	43,914.53	43,914.53	43,914.53	43,914.53	43,914.53	43,914.53	43,914.53	43,914.53	43,914.53	**526,974.35**
Services and Other Operating Expenditures	225,032.11	225,032.11	225,032.11	225,032.11	225,032.11	225,032.11	225,032.11	225,032.11	225,032.11	225,032.11	225,032.11	225,032.11	**2,700,385.29**
Capital Outlay	38,920.00	38,920.00	38,920.00	38,920.00	38,920.00	38,920.00	38,920.00	38,920.00	38,920.00	38,920.00	38,920.00	38,920.00	**467,040.03**
Other Outgo	107.90	107.90	107.90	107.90	107.90	107.90	107.90	107.90	107.90	107.90	107.90	107.90	**1,294.83**
TOTAL	**899,635.06**	**935,875.50**	**927,512.32**	**946,190.28**	**943,402.55**	**932,251.65**	**1,045,143.45**	**1,083,985.13**	**1,080,642.37**	**1,080,642.37**	**1,097,162.51**	**1,222,365.68**	**12,194,808.88**
ENDING CASH BALANCE	**4,571,431.84**	**4,145,774.84**	**4,366,138.02**	**4,337,619.24**	**4,276,395.18**	**4,488,305.03**	**4,406,075.08**	**4,567,824.45**	**4,764,766.58**	**5,010,593.71**	**5,159,165.70**	**4,089,421.56**	

REVENUES														FY 27-28 Budget	A/R
LCFF Sources															
LCFF State Aid	432,951.00	432,951.00	779,311.00	779,311.00	779,311.00	779,311.00	779,311.00	1,124,959.00	1,124,959.00	1,124,959.00	1,124,959.00		**9,262,293.00**	10,387,254.00	1,124,961.00
Education Protection Account			31,850.00			31,850.00			31,850.00			31,850.00	**127,400.00**	127,400.00	-
Sub-Total	**432,951.00**	**432,951.00**	**811,161.00**	**779,311.00**	**779,311.00**	**811,161.00**	**779,311.00**	**1,124,959.00**	**1,156,809.00**	**1,124,959.00**	**1,124,959.00**	**31,850.00**	**9,389,693.00**	**10,514,654.00**	**1,124,961.00**
Federal Revenues															
SpEd: Federal IDEA Basic Part B													**-**	71,195.00	71,195.00
Title I				28,151.00			28,151.00			28,151.00			**84,453.00**	112,602.00	28,149.00
Title II				3,437.00			3,437.00			3,437.00			**10,311.00**	13,749.00	3,438.00
Title III				1,405.00			1,405.00			1,405.00			**4,215.00**	5,619.00	1,404.00
Title IV				2,500.00			2,500.00			2,500.00			**7,500.00**	10,000.00	2,500.00
Sub-Total	**-**	**-**	**-**	**35,493.00**	**-**	**-**	**35,493.00**	**-**	**-**	**35,493.00**	**-**	**-**	**106,479.00**	**213,165.00**	**106,686.00**
State Revenues															
Mandated Block Grant						29,341.00							**29,341.00**	29,341.00	-
Lottery Unrestricted Non-Prop 20						31,603.00	31,603.00			31,603.00			**94,809.00**	126,411.00	31,602.00
Lottery Unrestricted Non-Prop 20 - Prior Year						108,656.00							**108,656.00**	108,656.00	-
Lottery Instructional Materials Prop 20						13,639.00	13,639.00			13,639.00			**40,917.00**	54,556.00	13,639.00
Lottery Instructional Materials Prop 20 - Prior Year						46,894.00							**46,894.00**	46,894.00	-
CTEIG			232,443.00										**232,443.00**	258,270.00	25,827.00
SpEd: State	25,119.00	25,119.00	45,214.00	45,214.00	45,214.00	45,214.00	45,214.00	61,632.00	61,632.00	61,632.00	61,632.00	61,631.00	**584,467.00**	584,467.00	-
SpEd: Mental Health Level II	2,281.00	2,281.00	4,106.00	4,106.00	4,106.00	4,106.00	4,106.00	5,596.00	5,596.00	5,596.00	5,596.00	5,595.00	**53,071.00**	53,071.00	-
Arts and Music in Schools (AMS) Prop 28	4,599.00	4,599.00	8,279.00	8,279.00	8,279.00	8,279.00	8,279.00	8,279.00	8,279.00	8,279.00	8,279.00	8,277.00	**91,986.00**	91,986.00	-
Sub-Total	**31,999.00**	**31,999.00**	**290,042.00**	**57,599.00**	**57,599.00**	**287,732.00**	**102,841.00**	**75,507.00**	**75,507.00**	**120,749.00**	**75,507.00**	**75,503.00**	**1,282,584.00**	**1,353,652.00**	**71,068.00**
Local Revenue															
Interest Income	1,975.08	1,975.08	1,975.08	1,975.08	1,975.08	1,975.08	1,975.08	1,975.08	1,975.08	1,975.08	1,975.08	1,975.12	**23,701.00**	23,701.00	-
All Other Local Revenue	208.33	208.33	208.33	208.33	208.33	208.33	208.33	208.33	208.33	208.33	208.33	208.37	**2,500.00**	2,500.00	-
LEABOP	697.42	697.42	697.42	697.42	697.42	697.42	697.42	697.42	697.42	697.42	697.42	697.38	**8,369.00**	8,369.00	-
SMAA - School Based Medi-Cal Administrative Activities	858.50	858.50	858.50	858.50	858.50	858.50	858.50	858.50	858.50	858.50	858.50	858.50	**10,302.00**	10,302.00	-
Sub-Total	**3,739.33**	**3,739.33**	**3,739.33**	**3,739.33**	**3,739.33**	**3,739.33**	**3,739.33**	**3,739.33**	**3,739.33**	**3,739.33**	**3,739.33**	**3,739.37**	**44,872.00**	**44,872.00**	**-**
TOTAL REVENUES	**468,689.33**	**468,689.33**	**1,104,942.33**	**876,142.33**	**840,649.33**	**1,102,632.33**	**921,384.33**	**1,204,205.33**	**1,236,055.33**	**1,284,940.33**	**1,204,205.33**	**111,092.37**	**10,823,628.00**	**12,126,343.00**	**1,302,715.00**
EXPENDITURE															
Certificated Salaries	331,642.14	342,605.30	340,075.34	348,790.66	347,947.34	344,574.06	342,044.10	362,870.56	361,697.16	361,697.16	366,390.76	373,431.16	**4,223,765.74**	4,223,765.74	-
Classified Salaries	77,196.45	94,039.90	90,152.95	91,448.60	90,152.95	84,970.35	82,142.81	92,054.21	90,646.06	90,646.06	96,278.66	104,727.61	**1,084,456.61**	1,084,456.61	-
Employee Benefits	193,685.57	202,119.40	200,173.13	208,840.12	208,191.36	205,596.34	207,178.97	215,282.79	214,521.58	214,521.58	220,715.52	225,282.79	**2,516,109.15**	2,516,109.15	-
Books and Supplies	43,914.53	43,914.53	43,914.53	43,914.53	43,914.53	43,914.53	43,914.53	43,914.53	43,914.53	43,914.53	43,914.53	43,914.53	**526,974.35**	526,974.35	-
Services and Other Operating Expenditures	225,032.11	225,032.11	225,032.11	225,032.11	225,032.11	225,032.11	225,032.11	225,032.11	225,032.11	225,032.11	225,032.11	225,032.11	**2,700,385.29**	2,700,385.29	-
Capital Outlay	38,920.00	38,920.00	38,920.00	38,920.00	38,920.00	38,920.00	38,920.00	38,920.00	38,920.00	38,920.00	38,920.00	38,920.00	**467,040.03**	467,040.03	-
Other Outgo	107.90	107.90	107.90	107.90	107.90	107.90	107.90	107.90	107.90	107.90	107.90	107.90	**1,294.83**	1,294.83	-
TOTAL EXPENDITURES	**$910,498.70**	**$946,739.14**	**$938,375.96**	**$957,053.92**	**$954,266.19**	**$943,115.29**	**$939,340.42**	**$978,182.10**	**$974,839.34**	**$974,839.34**	**$991,359.48**	**$1,011,416.11**	**11,520,026.00**	**11,520,026.00**	

5.00%	606,317.00	Reserves

Cash Flow Worksheet
FY 2028-29

ALTUS SCHOOLS RIVERSIDE COUNTY	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	TOTAL
DESCRIPTION	Jul-28	Aug-28	Sep-28	Oct-28	Nov-28	Dec-28	Jan-29	Feb-29	Mar-29	Apr-29	May-29	Jun-29	
BEGINNING BALANCE	**4,089,421.56**	**4,734,955.07**	**4,238,034.01**	**4,401,346.83**	**4,317,593.19**	**4,148,157.68**	**4,069,086.13**	**4,015,784.38**	**4,500,153.92**	**5,027,013.04**	**5,605,464.67**	**6,077,233.80**	
ADD :													
AR/Prepaids/Depreciation	1,203,801.33	115,948.33	71,984.33	44,753.33	44,753.33	44,753.33	44,753.33	44,753.33	44,753.33	44,753.33	44,753.33	44,753.33	**1,794,513.96**
LCFF Sources	519,363.00	519,363.00	973,142.50	934,853.00	934,853.00	973,142.50	934,853.00	1,439,800.00	1,478,089.50	1,439,800.00	1,439,800.00	38,289.50	**11,625,349.00**
Federal Revenue	-	-	-	35,493.00	-	-	35,493.00	-	-	35,493.00	-	-	**106,479.00**
Other State Revenue	6,718.00	6,718.00	244,536.00	66,482.00	12,093.00	47,367.00	66,482.00	159,900.00	159,900.00	214,289.00	159,900.00	159,898.00	**1,304,283.00**
Other Local Revenue	3,814.08	3,814.08	3,814.08	3,814.08	3,814.08	3,814.08	3,814.08	3,814.08	3,814.08	3,814.08	3,814.08	3,814.12	**45,769.00**
TOTAL	**1,733,696.41**	**645,843.41**	**1,293,476.91**	**1,085,395.41**	**995,513.41**	**1,069,076.91**	**1,085,395.41**	**1,648,267.41**	**1,686,556.91**	**1,738,149.41**	**1,648,267.41**	**246,754.95**	**14,876,393.96**
LESS:													
AP/FA/Investments	(11,720.61)	(11,720.61)	(11,720.61)	(11,720.61)	(11,720.61)	(11,720.61)	(11,720.61)	(11,720.61)	(11,720.61)	(11,720.61)	(11,720.61)	118,930.88	**(9,995.83)**
Certificated Salaries	419,801.46	437,684.26	433,557.46	442,805.06	441,429.46	435,927.06	431,800.26	440,053.86	438,678.26	438,678.26	444,180.66	452,434.26	**5,257,030.32**
Classified Salaries	99,384.31	123,680.03	118,073.31	119,942.22	118,073.31	110,597.72	104,990.99	116,204.39	114,335.51	114,335.51	121,811.13	133,024.47	**1,394,452.90**
Employee Benefits	232,496.13	244,919.17	242,052.31	269,920.76	268,965.14	265,142.67	265,424.91	271,158.62	270,203.00	270,203.00	274,025.48	279,759.17	**3,154,270.37**
Books and Supplies	45,205.56	45,205.56	45,205.56	45,205.56	45,205.56	45,205.56	45,205.56	45,205.56	45,205.56	45,205.56	45,205.56	45,205.56	**542,466.70**
Services and Other Operating Expenditures	258,134.82	258,134.82	258,134.82	258,134.82	258,134.82	258,134.82	258,134.82	258,134.82	258,134.82	258,134.82	258,134.82	258,134.82	**3,097,617.89**
Capital Outlay	44,753.33	44,753.33	44,753.33	44,753.33	44,753.33	44,753.33	44,753.33	44,753.33	44,753.33	44,753.33	44,753.33	44,753.33	**537,039.99**
Other Outgo	107.90	107.90	107.90	107.90	107.90	107.90	107.90	107.90	107.90	107.90	107.90	107.90	**1,294.83**
TOTAL	**1,088,162.91**	**1,142,764.47**	**1,130,164.09**	**1,169,149.05**	**1,164,948.92**	**1,148,148.46**	**1,138,697.16**	**1,163,897.87**	**1,159,697.78**	**1,159,697.78**	**1,176,498.28**	**1,332,350.40**	**13,974,177.17**
ENDING CASH BALANCE	**4,734,955.07**	**4,238,034.01**	**4,401,346.83**	**4,317,593.19**	**4,148,157.68**	**4,069,086.13**	**4,015,784.38**	**4,500,153.92**	**5,027,013.04**	**5,605,464.67**	**6,077,233.80**	**4,991,638.35**	

REVENUES														**FY 28-29 Budget**	**A/R**
LCFF Sources															
LCFF State Aid	519,363.00	519,363.00	934,853.00	934,853.00	934,853.00	934,853.00	934,853.00	1,439,800.00	1,439,800.00	1,439,800.00	1,439,800.00		**11,472,191.00**	12,911,991.00	1,439,800.00
Education Protection Account			38,289.50			38,289.50			38,289.50			38,289.50	**153,158.00**	153,158.00	-
Sub-Total	**519,363.00**	**519,363.00**	**973,142.50**	**934,853.00**	**934,853.00**	**973,142.50**	**934,853.00**	**1,439,800.00**	**1,478,089.50**	**1,439,800.00**	**1,439,800.00**	**38,289.50**	**11,625,349.00**	**13,065,149.00**	**1,439,800.00**
Federal Revenues															
SpEd: Federal IDEA Basic Part B													**-**	82,795.00	82,795.00
Title I				28,151.00			28,151.00			28,151.00			**84,453.00**	112,602.00	28,149.00
Title II				3,437.00			3,437.00			3,437.00			**10,311.00**	13,749.00	3,438.00
Title III				1,405.00			1,405.00			1,405.00			**4,215.00**	5,619.00	1,404.00
Title IV				2,500.00			2,500.00			2,500.00			**7,500.00**	10,000.00	2,500.00
Sub-Total	**-**	**-**	**-**	**35,493.00**	**-**	**-**	**35,493.00**	**-**	**-**	**35,493.00**	**-**	**-**	**106,479.00**	**224,765.00**	**118,286.00**
State Revenues															
Mandated Block Grant						35,274.00							**35,274.00**	35,274.00	-
Lottery Unrestricted Non-Prop 20				37,992.00			37,992.00			37,992.00			**113,976.00**	151,969.00	37,993.00
Lottery Instructional Materials Prop 20				16,397.00			16,397.00			16,397.00			**49,191.00**	65,587.00	16,396.00
CTEIG			232,443.00										**232,443.00**	258,270.00	25,827.00
SpEd: State	1,256.00	1,256.00	2,261.00	2,261.00	2,261.00	2,261.00	2,261.00	137,764.00	137,764.00	137,764.00	137,764.00	137,762.00	**702,635.00**	702,635.00	-
SpEd: Mental Health Level II	114.00	114.00	205.00	205.00	205.00	205.00	205.00	12,510.00	12,510.00	12,510.00	12,510.00	12,508.00	**63,801.00**	63,801.00	-
Arts and Music in Schools (AMS) Prop 28	5,348.00	5,348.00	9,627.00	9,627.00	9,627.00	9,627.00	9,627.00	9,626.00	9,626.00	9,626.00	9,626.00	9,628.00	**106,963.00**	106,963.00	-
Sub-Total	**6,718.00**	**6,718.00**	**244,536.00**	**66,482.00**	**12,093.00**	**47,367.00**	**66,482.00**	**159,900.00**	**159,900.00**	**214,289.00**	**159,900.00**	**159,898.00**	**1,304,283.00**	**1,384,499.00**	**80,216.00**
Local Revenue															
Interest Income	2,014.58	2,014.58	2,014.58	2,014.58	2,014.58	2,014.58	2,014.58	2,014.58	2,014.58	2,014.58	2,014.58	2,014.62	**24,175.00**	24,175.00	-
All Other Local Revenue	212.50	212.50	212.50	212.50	212.50	212.50	212.50	212.50	212.50	212.50	212.50	212.50	**2,550.00**	2,550.00	-
LCAP BOP	711.33	711.33	711.33	711.33	711.33	711.33	711.33	711.33	711.33	711.33	711.33	711.37	**8,536.00**	8,536.00	-
SMAA - School Based Medi-Cal Administrative Activities	875.67	875.67	875.67	875.67	875.67	875.67	875.67	875.67	875.67	875.67	875.67	875.63	**10,508.00**	10,508.00	-
Sub-Total	**3,814.08**	**3,814.08**	**3,814.08**	**3,814.08**	**3,814.08**	**3,814.08**	**3,814.08**	**3,814.08**	**3,814.08**	**3,814.08**	**3,814.08**	**3,814.12**	**45,769.00**	**45,769.00**	**-**
TOTAL REVENUES	**529,895.08**	**529,895.08**	**1,221,492.58**	**1,040,642.08**	**950,760.08**	**1,024,323.58**	**1,040,642.08**	**1,603,514.08**	**1,641,803.58**	**1,693,396.08**	**1,603,514.08**	**202,001.62**	**13,081,880.00**	**14,720,182.00**	**1,638,302.00**
EXPENDITURE															
Certificated Salaries	419,801.46	437,684.26	433,557.46	442,805.06	441,429.46	435,927.06	431,800.26	440,053.86	438,678.26	438,678.26	444,180.66	452,434.26	**5,257,030.32**	5,257,030.32	-
Classified Salaries	99,384.31	123,680.03	118,073.31	119,942.22	118,073.31	110,597.72	104,990.99	116,204.39	114,335.51	114,335.51	121,811.13	133,024.47	**1,394,452.90**	1,394,452.90	-
Employee Benefits	232,496.13	244,919.17	242,052.31	269,920.76	268,965.14	265,142.67	265,424.91	271,158.62	270,203.00	270,203.00	274,025.48	279,759.17	**3,154,270.37**	3,154,270.37	-
Books and Supplies	45,205.56	45,205.56	45,205.56	45,205.56	45,205.56	45,205.56	45,205.56	45,205.56	45,205.56	45,205.56	45,205.56	45,205.56	**542,466.70**	542,466.70	-
Services and Other Operating Expenditures	258,134.82	258,134.82	258,134.82	258,134.82	258,134.82	258,134.82	258,134.82	258,134.82	258,134.82	258,134.82	258,134.82	258,134.82	**3,097,617.89**	3,097,617.89	-
Capital Outlay	44,753.33	44,753.33	44,753.33	44,753.33	44,753.33	44,753.33	44,753.33	44,753.33	44,753.33	44,753.33	44,753.33	44,753.33	**537,039.99**	537,039.99	-
Other Outgo	107.90	107.90	107.90	107.90	107.90	107.90	107.90	107.90	107.90	107.90	107.90	107.90	**1,294.83**	1,294.83	-
TOTAL EXPENDITURES	**$1,099,883.52**	**$1,154,485.08**	**$1,141,884.70**	**$1,180,869.66**	**$1,176,669.53**	**$1,159,869.07**	**$1,150,417.77**	**$1,175,618.48**	**$1,171,418.39**	**$1,171,418.39**	**$1,188,218.89**	**$1,213,419.52**	13,984,173.00	13,984,173.00	

5.00%	736,009.00	Reserves

Page 1 of 1

Cash Flow Worksheet
FY 2029-30

ALTUS SCHOOLS RIVERSIDE COUNTY	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	TOTAL
DESCRIPTION	Jul-29	Aug-29	Sep-29	Oct-29	Nov-29	Dec-29	Jan-30	Feb-30	Mar-30	Apr-30	May-30	Jun-30	
BEGINNING BALANCE	**4,991,638.35**	**5,866,876.65**	**5,288,471.99**	**5,466,422.68**	**5,488,006.26**	**5,362,912.46**	**5,344,322.34**	**5,350,161.53**	**5,839,537.05**	**6,377,094.69**	**6,968,381.82**	**7,443,322.54**	
ADD :													
AR/Prepaids/Depreciation	1,518,640.33	127,548.33	71,984.33	99,142.33	44,753.33	44,753.33	44,753.33	44,753.33	44,753.33	44,753.33	44,753.33	44,753.33	**2,175,341.96**
LCFF Sources	645,600.00	645,600.00	1,205,449.50	1,162,079.00	1,162,079.00	1,205,449.50	1,162,079.00	1,598,229.00	1,641,599.50	1,598,229.00	1,598,229.00	43,370.50	**13,667,993.00**
Federal Revenue	-	-	-	35,493.00	-	-	35,493.00	-	-	35,493.00	-	-	**106,479.00**
Other State Revenue	6,493.00	6,493.00	244,128.00	73,292.00	11,685.00	55,420.00	73,292.00	185,041.00	185,041.00	246,648.00	185,041.00	185,040.00	**1,457,614.00**
Other Local Revenue	3,890.42	3,890.42	3,890.42	3,890.42	3,890.42	3,890.42	3,890.42	3,890.42	3,890.42	3,890.42	3,890.42	3,890.38	**46,685.00**
TOTAL	**2,174,623.75**	**783,531.75**	**1,525,452.25**	**1,373,896.75**	**1,222,407.75**	**1,309,513.25**	**1,319,507.75**	**1,831,913.75**	**1,875,284.25**	**1,929,013.75**	**1,831,913.75**	**277,054.21**	**17,454,112.96**
LESS:													
AP/FA/Investments	(11,100.31)	(11,100.31)	(11,100.31)	(11,100.31)	(11,100.31)	(11,100.31)	(11,100.31)	(11,100.31)	(11,100.31)	(11,100.31)	(11,100.31)	141,561.90	**19,458.49**
Certificated Salaries	534,293.65	552,599.21	548,374.85	549,782.97	548,374.85	542,742.37	538,518.01	546,966.73	545,558.61	545,558.61	551,191.09	559,639.81	**6,563,600.76**
Classified Salaries	110,646.37	140,624.49	133,706.45	136,012.46	133,706.45	124,482.41	117,564.40	131,400.46	129,094.45	129,094.45	138,318.46	152,154.53	**1,576,805.38**
Employee Benefits	307,754.52	322,021.79	318,729.34	319,826.82	318,729.34	314,339.41	311,046.97	317,631.86	316,534.38	316,534.38	320,924.30	327,509.20	**3,811,582.31**
Books and Supplies	45,669.10	45,669.10	45,669.10	45,669.10	45,669.10	45,669.10	45,669.10	45,669.10	45,669.10	45,669.10	45,669.10	45,669.10	**548,029.16**
Services and Other Operating Expenditures	267,260.90	267,260.90	267,260.90	267,260.90	267,260.90	267,260.90	267,260.90	267,260.90	267,260.90	267,260.90	267,260.90	267,260.90	**3,207,130.75**
Capital Outlay	44,753.33	44,753.33	44,753.33	44,753.33	44,753.33	44,601.59	44,601.59	44,601.59	44,601.59	44,601.59	44,601.59	44,601.59	**535,977.81**
Other Outgo	107.90	107.90	107.90	107.90	107.90	107.90	107.90	107.90	107.90	107.90	107.90	107.90	**1,294.83**
TOTAL	**1,299,385.46**	**1,361,936.41**	**1,347,501.56**	**1,352,313.17**	**1,347,501.56**	**1,328,103.37**	**1,313,668.55**	**1,342,538.23**	**1,337,726.62**	**1,337,726.62**	**1,356,973.03**	**1,538,504.93**	**16,263,879.49**
ENDING CASH BALANCE	**5,866,876.65**	**5,288,471.99**	**5,466,422.68**	**5,488,006.26**	**5,362,912.46**	**5,344,322.34**	**5,350,161.53**	**5,839,537.05**	**6,377,094.69**	**6,968,381.82**	**7,443,322.54**	**6,181,871.82**	

REVENUES														**FY 29-30 Budget**	**A/R**
LCFF Sources															
LCFF State Aid	645,600.00	645,600.00	1,162,079.00	1,162,079.00	1,162,079.00	1,162,079.00	1,162,079.00	1,598,229.00	1,598,229.00	1,598,229.00	1,598,229.00		**13,494,511.00**	15,092,739.00	1,598,228.00
Education Protection Account			43,370.50			43,370.50			43,370.50			43,370.50	**173,482.00**	173,482.00	-
Sub-Total	**645,600.00**	**645,600.00**	**1,205,449.50**	**1,162,079.00**	**1,162,079.00**	**1,205,449.50**	**1,162,079.00**	**1,598,229.00**	**1,641,599.50**	**1,598,229.00**	**1,598,229.00**	**43,370.50**	**13,667,993.00**	**15,266,221.00**	**1,598,228.00**
Federal Revenues															
SpEd: Federal IDEA Basic Part B													**-**	99,470.00	99,470.00
Title I				28,151.00			28,151.00			28,151.00			**84,453.00**	112,602.00	28,149.00
Title II				3,437.00			3,437.00			3,437.00			**10,311.00**	13,749.00	3,438.00
Title III				1,405.00			1,405.00			1,405.00			**4,215.00**	5,619.00	1,404.00
Title IV				2,500.00			2,500.00			2,500.00			**7,500.00**	10,000.00	2,500.00
Sub-Total	**-**	**-**	**-**	**35,493.00**	**-**	**-**	**35,493.00**	**-**	**-**	**35,493.00**	**-**	**-**	**106,479.00**	**241,440.00**	**134,961.00**
State Revenues															
Mandated Block Grant						43,735.00							**43,735.00**	43,735.00	-
Lottery Unrestricted Non-Prop 20				43,034.00			43,034.00			43,034.00			**129,102.00**	172,135.00	43,033.00
Lottery Instructional Materials Prop 20				18,573.00			18,573.00			18,573.00			**55,719.00**	74,290.00	18,571.00
CTEIG			232,443.00										**232,443.00**	258,270.00	25,827.00
SpEd: State	63.00	63.00	113.00	113.00	113.00	113.00	113.00	159,037.00	159,037.00	159,037.00	159,037.00	159,036.00	**795,875.00**	795,875.00	-
SpEd: Mental Health Level II	6.00	6.00	10.00	10.00	10.00	10.00	10.00	14,441.00	14,441.00	14,441.00	14,441.00	14,442.00	**72,268.00**	72,268.00	-
Arts and Music in Schools (AMS) Prop 28	6,424.00	6,424.00	11,562.00	11,562.00	11,562.00	11,562.00	11,562.00	11,563.00	11,563.00	11,563.00	11,563.00	11,562.00	**128,472.00**	128,472.00	-
Sub-Total	**6,493.00**	**6,493.00**	**244,128.00**	**73,292.00**	**11,685.00**	**55,420.00**	**73,292.00**	**185,041.00**	**185,041.00**	**246,648.00**	**185,041.00**	**185,040.00**	**1,457,614.00**	**1,545,045.00**	**87,431.00**
Local Revenue															
Interest Income	2,054.92	2,054.92	2,054.92	2,054.92	2,054.92	2,054.92	2,054.92	2,054.92	2,054.92	2,054.92	2,054.92	2,054.88	**24,659.00**	24,659.00	-
All Other Local Revenue	216.75	216.75	216.75	216.75	216.75	216.75	216.75	216.75	216.75	216.75	216.75	216.75	**2,601.00**	2,601.00	-
LCAP BOP	725.58	725.58	725.58	725.58	725.58	725.58	725.58	725.58	725.58	725.58	725.58	725.62	**8,707.00**	8,707.00	-
SWAA - School Based Medi-Cal Administrative Activities	893.17	893.17	893.17	893.17	893.17	893.17	893.17	893.17	893.17	893.17	893.17	893.13	**10,718.00**	10,718.00	-
SubTotal	**3,890.42**	**3,890.42**	**3,890.42**	**3,890.42**	**3,890.42**	**3,890.42**	**3,890.42**	**3,890.42**	**3,890.42**	**3,890.42**	**3,890.42**	**3,890.38**	**46,685.00**	**46,685.00**	**-**
TOTAL REVENUES	**655,983.42**	**655,983.42**	**1,453,467.92**	**1,274,754.42**	**1,177,654.42**	**1,264,759.92**	**1,274,754.42**	**1,787,160.42**	**1,830,530.92**	**1,884,260.42**	**1,787,160.42**	**232,300.88**	**15,278,771.00**	**17,099,391.00**	**1,820,620.00**
EXPENDITURE															
Certificated Salaries	534,293.65	552,599.21	548,374.85	549,782.97	548,374.85	542,742.37	538,518.01	546,966.73	545,558.61	545,558.61	551,191.09	559,639.81	**6,563,600.76**	6,563,600.76	-
Classified Salaries	110,646.37	140,624.49	133,706.45	136,012.46	133,706.45	124,482.41	117,564.40	131,400.46	129,094.45	129,094.45	138,318.46	152,154.53	**1,576,805.38**	1,576,805.38	-
Employee Benefits	307,754.52	322,021.79	318,729.34	319,826.82	318,729.34	314,339.41	311,046.97	317,631.86	316,534.38	316,534.38	320,924.30	327,509.20	**3,811,582.31**	3,811,582.31	-
Books and Supplies	45,669.10	45,669.10	45,669.10	45,669.10	45,669.10	45,669.10	45,669.10	45,669.10	45,669.10	45,669.10	45,669.10	45,669.10	**548,029.16**	548,029.16	-
Services and Other Operating Expenditures	267,260.90	267,260.90	267,260.90	267,260.90	267,260.90	267,260.90	267,260.90	267,260.90	267,260.90	267,260.90	267,260.90	267,260.90	**3,207,130.75**	3,207,130.75	-
Capital Outlay	44,753.33	44,753.33	44,753.33	44,753.33	44,753.33	44,601.59	44,601.59	44,601.59	44,601.59	44,601.59	44,601.59	44,601.59	**535,977.81**	535,977.81	-
Other Outgo	107.90	107.90	107.90	107.90	107.90	107.90	107.90	107.90	107.90	107.90	107.90	107.90	**1,294.83**	1,294.83	-
TOTAL EXPENDITURES	**$1,310,485.77**	**$1,373,036.72**	**$1,358,601.87**	**$1,363,413.48**	**$1,358,601.87**	**$1,339,203.68**	**$1,324,768.86**	**$1,353,638.54**	**$1,348,826.93**	**$1,348,826.93**	**$1,368,073.34**	**$1,396,943.03**	**16,244,421.00**	**16,244,421.00**	

5.00% **854,970.00** **Reserves**

Page 1 of 3

APPENDIX E

PROJECTED 5-YEAR ENROLLMENTS BY GRADE LEVEL

Altus Schools Riverside County
Projected Enrollment

Enrollment Projections at P2 ADA Reporting					
Description	**2026-27**	**2027-28**	**2028-29**	**2029-30**	**2030-31**
Grade 6	15	19	22	25	27
Grades 7-8	105	122	148	167	178
Grades 9-12	489	569	690	783	835
Total Projected Enrollment at P2 ADA Reporting	**609**	**710**	**860**	**975**	**1040**

2.12.26

APPENDIX F

LCAP

LCFF Budget Overview for Parents

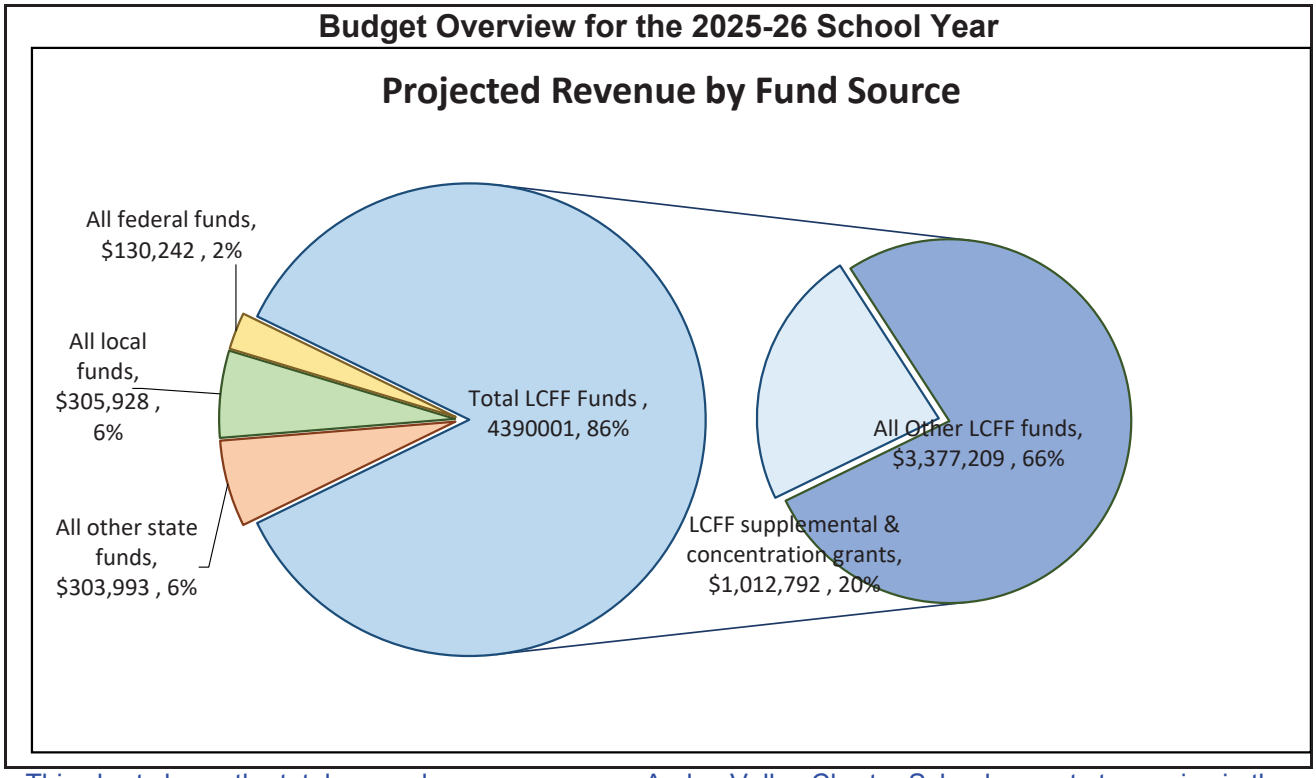
Local Educational Agency (LEA) Name: Audeo Valley Charter School

CDS Code: 33103300140780

School Year: 2025-26

LEA contact information: Sharnita Foster, Ph: (858) 214-2511, Email: sfoster@altusschools.net

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

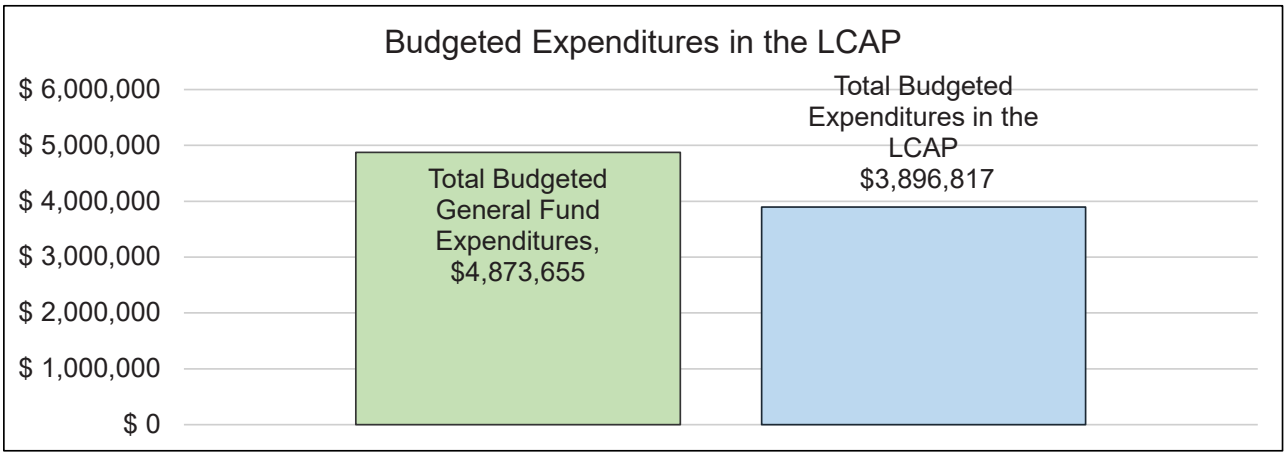


This chart shows the total general purpose revenue Audeo Valley Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Audeo Valley Charter School is $5,130,164.00, of which $4,390,001.00 is Local Control Funding Formula (LCFF), $303,993.00 is other state funds, $305,928.00 is local funds, and $130,242.00 is federal funds. Of the $4,390,001.00 in LCFF Funds, $1,012,792.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Audeo Valley Charter School plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Audeo Valley Charter School plans to spend $4,873,655.00 for the 2025-26 school year. Of that amount, $3,896,817.00 is tied to actions/services in the LCAP and $976,838.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

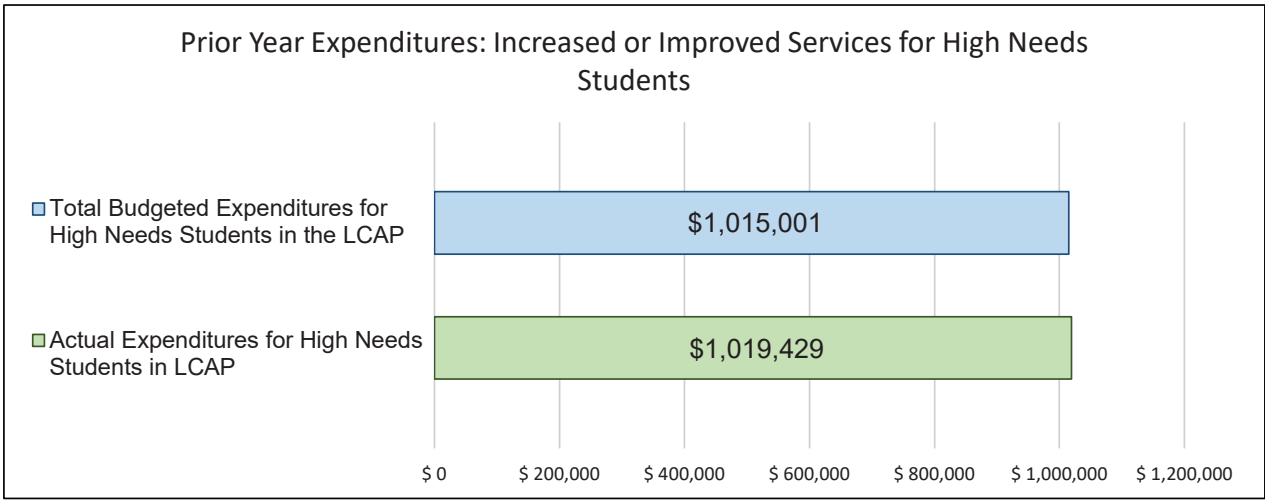
The budgeted expenditures that are not included in the Local Control Accountability Plan (LCAP) are salaries of administrative staff, maintenance services, utilities, custodial, janitorial, depreciation, audit, legal and oversight fees.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Audeo Valley Charter School is projecting it will receive $1,012,792.00 based on the enrollment of foster youth, English learner, and low-income students. Audeo Valley Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Audeo Valley Charter School plans to spend $1,022,244.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



This chart compares what Audeo Valley Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Audeo Valley Charter School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Audeo Valley Charter School's LCAP budgeted $1,015,001.00 for planned actions to increase or improve services for high needs students. Audeo Valley Charter School actually spent $1,019,429.00 for actions to increase or improve services for high needs students in 2024-25.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Audeo Valley Charter School	**Sharnita Foster** *School Coordinator*	sfoster@altusschools.net (951) 247-6646

Plan Summary: 2025-2026

General Information

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

Audeo Valley Charter School (Audeo Valley), a free public school serving students in grades 6-12, began operating in the 2021-22 school year under the **authorization of the Riverside County Office of Education**. Leveraging the success of the Moreno Valley Resource Center (operated by Audeo Charter School since 2012), Audeo Valley focuses on academic intervention with the core mission of empowering each student with enhanced motivation to achieve success.

Audeo Valley received Accreditation Status by WASC through June 30, 2026. Audeo Valley operates one neighborhood resource center in Moreno Valley. Students and families visit this neighborhood resource center by appointment, or as needed, to participate in the instructional program and meet with school staff in a quiet, distraction-free, and safe environment. Audeo Valley is a non-classroom based independent study program.

Audeo Valley is part of Altus Schools. Altus Schools focus on academic improvement, high-caliber teaching, safe and supportive learning environments, and the development of role models for educational reform. At Audeo Valley, every student's progress and academic achievement is important to us.

Our teachers are committed to providing a personalized and rigorous academic experience for each student. Teachers are trained to work on specific student needs. We ask that students and parents commit to working closely with our teachers. Teachers are actively involved with students and families, engaging with parents on a weekly basis through formal meetings, home visits, phone calls, and emails. Families are considered part of the learning 'team' and an integral part of the learning process.

Our school's standards and expectations are high, and we are proud to offer safe and supportive environments that are conducive to learning. Academic instruction is presented individually and in small groups. Courses at Audeo Valley are based on Common Core State Standards and are infused with appropriate technology-based activities and assignments. We provide the best available materials and a school culture that is positive, supportive, and committed to putting kids first. In addition to providing a rigorous, personalized academic experience, Audeo Valley works to alleviate social and personal pressures that can impact academic performance. We also have many partnerships and alliances to provide community resources to students and families.

Audeo Valley is identified by the California Department of Education (CDE) as Dashboard Alternative School Status (DASS). DASS schools must have an unduplicated count of at least 70 percent of the school's total enrollment (upon first entry to the school) comprised of high-risk student groups, to be eligible for DASS. The high-risk groups include the following:

a) Expelled

b) Suspended more than 10 days in a school year

c) Wards of the Court

d) Pregnant and/or parenting

e) Recovered Dropouts

f) Habitually Truant

g) Retained more than once in kindergarten through grade eight

h) Students who are credit deficient

i) Students with a gap in enrollment

j) Students with a high-level transiency

k) Foster youth

l) Homeless youth

In March 2025, Audeo Valley had a total enrollment of 290 students. Here's a summary of the student demographics and special populations:

Special Populations:

- Socioeconomically Disadvantaged: 76%
- Students with Disabilities: 21%
- GATE (Gifted and Talented Education): 5%
- English Learners: 11%
- Homeless: 6%
- Foster Youth: 0.7%

Ethnicity Summary:

- Hispanic: 61%
- White: 14%
- Black or African American: 18%
- Other Ethnicities: 7%

These figures highlight the diversity and the specific needs of the student population in Audeo Valley.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Audeo Valley's educational partners consistently express satisfaction with the school's personalized instruction, which addresses the unique needs of each student. This commitment resulted in numerous **successes** reflected in the 2024 School Dashboard:

- **Chronic Absenteeism** was a **Blue (Very Low) Performance Level**. There were no student groups with a Red performance level.
- **Suspension Rate** was a **Blue (Very Low) Performance** Level. There were no student groups with a Red performance level.
- **English Language Arts** was at the **Yellow (Medium) Performance Level**, showing a 17.1 point increase from the previous year. No student groups performed at the Red (Very Low) Level. Recognizing the importance of continued growth in this area, the school, as part of Goal 2, Action 1a, will develop and implement enhanced ELA coursework via Canvas, a Learning Management System selected to better support the unique needs of our independent study students.
- Despite Audeo Valley's **Mathematics** achievement in an **Orange (Low) Performance Level,** student achievement increased 22.5 points from the prior year, and there were no student groups performing in the Red (Very Low) Performance Level. Educational partners continue to prioritize mathematics and are dedicated to improving student engagement and achievement in this area. Consequently, through Goal 1, Action 4, the school will implement a multifaceted approach to mathematics. This strategy involves data analysis, collaborative communities, cultivating a positive math culture, and utilizing tools like IXL Math for personalized learning, Desmos Math Classroom for visual and exploratory learning, and Virtual Reality for immersive, standards-aligned experiences.
- Our educational partners are also quite proud of our achievement in **College/Career** preparedness. Audeo Valley's achievement was in a **Yellow (Medium) Performance Level,** with student achievement increasing 24.4 points from the prior year. These are graduates who were placed at the Prepared level on the College/Career Indicator.
- In addition, educational partners remain very satisfied with the school's **DASS One-Year Grad Rate**, summarized in the table provided below. The schoolwide graduation rate average was 98.8%.

Graduation Rate by Student Group

Student Group	Number of Students in the Graduation Rate	Number of Graduates	Graduation Rate
All Students	82	81	98.8%
English Learners	8	*	*
Long-Term English Learners	8	*	*
Homeless	2	*	*
Socioeconomically Disadvantaged	58	57	98.3%
Students with Disabilities	11	11	100.0%
African American	10	*	*
Asian	2	*	*
Filipino	1	*	*
Hispanic	57	56	98.2%
White	9	*	*
Two or More Races	3	*	*

Based upon a thorough analysis of the 2024 School Dashboard, Audeo Valley will continue to focus resources and develop strategies to **strengthen** the student outcomes identified below:

- Audeo Valley did not receive a Performance Level for the **English Learner Progress** indicator because there were fewer than 30 students in the current or prior year. Nevertheless, English Learner progress remains an area for improvement, with 51.7% of these students making progress towards English language proficiency and having declined the year prior.

- **Combined Four-and Five-Year Graduation Rate** was a **Green (High) Performance Level**, however, there was one Student Group that performed lower than others: Students with Disabilities (summarized in the table provided below). Our school is committed to graduating every student prepared for success. To improve graduation rates, we implement targeted initiatives offering comprehensive support,

including individualized academic counseling, a robust tutoring program to enhance engagement and credit attainment, addressing the digital divide through home computers for students in need, and expanded opportunities in specialized programs like AVID, Character and Leadership Development, CTE Pathways, and Early College Credits.

Graduation Rate by Student Group

Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students	88	76	13	86.4%
English Learners	12	10	2	83.3%
Long-Term English Learners	12	10	2	83.3%
Foster Youth	1	*	0	*
Homeless	12	11	4	91.7%
Socioeconomically Disadvantaged	80	68	13	85.0%
Students with Disabilities	15	10	2	66.7%
African American	9	*	1	*
Filipino	1	*	0	*
Hispanic	65	56	9	86.2%
White	8	*	2	*
Two or More Races	4	*	0	*

Through a comprehensive analysis of our Annual Performance reflection, we have identified key areas for improvement and allocated **Learner Recovery and Emergency Block Grant** (LREBG) funds for the 2025-26 school year. These funds will strategically support the following goal-aligned actions: **Goal 1** (Actions 2, 4, 5, 6, and 7), **Goal 2** (Actions 1 and 2), **Goal 3** (Actions 1, 2, and 3), and **Goal 4** (Action 3). The rationale and detailed information for each LREBG-funded action is clearly articulated within the action descriptions, demonstrating our approach and commitment to continuous improvement.

Reflections: Technical Assistance

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

Not Applicable

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Not Applicable

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Teachers	The 2025-26 LCAP was directly informed by teacher perspectives gathered through a variety of engagement strategies, including the Staff LCAP Engagement Survey, School Site Council (SSC), English Learner Advisory Committee (ELAC), Instructional Meetings, All Staff Meetings, and Altus University (AU) Professional Learning. This comprehensive data collection process allowed us to develop actionable, student-centered priorities that directly address the needs identified by our educators, fostering a collaborative and impactful school environment.
Principals and Learning Leads	Principals and Learning Leads directly influenced the 2025-26 LCAP by actively participating in various forums, including weekly Learning Lead Huddles, surveys, and committee meetings. Their expertise in data analysis and instructional programming enabled the creation of a strategic, student-centered LCAP designed to maximize learning and achievement.
Administrators	Administrators initiated the LCAP development through a collaborative approach, prioritizing meaningful engagement with all educational partners. Utilizing platforms such as Leadership Huddles, School Site Council, ELAC, Instructional and All-Staff meetings, strategic planning sessions, and AU Professional Learning, they actively sought and integrated diverse input. This engagement directly translated into actionable LCAP strategies aligned with school goals, promoting a transparent and inclusive environment for sustained improvement.
Other school personnel or staff	School staff and personnel collaboratively developed the 2025-26 LCAP through regular engagement and consultation. The Staff LCAP Engagement Survey, SSC, Instructional and Staff Meetings, and professional learning facilitated diverse input, ensuring LCAP actions align with the school's Vision, Mission, and Values. This inclusive process resulted in a comprehensive LCAP that addresses community needs and supports school-wide goals.

Parents	Parent engagement was strategically prioritized to directly inform and shape the school's LCAP, ensuring alignment with the diverse needs and perspectives of our community. Multiple avenues for consultation were implemented to maximize parent voice and participation. • **Data-Driven Feedback:** The Parent LCAP Engagement Survey provided quantifiable data and qualitative insights, enabling the school to understand parent priorities and tailor programs accordingly. • **Direct Interaction and Dialogue:** Open House and Senior Night Events facilitated direct communication between parents, teachers, and administrators, fostering collaborative partnerships. Parent-Teacher Conferences offered personalized conversations to address individual students' needs and progress. • **Shared Decision-Making:** Active participation in School Site Council (SSC) and English Learner Advisory Committee (ELAC) meetings empowered parents to directly contribute to school-wide decisions regarding instructional strategies and resource allocation. • **Empowering Educational Partnerships:** The Family Learning Series provided targeted workshops and resources, equipping parents with the tools to actively support their children's academic and social-emotional development. • **Community Vision:** Parent participation in Board Meetings fostered meaningful contributions and increased awareness of broader school policies and initiatives. Recognizing the pivotal role of parent perspectives in shaping school communication, climate, and student holistic development, the school actively sought and integrated parent feedback throughout the LCAP development process. This commitment to collaborative decision-making resulted in a more inclusive, responsive, and student-centered learning environment, ultimately enhancing outcomes for all students.

Students	At the core of our LCAP development lies a commitment to centering student voice. We recognize that authentic student input is crucial for creating a responsive and effective learning environment. To ensure their perspectives were not only heard but actively valued, we implemented a multi-faceted approach to student engagement. • **Direct Feedback through the Student LCAP Engagement Survey:** Students were empowered to provide candid feedback and constructive suggestions, directly influencing the LCAP's direction. • **Meaningful Participation in Decision Making:** Student representation in School Site Council (SSC) and English Learner Advisory Committee (ELAC) meetings facilitated collaborative discussions on critical school initiatives and policies. • **Diverse Avenues for Input:** Events like Open House, Senior Night, College and Career Week, Senior Exhibition Panels, and Health & Wellness Week provided platforms for students to share their experiences and insights, fostering open dialogue with educators and administrators. • **Personalized Student-Teacher Conferences:** These conferences created individualized opportunities for students to discuss their academic progress, goals, and challenges, ensuring their individual needs were addressed. By actively integrating student perspectives throughout the LCAP development process, we are building a student-centered learning environment that prioritizes academic achievement, social-emotional well-being, and positive behavioral development. This commitment reflects our dedication to creating a school where every student feels heard, valued, and empowered to succeed.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Engaging our educational partners remains a continuous and integral process as we collaboratively design an educational program that effectively addresses the evolving needs of our students and the wider community. This partnership ensures that all students have access to enriched opportunities and achieve improved outcomes. The valuable insights gathered through this engagement directly inform our school's comprehensive strategic planning, accountability measures, and ongoing improvement efforts within the framework of California's State Priorities.

Feedback from our educational partners indicates continued satisfaction with our current initiatives focused on improving the educational program. As a result, for the 2025-26 school year, our school will continue to prioritize five Local Control and Accountability Plan (LCAP) goals. These goals strategically address key areas: 1) High-quality Instruction, 2) Standards-aligned Curriculum and Course of Study, 3) Professional Learning System, 4) School Climate, and 5) Innovative Teaching and Engagement Methods.

Each LCAP Goal, along with its corresponding Metrics, is carefully aligned not only with State and Local priorities but also with the specific metrics and targets established by our charter authorizer. This intentional alignment ensures a cohesive and focused approach to accountability and continuous improvement.

The Metrics incorporated into the 2025-26 LCAP emphasize both Status and Change, mirroring the California School Dashboard's Five-by-Five Placement methodology. Furthermore, certain Metrics utilize locally established targets, informed by historical data or tailored to the specific needs of our student population, including those within our alternative education setting (DASS).

Teachers and Staff:

Valuable insights from our teachers and staff regarding instructional strategies, curriculum design, professional development needs, and student support services have directly informed the following additions and refinements to the 2025-26 LCAP:

- **Instructional Support:** Recruit and hire additional staff to enhance student supervision, tutoring, and learning feedback.
- **Learning Management System:** Design and develop an improved LMS with enhanced course structures and activities.
- **Technology Access:** Continue providing Chromebooks and internet services to students and families with home technological needs.
- **Early College Credit:** Expand opportunities for all students to earn college credit while in high school.
- **Professional Learning:** Continue offering ongoing professional development focused on the effective integration of Virtual Reality, IXL Mathematics, Summit K12, and Culturally and Linguistically Responsive Teaching.
- **Mental Health Support:** Expand systems to better support student mental health.

Principals, Learning Leads, and Administrators:

These educational partners shared valuable insights into the school's operations, encompassing strategic planning, data analysis, engagement methods, resource allocation, program evaluation, alignment with state priorities, and communication systems. Their feedback has directly informed us of the following 2025-26 Local Control and Accountability Plan (LCAP) Actions:

- **Mathematics**: Increase student engagement, achievement, and confidence by expanding the use of Virtual Reality Math and IXL Math. We will also support this through monthly Math Study Groups focused on research-based strategies and ongoing high-quality professional learning for our math instructional staff.
- **Instructional Support**: Enhance support for teachers and education specialists by recruiting and hiring additional support staff.
- **Targeted Student Support**: Expand our tutoring program in Math and English Language Arts to provide high-dosage support for academic growth and increased graduation rates.
- **English Learners**: Ensure effective integration of Summit K12 resources for English Learners through ongoing professional learning for teachers.
- **Students With Disabilities:** Ensure that Students with Disabilities receive high-quality Specialized Academic Instruction (SAI) and supports, including effective differentiation and the maintenance of high academic standards.
- **Counseling**: Enhance counseling and advising sessions with a focused approach on ensuring students are on track for graduation, thoughtfully planning their future pathways, and demonstrating robust college and career preparedness.
- **Safety**: Maintain safe learning environments through the consistent operation of our Brivo card access system.

Parents, Family Members, and Advisory Committees:

These educational partners offered valuable perspectives on school communication, family engagement strategies, academic support services, and initiatives for social-emotional learning. Based on their feedback, the school will implement the following 2025-26 LCAP Actions and/or Metrics:

- **Tutoring Support:** Continue to provide targeted tutoring opportunities for English Learners, Foster Youth, and underserved students.
- **Reading Proficiency:** Highly recommend the use of Achieve3000 as an educational tool to improve student reading proficiency and meet the needs of unique learners.
- **Meal Program:** Maintain the school's meal program to ensure students from under-resourced homes and communities have access to healthy nutrition, supporting their readiness to learn.
- **Individualized Guidance:** Offer individualized counseling and advising sessions focused on course planning, goal setting, and preparation for future pathways.
- **Character and Leadership Development:** Support the Character and Leadership Development program with Cadet Corps, which offers students opportunities for physical fitness, team building competitions, and social skills development.
- **Safe and Supportive Environment:** Provide a safe and supportive bully-free school environment.
- **Positive School Culture:** Provide a positive school climate characterized by clean facilities, clear channels for communication with staff regarding any concerns, and school staff who are consistently responsive, energetic, helpful, optimistic, and caring.

Students:

These educational partners provided first-hand insights into school communication, instructional methods, curriculum design, health, and safety. Based on their input, the following Actions have been prioritized for the 2025-26 LCAP:

- **Field Trips:** Students expressed a desire for field trips that connect to their interests and future goals.
- **Comprehensive Mental Health Resources:** Recognizing students' call for greater mental health support, the school will provide accessible counselors, informative workshops, and readily available wellness resources.
- **Real-World Experiences:** Students want learning that connects to their lives and helps them solve real problems.
- **Meal Program:** Students highlighted the need for consistent access to healthy food while at school.
- **Equitable Access to Technology:** Students voiced the importance of having the necessary technology at home to access school activities and assignments.
- **Curriculum Integration:** Students expressed interest in using 3D Printers and Virtual Reality in their courses and course of study.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic Services (Conditions of Learning)

Priority 4: Student Achievement (Pupil Outcomes)

Priority 5: Student Engagement (Engagement)

Priority 8: Student Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Recognizing that students entering the school often face significant educational challenges, including credit deficiencies and below-grade-level performance in Reading, Language, and Mathematics (as indicated by NWEA assessments), the program provides comprehensive academic intervention and support. The school is dedicated to fostering student growth through Pathways Personalized Education Plans (PPEP), designed to accelerate learning, address individual needs, and prepare students for college, career, and future endeavors.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M1.1	Independent Study Program: Teacher Credentials	**2023-24 Results** 100% of teachers **Data Source**: Locally Reported	**2024-25 Results** 100% of general and special education teachers with a teaching credential and EL Authorizations as of October 2025 **Data Source**: Locally Reported	Available in 2026-27 LCAP	**Greater than 90%**	Maintained 100%
M1.2	Teachers Appropriately Assigned and Credentialed	**2021-22 Results** Total teaching FTE: 6.48 Clear: 14% **Data Source**: Teaching Assignment Monitoring Outcomes, DataQuest	**2022-23 Results** Total teaching FTE: 7 Clear: 30.1% **Data Source**:	Available in 2026-27 LCAP	**Exceed the baseline results**	Total teaching FTE: Increased 0.52 Clear: Increased 16.1%
M1.3	DASS One-Year Graduation Rate	**2022-23 Results** Schoolwide: 98.3% Hispanic: 100% White: * African American: 90.9% 2+ Races: * EL: * SED: 97.5% SWD: * **Data Source**: CA School Dashboard (Additional Reports) * Less than 11 students – data not displayed for privacy	**2023-24 Results** Schoolwide: 98% Hispanic: 98.2% White: * African American: * 2+ Races: * EL: * SED: 98.3% SWD: 100% **Data Source**: CA School Dashboard (Additional Reports) * Less than 11 students – data not displayed for privacy	Available in 2026-27 LCAP	**Improve Annually or Exceed the 2023 Statewide or County DASS school average:** Statewide: 68.8% Riverside County: 83.1%	Schoolwide declined 0.3%

M1.4	Combined Four- and Five-Year Graduation Rate	**2022-23 Results** Schoolwide: 64.5% Hispanic: 62.5% White: * African American: 80% 2+ Races: * EL: * SED: 64.3% SWD: 64.7% **Data Source**: CA School Dashboard * Less than 11 students – data not displayed for privacy	**2023-24 Results** Schoolwide: 86.4% Hispanic: 86.2% White: * African American: * 2+ Races: * EL: 83.3% SED: 85% SWD: 66.7% **Data Source**: CA School Dashboard * Less than 11 students – data not displayed for privacy	Available in 2026-27 LCAP	**Improve Annually or Exceed the 2023 Statewide or County DASS school average:** Statewide: 54.2% Riverside County: 76.5%	Schoolwide increased 21.9%
M1.5	Chronic Absenteeism Rate	**2022-23 Results** Schoolwide: 6.8% Hispanic: 6.1% White: * African American: 9.1% 2+ Races: * EL: * SED: 5.1% SWD: 7.15 **Data Source**: Locally Reported * Less than 11 students – data not displayed for privacy	**2023-24 Results** Schoolwide: 0% Hispanic: 0% White: 0% African American: * 2+ Races: * EL: 0% SED: 0% SWD: 0% **Data Source**: CA School Dashboard * Less than 11 students – data not displayed for privacy	Available in 2026-27 LCAP	**Improve Annually or Exceed the 2023 Statewide or County DASS school average:** Statewide: 47.1% Riverside County: 50.1%	Schoolwide improved 6.8%

M1.6	CAASPP ELA: Average Distance from Standard	**2022-23 Results** Schoolwide: -36.1 Hispanic: -27 White: * African American: -57.4 2+ Races: * EL: -58.5 SED: -57 SWD: -126.1 **Data Source**: CA School Dashboard * Less than 11 students – data not displayed for privacy	**2023-24 Results** Schoolwide: -18.9 Hispanic: -19 White: * African American: * 2+ Races: * EL: * SED: -9.7 SWD: -117.7 **Data Source**: CA School Dashboard * Less than 11 students – data not displayed for privacy	Available in 2026-27 LCAP	**Improve Annually or Exceed the 2023 Statewide or County DASS school average:** Statewide: -118.2 Riverside County: -122.6	Schoolwide improved 17.1 points
M1.7	CAASPP Math: Average Distance from Standard	**2022-23 Results** Schoolwide: -129.1 Hispanic: -123.2 White: * African American: -167.4 2+ Races: * EL: -146.1 SED: -140.7 SWD: -206.5 **Data Source**: CA School Dashboard * Less than 11 students – data not displayed for privacy	**2023-24 Results** Schoolwide: -106.6 Hispanic: -101.1 White: * African American: * 2+ Races: * EL: * SED: -113.5 SWD: -136.6 **Data Source**: CA School Dashboard * Less than 11 students – data not displayed for privacy	Available in 2026-27 LCAP	**Improve Annually or Exceed the 2023 Statewide or County DASS school average:** Statewide: -192.8 Riverside County: -197.2	Schoolwide improved 22.5 points
M1.8	Grade 11 CAASPP ELA: Met or Exceeded Standard	**2022-23 Results** ELA: 44.45% **Data Source**: DataQuest CAASPP Results	**2023-24 Results** ELA: 57.14% **Data Source:** DataQuest CAASPP Results	Available in 2026-27 LCAP	**Improve Annually or Exceed the 2023 Statewide or County DASS school average:** Statewide: 21.8% Riverside County: 14.1%	Improved 12.69%

M1.9	Grade 11 CAASPP Math: Met or Exceeded Standard	**2022-23 Results** Mathematics: 15.55% **Data Source**: DataQuest CAASPP Results	**2023-24 Results** Mathematics: 14.28% **Data Source:** DataQuest CAASPP Results	Available in 2026-27 LCAP	**Improve Annually or Exceed the 2023 Statewide or County DASS school average:** Statewide: 3.8% Riverside County: 2%	Declined 1.27%
M1.10	English Learner Progress Indicator (ELPI)	**2022-23 Results** English Learners: 68.2% **Data Source**: CA School Dashboard	**2023-24 Results** English Learners: 51.7% **Data Source**: CA School Dashboard	Available in 2026-27 LCAP	**Improve Annually or Exceed the 2023 Statewide or County DASS school average:** Statewide: 32.5% Riverside County: 36.62%	Declined 16.5%
M1.11	English Learner Reclassification Rate	**2022-23 Results** Audeo Valley Reclassification Rate: 16% **Data Source**: Locally Reported	**2023-24 Results** School Reclassification Rate: 8% **Data Source**: Locally Reported	Available in 2026-27 LCAP	**Greater than 10%**	Declined 8%
M1.12	Measures of Academic Progress by NWEA: Reading	**2022-23 Results** Schoolwide: 71% Hispanic: 73% White: * African American: 65% 2+ Races: * EL: 62% SED: 72% SWD: 52% **Data Source**: Locally Reported * Less than 10 students – data not displayed for privacy	**2024-25 Results** Schoolwide: 67% Hispanic: 61% White: 80% African American: 83% 2+ Races: * EL: 58% SED: 64% SWD: 86% **Data Source**: Locally Reported * Less than 11 students – data not displayed for privacy	Available in 2026-27 LCAP	**Greater than 60% or Exceed 2023 Baseline Results**	Schoolwide declined 4%

M1.13	Measures of Academic Progress by NWEA: Language	**2022-23 Results** Schoolwide 79% Hispanic 80% White 82% African American 67% 2+ Races * EL 73% SED 82% SWD 74% **Data Source**: Locally Reported * Less than 10 students – data not displayed for privacy	**2024-25 Results** Schoolwide 74% Hispanic 73% White 87% African American * 2+ Races * EL 60% SED 71% SWD 81% **Data Source**: Locally Reported * Less than 11 students – data not displayed for privacy	Available in 2026-27 LCAP	**Greater than 60% or Exceed 2023 Baseline Results**	Schoolwide declined 5%
M1.14	Measures of Academic Progress by NWEA: Math	**2022-23 Results** Schoolwide 71% Hispanic 67% White 73% African American 80% 2+ Races * EL 71% SED 74% SWD 77% **Data Source**: Locally Reported * Less than 10 students – data not displayed for privacy	**2024-25 Results** Schoolwide 65% Hispanic 63% White 72% African American 73% 2+ Races * EL 69% SED 68% SWD 71% **Data Source**: Locally Reported * Less than 11 students – data not displayed for privacy	Available in 2026-27 LCAP	**Greater than 60% or Exceed 2023 Baseline Results**	Schoolwide declined 6%

M1.15	California Science Test	**2022-23 Results** Schoolwide 11.27% Hispanic 9.62% White * African American * 2+ Races * EL * SED 8.16% SWD 0% **Data Source**: DataQuest CAASPP Results * Less than 11 students – data not displayed for privacy	**2023-24 Results** Schoolwide 12.5% Hispanic 14.81% White * African American * 2+ Races * EL * SED 13.21% SWD 0% **Data Source**: DataQuest CAASPP Results * Less than 11 students – data not displayed for privacy	Available in 2026-27 LCAP	**Improve Annually or Exceed the Statewide or County DASS school average:** Statewide: Not available Riverside County: Not available	Schoolwide improved 1.23%
M1.16	Student Attendance or Participation Rate	**2023-24 Results** Schoolwide 98.3% Hispanic 98.1% White 99.2% African American 97.9% EL 98.5% SED 98.4% SWD 99% Foster Youth * Homeless * Cadet Corps 99.7% Pregnant/Parent * **Data Source**: Locally Reported * Less than 11 students – data not displayed for privacy **Note:** Cumulative Attendance Rate as of March 2024	**2024-25 Results** Schoolwide 96.2% Hispanic 96.4% White 97.1% African American 94.4% EL 97.6% SED 96.6% SWD 96.1% Foster Youth * Homeless 97.2% Cadet Corps 98.5% Pregnant/Parent * **Data Source**: Locally Reported * Less than 11 students – data not displayed for privacy **Note:** Cumulative Attendance Rate as of April 2025	Available in 2026-27 LCAP	**Greater than 84%**	Schoolwide declined 2.1%

M1.17	Middle School Dropout Rate	**2023-24 Results** Middle School: 0% **Data Source**: Locally Reported **Note:** Middle School Dropout Rate as of March 2024	**2024-25 Results** Middle School: 0% **Data Source**: Locally Reported **Note:** Middle School Dropout Rate as of April 2025	Available in 2026-27 LCAP	**Less than 5%**	There was no change from the 0% baseline
M1.18	High School Dropout Rate	**2023-24 Results** High School: 0% **Data Source**: Locally Reported **Note:** High School Dropout Rate as of March 2024	**2024-25 Results** High School: 0% **Data Source**: Locally Reported **Note:** High School Dropout Rate as of April 2025	Available in 2026-27 LCAP	**Less than 5%**	There was no change from the 0% baseline
M1.19	Student Confidence Survey	**2023-24 Results** Schoolwide: 95% **Data Source**: Locally Reported **Note:** Results as of March 2024	**2024-25 Results** Schoolwide: 94% **Data Source**: Locally Reported **Note:** Results as of April 2025	Available in 2026-27 LCAP	**Greater than 90%**	Declined 1%

Goal Analysis for 2024-25

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

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

Goal 1 aims to increase student engagement and academic achievement by developing, implementing, and adjusting a Pathways Personalized Education Plan (PPEP) for each student. There are seven actions under this goal. **A careful review of each action reveals no substantive differences to report**. Below is a summary of these actions:

- **Action 1**: Fully implemented the use of MAPs by NWEA, Smarter Balanced Interim Assessments, California Educators Reporting System (CERS) and Renaissance (Illuminate) Assessments to inform teaching and learning systems.
- **Action 2**: The school's English Language Development (ELD) Plan was fully implemented to provide comprehensive support for all English Learner students.
- **Action 3**: Each student had a fully developed and implemented Pathways Personalized Education Plan (PPEP). To ensure progress toward individual academic goals and successful postsecondary transitions, which included participation in enriching field trip experiences, school staff leveraged key platforms such as School Pathways and Naviance for ongoing monitoring. Learning Leads and counselors actively participated in the school's Multi-Tiered System of Supports (MTSS) to address students' unique needs and provided

guidance to both students and parents on multiple graduation pathways. Furthermore, teachers delivered live academic instruction specifically designed to enhance student skills in Math and English Language Arts (ELA) and other academic subjects.

- **Action 4**: To further support unduplicated pupils, the school provided additional academic tutoring through instructional support staff and a sustained partnership with a non-profit tutoring organization. Additionally, Learning Leads provided instructional coaching with teachers, focusing on the effective implementation of the Multi-Tiered System of Supports (MTSS). Recognizing the unique needs of special populations and further empowering all students with strong study skills and habits through the AVID program, Counselors, Equity and Inclusion staff, and the Homeless and Foster Youth Liaison offered tailored support and diligently coordinated necessary services.
- **Action 5**: Fully implemented all Special Education services for qualifying students as outlined in their IEP.
- **Action 6**: Conducted systematic monitoring of student engagement and achievement using key Data Integration System platforms, including Naviance, NWEA, Renaissance, and Achieve3000. Published and updated local monitoring tools and instruments to allow timely monitoring of key performance indicators by staff.
- **Action 7**: Staff utilized Ellevation for English Learner monitoring and instructional planning all year. To further support this work, the Data and Assessment Department consistently delivered timely Monthly Storybooks. These reports summarized the progress and achievement of unduplicated English Learners on key indicators, directly informing staff decisions about current programs and services.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

1.3 decreased by 44% compared to the planned budget. The preliminary budget included teaching positions for the new resource center, but they remained unfilled due to a delay in possession of the leased building by the landlord.

Additional details related to 1.3:

- Budgeted Expenditures: $990,127
- Estimated Actual Expenditures: $555,167
- Material Difference: Decrease $434,961

There are no other material differences to report for Goal 1.

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

The school is confident that all actions under Goal 1 are effectively contributing to successful student outcomes, appropriate for a DASS-identified school. The school has successfully met or is on track to meet the desired outcomes for the current three-year LCAP cycle, as detailed below:

- Independent Study Program: Teacher Credentials
- Teachers Appropriately Assigned & Credentialed
- DASS 1-Year Graduation Rate
- Combined 4- and 5-Year Graduation Rate
- Chronic Absenteeism Rate

- CAASPP ELA & Mathematics
- Grade 11 CAASPP ELA & Mathematics
- English Learner Progress Indicator (ELPI)
- English Learner Reclassification Rate
- NWEA Reading, Language & Mathematics
- California Science Test
- Student Attendance (Independent Study Participation)
- Middle School & High School Dropout Rate
- Student Confidence Survey

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

In anticipation of the 2025-26 school year, a key priority for the school is to significantly enhance student mathematics engagement and achievement through the implementation of **Action 4**. This comprehensive initiative will encompass targeted math interventions, the strategic allocation of resources, and the establishment of a **Math Study Group**. This group will foster regular collaboration and professional growth among instructional staff and leaders. Furthermore, the school will integrate two new supplemental math programs into the curriculum: Amplify Desmos and IXL Math.

Based on thoughtful reflections and valuable input from our educational partners, the following actions have been strategically adjusted or added to our plan for the 2025-26 school year:

- **1.3j:** To further cultivate student engagement and ensure equitable access to the full spectrum of school activities, including enriching field trip experiences, the school will utilize sprinter vans.
- **1.6g:** Recognizing the diverse needs of our student population, the school will strategically expand its special education support staff to provide more comprehensive and individualized assistance.

It is important to note that all established targets within Goal 1 will remain consistent for the 2025-26 school year, underscoring our ongoing commitment to these key performance measures.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Utilize Academic Achievement Data for All Students to Inform Instructional Planning	a) School staff will administer **Measures of Academic Progress by NWEA** to students in the fall and spring semesters. This data will inform targeted adjustments to curriculum and instructional strategies, ensuring we effectively address achievement gaps and support all students' academic success. b) School staff will administer the **Smarter Balanced Interim Assessments** to students in the fall semester. This data will empower instructional staff to analyze student understanding of grade-level standards and develop systematic strategies for continuous improvement in teaching and learning. c) Using the **California Educators Reporting System (CERS)**, teachers will analyze student progress and create targeted interventions to meet the diverse needs of all students, ensuring success in core subjects. d) To enhance student learning, instructional staff will strategically integrate **Instructure Mastery Connect** formative and summative assessments within the core curriculum. This data-driven approach will enable teachers to analyze student achievement, identify areas for growth, and refine teaching practices to meet the diverse needs of all learners, and inform core curriculum development and adjustments. e) Teachers will analyze student data from **Naviance**, specifically focusing on career exploration, college interests, and learning styles, to create personalized and engaging instructional plans. f) **Data and Assessment Department staff** will systematically collect and analyze data on key student achievement metrics, including student participation, chronic absenteeism, credit completion, potential dropout rates, AP course performance, and Naviance student confidence—and disseminate these findings in **Monthly Storybooks.**	$86,191	No

2	English Learner Assessment and Support Framework	a) School staff will conduct a **Home Language Survey** to evaluate the initial English language proficiency of students new to the state or country, facilitating the implementation of tailored English Learner plans. b) Instructional staff will **administer the ELPAC** to track English proficiency progress, informing strategic instructional planning, providing targeted support, interventions, and aiding in decisions regarding reclassification. c) Instructional staff will **collaboratively develop Individualized Education Programs (IEPs) for English Learners with disabilities**, incorporating academic language development goals to ensure comprehensive support. d) **English Learner Achievement Department (ELAD)** will utilize data analysis to develop evidence-based best practices for optimizing Curriculum, Instruction, Family Engagement, and Professional Learning Systems. e) Instructional staff will integrate evidence-based **formative and summative English Language proficiency assessments** in personalized one-on-one or small group settings to accurately measure language acquisition. f) Instructional staff will implement **Integrated English Language Development (ELD)** strategies to reinforce English proficiency while facilitating mastery of core content knowledge for all English Learners. g) **LREBG Action**: To fully meet the needs of the educational program, instructional staff will provide engaging and dynamic Designated ELD instruction. Utilizing **Summit K12** and blended courses, this personalized instruction will foster essential language skills for content learning, with content and delivery specifically aligned to each student's grade, proficiency, and individual learning needs. This initiative represents an allowable use of funds, as it is specifically designed to address the unique language needs of English Learners. • Metric being used to monitor action: M1.10, M1.11	$153,041	Yes

		• LREBG funds supporting this action: $1,115.04 h) School staff will **research valid and reliable assessments to measure emerging English Learners' native language literacy** to provide equitable access to standards-aligned and rigorous courses of study, provide primary language assistance, and support biliteracy.		

3	Personalized Academic Instruction and Support for All Students	a) To strengthen student support, **Human Resources staff will prioritize the hiring of Resource Center Associates, Learning Associates, and Certificated Teacher Resources**, who will provide tutoring, deliver student learning feedback, and perform other critical instructional support functions. b) **The Student Services Center (SSC) staff will gather comprehensive student data**, including transcripts, report cards, attendance, behavior, and IEP/504 plans, to create Pathways Personalized Education Plans (PPEPs). c) **Teachers will create and manage Pathways Personalized Education Plans (PPEPs)** for each student, using educational records, assessments, academic progress, and post-secondary goals to guide student growth d) Instructional staff will utilize the **School Pathways Student Information System (SPSIS)** to streamline student support by documenting attendance, tracking MTSS interventions, monitoring progress, and recording grades. e) **Counselors** will work with students to develop personalized graduation plans**, offering multiple pathways to a diploma or equivalent**, and facilitating successful post-high school transitions. f) **Teachers will implement live, small-group instruction** designed to provide individualized skill support, enabling students to achieve mastery of course objectives and content standards, and create interactive opportunities to build student connectedness. g) Instructional staff will implement **Spring Academies in April**, providing targeted test preparation in Math and ELA to equip students with the skills/knowledge needed to maximize their proficiency in key claims and targets. h) **Learning Leads** and school administrators will offer support and guidance for **effective MTSS implementation**, facilitating timely interventions to meet the diverse academic, behavioral, and social-emotional needs of all students, and systematically monitoring the	$460,963	No

		impact of these interventions. i) Instructional staff will plan and provide **personalized field trip experiences**, focusing on student interests in career and college pathways, to enhance their exploration of future possibilities. j) The school will deploy **sprinter vans** to support student engagement in a range of activities, including field trips, school events, and Cadet Corps. This transportation solution will enhance accessibility for students. k) Identified students will be provided with access to rigorous **GATE programs**, facilitated by specially trained teachers, which will cultivate their talents and intellectual abilities through a challenging and stimulating academic environment, enabling them to reach their full potential.		

4	Targeted Math Interventions and Resources	a) Using data analysis, the **Math Study Group** will identify and prioritize key math standards and themes, informing daily instruction and targeted interventions throughout the school year. b) To support effective math instruction, the school will create a centralized, web-based **Teacher Math Resource**, offering readily accessible materials including key math themes, test preparation strategies, tutoring and intervention tools, VR integration guides, lesson plans, and targeted resources for English learners. c) Integrate the interactive features of **Amplify Desmos Curriculum** into weekly math tutorials, enabling students to explore mathematical concepts visually, manipulate variables, and receive immediate feedback, thereby fostering active learning and improved problem-solving skills. **LREBG Action**: Recent data reveals a critical need to improve student performance on the Summative SBA mathematics, particularly for English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students. To address this, and in accordance with LREBG's allowance for evidence-based learning supports to close learning gaps, we are **implementing IXL Math**. This platform offers personalized learning paths, immediate feedback, and motivational rewards to enhance student math proficiency. By leveraging IXL's adaptive technology, we aim to accelerate learning and effectively target areas of weakness, significantly improving student outcomes and directly contributing to learning recovery for these targeted student groups. • Metric being used to monitor action: M1.3, M1.4, M1.6, and M1.7 • LREBG funds supporting this action: $664.44 d) Utilize **Prisms Virtual Reality** mathematics to provide students with hands-on, spatial learning experiences, enabling them to visualize and manipulate mathematical concepts, thus building a strong foundation for grade-level math mastery.	$115,662	No

5	Instructional Support Framework for English Learners, Low-Income Students, and Foster Youth to Improve Graduation Rates	a. **Learning Leads** and school administrators will provide teacher coaching and support focused on effective delivery of instruction to meet the needs of high-risk student groups and **implementing the school's MTSS with fidelity**. b. To significantly increase graduation rates, the school will deploy additional **instructional support staff**, including Resource Center Associates, Learning Associates, and Certificated Teacher Resources, who will provide targeted tutoring. This focused support will address specific academic needs, ensuring students successfully complete the required graduation coursework and progress towards their diplomas. c. **LREBG Action**: Our Annual Performance Review, which included analysis of SBA results, and the Graduation Rate reported in the California School Dashboard, identified the need to improve student academic performance in ELA and Mathematics, and increase on-time graduation rates. To address these areas, and in accordance with LREBG's allowable use category of 'Accelerating progress,' we are partnering with a **community-based organization for high-dosage tutoring throughout the school week**. This tutoring is designed to target unique learner needs, focusing on developing effective study habits and accelerating Math and ELA growth. This approach will directly support improved academic outcomes and contribute to closing identified learning gaps. • Metric being used to monitor action: M1.3, M1.4, M1.6, and M1.7 • LREBG funds supporting this action: $45,234 d. **Counselors** will facilitate individualized student meetings focused on collaborative course planning and goal setting. These meetings will empower students to identify their academic, social-emotional, and behavioral needs, and work with counselors to develop tailored strategies for success, including **personalized course recommendations and support plans**. e. To drive increased graduation rates, the **Equity and Inclusion Department will focus on removing barriers to student success**. Through close collaboration with school staff, Equity and Inclusion	$338,686	Yes

		staff will identify and address the holistic needs of individual students, particularly those facing unique challenges. This includes coordinating academic support, social-emotional resources, and family assistance, ultimately creating a supportive environment that empowers all students to achieve graduation. f. Full implementation of the **AVID Program** to build healthy learning habits, reading, writing, and critical thinking skills as well as deep content knowledge for college and career readiness.		

6	Academic Instruction and Support for Students with Disabilities	a) **Special Education (SPED) staff** will implement a system of frequent IEP reviews to facilitate timely adjustments and ensure personalized learning for all students with disabilities. These reviews will focus on maintaining alignment between IEPs, students' current needs, and evolving goals, enabling responsive and effective educational support. b) **Special Education Learning Lead** will offer support and guidance for compliance and specialized instruction for students with disabilities. c) **Special Education (SPED) staff will collaborate with general education teachers** and support staff to ensure the effective implementation of accommodations, modifications, and supplementary aids as specified in each student's Individualized Education Program (IEP). d) Provide ongoing professional development for all staff members to ensure understanding of **Free Appropriate Public Education (FAPE) requirements** and best practices for supporting students with disabilities. e) Education Specialists will provide **Specialized Academic Instruction (SAI)**. This instruction will be tailored to each student's unique learning needs. They will focus on targeted instruction in areas of need. This ensures individualized support for students with disabilities. f) Education Specialists will coordinate **supplemental services as needed**. Students requiring additional support, such as speech therapy or occupational therapy, will receive services from a nonpublic agency (NPA) certified by the California Department of Education (CDE). This ensures individualized support for students with disabilities. g) **LREBG Action**: To address identified needs highlighted by state and local academic and engagement data, specifically for Students with Disabilities, and focus on improving their performance on SBAs and ensuring graduation within four years of high school, the school is committed to expanding its **special education support team**. This	$618,613	No

		resource allocation, an allowable use of LREBG funds, directly impacts student success by integrating evidence-based staff support and ensuring all Students with Disabilities receive the personalized attention and specialized services essential for their academic and personal growth. • Metric being used to monitor action: M1.3, M1.4, M1.6, and M1.7 • LREBG funds supporting this action: $189 h) Special Education (SPED) staff will offer **ongoing support and consultation to general education teachers** to facilitate the effective implementation of accommodations and modifications within core curriculum areas. i) By integrating the **principles of Universal Design for Learning (UDL),** we will proactively customize learning activities and materials, ensuring multiple means of engagement, representation, and action/expression, thus fostering accessibility for all students, including those with disabilities. j) Utilize the California **Practitioners' Guide for Educating English Learners with Disabilities** to ensure effective instruction for dually identified students. a) The **progress of students with disabilities will be systematically monitored through data-driven assessments**, allowing for timely and targeted adjustments to their intervention strategies. This process will ensure that interventions are responsive to their unique needs and promote optimal learning outcomes.		

7	Systematic Approach to Monitor Academic Performance and Progress for English Learners	a) **LREBG Action**: An analysis of English Learner performance metrics, including data related to Long-Term English Learners, Newcomers, and Reclassified Fluent English Proficient (RFEP) students, has informed our instructional strategy. To ensure adequate academic progress, instructional staff will utilize **Ellevation as a comprehensive monitoring system**. This utilization, an allowable use of LREBG funds for additional academic services, specifically diagnostic, progress monitoring, and benchmark assessments of pupil learning, enables the timely adjustment of instructional and supplemental supports • Metric being used to monitor action: M1.10 and M1.11 • LREBG funds supporting this action: $1,119.59 b) Instructional staff will **monitor Long-Term English Learners (LTELs) and Reclassified Fluent English Proficient (RFEP) students** through the PPEP Phase Meetings in July, October, January, and other instructional meetings. c) School leadership will implement a **semesterly ELD progress report**, aligned with the CA EL Roadmap, to track student progress in designated ELD courses, attendance, and reclassification readiness. d) To support English Learner success, teachers will provide families with ELD progress reports and **facilitate collaborative meetings** to discuss language acquisition, academic growth, and individual student needs. b) **Data and Assessment Department staff will prepare a Monthly Storybook that summarizes English Learners** performance on specific achievement indicators, including Participation/Attendance, Chronic Absenteeism and Credit Completion to inform the decision-making progress related to instruction, curriculum, equity/inclusion, and professional learning systems.	$184,353	Yes

Goal

Goal #	Description	Type of Goal
2	Deliver a comprehensive and challenging curriculum emphasizing 21st-century learning skills aligned with California Content Standards, ensuring accessibility for all students.	Broad

State Priorities addressed by this goal.

Priority 1: Basic Services (Conditions of Learning)

Priority 2: Implementation of State Standards (Conditions of Learning)

Priority 4: Student Achievement (Pupil Outcomes)

Priority 7: Course Access (Conditions of Learning)

Priority 8: Student Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The school is committed to providing a rigorous and relevant curriculum that prepares students for success in the 21st century. This curriculum is grounded in the development of essential learning skills, including critical thinking, collaboration, creativity, and communication, which are vital for navigating the complexities of the modern global landscape. Adherence to California Content Standards ensures that students not only meet state-mandated educational requirements but also experience high academic expectations. Furthermore, the school prioritizes accessibility and inclusivity, ensuring that all students have equitable opportunities to thrive academically and pursue diverse college and career pathways, thereby maximizing their potential.

Measuring and Reporting Results

<table>
<tr><th>Metric #</th><th>Metric</th><th>Baseline</th><th>Year 1 Outcome</th><th>Year 2 Outcome</th><th>Target for Year 3 Outcome</th><th>Current Difference from Baseline</th></tr>
<tr><td>M2.1</td><td>Availability of standards aligned instructional materials to every student</td><td>2023-24 Results
100% of students
Data Source: Locally Reported</td><td>2024-25 Results
100% of students
Data Source: Locally Reported</td><td>Available in 2026-27 LCAP</td><td>100%</td><td>There was no change from the 100% baseline</td></tr>
<tr><td>M2.2</td><td>Provide all students with access to a broad course of study, including Social Studies, English, Mathematics, Science, World Language, Visual & Performing Arts, Career Technical Education, and Physical Education</td><td>2023-24 Results
<table><tr><th>Course Content</th><th>Course Enrollment</th></tr><tr><td>Social Science</td><td>72</td></tr><tr><td>English</td><td>92</td></tr><tr><td>Mathematics</td><td>117</td></tr><tr><td>Science</td><td>46</td></tr><tr><td>World Language</td><td>25</td></tr><tr><td>Arts</td><td>17</td></tr><tr><td>CTE</td><td>38</td></tr><tr><td>PE</td><td>27</td></tr></table>Data Source: CALPADS Fall 2 Reporting Course Data</td><td>2024-25 Results
<table><tr><th>Course Content</th><th>Course Enrollment</th></tr><tr><td>Social Science</td><td>54</td></tr><tr><td>English</td><td>101</td></tr><tr><td>Mathematics</td><td>80</td></tr><tr><td>Science</td><td>30</td></tr><tr><td>World Language</td><td>23</td></tr><tr><td>Arts</td><td>18</td></tr><tr><td>CTE</td><td>40</td></tr><tr><td>PE</td><td>27</td></tr></table>Data Source: CALPADS Fall 2 Reporting Course Data
Note: Note: Students are assigned only 1-2 courses at a time. Each course is designed to be completed in 3 to 4 weeks. This October course enrollment data will not reflect total course enrollments from November to June</td><td>Available in 2026-27 LCAP</td><td>100%</td><td>Year-to-Year Change
<table><tr><th>Course Content</th><th>Course Enrollment</th></tr><tr><td>Social Science</td><td>-18</td></tr><tr><td>English</td><td>9</td></tr><tr><td>Mathematics</td><td>-37</td></tr><tr><td>Science</td><td>-16</td></tr><tr><td>World Language</td><td>-2</td></tr><tr><td>Arts</td><td>1</td></tr><tr><td>CTE</td><td>2</td></tr><tr><td>PE</td><td>No change</td></tr></table></td></tr>
</table>

<table>
<tr>
<td>M2.3</td>
<td>Design and implement programs and services to pupils with exceptional needs that promote enrollment in college/career-focused courses, successful transitions, and social-emotional skill development</td>
<td>
<table>
<tr><th colspan="2">2023-24 Results for Students with Disabilities</th></tr>
<tr><th>Course Content</th><th>Course Enrollment</th></tr>
<tr><td>Social Science</td><td>7</td></tr>
<tr><td>English</td><td>12</td></tr>
<tr><td>Mathematics</td><td>13</td></tr>
<tr><td>Science</td><td>6</td></tr>
<tr><td>World Language</td><td>5</td></tr>
<tr><td>Arts</td><td>3</td></tr>
<tr><td>CTE</td><td>5</td></tr>
<tr><td>PE</td><td>3</td></tr>
</table>
Data Source: CALPADS Fall 2 Reporting Course Data
</td>
<td>
<table>
<tr><th colspan="2">2024-25 Results for Students with Disabilities</th></tr>
<tr><th>Course Content</th><th>Course Enrollment</th></tr>
<tr><td>Social Science</td><td>9</td></tr>
<tr><td>English</td><td>27</td></tr>
<tr><td>Mathematics</td><td>20</td></tr>
<tr><td>Science</td><td>7</td></tr>
<tr><td>World Language</td><td>5</td></tr>
<tr><td>Arts</td><td>5</td></tr>
<tr><td>CTE</td><td>8</td></tr>
<tr><td>PE</td><td>6</td></tr>
</table>
Data Source: CALPADS Fall 2 Reporting Course Data

Note: Students are assigned only 1-2 courses at a time. Each course is designed to be completed in 3 to 4 weeks. This October course enrollment data will not reflect total course enrollments from November to June
</td>
<td>Available in 2026-27 LCAP</td>
<td>100%</td>
<td>
<table>
<tr><th colspan="2">Year-to-Year Change</th></tr>
<tr><th>Course Content</th><th>Course Enrollment</th></tr>
<tr><td>Social Science</td><td>2</td></tr>
<tr><td>English</td><td>15</td></tr>
<tr><td>Mathematics</td><td>7</td></tr>
<tr><td>Science</td><td>1</td></tr>
<tr><td>World Language</td><td>No change</td></tr>
<tr><td>Arts</td><td>2</td></tr>
<tr><td>CTE</td><td>3</td></tr>
<tr><td>PE</td><td>3</td></tr>
</table>
</td>
</tr>
</table>

<table>
<tr>
<td>M2.4</td>
<td>Design and implement programs and services to unduplicated students that promote enrollment in college/career focused courses, successful transitions, and social-emotional skill development</td>
<td>
<table>
<tr><th colspan="2">2023-24 Results for English Learners</th></tr>
<tr><th>Course Content</th><th>Course Enrollment</th></tr>
<tr><td>Social Science</td><td>4</td></tr>
<tr><td>English</td><td>17</td></tr>
<tr><td>Mathematics</td><td>13</td></tr>
<tr><td>Science</td><td>5</td></tr>
<tr><td>World Language</td><td>2</td></tr>
<tr><td>Arts</td><td>3</td></tr>
<tr><td>CTE</td><td>4</td></tr>
<tr><td>PE</td><td>1</td></tr>
</table>
Data Source: CALPADS Fall 2 Reporting Course Data
</td>
<td>
<table>
<tr><th colspan="2">2024-25 Results for English Learners</th></tr>
<tr><th>Course Content</th><th>Course Enrollment</th></tr>
<tr><td>Social Science</td><td>5</td></tr>
<tr><td>English</td><td>19</td></tr>
<tr><td>Mathematics</td><td>6</td></tr>
<tr><td>Science</td><td>3</td></tr>
<tr><td>World Language</td><td>0</td></tr>
<tr><td>Arts</td><td>3</td></tr>
<tr><td>CTE</td><td>3</td></tr>
<tr><td>PE</td><td>1</td></tr>
</table>
Data Source: CALPADS Fall 2 Reporting Course Data

Note: Students are assigned only 1-2 courses at a time. Each course is designed to be completed in 3 to 4 weeks. This October course enrollment data will not reflect total course enrollments from November to June
</td>
<td></td>
<td></td>
<td>
<table>
<tr><th colspan="2">Year-to-Year Change</th></tr>
<tr><th>Course Content</th><th>Course Enrollment</th></tr>
<tr><td>Social Science</td><td>1</td></tr>
<tr><td>English</td><td>2</td></tr>
<tr><td>Mathematics</td><td>-7</td></tr>
<tr><td>Science</td><td>-2</td></tr>
<tr><td>World Language</td><td>-2</td></tr>
<tr><td>Arts</td><td>No change</td></tr>
<tr><td>CTE</td><td>-1</td></tr>
<tr><td>PE</td><td>No change</td></tr>
</table>
</td>
</tr>
<tr>
<td>M2.5</td>
<td>Increase the annual number of students completing college credit courses</td>
<td>
<table>
<tr><th colspan="2">2022-23 Results</th></tr>
<tr><td>Dual Enrollment</td><td>15</td></tr>
<tr><td>Articulated Credit</td><td>30</td></tr>
<tr><td>Total early college credit</td><td>45</td></tr>
</table>
Data Source: Locally Reported
</td>
<td>
<table>
<tr><th colspan="2">2023-24 Results</th></tr>
<tr><td>Dual Enrollment</td><td>33</td></tr>
<tr><td>Articulated Credit</td><td>38</td></tr>
<tr><td>Total early college credit</td><td>71</td></tr>
</table>
Data Source: Locally Reported
</td>
<td>Available in 2026-27 LCAP</td>
<td>Greater than 97 early college courses</td>
<td>Schoolwide increased 26</td>
</tr>
<tr>
<td>M2.6</td>
<td>Maintain a comprehensive selection of college-aligned Advanced Placement and Honors course offerings</td>
<td>
<table>
<tr><th colspan="2">2023-24 Results</th></tr>
<tr><td>Advanced Placement Courses Available</td><td>10</td></tr>
<tr><td>Honors Courses Available</td><td>10</td></tr>
<tr><td>Total offerings</td><td>20</td></tr>
</table>
</td>
<td>
<table>
<tr><th colspan="2">2024-25 Results</th></tr>
<tr><td>Advanced Placement Courses Available</td><td>10</td></tr>
<tr><td>Honors Courses Available</td><td>10</td></tr>
<tr><td>Total offerings</td><td>20</td></tr>
</table>
</td>
<td>Available in 2026-27 LCAP</td>
<td>Greater than 140 AP courses</td>
<td>There was no change from the baseline</td>
</tr>
</table>

M2.7	Maintain High-Quality and relevant established CTE Career Pathways	**2023-24 Results** Child Development Design, Visual & Media Arts Environmental Resources Hospitality, Tourism & Recreation Software & Systems Development Public Safety Patient Care Business Management Animal Science Retail Sales and Marketing Teacher Education **Data Source**: Locally Reported	**2024-25 Results** Child Development Design, Visual & Media Arts Environmental Resources Hospitality, Tourism & Recreation Software & Systems Development Public Safety Patient Care Business Management Animal Science Retail Sales and Marketing Teacher Education **Data Source**: Locally Reported	Available in 2026-27 LCAP	**At least 11 CTE Career Pathways**	There was no change from the baseline
M2.8	100% of Core Courses will be aligned to CCSS	**2023-24 Results** Core Courses Aligned to CCSS: 100% **Data Source**: Locally Reported	**2024-25 Results** Core Courses Aligned to CCSS: 100% **Data Source**: Locally Reported	Available in 2026-27 LCAP	**100% of courses**	There was no change from the baseline
M2.9	100% of Science Courses will be aligned to NGSS	**2023-24 Results** Science Courses Aligned to NGSS: 100% **Data Source**: Locally Reported	**2024-25 Results** Science Courses Aligned to NGSS: 100% **Data Source**: Locally Reported	Available in 2026-27 LCAP	**100% of courses**	There was no change from the baseline
M2.10	100% of ELA and Social Science Courses will be aligned to ELD Standards	**2023-24 Results** ELA & Social Science Courses Aligned to ELD Standards: 100% **Data Source**: Locally Reported	**2024-25 Results** ELA & Social Science Courses Aligned to ELD Standards: 100% **Data Source**: Locally Reported	Available in 2026-27 LCAP	**100% of courses**	There was no change from the baseline

M2.11	100% of Core Courses will be UC A-G approved	**2023-24 Results** Core Courses a-g Approved: 100% **Data Source**: Locally Reported	**2024-25 Results** Core Courses a-g Approved: 100% **Data Source**: Locally Reported	Available in 2026-27 LCAP	**100% of courses**	There was no change from the baseline
M2.12	100% of CTE Courses will be aligned to CTE Model Curriculum Standards	**2023-24 Results** CTE Courses Aligned to CTE Model Curriculum Standards: 100% **Data Source**: Locally Reported	**2024-25 Results** CTE Courses Aligned to CTE Model Curriculum Standards: 100% **Data Source**: Locally Reported	Available in 2026-27 LCAP	**100% of courses**	There was no change from the baseline
M2.13	Increase the annual percentage of All Students and Student Groups completing a CTE Career Pathway	**2022-23 Results** Schoolwide: 3.9% Hispanic: 2.1% White: * African American: 6.7% 2+ Races: * EL: * SED: 2.9% SWD: 0% **Data Source**: CA School Dashboard * Less than 11 students – data not displayed for privacy	**2023-24 Results** Schoolwide: 10.2% Hispanic: 9.2% White: * African American: * 2+ Races: * EL: 8.3% SED: 10% SWD: 6.7% **Data Source**: CA School Dashboard * Less than 11 students – data not displayed for privacy	Available in 2026-27 LCAP	**Exceed 2023 baseline results**	Schoolwide increased 6.3%

M2.14	Increase the annual percentage of All Students and Student Groups completing a-g requirements for entrance to the UC or CSU	**2022-23 Results** Schoolwide 2.6% Hispanic 4.2% White * African American 0% 2+ Races * EL * SED 2.9% SWD 5.9% **Data Source**: CA School Dashboard * Less than 11 students – data not displayed for privacy	**2023-24 Results** Schoolwide 18.2% Hispanic 20% White * African American * 2+ Races * EL 25% SED 17.5% SWD 20% **Data Source**: CA School Dashboard * Less than 11 students – data not displayed for privacy	Available in 2026-27 LCAP	**Exceed 2023 baseline results**	Schoolwide increased 15.6%
M2.15	Increase the annual percentage of All Students and Student Groups completing a-g requirements AND at least one CTE Career Pathway	**2022-23 Results** Schoolwide 0% Hispanic 0% White * African American 0% 2+ Races * EL * SED 0% SWD 0% **Data Source**: CA School Dashboard * Less than 11 students – data not displayed for privacy	**2023-24 Results** Schoolwide 3.4% Hispanic 1.5% White * African American * 2+ Races * EL 0% SED 3.8% SWD 6.7% **Data Source**: CA School Dashboard * Less than 11 students – data not displayed for privacy	Available in 2026-27 LCAP	**Exceed 2023 baseline results**	Schoolwide improved 3.4%

M2.16	Increase the annual number of All Students and Student Groups passing AP exams with a score of 3 or higher	**2022-23 Results** Schoolwide 0% Hispanic 0% White * African American 0% 2+ Races * EL * SED 0% SWD 0% **Data Source**: CA School Dashboard * Less than 11 students – data not displayed for privacy	**2023-24 Results** Schoolwide 0% Hispanic 0% White * African American * 2+ Races * EL * SED 0% SWD 0% **Data Source**: CA School Dashboard * Less than 11 students – data not displayed for privacy	Available in 2026-27 LCAP	**Exceed 2023 baseline results**	There was no change from the baseline
M2.17	Maintain a compliant and accessible Work Experience Education (WEE) Program	**2023-24 Results** WEE Program remains compliant and available to all students for the 2023-24 school year **Data Source**: Locally Reported	**2024-25 Results** WEE Program remains compliant and available to all students for the 2024-25 school year **Data Source**: Locally Reported	Available in 2026-27 LCAP	**Fully compliant and accessible WEE Program**	There was no change from the baseline

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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

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

Goal 2 aims to provide all students with a comprehensive, rigorous, and accessible course of study that prepares them for college and career pathways. This goal includes three actions**, none of which presented substantive differences upon review**. A summary of these actions is as follows:

- **Action 1**: The school's APAC department effectively aligned courses with State Standards, UC a-g, and NCAA requirements. APAC also updated and aligned the school's online curriculum to the Smarter Balanced ELA and Mathematics Assessments Blueprint. Furthermore, based on teacher and student feedback, APAC adjusted both online and textbook curricula. Demonstrating a commitment to inclusivity, the department refined curriculum and materials to be multicultural and diverse. The school also continued its efforts to recruit and challenge students to enroll in advanced curriculum offerings and provided on-site AP Exams.

- **Action 2:** The school ensured equitable access to technology by providing all students requiring home devices with a school-issued Chromebook and internet connectivity. Moreover, the school's ELD program is fully implemented and consistently maintained. Historically underserved student groups continue to have access to a challenging curriculum, including Honors and AP courses, as well as targeted instructional materials and coursework designed to accelerate foundational skills, literacy development, and credit recovery for grade-level advancement and graduation. School counselors and Equity & Inclusion (E&I) staff offered continuous academic advising, support services, and coaching to the school community.

- **Action 3:** School staff benefited from continuous and in-depth professional learning focused on preparing students for their post-secondary journeys. Counselors actively engaged the school community through various informational sessions and training programs covering crucial college and career elements. These included understanding the College Career Indicator (CCI) Prepared Criteria, navigating financial aid applications, earning early college credit, exploring Career Technical Education (CTE) pathways, utilizing the Early Assessment Program (EAP), managing AP exam registration, and engaging in work experience education. To further elevate awareness of college and career requirements, timelines, and processes, the school hosted a dedicated College and Career Week featuring guest speakers from diverse professional fields and higher education institutions. Moreover, the school offered eleven fully developed Career CTE Pathways accessible to all students.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

2.1 decreased by 30% compared to the planned budget. When the preliminary budget was developed, Audeo Valley budgeted additional FTE for teachers to align with action 2.1. The budgeted positions were unfilled due to a delay in possession of the leased building by the landlord.

Additional details related to 2.1:

- Budgeted Expenditures: $209,291
- Estimated Actual Expenditures: $ 147,192
- Material Difference: Decrease $62,099

There are no other material differences to report for Goal 2.

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

The school's Goal 2 actions provided all students with a rigorous and well-rounded course of study that **effectively** prepares them for future college and career pathways. The school successfully met, or is on track to meet, the desired outcomes for the end of the three-year LCAP cycle, as outlined below:

- Availability of standards aligned instructional materials to all students
- Provide all students with access to a broad course of study
- Design and implement programs and services to pupils with exceptional needs that promote successful transitions
- Students earning early college credits

- Maintain a comprehensive selection of AP and Honors course offerings
- Availability of CTE Career Pathways to all students
- Core courses aligned to CCSS
- Science courses aligned to NGSS
- ELA and Social Science courses aligned to ELD Standards
- Core courses are UC a-g approved
- CTE courses aligned to CTE Model Curriculum Standards
- Students completing a CTE Career Pathway and UC a-g Requirements
- Compliant and accessible Work Experience Education Program

Educational partners continue to report that Goal 2 Actions are effective in preparing students for post-high school pathways. However, the school plans to enhance LCAP Goal 2 Actions in subsequent years to increase the percentage of graduates who meet the College/Career Indicator Prepared Criteria.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

The school remains dedicated to increasing the number of students who graduate with a diploma and meet the College/Career Indicator (CCI) prepared criteria. While our commitment is to enhance the CCI for all students, we are particularly focused on supporting our lowest-performing student groups. Consequently, based on reflections and feedback from educational partners, the following Actions have been adjusted for the 2025-26 school year:

- **2.1a**: The school will develop and implement a new Learning Management System (LMS) in Canvas to provide students with enhanced instruction, engaging activities, and timely feedback. This upgrade aims to offer more accessible resources, personalized learning pathways, and clearer communication of progress, ultimately helping more students earn credits, advance grade levels, and graduate on time.

- **2.1c**: The school is strategically prioritizing the Visual and Performing Arts (VAPA) Department to enrich and innovate art activities, with the goal of increasing student participation in the arts and fostering exploration of diverse art forms.

- **2.3i**: To enhance program monitoring and analysis, particularly regarding equitable access for diverse student groups, staff will develop an Early College Credit Storybook.

Furthermore, Metrics 2.2, 2.3, and 2.4 now focus on course enrollment data for all students, with a specific emphasis on unique learners, including Students with Disabilities and English Learners. This data is crucial for informing targeted support and ensuring equitable access to courses.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing

1	Dynamic, Engaging and Standards-Aligned Curriculum	a) **LREBG Action**: To elevate student engagement and academic outcomes, the school conducted a comprehensive evaluation of student achievement and engagement data and actively listened to the insights of students and teachers. Based on these findings, the school will develop a tailored **Learning Management System (LMS) on the Canvas platform**. This initiative, an allowable use of LREBG funds for integrating evidence-based pupil support to address other barriers to learning, will focus on designing and implementing interactive content and engaging activities that directly support student learning, promote academic growth, and improve overall achievement. • Metric being used to monitor action: M1.4, M1.6, M1.7, and M1.15 • LREBG funds supporting this action: $24,353.16 b) APAC will maintain course alignment with **Common Core, ELD, and NGSS standards** through continuous review and updates. c) The **Visual and Performing Arts (VAPA) Department** will annually revise its comprehensive arts curriculum to align with state standards and integrate the arts across core subjects. Furthermore, VAPA will explore innovative opportunities, such as virtual reality and local partnerships, to enrich learning through hands-on experiences and cross-curricular projects, ultimately aiming to increase student participation and foster exploration of diverse art forms. d) APAC will regularly review curriculum to ensure alignment with **Smarter Balanced ELA and Math Assessment blueprints**. e) APAC will ensure course alignment with **UC a-g and NCAA requirements** to maximize student college and athletic eligibility. f) APAC will develop and enhance curriculum and instructional resources that integrate **culturally and linguistically responsive content and activities.** g) Instructional staff and counselors will actively **promote the benefits of advanced coursework** (Accelerated, Honors, AP) to students and families.	$251,192	No

2	Specialized Academic Programs and Strategies to Accelerate Learning for English Learners, Foster Youth and Low-Income Students	a) Provide **Chromebooks and internet services to families** in need of home technology to increase access and equity to the instructional program – close the digital divide. b) APAC will develop curriculum that is customized and blended for English Learners, with the **Universal Design Learning (UDL) Guidelines** to ensure all students can access and participate in meaningful, relevant, and challenging learning opportunities. c) Utilize **Achieve3000** as a differentiated literacy program, tailored to individual reading levels, to accelerate learning gains and build content knowledge for English Learners within the school year. d) **LREBG Action**: An analysis of English Learner student achievement data has revealed the need for targeted language and content support. In response, instructional staff will utilize **BrainPop and BrainPop ELL**, a web-based supplemental English language learning platform. This utilization, an allowable use of LREBG funds as a learning recovery program for English Learner students, will provide ELL-specific support, explicit instruction of grammar concepts, academic vocabulary, and access to content area knowledge. • Metric being used to monitor action: M1.6, M1.10, and M1.11 • LREBG funds supporting this action: $383.12 e) Instructional staff will conduct outreach and recruitment to English Learner, Foster Youth, and Low-Income students with the focus **on providing equitable access to the same educational program** and services as all students, including access to Accelerated, Honors and Advanced Placement (AP), Gifted and Talented Education, and the Early College Credit Program.	$194,233	Yes

3	Strategies and Resources for All Students Designed to Increase College and Career Preparedness	a) Curriculum and Professional Development staff will regularly evaluate and update the course offerings list to ensure it reflects the current requirements for **college, university, career, and military pathways**. b) School staff will continue to offer **CTE courses and Certification programs** which are aligned to CTE Model Curriculum Standards. c) School staff will organize an engaging annual **College and Career Week**, connecting students with field experts and representatives through informational presentations and interactive workshops focused on post-secondary opportunities. d) Create a comprehensive **Early College Credit Resource Guide**, including a clear vision and mission, to ensure consistent program implementation school wide. e) Expand **Early College Credit access** for all students through strategic Dual Enrollment and Articulation partnerships with local colleges. f) Proactively inform students and families about Early College Credit academic and social emotional benefits, deadlines and course offerings through **comprehensive counseling outreach**. g) Deliver targeted Early College Credit **information and training through diverse platforms**, including Open House, Senior Night, Family Learning Series, and college workshops. h) **Collaborate with local colleges** to offer comprehensive Early College Credit onboarding, including informational sessions, application support, and orientations. i) **Track and analyze Early College Credit participation** and outcomes through a comprehensive "storybook" approach, with specific attention to diverse student populations (Special Education, English Learners, GATE, Homeless). j) Utilize **professional learning communities to analyze Early College Credit data** ("storybook") and identify trends, strengths, and	$171,661	No

		areas for improvement. k) Proactively collaborate with support staff and homeless liaison to identify and eliminate barriers, guaranteeing **equitable access to tuition-free Early College Credit** for all students, supported by the College & Careers Access Pathways Grant. l) Counseling staff will actively promote and educate students on the benefits of work-based learning opportunities, including the **Work Experience Education Program and Service Learning**, to prepare them for future careers. m) School staff will coordinate and oversee the administration of **Advanced Placement (AP) exams** during designated testing windows, providing students the opportunity to earn college credit and placement. n) To ensure grade 12 students are effectively prepared for diverse post-high school pathways, including college, university, military, and workforce entry, instructional staff will provide **targeted support in the development of their Pathways Portfolio**. This graduation requirement emphasizes the development of digital literacy and strategic planning.		

Goal

Goal #	Description	Type of Goal
3	Implement a targeted, data-driven professional learning system to enhance teacher effectiveness and ensure high-quality instruction schoolwide.	Broad

State Priorities addressed by this goal.

Priority 2: Implementation of State Standards (Conditions of Learning)

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The school prioritizes data-informed professional learning, designed to align teaching strategies with the specific academic needs and strengths of students. By analyzing performance data, the school ensures that professional development is relevant and effective, enhancing instructional quality and maximizing teacher impact. This data-driven approach also facilitates ongoing adaptation and refinement of teaching practices to meet evolving educational standards.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M3.1	90% of teachers will participate in at least 60 hours of annual professional development focused on implementation of the academic content and performance standards for all pupils, including English Learners	**2022-23 Results** 100% of teachers as of April 2023 **Data Source**: Locally Reported	**2024-25 Results** Not Available **Data Source**: Locally Reported	Available in 2026-27 LCAP	**90%**	N/A
M3.2	90% of teachers will participate in at least 10 hours of annual math professional development focused on implementation of the curriculum frameworks and content standards	**2022-23 Results** 100% of teachers as of April 2023 **Data Source**: Locally Reported	**2024-25 Results** Not Available **Data Source**: Locally Reported	Available in 2026-27 LCAP	**90%**	N/A
M3.3	English Learner Achievement Department (ELAD) will provide six annual trainings focused on Assessment, Curriculum, Equity, and Instruction	**2023-24 Results** 6 ELAD trainings **Data Source**: Locally Reported	**2024-25 Results** 10 ELAD trainings **Data Source**: Locally Reported	Available in 2026-27 LCAP	**At least six English Learner trainings offered throughout the school year**	Increased 4

M3.4	90% of instructional staff will complete Leading Edge Certification (LEC) within three years of their initial employment	**2023-24 Results** 100% of teachers **Data Source**: Locally Reported	**2024-25 Results** 100% **Data Source**: Locally Reported	Available in 2026-27 LCAP	**90%**	There was no change from the 100% baseline
M3.5	90% of staff will report high levels of training relevance as indicated by an average 4 rating on training evaluations	**2022-23 Results** 99% of staff as of April 2024 **Data Source**: Locally Reported	**2023-24 Results** 99% of staff as of March 2025 **Data Source**: Locally Reported	Available in 2026-27 LCAP	**90%**	Declined 1%
M3.6	90% of students surveyed will report high levels of satisfaction with their overall educational experience	**2023-24 Results** 96% of students **Data Source**: Locally Reported	**2024-25 Results** 96% of students surveyed **Data Source**: Locally Reported	Available in 2026-27 LCAP	**90%**	There was no change from the 96% baseline
M3.7	90% of parents and family members surveyed will report high levels of satisfaction with their child's overall educational experience	**2023-24 Results** 94% of parents and family **Data Source**: Locally Reported	**2024-25 Results** 100% of parents and family members surveyed **Data Source**: Locally Reported	Available in 2026-27 LCAP	**90%**	Improved 6%

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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

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

Goal 3 centers on equipping instructional staff with continuous support and professional learning to effectively address the diverse needs of students and their families. This goal encompasses three key actions. A comprehensive review indicated that nearly all planned strategies were successfully implemented. Below is a summary of the actions within Goal 3:

- **Action 1**: The Curriculum and Professional Development Department designed and developed a comprehensive Professional Learning Calendar and Catalog based on strategic goals, staff needs, and educational partner feedback. Altus University (AU) provided various professional development opportunities focused on enhancing teacher effectiveness in core standards (CCSS, NGSS, ELD), CTE, online instruction (including LEC certification), curriculum differentiation (including GATE), staff leadership development, and support for new and select teachers. Specialized training was available for Special Education staff (IEP, assessment, differentiation) and instructional staff (WRITE literacy program). Furthermore, the school embedded social-emotional learning in all offerings and provided specific training in college/career readiness (AVID), whole-child support (YMHFA, suicide prevention), and safety protocols (ALICE). Learning Leads utilized a Teaching Observation rubric to conduct observations, ensuring the implementation of professional development learnings.

- **Action 2**: This school year, instructional staff received comprehensive training on the CA EL Roadmap and various aspects of the English Learner Plan, including Designated ELD, ELPAC administration, data analysis, and effective strategies. Specialized training was also provided on implementing the Summit K12 curriculum and addressing the unique needs of newcomer, immigrant, and refugee students. Furthermore, staff received support utilizing Achieve3000 to enhance EL literacy, while counselors focused on college preparation for vulnerable student populations, and all staff learned trauma-informed practices to support Homeless and Foster Youth.

- **Action 3**: In the fall semester, the school provided a Math Literacy Summit centered on data analysis, evidence-based instruction, and support for special populations. The school partnered with a math expert/organization to deliver ongoing professional learning focused on culturally responsive math instruction. Additionally, a Math Study Group met regularly to discuss effective intervention and instruction in independent study. The school also provided training and time for staff to use the California Educators Reporting System (CERS) to analyze student math data and inform instruction for underperforming groups, and the Math Specialist offered professional learning on VR mathematics and strategies for supporting English Learners in math.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

3.1 decreased by 28% compared to the planned budget. When the preliminary budget was developed, Audeo Valley budgeted additional FTE for teachers to support professional development. Due to the budgeted FTE positions not being filled, estimated actuals decreased by $13,680.

Additional details related to 3.1:

- Budgeted Expenditures: $48,638
- Estimated Actual Expenditures: $34,958

There are no other material differences to report for Goal 3.

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

Goal 3 Actions have significantly enhanced high-quality teaching and learning at the school for **all students**, including unduplicated pupils. Goal 3 Metrics were met for the 2024-25 school year, demonstrating the **effectiveness of these initiatives**. A summary of these achievements is provided below:

- Teachers participated in at least 60 hours of annual professional learning.
- Teachers participated in at least 10 hours of annual Math professional learning.
- English Learner Achievement Department provided at least six trainings focused on supporting the unique needs of English Learner students.
- Teachers have completed Leading Edge Certification (LEC) within three years of their initial employment.
- Staff report high levels of training relevance at Altus University sessions.
- Students report high levels of satisfaction with their educational experience.
- Parents and family members report high levels of satisfaction with their child's overall educational experience.

Our Professional Learning System effectively addresses the specific needs of our educational partners. While school administration is encouraged by the Goal 3 Metric results, we recognize the necessity for continuous and intensive training and coaching for instructional staff to elevate math and ELA achievement further. This sustained focus will guarantee that all students receive high-quality instruction, setting them up for academic success. Professional development remains a central priority in our commitment to maintaining and strengthening teaching excellence.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Goal 3 Metrics will remain unchanged for the 2025-26 school year, as educational partners believe that the current metrics comprehensively measure the effectiveness of the professional learning system.

Based upon reflections and educational partner input, the following Actions have been adjusted for SY 2024-25:

- **3.1c**: Responding to staff and administrator requests, the school will use LREBG funds for the Clifton Strengths assessment to identify employee strengths. This will inform tailored professional development to improve instruction and learning for better student outcomes.

- **3.1m**: Addressing staff and administrator requests to value students' cultural and linguistic diversity, Altus University will provide LREBG-funded training on culturally and linguistically responsive teaching. This evidence-based training will equip teachers to improve student engagement and learning outcomes.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing

1	Professional Learning Focused on Improving Academic Performance for All Students	a) Aligning with strategic initiatives, and responding to staff and partner feedback, the Curriculum and Professional Development Department will design and deliver a targeted **Professional Learning Calendar and Catalog**. b) Altus University (AU) will provide **professional development trainings designed to enhance teacher effectiveness** in implementing Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), and English Language Development (ELD) Standards, ultimately improving student learning outcomes. c) **LREBG Action**: Recognizing the importance of customized training and leveraging individual strengths, as directly requested by staff and administrators, the school will provide access to the **Clifton Strengths** assessment. This, an allowable use of LREBG funds for integrating evidence-based pupil support through staff training, will provide employees with a clear understanding of their unique strengths. Professional development will then be tailored to focus on applying these strengths to enhance instructional practices, improve teaching and learning, and ultimately drive positive student outcomes by fostering a more effective and collaborative learning environment. • Metric being used to monitor action: M3.5 • LREBG funds supporting this action: $537.39 d) Learning Leads and school administrators will conduct formal observations using a **Teaching Observation rubric aligned with the 5 Dimensions of Teaching and Learning framework**. These observations will provide teachers with targeted feedback to support the implementation of professional development learnings. e) Altus University (AU) will provide professional development to increase **staff knowledge of CTE standards and instructional strategies**. This will strengthen CTE programs and improve student transitions to post-secondary education and employment f) Altus University (AU) will provide comprehensive professional development designed to improve teacher online instructional delivery. This program will include training on best practices,	$55,722	No

		technology integration, and student engagement, with the added benefit of supporting teachers in achieving **Leading Edge Certification (LEC)**, a national certification demonstrating advanced proficiency in educational technology. g) To enhance Special Education practices, staff will participate in **specialized training on IEP compliance, assessments, and differentiated instruction**, delivered by experts including the Special Education Administrator, Special Education Learning Lead, School Psychologists, and SELPA personnel. h) Altus University (AU) will offer professional development to advance equitable teaching practices through differentiation of curriculum and instruction, providing opportunities for educators to earn **GATE certification and demonstrate specialized knowledge**. i) Offer **staff training in AVID strategies** and other college/career readiness best practices, focusing on areas such as academic support, college application guidance, and student motivation, to improve UC a-g completion rates among low-income students. j) Altus University (AU) will empower staff to become effective leaders through professional development training sessions and mentorships, featuring **Executive Studies and Fellows Projects** that promote strategic innovation and program advancement. k) AU provided comprehensive **professional development for new teachers**, covering essential areas such as student engagement, data-driven instruction, MTSS implementation, technology integration, independent study compliance, equity and inclusion, and alignment with the school's vision and values. l) AU will strategically integrate **social-emotional learning (SEL) activities into all professional development** to empower teachers with the knowledge and skills necessary to support student SEL. m) **LREBG Action**: Based on feedback from instructional staff and school administrators, who emphasized the necessity of an educational approach that recognizes the importance of incorporating students' cultural and linguistic backgrounds into their learning		

		experiences and valuing their diverse backgrounds as assets in the classroom, Altus University will provide training on **culturally and linguistically responsive teaching and learning**. This training, which integrates evidence-based pupil support through staff training, and is therefore an allowable use of LREBG funds, will provide teachers with the tools and mindset shifts necessary to increase student engagement and learning outcomes. • Metric being used to monitor action: M3.5 • LREBG funds supporting this action: $2,238.55 n) Targeted professional development to **support teacher growth and address areas identified for improvement** in annual performance evaluations. o) Implemented comprehensive professional development focused on the whole child, addressing physical, mental, and social-emotional well-being. This included specialized training in **Youth Mental Health First Aid (YMHFA)** and Suicide Prevention and Intervention. p) Provide **ALICE Training** and collaborative practice for all school personnel, addressing prevention, mitigation, response, and recovery strategies for violent critical incidents. q) The school will implement a comprehensive **AI training program for all staff**, addressing the safe and ethical deployment of AI technologies in education. This program will focus on practical applications, data security, and the responsible use of AI to support student learning and administrative efficiency. r) Professional development will be provided to instructional staff on the pedagogical integration of **Magic School AI**, focusing on how to use the platform to create engaging learning experiences and support student achievement. s) To ensure the successful transition and professional growth of certificated educators seeking to clear their credentials, the school will provide a tuition-free, mentor-driven **Teacher Induction Program**. This program will emphasize collaborative learning, peer observation, and personalized coaching, empowering teachers to		

		refine their pedagogical practices and contribute to a culture of continuous improvement.		

2	Professional Learning Focused on Improving Academic Performance for English Learners, Low-Income Students, and Foster Youth	a) Instructional staff will **receive training on the CA EL Roadmap** to build understanding and expertise about the needs of ELs and research-based programs and practices. b) **English Learner Achievement Department (ELAD)** will provide training, support, coaching to instructional staff on the following topics related to the English Learner Plan: Integrated and Designated ELD, initial and summative ELPAC administration, data analysis, evidence based instructional strategies, curriculum customization and EL monitoring and reclassification on Ellevation, implementation of ELD Standards, addressing the language and social-emotional assets and needs of different EL typologies. c) Instructional staff will receive **specialized training on effectively implementing Summit K12** designated ELD curriculum, student engagement, and proficiency level growth. d) **LREBG Grant**: After analyzing EL student performance on SBAs and graduation rates, the school identified this population as requiring ongoing and specialized support. To provide this, and as an allowable use of LREBG funds focused on providing learning recovery programs for ELs and professional learning, instructional staff will access the **Ellevation Strategies platform**. This platform offers **personalized, on-demand professional learning modules and instructional activities**. These resources include research-based strategies and differentiated instruction techniques, all connected to real-time EL data, enabling targeted and data-informed instruction, and improving performance outcomes. • Metric being used to monitor action: M1.4, M1.6, M1.7, M1.10, M1.11, and M3.5 • LREBG funds supporting this action: $91.74 e) Instructional staff will receive specialized training on how to meet the **unique needs of newcomer, immigrant, and refugee students** who may be new to the country/school system. f) Instructional staff will receive specialized professional learning, including the San Diego County Office of Education's (SDCOE) **WRITE program, focused on enhancing literacy skills** and	$140,949	Yes

		academic achievement for underserved students. g) **Achieve3000 training, coaching and support for instructional staff** which is focused on program integration, best practices, and data analysis which will improve English Learner students' literacy skills. h) Offer **specialized counselor training to equip low-income, foster youth, and first-generation students** with resources for successful college transitions, including financial aid, scholarships, and academic preparation. i) The school will implement professional development for staff on research-based strategies and **trauma-informed practices,** specifically designed to increase school engagement and support the unique needs of homeless and foster youth.		

3	Professional Learning Focused on Improving Math Achievement for English Learners, Low-Income Students, and Foster Youth	a) The school will implement a **Math Literacy Summit** during the fall semester to enhance teacher capacity in data analysis, evidence-based mathematical instruction, and strategies for effectively supporting special populations, ultimately improving student math achievement. b) The school will develop a **strategic partnership with a mathematical expert or organization** to deliver ongoing and sustained professional learning that centers on culturally responsive instructional practices in mathematics, ultimately enhancing student achievement. c) The school will implement a regular **Math Study Group** to facilitate in-depth discussion and collaboration among educators on effective academic intervention and instruction strategies specifically tailored for independent study environments, with the goal of improving student outcomes. d) To enhance data-driven instruction, instructional staff will receive comprehensive training, ongoing support, and dedicated time to utilize **CERS for analyzing individual student math achievement data**. This analysis will directly inform targeted instructional planning aimed at improving outcomes for underperforming student groups. e) The Math Specialist will lead professional learning and provide ongoing support to staff on the effective **implementation of Virtual Reality (VR) mathematics.** This initiative will establish clear schoolwide instructional protocols for VR integration within the core curriculum, aiming to significantly enhance student engagement and improve overall math achievement. f) To better support English Learners, the Math Specialist will provide **targeted professional development to teachers, education specialists, and CTRs** on effective curriculum implementation and instructional strategies, focusing on grade-level content access and academic vocabulary development. g) **LREBG Action**: An analysis of student math performance data revealed the need for a supplemental targeted mathematics platform,	$146,796	Yes

		as well as training and support in how to effectively implement it. To meet this need, and as an allowable use of LREBG funds for accelerating progress and closing learning gaps through the implementation, expansion, or enhancement of evidence-based learning supports, the school will utilize **IXL Learning**. **Comprehensive training and sustained support** will be provided to instructional staff by IXL Learning, ensuring effective program integration. • Metric being used to monitor action: M1.7, M3.5 • LREBG funds supporting this action: $29.15		

Goal

Goal #	Description	Type of Goal
4	Provide a safe, secure, and supportive school environment that fosters a positive culture for teaching and learning, accessible to all educational partners.	Broad

State Priorities addressed by this goal.

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

A safe, secure, and supportive educational environment is paramount. This positive school climate fosters belonging, trust, and open communication, empowering students to learn and collaborate. It cultivates resilience, academic persistence, and essential social-emotional skills, crucial for both educational and lifelong success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M4.1	Maintain a Suspension Rate at 1.5% or less for All Students and Student Groups	**2023-24 Results** Suspension Rate: 0% **Data Source**: CA School Dashboard **Note**: Student Suspensions Results as of May 2024	**2024-25 Results** Suspension Rate: 0% **Data Source**: CA School Dashboard **Note**: Student Suspensions Results as of April 2025	Available in 2026-27 LCAP	**Less than 1.5%**	There was no change from the 0% baseline
M4.2	Maintain an Expulsion Rate at 1.0% or less for All Students and Student Groups	**2023-24 Results** Expulsion Rate: 0% **Data Source**: Locally Reported **Note**: Student Expulsion Results as of May 2024	**2024-25 Results** Expulsion Rate: 0% **Data Source**: Locally Reported **Note**: Student Expulsion Results as of April 2025	Available in 2026-27 LCAP	**Less than 1%**	There was no change from the 0% baseline
M4.3	More than 90% of students surveyed annually will report high levels of School Safety satisfaction	**2023-24 Results** 100%% of students **Data Source**: Locally Reported	**2024-25 Results** 95% of students surveyed **Data Source**: Locally Reported	Available in 2026-27 LCAP	**Greater than 90%**	Declined 5%
M4.4	More than 90% of parents surveyed annually will report high levels of School Safety satisfaction	**2023-24 Results** 94% of parents and family **Data Source**: Locally Reported	**2024-25 Results** 97% of parents and family surveyed **Data Source**: Locally Reported	Available in 2026-27 LCAP	**Greater than 90%**	Improved 3%
M4.5	Maintain a School Safety Plan that meets the needs of educational partners and is compliant	**2023-24 Results** School Safety Plan has been reviewed and updated by educational partners to meet their needs and remain compliant for the 2023-24 school year **Data Source**: Locally Reported	**2024-25 Results** School Safety Plan has been reviewed and updated by educational partners to meet their needs and remain compliant for the 2024-25 school year **Data Source**: Locally Reported	Available in 2026-27 LCAP	**Compliant School Safety Plan**	There was no change from the baseline

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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

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

Goal 4 aimed to foster a safe and supportive school culture for all educational partners. Throughout the 2024-25 school year, the three Actions within this goal were **fully implemented and consistently maintained**, resulting in **no significant changes to report**. These ongoing efforts have helped to cultivate a more inclusive and positive atmosphere, benefiting students, staff, and the wider community. A summary of the key initiatives and their impact under Goal 4 is provided below:

- **Action 1**: During the 2024-25 school year, the school took several actions to promote school safety and well-being. We established regular meetings of the Executive School Safety Committee and designated Safety Ambassadors at each Resource Center who participated in quarterly training. Operations and Facilities staff ensured the review and update of safety equipment, while ZenDesk was consistently used for facility management, and Brivo card access controls were utilized at all school locations. Furthermore, based on survey data, the school enhanced mental health services, provided nursing support, and created a Mental Health & Wellness Hub; they also sought input on safety planning and offered annual professional learning for staff on various safety and health-related topics.

- **Action 2**: The school implemented several actions to support student well-being. Equity and Inclusion staff developed a mental health referral process connecting students and families to various supports. Additionally, a Healthy Youth Therapist began providing counseling and case management, while the Healthy Youth Department organized a Wellness Week and the RISE broadcast series. Furthermore, the school implemented AVID's SEL and the Character and Leadership Development Program, and instructional staff offered supportive small group learning environments. Finally, the school updated its website with information on food and wellness resources, and the Meal and Nutrition Program continued to promote student health.

- **Action 3**: School enrollment staff tagged incoming foster youth in the SIS, allowing the Homeless and Foster Youth Liaison to address their various needs through ongoing case management and collaboration with instructional staff. Furthermore, a Healthy Youth Therapist offered targeted support to low-income students and foster youth, and the school integrated relevant resources into its mental health and wellness hub.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There are no material differences to report for Goal 4.

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

Educational partners expressed high satisfaction with the Goal 4 Actions, recognizing their significant contributions to creating a safe and supportive school culture conducive to teaching and learning. Due to the successful implementation of these actions, the school was able to meet all 2024-25 Metrics. This achievement reflects the **effectiveness** of the strategies in fostering a secure and nurturing environment for the entire school community. A summary of these achievements is provided below:

- Very Low student suspension and expulsion rate.
- High levels of student and parent safety satisfaction.
- Maintain a compliant and comprehensive School Safety Plan that meets the needs of educational partners.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

For the 2025-26 school year, all Goal 4 Metrics will remain unchanged, as educational partners are satisfied with them. This continuity reflects confidence in the existing metrics to accurately assess and support the ongoing efforts to maintain a safe and supportive school environment.

However, based upon reflections and educational partner input, the following Actions have been adjusted for SY 2025-26:

- **4.2k**: For the 2025-26 school year, the school will implement an online training curriculum to support lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ+) cultural competency among teachers and certificated employees, aiming to foster a safe and supportive school environment.

- **4.3e**: the school will deploy calming carts to designated areas to promote student emotional well-being and enhance self-regulation skills. These carts will contain various sensory tools, mindfulness resources, and calming activities, directly supporting social-emotional learning (SEL) initiatives.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing

1	Safe and Supportive School Environment for All Students	a) The **Executive School Safety Committee** will convene regularly to ensure the effective implementation and continuous improvement of the School Safety Plan, fostering a safe and secure learning environment. b) To enhance safety preparedness, each Resource Center will designate a **Safety Ambassador** who will receive quarterly training, serve as an information liaison to colleagues, ensure the implementation of safety protocols, and facilitate discussions on ALICE Training key takeaways regarding preparation for violent critical incidents in the school setting. c) **Operations and Facilities staff** will develop and maintain a comprehensive process for the systematic review and update of critical equipment and tools, including communication systems, emergency response kits, and personal protective equipment, to ensure optimal functionality and readiness. d) The school will ensure healthy and productive learning environments by continuously monitoring and strategically upgrading **HVAC systems** to provide optimal air quality and comfortable temperatures for all students and staff. e) The school will continue to employ the **Brivo Access** system to effectively manage and monitor the flow of students, staff, and visitors into all resource centers, enhancing overall building security. This system ensures that only authorized individuals can access these areas, contributing to a safer learning and working environment. f) To better support student well-being, the school will leverage **California Healthy Kids Survey** data to enhance existing mental health and wellness services and programs. g) The school will provide dedicated **nursing services** to address students' physical health needs and support their social-emotional well-being, fostering a healthy and supportive learning environment. h) **To promote health awareness, the school will display flyers** at each resource center addressing topics such as cold, flu, and	$69,862	No

		COVID-19 symptom differentiation, mental health coping strategies and resources, human trafficking awareness and prevention, suicide prevention, and access to support services. i) The school will expand and maintain the **Mental Health & Wellness Hub**, providing educational partners with consistently updated essential information, evidence-based resources, and strategic partnerships. This hub will continue to address crucial areas such as bullying prevention and intervention, human trafficking of children, mental health support, suicide prevention, teen dating violence, and other related wellness topics. j) The school will conduct **annual professional learning** for all staff, providing essential training on Blood Borne Pathogens, Child Abuse Reporting, Sexual Harassment Prevention, AED, CPR, Fentanyl Awareness, and First Aid to ensure a safe and informed school environment. k) Implement online training curriculum to support lesbian, gay, bisexual, transgender, queer, and questioning **(LGBTQ+) cultural competency training** for teachers and certificated employees to support a safe and supportive school environment. l) School staff will receive training opportunities on **human trafficking prevention,** curriculum and the school's Human Trafficking School Safety Protocol.		

2	Social, Emotional, and Behavioral Support Systems for All Students	a) Equity and Inclusion staff will maintain and strengthen the **mental health referral process**, designed to connect students and families with essential mental health and wellness resources and support systems. This will include facilitating access to school-based services, community-based organizations, and crisis intervention resources such as 988, as well as providing information on key areas like suicide prevention, teen dating violence, and human trafficking awareness. b) To promote student well-being, the Healthy Youth Department will implement a **Wellness Week** focused on key themes of student connection and self-care. Activities and resources will emphasize practical coping strategies, including spending time in nature, staying hydrated, getting enough sleep, exercising, connecting with others, eating healthy food, doing stretches, and practicing gratitude. c) To support students' social-emotional development, the Healthy Youth Department will provide **Resilience in Student Education (RISE)**, a series of live interactive broadcasts focused on building Social and Emotional Core Competencies. These broadcasts will equip students with essential skills for self-awareness, self-management, social awareness, relationship skills, and responsible decision-making, contributing to their overall resilience and well-being. d) To foster positive student development, instructional staff will provide **small group learning environments**, both in the resource center and through distance learning, designed to promote positive communication, responsible behavior, and a sense of accountability among students.	$142,939	No

3	Social, Emotional and Behavioral Support Systems for Low-Income Students and Foster Youth	a) The **Character and Leadership Development Program** will provide opportunities for students to develop character and leadership skills while also promoting their health, wellness, and academic achievement. This will include emphasizing the importance of mental health, providing coping strategies for daily well-being, and encouraging healthy lifestyle choices. b) To foster student success, the school will implement **AVID's social and emotional learning (SEL) framework**. This implementation will support students in meeting their diverse needs, pursuing their academic and career goals, and effectively leveraging their college and career readiness skills. e) **LREBG Action**: To support student health and well-being, the school will implement a **Meal Program**. This program will ensure students have access to nutritious meals, with breakfast and lunch provided at no charge. The school will adhere to relevant regulations, and information on additional food assistance programs will be made available to families. • Metric being used to monitor action: M1.16, M4.3, M4.4 • LREBG funds supporting this action: $17,607.27 c) To better support homeless and foster youth, the school will create and integrate dedicated resources within the school's **Mental Health and Wellness Hub**, providing access to essential services and information. d) **Healthy Youth Therapists** will offer counseling services, facilitate connections to school-based and community-based mental health supports, and manage student cases to ensure access to comprehensive services that address their social-emotional, mental health, and physical well-being. e) To promote student emotional well-being and enhance self-regulation skills, the school will deploy **calming carts** to designated areas. These carts will contain a variety of sensory tools, mindfulness resources, and calming activities, directly supporting social-emotional learning (SEL) initiatives.	$31,703	Yes

4	Collaborative Support Systems for Foster Youth	a. School **enrollment staff will identify and tag incoming Foster Youth students within the Student Information System (SIS)**. This process will enable the Homeless and Foster Youth Liaison to provide targeted support and ensure that these students' academic, physical, mental health, and social-emotional needs are comprehensively met. b. The **Homeless and Foster Youth Liaison will provide ongoing case management services** to support students and will collaborate with instructional staff to coordinate resources and interventions as needed.	$62,933	Yes

Goal

Goal #	Description	Type of Goal
5	Provide innovative and engaging community-based resource centers to provide comprehensive support services for students, parents, and families.	Broad

State Priorities addressed by this goal.

Priority 1: Basic Services (Conditions of Learning)
Priority 3: Parent Involvement (Engagement)

An explanation of why the LEA has developed this goal.

The school is committed to developing innovative, community-based resource centers that provide holistic support for students. These resource centers will integrate advanced technologies, promote well-being, and foster strong community connections to enhance the educational experience. By creating these dynamic spaces, we aim to ensure every student has access to the tools and support necessary to reach their full potential, fostering a culture of growth and collaboration within our community.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M5.1	100% of facilities are determined to be in Good Repair status, clean, safe, and functional for teaching and learning	**2023-24 Results** 100% of school facilities **Data Source**: Locally Reported	**2024-25 Results** 100% of school facilities **Data Source**: Locally Reported	Available in 2026-27 LCAP	**100% of school facilities**	There was no change from the 100% baseline
M5.2	Equity and inclusion staff will maintain or increase opportunities for parental and family member participation for low-income, English learners and foster youth students in trainings, advisory meetings and school events	**2023-24 Results** The following parental participation opportunities were provided: • Title I Family Resource Night • English Learners Advisory Committee Meetings • Open House and Senior Night Events • Family Learning Series • School Site Council Meetings • College & Career Week • School Board Meetings • Pathways Portfolio Panels **Data Source**: Locally Reported	**2024-25 Results** The following parental participation opportunities were provided: • Title I Family Resource Night • English Learners Advisory Committee Meetings • Open House and Senior Night Events • Family Learning Series • School Site Council Meetings • College & Career Week • School Board Meetings • Pathways Portfolio Panels • LCAP Engagement Surveys • Mental Health Parent Notifications • ParentSquare Weekly Communication **Data Source**: Locally Reported	Available in 2026-27 LCAP	**Maintain or expand opportunities for parental participation for low-income, English learners, and foster youth students**	Increased opportunities for parental and family participation

M5.3	Special education staff will maintain or increase opportunities for parental and family member participation for students with exceptional needs in advisory meetings, school events and conferences	**2023-24 Results** The following parental participation opportunities were provided: • Post-secondary transition meetings to discuss student outcomes • SELPA community advisory meetings for special education • IEP educational benefit meetings in addition to annual meetings and triennial meetings • Family Learning Series focused on helping students achieve their IEP Goals and understanding the IEP • Provide families with the opportunity to participate in IEP Exit Meetings to review the summary of performance • Provide families to participate in community events centered on post-secondary transition pathways		**2024-25 Results** The following parental participation opportunities were provided: • Post-secondary transition meetings to discuss student outcomes • SELPA community advisory meetings for special education • IEP educational benefit meetings in addition to annual meetings and triennial meetings • Family Learning Series focused on helping students achieve their IEP Goals and understanding the IEP • Provide families with the opportunity to participate in IEP Exit Meetings to review the summary of performance • Provide families to participate in community events centered on post-secondary transition pathways	Available in 2026-27 LCAP	**Maintain or expand opportunities for parental and family member participation for students with exceptional needs**	Maintained opportunities for parental and family participation
M5.4	Maintain connections to community partners that support the academic, physical, and social-emotional needs of students, parents, and family members	**2023-24 Results** 8 community-based partnerships **Data Source**: Locally Reported		**2024-25 Results** 8 community-based partners and alliances **Data Source**: Locally Reported	Available in 2026-27 LCAP	**At least 8 community partners**	Maintained 8 partners

M5.5	Provide six Family Learning Series Trainings to all parents and family members	**2023-24 Results** 12 Family Learning Series were provided **Data Source**: Locally Reported	**2024-25 Results** 11 Family Learning Series were provided **Data Source**: Locally Reported	Available in 2026-27 LCAP	**At least 6 trainings**	Declined 1
M5.6	90% of parents will report that Resource Centers provide innovative learning opportunities for students	**2023-24 Results** 100% of parents and family members **Data Source**: Locally Reported	**2024-25 Results** 100% of parents and family members **Data Source**: Locally Reported	Available in 2026-27 LCAP	**More than 90%**	There was no change from the 100% baseline

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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

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

Goal 5 focuses on establishing innovative community-based resource centers that actively engage students, parents, and families. Recognizing the school's non-classroom based instructional model, leadership is committed to providing a physical school environment that fosters student interaction, live instruction, access to resources, and regular engagement with school staff throughout the week. The two Actions within Goal 5 are closely aligned in their purpose. Upon review, school staff have determined that there are **no substantive differences to report between their implementation**. A summary of these key Actions follows.

- **Action 1**: School staff offered information and resources at Open House and Senior Night events and provided a Family Learning Series with training and collaboration opportunities. Instructional staff delivered individualized support to families on web-based programs like the SIS Portal, Edgenuity, Achieve3000, and Naviance. The school maintained an Alumni Community to keep graduates connected and involved. Furthermore, Technology and Operations staff maintained innovative resource centers enhanced with educational technology to engage students.

- **Action 2**: The school demonstrated its commitment to accessibility by providing an annual Family Resource Night to educate parents on available programs and services, particularly aimed at historically underserved students. To further enhance access, transportation services were coordinated for Foster Youth to enable their participation at the resource center. The school actively sought input from English Learner families by facilitating interactive ELAC meetings focused on the English Learner Plan and its needs assessment. Moreover, they utilized ELD progress report cards to involve these families in understanding progress and setting goals, alongside offering translated materials and ensuring bilingual staff were available at resource centers.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

5.1 decreased by 49% compared to the planned budget. This variance is due to the delay in possession of leased building from the landlord. The original budget included anticipated lease payments as well as the purchase of furniture and technology equipment for the resource center. However, these expenses were postponed as the facility was not available for use.

Additional details related to 5.1:

- Budgeted Expenditures: $773,437
- Estimated Actual Expenditures: $394,921
- Material Difference: Decrease $378,516

There are no other material differences to report for Goal 5.

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

The school community is highly satisfied with the impact of Goal 5 Actions, which successfully increased engagement and innovation. As a result of these efforts, all Goal 5 Metrics were met for the 2023-24 school year, demonstrating the **effectiveness of these initiatives** in fostering a more dynamic and involved school environment. A summary of these achievements is provided below:

- School facilities are determined to be in Good Repair status, clean, safe, and functional for teaching and learning.
- The school expanded opportunities for parental and family member participation for low-income, English learners, and foster youth students in trainings, advisory meetings, and school events.
- Staff increased opportunities for parental and family member participation for students with exceptional needs.
- Formal partnerships with community-based organizations were maintained by the school to ensure comprehensive support for the well-being of every child.
- Monthly Family Learning Series offered to parents and family members.
- Parents and family members who completed an LCAP Survey reported that the Resource Center provided their child with innovative learning opportunities.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

All Goal 5 Metrics will remain unchanged for the 2025-26 school year, as educational partners are satisfied with their effectiveness. This continuity demonstrates a strong confidence in the current metrics' ability to accurately assess and support the ongoing efforts to establish innovative community-based resource centers that actively engage students, parents, and family members.

However, based on reflections and input from educational partners, the following Actions have been adjusted for the 2025-26 school year to better meet our goals and enhance our initiatives:

- **5.2b**: To further enhance innovative teaching, the school is integrating 3D printing with the acquisition of MakerBot Sketch Large printers. This initiative will offer all students hands-on STEAM exploration. Comprehensive teacher training will support effective technology integration, equipping students for 21st-century careers.

- **5.2d**: To foster instructional innovation, the school will provide instructional staff with access to MagicSchool AI. This will empower them to optimize instructional planning, personalize learning pathways, and develop curriculum that integrates responsible AI usage, leading to more dynamic and effective teaching.
- **5.2e**: Demonstrating a commitment to innovation, the school's California Cadet Corps will offer a novel Aviation Program focused on hands-on learning with unmanned drones. This program is strategically designed to equip students with foundational knowledge and practical skills vital for future careers in piloting and related aerospace industries.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing

1	Strengthening Community: Communication, Support, and Access	a) The school will enhance communication by hosting **Open House and Senior Night events**, providing students and families with direct access to key school information and resources, including academic programs, student support services, and graduation requirements. b) Altus Schools will launch a comprehensive **Family Learning Series** that will empower families in supporting student success. The series will cover key areas including advanced academic programs (AP and Early College Credit), student support services, mental health, responsible technology use, and career pathways. c) Building upon its established **Alumni Community**, the school will further expand opportunities for graduates. Alumni will continue to engage through guest speaking, panel participation in Senior Exhibitions, and ongoing networking initiatives. d) Instructional staff will employ **ParentSquare** to ensure accessible and timely information sharing with students, parents, and families regarding the educational program. This proactive communication will keep everyone informed about academic progress, events, and resources, fostering active participation and a strong school-home partnership. e) To evaluate student well-being and school climate, the school will **administer the California Healthy Kids Survey (CHKS)**, gathering data on student perceptions of mental health, social-emotional health, and their sense of belonging within the school community. f) The school will embed a **confidential feedback form within the Mental Health and Wellness Hub** to facilitate collaborative support. This will allow educational partners to share insights and request assistance while maintaining privacy. g) The school will continue to provide **AltusGo**, a web-based platform that offers students streamlined access to essential school resources, including key instructional tools, resources, and support services. h) The school will leverage technology platforms, including **DocuSign, Zoom, and Adobe**, to enhance collaboration with educational	$553,161	No

		partners. DocuSign will streamline digital signatures, Zoom will facilitate virtual meetings, and Adobe will support document sharing and editing. This integrated approach will foster efficient and effective partnerships, ultimately benefiting student outcomes. i) The Communications Department will **enhance the school website** to provide accurate and timely information to parents and community members, ensuring compliance with all educational requirements. The website will also feature interactive elements, allowing visitors to easily ask questions, provide feedback, and connect with school staff. j) To maximize reach and recruit students and families in need of innovative learning methods, the school will conduct a **broad marketing initiative encompassing diverse formats** such as bus advertisements, television and radio spots, print materials, and targeted online search campaigns, all focused on re-engagement and post-high school preparation. k) To recognize and celebrate student accomplishments, the school will provide **promotion and graduation ceremonies** at the end of the academic year. Families and guests are invited to attend these special events, which honor the hard work and achievements of our students.		

2	Integrating Advanced Technologies into Education	a) Enhance career exploration and workforce readiness by providing students with immersive **Transfr Virtual Reality** simulations, leading to increased engagement, improved skill retention, and greater confidence in their future career choices. b) The school is expanding its innovative teaching methods by introducing **3D printing with MakerBot Sketch Large printers**. This initiative will provide all students with opportunities to explore STEAM fields through practical, hands-on projects. Teachers will receive thorough training to ensure effective integration of this technology, preparing students for the evolving demands of the 21st century workforce. c) To ensure optimal learning experiences aligned with Next Generation Science Standards, school staff will proactively maintain and enhance facilities, equipment, and instructional materials. This includes integrating **Vernier temperature probes, pH sensors, and motion detectors** into lab activities, allowing students to gather accurate, real-time data for experiments in physics, chemistry, and biology. This commitment to 'best practices' will provide students with a safe and effective lab environment for scientific exploration and discovery, aligning with modern scientific practices. d) Provide instructional staff with access to **MagicSchool AI** to optimize instructional planning, personalize learning pathways, and develop curriculum that integrates responsible AI usage. This will enable educators to effectively leverage AI tools and guide students in navigating the ethical and practical aspects of AI technology. e) The school's California Cadet Corps will offer an innovative **Aviation Program centered on hands-on experience with unmanned drones**. This program is strategically designed to equip students with foundational knowledge and practical skills vital for future careers in piloting and related aerospace industries.	$106,676	No

3	Engagement Opportunities for English Learners, Low-Income Students, and Foster Youth	a) The school will continue to host our annual **Family Resource Night** at the beginning of the school year. This event will empower families, especially those from historically underserved communities, with information about our educational programs and services. We will focus on ensuring equitable access and opportunities for all students. b) To enhance accessibility for foster youth, we will provide **coordinated transportation services** to our resource center. This will enable them to fully utilize the educational support and services offered, fostering their academic success. c) To foster collaborative partnerships, we will facilitate interactive **English Learner Advisory Committee (ELAC) meetings**. These meetings will empower parents to provide valuable input into the English Learner Plan. We will include an annual Needs Assessment within these meetings to directly inform and improve our services. This process will ensure our services are responsive to the needs of English Learners. d) Instructional staff will use **ELD Progress Reports as a tool to initiate meaningful conversations with families of English Learners**. These conversations will focus on assessing student needs and collaboratively developing personalized learning goals. This approach will foster active family involvement in their child's language development. e) The school will ensure accessibility for all families by **providing translated materials and resources** for parents and family members of English Learners. Additionally, we will staff resource centers with **designated translators or bilingual staff** in locations with high enrollment of non-English speaking families. This will facilitate clear communication and support. f) The school will actively facilitate communication by **arranging translation services** in all languages for non-English-speaking parents. These services will be provided for both in-person and virtual parent-teacher conferences and school meetings.	$11,481	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2025-26

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,012,792	$113,170

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
29.989%	0%	$0	29.989%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1, Action 5a	CAASPP data highlights significant disparities in academic achievement in both English Language Arts (ELA) and Mathematics, particularly when comparing the performance of English Learners (EL) and Students with Disabilities (SWD) to the schoolwide average. While the school would like to improve performance on both ELA and Mathematics, the data indicates that EL and SWD students face considerably greater academic challenges relative to their peers. To address these inequities and foster a more inclusive learning environment, the school will implement a comprehensive support system. This system will integrate academic, social-emotional, and behavioral supports to ensure all students have equitable access to the resources and opportunities they need to succeed. A central focus of this initiative will be to close the identified achievement gaps for our EL and SWD student populations in comparison to the broader student body.	To address the holistic needs of each student, the school has designed a **comprehensive Multi-Tiered System of Support** (MTSS) that teachers, staff, and administrators use to provide targeted support. MTSS is fundamentally proactive, aiming to identify and address student needs before they escalate into more significant issues. This approach benefits all students by maintaining continuous monitoring and support, but it is especially critical for underserved students who may not have access to similar support outside of school. Because MTSS is focused on early intervention, tailored support, and data-driven decision-making, it is especially advantageous for underserved and marginalized student groups, helping to bridge the gap in educational equity.	CAASPP ELA and Math
Goal 1, Action 5b	CAASPP data reveals an achievement gap in both English Language Arts (ELA) and Math, with the school performing below standard. This gap is particularly pronounced for English Learners (EL), Students with Disabilities (SWD) and some other student groups. To address this, the school will implement targeted interventions, including assigning additional support staff to focus on improving ELA and Math skills for targeted student groups. This strategy aims to provide these students with the necessary support to excel in core subjects and close the achievement gap.	To increase academic progress and credit completion rates for targeted student groups, the school will employ additional **instructional support staff that can provide individualized attention** and tailored tutoring to students. While support staff can work with all students, this personalized support is particularly beneficial for students from underserved backgrounds who might face additional barriers to learning, such as language challenges, limited access to educational resources at home, or cultural differences.	CAASPP ELA and Math

Goal 1, Action 5c	Analysis of graduation rates and chronic absenteeism among unduplicated students, particularly Socioeconomically Disadvantaged (SED), indicates an engagement gap compared to their peers. This suggests that SED students face challenges in consistently attending school and completing their education, highlighting the need for targeted interventions and support to improve their engagement and overall academic success.	To improve students' daily study habits and academic proficiency in core subjects, the school will partner with a non-profit organization that can provide **high dosage tutoring opportunities** for students throughout the school week. While this high dosage tutoring will be offered LEA-wide, it will help address and close achievement gaps by providing extra tutoring, mentoring, and academic support. This is crucial for students who might not receive adequate educational support outside of school, helping these students keep up with their peers and grade level expectations.	DASS One-Year Graduation Rate, Combined Four-Year and Five-Year Graduation Rate, CAASPP ELA and Math
Goal 1, Action 5d	Unduplicated students require targeted social-emotional support to address heightened stress and anxiety stemming from personal challenges. These challenges hinder their academic focus, engagement, and post-secondary planning. To thrive academically and personally, these students need a supportive environment that prioritizes their emotional well-being in conjunction with their academic development.	To meet the social-emotional needs of students, **counselors** are trained to provide not only academic but also social-emotional support. This is particularly important for underserved students who may experience high levels of stress and anxiety related to their personal circumstances. Counselors can help students develop coping strategies and resilience in education.	Chronic Absenteeism and Student Attendance
Goal 1, Action 5e	Students require a learning environment that fosters a strong sense of belonging, values diversity, and actively promotes equity and inclusion. This necessitates specialized Equity and Inclusion staff to advocate for underrepresented students, address potential biases, provide access to essential resources, and create safe spaces for students to discuss their identities and experiences. All students deserve to feel valued, empowered, and supported in their academic and personal growth.	To help meet the needs of learners from diverse backgrounds, the school will provide **Equity and Inclusion staff** that can act as advocates for underserved students, ensuring their needs are met within the school system. Equity and Inclusion staff can play a key role in bridging the gap between schools and communities, particularly in marginalized areas. This can help with navigating the educational landscape, assist in accessing services, and providing equitable treatment and opportunities.	Chronic Absenteeism and Student Attendance

Goal 1, Action 5f	NWEA assessment data in Reading, Mathematics, and Language Usage reveals areas for growth. While the schoolwide performance is excellent, there are some student groups that need targeted intervention and support. To address this disparity and equip all students with the necessary skills for future success, the school will implement the AVID program. This program focuses on building academic skills, fostering knowledge acquisition, and preparing students for college and career pathways.	To build academic skills, knowledge, and preparation for future pathways, the school will provide an **AVID Program**. While AVID will be offered LEA-wide, educational partners report that the program provides them with more opportunities to build close relationships with students, which can be especially important for marginalized students who may feel disconnected from the traditional school activities and structures. These relationships can foster a sense of belonging, enhancing a students' academic engagement and motivation to succeed in school.	NWEA Reading, Language, and Mathematics
Goal 2, Action 2a	A significant number of students lack equitable access to essential learning resources, specifically computers and reliable internet service at home. This digital divide hinders their ability to complete assignments, develop 21st-century skills, and access online educational opportunities, ultimately limiting their academic success and future. To ensure equitable access to learning and opportunities, these students need to be provided with the necessary technology and internet connectivity.	To close the digital divide, the school will **provide a Chromebook and/or internet service**s to all families in need to help bridge the digital divide and promote equity in education. Research shows that students from socio-economically disadvantaged backgrounds are more likely to lack access to technology and the internet at home, creating a 'homework gap' that can hinder their ability to fully participate in the educational program. Providing all students with technology and internet access helps ensure equal opportunities for learning and reduces disparities in educational outcomes. The school expects the Altus Connect Program to improve digital access and equity, expand learning opportunities, engender personalized and differentiated instruction, promote digital literacy, and enhance parental engagement and communication.	Chronic Absenteeism and Student Attendance

Goal 2, Action 2b	While the current curriculum provides a solid foundation, English Learners and students with unique learning profiles require a more inclusive and effective learning experience to ensure equitable access to meaningful and challenging opportunities. To achieve this, the school needs to prioritize the ongoing development and refinement of a blended curriculum model incorporating Universal Design for Learning (UDL) guidelines. This approach will personalize learning experiences, promote greater engagement, and lead to improved outcomes for all students.	To meet the diverse learning needs and styles of all students, the school's curriculum departments (APAC), integrates **Universal Design for Learning (UDL) Guidelines** into the core curriculum. While UDL will benefit all students, educational research indicates that it is vital for underserved students because it creates an inclusive environment that proactively addresses diverse learning needs, including language barriers, disabilities, or different cultural backgrounds. The school expects these services to narrow achievement gaps, increase educational access, and create a more inclusive learning environment for all students.	NWEA Reading, Language, and Mathematics
Goal 2, Action 2c	English Learners (ELs) require enhanced instructional support to accelerate their literacy development and access grade-level content. While existing practices provide a foundation for language acquisition, they do not fully address the diverse learning needs and reading levels within the EL population. To ensure equitable access and accelerate learning gains, ELs need a comprehensive literacy program, such as Achieve3000, that provides differentiated instruction tailored to individual student needs and empowers them to build essential literacy skills.	To improve English language proficiency rates, the school will implement **Achieve3000**, an online literacy platform designed to enhance reading comprehension and vocabulary for all students, including English Leaners. This platform adapts content to individual reading levels and includes a variety of tools and activities to aid in language development. Educational partners indicate that Achieve3000 will likely boost English learners' performance on the ELPAC by aligning texts with students' reading abilities, offering personalized learning paths, and progressively adjusting the difficulty level. Although primarily aimed at English learners, school staff believe this program will also assist other students identified as struggling readers.	CAASPP ELA, ELPI, EL Reclassification

Goal 2, Action 2d	English Learners (ELs) require additional support to accelerate English language acquisition and access core academic content. To enhance language proficiency and ensure equitable learning opportunities, ELs need a supplemental learning program, such as BrainPop and BrainPop ELL, that provides explicit instruction in grammar, builds academic vocabulary, and supports access to core content, ultimately empowering them to thrive academically.	To build literacy skills and content knowledge of English Learner students, the school will utilize BrainPop and BrainPOP ELL as an educational tool that will be integrated into the school's English Language Development (ELD) Program. These resources support ELs through engaging animated videos, comprehensive activities, vocabulary building, grammar lessons, and opportunities for writing and speaking practice, along with promoting cultural awareness. We anticipate that these tools will not only help improve our school's English Language Proficiency Indicator (ELPI) and other engagement metrics, such as attendance rates, but also benefit other students by making learning more enjoyable and aiding in language skill development across various subjects.	CAASPP ELA, ELPI, EL Reclassification, EL Attendance
Goal 2, Action 2e	English Learners (ELs) require proactive support and outreach to ensure equitable access and participation in advanced learning opportunities, including Accelerated, Honors, Advanced Placement (AP), Gifted and Talented Education, and Early College Credit Programs. Currently, ELs may be underrepresented in these programs due to limited awareness among EL families and a lack of targeted recruitment efforts. To address this inequity and ensure that ELs can reach their full potential, the school must implement targeted outreach and recruitment strategies designed to engage EL students and families and provide clear information about advanced learning opportunities.	To increase college and career readiness for English Learners, the school will conduct targeted recruitment of English Learner students to participate in Honors and Advanced Placement (AP) coursework. This initiative not only aims to bridge opportunity gaps but also promotes educational equity by ensuring that ELs have access to challenging academic programs. By encouraging EL participation in these advanced courses, we anticipate a rise in the number of EL students taking advanced coursework and meeting the CCI Prepared criteria as reported on the School Dashboard. Furthermore, as we create and distribute flyers and other informational materials about these opportunities, we expect to see a broader impact on the school community. This visibility will likely encourage greater overall student interest and participation in our Honors and AP programs, thereby enhancing academic engagement and achievement LEA-wide. Participation in AP Courses, Exams, and Early College Credit	Participation in AP Courses, Exams, and Early College Credit

Goal 3, Action 3a	Students require educators to have strong instructional skills in mathematics, particularly in data analysis, and to be equipped with effective teaching strategies that support all learners, including those with special needs. Currently, a lack of support in these areas may hinder students' mathematical development. To ensure students develop strong math skills, educators need professional development opportunities, such as a Math Literacy Summit, focused on data analysis techniques, research-based strategies, and differentiated instruction for diverse learners.	To meet the diverse and unique learning needs of special populations, the school will provide a full day of math professional learning (Math Literacy Summit) focused on evaluating individual student mathematics achievement data and implementing appropriate teaching strategies. By applying evidence-based methods, educators can specifically address and support the unique challenges faced by special populations such as low-income students, foster youth, and English learner students, promoting equity in educational outcomes. This targeted approach not only boosts overall student engagement and achievement but significantly aids those who may lack additional educational support outside of school, leveling the playing field.	Math Professional Learning, Training Relevance, NWEA Math, CAASPP Math, Grade 11 CAASPP Math

Goal 3, Action 3b	Students from diverse cultural backgrounds require culturally responsive instruction in mathematics to ensure equitable learning experiences and outcomes. Currently, educators need further support in implementing these practices effectively. To create inclusive and engaging learning environments that value students' cultural identities and prior knowledge, the school needs to invest in a partnership with a mathematical expert or organization to provide ongoing professional learning in culturally responsive mathematics instruction. This will lead to improved student engagement, achievement, and a deeper appreciation for the cultural relevance of mathematics.	To meet the cultural needs of special populations, the school will partner with a mathematical expert or organization that can provide ongoing and sustained professional learning centered on culturally responsive teaching practices. Culturally responsive mathematical instruction ensures that teaching practices and curricular materials reflect the diverse backgrounds and experiences of all students, making learning more relevant and accessible. This approach is especially beneficial for English learners, low-income, and foster youth as it acknowledges and integrates their unique cultural contexts, thereby increasing their engagement and connection to the material. By fostering a more inclusive and understanding academic environment, students are more likely to participate actively and perform better academically. Ultimately, this leads to higher levels of college and career readiness by equipping students with the confidence and skills necessary to succeed in a diverse and competitive world.	Math Professional Learning, Training Relevance, NWEA Math, CAASPP Math, Grade 11 CAASPP Math

Goal 3, Action 3c	Students require educators who are consistently supported and engaged in ongoing professional learning in mathematics instruction. This includes opportunities for collaboration, exploration of new pedagogical techniques, and effective integration of technology into the curriculum. By investing in a Math Study Group, educators will deepen their understanding of key standards and topics, share best practices, and refine their instructional approaches, ultimately creating a more engaging and effective learning environment where all students have access to high-quality mathematics instruction.	To provide staff with additional collaboration opportunities, the school will organize a Math Study Group that regularly explores new pedagogical techniques. This group's focus on analyzing key standards and discussing effective teaching and intervention methods ensures that instruction is aligned with best practices and tailored to meet diverse learning needs. English learners, low-income, and foster youth students particularly benefit from this action as it fosters an environment of targeted support and intervention, addressing educational gaps and promoting equity in learning opportunities. These improvements in teaching quality and relevance can significantly enhance engagement, understanding, and academic success for these vulnerable student groups, better preparing them for future educational and career challenges.	Math Professional Learning, Training Relevance, NWEA Math, CAASPP Math, Grade 11 CAASPP Math
Goal 3, Action 3d	Students require educators who are equipped to effectively utilize the California Educators Reporting System (CERS) to improve math achievement. Currently, a lack of expertise and resources in data analysis and instructional planning may lead to missed opportunities for identifying learning gaps and providing effective interventions. To ensure that all students have access to high-quality instruction and achieve improved math outcomes, educators need dedicated time and professional development focused on CERS data analysis, enabling them to make data-driven decisions, differentiate instruction, and implement targeted interventions.	To enhance student achievement data analysis, the school will provide professional learning focused on how to utilize the California Educators Reporting System (CERS) to aid instructional planning practices. This targeted analysis helps educators identify specific areas where students, particularly those from underperforming groups, are struggling and adjust teaching strategies accordingly. For English learners, low-income, and foster youth, this personalized attention can significantly close achievement gaps by addressing the unique challenges they face. Consequently, this approach not only enhances learning outcomes for all students but is particularly transformative for those who traditionally lack support, thereby boosting their academic achievement and future educational prospects.	Math Professional Learning, Training Relevance, NWEA Math, CAASPP Math, Grade 11 CAASPP Math

Goal 3, Action 3e	Students, particularly English Learners, foster youth, and students from under-resourced communities, require educators who are knowledgeable and skilled in effectively integrating Virtual Reality (VR) technology into mathematics instruction. Currently, a lack of preparedness in this area may create inequitable access to powerful learning opportunities. To ensure that all students benefit from the use of VR in mathematics, educators need professional learning and guidance from a Math Specialist to establish schoolwide protocols and design engaging learning activities that leverage VR to deepen students' understanding of mathematical concepts.	To provide students with innovative teaching and learning methods, the school will provide professional learning centered on effective implementation of Virtual Reality (VR) mathematics. Implementing VR into the math curriculum through established protocols can significantly boost engagement among historically underserved students, as immersive learning environments often increase motivation and understanding by providing interactive and contextual experiences. This strategy aligns with findings that suggest technology-enhanced instruction can lead to improved academic outcomes, particularly in complex subjects like mathematics.	Math Professional Learning, Training Relevance, NWEA Math, CAASPP Math, Grade 11 CAASPP Math, Innovative Learning Opportunities for Students
Goal 3, Action 3f	English Learners (ELs) require specialized support and differentiated instruction in mathematics to access grade-level content, develop academic language, and achieve their full potential. Currently, educators may lack the specific training and resources needed to effectively support ELs in mathematics, potentially leading to gaps in understanding, limited engagement, and hindered progress in this critical subject area. To address this, educators need targeted professional development from a Math Specialist, focused on effective strategies for supporting ELs, including curriculum modification, culturally responsive teaching practices, and language acquisition support. This will ensure that ELs can confidently engage with grade-level content, develop essential academic vocabulary, and succeed in mathematics.	To ensure that each instructional staff can tailor teaching strategies to meet the diverse needs of all students, the school will employ a Math Specialist to provide personalized professional learning. The Math Specialist will provide targeted approaches to benefit special populations like low income, English learner students, and foster youth, who may face unique educational challenges that require specialized support to achieve academic success. By equipping teachers with the skills to differentiate instruction and engage these students effectively, the specialist helps create a more inclusive and equitable learning environment where every student can excel.	Math Professional Learning, Training Relevance, NWEA Math, CAASPP Math, Grade 11 CAASPP Math

Goal 3, Action 3g	Based on data analysis and teacher insights, the school has identified a critical need for a supplemental math program with the following key features: rapid identification and remediation of student skill deficiencies, an engaging and user-friendly interface, built-in gamification to enhance motivation, immediate and actionable learning feedback, and robust differentiated instruction to personalize the learning experience and drive significant improvement in math skills.	Data analysis revealed math learning gaps, particularly for English Learners, Students with Disabilities, and other unique learners, necessitating focused intervention for specific student groups. Leveraging allowable LREBG funds, the school will implement IXL Learning, an evidence-based platform providing personalized math instruction and immediate feedback to directly address these needs while also offering supplementary support for all students schoolwide. Comprehensive staff training will ensure effective IXL integration, maximizing its impact on accelerating targeted student progress and fostering mathematical proficiency for everyone. This strategic action directly addresses individual student needs for both remediation and growth, benefiting both identified learners and the wider student body.	Math Professional Learning, Training Relevance, NWEA Math, CAASPP Math, Grade 11 CAASPP Math
Goal 4, Action 3a	Students, particularly those navigating challenging personal circumstances, greatly benefit from dedicated programs focused on character and leadership development. Acquiring skills in areas like resilience, problem-solving, and positive communication can provide crucial support and empower them to overcome adversity. Integrating a focus on health and wellness, including mental health strategies, offers vital coping mechanisms and promotes stability, ultimately fostering their academic engagement and overall well-being.	To address this identified need of students, the Character and Leadership Development Program will be particularly beneficial for those navigating challenging personal circumstances, offering crucial support in developing character and leadership skills alongside promoting their health, wellness, and academic achievement. However, it also provides valuable opportunities and resources that can positively impact all students. This includes emphasizing mental health, providing coping strategies for daily well-being, and encouraging healthy lifestyle choices, which are beneficial to everyone.	Student Attendance, Chronic Absenteeism, Student Confidence

Goal 4, Action 3b	To thrive academically and beyond, students need explicit and consistent support in developing their social and emotional learning (SEL) competencies. Implementing AVID's SEL framework will address their diverse needs by equipping them with essential skills such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. By fostering these competencies, students will be better prepared to navigate their academic journeys, pursue their college and career aspirations with greater confidence, and effectively utilize their college and career readiness skills.	To foster student success, the school will implement AVID's social and emotional learning (SEL) framework, which will be particularly impactful in supporting students with diverse needs and backgrounds as they navigate challenges and pursue their academic and career goals. This implementation will also provide a valuable foundation for all students to enhance their well-being and effectively leverage their college and career readiness skills.	Graduation Rate, Student Attendance, Student Confidence, UC a-g Completion
Goal 4, Action 3c	Students from under-resourced homes, English Learners (ELs), and foster youth often face significant barriers to consistent access to nutritious food, which can negatively impact their health, well-being, and academic success. The implementation of a universal Meal Program addresses these critical needs by ensuring that all students, regardless of their socioeconomic background, language proficiency, or living situation, have access to free and nutritious breakfast and lunch daily. This program will alleviate food insecurity and create a more equitable and supportive learning environment where all students can thrive.	Our school will implement a universal Meal Program to support student health and well-being by providing free breakfast and lunch to all. This ensures consistent access to nutritious food, especially for under-resourced students, fostering a more equitable and supportive environment. By removing financial barriers and stigma, all students can benefit from improved concentration and overall health, leading to greater academic success. We will follow all regulations and provide information on additional food assistance for families.	Student Attendance, Student and Parent Satisfaction
Goal 4, Action 3d	Homeless and foster youth in our school community require equitable access to comprehensive support services that address their unique challenges. Integrating dedicated resources within the Mental Health and Wellness Hub is crucial to ensure these students can readily connect with essential mental health support, information about housing and basic needs, and advocacy, fostering their well-being and academic success.	To effectively address the distinct challenges faced by homeless and foster youth, the school will proactively create and embed targeted resources within the Mental Health and Wellness Hub. This strategic integration will facilitate vital connections to essential health support, provide readily accessible information regarding housing and basic needs, and ensure access to dedicated advocacy services.	Student & Parent Satisfaction, Attendance, Chronic Absenteeism, Suspension and Expulsion Rate

Goal 4, Action 3e	English Learner Students, Foster Youth, and Low-Income students often face unique challenges that can significantly impact their emotional well-being and academic success. These students may experience language barriers, cultural adjustment difficulties, trauma, unstable living situations, and limited access to resources. These factors can lead to increased stress, anxiety, and social-emotional difficulties that hinder their ability to thrive in school.	To address these needs, the school will employ a licensed therapist to provide on-site counseling services. This vital support will offer a safe and confidential space for students to process their emotions, develop coping strategies, and build resilience. By addressing their mental health needs, the school aims to improve students' overall well-being, enabling them to better focus on their academics, engage more fully in school activities, and cultivate a positive sense of self within the school environment.	Student Satisfaction, Attendance, Chronic Absenteeism, Suspension and Expulsion Rate
Goal 4, Action 3f	Students need access to resources and strategies that support their social-emotional learning (SEL) to promote their emotional well-being and enhance self-regulation skills. The deployment of calming carts with sensory tools, mindfulness resources, and calming activities will address this need. This initiative is particularly beneficial for multilingual students, who may experience heightened stress due to language barriers; for foster youth, who often require additional support in managing complex emotions; and for students from under-resourced households, who may have limited access to such resources outside of school. By providing these tools, the school aims to create a more supportive and equitable environment, enabling all students to develop essential self-regulation skills and improve their overall emotional well-being.	Calming carts strategically placed throughout the school will be accessible to all students, providing immediate support for emotional regulation. While particularly beneficial for students with sensory processing sensitivities, anxiety, or difficulty managing intense emotions, all students can utilize the carts to practice mindfulness, de-escalate stressful situations, or simply take a moment for quiet reflection, thus fostering a school-wide culture of emotional well-being and self-awareness.	Student Attendance, Suspension Rate, Student and Parent Satisfaction

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
Goal 1, Action 2a	English Learner (EL) students need individualized support to thrive academically and integrate smoothly into the school. These students arrive with diverse language backgrounds and varying English proficiency levels. A quick assessment of their needs is critical, and the school will use a Home Language Survey to determine each student's English abilities. This information will be used to create customized EL plans that provide the specific language support and resources needed for success.	To provide language support and educational resources for EL students upon their initial enrollment in a California public school, the school will utilize a Home Language Survey to quickly assess the English proficiency levels of new students. This initial evaluation is crucial for designing customized English Learner (EL) plans that cater specifically to each student's language needs. By providing tailored support from the outset, these plans help EL students acclimate faster and more effectively, enhancing their overall academic success and integration into the school environment.	ELPI, EL Reclassification, NWEA Reading and Language
Goal 1, Action 2b	English Learner (EL) students need ongoing monitoring of their language development to ensure they receive effective instruction and support tailored to their individual needs. To achieve this, the school will administer the ELPAC, which will provide valuable data to inform teaching strategies and resource allocation.	To accurately monitor the language development of English Learner students over time, the school will administer the ELPAC. Staff will use ELPAC data to make informed decisions about teaching strategies and resource allocation, ensure that instruction is effectively tailored to meet the needs of EL students. By identifying areas where students require additional support or intervention, the school can provide targeted assistance to help ELs overcome specific challenges in language acquisition. Additionally, the results from the ELPAC play a critical role in determining when a student has met the criteria for reclassification from English Learner status, which can significantly impact their educational trajectory and access to a broader range of opportunities.	ELPI, EL Reclassification, NWEA Reading and Language

Goal 1, Action 2c	English Learner (EL) students with disabilities require specialized support that addresses both their language acquisition needs and their individual learning differences. To ensure these students receive a truly equitable education, the school will incorporate academic language development goals into their Individualized Education Programs (IEPs).	To meet the unique needs of English Learners with disabilities, the school will incorporate academic language development goals into their IEPs. This comprehensive approach facilitates a more inclusive learning environment, enabling students with disabilities who are also ELs to make meaningful progress both linguistically and academically. Ultimately, such targeted and integrated support structures are crucial for ensuring that all students have the opportunities and resources necessary to succeed in school and beyond.	ELPI, EL Reclassification, NWEA Reading and Language
Goal 1, Action 2d	English Learner (EL) students require teaching strategies that are specifically tailored to their unique learning needs and language acquisition stages. To achieve this, the school's English Learner Achievement Department (ELAD) will take a data-driven approach to inform and continuously improve teaching practices.	To develop schoolwide teaching strategies that meet the unique learning needs of EL students, the school's English Learner Achievement Department (ELAD) will meet regularly, collaborate, conduct data analysis, and share best practices with instructional staff. By analyzing performance and engagement data of EL students, ELAD can identify what methods are most effective in various aspects of education such as curriculum design, instructional strategies, and family involvement. This data-driven approach allows for continuous improvement in teaching practices and learning materials, ensuring they are aligned with the actual needs of EL students. Additionally, leveraging insights from data analysis ensures that professional development for teachers is relevant and impactful, promoting better outcomes for students.	ELPI, EL Reclassification, NWEA Reading and Language

Goal 1, Action 2e	English Learner (EL) students require ongoing monitoring of their language development through personalized assessments to ensure they receive targeted instruction and support. To achieve this, the school will design and implement evidence-based formative and summative assessments conducted in personalized academic settings.	To monitor and respond to EL student language acquisition, the school will design and implement evidence-based formative and summative assessments by staff in personalized academic settings. Conducting these assessments one-on-one or in small groups ensures a tailored approach, allowing educators to precisely gauge each student's language proficiency and progress. This personalized assessment method helps identify individual strengths and areas needing improvement, facilitating targeted instruction that effectively addresses specific learning needs. Additionally, this strategy enhances the reliability of the data collected, enabling schools to make informed decisions about language support programs and instructional interventions.	ELPI, EL Reclassification, NWEA Reading and Language
Goal 1, Action 2f	English Learner (EL) students need integrated language and content instruction to effectively acquire English proficiency while simultaneously mastering grade-level academic material. To address this need, the school will implement dynamic Integrated ELD strategies.	To support EL students, acquire language proficiency and understanding of core content, the school will implement dynamic Integrated ELD strategies. By embedding language development within the teaching of subjects like math, science, and social studies, instructional staff will provide ELs with constant, context-rich opportunities to practice and enhance their English skills. This integrated approach ensures that ELs are not isolated in language classes but are actively applying and expanding their language skills in meaningful, academic contexts. As a result, it supports dual objectives—boosting English fluency and achieving grade-level content mastery—thus promoting overall academic success and equity in education.	ELPI, EL Reclassification, NWEA Reading and Language

Goal 1, Action 2g	English Learner (EL) students need personalized and rigorous Designated ELD instruction to effectively develop the language skills necessary for academic success. To meet this need, the school will implement a blended learning approach, combining instructional tools like Summit K12 with ELD Courses.	To offer a personalized and rigorous Designated ELD, the school will blend instructional tools such as Summit K12 with ELD Courses. This personalized approach ensures that instruction is precisely calibrated to each student's unique learning profile, promoting more effective language acquisition. By focusing on critical language skills that are essential for understanding and engaging with English-based academic content, this strategy supports ELs in becoming more proficient in English. Ultimately, such tailored instruction not only enhances the students' ability to perform in English-speaking academic environments but also lays a strong foundation for their future educational success.	ELPI, EL Reclassification, NWEA Reading and Language
Goal 1, Action 2h	Emerging English Learner (EL) students need their native language literacy skills accurately assessed to ensure equitable access to rigorous academic content and effective language support. To achieve this, the school will research and implement valid and reliable assessments to measure these skills	To support the unique needs of emerging EL students, the school will research valid and reliable assessments to measure their native literacy skills. By accurately assessing these skills, school staff can ensure ELs have equitable access to rigorous, standards-aligned courses that are appropriate for their linguistic and academic levels. Additionally, providing primary language assistance and supporting biliteracy not only aids in the retention and development of the students' first language but also enhances their English acquisition. This comprehensive approach fosters academic success in both languages, supporting overall educational equity and proficiency.	ELPI, EL Reclassification, NWEA Reading and Language

Goal 1, Action 7a	EL students represent a diverse group with varying levels of English language proficiency, cultural backgrounds, and academic needs. To ensure their academic success and future opportunities, these students require individualized support tailored to their unique circumstances. This includes differentiated instruction, targeted interventions, and access to appropriate resources that address their language and learning needs. Early identification of any learning gaps or challenges is essential, allowing educators to provide timely support and prevent these challenges from hindering their progress. Furthermore, educators need access to comprehensive and current data on each EL student's language development and academic performance to make informed decisions about instruction and support. Equitable access to the same academic opportunities and resources as their native English-speaking peers is crucial to ensure EL students are fully prepared for college and careers.	To monitor and analyze the academic progress of EL students, school staff will utilize Ellevation. This centralized tracking system enables educators to tailor instructional and supplemental support specifically to the needs of these students, promoting better educational outcomes by addressing individual and group challenges directly and timely. By consistently monitoring student progress and adjusting supports as needed, the school can ensure that all English Learner students are advancing towards fluency and academic success, crucial for their college and career readiness.	ELPI, EL Reclassification, NWEA Reading and Language, Graduation Rate, College and Career Indicator (CCI)

Goal 1, Action 7b	Long-Term English Learners (LTELs), students who have been learning English for an extended period but haven't yet attained proficiency, require ongoing support and targeted interventions to ensure continued academic progress. These students often face unique challenges that can hinder their learning, such as gaps in academic content knowledge, difficulty with complex language structures, and potential social-emotional barriers. To address these needs, LTELs benefit from consistent monitoring of their academic performance and timely adjustments to their educational strategies. This requires collaborative efforts among educators to identify areas where LTELs are excelling or struggling and to develop individualized support plans that address their specific needs. A structured approach to collaboration and data analysis is essential to ensure that LTELs receive the appropriate support to accelerate their language development and achieve academic success.	The planned PPEP meetings in July, October, and January directly address the needs of LTELs by providing a structured framework for ongoing monitoring and collaboration. These regular meetings will bring together school instructional leaders, counselors and teachers to analyze student data, identify trends, and make data-driven decisions about instructional strategies and interventions. This collaborative approach ensures that LTELs receive consistent support throughout the school year and that any emerging needs or challenges are addressed promptly. By fostering a unified approach to supporting LTELs, these PPEP meetings will help create a learning environment where these students can thrive academically and progress towards English proficiency and overall academic success.	ELPI, EL Reclassification, NWEA Reading and Language

Goal 1, Action 7c	EL students are on a unique language learning journey, and their progress towards English proficiency needs to be carefully monitored, documented, and communicated effectively to all stakeholders involved in their education. Clear and comprehensive progress reports are essential to track their development across different domains, identify areas of strength and weakness, and inform targeted support and interventions. These reports should be aligned with established language development frameworks, such as the CA EL Roadmap, to provide a standardized and consistent measure of progress. Furthermore, EL students and their families benefit from transparent and accessible communication about their language acquisition journey, including their achievements, challenges, and the strategies being implemented to support their growth. This shared understanding fosters a collaborative partnership between school, families, and students, empowering everyone to contribute to the student's success.	Creating semesterly EL Progress Reports aligned to the CA EL Roadmap directly addresses these needs. These reports will provide a detailed account of each EL student's language development and academic progress, highlighting their achievements and pinpointing areas where they may be facing challenges. By utilizing a standardized framework, the reports will offer a clear and consistent measure of progress, enabling educators to identify specific needs and tailor interventions accordingly. Moreover, the progress reports will serve as a valuable communication tool, ensuring that teachers, parents, and administrators are well-informed about the student's language acquisition journey and can work together to provide the necessary support. This collaborative approach, facilitated by the progress reports, will empower EL students to overcome obstacles, accelerate their language development, and ultimately achieve reclassification as Fluent English Proficient.	Attendance, ELPI, EL Reclassification, NWEA Reading and Language, Graduation Rate
Goal 1, Action 7d	EL students need their families to be active partners in their education. Families need to understand how their children are doing in school, both with learning English and in their other subjects. They also need to know how they can help their children at home. To do this, families need clear information about their child's progress and a chance to talk with teachers about what they can do to support their child's learning.	The school will give families ELD Progress Reports that are easy to understand. These reports will show how their child is doing with English and in their school subjects. The school will also invite families to meet with teachers and talk about the reports. This will help families understand their child's progress and learn how they can help at home.	Attendance, ELPI, EL Reclassification, NWEA Reading and Language, Graduation Rate

Goal 1, Action 7e	EL students often require specialized support to succeed academically. Schools need to closely monitor their progress, identify achievement gaps, and implement timely strategies to address these challenges. This requires a robust system of data analysis that disaggregates data to understand the unique needs of ELs. By analyzing data through an equity lens, schools can pinpoint areas where EL students may be struggling and develop targeted interventions to close those gaps. This data analysis should also inform professional development for educators, equipping them with the knowledge and skills to effectively support EL students.	The Monthly Storybook created by the Data and Assessment Department will provide a regular snapshot of student achievement, specifically for ELs. This disaggregated data will offer valuable insights into trends, areas needing attention, and potential opportunity gaps. By focusing on equity, the Storybook will help identify any disparities in outcomes. This will enable the school to implement targeted professional development, adjust practices, and allocate resources effectively to ensure that all EL students receive the support they need to succeed. This data-informed approach will promote a more equitable learning environment where EL students can thrive.	Attendance, Chronic Absenteeism, ELPI, EL Reclassification, NWEA Reading and Language, Graduation Rate
Goal 3, Action 2a	English Learner (EL) students require targeted support to develop language proficiency and achieve academic success. Many struggle to access core content due to language barriers, hindering their progress and limiting future opportunities. To address this, teachers need ongoing professional development on effective instructional strategies for ELs, including training on the CA EL Roadmap. This will create a more inclusive and equitable learning environment, ultimately preparing all students for college and career readiness.	To meet the professional learning needs of staff, the school will provide ongoing and sustained training focused on the key components of the CA EL Roadmap. This will ensure teachers are equipped to deliver effective, research-based instruction tailored to English learner (EL) students, thereby enhancing their language proficiency and academic success. This training fosters an inclusive and equitable learning environment, promoting cultural understanding and respect for diversity. Ultimately, it supports compliance with state mandates, improves overall school performance, and prepares all students for college and career readiness.	Professional Development Hours, ELAD Trainings, Training Relevance, ELPI, EL Reclassification

Goal 3, Action 2b	English Learner (EL) students at Altus Schools have diverse learning needs that require targeted support to ensure their academic success and well-being. Teachers and staff need comprehensive training and support in implementing the Altus Schools English Learner Plan, including professional development on effective instructional strategies, accurate assessment, and data-driven decision-making. This will help address the unique academic and social-emotional needs of ELs, creating a more inclusive, equitable, and supportive learning environment where all students can thrive.	To ensure that the Altus Schools English Learner Plan is effectively implemented schoolwide, the English Learner Achievement Department (ELAD) will provide training, support, and coaching to instructional staff. This targeted professional development promotes the use of evidence-based instructional strategies, accurate assessment, and data-driven decision-making, fostering a more inclusive and equitable educational environment. Additionally, addressing both the academic and social-emotional needs of different EL typologies helps create a supportive and responsive learning atmosphere for all English learners.	Professional Development Hours, ELAD Trainings, Training Relevance, ELPI, EL Reclassification
Goal 3, Action 2c	EL students have diverse learning needs and require personalized instruction to reach their full potential. To achieve this, teachers need training and support in effectively utilizing Summit K12, a platform that provides targeted resources and strategies for differentiated instruction. Mastery of this platform will allow educators to better monitor student progress, make data-driven decisions, and provide individualized support, ultimately leading to increased student success.	To ensure effective utilization of Summit K12, the school will provide professional learning to staff. This will equip teachers with targeted resources and strategies to deliver effective, personalized instruction, ensuring that students' diverse needs are met. Additionally, the curriculum supports ongoing progress monitoring, allowing educators to make data-driven decisions that further support student success.	Professional Development Hours, ELAD Trainings, Training Relevance, ELPI, EL Reclassification
Goal 3, Action 2d	Our analysis of English Learners' performance, particularly in math, ELA, and graduation rates, indicates a need for focused and sustained support. To address this, instructional staff will utilize the Ellevation Strategies platform, which offers tailored professional learning and data-driven instructional resources specifically aimed at enhancing outcomes in these key areas for EL students.	Recognizing the need for ongoing and specialized support based on EL student performance on SBAs and graduation rates, instructional staff will utilize the Ellevation Strategies platform. This platform offers personalized, on-demand professional learning modules and instructional activities, including research-based strategies and differentiated instruction techniques. Connected to real-time EL data, these resources enable targeted and data-informed instruction aimed at improving performance outcomes.	Professional Development Hours, ELAD Trainings, Training Relevance, ELPI, EL Reclassification

Goal 3, Action 2e	Newcomer, immigrant, and refugee students often arrive with diverse needs, including language barriers, cultural differences, and potential trauma. To support their academic success and well-being, staff require training in cultural competence, trauma-informed practices, and language acquisition strategies. Providing access to ongoing coaching, multilingual resources, and community partnerships will further equip educators to create a welcoming and supportive learning environment where these students can thrive.	To meet the professional learning needs of staff, the school will provide staff training focused on how to support and integrate newcomer, immigrant, and refugee students in the school system. Training will focus on cultural competence, trauma-informed teaching practices, and language acquisition strategies. Additionally, offering ongoing coaching and access to resources, such as multilingual support materials and community partnerships, ensures staff are well-prepared to address the diverse needs of these students. Creating opportunities for staff to collaborate and share best practices fosters a supportive learning environment for both educators and students.	Professional Development Hours, ELAD Trainings, Training Relevance, ELPI, EL Reclassification
Goal 3, Action 2f	Our analysis of state and local assessment results for English Learners and Low-Income students points to areas where literacy skills can be significantly enhanced. This data underscores the importance of implementing targeted strategies to support their academic growth in literacy.	Informed by state and local assessment data identifying opportunities to improve literacy skills for English Learners and Low-Income students, instructional staff will receive specialized professional learning, including the SDCOE's WRITE program, focused on implementing targeted strategies to accelerate their literacy and academic achievement.	Professional Development Hours, Training Relevance, NWEA Reading & Language, SBA ELA
Goal 3, Action 2g	English learners require differentiated instruction and support to accelerate literacy development and achieve academic success. Teachers need professional development on effectively implementing Achieve3000, including best practices and data analysis techniques. This will empower them to personalize learning, track progress, and provide targeted instruction, ultimately leading to improved literacy skills and academic outcomes for English learners.	To improve educators' ability to integrate Achieve3000 into their teaching, the school will provide professional learning focused on how to effectively implement the program and review best practices. The focus on data analysis enables teachers to track progress and tailor instruction to meet individual student needs, ensuring targeted support. This comprehensive approach leads to improved academic outcomes and greater overall success for English learners.	Professional Development Hours, ELAD Trainings, Training Relevance, ELPI, EL Reclassification

Goal 3, Action 2h	Low-income, foster youth, and EL students face barriers to accessing and navigating the college application process. These students need specialized support to pursue higher education. School counselors require training to address the unique challenges these students face, including financial aid and scholarships. This will ensure equitable access to post-secondary education and increase college enrollment for these underserved populations.	To increase the rate of EL students, low-income, and foster youth enrolling in college, the school will provide specialized training to counselors. This will ensure all school counselors are equipped to support and provide tailored guidance on the college application process, including financial aid opportunities and scholarship applications. They can offer targeted workshops and one-on-one advising sessions to address the unique challenges faced by low-income, foster youth, and first-generation students. Additionally, counselors can create partnerships with community organizations and colleges to provide resources and support systems that facilitate college readiness and enrollment.	Student Satisfaction, Parent Satisfaction, UC a-g Requirements
Goal 4, Action 4a	Foster youth often experience unstable living situations, leading to frequent school changes, gaps in learning, and difficulty building relationships within the school community. They may also face social and emotional challenges stemming from trauma and separation from family. These factors can significantly impact their academic performance and overall well-being.	To proactively address these needs, the school will employ a Foster Youth Liaison. This dedicated advocate will work closely with students, families, and school staff to ensure coordinated services and a supportive learning environment. By addressing the unique educational and emotional needs of foster youth, the school aims to improve their academic success and foster a sense of belonging.	Student Satisfaction, Attendance, Chronic Absenteeism, Suspension and Expulsion Rate

Goal 4, Action 3b	Foster youth face unique challenges that can significantly impact their educational experience and overall well-being. These students often experience academic instability due to frequent school changes and may struggle with social and emotional difficulties stemming from trauma and separation from family.	To ensure these vulnerable students receive the necessary support, the school's Homeless and Foster Youth Liaison will provide comprehensive case management services. This includes coordinating with teachers, counselors, and community resources to develop individualized plans that address each student's academic, physical, and emotional needs. The liaison will closely monitor student progress, offer ongoing mentorship, and facilitate access to essential services such as tutoring, mental health counseling, and necessities. Furthermore, the liaison will act as an advocate, ensuring that the rights of foster youth are protected, and their voices are heard within the school system. This proactive and holistic approach aims to create a stable and supportive learning environment where foster youth can thrive academically and personally.	Student Satisfaction, Attendance, Chronic Absenteeism, Suspension and Expulsion Rate
Goal 5, Action 3a	Families of historically underserved student groups often face barriers to accessing information and resources regarding specialized programs and services offered by the school. This lack of awareness can limit their ability to effectively advocate for their children and support their academic success.	To address this need, the school will host an annual Family Resource Night. This event will provide a welcoming and informative space for families to learn about available programs, connect with school staff and community partners, and gain the knowledge and tools needed to navigate the educational system. By fostering stronger school-family partnerships and promoting open communication, this initiative aims to empower families and ensure equitable access to resources for all students, ultimately leading to improved academic outcomes and a stronger sense of community engagement.	Parental Involvement, Chronic Absenteeism, Attendance Rate, Graduation Rate, Parent Satisfaction

Goal 5, Action 3b	Foster youth frequently experience placement changes and instability, which can disrupt their education and negatively impact their academic progress and emotional well-being. These disruptions often result in frequent school transfers, making it difficult for these students to maintain consistent learning environments, build relationships with peers and teachers, and access essential academic support.	To address this, the school will coordinate transportation services to ensure that foster youth can remain in a familiar school setting even if their living situation changes. By providing this stability, the school aims to improve academic outcomes, promote a sense of belonging, and support the emotional well-being of foster youth. This initiative also ensures compliance with legal mandates designed to protect the educational rights of this vulnerable population, promoting equity and educational continuity.	Community Partners, Chronic Absenteeism, Attendance Rate, Graduation Rate
Goal 5, Action 3c	English Learner (EL) students and their families often face unique challenges in navigating the educational system and advocating for their specific needs. Limited English proficiency can create barriers to communication and participation in school activities, potentially hindering students' academic progress and overall school experience.	To address this, the school will facilitate interactive English Learner Advisory Committee (ELAC) meetings. These meetings will foster a collaborative environment where parents can actively engage with school staff, share their insights and concerns, and contribute to the development of strategies that support EL students. This increased parental engagement will lead to more tailored support, improved communication, and a stronger sense of partnership between the school and EL families. Additionally, conducting an annual Needs Assessment will ensure that the school's English Learner Plan remains responsive to the evolving needs and challenges faced by EL students and their families, promoting equitable access to educational opportunities and resources.	Parent Involvement, ELPI, EL Reclassification, Parent Satisfaction

Goal 5, Action 3d	Parents of English Learners (EL) can find it challenging to fully understand their child's language development and academic progress. Traditional report cards may not adequately capture the nuances of language acquisition.	To address this, the school will develop and share comprehensive English Language Development (ELD) Progress Reports through parent-teacher conferences. These reports will provide detailed information on students' language proficiency growth, highlighting their strengths and areas for improvement. This increased transparency and communication will empower parents with a deeper understanding of their child's learning journey and enable them to actively participate in setting goals and contributing to their child's education. This collaborative approach ensures that educational strategies are personalized and effective in supporting the success of EL students.	Parent Involvement, ELPI, EL Reclassification, Parent Satisfaction
Goal 5, Action 3e	Students with parents and family members with limited English proficiency often face barriers to accessing and understanding essential school information, hindering their involvement in their child's education.	To meet this need for seamless communication and inclusive support for all families, especially our English Learner community, the school will implement a proactive translation protocol for all key school documents and announcements. Simultaneously, we will strategically allocate bilingual staff to resource centers serving a significant number of non-English speaking families. This will enable immediate and effective communication, fostering stronger home-school connections.	Parental Involvement, Parent Satisfaction
Goal 5, Action 3f	The substantial communication challenges faced by many non-English-speaking parents limit their full participation in their children's educational journey, affecting involvement in teacher conferences and other school activities.	To foster equitable partnerships and ensure all parents can actively participate in school conferences and meetings, there is a crucial need for comprehensive translation services in all languages, both in person and virtually. Providing these services will create a more inclusive and supportive school environment for all families.	Parental Involvement, Parent Satisfaction

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

In our plan, all Actions undertaken to meet the increased or improved services requirement are directly associated with specific funding sources. The school had a total of eight Contributing Actions, five of which are Limited Actions. Each action has been carefully planned and budgeted to ensure adequate financial resources are allocated to support their implementation. By linking every action to its respective funding source, we maintain transparency and accountability in our efforts to enhance educational services. This comprehensive approach ensures that all planned improvements are financially sustainable and effectively contribute to our overall goals.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Altus Schools Audeo Valley, like many other Local Education Agencies (LEAs), has faced challenges in increasing staff this year due to widespread hiring difficulties. As a charter school, AS Audeo Valley doesn't have traditional comparison schools for calculating staff increases. Despite these challenges, the school has prioritized recruiting and hiring qualified instructional staff to directly support students, especially for Certificated Teacher Resource (CTR), Resource Center Associate (RCA), and Learning Associate (LA) positions.

These additional support staff, as outlined in Goal 1, Action 3, will provide targeted tutoring to boost student progress and course completion, particularly for the lowest achieving student groups, and unique learners. These roles are vital for delivering one-on-one and small group instruction to improve student proficiency in Mathematics and English Language Arts. Educational partners believe these new positions will help the school enhance student engagement, achievement, and college/career readiness.

To overcome recruitment challenges, the school's Human Resources (HR) Department is dedicated to enhancing its strategies for attracting and retaining high-quality instructional support staff. HR has diversified its recruitment channels to access broader talent pools, leveraging platforms such as EDJOIN, LinkedIn, and Handshake. Their proactive approach also includes participating in virtual and in-person job fairs, distributing flyers within the community, and forming partnerships with surrounding colleges and universities. These comprehensive efforts underscore the school's unwavering commitment to staffing for optimal student success.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	1:68
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:19

2025-26 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2025-26	$3,377,209	$ 1,012,792	29.989%	0.000%	29.989%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 2,996,194	$ 515,336	$ 255,514	$ 129,773	$ 3,896,817.00	$ 2,856,408	$ 1,040,409

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Utilize Academic Achievement Data for All Students to Inform Instructional Planning	All	No	LEA-wide	All	All	Ongoing	$ 78,545	$ 7,646	$ 70,046	$ 12,618	$ -	$ 3,527	$ 86,191	0.000%
1	2	English Learner Assessment and Support Framework	English Learners	Yes	Limited	English Learners	All	Ongoing	$ 151,427	$ 1,614	$ 135,704	$ 17,337	$ -	$ -	$ 153,041	0.000%
1	3	Personalized Academic Instruction and Support for All Students	All	No	LEA-wide	All	All	Ongoing	$ 430,763	$ 30,200	$ 413,431	$ 46,611	$ -	$ 921	$ 460,963	0.000%
1	4	Targeted Math Interventions and Resources	All	No	LEA-wide	All	All	Ongoing	$ 110,540	$ 5,122	$ 94,822	$ 20,840	$ -	$ -	$ 115,662	0.000%
1	5	Instructional Support Framework for English Learners, Low-Income Students, and Foster Youth to Improve Graduation Rates	English Learners, Low-Income, Homeless & Foster Youth	Yes	LEA-wide	English Learners, Low-Income, Homeless & Foster Youth	All	Ongoing	$ 273,743	$ 64,943	$ 218,369	$ 76,616	$ -	$ 43,701	$ 338,686	0.000%
1	6	Academic Instruction and Support for Students with Disabilities	SWD	No	Limited	SWD	All	Ongoing	$ 514,638	$ 103,975	$ 300,813	$ 24,300	$ 255,514	$ 37,986	$ 618,613	0.000%
1	7	Systematic Approach to Monitor Academic Performance and Progress for English Learners	English Learners	Yes	Limited	English Learners	All	Ongoing	$ 183,860	$ 493	$ 164,262	$ 20,091	$ -	$ -	$ 184,353	0.000%
2	1	Dynamic, Engaging and Standards-Aligned Curriculum	All	No	LEA-wide	All	All	Ongoing	$ 166,888	$ 84,304	$ 160,361	$ 89,910	$ -	$ 921	$ 251,192	0.000%
2	2	Specialized Academic Programs and Strategies to Accelerate Learning for English Learners, Foster Youth and Low-Income Students	English Learners, Low-Income, Homeless & Foster Youth	Yes	LEA-wide	English Learners, Low-Income, Homeless & Foster Youth	All	Ongoing	$ 151,426	$ 42,807	$ 173,704	$ 20,529	$ -	$ -	$ 194,233	0.000%
2	3	Strategies and Resources for All Students Designed to Increase College and Career Preparedness	All	No	LEA-wide	All	All	Ongoing	$ 133,697	$ 37,964	$ 110,895	$ 59,633	$ -	$ 1,133	$ 171,661	0.000%
3	1	Professional Learning Focused on Improving Academic Performance for All Students	All	No	LEA-wide	All	All	Ongoing	$ 49,817	$ 5,905	$ 38,686	$ 14,898	$ -	$ 2,138	$ 55,722	0.000%
3	2	Professional Learning Focused on Improving Academic Performance for English Learners, Low-Income Students, and Foster Youth	English Learners, Low-Income, Homeless & Foster Youth	Yes	Limited	English Learners, Low-Income, Homeless & Foster Youth	All	Ongoing	$ 140,949	$ -	$ 126,201	$ 14,748	$ -	$ -	$ 140,949	0.000%
3	3	Professional Learning Focused on Improving Math Achievement for English Learners, Low-Income Students, and Foster Youth	English Learners, Low-Income, Homeless & Foster Youth	Yes	LEA-wide	English Learners, Low-Income, Homeless & Foster Youth	All	Ongoing	$ 146,796	$ -	$ 122,911	$ 14,748	$ -	$ 9,137	$ 146,796	0.000%
4	1	Safe and Supportive School Environment for All Students	All	No	LEA-wide	All	All	Ongoing	$ 66,762	$ 3,100	$ 66,508	$ 3,354	$ -	$ -	$ 69,862	0.000%
4	2	Social, Emotional, and Behavioral Support Systems for All Students	All	No	LEA-wide	All	All	Ongoing	$ 142,840	$ 99	$ 113,149	$ -	$ -	$ 29,790	$ 142,939	0.000%
4	3	Social, Emotional and Behavioral Support Systems for Low-Income Students and Foster Youth	Low Income & Foster Youth	Yes	LEA-wide	Foster Youth and Low-Income	All	Ongoing	$ 11,002	$ 20,701	$ 7,198	$ 24,505	$ -	$ -	$ 31,703	0.000%
4	4	Collaborative Support Systems for Foster Youth	Foster Youth	Yes	Limited	Foster Youth	All	Ongoing	$ 62,933	$ -	$ 62,414	$ -	$ -	$ 519	$ 62,933	0.000%
5	1	Strengthening Community: Communication, Support, and Access	All	No	LEA-wide	All	All	Ongoing	$ 25,212	$ 527,949	$ 541,950	$ 11,211	$ -	$ -	$ 553,161	0.000%
5	2	Integrating Advanced Technologies into Education	All	No	LEA-wide	All	All	Ongoing	$ 3,289	$ 103,387	$ 63,289	$ 43,387	$ -	$ -	$ 106,676	0.000%
5	3	Engagement Opportunities for English Learners, Low-Income Students, and Foster Youth	English Learners, Low-Income, Homeless & Foster Youth	Yes	Limited	English Learners, Low-Income, Homeless & Foster Youth	All	Ongoing	$ 11,281	$ 200	$ 11,481	$ -	$ -	$ -	$ 11,481	0.000%

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 3,377,209	$ 1,012,792	29.989%	0.000%	29.989%	$ 1,022,244	0.000%	30.269%	Total:	$ 1,022,244
								LEA-wide Total:	$ 522,182
								Limited Total:	$ 500,062
								Schoolwide	$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	2	English Learner Assessment and Support Framework	Yes	Limited	English Learners	All	$ 135,704	0.000%
1	5	Instructional Support Framework for English Learners, Low-Income Students, and Foster Youth to Improve Graduation Rates	Yes	LEA-wide	English Learners, Low-Income, Homeless & Foster Youth	All	$ 218,369	0.000%
1	7	Systematic Approach to Monitor Academic Performance and Progress for English Learners	Yes	Limited	English Learners	All	$ 164,262	0.000%
2	2	Specialized Academic Programs and Strategies to Accelerate Learning for English Learners, Foster Youth and Low-Income Students	Yes	LEA-wide	English Learners, Low-Income, Homeless & Foster Youth	All	$ 173,704	0.000%
3	2	Professional Learning Focused on Improving Academic Performance for English Learners, Low-Income Students, and Foster Youth	Yes	Limited	English Learners, Low-Income, Homeless & Foster Youth	All	$ 126,201	0.000%
3	3	Professional Learning Focused on Improving Math Achievement for English Learners, Low-Income Students, and Foster Youth	Yes	LEA-wide	English Learners, Low-Income, Homeless & Foster Youth	All	$ 122,911	0.000%
4	3	Social, Emotional and Behavioral Support Systems for Low-Income Students and Foster Youth	Yes	LEA-wide	Foster Youth and Low-Income	All	$ 7,198	0.000%
4	4	Collaborative Support Systems for Foster Youth	Yes	Limited	Foster Youth	All	$ 62,414	0.000%
5	3	Engagement Opportunities for English Learners, Low-Income Students, and Foster Youth	Yes	Limited	English Learners, Low-Income, Homeless & Foster Youth	All	$ 11,481	0.000%

2024-25 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 3,823,789.00	$ 2,945,330.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Utilize Academic Achievement Data for All Students to Inform Instructional Planning	No	$ 3,445	$ 3,747
1	2	English Language Learner Assessment and Support Framework	Yes	$ 202,428	$ 203,371
1	3	Personalized Academic Instruction and Support for All Students	No	$ 990,128	$ 555,167
1	4	Instructional Support Framework for English Learners, Low-Income Students, and Foster Youth to Improve Graduation Rates	Yes	$ 370,251	$ 351,012
1	5	Academic Instruction and Support for Students with Disabilities	No	$ 457,416	$ 465,510
1	6	Systematic Approach to Monitor Academic Engagement and Achievement for All Students	No	$ 8,072	$ 7,621
1	7	Systematic Approach to Monitor Academic Performance and Progress for English Learners	Yes	$ 206,644	$ 220,272
2	1	Standards Aligned Course of Study and Curriculum for All Students	No	$ 209,291	$ 147,192
2	2	Specialized Academic Programs and Strategies to Accelerate Learning	Yes	$ 196,083	$ 215,620
2	3	Strategies and Resources for All Students Designed to Increase College and Career Preparedness	No	$ 140,143	$ 136,220
3	1	Professional Development Focused on Improving Academic Performance for All Students	No	$ 48,638	$ 34,958
3	2	Professional Development Focused on Improving Academic Performance for English Learners, Low-Income students, and Foster Youth	Yes	$ 8,588	$ 8,541
3	3	Professional Learning Focused on Improving Math Achievement for English Learners, Low-Income Students, and Foster Youth	No	$ 9,136	$ 9,143
4	1	Safe and Supportive Schools for All Students	No	$ 68,398	$ 61,982
4	2	Social, Emotional and Behavioral Support Systems for All Students	No	$ 54,406	$ 49,267
4	3	Social, Emotional and Behavioral Support Systems for Low-Income Students and Foster Youth	Yes	$ 64,352	$ 69,061
5	1	Engagement Opportunities and Innovative Teaching Approaches for All Students	No	$ 773,437	$ 394,921
5	2	Engagement Opportunities for English Learners, Low-Income students, and Foster Youth	Yes	$ 12,933	$ 11,725

2024-25 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 924,381	$ 1,015,001	$ 1,019,429	$ (4,428)	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	2	English Language Learner Assessment and Support Framework	Yes	$ 202,428	$ 203,371.00	0.000%	0.000%
1	4	Instructional Support Framework for English Learners, Low-Income Students, and Foster Youth to Improve Graduation Rates	Yes	$ 327,377	$ 295,573.00	0.000%	0.000%
1	7	Systematic Approach to Monitor Academic Performance and Progress for English Learners	Yes	$ 206,644	$ 220,272.00	0.000%	0.000%
2	2	Specialized Academic Programs and Strategies to Accelerate Learning	Yes	$ 192,764	$ 211,352.00	0.000%	0.000%
3	2	Professional Development Focused on Improving Academic Performance for English Learners, Low-Income students, and Foster Youth	Yes	$ 8,588	$ 8,332.00	0.000%	0.000%
4	3	Social, Emotional and Behavioral Support Systems for Low-Income Students and Foster Youth	Yes	$ 64,267	$ 68,804.00	0.000%	0.000%
5	2	Engagement Opportunities for English Learners, Low-Income students, and Foster Youth	Yes	$ 12,933	$ 11,725.00	0.000%	0.000%

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$3,161,252	$ 924,381	0.000%	29.241%	$ 1,019,429	0.000%	32.248%	$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

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

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as "Not Applicable."

Comprehensive Support and Improvement

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

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

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

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA

engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
  - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means the degree to which the actions were successful in producing the target result and "ineffectiveness" means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***Actions for Foster Youth*:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each

student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

- These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
  - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
  - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
    - Identify the action as an LREBG action;
    - Include an explanation of how research supports the selected action;
    - Identify the metric(s) being used to monitor the impact of the action; and
    - Identify the amount of LREBG funds being used to support the action.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Page 377 of 1971

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to

replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

LCFF Budget Overview for Parents

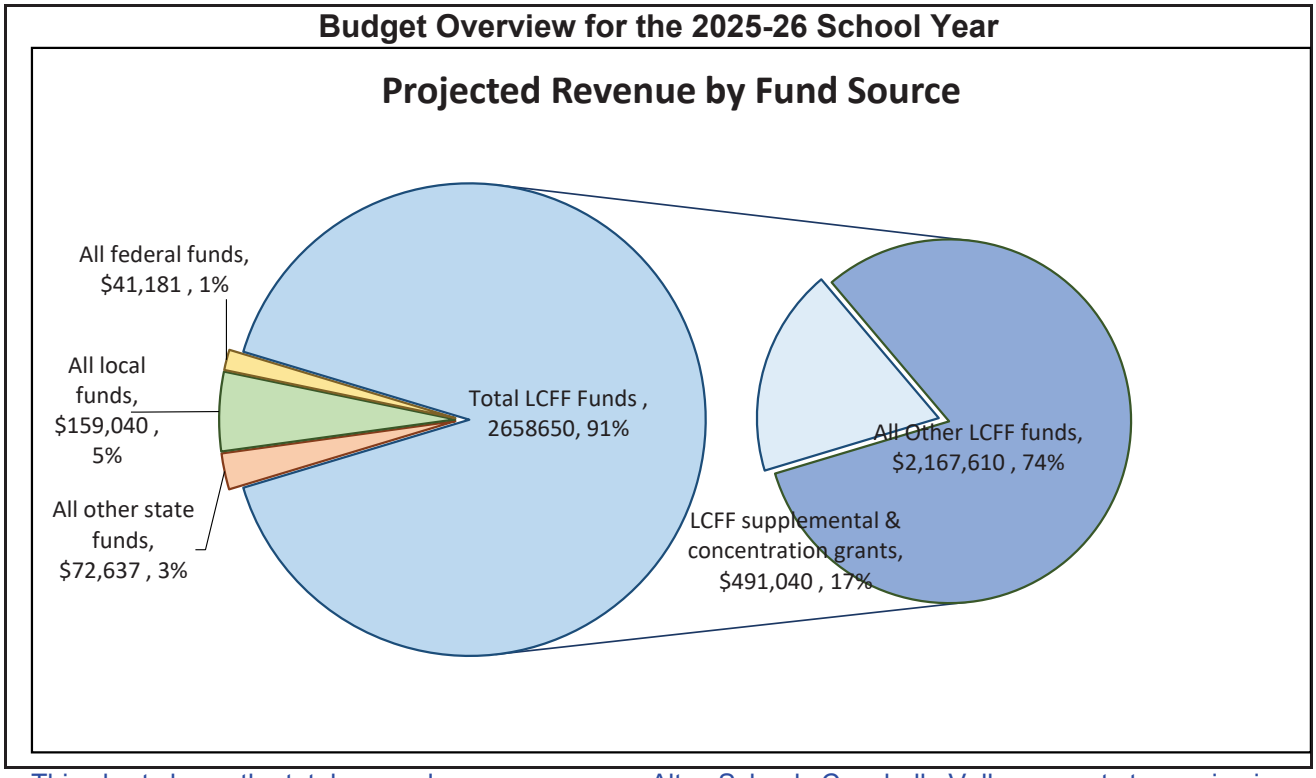
Local Educational Agency (LEA) Name: Altus Schools Coachella Valley

CDS Code: [CDS Code]

School Year: 2025-26

LEA contact information: Sharnita Foster, Ph: (858) 214-2511, Email: smoore@altusschools.net

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

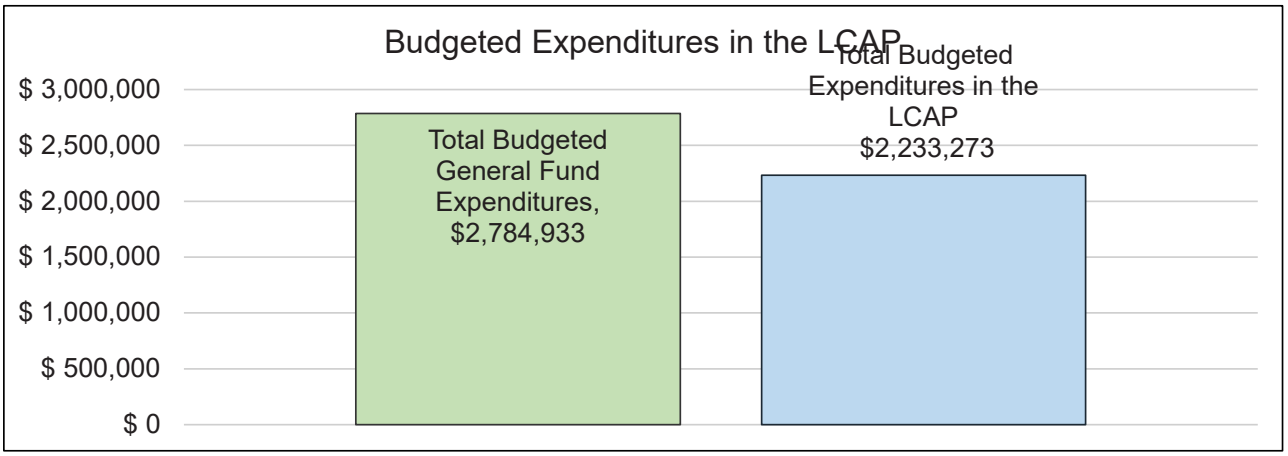


This chart shows the total general purpose revenue Altus Schools Coachella Valley expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Altus Schools Coachella Valley is $2,931,508.00, of which $2,658,650.00 is Local Control Funding Formula (LCFF), $72,637.00 is other state funds, $159,040.00 is local funds, and $41,181.00 is federal funds. Of the $2,658,650.00 in LCFF Funds, $491,040.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Altus Schools Coachella Valley plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Altus Schools Coachella Valley plans to spend $2,784,933.00 for the 2025-26 school year. Of that amount, $2,233,273.00 is tied to actions/services in the LCAP and $551,660.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

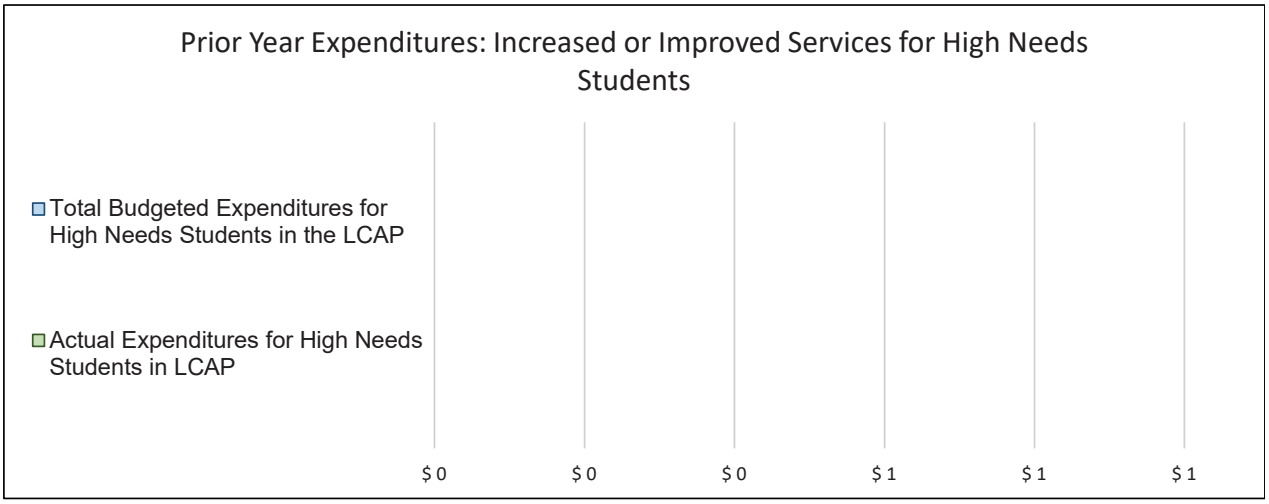
The budgeted expenditures that are not included in the Local Control Accountability Plan (LCAP) are salaries of administrative staff, maintenance services, utilities, custodial, janitorial, depreciation, audit, legal

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Altus Schools Coachella Valley is projecting it will receive $491,040.00 based on the enrollment of foster youth, English learner, and low-income students. Altus Schools Coachella Valley must describe how it intends to increase or improve services for high needs students in the LCAP. Altus Schools Coachella Valley plans to spend $643,656.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



This chart compares what Altus Schools Coachella Valley budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Altus Schools Coachella Valley estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Altus Schools Coachella Valley's LCAP budgeted $0.00 for planned actions to increase or improve services for high needs students. Altus Schools Coachella Valley actually spent $0.00 for actions to increase or improve services for high needs students in 2024-25.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Altus Schools Coachella Valley	**Sharnita Foster** *School Coordinator*	sfoster@altusschools.net (951) 247-6646

Plan Summary: 2025-2026

General Information

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

In June 2025, the Riverside County Office of Education authorized Altus Schools Coachella Valley, a free public school for grades 7-12. The school will open in the 2025-26 school year and will include a resource center in Palm Desert, an existing and successful center previously operated by Mirus Secondary School.

Coachella Valley operates one neighborhood resource center in Palm Desert. Students and families visit this neighborhood resource center by appointment, or as needed, to participate in the instructional program and meet with school staff in a quiet, distraction-free, and safe environment. Coachella Valley is a non-classroom based independent study program.

Coachella Valley is part of Altus Schools. Altus Schools focus on academic improvement, high-caliber teaching, safe and supportive learning environments, and the development of role models for educational reform. At Coachella Valley, every student's progress and academic achievement is important to us.

Our teachers are committed to providing a personalized and rigorous academic experience for each student. Teachers are trained to work on specific student needs. We ask that students and parents commit to working closely with our teachers. Teachers are actively involved with students and families, engaging with parents on a weekly basis through formal meetings, home visits, phone calls, and emails. Families are considered part of the learning 'team' and an integral part of the learning process.

Our school's standards and expectations are high, and we are proud to offer safe and supportive environments that are conducive to learning. Academic instruction is presented individually and in small groups. Courses at Coachella Valley are based on Common Core State Standards and are infused with appropriate technology-based activities and assignments. We provide the best available materials and a school culture that is positive, supportive, and committed to putting kids first. In addition to providing a rigorous, personalized academic experience, Coachella Valley works to alleviate social and personal pressures that can impact academic performance. We also have many partnerships and alliances to provide community resources to students and families.

Based upon historical enrollment data and trends at the Palm Desert Resource Center, the school intends to seek identification by

the California Department of Education (CDE) as Dashboard Alternative School Status (DASS). DASS schools must have an unduplicated count of at least 70 percent of the school's total enrollment (upon first entry to the school) comprised of high-risk student groups, to be eligible for DASS. The high-risk groups include the following:

a) Expelled
b) Suspended more than 10 days in a school year
c) Wards of the Court
d) Pregnant and/or parenting
e) Recovered Dropouts
f) Habitually Truant
g) Retained more than once in kindergarten through grade eight
h) Students who are credit deficient
i) Students with a gap in enrollment
j) Students with a high-level transiency
k) Foster youth
l) Homeless youth

For the 2025-26 school year, Coachella Valley plans to serve students in grades 7-12, with a projected enrollment of 160. While the majority will be in grades 9-12, the student demographics will align with those of the Desert Sands Unified School District, reflecting similar student groups.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

The 2025-26 school year will be the first year of operation for Altus Schools Coachella Valley. Consequently, there is no School Dashboard data to report. However, educational partners are focused on establishing a personalized instructional program designed to increase student engagement and academic performance.

Reflections: Technical Assistance

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

Not Applicable

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Not Applicable

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Teachers	The 2025-26 LCAP was directly informed by teacher perspectives gathered through a variety of engagement strategies, including the Staff LCAP Engagement Survey, School Site Council (SSC), English Learner Advisory Committee (ELAC), Instructional Meetings, All Staff Meetings, and Altus University (AU) Professional Learning. This comprehensive data collection process allowed us to develop actionable, student-centered priorities that directly address the needs identified by our educators, fostering a collaborative and impactful school environment.
Principals and Learning Leads	Principals and Learning Leads directly influenced the 2025-26 LCAP by actively participating in various forums, including weekly Learning Lead Huddles, surveys, and committee meetings. Their expertise in data analysis and instructional programming enabled the creation of a strategic, student-centered LCAP designed to maximize learning and achievement.
Administrators	Administrators initiated the LCAP development through a collaborative approach, prioritizing meaningful engagement with all educational partners. Utilizing platforms such as Leadership Huddles, School Site Council, ELAC, Instructional and All-Staff meetings, strategic planning sessions, and AU Professional Learning, they actively sought and integrated diverse input. This engagement directly translated into actionable LCAP strategies aligned with school goals, promoting a transparent and inclusive environment for sustained improvement.
Other school personnel or staff	School staff and personnel collaboratively developed the 2025-26 LCAP through regular engagement and consultation. The Staff LCAP Engagement Survey, SSC, Instructional and Staff Meetings, and professional learning facilitated diverse input, ensuring LCAP actions align with the school's Vision, Mission, and Values. This inclusive process resulted in a comprehensive LCAP that addresses community needs and supports school-wide goals.

Parents	Parent engagement was strategically prioritized to directly inform and shape the school's LCAP, ensuring alignment with the diverse needs and perspectives of our community. Multiple avenues for consultation were implemented to maximize parent voice and participation. • **Data-Driven Feedback:** The Parent LCAP Engagement Survey provided quantifiable data and qualitative insights, enabling the school to understand parent priorities and tailor programs accordingly. • **Direct Interaction and Dialogue:** Open House and Senior Night Events facilitated direct communication between parents, teachers, and administrators, fostering collaborative partnerships. Parent-Teacher Conferences offered personalized conversations to address individual students' needs and progress. • **Shared Decision-Making:** Active participation in School Site Council (SSC) and English Learner Advisory Committee (ELAC) meetings empowered parents to directly contribute to school-wide decisions regarding instructional strategies and resource allocation. • **Empowering Educational Partnerships:** The Family Learning Series provided targeted workshops and resources, equipping parents with the tools to actively support their children's academic and social-emotional development. • **Community Vision:** Parent participation in Board Meetings fostered meaningful contributions and increased awareness of broader school policies and initiatives. Recognizing the pivotal role of parent perspectives in shaping school communication, climate, and student holistic development, the school actively sought and integrated parent feedback throughout the LCAP development process. This commitment to collaborative decision-making resulted in a more inclusive, responsive, and student-centered learning environment, ultimately enhancing outcomes for all students.

Students	At the core of our LCAP development lies a commitment to centering student voice. We recognize that authentic student input is crucial for creating a responsive and effective learning environment. To ensure their perspectives were not only heard but actively valued, we implemented a multi-faceted approach to student engagement. • **Direct Feedback through the Student LCAP Engagement Survey:** Students were empowered to provide candid feedback and constructive suggestions, directly influencing the LCAP's direction. • **Meaningful Participation in Decision Making:** Student representation in School Site Council (SSC) and English Learner Advisory Committee (ELAC) meetings facilitated collaborative discussions on critical school initiatives and policies. • **Diverse Avenues for Input:** Events like Open House, Senior Night, College and Career Week, Senior Exhibition Panels, and Health & Wellness Week provided platforms for students to share their experiences and insights, fostering open dialogue with educators and administrators. • **Personalized Student-Teacher Conferences:** These conferences created individualized opportunities for students to discuss their academic progress, goals, and challenges, ensuring their individual needs were addressed. By actively integrating student perspectives throughout the LCAP development process, we are building a student-centered learning environment that prioritizes academic achievement, social-emotional well-being, and positive behavioral development. This commitment reflects our dedication to creating a school where every student feels heard, valued, and empowered to succeed.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Engaging our educational partners remains a continuous and integral process as we collaboratively design an educational program that effectively addresses the evolving needs of our students and the wider community. This partnership ensures that all students have access to enriched opportunities and achieve improved outcomes. The valuable insights gathered through this engagement directly inform our school's comprehensive strategic planning, accountability measures, and ongoing improvement efforts within the framework of California's State Priorities.

Feedback from our educational partners indicates continued satisfaction with our current initiatives focused on improving the educational program. As a result, for the 2025-26 school year, our school will continue to prioritize five Local Control and Accountability Plan (LCAP) goals. These goals strategically address key areas: 1) High-quality Instruction, 2) Standards-aligned Curriculum and Course of Study, 3) Professional Learning System, 4) School Climate, and 5) Innovative Teaching and Engagement Methods.

Each LCAP Goal, along with its corresponding Metrics, is carefully aligned not only with State and Local priorities but also with the specific metrics and targets established by our charter authorizer. This intentional alignment ensures a cohesive and focused approach to accountability and continuous improvement.

The Metrics incorporated into the 2025-26 LCAP emphasize both Status and Change, mirroring the California School Dashboard's Five-by-Five Placement methodology. Furthermore, certain Metrics utilize locally established targets, informed by historical data or tailored to the specific needs of our student population, including those within our alternative education setting (DASS).

Teachers and Staff:

Valuable insights from our teachers and staff regarding instructional strategies, curriculum design, professional development needs, and student support services have directly informed the following additions and refinements to the 2025-26 LCAP:

- **Instructional Support:** Recruit and hire additional staff to enhance student supervision, tutoring, and learning feedback.
- **Learning Management System:** Design and develop an improved LMS with enhanced course structures and activities.
- **Technology Access:** Continue providing Chromebooks and internet services to students and families with home technological needs.
- **Early College Credit:** Expand opportunities for all students to earn college credit while in high school.
- **Professional Learning:** Continue offering ongoing professional development focused on the effective integration of Virtual Reality, IXL Mathematics, Summit K12, and Culturally and Linguistically Responsive Teaching.
- **Mental Health Support:** Expand systems to better support student mental health.

Principals, Learning Leads, and Administrators:

These educational partners shared valuable insights into the school's operations, encompassing strategic planning, data analysis, engagement methods, resource allocation, program evaluation, alignment with state priorities, and communication systems. Their feedback has directly informed us of the following 2025-26 Local Control and Accountability Plan (LCAP) Actions:

- **Mathematics**: Increase student engagement, achievement, and confidence by expanding the use of Virtual Reality Math and IXL Math. We will also support this through monthly Math Study Groups focused on research-based strategies and ongoing high-quality professional learning for our math instructional staff.
- **Instructional Support**: Enhance support for teachers and education specialists by recruiting and hiring additional support staff.
- **Targeted Student Support**: Expand our tutoring program in Math and English Language Arts to provide high-dosage support for academic growth and increased graduation rates.
- **English Learners**: Ensure effective integration of Summit K12 resources for English Learners through ongoing professional learning for teachers.
- **Students With Disabilities:** Ensure that Students with Disabilities receive high-quality Specialized Academic Instruction (SAI) and supports, including effective differentiation and the maintenance of high academic standards.
- **Counseling**: Enhance counseling and advising sessions with a focused approach on ensuring students are on track for graduation, thoughtfully planning their future pathways, and demonstrating robust college and career preparedness.
- **Safety**: Maintain safe learning environments through the consistent operation of our Brivo card access system.

Parents, Family Members, and Advisory Committees:

These educational partners offered valuable perspectives on school communication, family engagement strategies, academic support services, and initiatives for social-emotional learning. Based on their feedback, the school will implement the following 2025-26 LCAP Actions and/or Metrics:

- **Tutoring Support:** Continue to provide targeted tutoring opportunities for English Learners, Foster Youth, and underserved students.
- **Reading Proficiency:** Highly recommend the use of Achieve3000 as an educational tool to improve student reading proficiency and meet the needs of unique learners.
- **Meal Program:** Maintain the school's meal program to ensure students from under-resourced homes and communities have access to healthy nutrition, supporting their readiness to learn.
- **Individualized Guidance:** Offer individualized counseling and advising sessions focused on course planning, goal setting, and preparation for future pathways.
- **Character and Leadership Development:** Support the Character and Leadership Development program with Cadet Corps, which offers students opportunities for physical fitness, team building competitions, and social skills development.
- **Safe and Supportive Environment:** Provide a safe and supportive bully-free school environment.
- **Positive School Culture:** Provide a positive school climate characterized by clean facilities, clear channels for communication with staff regarding any concerns, and school staff who are consistently responsive, energetic, helpful, optimistic, and caring.

Students:

These educational partners provided first-hand insights into school communication, instructional methods, curriculum design, health, and safety. Based on their input, the following Actions have been prioritized for the 2025-26 LCAP:

- **Field Trips:** Students expressed a desire for field trips that connect to their interests and future goals.
- **Comprehensive Mental Health Resources:** Recognizing students' call for greater mental health support, the school will provide accessible counselors, informative workshops, and readily available wellness resources.
- **Real-World Experiences:** Students want learning that connects to their lives and helps them solve real problems.
- **Meal Program:** Students highlighted the need for consistent access to healthy food while at school.
- **Equitable Access to Technology:** Students voiced the importance of having the necessary technology at home to access school activities and assignments.
- **Curriculum Integration:** Students expressed interest in using 3D Printers and Virtual Reality in their courses and course of study.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic Services (Conditions of Learning)

Priority 4: Student Achievement (Pupil Outcomes)

Priority 5: Student Engagement (Engagement)

Priority 8: Student Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Recognizing that students entering the school often face significant educational challenges, including credit deficiencies and below-grade-level performance in Reading, Language, and Mathematics (as indicated by NWEA assessments), the program provides comprehensive academic intervention and support. The school is dedicated to fostering student growth through Pathways Personalized Education Plans (PPEP), designed to accelerate learning, address individual needs, and prepare students for college, career, and future endeavors.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M1.1	Independent Study Program: Teacher Credentials	As a new school, baseline data is not yet available	As a new school, there are no outcomes for the 2024-25 school year	Available in 2026-27 LCAP	**Greater than 90%**	N/A
M1.2	Teachers Appropriately Assigned and Credentialed	As a new school, baseline data is not yet available	As a new school, there are no outcomes for the 2024-25 school year	Available in 2026-27 LCAP	**Exceed baseline data**	Total teaching FTE: N/A Clear: N/A
M1.3	DASS One-Year Graduation Rate	As a new school, baseline data is not yet available	As a new school, there are no outcomes for the 2024-25 school year	Available in 2026-27 LCAP	**Improve Annually or Exceed the 2023 Statewide or County DASS school average:** Statewide: 68.8% Riverside County: 83.1%	N/A
M1.4	Combined Four- and Five-Year Graduation Rate	As a new school, baseline data is not yet available	As a new school, there are no outcomes for the 2024-25 school year	Available in 2026-27 LCAP	**Improve Annually or Exceed the 2023 Statewide or County DASS school average:** Statewide: 54.2% Riverside County: 76.5%	N/A

M1.5	Chronic Absenteeism Rate	As a new school, baseline data is not yet available	As a new school, there are no outcomes for the 2024-25 school year	Available in 2026-27 LCAP	**Improve Annually or Exceed the 2023 Statewide or County DASS school average:** Statewide: 47.1% Riverside County: 50.1%	N/A
M1.6	CAASPP ELA: Average Distance from Standard	As a new school, baseline data is not yet available	As a new school, there are no outcomes for the 2024-25 school year	Available in 2026-27 LCAP	**Improve Annually or Exceed the 2023 Statewide or County DASS school average:** Statewide: -118.2 Riverside County: -122.6	N/A
M1.7	CAASPP Math: Average Distance from Standard	As a new school, baseline data is not yet available	As a new school, there are no outcomes for the 2024-25 school year	Available in 2026-27 LCAP	**Improve Annually or Exceed the 2023 Statewide or County DASS school average:** Statewide: -192.8 Riverside County: -197.2	N/A

M1.8	Grade 11 CAASPP ELA: Met or Exceeded Standard	As a new school, baseline data is not yet available	As a new school, there are no outcomes for the 2024-25 school year	Available in 2026-27 LCAP	**Improve Annually or Exceed the 2023 Statewide or County DASS school average:** Statewide: 21.8% Riverside County: 14.1%	N/A
M1.9	Grade 11 CAASPP Math: Met or Exceeded Standard	As a new school, baseline data is not yet available	As a new school, there are no outcomes for the 2024-25 school year	Available in 2026-27 LCAP	**Improve Annually or Exceed the 2023 Statewide or County DASS school average:** Statewide: 3.8% Riverside County: 2%	N/A
M1.10	English Learner Progress Indicator (ELPI)	As a new school, baseline data is not yet available	As a new school, there are no outcomes for the 2024-25 school year	Available in 2026-27 LCAP	**Improve Annually or Exceed the 2023 Statewide or County DASS school average:** Statewide: 32.5% Riverside County: 36.62%	N/A
M1.11	English Learner Reclassification Rate	As a new school, baseline data is not yet available	As a new school, there are no outcomes for the 2024-25 school year	Available in 2026-27 LCAP	**Greater than 10%**	N/A
M1.12	Measures of Academic Progress by NWEA: Reading	As a new school, baseline data is not yet available	As a new school, there are no outcomes for the 2024-25 school year	Available in 2026-27 LCAP	**Greater than 60% or Exceed Baseline Results**	N/A

M1.13	Measures of Academic Progress by NWEA: Language	As a new school, baseline data is not yet available	As a new school, there are no outcomes for the 2024-25 school year	Available in 2026-27 LCAP	**Greater than 60% or Exceed Baseline Results**	N/A
M1.14	Measures of Academic Progress by NWEA: Math	As a new school, baseline data is not yet available	As a new school, there are no outcomes for the 2024-25 school year	Available in 2026-27 LCAP	**Greater than 60% or Exceed Baseline Results**	N/A
M1.15	California Science Test	As a new school, baseline data is not yet available	As a new school, there are no outcomes for the 2024-25 school year	Available in 2026-27 LCAP	**Improve Annually or Exceed the Statewide or County DASS school average:** Statewide: Not available Riverside County: Not available	N/A
M1.16	Student Attendance or Participation Rate	As a new school, baseline data is not yet available	As a new school, there are no outcomes for the 2024-25 school year	Available in 2026-27 LCAP	**Greater than 84%**	N/A
M1.17	Middle School Dropout Rate	As a new school, baseline data is not yet available	As a new school, there are no outcomes for the 2024-25 school year	Available in 2026-27 LCAP	**Less than 5%**	N/A
M1.18	High School Dropout Rate	As a new school, baseline data is not yet available	As a new school, there are no outcomes for the 2024-25 school year	Available in 2026-27 LCAP	**Less than 5%**	N/A
M1.19	Student Confidence Survey	As a new school, baseline data is not yet available	As a new school, there are no outcomes for the 2024-25 school year	Available in 2026-27 LCAP	**Greater than 90%**	N/A

Goal Analysis for 2024-25

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

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

A Goal Analysis is not applicable for the 2024-25 school year as the school's first operational year is 2025-26. Goal Analysis will be conducted during the subsequent LCAP cycle in Spring 2026.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

A Goal Analysis is not applicable for the 2024-25 school year as the school's first operational year is 2025-26. Goal Analysis will be conducted during the subsequent LCAP cycle in Spring 2026.

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

A Goal Analysis is not applicable for the 2024-25 school year as the school's first operational year is 2025-26. Goal Analysis will be conducted during the subsequent LCAP cycle in Spring 2026.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

A Goal Analysis is not applicable for the 2024-25 school year as the school's first operational year is 2025-26. Goal Analysis will be conducted during the subsequent LCAP cycle in Spring 2026.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Utilize Academic Achievement Data for All Students to Inform Instructional Planning	a) School staff will administer **Measures of Academic Progress by NWEA** to students in the fall and spring semesters. This data will inform targeted adjustments to curriculum and instructional strategies, ensuring we effectively address achievement gaps and support all students' academic success. b) School staff will administer the **Smarter Balanced Interim Assessments** to students in the fall semester. This data will empower instructional staff to analyze student understanding of grade-level standards and develop systematic strategies for continuous improvement in teaching and learning. c) Using the **California Educators Reporting System (CERS)**, teachers will analyze student progress and create targeted interventions to meet the diverse needs of all students, ensuring success in core subjects. d) To enhance student learning, instructional staff will strategically integrate **Instructure Mastery Connect** formative and summative assessments within the core curriculum. This data-driven approach will enable teachers to analyze student achievement, identify areas for growth, and refine teaching practices to meet the diverse needs of all learners, and inform core curriculum development and adjustments. e) Teachers will analyze student data from **Naviance**, specifically focusing on career exploration, college interests, and learning styles, to create personalized and engaging instructional plans. f) **Data and Assessment Department staff** will systematically collect and analyze data on key student achievement metrics, including student participation, chronic absenteeism, credit completion, potential dropout rates, AP course performance, and Naviance student confidence—and disseminate these findings in **Monthly Storybooks.**	$63,135	No

2	English Learner Assessment and Support Framework	a) School staff will conduct a **Home Language Survey** to evaluate the initial English language proficiency of students new to the state or country, facilitating the implementation of tailored English Learner plans. b) Instructional staff will **administer the ELPAC** to track English proficiency progress, informing strategic instructional planning, providing targeted support, interventions, and aiding in decisions regarding reclassification. c) Instructional staff will **collaboratively develop Individualized Education Programs (IEPs) for English Learners with disabilities**, incorporating academic language development goals to ensure comprehensive support. d) **English Learner Achievement Department (ELAD)** will utilize data analysis to develop evidence-based best practices for optimizing Curriculum, Instruction, Family Engagement, and Professional Learning Systems. e) Instructional staff will integrate evidence-based **formative and summative English Language proficiency assessments** in personalized one-on-one or small group settings to accurately measure language acquisition. f) Instructional staff will implement **Integrated English Language Development (ELD)** strategies to reinforce English proficiency while facilitating mastery of core content knowledge for all English Learners. g) Instructional staff will deliver personalized **Designated ELD instruction, using Summit K12** and blended courses, to develop essential language skills for content learning, tailored to each student's grade, proficiency, and learning needs. h) School staff will **research valid and reliable assessments to measure emerging English Learners' native language literacy** to provide equitable access to standards-aligned and rigorous courses of study, provide primary language assistance, and support biliteracy.	$87,190	Yes

3	Personalized Academic Instruction and Support for All Students	a) To strengthen student support, **Human Resources staff will prioritize the hiring of Resource Center Associates, Learning Associates, and Certificated Teacher Resources**, who will provide tutoring, deliver student learning feedback, and perform other critical instructional support functions. b) **The Student Services Center (SSC) staff will gather comprehensive student data**, including transcripts, report cards, attendance, behavior, and IEP/504 plans, to create Pathways Personalized Education Plans (PPEPs). c) **Teachers will create and manage Pathways Personalized Education Plans (PPEPs)** for each student, using educational records, assessments, academic progress, and post-secondary goals to guide student growth d) Instructional staff will utilize the **School Pathways Student Information System (SPSIS)** to streamline student support by documenting attendance, tracking MTSS interventions, monitoring progress, and recording grades. e) **Counselors** will work with students to develop personalized graduation plans**, offering multiple pathways to a diploma or equivalent**, and facilitating successful post-high school transitions. f) **Teachers will implement live, small-group instruction** designed to provide individualized skill support, enabling students to achieve mastery of course objectives and content standards, and create interactive opportunities to build student connectedness. g) Instructional staff will implement **Spring Academies in April**, providing targeted test preparation in Math and ELA to equip students with the skills/knowledge needed to maximize their proficiency in key claims and targets. h) **Learning Leads** and school administrators will offer support and guidance for **effective MTSS implementation**, facilitating timely interventions to meet the diverse academic, behavioral, and social-emotional needs of all students, and systematically monitoring the	$477,540	No

		impact of these interventions. i) Instructional staff will plan and provide **personalized field trip experiences**, focusing on student interests in career and college pathways, to enhance their exploration of future possibilities. j) The school will deploy **sprinter vans** to support student engagement in a range of activities, including field trips, school events, and Cadet Corps. This transportation solution will enhance accessibility for students. k) Identified students will be provided with access to rigorous **GATE programs**, facilitated by specially trained teachers, which will cultivate their talents and intellectual abilities through a challenging and stimulating academic environment, enabling them to reach their full potential.		

4	Targeted Math Interventions and Resources	a) Using data analysis, the **Math Study Group** will identify and prioritize key math standards and themes, informing daily instruction and targeted interventions throughout the school year. b) To support effective math instruction, the school will create a centralized, web-based **Teacher Math Resource**, offering readily accessible materials including key math themes, test preparation strategies, tutoring and intervention tools, VR integration guides, lesson plans, and targeted resources for English learners. c) Integrate the interactive features of **Amplify Desmos Curriculum** into weekly math tutorials, enabling students to explore mathematical concepts visually, manipulate variables, and receive immediate feedback, thereby fostering active learning and improved problem-solving skills. d) **Implement IXL Math** to offer personalized learning paths, immediate feedback, and motivational rewards to enhance student math proficiency. By leveraging IXL's adaptive technology, we aim to accelerate learning and effectively target areas of weakness, significantly improving student outcomes and directly contributing to learning recovery for targeted student groups. e) Utilize **Prisms Virtual Reality** mathematics to provide students with hands-on, spatial learning experiences, enabling them to visualize and manipulate mathematical concepts, thus building a strong foundation for grade-level math mastery.	$76,515	No

5	Instructional Support Framework for English Learners, Low-Income Students, and Foster Youth to Improve Graduation Rates	a. **Learning Leads** and school administrators will provide teacher coaching and support focused on effective delivery of instruction to meet the needs of high-risk student groups and **implementing the school's MTSS with fidelity**. b. To significantly increase graduation rates, the school will deploy additional **instructional support staff**, including Resource Center Associates, Learning Associates, and Certificated Teacher Resources, who will provide targeted tutoring. This focused support will address specific academic needs, ensuring students successfully complete the required graduation coursework and progress towards their diplomas. c. Partner with a **community-based organization for high-dosage tutoring throughout the school week**. This tutoring is designed to target unique learner needs, focusing on developing effective study habits and accelerating Math and ELA growth. This approach will directly support improved academic outcomes and contribute to closing identified learning gaps. d. **Counselors** will facilitate individualized student meetings focused on collaborative course planning and goal setting. These meetings will empower students to identify their academic, social-emotional, and behavioral needs, and work with counselors to develop tailored strategies for success, including **personalized course recommendations and support plans**. e. To drive increased graduation rates, the **Equity and Inclusion Department will focus on removing barriers to student success**. Through close collaboration with school staff, Equity and Inclusion staff will identify and address the holistic needs of individual students, particularly those facing unique challenges. This includes coordinating academic support, social-emotional resources, and family assistance, ultimately creating a supportive environment that empowers all students to achieve graduation. f. Full implementation of the **AVID Program** to build healthy learning habits, reading, writing, and critical thinking skills as well as deep content knowledge for college and career readiness.	$158,576	Yes

6	Academic Instruction and Support for Students with Disabilities	a) **Special Education (SPED) staff** will implement a system of frequent IEP reviews to facilitate timely adjustments and ensure personalized learning for all students with disabilities. These reviews will focus on maintaining alignment between IEPs, students' current needs, and evolving goals, enabling responsive and effective educational support. b) **Special Education Learning Lead** will offer support and guidance for compliance and specialized instruction for students with disabilities. c) **Special Education (SPED) staff will collaborate with general education teachers** and support staff to ensure the effective implementation of accommodations, modifications, and supplementary aids as specified in each student's Individualized Education Program (IEP). d) Provide ongoing professional development for all staff members to ensure understanding of **Free Appropriate Public Education (FAPE) requirements** and best practices for supporting students with disabilities. e) Education Specialists will provide **Specialized Academic Instruction (SAI)**. This instruction will be tailored to each student's unique learning needs. They will focus on targeted instruction in areas of need. This ensures individualized support for students with disabilities. f) Education Specialists will coordinate **supplemental services as needed**. Students requiring additional support, such as speech therapy or occupational therapy, will receive services from a nonpublic agency (NPA) certified by the California Department of Education (CDE). This ensures individualized support for students with disabilities. g) Special Education (SPED) staff will offer **ongoing support and consultation to general education teachers** to facilitate the effective implementation of accommodations and modifications within core curriculum areas.	$266,931	No

		h) By integrating the **principles of Universal Design for Learning (UDL),** we will proactively customize learning activities and materials, ensuring multiple means of engagement, representation, and action/expression, thus fostering accessibility for all students, including those with disabilities. i) Utilize the California **Practitioners' Guide for Educating English Learners with Disabilities** to ensure effective instruction for dually identified students. a) The **progress of students with disabilities will be systematically monitored through data-driven assessments**, allowing for timely and targeted adjustments to their intervention strategies. This process will ensure that interventions are responsive to their unique needs and promote optimal learning outcomes.		

7	Systematic Approach to Monitor Academic Performance and Progress for English Learners	a) Instructional staff will use **Ellevation as a comprehensive monitoring system** to support diagnostic, progress monitoring, and benchmark assessments of student learning, enabling timely adjustments to instructional and supplemental supports. b) Instructional staff will **monitor Long-Term English Learners (LTELs) and Reclassified Fluent English Proficient (RFEP) students** through the PPEP Phase Meetings in July, October, January, and other instructional meetings. c) School leadership will implement a **semesterly ELD progress report**, aligned with the CA EL Roadmap, to track student progress in designated ELD courses, attendance, and reclassification readiness. d) To support English Learner success, teachers will provide families with ELD progress reports and **facilitate collaborative meetings** to discuss language acquisition, academic growth, and individual student needs. b) **Data and Assessment Department staff will prepare a Monthly Storybook that summarizes English Learners** performance on specific achievement indicators, including Participation/Attendance, Chronic Absenteeism and Credit Completion to inform the decision-making progress related to instruction, curriculum, equity/inclusion, and professional learning systems.	$108,060	Yes

Goal

Goal #	Description	Type of Goal
2	Deliver a comprehensive and challenging curriculum emphasizing 21st-century learning skills aligned with California Content Standards, ensuring accessibility for all students.	Broad

State Priorities addressed by this goal.

Priority 1: Basic Services (Conditions of Learning)

Priority 2: Implementation of State Standards (Conditions of Learning)

Priority 4: Student Achievement (Pupil Outcomes)

Priority 7: Course Access (Conditions of Learning)

Priority 8: Student Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The school is committed to providing a rigorous and relevant curriculum that prepares students for success in the 21st century. This curriculum is grounded in the development of essential learning skills, including critical thinking, collaboration, creativity, and communication, which are vital for navigating the complexities of the modern global landscape. Adherence to California Content Standards ensures that students not only meet state-mandated educational requirements but also experience high academic expectations. Furthermore, the school prioritizes accessibility and inclusivity, ensuring that all students have equitable opportunities to thrive academically and pursue diverse college and career pathways, thereby maximizing their potential.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M2.1	Availability of standards aligned instructional materials to every student	As a new school, baseline data is not yet available	As a new school, there are no outcomes for the 2024-25 school year	Available in 2026-27 LCAP	**100%**	N/A
M2.2	Provide **all students** with access to a broad course of study, including Social Studies, English, Mathematics, Science, World Language, Visual & Performing Arts, Career Technical Education, and Physical Education	As a new school, baseline data is not yet available	As a new school, there are no outcomes for the 2024-25 school year	Available in 2026-27 LCAP	**100%**	N/A
M2.3	Design and implement programs and services to **pupils with exceptional needs** that promote enrollment in college/career-focused courses, successful transitions, and social-emotional skill development	As a new school, baseline data is not yet available	As a new school, there are no outcomes for the 2024-25 school year	Available in 2026-27 LCAP	**100%**	N/A
M2.4	Design and implement programs and services to **unduplicated students** that promote enrollment in college/career focused courses, successful transitions, and social-emotional skill development	As a new school, baseline data is not yet available	As a new school, there are no outcomes for the 2024-25 school year	Available in 2026-27 LCAP	**100%**	N/A

M2.5	Increase the annual number of students completing college credit courses	As a new school, baseline data is not yet available	As a new school, there are no outcomes for the 2024-25 school year	Available in 2026-27 LCAP	**Exceed baseline data**	N/A
M2.6	Maintain a comprehensive selection of college-aligned Advanced Placement and Honors course offerings	As a new school, baseline data is not yet available	As a new school, there are no outcomes for the 2024-25 school year	Available in 2026-27 LCAP	**Maintain baseline data**	N/A
M2.7	Maintain High-Quality and relevant established CTE Career Pathways	As a new school, baseline data is not yet available	As a new school, there are no outcomes for the 2024-25 school year	Available in 2026-27 LCAP	**Maintain baseline data**	N/A
M2.8	100% of Core Courses will be aligned to CCSS	As a new school, baseline data is not yet available	As a new school, there are no outcomes for the 2024-25 school year	Available in 2026-27 LCAP	**100% of courses**	N/A
M2.9	100% of Science Courses will be aligned to NGSS	As a new school, baseline data is not yet available	As a new school, there are no outcomes for the 2024-25 school year	Available in 2026-27 LCAP	**100% of courses**	N/A
M2.10	100% of ELA and Social Science Courses will be aligned to ELD Standards	As a new school, baseline data is not yet available	As a new school, there are no outcomes for the 2024-25 school year	Available in 2026-27 LCAP	**100% of courses**	N/A

M2.11	100% of Core Courses will be UC A-G approved	As a new school, baseline data is not yet available	As a new school, there are no outcomes for the 2024-25 school year	Available in 2026-27 LCAP	**100% of courses**	N/A
M2.12	100% of CTE Courses will be aligned to CTE Model Curriculum Standards	As a new school, baseline data is not yet available	As a new school, there are no outcomes for the 2024-25 school year	Available in 2026-27 LCAP	**100% of courses**	N/A
M2.13	Increase the annual percentage of All Students and Student Groups completing a CTE Career Pathway	As a new school, baseline data is not yet available	As a new school, there are no outcomes for the 2024-25 school year	Available in 2026-27 LCAP	**Exceed baseline results**	N/A
M2.14	Increase the annual percentage of All Students and Student Groups completing a-g requirements for entrance to the UC or CSU	As a new school, baseline data is not yet available	As a new school, there are no outcomes for the 2024-25 school year	Available in 2026-27 LCAP	**Exceed baseline results**	N/A
M2.15	Increase the annual percentage of All Students and Student Groups completing a-g requirements AND at least one CTE Career Pathway	As a new school, baseline data is not yet available	As a new school, there are no outcomes for the 2024-25 school year	Available in 2026-27 LCAP	**Exceed baseline results**	N/A

M2.16	Increase the annual number of All Students and Student Groups passing AP exams with a score of 3 or higher	As a new school, baseline data is not yet available	As a new school, there are no outcomes for the 2024-25 school year	Available in 2026-27 LCAP	**Exceed baseline results**	N/A
M2.17	Maintain a compliant and accessible Work Experience Education (WEE) Program	As a new school, baseline data is not yet available	As a new school, there are no outcomes for the 2024-25 school year	Available in 2026-27 LCAP	**Fully compliant and accessible WEE Program**	N/A

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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

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

A Goal Analysis is not applicable for the 2024-25 school year as the school's first operational year is 2025-26. Goal Analysis will be conducted during the subsequent LCAP cycle in Spring 2026.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

A Goal Analysis is not applicable for the 2024-25 school year as the school's first operational year is 2025-26. Goal Analysis will be conducted during the subsequent LCAP cycle in Spring 2026.

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

A Goal Analysis is not applicable for the 2024-25 school year as the school's first operational year is 2025-26. Goal Analysis will be conducted during the subsequent LCAP cycle in Spring 2026.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

A Goal Analysis is not applicable for the 2024-25 school year as the school's first operational year is 2025-26. Goal Analysis will be conducted during the subsequent LCAP cycle in Spring 2026.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Dynamic, Engaging and Standards-Aligned Curriculum	a) The school will develop a tailored **Learning Management System (LMS) on the Canvas platform**. This initiative will focus on designing and implementing interactive content and engaging activities that directly support student learning, promote academic growth, and improve overall achievement. b) APAC will maintain course alignment with **Common Core, ELD, and NGSS standards** through continuous review and updates. c) The **Visual and Performing Arts (VAPA) Department** will annually revise its comprehensive arts curriculum to align with state standards and integrate the arts across core subjects. Furthermore, VAPA will explore innovative opportunities, such as virtual reality and local partnerships, to enrich learning through hands-on experiences and cross-curricular projects, ultimately aiming to increase student participation and foster exploration of diverse art forms. d) APAC will regularly review curriculum to ensure alignment with **Smarter Balanced ELA and Math Assessment blueprints**. e) APAC will ensure course alignment with **UC a-g and NCAA requirements** to maximize student college and athletic eligibility. f) APAC will develop and enhance curriculum and instructional resources that integrate **culturally and linguistically responsive content and activities.** g) Instructional staff and counselors will actively **promote the benefits of advanced coursework** (Accelerated, Honors, AP) to students and families.	$172,286	No

2	Specialized Academic Programs and Strategies to Accelerate Learning for English Learners, Foster Youth and Low-Income Students	a) Provide **Chromebooks and internet services to families** in need of home technology to increase access and equity to the instructional program – close the digital divide. b) APAC will develop curriculum that is customized and blended for English Learners, with the **Universal Design Learning (UDL) Guidelines** to ensure all students can access and participate in meaningful, relevant, and challenging learning opportunities. c) Instructional staff will use **Achieve3000**, a differentiated literacy program, tailored to individual reading levels, to accelerate learning gains and build content knowledge for English Learners within the school year. d) instructional staff will utilize **BrainPop and BrainPop ELL**, a web-based supplemental English language learning platform. This program will provide ELL-specific support, explicit instruction of grammar concepts, academic vocabulary, and access to content area knowledge. e) Instructional staff will conduct outreach and recruitment to English Learner, Foster Youth, and Low-Income students with the focus **on providing equitable access to the same educational program** and services as all students, including access to Accelerated, Honors and Advanced Placement (AP), Gifted and Talented Education, and the Early College Credit Program.	$107,586	Yes

3	Strategies and Resources for All Students Designed to Increase College and Career Preparedness	a) Curriculum and Professional Development staff will regularly evaluate and update the course offerings list to ensure it reflects the current requirements for **college, university, career, and military pathways**. b) School staff will continue to offer **CTE courses and Certification programs** which are aligned to CTE Model Curriculum Standards. c) School staff will organize an engaging annual **College and Career Week**, connecting students with field experts and representatives through informational presentations and interactive workshops focused on post-secondary opportunities. d) Create a comprehensive **Early College Credit Resource Guide**, including a clear vision and mission, to ensure consistent program implementation school wide. e) Expand **Early College Credit access** for all students through strategic Dual Enrollment and Articulation partnerships with local colleges. f) Proactively inform students and families about Early College Credit academic and social emotional benefits, deadlines and course offerings through **comprehensive counseling outreach**. g) Deliver targeted Early College Credit **information and training through diverse platforms**, including Open House, Senior Night, Family Learning Series, and college workshops. h) **Collaborate with local colleges** to offer comprehensive Early College Credit onboarding, including informational sessions, application support, and orientations. i) **Track and analyze Early College Credit participation** and outcomes through a comprehensive "storybook" approach, with specific attention to diverse student populations (Special Education, English Learners, GATE, Homeless). j) Utilize **professional learning communities to analyze Early College Credit data** ("storybook") and identify trends, strengths, and	$104,404	No

		areas for improvement. k) Proactively collaborate with support staff and homeless liaison to identify and eliminate barriers, guaranteeing **equitable access to tuition-free Early College Credit** for all students, supported by the College & Careers Access Pathways Grant. l) Counseling staff will actively promote and educate students on the benefits of work-based learning opportunities, including the **Work Experience Education Program and Service Learning**, to prepare them for future careers. m) School staff will coordinate and oversee the administration of **Advanced Placement (AP) exams** during designated testing windows, providing students the opportunity to earn college credit and placement. n) To ensure grade 12 students are effectively prepared for diverse post-high school pathways, including college, university, military, and workforce entry, instructional staff will provide **targeted support in the development of their Pathways Portfolio**. This graduation requirement emphasizes the development of digital literacy and strategic planning.		

Goal

Goal #	Description	Type of Goal
3	Implement a targeted, data-driven professional learning system to enhance teacher effectiveness and ensure high-quality instruction schoolwide.	Broad

State Priorities addressed by this goal.

Priority 2: Implementation of State Standards (Conditions of Learning)

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The school prioritizes data-informed professional learning, designed to align teaching strategies with the specific academic needs and strengths of students. By analyzing performance data, the school ensures that professional development is relevant and effective, enhancing instructional quality and maximizing teacher impact. This data-driven approach also facilitates ongoing adaptation and refinement of teaching practices to meet evolving educational standards.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M3.1	90% of teachers will participate in at least 60 hours of annual professional development focused on implementation of the academic content and performance standards for all pupils, including English Learners	As a new school, baseline data is not yet available	As a new school, there are no outcomes for the 2024-25 school year	Available in 2026-27 LCAP	**90%**	N/A
M3.2	90% of teachers will participate in at least 10 hours of annual math professional development focused on implementation of the curriculum frameworks and content standards	As a new school, baseline data is not yet available	As a new school, there are no outcomes for the 2024-25 school year	Available in 2026-27 LCAP	**90%**	N/A
M3.3	English Learner Achievement Department (ELAD) will provide six annual trainings focused on Assessment, Curriculum, Equity, and Instruction	As a new school, baseline data is not yet available	As a new school, there are no outcomes for the 2024-25 school year	Available in 2026-27 LCAP	**At least six English Learner trainings offered throughout the school year**	N/A

M3.4	90% of instructional staff will complete Leading Edge Certification (LEC) within three years of their initial employment	As a new school, baseline data is not yet available	As a new school, there are no outcomes for the 2024-25 school year	Available in 2026-27 LCAP	**90%**	N/A
M3.5	90% of staff will report high levels of training relevance as indicated by an average 4 rating on training evaluations	As a new school, baseline data is not yet available	As a new school, there are no outcomes for the 2024-25 school year	Available in 2026-27 LCAP	**90%**	N/A
M3.6	90% of students surveyed will report high levels of satisfaction with their overall educational experience	As a new school, baseline data is not yet available	As a new school, there are no outcomes for the 2024-25 school year	Available in 2026-27 LCAP	**90%**	N/A
M3.7	90% of parents and family members surveyed will report high levels of satisfaction with their child's overall educational experience	As a new school, baseline data is not yet available	As a new school, there are no outcomes for the 2024-25 school year	Available in 2026-27 LCAP	**90%**	N/A

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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

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

A Goal Analysis is not applicable for the 2024-25 school year as the school's first operational year is 2025-26. Goal Analysis will be conducted during the subsequent LCAP cycle in Spring 2026.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

A Goal Analysis is not applicable for the 2024-25 school year as the school's first operational year is 2025-26. Goal Analysis will be conducted during the subsequent LCAP cycle in Spring 2026.

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

A Goal Analysis is not applicable for the 2024-25 school year as the school's first operational year is 2025-26. Goal Analysis will be conducted during the subsequent LCAP cycle in Spring 2026.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

A Goal Analysis is not applicable for the 2024-25 school year as the school's first operational year is 2025-26. Goal Analysis will be conducted during the subsequent LCAP cycle in Spring 2026.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing

1	Professional Learning Focused on Improving Academic Performance for All Students	a) Aligning with strategic initiatives, and responding to staff and partner feedback, the Curriculum and Professional Development Department will design and deliver a targeted **Professional Learning Calendar and Catalog**. b) Altus University (AU) will provide **professional development trainings designed to enhance teacher effectiveness** in implementing Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), and English Language Development (ELD) Standards, ultimately improving student learning outcomes. c) The school will use **Clifton Strengths** to provide employees with a clear understanding of their unique strengths. Professional development will then be tailored to focus on applying these strengths to enhance instructional practices, improve teaching and learning, and ultimately drive positive student outcomes by fostering a more effective and collaborative learning environment. d) Learning Leads and school administrators will conduct formal observations using a **Teaching Observation rubric aligned with the 5 Dimensions of Teaching and Learning framework**. These observations will provide teachers with targeted feedback to support the implementation of professional development learnings. e) Altus University (AU) will provide professional development to increase **staff knowledge of CTE standards and instructional strategies**. This will strengthen CTE programs and improve student transitions to post-secondary education and employment f) Altus University (AU) will provide comprehensive professional development designed to improve teacher online instructional delivery. This program will include training on best practices, technology integration, and student engagement, with the added benefit of supporting teachers in achieving **Leading Edge Certification (LEC)**, a national certification demonstrating advanced proficiency in educational technology. g) To enhance Special Education practices, staff will participate in **specialized training on IEP compliance, assessments, and**	$28,146	No

		differentiated instruction, delivered by experts including the Special Education Administrator, Special Education Learning Lead, School Psychologists, and SELPA personnel. h) Altus University (AU) will offer professional development to advance equitable teaching practices through differentiation of curriculum and instruction, providing opportunities for educators to earn **GATE certification and demonstrate specialized knowledge**. i) Offer **staff training in AVID strategies** and other college/career readiness best practices, focusing on areas such as academic support, college application guidance, and student motivation, to improve UC a-g completion rates among low-income students. j) Altus University (AU) will empower staff to become effective leaders through professional development training sessions and mentorships, featuring **Executive Studies and Fellows Projects** that promote strategic innovation and program advancement. k) AU provided comprehensive **professional development for new teachers**, covering essential areas such as student engagement, data-driven instruction, MTSS implementation, technology integration, independent study compliance, equity and inclusion, and alignment with the school's vision and values. l) AU will strategically integrate **social-emotional learning (SEL) activities into all professional development** to empower teachers with the knowledge and skills necessary to support student SEL. m) Altus University will provide training on **culturally and linguistically responsive teaching and learning**. This training, which integrates evidence-based pupil support through staff training, will provide teachers with the tools and mindset shifts necessary to increase student engagement and learning outcomes. n) Targeted professional development to **support teacher growth and address areas identified for improvement** in annual performance evaluations.		

		o) Implemented comprehensive professional development focused on the whole child, addressing physical, mental, and social-emotional well-being. This included specialized training in **Youth Mental Health First Aid (YMHFA)** and Suicide Prevention and Intervention. p) Provide **ALICE Training** and collaborative practice for all school personnel, addressing prevention, mitigation, response, and recovery strategies for violent critical incidents. q) The school will implement a comprehensive **AI training program for all staff**, addressing the safe and ethical deployment of AI technologies in education. This program will focus on practical applications, data security, and the responsible use of AI to support student learning and administrative efficiency. r) Professional development will be provided to instructional staff on the pedagogical integration of **Magic School AI**, focusing on how to use the platform to create engaging learning experiences and support student achievement. s) To ensure the successful transition and professional growth of certificated educators seeking to clear their credentials, the school will provide a tuition-free, mentor-driven **Teacher Induction Program**. This program will emphasize collaborative learning, peer observation, and personalized coaching, empowering teachers to refine their pedagogical practices and contribute to a culture of continuous improvement.		

2	Professional Learning Focused on Improving Academic Performance for English Learners, Low-Income Students, and Foster Youth	a) Instructional staff will **receive training on the CA EL Roadmap** to build understanding and expertise about the needs of ELs and research-based programs and practices. b) **English Learner Achievement Department (ELAD)** will provide training, support, coaching to instructional staff on the following topics related to the English Learner Plan: Integrated and Designated ELD, initial and summative ELPAC administration, data analysis, evidence based instructional strategies, curriculum customization and EL monitoring and reclassification on Ellevation, implementation of ELD Standards, addressing the language and social-emotional assets and needs of different EL typologies. c) Instructional staff will receive **specialized training on effectively implementing Summit K12** designated ELD curriculum, student engagement, and proficiency level growth. d) Instructional staff will access the **Ellevation Strategies platform, to participate in personalized, on-demand professional learning modules and instructional activities**. These resources include research-based strategies and differentiated instruction techniques, all connected to real-time EL data, enabling targeted and data-informed instruction, and improving performance outcomes. e) Instructional staff will receive specialized training on how to meet the **unique needs of newcomer, immigrant, and refugee students** who may be new to the country/school system. f) Instructional staff will receive specialized professional learning, including the San Diego County Office of Education's (SDCOE) **WRITE program, focused on enhancing literacy skills** and academic achievement for underserved students. g) **Achieve3000 training, coaching and support for instructional staff** which is focused on program integration, best practices, and data analysis which will improve English Learner students' literacy skills. h) Offer **specialized counselor training to equip low-income, foster youth, and first-generation students** with resources for successful	$77,765	Yes

		college transitions, including financial aid, scholarships, and academic preparation. i) The school will implement professional development for staff on research-based strategies and **trauma-informed practices,** specifically designed to increase school engagement and support the unique needs of homeless and foster youth.		

3	Professional Learning Focused on Improving Math Achievement for English Learners, Low-Income Students, and Foster Youth	a) The school will implement a **Math Literacy Summit** during the fall semester to enhance teacher capacity in data analysis, evidence-based mathematical instruction, and strategies for effectively supporting special populations, ultimately improving student math achievement. b) The school will develop a **strategic partnership with a mathematical expert or organization** to deliver ongoing and sustained professional learning that centers on culturally responsive instructional practices in mathematics, ultimately enhancing student achievement. c) The school will implement a regular **Math Study Group** to facilitate in-depth discussion and collaboration among educators on effective academic intervention and instruction strategies specifically tailored for independent study environments, with the goal of improving student outcomes. d) To enhance data-driven instruction, instructional staff will receive comprehensive training, ongoing support, and dedicated time to utilize **CERS for analyzing individual student math achievement data**. This analysis will directly inform targeted instructional planning aimed at improving outcomes for underperforming student groups. e) The Math Specialist will lead professional learning and provide ongoing support to staff on the effective **implementation of Virtual Reality (VR) mathematics.** This initiative will establish clear schoolwide instructional protocols for VR integration within the core curriculum, aiming to significantly enhance student engagement and improve overall math achievement. f) To better support English Learners, the Math Specialist will provide **targeted professional development to teachers, education specialists, and CTRs** on effective curriculum implementation and instructional strategies, focusing on grade-level content access and academic vocabulary development. g) An analysis of student math performance data indicated a need for targeted mathematics support. To address this, the school will	$81,728	Yes

		implement IXL Learning and provide comprehensive training and ongoing support from IXL Learning to instructional staff.		

Goal

Goal #	Description	Type of Goal
4	Provide a safe, secure, and supportive school environment that fosters a positive culture for teaching and learning, accessible to all educational partners.	Broad

State Priorities addressed by this goal.

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

A safe, secure, and supportive educational environment is paramount. This positive school climate fosters belonging, trust, and open communication, empowering students to learn and collaborate. It cultivates resilience, academic persistence, and essential social-emotional skills, crucial for both educational and lifelong success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M4.1	Maintain a Suspension Rate at 1.5% or less for All Students and Student Groups	As a new school, baseline data is not yet available	As a new school, there are no outcomes for the 2024-25 school year	Available in 2026-27 LCAP	**Less than 1.5%**	N/A
M4.2	Maintain an Expulsion Rate at 1.0% or less for All Students and Student Groups	As a new school, baseline data is not yet available	As a new school, there are no outcomes for the 2024-25 school year	Available in 2026-27 LCAP	**Less than 1%**	N/A
M4.3	More than 90% of students surveyed annually will report high levels of School Safety satisfaction	As a new school, baseline data is not yet available	As a new school, there are no outcomes for the 2024-25 school year	Available in 2026-27 LCAP	**Greater than 90%**	N/A
M4.4	More than 90% of parents surveyed annually will report high levels of School Safety satisfaction	As a new school, baseline data is not yet available	As a new school, there are no outcomes for the 2024-25 school year	Available in 2026-27 LCAP	**Greater than 90%**	N/A
M4.5	Maintain a School Safety Plan that meets the needs of educational partners and is compliant	As a new school, baseline data is not yet available	As a new school, there are no outcomes for the 2024-25 school year	Available in 2026-27 LCAP	**Compliant School Safety Plan**	N/A

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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

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

A Goal Analysis is not applicable for the 2024-25 school year as the school's first operational year is 2025-26. Goal Analysis will be conducted during the subsequent LCAP cycle in Spring 2026.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

A Goal Analysis is not applicable for the 2024-25 school year as the school's first operational year is 2025-26. Goal Analysis will be conducted during the subsequent LCAP cycle in Spring 2026.

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

A Goal Analysis is not applicable for the 2024-25 school year as the school's first operational year is 2025-26. Goal Analysis will be conducted during the subsequent LCAP cycle in Spring 2026.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

A Goal Analysis is not applicable for the 2024-25 school year as the school's first operational year is 2025-26. Goal Analysis will be conducted during the subsequent LCAP cycle in Spring 2026.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing

1	Safe and Supportive School Environment for All Students	a) The **Executive School Safety Committee** will convene regularly to ensure the effective implementation and continuous improvement of the School Safety Plan, fostering a safe and secure learning environment. b) To enhance safety preparedness, each Resource Center will designate a **Safety Ambassador** who will receive quarterly training, serve as an information liaison to colleagues, ensure the implementation of safety protocols, and facilitate discussions on ALICE Training key takeaways regarding preparation for violent critical incidents in the school setting. c) **Operations and Facilities staff** will develop and maintain a comprehensive process for the systematic review and update of critical equipment and tools, including communication systems, emergency response kits, and personal protective equipment, to ensure optimal functionality and readiness. d) The school will ensure healthy and productive learning environments by continuously monitoring and strategically upgrading **HVAC systems** to provide optimal air quality and comfortable temperatures for all students and staff. e) The school will continue to employ the **Brivo Access** system to effectively manage and monitor the flow of students, staff, and visitors into all resource centers, enhancing overall building security. This system ensures that only authorized individuals can access these areas, contributing to a safer learning and working environment. f) To better support student well-being, the school will leverage **California Healthy Kids Survey** data to enhance existing mental health and wellness services and programs. g) The school will provide dedicated **nursing services** to address students' physical health needs and support their social-emotional well-being, fostering a healthy and supportive learning environment. h) **To promote health awareness, the school will display flyers** at each resource center addressing topics such as cold, flu, and	$44,625	No

		COVID-19 symptom differentiation, mental health coping strategies and resources, human trafficking awareness and prevention, suicide prevention, and access to support services. i) The school will expand and maintain the **Mental Health & Wellness Hub**, providing educational partners with consistently updated essential information, evidence-based resources, and strategic partnerships. This hub will continue to address crucial areas such as bullying prevention and intervention, human trafficking of children, mental health support, suicide prevention, teen dating violence, and other related wellness topics. j) The school will conduct **annual professional learning** for all staff, providing essential training on Blood Borne Pathogens, Child Abuse Reporting, Sexual Harassment Prevention, AED, CPR, Fentanyl Awareness, and First Aid to ensure a safe and informed school environment. k) Implement online training curriculum to support lesbian, gay, bisexual, transgender, queer, and questioning **(LGBTQ+) cultural competency training** for teachers and certificated employees to support a safe and supportive school environment. l) School staff will receive training opportunities on **human trafficking prevention,** curriculum and the school's Human Trafficking School Safety Protocol.		

2	Social, Emotional, and Behavioral Support Systems for All Students	a) Equity and Inclusion staff will maintain and strengthen the **mental health referral process**, designed to connect students and families with essential mental health and wellness resources and support systems. This will include facilitating access to school-based services, community-based organizations, and crisis intervention resources such as 988, as well as providing information on key areas like suicide prevention, teen dating violence, and human trafficking awareness. b) To promote student well-being, the Healthy Youth Department will implement a **Wellness Week** focused on key themes of student connection and self-care. Activities and resources will emphasize practical coping strategies, including spending time in nature, staying hydrated, getting enough sleep, exercising, connecting with others, eating healthy food, doing stretches, and practicing gratitude. c) To support students' social-emotional development, the Healthy Youth Department will provide **Resilience in Student Education (RISE)**, a series of live interactive broadcasts focused on building Social and Emotional Core Competencies. These broadcasts will equip students with essential skills for self-awareness, self-management, social awareness, relationship skills, and responsible decision-making, contributing to their overall resilience and well-being. d) To foster positive student development, instructional staff will provide **small group learning environments**, both in the resource center and through distance learning, designed to promote positive communication, responsible behavior, and a sense of accountability among students.	$97,170	No

3	Social, Emotional and Behavioral Support Systems for Low-Income Students and Foster Youth	a) The **Character and Leadership Development Program** will provide opportunities for students to develop character and leadership skills while also promoting their health, wellness, and academic achievement. This will include emphasizing the importance of mental health, providing coping strategies for daily well-being, and encouraging healthy lifestyle choices. b) To foster student success, the school will implement **AVID's social and emotional learning (SEL) framework**. This implementation will support students in meeting their diverse needs, pursuing their academic and career goals, and effectively leveraging their college and career readiness skills. e) To support student health and well-being, the school will implement a **Meal Program**. This program will ensure students have access to nutritious meals, with breakfast and lunch provided at no charge. The school will adhere to relevant regulations, and information on additional food assistance programs will be made available to families. c) To better support homeless and foster youth, the school will create and integrate dedicated resources within the school's **Mental Health and Wellness Hub**, providing access to essential services and information. d) **Healthy Youth Therapists** will offer counseling services, facilitate connections to school-based and community-based mental health supports, and manage student cases to ensure access to comprehensive services that address their social-emotional, mental health, and physical well-being. e) To promote student emotional well-being and enhance self-regulation skills, the school will deploy **calming carts** to designated areas. These carts will contain a variety of sensory tools, mindfulness resources, and calming activities, directly supporting social-emotional learning (SEL) initiatives.	$15,049	Yes

4	Collaborative Support Systems for Foster Youth	a. School **enrollment staff will identify and tag incoming Foster Youth students within the Student Information System (SIS)**. This process will enable the Homeless and Foster Youth Liaison to provide targeted support and ensure that these students' academic, physical, mental health, and social-emotional needs are comprehensively met. b. The **Homeless and Foster Youth Liaison will provide ongoing case management services** to support students and will collaborate with instructional staff to coordinate resources and interventions as needed.	$34,389	Yes

Goal

Goal #	Description	Type of Goal
5	Provide innovative and engaging community-based resource centers to provide comprehensive support services for students, parents, and families.	Broad

State Priorities addressed by this goal.

Priority 1: Basic Services (Conditions of Learning)
Priority 3: Parent Involvement (Engagement)

An explanation of why the LEA has developed this goal.

The school is committed to developing innovative, community-based resource centers that provide holistic support for students. These resource centers will integrate advanced technologies, promote well-being, and foster strong community connections to enhance the educational experience. By creating these dynamic spaces, we aim to ensure every student has access to the tools and support necessary to reach their full potential, fostering a culture of growth and collaboration within our community.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M5.1	100% of facilities are determined to be in Good Repair status, clean, safe, and functional for teaching and learning	As a new school, baseline data is not yet available	As a new school, there are no outcomes for the 2024-25 school year	Available in 2026-27 LCAP	**100% of school facilities**	N/A
M5.2	Equity and inclusion staff will maintain or increase opportunities for parental and family member participation for low-income, English learners and foster youth students in trainings, advisory meetings and school events	As a new school, baseline data is not yet available	As a new school, there are no outcomes for the 2024-25 school year	Available in 2026-27 LCAP	**Maintain or expand opportunities for parental participation for low-income, English learners, and foster youth students**	N/A

M5.3	Special education staff will maintain or increase opportunities for parental and family member participation for students with exceptional needs in advisory meetings, school events and conferences	As a new school, baseline data is not yet available	As a new school, there are no outcomes for the 2024-25 school year	Available in 2026-27 LCAP	**Maintain or expand opportunities for parental and family member participation for students with exceptional needs**	N/A
M5.4	Maintain connections to community partners that support the academic, physical, and social-emotional needs of students, parents, and family members	As a new school, baseline data is not yet available	As a new school, there are no outcomes for the 2024-25 school year	Available in 2026-27 LCAP	**Maintain baseline data**	N/A
M5.5	Provide six Family Learning Series Trainings to all parents and family members	As a new school, baseline data is not yet available	As a new school, there are no outcomes for the 2024-25 school year	Available in 2026-27 LCAP	**At least 6 trainings**	N/A
M5.6	90% of parents will report that Resource Centers provide innovative learning opportunities for students	As a new school, baseline data is not yet available	As a new school, there are no outcomes for the 2024-25 school year	Available in 2026-27 LCAP	**More than 90%**	N/A

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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

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

A Goal Analysis is not applicable for the 2024-25 school year as the school's first operational year is 2025-26. Goal Analysis will be conducted during the subsequent LCAP cycle in Spring 2026.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

A Goal Analysis is not applicable for the 2024-25 school year as the school's first operational year is 2025-26. Goal Analysis will be conducted during the subsequent LCAP cycle in Spring 2026.

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

A Goal Analysis is not applicable for the 2024-25 school year as the school's first operational year is 2025-26. Goal Analysis will be conducted during the subsequent LCAP cycle in Spring 2026.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

A Goal Analysis is not applicable for the 2024-25 school year as the school's first operational year is 2025-26. Goal Analysis will be conducted during the subsequent LCAP cycle in Spring 2026.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing

1	Strengthening Community: Communication, Support, and Access	a) The school will enhance communication by hosting **Open House and Senior Night events**, providing students and families with direct access to key school information and resources, including academic programs, student support services, and graduation requirements. b) Altus Schools will launch a comprehensive **Family Learning Series** that will empower families in supporting student success. The series will cover key areas including advanced academic programs (AP and Early College Credit), student support services, mental health, responsible technology use, and career pathways. c) Building upon its established **Alumni Community**, the school will further expand opportunities for graduates. Alumni will continue to engage through guest speaking, panel participation in Senior Exhibitions, and ongoing networking initiatives. d) Instructional staff will employ **ParentSquare** to ensure accessible and timely information sharing with students, parents, and families regarding the educational program. This proactive communication will keep everyone informed about academic progress, events, and resources, fostering active participation and a strong school-home partnership. e) To evaluate student well-being and school climate, the school will **administer the California Healthy Kids Survey (CHKS)**, gathering data on student perceptions of mental health, social-emotional health, and their sense of belonging within the school community. f) The school will embed a **confidential feedback form within the Mental Health and Wellness Hub** to facilitate collaborative support. This will allow educational partners to share insights and request assistance while maintaining privacy. g) The school will continue to provide **AltusGo**, a web-based platform that offers students streamlined access to essential school resources, including key instructional tools, resources, and support services. h) The school will leverage technology platforms, including **DocuSign, Zoom, and Adobe**, to enhance collaboration with educational	$170,065	No

		partners. DocuSign will streamline digital signatures, Zoom will facilitate virtual meetings, and Adobe will support document sharing and editing. This integrated approach will foster efficient and effective partnerships, ultimately benefiting student outcomes. i) The Communications Department will **enhance the school website** to provide accurate and timely information to parents and community members, ensuring compliance with all educational requirements. The website will also feature interactive elements, allowing visitors to easily ask questions, provide feedback, and connect with school staff. j) To maximize reach and recruit students and families in need of innovative learning methods, the school will conduct a **broad marketing initiative encompassing diverse formats** such as bus advertisements, television and radio spots, print materials, and targeted online search campaigns, all focused on re-engagement and post-high school preparation. k) To recognize and celebrate student accomplishments, the school will provide **promotion and graduation ceremonies** at the end of the academic year. Families and guests are invited to attend these special events, which honor the hard work and achievements of our students.		

2	Integrating Advanced Technologies into Education	a) Enhance career exploration and workforce readiness by providing students with immersive **Transfr Virtual Reality** simulations, leading to increased engagement, improved skill retention, and greater confidence in their future career choices. b) The school is expanding its innovative teaching methods by introducing **3D printing with MakerBot Sketch Large printers**. This initiative will provide all students with opportunities to explore STEAM fields through practical, hands-on projects. Teachers will receive thorough training to ensure effective integration of this technology, preparing students for the evolving demands of the 21st century workforce. c) To ensure optimal learning experiences aligned with Next Generation Science Standards, school staff will proactively maintain and enhance facilities, equipment, and instructional materials. This includes integrating **Vernier temperature probes, pH sensors, and motion detectors** into lab activities, allowing students to gather accurate, real-time data for experiments in physics, chemistry, and biology. This commitment to 'best practices' will provide students with a safe and effective lab environment for scientific exploration and discovery, aligning with modern scientific practices. d) Provide instructional staff with access to **MagicSchool AI** to optimize instructional planning, personalize learning pathways, and develop curriculum that integrates responsible AI usage. This will enable educators to effectively leverage AI tools and guide students in navigating the ethical and practical aspects of AI technology. e) The school's California Cadet Corps will offer an innovative **Aviation Program centered on hands-on experience with unmanned drones**. This program is strategically designed to equip students with foundational knowledge and practical skills vital for future careers in piloting and related aerospace industries.	$54,455	No

3	Engagement Opportunities for English Learners, Low-Income Students, and Foster Youth	a) The school will continue to host our annual **Family Resource Night** at the beginning of the school year. This event will empower families, especially those from historically underserved communities, with information about our educational programs and services. We will focus on ensuring equitable access and opportunities for all students. b) To enhance accessibility for foster youth, we will provide **coordinated transportation services** to our resource center. This will enable them to fully utilize the educational support and services offered, fostering their academic success. c) To foster collaborative partnerships, we will facilitate interactive **English Learner Advisory Committee (ELAC) meetings**. These meetings will empower parents to provide valuable input into the English Learner Plan. We will include an annual Needs Assessment within these meetings to directly inform and improve our services. This process will ensure our services are responsive to the needs of English Learners. d) Instructional staff will use **ELD Progress Reports as a tool to initiate meaningful conversations with families of English Learners**. These conversations will focus on assessing student needs and collaboratively developing personalized learning goals. This approach will foster active family involvement in their child's language development. e) The school will ensure accessibility for all families by **providing translated materials and resources** for parents and family members of English Learners. Additionally, we will staff resource centers with **designated translators or bilingual staff** in locations with high enrollment of non-English speaking families. This will facilitate clear communication and support. f) The school will actively facilitate communication by **arranging translation services** in all languages for non-English-speaking parents. These services will be provided for both in-person and virtual parent-teacher conferences and school meetings.	$7,658	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2025-26

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$491,040	$44,578

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
22.654%	0%	$0	22.654%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1, Action 5a	Analysis of the Palm Desert Resource Center CAASPP data highlights disparities in academic achievement in both English Language Arts (ELA) and Mathematics, particularly when comparing the performance of English Learners (EL) and Students with Disabilities (SWD) to the schoolwide average. While the school would like to improve performance on both ELA and Mathematics, the data indicates that EL and SWD students face considerably greater academic challenges relative to their peers. To address these inequities and foster a more inclusive learning environment, the school will implement a comprehensive support system. This system will integrate academic, social-emotional, and behavioral supports to ensure all students have equitable access to the resources and opportunities they need to succeed. A central focus of this initiative will be to close the identified achievement gaps for our EL and SWD student populations in comparison to the broader student body.	To address the holistic needs of each student, the school has designed a **comprehensive Multi-Tiered System of Support** (MTSS) that teachers, staff, and administrators use to provide targeted support. MTSS is fundamentally proactive, aiming to identify and address student needs before they escalate into more significant issues. This approach benefits all students by maintaining continuous monitoring and support, but it is especially critical for underserved students who may not have access to similar support outside of school. Because MTSS is focused on early intervention, tailored support, and data-driven decision-making, it is especially advantageous for underserved and marginalized student groups, helping to bridge the gap in educational equity.	CAASPP ELA and Math
Goal 1, Action 5b	Previous Palm Desert Resource Center CAASPP data reveals an achievement gap in both English Language Arts (ELA) and Math, with the school performing below standard. This gap is particularly pronounced for English Learners (EL), Students with Disabilities (SWD) and some other student groups. To address this, the school will implement targeted interventions, including assigning additional support staff to focus on improving ELA and Math skills for targeted student groups. This strategy aims to provide these students with the necessary support to excel in core subjects and close the achievement gap.	To increase academic progress and credit completion rates for targeted student groups, the school will employ additional **instructional support staff that can provide individualized attention** and tailored tutoring to students. While support staff can work with all students, this personalized support is particularly beneficial for students from underserved backgrounds who might face additional barriers to learning, such as language challenges, limited access to educational resources at home, or cultural differences.	CAASPP ELA and Math

Goal 1, Action 5c	Analysis of previous Palm Desert Resource Center graduation rates and chronic absenteeism among unduplicated students, particularly Socioeconomically Disadvantaged (SED), indicates an engagement gap compared to their peers. This suggests that SED students face challenges in consistently attending school and completing their education, highlighting the need for targeted interventions and support to improve their engagement and overall academic success.	To improve students' daily study habits and academic proficiency in core subjects, the school will partner with a non-profit organization that can provide **high dosage tutoring opportunities** for students throughout the school week. While this high dosage tutoring will be offered LEA-wide, it will help address and close achievement gaps by providing extra tutoring, mentoring, and academic support. This is crucial for students who might not receive adequate educational support outside of school, helping these students keep up with their peers and grade level expectations.	DASS One-Year Graduation Rate, Combined Four-Year and Five-Year Graduation Rate, CAASPP ELA and Math
Goal 1, Action 5d	Unduplicated students require targeted social-emotional support to address heightened stress and anxiety stemming from personal challenges. These challenges hinder their academic focus, engagement, and post-secondary planning. To thrive academically and personally, these students need a supportive environment that prioritizes their emotional well-being in conjunction with their academic development.	To meet the social-emotional needs of students, **counselors** are trained to provide not only academic but also social-emotional support. This is particularly important for underserved students who may experience high levels of stress and anxiety related to their personal circumstances. Counselors can help students develop coping strategies and resilience in education.	Chronic Absenteeism and Student Attendance
Goal 1, Action 5e	Students require a learning environment that fosters a strong sense of belonging, values diversity, and actively promotes equity and inclusion. This necessitates specialized Equity and Inclusion staff to advocate for underrepresented students, address potential biases, provide access to essential resources, and create safe spaces for students to discuss their identities and experiences. All students deserve to feel valued, empowered, and supported in their academic and personal growth.	To help meet the needs of learners from diverse backgrounds, the school will provide **Equity and Inclusion staff** that can act as advocates for underserved students, ensuring their needs are met within the school system. Equity and Inclusion staff can play a key role in bridging the gap between schools and communities, particularly in marginalized areas. This can help with navigating the educational landscape, assist in accessing services, and providing equitable treatment and opportunities.	Chronic Absenteeism and Student Attendance

Goal 1, Action 5f	Previous Palm Desert Resource Center's NWEA assessment data in Reading, Mathematics, and Language Usage reveals areas for growth. While the schoolwide performance is excellent, there are some student groups that need targeted intervention and support. To address this disparity and equip all students with the necessary skills for future success, the school will implement the AVID program. This program focuses on building academic skills, fostering knowledge acquisition, and preparing students for college and career pathways.	To build academic skills, knowledge, and preparation for future pathways, the school will provide an **AVID Program**. While AVID will be offered LEA-wide, educational partners report that the program provides them with more opportunities to build close relationships with students, which can be especially important for marginalized students who may feel disconnected from the traditional school activities and structures. These relationships can foster a sense of belonging, enhancing a students' academic engagement and motivation to succeed in school.	NWEA Reading, Language, and Mathematics
Goal 2, Action 2a	A significant number of students lack equitable access to essential learning resources, specifically computers and reliable internet service at home. This digital divide hinders their ability to complete assignments, develop 21st-century skills, and access online educational opportunities, ultimately limiting their academic success and future. To ensure equitable access to learning and opportunities, these students need to be provided with the necessary technology and internet connectivity.	To close the digital divide, the school will **provide a Chromebook and/or internet service**s to all families in need to help bridge the digital divide and promote equity in education. Research shows that students from socio-economically disadvantaged backgrounds are more likely to lack access to technology and the internet at home, creating a 'homework gap' that can hinder their ability to fully participate in the educational program. Providing all students with technology and internet access helps ensure equal opportunities for learning and reduces disparities in educational outcomes. The school expects the Altus Connect Program to improve digital access and equity, expand learning opportunities, engender personalized and differentiated instruction, promote digital literacy, and enhance parental engagement and communication.	Chronic Absenteeism and Student Attendance

Goal 2, Action 2b	English Learners and students with unique learning profiles require a more inclusive and effective learning experience to ensure equitable access to meaningful and challenging opportunities. To achieve this, the school needs to prioritize the ongoing development and refinement of a blended curriculum model incorporating Universal Design for Learning (UDL) guidelines. This approach will personalize learning experiences, promote greater engagement, and lead to improved outcomes for all students.	To meet the diverse learning needs and styles of all students, the school's curriculum departments (APAC), integrates **Universal Design for Learning (UDL) Guidelines** into the core curriculum. While UDL will benefit all students, educational research indicates that it is vital for underserved students because it creates an inclusive environment that proactively addresses diverse learning needs, including language barriers, disabilities, or different cultural backgrounds. The school expects these services to narrow achievement gaps, increase educational access, and create a more inclusive learning environment for all students.	NWEA Reading, Language, and Mathematics
Goal 2, Action 2c	English Learners (ELs) require enhanced instructional support to accelerate their literacy development and access grade-level content. While existing practices provide a foundation for language acquisition, they do not fully address the diverse learning needs and reading levels within the EL population. To ensure equitable access and accelerate learning gains, ELs need a comprehensive literacy program, such as Achieve3000, that provides differentiated instruction tailored to individual student needs and empowers them to build essential literacy skills.	To improve English language proficiency rates, the school will implement **Achieve3000**, an online literacy platform designed to enhance reading comprehension and vocabulary for all students, including English Leaners. This platform adapts content to individual reading levels and includes a variety of tools and activities to aid in language development. Educational partners indicate that Achieve3000 will likely boost English learners' performance on the ELPAC by aligning texts with students' reading abilities, offering personalized learning paths, and progressively adjusting the difficulty level. Although primarily aimed at English learners, school staff believe this program will also assist other students identified as struggling readers.	CAASPP ELA, ELPI, EL Reclassification

Goal 2, Action 2d	English Learners (ELs) require additional support to accelerate English language acquisition and access core academic content. To enhance language proficiency and ensure equitable learning opportunities, ELs need a supplemental learning program, such as BrainPop and BrainPop ELL, that provides explicit instruction in grammar, builds academic vocabulary, and supports access to core content, ultimately empowering them to thrive academically.	To build literacy skills and content knowledge of English Learner students, the school will utilize BrainPop and BrainPOP ELL as an educational tool that will be integrated into the school's English Language Development (ELD) Program. These resources support ELs through engaging animated videos, comprehensive activities, vocabulary building, grammar lessons, and opportunities for writing and speaking practice, along with promoting cultural awareness. We anticipate that these tools will not only help improve our school's English Language Proficiency Indicator (ELPI) and other engagement metrics, such as attendance rates, but also benefit other students by making learning more enjoyable and aiding in language skill development across various subjects.	CAASPP ELA, ELPI, EL Reclassification, EL Attendance
Goal 2, Action 2e	English Learners (ELs) require proactive support and outreach to ensure equitable access and participation in advanced learning opportunities, including Accelerated, Honors, Advanced Placement (AP), Gifted and Talented Education, and Early College Credit Programs. Currently, ELs may be underrepresented in these programs due to limited awareness among EL families and a lack of targeted recruitment efforts. To address this inequity and ensure that ELs can reach their full potential, the school must implement targeted outreach and recruitment strategies designed to engage EL students and families and provide clear information about advanced learning opportunities.	To increase college and career readiness for English Learners, the school will conduct targeted recruitment of English Learner students to participate in Honors and Advanced Placement (AP) coursework. This initiative not only aims to bridge opportunity gaps but also promotes educational equity by ensuring that ELs have access to challenging academic programs. By encouraging EL participation in these advanced courses, we anticipate a rise in the number of EL students taking advanced coursework and meeting the CCI Prepared criteria as reported on the School Dashboard. Furthermore, as we create and distribute flyers and other informational materials about these opportunities, we expect to see a broader impact on the school community. This visibility will likely encourage greater overall student interest and participation in our Honors and AP programs, thereby enhancing academic engagement and achievement LEA-wide. Participation in AP Courses, Exams, and Early College Credit	Participation in AP Courses, Exams, and Early College Credit

Goal 3, Action 3a	Students require educators to have strong instructional skills in mathematics, particularly in data analysis, and to be equipped with effective teaching strategies that support all learners, including those with special needs. Currently, a lack of support in these areas may hinder students' mathematical development. To ensure students develop strong math skills, educators need professional development opportunities, such as a Math Literacy Summit, focused on data analysis techniques, research-based strategies, and differentiated instruction for diverse learners.	To meet the diverse and unique learning needs of special populations, the school will provide a full day of math professional learning (Math Literacy Summit) focused on evaluating individual student mathematics achievement data and implementing appropriate teaching strategies. By applying evidence-based methods, educators can specifically address and support the unique challenges faced by special populations such as low-income students, foster youth, and English learner students, promoting equity in educational outcomes. This targeted approach not only boosts overall student engagement and achievement but significantly aids those who may lack additional educational support outside of school, leveling the playing field.	Math Professional Learning, Training Relevance, NWEA Math, CAASPP Math, Grade 11 CAASPP Math

Goal 3, Action 3b	Students from diverse cultural backgrounds require culturally responsive instruction in mathematics to ensure equitable learning experiences and outcomes. Currently, educators need further support in implementing these practices effectively. To create inclusive and engaging learning environments that value students' cultural identities and prior knowledge, the school needs to invest in a partnership with a mathematical expert or organization to provide ongoing professional learning in culturally responsive mathematics instruction. This will lead to improved student engagement, achievement, and a deeper appreciation for the cultural relevance of mathematics.	To meet the cultural needs of special populations, the school will partner with a mathematical expert or organization that can provide ongoing and sustained professional learning centered on culturally responsive teaching practices. Culturally responsive mathematical instruction ensures that teaching practices and curricular materials reflect the diverse backgrounds and experiences of all students, making learning more relevant and accessible. This approach is especially beneficial for English learners, low-income, and foster youth as it acknowledges and integrates their unique cultural contexts, thereby increasing their engagement and connection to the material. By fostering a more inclusive and understanding academic environment, students are more likely to participate actively and perform better academically. Ultimately, this leads to higher levels of college and career readiness by equipping students with the confidence and skills necessary to succeed in a diverse and competitive world.	Math Professional Learning, Training Relevance, NWEA Math, CAASPP Math, Grade 11 CAASPP Math

Goal 3, Action 3c	Students require educators who are consistently supported and engaged in ongoing professional learning in mathematics instruction. This includes opportunities for collaboration, exploration of new pedagogical techniques, and effective integration of technology into the curriculum. By investing in a Math Study Group, educators will deepen their understanding of key standards and topics, share best practices, and refine their instructional approaches, ultimately creating a more engaging and effective learning environment where all students have access to high-quality mathematics instruction.	To provide staff with additional collaboration opportunities, the school will organize a Math Study Group that regularly explores new pedagogical techniques. This group's focus on analyzing key standards and discussing effective teaching and intervention methods ensures that instruction is aligned with best practices and tailored to meet diverse learning needs. English learners, low-income, and foster youth students particularly benefit from this action as it fosters an environment of targeted support and intervention, addressing educational gaps and promoting equity in learning opportunities. These improvements in teaching quality and relevance can significantly enhance engagement, understanding, and academic success for these vulnerable student groups, better preparing them for future educational and career challenges.	Math Professional Learning, Training Relevance, NWEA Math, CAASPP Math, Grade 11 CAASPP Math
Goal 3, Action 3d	Students require educators who are equipped to effectively utilize the California Educators Reporting System (CERS) to improve math achievement. Currently, a lack of expertise and resources in data analysis and instructional planning may lead to missed opportunities for identifying learning gaps and providing effective interventions. To ensure that all students have access to high-quality instruction and achieve improved math outcomes, educators need dedicated time and professional development focused on CERS data analysis, enabling them to make data-driven decisions, differentiate instruction, and implement targeted interventions.	To enhance student achievement data analysis, the school will provide professional learning focused on how to utilize the California Educators Reporting System (CERS) to aid instructional planning practices. This targeted analysis helps educators identify specific areas where students, particularly those from underperforming groups, are struggling and adjust teaching strategies accordingly. For English learners, low-income, and foster youth, this personalized attention can significantly close achievement gaps by addressing the unique challenges they face. Consequently, this approach not only enhances learning outcomes for all students but is particularly transformative for those who traditionally lack support, thereby boosting their academic achievement and future educational prospects.	Math Professional Learning, Training Relevance, NWEA Math, CAASPP Math, Grade 11 CAASPP Math

Goal 3, Action 3e	Students, particularly English Learners, foster youth, and students from under-resourced communities, require educators who are knowledgeable and skilled in effectively integrating Virtual Reality (VR) technology into mathematics instruction. Currently, a lack of preparedness in this area may create inequitable access to powerful learning opportunities. To ensure that all students benefit from the use of VR in mathematics, educators need professional learning and guidance from a Math Specialist to establish schoolwide protocols and design engaging learning activities that leverage VR to deepen students' understanding of mathematical concepts.	To provide students with innovative teaching and learning methods, the school will provide professional learning centered on effective implementation of Virtual Reality (VR) mathematics. Implementing VR into the math curriculum through established protocols can significantly boost engagement among historically underserved students, as immersive learning environments often increase motivation and understanding by providing interactive and contextual experiences. This strategy aligns with findings that suggest technology-enhanced instruction can lead to improved academic outcomes, particularly in complex subjects like mathematics.	Math Professional Learning, Training Relevance, NWEA Math, CAASPP Math, Grade 11 CAASPP Math, Innovative Learning Opportunities for Students
Goal 3, Action 3f	English Learners (ELs) require specialized support and differentiated instruction in mathematics to access grade-level content, develop academic language, and achieve their full potential. Currently, educators may lack the specific training and resources needed to effectively support ELs in mathematics, potentially leading to gaps in understanding, limited engagement, and hindered progress in this critical subject area. To address this, educators need targeted professional development from a Math Specialist, focused on effective strategies for supporting ELs, including curriculum modification, culturally responsive teaching practices, and language acquisition support. This will ensure that ELs can confidently engage with grade-level content, develop essential academic vocabulary, and succeed in mathematics.	To ensure that each instructional staff can tailor teaching strategies to meet the diverse needs of all students, the school will employ a Math Specialist to provide personalized professional learning. The Math Specialist will provide targeted approaches to benefit special populations like low income, English learner students, and foster youth, who may face unique educational challenges that require specialized support to achieve academic success. By equipping teachers with the skills to differentiate instruction and engage these students effectively, the specialist helps create a more inclusive and equitable learning environment where every student can excel.	Math Professional Learning, Training Relevance, NWEA Math, CAASPP Math, Grade 11 CAASPP Math

Goal 3, Action 3g	Based on data analysis and teacher insights, the school has identified a critical need for a supplemental math program with the following key features: rapid identification and remediation of student skill deficiencies, an engaging and user-friendly interface, built-in gamification to enhance motivation, immediate and actionable learning feedback, and robust differentiated instruction to personalize the learning experience and drive significant improvement in math skills.	Data analysis revealed math learning gaps, particularly for English Learners, Students with Disabilities, and other unique learners, necessitating focused intervention for specific student groups. The school will implement IXL Learning, an evidence-based platform providing personalized math instruction and immediate feedback to directly address these needs while also offering supplementary support for all students schoolwide. Comprehensive staff training will ensure effective IXL integration, maximizing its impact on accelerating targeted student progress and fostering mathematical proficiency for everyone. This strategic action directly addresses individual student needs for both remediation and growth, benefiting both identified learners and the wider student body.	Math Professional Learning, Training Relevance, NWEA Math, CAASPP Math, Grade 11 CAASPP Math
Goal 4, Action 3a	Students, particularly those navigating challenging personal circumstances, greatly benefit from dedicated programs focused on character and leadership development. Acquiring skills in areas like resilience, problem-solving, and positive communication can provide crucial support and empower them to overcome adversity. Integrating a focus on health and wellness, including mental health strategies, offers vital coping mechanisms and promotes stability, ultimately fostering their academic engagement and overall well-being.	To address this identified need of students, the Character and Leadership Development Program will be particularly beneficial for those navigating challenging personal circumstances, offering crucial support in developing character and leadership skills alongside promoting their health, wellness, and academic achievement. However, it also provides valuable opportunities and resources that can positively impact all students. This includes emphasizing mental health, providing coping strategies for daily well-being, and encouraging healthy lifestyle choices, which are beneficial to everyone.	Student Attendance, Chronic Absenteeism, Student Confidence

Goal 4, Action 3b	To thrive academically and beyond, students need explicit and consistent support in developing their social and emotional learning (SEL) competencies. Implementing AVID's SEL framework will address their diverse needs by equipping them with essential skills such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. By fostering these competencies, students will be better prepared to navigate their academic journeys, pursue their college and career aspirations with greater confidence, and effectively utilize their college and career readiness skills.	To foster student success, the school will implement AVID's social and emotional learning (SEL) framework, which will be particularly impactful in supporting students with diverse needs and backgrounds as they navigate challenges and pursue their academic and career goals. This implementation will also provide a valuable foundation for all students to enhance their well-being and effectively leverage their college and career readiness skills.	Graduation Rate, Student Attendance, Student Confidence, UC a-g Completion
Goal 4, Action 3c	Students from under-resourced homes, English Learners (ELs), and foster youth often face significant barriers to consistent access to nutritious food, which can negatively impact their health, well-being, and academic success. The implementation of a universal Meal Program addresses these critical needs by ensuring that all students, regardless of their socioeconomic background, language proficiency, or living situation, have access to free and nutritious breakfast and lunch daily. This program will alleviate food insecurity and create a more equitable and supportive learning environment where all students can thrive.	Our school will implement a universal Meal Program to support student health and well-being by providing free breakfast and lunch to all. This ensures consistent access to nutritious food, especially for under-resourced students, fostering a more equitable and supportive environment. By removing financial barriers and stigma, all students can benefit from improved concentration and overall health, leading to greater academic success. We will follow all regulations and provide information on additional food assistance for families.	Student Attendance, Student and Parent Satisfaction
Goal 4, Action 3d	Homeless and foster youth in our school community require equitable access to comprehensive support services that address their unique challenges. Integrating dedicated resources within the Mental Health and Wellness Hub is crucial to ensure these students can readily connect with essential mental health support, information about housing and basic needs, and advocacy, fostering their well-being and academic success.	To effectively address the distinct challenges faced by homeless and foster youth, the school will proactively create and embed targeted resources within the Mental Health and Wellness Hub. This strategic integration will facilitate vital connections to essential health support, provide readily accessible information regarding housing and basic needs, and ensure access to dedicated advocacy services.	Student & Parent Satisfaction, Attendance, Chronic Absenteeism, Suspension and Expulsion Rate

Goal 4, Action 3e	English Learner Students, Foster Youth, and Low-Income students often face unique challenges that can significantly impact their emotional well-being and academic success. These students may experience language barriers, cultural adjustment difficulties, trauma, unstable living situations, and limited access to resources. These factors can lead to increased stress, anxiety, and social-emotional difficulties that hinder their ability to thrive in school.	To address these needs, the school will employ a licensed therapist to provide on-site counseling services. This vital support will offer a safe and confidential space for students to process their emotions, develop coping strategies, and build resilience. By addressing their mental health needs, the school aims to improve students' overall well-being, enabling them to better focus on their academics, engage more fully in school activities, and cultivate a positive sense of self within the school environment.	Student Satisfaction, Attendance, Chronic Absenteeism, Suspension and Expulsion Rate
Goal 4, Action 3f	Students need access to resources and strategies that support their social-emotional learning (SEL) to promote their emotional well-being and enhance self-regulation skills. The deployment of calming carts with sensory tools, mindfulness resources, and calming activities will address this need. This initiative is particularly beneficial for multilingual students, who may experience heightened stress due to language barriers; for foster youth, who often require additional support in managing complex emotions; and for students from under-resourced households, who may have limited access to such resources outside of school. By providing these tools, the school aims to create a more supportive and equitable environment, enabling all students to develop essential self-regulation skills and improve their overall emotional well-being.	Calming carts strategically placed throughout the school will be accessible to all students, providing immediate support for emotional regulation. While particularly beneficial for students with sensory processing sensitivities, anxiety, or difficulty managing intense emotions, all students can utilize the carts to practice mindfulness, de-escalate stressful situations, or simply take a moment for quiet reflection, thus fostering a school-wide culture of emotional well-being and self-awareness.	Student Attendance, Suspension Rate, Student and Parent Satisfaction

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
Goal 1, Action 2a	English Learner (EL) students need individualized support to thrive academically and integrate smoothly into the school. These students arrive with diverse language backgrounds and varying English proficiency levels. A quick assessment of their needs is critical, and the school will use a Home Language Survey to determine each student's English abilities. This information will be used to create customized EL plans that provide the specific language support and resources needed for success.	To provide language support and educational resources for EL students upon their initial enrollment in a California public school, the school will utilize a Home Language Survey to quickly assess the English proficiency levels of new students. This initial evaluation is crucial for designing customized English Learner (EL) plans that cater specifically to each student's language needs. By providing tailored support from the outset, these plans help EL students acclimate faster and more effectively, enhancing their overall academic success and integration into the school environment.	ELPI, EL Reclassification, NWEA Reading and Language
Goal 1, Action 2b	English Learner (EL) students need ongoing monitoring of their language development to ensure they receive effective instruction and support tailored to their individual needs. To achieve this, the school will administer the ELPAC, which will provide valuable data to inform teaching strategies and resource allocation.	To accurately monitor the language development of English Learner students over time, the school will administer the ELPAC. Staff will use ELPAC data to make informed decisions about teaching strategies and resource allocation, ensure that instruction is effectively tailored to meet the needs of EL students. By identifying areas where students require additional support or intervention, the school can provide targeted assistance to help ELs overcome specific challenges in language acquisition. Additionally, the results from the ELPAC play a critical role in determining when a student has met the criteria for reclassification from English Learner status, which can significantly impact their educational trajectory and access to a broader range of opportunities.	ELPI, EL Reclassification, NWEA Reading and Language

Goal 1, Action 2c	English Learner (EL) students with disabilities require specialized support that addresses both their language acquisition needs and their individual learning differences. To ensure these students receive a truly equitable education, the school will incorporate academic language development goals into their Individualized Education Programs (IEPs).	To meet the unique needs of English Learners with disabilities, the school will incorporate academic language development goals into their IEPs. This comprehensive approach facilitates a more inclusive learning environment, enabling students with disabilities who are also ELs to make meaningful progress both linguistically and academically. Ultimately, such targeted and integrated support structures are crucial for ensuring that all students have the opportunities and resources necessary to succeed in school and beyond.	ELPI, EL Reclassification, NWEA Reading and Language
Goal 1, Action 2d	English Learner (EL) students require teaching strategies that are specifically tailored to their unique learning needs and language acquisition stages. To achieve this, the school's English Learner Achievement Department (ELAD) will take a data-driven approach to inform and continuously improve teaching practices.	To develop schoolwide teaching strategies that meet the unique learning needs of EL students, the school's English Learner Achievement Department (ELAD) will meet regularly, collaborate, conduct data analysis, and share best practices with instructional staff. By analyzing performance and engagement data of EL students, ELAD can identify what methods are most effective in various aspects of education such as curriculum design, instructional strategies, and family involvement. This data-driven approach allows for continuous improvement in teaching practices and learning materials, ensuring they are aligned with the actual needs of EL students. Additionally, leveraging insights from data analysis ensures that professional development for teachers is relevant and impactful, promoting better outcomes for students.	ELPI, EL Reclassification, NWEA Reading and Language

Goal 1, Action 2e	English Learner (EL) students require ongoing monitoring of their language development through personalized assessments to ensure they receive targeted instruction and support. To achieve this, the school will design and implement evidence-based formative and summative assessments conducted in personalized academic settings.	To monitor and respond to EL student language acquisition, the school will design and implement evidence-based formative and summative assessments by staff in personalized academic settings. Conducting these assessments one-on-one or in small groups ensures a tailored approach, allowing educators to precisely gauge each student's language proficiency and progress. This personalized assessment method helps identify individual strengths and areas needing improvement, facilitating targeted instruction that effectively addresses specific learning needs. Additionally, this strategy enhances the reliability of the data collected, enabling schools to make informed decisions about language support programs and instructional interventions.	ELPI, EL Reclassification, NWEA Reading and Language
Goal 1, Action 2f	English Learner (EL) students need integrated language and content instruction to effectively acquire English proficiency while simultaneously mastering grade-level academic material. To address this need, the school will implement dynamic Integrated ELD strategies.	To support EL students, acquire language proficiency and understanding of core content, the school will implement dynamic Integrated ELD strategies. By embedding language development within the teaching of subjects like math, science, and social studies, instructional staff will provide ELs with constant, context-rich opportunities to practice and enhance their English skills. This integrated approach ensures that ELs are not isolated in language classes but are actively applying and expanding their language skills in meaningful, academic contexts. As a result, it supports dual objectives—boosting English fluency and achieving grade-level content mastery—thus promoting overall academic success and equity in education.	ELPI, EL Reclassification, NWEA Reading and Language

Goal 1, Action 2g	English Learner (EL) students need personalized and rigorous Designated ELD instruction to effectively develop the language skills necessary for academic success. To meet this need, the school will implement a blended learning approach, combining instructional tools like Summit K12 with ELD Courses.	To offer a personalized and rigorous Designated ELD, the school will blend instructional tools such as Summit K12 with ELD Courses. This personalized approach ensures that instruction is precisely calibrated to each student's unique learning profile, promoting more effective language acquisition. By focusing on critical language skills that are essential for understanding and engaging with English-based academic content, this strategy supports ELs in becoming more proficient in English. Ultimately, such tailored instruction not only enhances the students' ability to perform in English-speaking academic environments but also lays a strong foundation for their future educational success.	ELPI, EL Reclassification, NWEA Reading and Language
Goal 1, Action 2h	Emerging English Learner (EL) students need their native language literacy skills accurately assessed to ensure equitable access to rigorous academic content and effective language support. To achieve this, the school will research and implement valid and reliable assessments to measure these skills	To support the unique needs of emerging EL students, the school will research valid and reliable assessments to measure their native literacy skills. By accurately assessing these skills, school staff can ensure ELs have equitable access to rigorous, standards-aligned courses that are appropriate for their linguistic and academic levels. Additionally, providing primary language assistance and supporting biliteracy not only aids in the retention and development of the students' first language but also enhances their English acquisition. This comprehensive approach fosters academic success in both languages, supporting overall educational equity and proficiency.	ELPI, EL Reclassification, NWEA Reading and Language

Goal 1, Action 7a	EL students represent a diverse group with varying levels of English language proficiency, cultural backgrounds, and academic needs. To ensure their academic success and future opportunities, these students require individualized support tailored to their unique circumstances. This includes differentiated instruction, targeted interventions, and access to appropriate resources that address their language and learning needs. Early identification of any learning gaps or challenges is essential, allowing educators to provide timely support and prevent these challenges from hindering their progress. Furthermore, educators need access to comprehensive and current data on each EL student's language development and academic performance to make informed decisions about instruction and support. Equitable access to the same academic opportunities and resources as their native English-speaking peers is crucial to ensure EL students are fully prepared for college and careers.	To monitor and analyze the academic progress of EL students, school staff will utilize Ellevation. This centralized tracking system enables educators to tailor instructional and supplemental support specifically to the needs of these students, promoting better educational outcomes by addressing individual and group challenges directly and timely. By consistently monitoring student progress and adjusting supports as needed, the school can ensure that all English Learner students are advancing towards fluency and academic success, crucial for their college and career readiness.	ELPI, EL Reclassification, NWEA Reading and Language, Graduation Rate, College and Career Indicator (CCI)

Goal 1, Action 7b	Long-Term English Learners (LTELs), students who have been learning English for an extended period but haven't yet attained proficiency, require ongoing support and targeted interventions to ensure continued academic progress. These students often face unique challenges that can hinder their learning, such as gaps in academic content knowledge, difficulty with complex language structures, and potential social-emotional barriers. To address these needs, LTELs benefit from consistent monitoring of their academic performance and timely adjustments to their educational strategies. This requires collaborative efforts among educators to identify areas where LTELs are excelling or struggling and to develop individualized support plans that address their specific needs. A structured approach to collaboration and data analysis is essential to ensure that LTELs receive the appropriate support to accelerate their language development and achieve academic success.	The planned PPEP meetings in July, October, and January directly address the needs of LTELs by providing a structured framework for ongoing monitoring and collaboration. These regular meetings will bring together school instructional leaders, counselors and teachers to analyze student data, identify trends, and make data-driven decisions about instructional strategies and interventions. This collaborative approach ensures that LTELs receive consistent support throughout the school year and that any emerging needs or challenges are addressed promptly. By fostering a unified approach to supporting LTELs, these PPEP meetings will help create a learning environment where these students can thrive academically and progress towards English proficiency and overall academic success.	ELPI, EL Reclassification, NWEA Reading and Language

Goal 1, Action 7c	EL students are on a unique language learning journey, and their progress towards English proficiency needs to be carefully monitored, documented, and communicated effectively to all stakeholders involved in their education. Clear and comprehensive progress reports are essential to track their development across different domains, identify areas of strength and weakness, and inform targeted support and interventions. These reports should be aligned with established language development frameworks, such as the CA EL Roadmap, to provide a standardized and consistent measure of progress. Furthermore, EL students and their families benefit from transparent and accessible communication about their language acquisition journey, including their achievements, challenges, and the strategies being implemented to support their growth. This shared understanding fosters a collaborative partnership between school, families, and students, empowering everyone to contribute to the student's success.	Creating semesterly EL Progress Reports aligned to the CA EL Roadmap directly addresses these needs. These reports will provide a detailed account of each EL student's language development and academic progress, highlighting their achievements and pinpointing areas where they may be facing challenges. By utilizing a standardized framework, the reports will offer a clear and consistent measure of progress, enabling educators to identify specific needs and tailor interventions accordingly. Moreover, the progress reports will serve as a valuable communication tool, ensuring that teachers, parents, and administrators are well-informed about the student's language acquisition journey and can work together to provide the necessary support. This collaborative approach, facilitated by the progress reports, will empower EL students to overcome obstacles, accelerate their language development, and ultimately achieve reclassification as Fluent English Proficient.	Attendance, ELPI, EL Reclassification, NWEA Reading and Language, Graduation Rate
Goal 1, Action 7d	EL students need their families to be active partners in their education. Families need to understand how their children are doing in school, both with learning English and in their other subjects. They also need to know how they can help their children at home. To do this, families need clear information about their child's progress and a chance to talk with teachers about what they can do to support their child's learning.	The school will give families ELD Progress Reports that are easy to understand. These reports will show how their child is doing with English and in their school subjects. The school will also invite families to meet with teachers and talk about the reports. This will help families understand their child's progress and learn how they can help at home.	Attendance, ELPI, EL Reclassification, NWEA Reading and Language, Graduation Rate

Goal 1, Action 7e	EL students often require specialized support to succeed academically. Schools need to closely monitor their progress, identify achievement gaps, and implement timely strategies to address these challenges. This requires a robust system of data analysis that disaggregates data to understand the unique needs of ELs. By analyzing data through an equity lens, schools can pinpoint areas where EL students may be struggling and develop targeted interventions to close those gaps. This data analysis should also inform professional development for educators, equipping them with the knowledge and skills to effectively support EL students.	The Monthly Storybook created by the Data and Assessment Department will provide a regular snapshot of student achievement, specifically for ELs. This disaggregated data will offer valuable insights into trends, areas needing attention, and potential opportunity gaps. By focusing on equity, the Storybook will help identify any disparities in outcomes. This will enable the school to implement targeted professional development, adjust practices, and allocate resources effectively to ensure that all EL students receive the support they need to succeed. This data-informed approach will promote a more equitable learning environment where EL students can thrive.	Attendance, Chronic Absenteeism, ELPI, EL Reclassification, NWEA Reading and Language, Graduation Rate
Goal 3, Action 2a	English Learner (EL) students require targeted support to develop language proficiency and achieve academic success. Many struggle to access core content due to language barriers, hindering their progress and limiting future opportunities. To address this, teachers need ongoing professional development on effective instructional strategies for ELs, including training on the CA EL Roadmap. This will create a more inclusive and equitable learning environment, ultimately preparing all students for college and career readiness.	To meet the professional learning needs of staff, the school will provide ongoing and sustained training focused on the key components of the CA EL Roadmap. This will ensure teachers are equipped to deliver effective, research-based instruction tailored to English learner (EL) students, thereby enhancing their language proficiency and academic success. This training fosters an inclusive and equitable learning environment, promoting cultural understanding and respect for diversity. Ultimately, it supports compliance with state mandates, improves overall school performance, and prepares all students for college and career readiness.	Professional Development Hours, ELAD Trainings, Training Relevance, ELPI, EL Reclassification

Goal 3, Action 2b	English Learner (EL) students at Altus Schools have diverse learning needs that require targeted support to ensure their academic success and well-being. Teachers and staff need comprehensive training and support in implementing the Altus Schools English Learner Plan, including professional development on effective instructional strategies, accurate assessment, and data-driven decision-making. This will help address the unique academic and social-emotional needs of ELs, creating a more inclusive, equitable, and supportive learning environment where all students can thrive.	To ensure that the Altus Schools English Learner Plan is effectively implemented schoolwide, the English Learner Achievement Department (ELAD) will provide training, support, and coaching to instructional staff. This targeted professional development promotes the use of evidence-based instructional strategies, accurate assessment, and data-driven decision-making, fostering a more inclusive and equitable educational environment. Additionally, addressing both the academic and social-emotional needs of different EL typologies helps create a supportive and responsive learning atmosphere for all English learners.	Professional Development Hours, ELAD Trainings, Training Relevance, ELPI, EL Reclassification
Goal 3, Action 2c	EL students have diverse learning needs and require personalized instruction to reach their full potential. To achieve this, teachers need training and support in effectively utilizing Summit K12, a platform that provides targeted resources and strategies for differentiated instruction. Mastery of this platform will allow educators to better monitor student progress, make data-driven decisions, and provide individualized support, ultimately leading to increased student success.	To ensure effective utilization of Summit K12, the school will provide professional learning to staff. This will equip teachers with targeted resources and strategies to deliver effective, personalized instruction, ensuring that students' diverse needs are met. Additionally, the curriculum supports ongoing progress monitoring, allowing educators to make data-driven decisions that further support student success.	Professional Development Hours, ELAD Trainings, Training Relevance, ELPI, EL Reclassification
Goal 3, Action 2d	Our analysis of previous Palm Desert Resource Centers' English Learners' performance, particularly in math, ELA, and graduation rates, indicates a need for focused and sustained support. To address this, instructional staff will utilize the Ellevation Strategies platform, which offers tailored professional learning and data-driven instructional resources specifically aimed at enhancing outcomes in these key areas for EL students.	Recognizing the need for ongoing and specialized support based on EL student performance on SBAs and graduation rates, instructional staff will utilize the Ellevation Strategies platform. This platform offers personalized, on-demand professional learning modules and instructional activities, including research-based strategies and differentiated instruction techniques. Connected to real-time EL data, these resources enable targeted and data-informed instruction aimed at improving performance outcomes.	Professional Development Hours, ELAD Trainings, Training Relevance, ELPI, EL Reclassification

Goal 3, Action 2e	Newcomer, immigrant, and refugee students often arrive with diverse needs, including language barriers, cultural differences, and potential trauma. To support their academic success and well-being, staff require training in cultural competence, trauma-informed practices, and language acquisition strategies. Providing access to ongoing coaching, multilingual resources, and community partnerships will further equip educators to create a welcoming and supportive learning environment where these students can thrive.	To meet the professional learning needs of staff, the school will provide staff training focused on how to support and integrate newcomer, immigrant, and refugee students in the school system. Training will focus on cultural competence, trauma-informed teaching practices, and language acquisition strategies. Additionally, offering ongoing coaching and access to resources, such as multilingual support materials and community partnerships, ensures staff are well-prepared to address the diverse needs of these students. Creating opportunities for staff to collaborate and share best practices fosters a supportive learning environment for both educators and students.	Professional Development Hours, ELAD Trainings, Training Relevance, ELPI, EL Reclassification
Goal 3, Action 2f	Our analysis of state and local assessment results for English Learners and Low-Income students points to areas where literacy skills can be significantly enhanced. This data underscores the importance of implementing targeted strategies to support their academic growth in literacy.	Informed by state and local assessment data identifying opportunities to improve literacy skills for English Learners and Low-Income students, instructional staff will receive specialized professional learning, including the SDCOE's WRITE program, focused on implementing targeted strategies to accelerate their literacy and academic achievement.	Professional Development Hours, Training Relevance, NWEA Reading & Language, SBA ELA
Goal 3, Action 2g	English learners require differentiated instruction and support to accelerate literacy development and achieve academic success. Teachers need professional development on effectively implementing Achieve3000, including best practices and data analysis techniques. This will empower them to personalize learning, track progress, and provide targeted instruction, ultimately leading to improved literacy skills and academic outcomes for English learners.	To improve educators' ability to integrate Achieve3000 into their teaching, the school will provide professional learning focused on how to effectively implement the program and review best practices. The focus on data analysis enables teachers to track progress and tailor instruction to meet individual student needs, ensuring targeted support. This comprehensive approach leads to improved academic outcomes and greater overall success for English learners.	Professional Development Hours, ELAD Trainings, Training Relevance, ELPI, EL Reclassification

Goal 3, Action 2h	Low-income, foster youth, and EL students face barriers to accessing and navigating the college application process. These students need specialized support to pursue higher education. School counselors require training to address the unique challenges these students face, including financial aid and scholarships. This will ensure equitable access to post-secondary education and increase college enrollment for these underserved populations.	To increase the rate of EL students, low-income, and foster youth enrolling in college, the school will provide specialized training to counselors. This will ensure all school counselors are equipped to support and provide tailored guidance on the college application process, including financial aid opportunities and scholarship applications. They can offer targeted workshops and one-on-one advising sessions to address the unique challenges faced by low-income, foster youth, and first-generation students. Additionally, counselors can create partnerships with community organizations and colleges to provide resources and support systems that facilitate college readiness and enrollment.	Student Satisfaction, Parent Satisfaction, UC a-g Requirements
Goal 4, Action 4a	Foster youth often experience unstable living situations, leading to frequent school changes, gaps in learning, and difficulty building relationships within the school community. They may also face social and emotional challenges stemming from trauma and separation from family. These factors can significantly impact their academic performance and overall well-being.	To proactively address these needs, the school will employ a Foster Youth Liaison. This dedicated advocate will work closely with students, families, and school staff to ensure coordinated services and a supportive learning environment. By addressing the unique educational and emotional needs of foster youth, the school aims to improve their academic success and foster a sense of belonging.	Student Satisfaction, Attendance, Chronic Absenteeism, Suspension and Expulsion Rate

Goal 4, Action 3b	Foster youth face unique challenges that can significantly impact their educational experience and overall well-being. These students often experience academic instability due to frequent school changes and may struggle with social and emotional difficulties stemming from trauma and separation from family.	To ensure these vulnerable students receive the necessary support, the school's Homeless and Foster Youth Liaison will provide comprehensive case management services. This includes coordinating with teachers, counselors, and community resources to develop individualized plans that address each student's academic, physical, and emotional needs. The liaison will closely monitor student progress, offer ongoing mentorship, and facilitate access to essential services such as tutoring, mental health counseling, and necessities. Furthermore, the liaison will act as an advocate, ensuring that the rights of foster youth are protected, and their voices are heard within the school system. This proactive and holistic approach aims to create a stable and supportive learning environment where foster youth can thrive academically and personally.	Student Satisfaction, Attendance, Chronic Absenteeism, Suspension and Expulsion Rate
Goal 5, Action 3a	Families of historically underserved student groups often face barriers to accessing information and resources regarding specialized programs and services offered by the school. This lack of awareness can limit their ability to effectively advocate for their children and support their academic success.	To address this need, the school will host an annual Family Resource Night. This event will provide a welcoming and informative space for families to learn about available programs, connect with school staff and community partners, and gain the knowledge and tools needed to navigate the educational system. By fostering stronger school-family partnerships and promoting open communication, this initiative aims to empower families and ensure equitable access to resources for all students, ultimately leading to improved academic outcomes and a stronger sense of community engagement.	Parental Involvement, Chronic Absenteeism, Attendance Rate, Graduation Rate, Parent Satisfaction

Goal 5, Action 3b	Foster youth frequently experience placement changes and instability, which can disrupt their education and negatively impact their academic progress and emotional well-being. These disruptions often result in frequent school transfers, making it difficult for these students to maintain consistent learning environments, build relationships with peers and teachers, and access essential academic support.	To address this, the school will coordinate transportation services to ensure that foster youth can remain in a familiar school setting even if their living situation changes. By providing this stability, the school aims to improve academic outcomes, promote a sense of belonging, and support the emotional well-being of foster youth. This initiative also ensures compliance with legal mandates designed to protect the educational rights of this vulnerable population, promoting equity and educational continuity.	Community Partners, Chronic Absenteeism, Attendance Rate, Graduation Rate
Goal 5, Action 3c	English Learner (EL) students and their families often face unique challenges in navigating the educational system and advocating for their specific needs. Limited English proficiency can create barriers to communication and participation in school activities, potentially hindering students' academic progress and overall school experience.	To address this, the school will facilitate interactive English Learner Advisory Committee (ELAC) meetings. These meetings will foster a collaborative environment where parents can actively engage with school staff, share their insights and concerns, and contribute to the development of strategies that support EL students. This increased parental engagement will lead to more tailored support, improved communication, and a stronger sense of partnership between the school and EL families. Additionally, conducting an annual Needs Assessment will ensure that the school's English Learner Plan remains responsive to the evolving needs and challenges faced by EL students and their families, promoting equitable access to educational opportunities and resources.	Parent Involvement, ELPI, EL Reclassification, Parent Satisfaction

Goal 5, Action 3d	Parents of English Learners (EL) can find it challenging to fully understand their child's language development and academic progress. Traditional report cards may not adequately capture the nuances of language acquisition.	To address this, the school will develop and share comprehensive English Language Development (ELD) Progress Reports through parent-teacher conferences. These reports will provide detailed information on students' language proficiency growth, highlighting their strengths and areas for improvement. This increased transparency and communication will empower parents with a deeper understanding of their child's learning journey and enable them to actively participate in setting goals and contributing to their child's education. This collaborative approach ensures that educational strategies are personalized and effective in supporting the success of EL students.	Parent Involvement, ELPI, EL Reclassification, Parent Satisfaction
Goal 5, Action 3e	Students with parents and family members with limited English proficiency often face barriers to accessing and understanding essential school information, hindering their involvement in their child's education.	To meet this need for seamless communication and inclusive support for all families, especially our English Learner community, the school will implement a proactive translation protocol for all key school documents and announcements. Simultaneously, we will strategically allocate bilingual staff to resource centers serving a significant number of non-English speaking families. This will enable immediate and effective communication, fostering stronger home-school connections.	Parental Involvement, Parent Satisfaction
Goal 5, Action 3f	The substantial communication challenges faced by many non-English-speaking parents limit their full participation in their children's educational journey, affecting involvement in teacher conferences and other school activities.	To foster equitable partnerships and ensure all parents can actively participate in school conferences and meetings, there is a crucial need for comprehensive translation services in all languages, both in person and virtually. Providing these services will create a more inclusive and supportive school environment for all families.	Parental Involvement, Parent Satisfaction

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

In our plan, all Actions undertaken to meet the increased or improved services requirement are directly associated with specific funding sources. The school had a total of eight Contributing Actions, five of which are Limited Actions. Each action has been carefully planned and budgeted to ensure adequate financial resources are allocated to support their implementation. By linking every action to its respective funding source, we maintain transparency and accountability in our efforts to enhance educational services. This comprehensive approach ensures that all planned improvements are financially sustainable and effectively contribute to our overall goals.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Altus Schools Coachella Valley, will prioritize recruiting and hiring qualified instructional staff to directly support students, especially for Certificated Teacher Resource (CTR), Resource Center Associate (RCA), and Learning Associate (LA) positions.

These additional support staff, as outlined in Goal 1, Action 3, will provide targeted tutoring to boost student progress and course completion, particularly for the lowest achieving student groups, and unique learners. These roles are vital for delivering one-on-one and small group instruction to improve student proficiency in Mathematics and English Language Arts. Educational partners believe these new positions will help Coachella Valley enhance student engagement, achievement, and college/career readiness.

The school's Human Resources (HR) Department is dedicated to enhancing its strategies for attracting and retaining high-quality instructional support staff. HR has diversified its recruitment channels to access broader talent pools, leveraging platforms such as EDJOIN, LinkedIn, and Handshake. Their proactive approach also includes participating in virtual and in-person job fairs, distributing flyers within the community, and forming partnerships with surrounding colleges and universities. These comprehensive efforts underscore Coachella Valley's unwavering commitment to staffing for optimal student success.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2025-26 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2025-26	$2,167,610	$ 491,040	22.654%	0.000%	22.654%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 1,971,333	$ 63,219	$ 157,540	$ 41,181	$ 2,233,273.00	$ 1,821,818	$ 411,455

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Utilize Academic Achievement Data for All Students to Inform Instructional Planning	All	No	LEA-wide	All	All	Ongoing	$ 60,439	$ 2,696	$ 59,426	$ 1,713	$ -	$ 1,996	$ 63,135	0.000%
1	2	English Learner Assessment and Support Framework	English Learners	Yes	Limited	English Learners	All	Ongoing	$ 86,441	$ 749	$ 84,450	$ 2,740	$ -	$ -	$ 87,190	0.000%
1	3	Personalized Academic Instruction and Support for All Students	All	No	LEA-wide	All	All	Ongoing	$ 451,955	$ 25,585	$ 465,226	$ 11,988	$ -	$ 326	$ 477,540	0.000%
1	4	Targeted Math Interventions and Resources	All	No	LEA-wide	All	All	Ongoing	$ 74,291	$ 2,224	$ 74,802	$ 1,713	$ -	$ -	$ 76,515	0.000%
1	5	Instructional Support Framework for English Learners, Low-Income Students, and Foster Youth to Improve Graduation Rates	English Learners, Low-Income, Homeless & Foster Youth	Yes	LEA-wide	English Learners, Low-Income, Homeless & Foster Youth	All	Ongoing	$ 129,851	$ 28,725	$ 141,716	$ -	$ -	$ 16,860	$ 158,576	0.000%
1	6	Academic Instruction and Support for Students with Disabilities	SWD	No	Limited	SWD	All	Ongoing	$ 220,263	$ 46,668	$ 95,130	$ 14,261	$ 157,540	$ -	$ 266,931	0.000%
1	7	Systematic Approach to Monitor Academic Performance and Progress for English Learners	English Learners	Yes	Limited	English Learners	All	Ongoing	$ 107,811	$ 249	$ 105,320	$ 2,740	$ -	$ -	$ 108,060	0.000%
2	1	Dynamic, Engaging and Standards-Aligned Curriculum	All	No	LEA-wide	All	All	Ongoing	$ 120,284	$ 52,002	$ 153,829	$ 18,130	$ -	$ 327	$ 172,286	0.000%
2	2	Specialized Academic Programs and Strategies to Accelerate Learning for English Learners, Foster Youth and Low-Income Students	English Learners, Low-Income, Homeless & Foster Youth	Yes	LEA-wide	English Learners, Low-Income, Homeless & Foster Youth	All	Ongoing	$ 75,636	$ 31,950	$ 105,188	$ 2,398	$ -	$ -	$ 107,586	0.000%
2	3	Strategies and Resources for All Students Designed to Increase College and Career Preparedness	All	No	LEA-wide	All	All	Ongoing	$ 104,054	$ 350	$ 101,337	$ 2,740	$ -	$ 327	$ 104,404	0.000%
3	1	Professional Learning Focused on Improving Academic Performance for All Students	All	No	LEA-wide	All	All	Ongoing	$ 25,646	$ 2,500	$ 28,146	$ -	$ -	$ -	$ 28,146	0.000%
3	2	Professional Learning Focused on Improving Academic Performance for English Learners, Low-Income Students, and Foster Youth	English Learners, Low-Income, Homeless & Foster Youth	Yes	Limited	English Learners, Low-Income, Homeless & Foster Youth	All	Ongoing	$ 77,765	$ -	$ 75,367	$ 2,398	$ -	$ -	$ 77,765	0.000%
3	3	Professional Learning Focused on Improving Math Achievement for English Learners, Low-Income Students, and Foster Youth	English Learners, Low-Income, Homeless & Foster Youth	Yes	LEA-wide	English Learners, Low-Income, Homeless & Foster Youth	All	Ongoing	$ 81,728	$ -	$ 74,739	$ 2,398	$ -	$ 4,591	$ 81,728	0.000%
4	1	Safe and Supportive School Environment for All Students	All	No	LEA-wide	All	All	Ongoing	$ 42,053	$ 2,572	$ 44,625	$ -	$ -	$ -	$ 44,625	0.000%
4	2	Social, Emotional, and Behavioral Support Systems for All Students	All	No	LEA-wide	All	All	Ongoing	$ 97,170	$ -	$ 80,636	$ -	$ -	$ 16,534	$ 97,170	0.000%
4	3	Social, Emotional and Behavioral Support Systems for Low-Income Students and Foster Youth	Low Income & Foster Youth	Yes	LEA-wide	Foster Youth and Low-Income	All	Ongoing	$ 5,449	$ 9,600	$ 15,049	$ -	$ -	$ -	$ 15,049	0.000%
4	4	Collaborative Support Systems for Foster Youth	Foster Youth	Yes	Limited	Foster Youth	All	Ongoing	$ 34,389	$ -	$ 34,169	$ -	$ -	$ 220	$ 34,389	0.000%
5	1	Strengthening Community: Communication, Support, and Access	All	No	LEA-wide	All	All	Ongoing	$ 16,940	$ 153,125	$ 170,065	$ -	$ -	$ -	$ 170,065	0.000%
5	2	Integrating Advanced Technologies into Education	All	No	LEA-wide	All	All	Ongoing	$ 2,130	$ 52,325	$ 54,455	$ -	$ -	$ -	$ 54,455	0.000%
5	3	Engagement Opportunities for English Learners, Low-Income Students, and Foster Youth	English Learners, Low-Income, Homeless & Foster Youth	Yes	Limited	English Learners, Low-Income, Homeless & Foster Youth	All	Ongoing	$ 7,523	$ 135	$ 7,658	$ -	$ -	$ -	$ 7,658	0.000%

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 2,167,610	$ 491,040	22.654%	0.000%	22.654%	$ 643,656	0.000%	29.694%	Total:	$ 643,656
								LEA-wide Total:	$ 336,692
								Limited Total:	$ 306,964
								Schoolwide	$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	2	English Learner Assessment and Support Framework	Yes	Limited	English Learners	All	$ 84,450	0.000%
1	5	Instructional Support Framework for English Learners, Low-Income Students, and Foster Youth to Improve Graduation Rates	Yes	LEA-wide	English Learners, Low-Income, Homeless & Foster Youth	All	$ 141,716	0.000%
1	7	Systematic Approach to Monitor Academic Performance and Progress for English Learners	Yes	Limited	English Learners	All	$ 105,320	0.000%
2	2	Specialized Academic Programs and Strategies to Accelerate Learning for English Learners, Foster Youth and Low-Income Students	Yes	LEA-wide	English Learners, Low-Income, Homeless & Foster Youth	All	$ 105,188	0.000%
3	2	Professional Learning Focused on Improving Academic Performance for English Learners, Low-Income Students, and Foster Youth	Yes	Limited	English Learners, Low-Income, Homeless & Foster Youth	All	$ 75,367	0.000%
3	3	Professional Learning Focused on Improving Math Achievement for English Learners, Low-Income Students, and Foster Youth	Yes	LEA-wide	English Learners, Low-Income, Homeless & Foster Youth	All	$ 74,739	0.000%
4	3	Social, Emotional and Behavioral Support Systems for Low-Income Students and Foster Youth	Yes	LEA-wide	Foster Youth and Low-Income	All	$ 15,049	0.000%
4	4	Collaborative Support Systems for Foster Youth	Yes	Limited	Foster Youth	All	$ 34,169	0.000%
5	3	Engagement Opportunities for English Learners, Low-Income Students, and Foster Youth	Yes	Limited	English Learners, Low-Income, Homeless & Foster Youth	All	$ 7,658	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

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

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as "Not Applicable."

Comprehensive Support and Improvement

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

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

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

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA

engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
  - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means the degree to which the actions were successful in producing the target result and "ineffectiveness" means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***Actions for Foster Youth*:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each

student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

- These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
  - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
  - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
    - Identify the action as an LREBG action;
    - Include an explanation of how research supports the selected action;
    - Identify the metric(s) being used to monitor the impact of the action; and
    - Identify the amount of LREBG funds being used to support the action.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to

replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

APPENDIX G

ARTICLES OF INCORPORATION

AUDEO CHARTER SCHOOL

RESOLUTION APPROVING RESTATED ARTICLES OF INCORPORATION

WHEREAS, Audeo Charter School ("Audeo") is a California nonprofit public benefit corporation operating California public charter schools, as authorized by California Education Code section 47604; and

WHEREAS, Audeo seeks to change its corporate name to Altus Schools Southern California and change the names of the charter schools operated by the Corporation; and

WHEREAS, Restated Articles of Incorporation were drafted changing the corporate name to Altus Schools Southern California and eliminating reference to Audeo Charter School in anticipation of changing the charter school's name.

THEREFORE, IT IS RESOLVED that Board of Directors approves of the Restated Articles of Incorporation (attached hereto as Exhibit "A")

PASSED AND ADOPTED by the Board of Directors at a regular meeting held on April 27, 2023, by the following vote:

Ayes: Members Gordon, Herr, Myers, Stevens

Nos: ---

Abstentions: ---

Absent: Member Barreiro

Wayland Myers, Chair of the Board

5/1/23
Date

* * * *

CERTIFICATE OF SECRETARY

I certify that I am the duly elected Secretary of Audeo Charter School, a California nonprofit public benefit corporation; that this resolution is true and correct as written and was duly adopted by the Board at a regular meeting held on April 27, 2023.

Lynne Herrero Alipio, Secretary

EXHIBIT A

California Secretary of State

Business Programs Division
1500 11th Street, Sacramento, CA 95814

Request Type: Certified Copies
Entity Name: ALTUS SCHOOLS SOUTHERN CALIFORNIA
Formed In: CALIFORNIA
Entity No.: 2267362
Entity Type: Nonprofit Corporation - CA - Public Benefit

Issuance Date: 05/22/2023
Copies Requested: 1
Receipt No.: 004234846
Certificate No.: 110895727

Document Listing

Reference #	Date Filed	Filing Description	Number of Pages
B1699-5864	05/12/2023	Restated Articles of Incorporation	3

** **** ****** ******** End of list ******** ****** **** **

I, SHIRLEY N. WEBER, PH.D., California Secretary of State, do hereby certify on the Issuance Date, the attached document(s) referenced above are true and correct copies and were filed in this office on the date(s) indicated above.

IN WITNESS WHEREOF, I execute this certificate and affix the Great Seal of the State of California on May 22, 2023.

SHIRLEY N. WEBER, PH.D.
Secretary of State

To verify the issuance of this Certificate, use the Certifcate No. above with the Secretary of State Certification Verification Search available at **biz**fileOnline.sos.ca.gov.

B1699-5864 05/12/2023 5:00 PM Received by California Secretary of State

Certificate Verification No.: 11089572 Date: 05/22/2023

P

For Office Use Only

-FILED-

File No.: BA20230827123

Date Filed: 5/12/2023

RESTATED ARTICLES OF INCORPORATION

The undersigned certify that:

1. They are the Chair of the Board and the Secretary, respectively, of Audeo Charter School, a California nonprofit public benefit corporation, with California Entity Number 2267362 (the "Corporation").

2. The Articles of Incorporation of the Corporation are amended and restated to read in full as follows:

ARTICLE I

The name of the Corporation is Altus Schools Southern California.

ARTICLE II

The Corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public and charitable purposes. The specific purposes of this Corporation are:

(1) to manage, operate, guide, direct and promote one or more California public charter schools ("Related Public Charter Schools") as may be established to provide public education based on the Altus Model:

(2) to manage, enhance, improve, disseminate, administer, guide and direct the Altus Model and its use by Related Public Charter Schools;

(3) to establish, manage, administer, guide, and direct such other educational programs including without limitation, preschools, elementary, middle schools, secondary, alternative schools or community programs;

(4) to perform and undertake any and all activities and functions, including soliciting contributions of money and property from the general public, as may be proper in connection with this Corporation's general and specific purposes.

The Corporation is organized and operated exclusively for educational and charitable purposes pursuant to and within the meaning of Section 501(c)(3) of the Internal Revenue Code or the corresponding provision of any future United States Internal Revenue Law. Notwithstanding any other provision of these articles, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation. The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under Section 501(c)(3)

B1699-5865 05/12/2023 5:00 PM Received by California Secretary of State

Certificate Verification No.: 11089572 Date: 05/22/2023

of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

ARTICLE III

All corporate property is irrevocably dedicated to the purposes set forth in Article II. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to any of its directors, members, trustees, officers or other private persons except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered, and to make payments and distributions in furtherance of the purposes set forth in Article II.

No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

Subject to the provisions of the Nonprofit Public Benefit Corporation Law of the State of California, and any limitations in the articles or bylaws relating to action to be approved by the members or by a majority of all members, if any, the activities and affairs of this Corporation shall be conducted and all the powers shall be exercised by or under the direction of the board of directors.

The number of directors shall be as provided for in the bylaws. The bylaws shall prescribe the qualifications, mode of election, and term of office of directors.

ARTICLE IV

The authorized number and qualifications of members of the Corporation, if any, the different classes of membership, the property, voting and other rights and privileges of members, and their liability for dues and assessments and the method of collection thereof, shall be set forth in the bylaws.

ARTICLE V

Upon the dissolution or winding up of the Corporation, its assets remaining after payment of all debts and liabilities of the Corporation, shall be distributed to a nonprofit fund, foundation, corporation or association which is organized and operated exclusively for educational or charitable purposes meeting the requirements of Revenue and Taxation Code section 214 and which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue

Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine which are organized and operated exclusively for such purposes.

3. The foregoing amendment to and restatement of the Articles of Incorporation has been duly approved by the Board of Directors.

4. The Corporation has no members.

We further declare under penalty of perjury under the laws of the State of California that the matters set forth in this certificate are true and correct of our own knowledge.

Dated: April 27, 2023

Wayland Myers, Chair of the Board

Lynne Herrero Alipio, Secretary

B1699-5866 05/12/2023 5:00 PM Received by California Secretary of State

Certificate Verification No.: 110895727 Date: 05/22/2023

APPENDIX H

PROOF OF ACTIVE CORPORATION STATUS

Business Search

*The California Business Search provides access to available information for **corporations**, **limited liability companies** and **limited partnerships** of record with the California Secretary of State, with **free PDF copies** of over 17 million imaged business entity documents, including the most recent imaged Statements of Information filed for Corporations and Limited Liability Companies.*

*Currently, information for Limited Liability Partnerships (e.g. law firms, architecture firms, engineering firms, public accountancy firms, and land survey firms), General Partnerships, and other entity types are **not contained** in the California Business Search. If you wish to obtain information about LLPs and GPs, submit a Business Entities Order paper form to request copies of filings for these entity types. Note: This search is not intended to serve as a name reservation search. To reserve an entity name, select Forms on the left panel and select Entity Name Reservation ? Corporation, LLC, LP.*

Basic Search

- *A Basic search can be performed using an entity name or entity number. When conducting a*

ALTUS SCHOOLS SOUTHERN CALIFORNIA (2267362)

Request Certificate

Initial Filing Date	11/01/2000
Status	Active
Standing - SOS	Good
Standing - FTB	Good
Standing - Agent	Good
Standing - VCFCF	Good
Formed In	CALIFORNIA
Entity Type	Nonprofit Corporation - CA - Public Benefit
Principal Address	10170 HUENNEKENS STREET SAN DIEGO, CA 92121
Mailing Address	10170 HUENNEKENS STREET SAN DIEGO,CA92121
Statement of Info Due Date	11/30/2026
Agent	Individual MARY SEARCY BIXBY 10170 HUENNEKENS STREET SAN DIEGO, CA 92121

View History

Request Access

search ***only ACTIVE entities*** *(Corporations, Limited Liability Companies, Limited Partnerships, Cooperatives, Name Reservations, Foreign Name Reservations, Unincorporated Common Interest Developments, and Out of State Associations). The basic search performs a contains ?keyword? search. The Advanced search allows for a ? starts with? filter. To search entities that have a status other than active or to refine search criteria, use the* ***Advanced*** *search feature.*

Advanced Search

- *An Advanced search is required when searching for publicly traded disclosure information or a status other than active.*
- *An Advanced search allows for searching by specific entity types (e.g., Nonprofit Mutual Benefit Corporation) or by entity groups (e.g., All Corporations) as well as searching by ?begins with? specific search criteria.*

Disclaimer: *Search results are limited to the 500 entities closest matching the entered search criteria. If your desired search result is not found within the 500 entities provided, please refine the search criteria using the Advanced search function for additional results/entities. The California Business Search is*

ALTUS SCHOOLS SOUTHERN CALIFORNIA (2267362)

Request Certificate

Initial Filing Date	11/01/2000
Status	Active
Standing - SOS	Good
Standing - FTB	Good
Standing - Agent	Good
Standing - VCFCF	Good
Formed In	CALIFORNIA
Entity Type	Nonprofit Corporation - CA - Public Benefit
Principal Address	10170 HUENNEKENS STREET SAN DIEGO, CA 92121
Mailing Address	10170 HUENNEKENS STREET SAN DIEGO,CA92121
Statement of Info Due Date	11/30/2026
Agent	Individual MARY SEARCY BIXBY 10170 HUENNEKENS STREET SAN DIEGO, CA 92121

View History Request Access

California
Secretary of State

Home

Search

Forms

Help

Business | UCC

Although every attempt has been made to ensure that the information contained in the database is accurate, the Secretary of State's office is not responsible for any loss, consequence, or damage resulting directly or indirectly from reliance on the accuracy, reliability, or timeliness of the information that is provided. All such information is provided "as is." To order certified copies or certificates of status, (1) locate an entity using the search; (2)select Request Certificate in the right-hand detail drawer; and (3) complete your request online.

altus scho

Advanced

Results: 2

Entity Information	Initial Filing Date
ALTUS SCHOOLS SOUTHERN CALIFORNIA (2267362)	11/01/2000
Altus Schools Southern California (5652300)	04/14/2023

ALTUS SCHOOLS SOUTHERN CALIFORNIA (2267362)

Request Certificate

Initial Filing Date	11/01/2000
Status	Active
Standing - SOS	Good
Standing - FTB	Good
Standing - Agent	Good
Standing - VCFCF	Good
Formed In	CALIFORNIA
Entity Type	Nonprofit Corporation - CA - Public Benefit
Principal Address	10170 HUENNEKENS STREET SAN DIEGO, CA 92121
Mailing Address	10170 HUENNEKENS STREET SAN DIEGO,CA92121
Statement of Info Due Date	11/30/2026
Agent	Individual MARY SEARCY BIXBY 10170 HUENNEKENS STREET SAN DIEGO, CA 92121

View History | Request Access

© 2025 CA Secretary of State

APPENDIX I

BYLAWS

AUDEO CHARTER SCHOOL

RESOLUTION APPROVING AMENDED BYLAWS

WHEREAS, Audeo Charter School ("Audeo") is a California nonprofit public benefit corporation operating California public charter schools, as authorized by California Education Code section 47604; and

WHEREAS, Audeo seeks to change its corporate name to Altus Schools Southern California and change the names of the charter schools operated by the Corporation; and

WHEREAS, the current Bylaws were revised changing the corporate name to Altus Schools Southern California, eliminating reference to Audeo Charter School in anticipation of changing the charter school's name and making minimal legal updates.

THEREFORE, IT IS RESOLVED that Board of Directors approves of the amended Bylaws (attached hereto as Exhibit "B")

PASSED AND ADOPTED by the Board of Directors at a regular meeting held on April 27, 2023, by the following vote:

Ayes: Members - Gordon, Herr, Myers, Stevens

Nos: ---

Abstentions: ---

Absent: Member - Barreiro

Wayland Myers, Chair of the Board

5/1/23
Date

* * * *

CERTIFICATE OF SECRETARY

I certify that I am the duly elected Secretary of Audeo Charter School, a California nonprofit public benefit corporation; that this resolution is true and correct as written and was duly adopted by the Board at a regular meeting held on April 27, 2023.

Lynne Herrero Alipio, Secretary

EXHIBIT B

BYLAWS
OF
ALTUS SCHOOLS SOUTHERN CALIFORNIA

(A California Nonprofit Public Benefit Corporation)

ARTICLE I
NAME

Section 1. NAME. The name of this corporation is Altus Schools Southern California.

ARTICLE II
PRINCIPAL OFFICE OF THE CORPORATION

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of this Corporation is located at 10170 Huennekens Street, San Diego, State of California. The Board of Directors may change the location of the principal office. However, a change in the principal office may constitute a material revision to the charter(s). Any such change of location must be noted by the secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. OTHER OFFICES OF THE CORPORATION. The Board of Directors may at any time establish branch or subordinate offices at any place or places where this Corporation is qualified to conduct its activities.

ARTICLE III
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS

Section 1. GENERAL AND SPECIFIC PURPOSES. The specific purposes of this Corporation are:

(1) to manage, operate, guide, direct and promote one or more California public charter schools ("Related Public Charter Schools") as may be established to provide public education based on the Altus Model:

(2) to manage, enhance, improve, disseminate, administer, guide and direct the Altus Model and its use by Related Public Charter Schools;

(3) to establish, manage, administer, guide and direct such other educational programs including without limitation, preschools, elementary, middle schools, secondary, alternative schools or community programs;

(4) to perform and undertake any and all activities and functions, including soliciting contributions of money and property from the general public, as may be proper in connection with this Corporation's general and specific purposes.

Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

ARTICLE IV
CONSTRUCTION AND DEFINITIONS

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context indicates otherwise, the general provisions, rule of construction, and definitions in the California Nonprofit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term "person" includes both a legal entity and a natural person.

ARTICLE V
DEDICATION OF ASSETS

Section 1. DEDICATION OF ASSETS. Upon the dissolution or winding up of the Corporation, its assets remaining after payment of all debts and liabilities of the Corporation, shall be distributed to a nonprofit fund, foundation, corporation or association which is organized and operated exclusively for educational or charitable purposes meeting the requirements of Revenue and Taxation Code section 214 and which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine which are organized and operated exclusively for such purposes

ARTICLE VI
CORPORATION WITHOUT MEMBERS

Section 1. CORPORATION WITHOUT MEMBERS. The Corporation shall have no members within the meaning of the Nonprofit Corporation Law.

ARTICLE VII
BOARD OF DIRECTORS

Section 1. GENERAL POWERS. Subject to the provisions and limitations of the California Non-Profit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the Corporation's activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors (also known as the "Board of Directors" or "Governance Council"). The Board may delegate the management of the Corporation's activities to any person(s), management company or committees, however composed, provided that the activities and affairs of the Corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board.

Section 2. SPECIFIC POWERS. Without prejudice to the general powers set forth in Section 1 of these bylaws, but subject to the same limitations, the Board of Directors shall have the power to:

1. Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service.

2. Change the principal office or the principal business office in California from one location to another; cause the Corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside California;

3. Borrow money and incur indebtedness on the Corporation's behalf and cause to be executed and delivered for the Corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.

4. Adopt and use a corporate seal; and alter the seal.

Section 3. DESIGNATED DIRECTORS AND TERMS. All directors, except for the representative designated by the chartering authority, if any, shall be designated by the existing Board of Directors. The board of directors shall consist of at least three directors and no more than nine, unless changed by amendment to these bylaws. If the chartering authority designates a representative to serve on the Board of Directors, the Board of Directors may appoint an additional director to ensure an odd number of Board members. Each director shall hold office for six (6) years and until a successor director has been designated and qualified.

Section 4. PARENT REPRESENTATIVE. For so long as the Corporation operates one (1) or more duly authorized California charter schools, the existing Board of Directors shall appoint a Parent Representative to the Board of Directors from a list of qualified candidates. The Parent Representative shall be qualified according to the policies of the Corporation and must have a primary caregiver relationship to a student enrolled in a charter school operated by the Corporation. Should the Parent Representative cease to have a student enrolled in a charter school operated by the Corporation, the Parent Representative's seat will be deemed vacated. Should no qualified applicants apply, the Board of Directors shall leave the Parent Representative seat

vacated until a qualified applicant applies and is appointed.

Section 5. CHARTERING AUTHORITY REPRESENTATIVE. No requirements for or restrictions on the appointment, service or terms for removal of other members of the Board of Directors shall apply to any chartering authority representative and such representative shall serve at the pleasure of and be removed only by the action of the chartering authority Governing Board or designee.

Section 6. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. No more than 49 percent of the persons serving on the Board of Directors may be interested persons. An interested person is (a) any person compensated by the Corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in- law, daughter-in-law, mother-in-law, or father-in-law of such person. However, any violation of this paragraph shall not affect the validity or enforceability of transactions entered into by the Corporation.

Section 7. DIRECTORS TERM. Each director shall hold office for six (6) years and until a successor director has been designated and qualified, except for the Parent Representative, who shall hold office only so long as they have a primary caregiver relationship to a student enrolled in a charter school operated by the Corporation, but in no instance for more than four (4) years.

Section 8. NOMINATIONS BY COMMITTEE. The Chair of the Board of Directors or, if none, the President and Chief Executive Officer may appoint a committee to nominate qualified candidates for appointment to the Board of Directors at least thirty (30) days before the date of any appointment of directors. The nominating committee shall make its report at least seven (7) days before the date of the appointment or at such other time as the Board of Directors may set and the Secretary shall forward to each board member, with the notice of meeting required by these bylaws, a list of all candidates nominated by committee.

Section 9. USE OF CORPORATE FUNDS TO SUPPORT NOMINEE. No Corporation funds may be expended to support a nominee for director.

Section 10. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death or resignation of any director; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Non- Profit Public Benefit Corporation Law, Chapter 2, Article 3; (c) the increase of the authorized number of directors; or (d) the failure of the directors, at any meeting at which any director or directors are to be appointed, to appoint the number of directors required to be appointed at such meeting; and (e) termination of employment with the Corporation. In addition to the above, the Parent Representative position shall also be considered vacant should the current Parent Representative cease to have a primary caregiver relationship to a student enrolled in a charter school operated by the Corporation.

Section 11. RESIGNATION OF DIRECTORS. Except as provided below, any director may resign by giving written notice to the Chair of the Board, if any, or to the President and Chief Executive Officer or the Secretary of the board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the Board of Directors may elect a successor to take office as of the date when the resignation becomes effective.

Section 12. REMOVAL OF DIRECTORS. Any director, except for the chartering authority representative, may be removed, with or without cause, by the vote of the majority of the members of the entire Board of Directors at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and such removal are given in compliance with the provisions of the Ralph M. Brown Act (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code) as said chapter may be modified by subsequent legislation ("Brown Act"). The chartering authority representative may be removed without cause by the chartering authority or with the written consent of the chartering authority. Any vacancy caused by the removal of a Board designated director shall be filled as provided in Section 13.

Section 13. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS. Except on notice to the California Attorney General, no director may resign if the Corporation would be left without a duly appointed director or directors.

Section 14. VACANCIES FILLED BY BOARD. Vacancies on the Board of Directors, except for the representative appointed by the chartering authority, may be filled by approval of the Board of Directors or, if the number of directors then in office is less than a quorum, by (1) the affirmative vote of a majority of the directors then in office at a regular or special meeting of the Board, or (2) a sole remaining director. A vacancy in the seat of the representative of the chartering authority shall be filled by the chartering authority.

Section 15. NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS. Any reduction of the authorized number of directors shall not result in any directors being removed before his or her term of office expires.

Section 16. PLACE OF BOARD OF DIRECTORS MEETINGS. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Brown Act and Education Code Section 47604.1.

Section 17. TELECONFERENCE MEETINGS[1]. Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

a. At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the physical boundaries of the county in which the greatest number of pupils enrolled in the charter schools operated by the Corporation reside;

[1] Pursuant to Government Code Section 54953, the Corporation may use teleconferencing without complying with the requirements of paragraphs (a), (c), and (d) if the Corporation complies with the requirements of Section 54953(e).

b. All votes taken during a teleconference meeting shall be by roll call;

c. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;

d. All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;[2]

e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and

f. Members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.[3]

Section 18. ANNUAL AND REGULAR MEETINGS. Regular meetings of the Board of Directors shall be held at least one (1) meeting per quarter. The Board of Directors shall hold an annual meeting in June for purposes of organization, election of officers, and transaction of other business. At least 72 hours before a regular meeting, the Board of Directors, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Brown Act.

Section 19. AUTHORITY TO CALL SPECIAL MEETINGS. Special meetings of the Board of Directors for any purpose may be called at any time by the Chair of the Board, if any, or a majority of the Board of Directors. If a Chair of the Board has not been elected then the President and Chief Executive Officer is authorized to call a special meeting in place of the President of the Board. The party calling a special meeting shall determine the place, date, and time thereof.

Section 20. NOTICE OF SPECIAL MEETINGS. In accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four (24) hours notice is given to the public through the posting of an agenda. Notice of the time and place of special meetings shall be given to each director by (a) personal delivery of written notice; (b) first-class mail, postage prepaid; (c) telephone, including a voice messaging system or other system or technology designed to record and communicate messages, either directly to the director or to a person at the director's office who would reasonably be expected to communicate that notice promptly to the director; (d) facsimile; (e) electronic mail; or (f) other electronic means. All such notices shall be given or sent to the director's address or telephone number as shown on the Corporation's records and shall be sent with at least such notice as is required in accordance with

[2] This means that members of the Board of Directors who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.

[3] The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

the terms and provisions of the Brown Act.

Notice of the time and place of special meetings shall be given to all media who have provided written notice to Altus Schools Southern California,

The notice shall state the time of the meeting, the place and the business to be transacted at the meeting.

All notice requirements will comply with the terms and provisions of the. Brown Act.

Section 21. QUORUM. A majority of the directors then in office shall constitute a quorum. Every action taken or decision made by a majority of the directors present at a duly held meeting at which a quorum is present shall be an act of the board. A meeting at which a quorum is initially present may continue to transact business, despite the withdrawal of some directors, if any action taken or decision made is approved by at least a majority of the required quorum for that meeting. The vote or abstention of each Board member present for each action taken shall be publicly reported.

Section 22. ADJOURNMENT. A majority of the directors present, whether or not a quorum is present, may adjourn any meeting to another time and place.

Section 23. COMPENSATION AND REIMBURSEMENT. Directors may not receive compensation, for their services as directors or officers, and only such reimbursement of expenses, as the Board of Directors may establish by resolution to be just and reasonable as to the Corporation at the time that the resolution is adopted.

Section 24. CREATION OF POWERS OF COMMITTEES. The board, by resolution adopted by a majority of the directors then in office, may create one or more committees of the Board, each consisting of two or more directors and no one who is not a director, to serve at the pleasure of the board. Appointments to committees of the Board of Directors shall be by majority vote of the authorized number of directors. The Board of Directors may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the board, to the extent provided in the Board of Directors resolution, except that no committee may:

(a) Fill vacancies on the Board of Directors or any committee of the board;

(b) Amend or repeal bylaws or adopt new bylaws;

(c) Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or subject to repeal; or

(d) Create any other committees of the Board of Directors or appoint the members of committees of the board;

The Board may also create one or more advisory committees composed of directors and non-directors. It is the intent of the Board to encourage the participation and involvement of faculty, staff, parents, students and administrators through attending and participating in open

committee meetings. The Board may establish, by resolution adopted by a majority of the directors then in office, advisory committees to serve at the pleasure of the Board.

Section 25. MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees of the Board of Directors shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board of Directors actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Directors resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so.

Section 26. NON-LIABILITY OF DIRECTORS. No Director shall be personally liable for the debts, liabilities, or other obligations of this Corporation.

Section 27. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS. The Charter School and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

ARTICLE VIII
OFFICERS OF THE CORPORATION

Section 1. OFFICES HELD. The officers of this Corporation shall be a President and Chief Executive Officer, a Secretary, and a Chief Financial Officer. The Corporation, at the board's direction, may also have a President of the board, one or more Vice-Presidents, one or more Assistant Secretaries, one or more Assistant Treasurers, and such other officers as may be appointed under Article VIII, Section 4 of these bylaws.

Section 2. DUPLICATION OF OFFICE HOLDERS. Any number of offices may be held by the same person, except that neither the Secretary nor the Chief Financial Officer may serve concurrently as either the President and Chief Executive Officer or the Chair of the Board.

Section 3. ELECTION OF OFFICERS. The officers of this Corporation, except any appointed under Article IX, Section 4 of these bylaws, shall be chosen annually by the Board of Directors and shall serve at the pleasure of the board, subject to the rights of any officer under any employment contract.

Section 4. APPOINTMENT OF OTHER OFFICERS. The Board of Directors may appoint and authorize the Chair of the Board, the President and Chief Executive Officer, or another officer to appoint any other officers that the Corporation may require. Each appointed officer shall have the title and authority, hold office for the period, and perform the duties specified in the bylaws or established by the board.

Section 5. REMOVAL OF OFFICERS. Without prejudice to the rights of any officer under an employment contract, the Board of Directors may remove any officer with or without cause. An officer who was not chosen by the Board of Directors may be removed by any

other officer on whom the Board of Directors confers the power of removal.

Section 6. RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the Corporation under any contract to which the officer is a party.

Section 7. VACANCIES IN OFFICE. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 8. CHAIR OF THE BOARD. If a Chair of the Board of Directors is elected, he or she shall preside at Board of Directors meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. If there is no President and Chief Executive Officer, the Chair of the Board of Directors shall also be the chief executive officer and shall have the powers and duties of the President and Chief Executive Officer of the Corporation set forth in these bylaws.

Section 9. PRESIDENT AND CHIEF EXECUTIVE OFFICER. Subject to such supervisory powers as the Board of Directors may give to the President of the board, if any, and subject to the control of the board, the President and Chief Executive Officer shall be the general manager of the Corporation and shall supervise, direct, and control the Corporation's activities, affairs, and officers including but limited to hiring, supervision and evaluation of employee, contract approval, supervising fiscal affairs, and effectuating the Corporate purposes etc. unless otherwise limited by the Policies of the Corporation. In the absence of the Chair of the Board, or if none; the President and Chief Executive Officer shall preside at all Board of Directors meetings. The President and Chief Executive Officer shall have such other powers and duties as the Board of Directors or the bylaws may require.

Section 10. VICE-PRESIDENTS. If Vice-Presidents are appointed, and if the President and Chief Executive Officer is absent or disabled, the Vice-Presidents, if any, in order of their rank as fixed by the board, or, if not ranked, a Vice-President designated by the board, shall perform all duties of the President and Chief Executive Officer. When so acting, a Vice- President shall have all powers of and be subject to all restrictions on the President and Chief Executive Officer. The Vice-Presidents shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 11. SECRETARY. The Secretary shall keep or cause to be kept, at the Corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the board, and of committees of the board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; the names of persons present at Board of Directors and committee meetings; and the vote or abstention of each Board member present for each action taken.

The Secretary shall keep or cause to be kept, at the principal California office, a copy of

the articles of incorporation and bylaws, as amended to date.

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

Section 12. CHIEF FINANCIAL OFFICER. The Chief Financial Officer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the Corporation's properties and transactions. The Chief Financial Officer shall send or cause to be given to the directors such financial statements and reports as are required to be given by law, by these bylaws, or by the board. The books of account shall be open to inspection by any director at all reasonable times.

The Chief Financial Officer shall (i) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the Corporation with such depositories as the Board of Directors may designate; (ii) disburse the Corporation's funds as the Board of Directors may order; (iii) render to the President and Chief Executive Officer, Chair of the Board, if any, and the board, when requested, an account of all transactions as Chief Financial Officer and of the financial condition of the Corporation; and (iv) have such other powers and perform such other duties as the board, contract, job specification, or the bylaws may require.

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

ARTICLE IX
CONTRACTS WITH DIRECTORS AND OFFICERS

Section 1. CONTRACTS WITH DIRECTORS AND OFFICERS. The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor shall the Corporation enter into any contract or transaction with any other corporation, firm, association, or other entity in which one or more of the Corporation's directors are directors and have a material financial interest). Pursuant to Education Code section 47604.1 (effective Jan. 1, 2020), notwithstanding Article 4 (commencing with Section 1090) of Chapter 1 of Division 4 of Title 1 of the Government Code, an employee of a charter school shall not be disqualified from serving as a member of the governing body of the charter school because of that employee's employment status. A member of the governing body of a charter school who is also an employee of the charter school shall abstain from voting on or influencing or attempting to influence another member of the governing body regarding, all matters uniquely affecting that member's employment.

ARTICLE X
LOANS TO DIRECTORS AND OFFICERS

Section 1. LOANS TO DIRECTORS AND OFFICERS. This Corporation shall not lend any money or property to or guarantee the obligation of any director or officer; provided, however, that the Corporation may advance money to a director or officer of the Corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses of the Corporation.

ARTICLE XI
INDEMNIFICATION

Section 1. INDEMNIFICATION. To the fullest extent permitted by law, this Corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other. amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that section, and including an action by or in the right of the Corporation by reason of the fact that the person is or was a person described in that section. "Expenses," as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board of Directors by any person seeking indemnification under Corporations Code section 5238 (b) or section 5238 (c), the approval of such indemnification may be made by:

(a) A majority vote of a quorum consisting of directors who are not parties to such proceeding; or

(b) The court in which such proceeding is or was pending upon application made by this Corporation or the agent or the attorney or other person rendering services in connection with the defense, whether or not such application by the agent, attorney or other person is opposed by this Corporation.

ARTICLE XII
INSURANCE

Section 1. INSURANCE. This Corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its officers, directors, employees, and other agents, to cover any liability asserted against or incurred by any officer, director, employee, or agent in such capacity or arising from the officer's, director's, employee's, or agent's status as such.

ARTICLE XIII
MAINTENANCE OF CORPORATE RECORDS

Section 1. MAINTENANCE OF CORPORATE RECORDS. This Corporation shall keep:

(a) Adequate and correct books and records of account;

(b) Written minutes of the proceedings of its board and committees of the board; and

(c) Such reports and records as required by law.

ARTICLE XIV
INSPECTION RIGHTS

Section 1. DIRECTORS' RIGHT TO INSPECT. Every director shall have the right at any reasonable time to inspect the Corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by California and federal law. The inspection may be made in person or by the director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents.

Section 2. ACCOUNTING RECORDS AND MINUTES. On written demand on the Corporation, any director may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the Board of Directors, and committees of the Board of Directors at any reasonable time for a purpose reasonably related to the director's interest, as a director. Any such inspection and copying may be made in person or by the director's agent or attorney. This right of inspection extends to the records of any subsidiary of the Corporation.

Section 3. MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS. This Corporation shall keep at its principal California office the original or a copy of the article of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the directors at all reasonable times during office hours. If the Corporation has no business office in California, the Secretary shall, on the written request of any director, furnish to that director a copy of the articles of incorporation and bylaws, as amended to the current date.

ARTICLE XV
REQUIRED REPORTS

Section 1. ANNUAL REPORTS. The Board of Directors shall cause an annual report to be sent to each director within 120 days after the end of the Corporation's fiscal year. That report shall contain the following information, in appropriate detail:

(a) The assets and liabilities, including the trust funds, or the Corporation as of the end of the fiscal year;

(b) The principal changes in assets and liabilities, including trust funds;

(c) The Corporation's revenue or receipts, both unrestricted and restricted to particular purposes;

(d) The Corporation's expenses or disbursement for both general and restricted

purposes;

(e) Any information required under these bylaws; and

(f) An independent accountant's report or, if none, the certificate of an authorized officer of the Corporation that such statements were prepared without audit from the Corporation's books and records.

Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. The Corporations shall comply with Corporations Code section 6322.

ARTICLE XVI
EFFECTIVE DATES; AMENDMENTS

Section 1. EFFECTIVE DATE. These bylaws and any amendments shall become effective immediately upon their adoption.

Section 2. AMENDMENTS. The Board of Directors may adopt, amend or repeal any of these bylaws by a majority of the directors present at a meeting duly held at which a quorum is present, except that no amendment shall change any provisions of the charter governing the charter school or make any provisions of these bylaws inconsistent with the charter, the Corporation's articles of incorporation, or any laws.

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of Altus Schools Southern California, a California nonprofit public benefit corporation; that these bylaws, consisting of 14 pages (including this page), are the bylaws of this Corporation as adopted by the Board of Directors on 27th of April 2023, and that these bylaws have not been amended or modified since that date.

IN WITNESS WHEREOF, I have signed my name and affixed the seal of the Corporation to this certificate on April 27, 2023.

Lynne Herrero Alipio, Secretary

APPENDIX J

CONFLICT OF INTEREST CODE

DocuSign Envelope ID: 649EA8AB-BDBF-40AA-B90A-AC7D6E8C3315

Resolution of the Altus Schools Southern California Board of Directors
Amending a Conflict-of-Interest Code

WHEREAS, Altus Schools Southern California ("Corporation") operates the following California public charter schools: Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Altus Schools East County, Mirus Secondary and Altus Schools South Bay;

WHEREAS, pursuant to Education Code section 47604.1 (b)(4)(A) a charter school and an entity managing a charter school must comply with the Political Reform Act and adopt a conflict of interest code;

WHEREAS, the charter schools operated by the Corporation are authorized by chartering authorities located in San Diego County, Riverside County and San Bernadino County and therefore the Corporation is a Multi-County Local Agency as it has jurisdiction in more than one county;

WHEREAS, the Code Reviewing Body for a Multi-County Local Agency is the Fair Political Practices Commission ("FPPC") (Govt. Code § 82011.);

THEREFORE, the Corporation must submit its approved Conflict of Interest Code to FPPC for approval;

NOW, THEREFORE, BE IT RESOLVED by the Board of Directors of the Corporation that:

1. A Conflict of Interest Code, in the form attached as Exhibit A, is approved;

2. The Superintendent Schools Services and Founder is hereby directed and authorized to submit a copy to the FPPC for preliminary approval pursuant to Title 2 Cal. Code of Regs. § 18750.

APPROVED AND ADOPTED this 28th day of February, 2024.

AYES: Members Gordon, Herr, Myers, Stevens
NOES: --
ABSENT: --
ABSTAIN:--

DocuSigned by:
Wayland Myers
C88CEDEA4EB34C5...
Chairman, Board of Directors
Altus Schools Southern California

ATTEST:
DocuSigned by:
Lynn M. Alfaro
0E93F20DCFEB48A...
Secretary, Board of Directors
Altus Schools Southern California

DocuSign Envelope ID: 649EA8AB-BD8F-40AA-B90A-AC7D6E8C3315

ALTUS SCHOOLS SOUTHERN CALIFORNIA
CONFLICT OF INTEREST CODE

The Political Reform Act (Government Code Section 81000, et seq.) requires state and local government agencies to adopt and promulgate conflict of interest codes. The Fair Political Practices Commission has adopted a regulation (2 California Code of Regulations §18730) that contains the terms of a standard conflict of interest code, which can be incorporated by reference in an agency's code. After public notice and hearing, the standard code may be amended by the Fair Political Practices Commission to conform to amendments in the Political Reform Act. Therefore, the terms of 2 California Code of Regulations Section 18730 and any amendments to it duly adopted by the Fair Political Practices Commission are hereby incorporated by reference. This regulation and the attached Appendices, designating positions and establishing disclosure categories, shall constitute the conflict of interest code for Altus Schools Southern California **(ASSC).**

Individuals holding designated positions shall file statements of economic interests with **ASSC**, which will make the statements available for public inspection and reproduction (Government Code § 81008). All statements will be retained by **ASSC**.

DocuSign Envelope ID: 649EA8AB-BDBF-40AA-B90A-AC7D6E8C3315

APPENDIX A
DESIGNATED POSITIONS

Designated Positions	Disclosure Category
Members of the Board of Directors	1, 2
Superintendent School Services and Founder	1, 2
Secretary	2
Deputy Superintendent School Services	2
Finance Administrator	2
Consultants/New Positions	*

*Consultants/New Positions shall be included in the list of designated positions and shall disclose pursuant to the broadest disclosure category in the code, subject to the following limitation:

The President and Chief Executive Officer or designee may determine in writing that a particular consultant or new position, although a "designated position," is hired to perform a range of duties that is limited in scope and thus is not required to fully comply with the disclosure requirements in this section. Such written determination shall include a description of the consultant's or new position's duties and based upon that description, a statement of the extent of disclosure requirements. The President and Chief Executive Officer or designee's determination is a public record and shall be retained for public inspection in the same manner and location as this conflict of interest code (Government Code § 81008).

Public Officials Who Manage Public Investments

The following positions are not covered by the code because the positions manage public investments. Individuals holding such positions must file under Government Code Section 87200 and are listed for informational purposes only. Section 87200 requires disclosure of all investments and business positions in business entities, all income, including gifts, loans and travel payments, and real property.

Chief Financial Officer/Treasurer

DocuSign Envelope ID: 649EA8AB-BDBF-40AA-B90A-AC7D6E8C3315

APPENDIX B

DISCLOSURE CATEGORIES

Category 1

Designated positions assigned to this category must report:

a) Interests in real property that are located in whole or in part within a two-mile radius:
   - of any school district or county office of education that has authorized a **ASSC** charter school, or
   - of any facility utilized by **ASSC**'s charter schools, or
   - of a proposed site for an **ASSC** facility.

b) Investments and business positions in business entities, and sources of income (including gifts, loans, and travel payments) of the type that engage in the purchase or sale of real property or are engaged in building construction or design.

Category 2

Designated positions assigned to this category must report:

a. Investments and business positions in business entities and sources of income (including receipt of gifts, loans, and travel payments) that are contractors engaged in the performance of work or services, or sources that manufacture, sell, repair, rent or distribute school supplies, books, materials, school furnishings or equipment of the type to be utilized by **ASSC**.

APPENDIX K

UNIFORM COMPLAINT POLICY AND FORMS

1500 Uniform Complaint Policy and Procedures
Approved: May 5, 2009
Amended: June 29, 2015; March 10, 2016; August 26, 2020;
March 1, 2023; February 28, 2024; June 26, 2024; June 24, 2025

The Board of Directors of Altus Schools Southern California, a California nonprofit public benefit corporation operating Altus Schools East County, Altus Schools North County, Altus Schools South Bay, Audeo Charter School II, Altus Schools Audeo Valley, Altus Schools Mirus, and Altus Schools Coachella Valley hereafter collectively referred to as "Charter School" or "School", hereby adopts this policy is to comply with applicable federal and state laws and regulations. The Charter School is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for compliance and/or conducting investigations shall be knowledgeable about the laws and programs, which they are assigned to investigate.

Scope

This complaint procedure is adopted to provide a uniform system of complaint processing ("UCP") for the following types of complaints:

(1) Complaints alleging unlawful discrimination, harassment, intimidation or bullying against any protected group, on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity. Unlawful discrimination includes, but is not limited to, noncompliance with Education Code section 243(a).

(2) Complaints alleging a violation of state or federal law or regulation governing the following programs:

- Accommodations for Pregnant, Parenting or Lactating Students;
- Adult Education;
- Career Technical and Technical Education;
- Career Technical and Technical Training;
- Child Care and Development Programs;
- Consolidated Categorical Aid;
- Education or graduation of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a public schools, Migratory Children and Children of Military Families;
- Every Student Succeeds Act;
- Migrant Education Programs;
- Regional Occupational Centers and Programs, and
- School Safety Plans.

(3) Complaints alleging that a student enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.

a. "Educational activity" means an activity offered by the charter school that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.

b. "Pupil fee" means a fee, deposit or other charge imposed on students, or a student's parents/guardians, in violation of Education Code section 49011and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all students without regard to their families' ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:

i. A fee charged to a student as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.

ii. A security deposit, or other payment, that a student is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.

iii. A purchase that a student is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.

c. A pupil fees complaint and complaints regarding local control and accountability plans ("LCAP") only, may be filed anonymously (without an identifying signature), if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with Education Code sections 52060 – 52077, including an allegation of a violation of Education Code sections 47605.5 or 47607.3, as referenced in Education Code Section 52075, regarding local control and accountability plans.

d. If the Charter School finds merit in a pupil fees complaint, or the California Department of Education ("CDE") finds merit in an appeal, Charter School shall provide a remedy to all affected students, parents/guardians that, where applicable, includes reasonable efforts by the Charter School to ensure full reimbursement to all affected students, parents/guardians, subject to procedures established through regulations adopted by the state board.

e. Nothing in this Policy shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or, Charter School, and other entities from providing student prizes or other recognition for voluntarily participating in fundraising activities.

(4) Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula ("LCFF") or LCAP under Education Code sections 47606.5 and 47607.3, as applicable.

(5) If the Charter School adopts a School Plan for Student Achievement in addition to its LCAP, complaints of noncompliance with the requirements of the School Plan for Student Achievement under Education Code sections 64000, 64001, 65000, and 65001 shall also fall under this Policy.

Complaints alleging noncompliance regarding child nutrition programs established pursuant to Education Code sections 49490-49590 no longer fall under the UCP. Instead, they are governed by Title 7, Code of Federal Regulations ("C.F.R sections 210.19(a)(4), 215.1(a), 220.13(c), 225.11(b), 226.6(n), and 250.15(d) and Title 5, California Code of Regulations ("C.C.R.") sections 15580 - 15584.

Complaints alleging noncompliance regarding special education programs established pursuant to Education Code sections 56000-56865 and 59000-59300 no longer fall under the UCP. Instead, they are governed by the procedures set forth in 5 C.C.R. sections 3200-3205 and 34 C.F.R. sections 300.151-300.153.

The Charter School acknowledges and respects every individual's rights to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects (to the greatest extent reasonably possible and as permitted by law) the confidentiality of the parties, including but not limited to the identity of the complainant, and maintains the integrity of the process. Charter School cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, the Charter School will attempt to do so as appropriate. Charter School may find it necessary to disclose information regarding the complaint/complainant to the extent required by law or necessary to carry out the investigation or proceedings, as determined by the Chief of Staff & Compliance Officer or designee on a case-by-case basis. Charter School shall ensure that complainants are protected from retaliation. Charter School shall ensure that complainants are protected from retaliation.

Compliance Officers

The Board of Directors designates the Chief of Staff & Compliance Officer ("COSCO") to be the Compliance Officer to receive and investigate complaints and to ensure the Charter School's compliance with law:

Elizabeth Orona
Chief of Staff & Compliance Officer
10170 Huennekens Street
San Diego, CA 92121
(858) 678-4811

The COSCO or designee shall ensure that the compliance officer(s) designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. The compliance officer may have access to legal counsel as determined by the COSCO or designee.

Should a complaint be filed against the COSCO, the compliance officer for that case shall be the Chairperson of the Charter School Board of Directors.

Notifications

The COSCO or designee shall make available copies of this Policy free of charge. The annual notice of this Policy may be available on the Charter School's website. The Charter School shall annually provide written notification of the Charter School's uniform complaint procedures to employees, students, parents/guardians, advisory committees, private school officials or representatives, and other interested parties as applicable.

The annual notice shall be in English. When necessary, under Education Code section 48985, if fifteen (15) percent or more of the students enrolled in the Charter School speak a single primary language other than English, this annual notice will also be provided to the parent/guardian of any such students in their primary language

The annual notice shall include the following:

1. A list of the types of complaints that fall under the scope of the UCP and the state and federal provisions that govern complaints regarding child nutrition programs and special education programs.
2. A statement clearly identifying any California State preschool programs that School is operating as exempt from licensing pursuant to Health and Safety Code section 1596.792(o) and corresponding Title 5 health and safety regulations, and any California State preschool programs that School is operating pursuant to Title 22 licensing requirements.
3. A statement that School is primarily responsible for compliance with federal and state laws and regulations.
4. A statement that a student enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.
5. A statement identifying the title of the compliance officer, and the identity(ies) of the person(s) currently occupying that position, if known.
6. A statement that if a UCP complaint is filed directly with the CDE and the CDE determines that it merits direct intervention, the CDE shall complete an investigation and provide a written decision to the complainant within sixty (60) calendar days of receipt of the complaint, unless the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant.
7. A statement that the complainant has a right to appeal the Charter School's decision to the CDE by filing a written appeal within thirty (30) calendar days of the Charter School's decision, except if the Charter School has used its UCP to address a complaint that is not subject to the UCP requirements.
8. A statement that a complainant who appeals Charter School's decision on a UCP complaint to the CDE shall receive a written appeal decision within sixty (60) calendar days of the CDE's

receipt of the appeal, unless extended by written agreement with the complainant or the CDE documents exceptional circumstances and informs the complainant.

9. A statement that if Charter finds merit in a UCP complaint, or the CDE finds merit in an appeal, Charter shall take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected student and/or parent/guardian as applicable.
10. A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code §section 262.3.
11. A statement that copies of Charter's UCP shall be available free of charge.

Procedures

The following procedures shall be used to address all complaints, which allege that the Charter School has violated federal or state laws or regulations enumerated in the section "Scope", above. The compliance officer shall maintain a record of each complaint and subsequent related actions for at least three (3) calendar years.

All parties named shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

Step 1: Filing of Complaint

Any individual, including a person's duly authorized representative or an interested third party, public agency or organization may file a written complaint of alleged noncompliance of unlawful discrimination, harassment, intimidation or bullying pursuant to this Policy. A complaint of unlawful discrimination, harassment, intimidation or bullying may be filed by an individual who alleges that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying or by one who believes any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying. An investigation of alleged unlawful discrimination, harassment, intimidation or bullying shall be initiated by filing a complaint no later than six (6) months from the date the alleged discrimination, harassment, intimidation or bullying occurred, or the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying unless the time for filing is extended by the COSCO or designee, upon written request by the complainant setting forth the reasons for the extension. Such extension by the COSCO or designee shall be made in writing. The period for filing may be extended by the COSCO or designee for good cause for a period not to exceed ninety (90) calendar days following the expiration of the six-month time period. The COSCO shall respond immediately upon a receipt of a request for extension.

All other complaints under this Policy shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date on which the Board of Directors approved the LCAP or the annual update was adopted by the Charter School.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

Complaints filed pursuant to this Policy must be in writing and signed. A signature may be handwritten, typed (including in an email) or electronically generated. Only complaints regarding pupil fees or LCAP compliance may be filed anonymously as set forth in this Policy. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, the Charter School staff shall assist the complainant in the filing of the complaint.

Step 2: Mediation

Within three (3) business days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process.

Before initiating the mediation of an unlawful discrimination, harassment, intimidation or bullying complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the complaint to the satisfaction of the complainant, the compliance officer shall proceed with the investigation of the complaint.

The use of mediation shall not extend the Charter School's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

Step 3: Investigation of Complaint

The compliance officer is encouraged to hold an investigative meeting within five (5) business days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or the complainant's representative to repeat the complaint orally.

The complainant and/or the complainant's representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide the compliance officer with documents or other evidence related to the allegations in the complaint, or complainant's failure or refusal to cooperate in the investigation or the complainant's engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

The Charter School's refusal to provide the compliance officer with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

Final Written Decision

The Charter School shall issue an investigation report (the "Decision) based on the evidence. The Charter School's decision shall be in writing and sent to the complainant within sixty (60) calendar days of the Charter School's receipt unless the timeframe is extended with the written agreement of the complainant. The Charter School's decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The Decision shall include:

1. The findings of fact based on evidence gathered.
2. The conclusion providing a clear determination for each allegation as to whether the Charter School is in compliance with the relevant law.
3. Corrective actions, if the Charter School finds merit in the complaint and any are warranted or required by law.
4. Notice of the complainant's right to appeal the Charter School's decision within thirty (30) calendar days to the CDE, except when the Charter School has used its UCP to address complaints that are not subject to the UCP requirements
5. Procedures to be followed for initiating such an appeal.

If an employee is disciplined as a result of the complaint, the Decision shall simply state that effective action was taken and that the employee was informed of the Charter School's expectations. The Decision shall not give any further information as to the nature of the disciplinary action except as required by applicable law.

Appeals to the California Department of Education

If dissatisfied with the Decision, the complainant may appeal in writing to the CDE within thirty (30) days of receiving the Decision. The appeal shall be accompanied by a copy of the complaint filed with the Charter School and a copy of the Decision. When appealing to the CDE, the complainant must specify and explain the basis for the appeal, including at least one of the following:

1. Charter School failed to follow its complaint procedures.
2. Relative to all allegations of the complaint, the Charter School's Decision lacks material findings of fact necessary to reach a conclusion of law.
3. The material findings of fact in Charter School's Decision are not supported by substantial evidence.
4. The legal conclusion in the Charter School's Decision is inconsistent with the law.
5. In a case in which Charter School's Decision found noncompliance, the corrective actions fail to provide a proper remedy.

Upon notification by the CDE, that the complainant has appealed the Decision, the COSCO or designee shall forward the following documents to the CDE within ten (10) calendar days of the date of notification:

1. A copy of the original complaint.
2. A copy of the Decision.

3. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by the parties or gathered by the investigator.
4. A report of any action taken to resolve the complaint.
5. A copy of the Charter School's complaint procedures.
6. Other relevant information requested by the CDE.

If the CDE determines the appeal raises issues not contained in the local complaint, the CDE will refer those new issues back to the Charter School for resolution as a new complaint. If the CDE notifies the Charter School that its Decision failed to address an allegation raised by the complaint and subject to the UCP process, the Charter School will investigate and address such allegation(s) in accordance with the UCP requirements and provide the CDE and the appellant with an amended Decision addressing such allegation(s) within twenty (20) calendar days of the CDE's notification. The amended Decision will inform the appellant of the right to separately appeal the amended Decision with respect to the complaint allegation(s) not addressed in the original Decision.

Within thirty (30) calendar days of the date of the CDE's appeal Decision pursuant to 5 C.C.R. section 4633(f)(2) or (3), either party may request reconsideration by the State Superintendent of Public Instruction ("SSPI") or the SSPI's designee. The request for reconsideration shall specify and explain the reason(s) for contesting the findings of fact, conclusion of law, or corrective actions in the CDE's appeal Decision. The SSPI will not consider any information not previously submitted to the CDE by a party during the appeal unless such information was unknown to the party at the time of the appeal and, with due diligence, could not have become known to the party. Pending the SSPI's response to a request for reconsideration, the CDE appeal Decisions remains in effect and enforceable, unless stayed by a court.

The CDE may directly intervene in the complaint without waiting for action by the Charter School when one of the conditions listed in C.C.R. section 4650 exists, including but not limited to cases in which through no fault of the complainant, Charter School has not taken action within sixty (60) calendar days of the date of the complaint was filed with the Charter School.

Civil Law Remedies

A complainant may pursue available civil law remedies outside of the Charter School's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination, complaints arising under state law, however, a complainant must wait until sixty (60) calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the Charter School has appropriately, and in a timely manner, apprised the complainant of their right to file a complaint.

Audeo Valley Charter School

Uniform Complaint Procedure Form

Last Name: _____ First Name/MI: _____

Student Name (if applicable): _____ Grade: _____ Date of Birth: _____

Street Address/Apt. #: _____

City: _____ State: _____ Zip Code: _____

Home Phone: _____ Cell Phone: _____ Work Phone: _____

School/Office of Alleged Violation: _____

For allegation(s) of noncompliance, please check the program or activity referred to in your complaint, if applicable:

- ☐ Adult Education
- ☐ Career Technical and Technical Education/Career Technical and Technical Training
- ☐ Child Care and Development
- ☐ Consolidated Categorical Aid Programs
- ☐ Education of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a Public School, Migratory Children and Children of Military Families
- ☐ Every Student Succeeds Act
- ☐ Local Control Funding Formula/ Local Control and Accountability Plan
- ☐ Migrant Education Programs
- ☐ Regional Occupational Centers and Programs
- ☐ School Plans for School Achievement
- ☐ School Safety Plan
- ☐ Pupil Fees
- ☐ Pregnant, Parenting or Lactating Students

For allegation(s) of unlawful discrimination, harassment, intimidation or bullying, please check the basis of the unlawful discrimination, harassment, intimidation or bullying described in your complaint, if applicable:

- ☐ Age
- ☐ Ancestry
- ☐ Color
- ☐ Genetic Information
- ☐ Immigration Status/Citizenship
- ☐ Sex (Actual or Perceived)
- ☐ Sexual Orientation (Actual or Perceived)

- ☐ Disability (Mental or Physical)
- ☐ Ethnic Group Identification
- ☐ Gender / Gender Expression / Gender Identity
- ☐ Marital Status
- ☐ Medical Condition
- ☐ Nationality / National Origin
- ☐ Race or Ethnicity
- ☐ Religion
- ☐ Based on association with a person or group with one or more of these actual or perceived characteristics

Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

_____

_____

_____

Have you discussed your complaint or brought your complaint to any Audeo Valley Charter School personnel? If you have, to whom did you take the complaint, and what was the result?

_____

_____

_____

Please provide copies of any written documents that may be relevant or supportive of your complaint.

I have attached supporting documents: ☐ Yes ☐ No

Signature:

_____ Date: _____

Mail complaint and any relevant documents to the Chief of Staff & Compliance Officer:

Elizabeth Orona
Chief of Staff & Compliance Officer
10170 Huennekens Street
San Diego, CA 92121
(858) 678-4811

Uniform Complaint Procedure Form

Last Name: _____ First Name/MI:_____

Student Name (if applicable): _____Grade: _____ Date of Birth:_____

Street Address/Apt. #: _____

City: _____State: _____ Zip Code: _____

Home Phone: _____ Cell Phone: _____ Work Phone: _____

School/Office of Alleged Violation: _____

For allegation(s) of noncompliance, please check the program or activity referred to in your complaint, if applicable:

- ☐ Adult Education
- ☐ Career Technical and Technical Education/Career Technical and Technical Training
- ☐ Child Care and Development
- ☐ Consolidated Categorical Aid Programs
- ☐ Education of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a Public School, Migratory Children and Children of Military Families
- ☐ Every Student Succeeds Act
- ☐ Local Control Funding Formula/ Local Control and Accountability Plan
- ☐ Migrant Education Programs
- ☐ Regional Occupational Centers and Programs
- ☐ School Plans for School Achievement
- ☐ School Safety Plan
- ☐ Pupil Fees
- ☐ Pregnant, Parenting or Lactating Students

For allegation(s) of unlawful discrimination, harassment, intimidation or bullying, please check the basis of the unlawful discrimination, harassment, intimidation or bullying described in your complaint, if applicable:

- ☐ Age
- ☐ Ancestry
- ☐ Color
- ☐ Genetic Information
- ☐ Immigration Status/Citizenship
- ☐ Sex (Actual or Perceived)
- ☐ Sexual Orientation (Actual or Perceived)

- ☐ Disability (Mental or Physical)
- ☐ Ethnic Group Identification
- ☐ Gender / Gender Expression / Gender Identity
- ☐ Marital Status
- ☐ Medical Condition
- ☐ Nationality / National Origin
- ☐ Race or Ethnicity
- ☐ Religion
- ☐ Based on association with a person or group with one or more of these actual or perceived characteristics

Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

_____

_____

_____

Have you discussed your complaint or brought your complaint to any Altus Schools Coachella Valley personnel? If you have, to whom did you take the complaint, and what was the result?

_____

_____

_____

Please provide copies of any written documents that may be relevant or supportive of your complaint.

I have attached supporting documents: ☐ Yes ☐ No

Signature:

_____ Date: _____

Mail complaint and any relevant documents to the Chief of Staff & Compliance Officer:

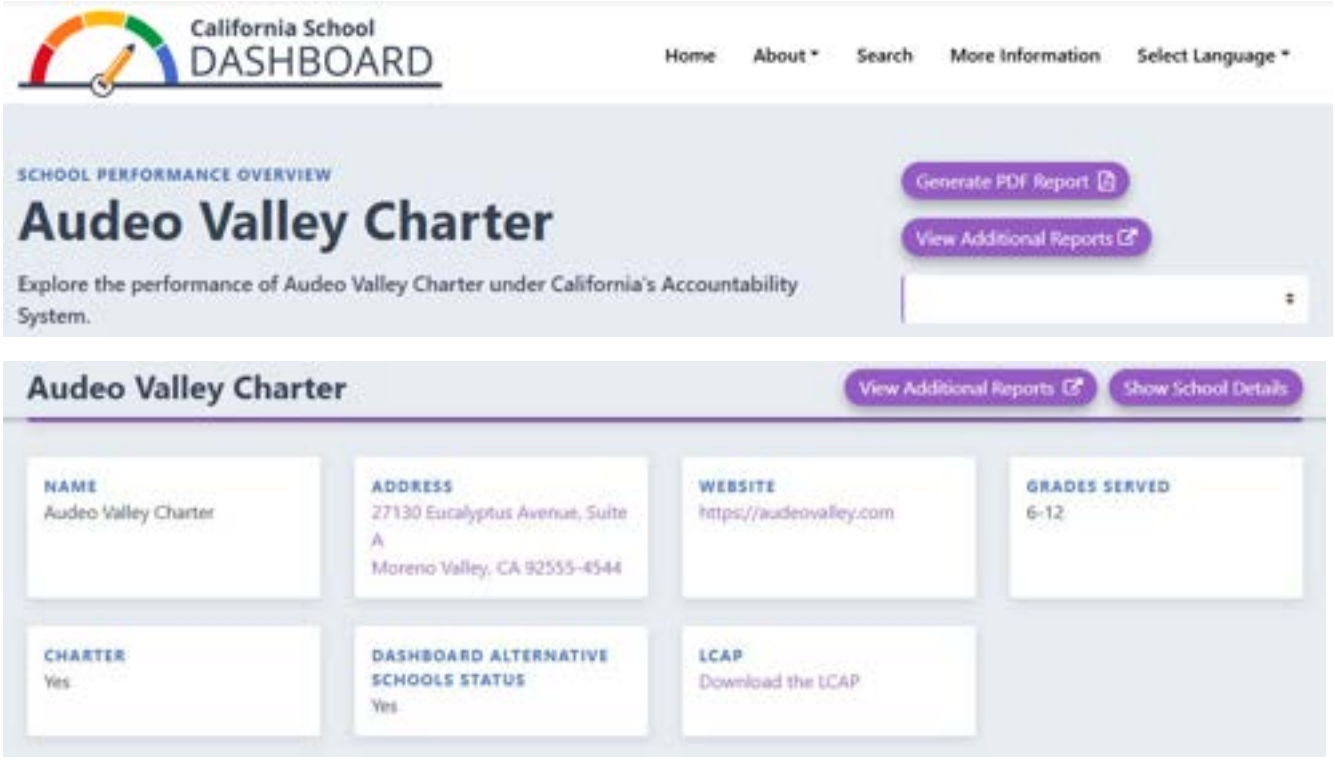
Elizabeth Orona
Chief of Staff & Compliance Officer
10170 Huennekens Street
San Diego, CA 92121
(858) 678-4811

APPENDIX L

DASS STATUS APPROVAL DOCUMENTATION FROM CDE

Audeo Valley Charter Dashboard Status

The 2025 California Dashboard, scheduled for public release November 13th, 2025, will show that Audeo Valley maintains Dashboard Alternative School Status.



APPENDIX M

RCOE DASS ALTERNATIVE METRICS FOR OVERSIGHT WITH AVCS OUTCOMES

Alternative Metrics for Oversight and Renewal
2021-2022
Audeo Valley Charter School

Audeo Valley Charter School qualifies as a Dashboard Alternative School Status (DASS) school *(application submitted to CDE spring 2022, updated CDE list of DASS schools to be released fall 22-23).* Regulations allow a DASS school, and the charter granting agency, to develop collaboratively alternative metrics in addition to the school's performance on the CA Dashboard. These alternative metrics are mutually determined by the charter and authorizer during a new charter's first year of the school's term, or in AVCS's case, during the term of the petition. (Education Code **§** 47607 (c)(7)).

The following goals and alternative metrics were developed in collaboration with the school and RCOE. These goals have been agreed upon by the school and RCOE to monitor and evaluate the school for renewal. With the understanding that this will be a benchmark year for some metrics, RCOE will continue to work with the school if revisions are necessary.

Renewal Goals		
Category	Metrics	Goal
Achievement & Growth	ELPAC Participation	95% of eligible students will participate in the statewide EL assessment
	Language Proficiency and Growth	45% Percent of eligible EL students (Students enrolled on census day and consecutively enrolled for at least 90 days prior to the test) showing any growth on the ELPAC assessment scores (either in the overall score or in the individual domain. Based on raw score, not level)
	NWEA map -- ELA	Each year, the average student level Condition Growth Percentile will be at least the (40th percentile-or 2022 baseline)
	NWEA map -- math	Each year, the average student level Condition Growth Percentile will be at least the (40th percentile- or 2022 baseline)
High school completion	One Year Positive Transition Rate	AVCS will demonstrate successful High School Completion in either of the following ways: 1) Each year, at least 90% of eligible seniors either graduated, enrolled in GED programs, moved out of state or country, moved to a private school, transferred to another public school in CA, or a community-college non-credit/certification (CTE) program. *Measure finalized after August 15, the cut-off date with a follow-up on October census date, at which time any re-enrolled student is removed from the denominator and numerator and moved to the next cohort.* **Students who remain enrolled are removed from the one-year cohort and added to the next year's cohort.*
	DASS Graduation Rate	Or 2) AVCS will exceed one or both of the following: The Riverside County DASS Schools Graduation Rate (Charter and non-Charter) or California State DASS Schools Graduation Rate (charter and non-charter)

	Course Success Rate	75% of students passing all courses in a semester with a C or better. **(total credits earned in fall semester + total credits earned spring semester)** **----------= %** **(total attempted credits fall + total attempted credits spring)**
School climate/engagement	Participation (Attendance) Rate Schoolwide	School will maintain at least 84% participation rate and/or show growth from prior year.
	Dropout rate	This is the annual adjusted 1-year drop-out rate. The number of 9-12 dropouts on the current year 8.1c Student Profile Dropouts-State View-List following the Certification Amendment Window divided by the previous year's 9-12 grade students enrolled on the 8.1 Student Profile List. Include the students who enrolled in GED programs, moved out of state or country, moved to a private school, a community-college non-credit/certification (CTE) program in the denominator, exclude from numerator. Timing: Submit to Epicenter after CALPADS certification Fall 1 Amendment Window
	CDE Suspension Rate Indicator	The school will meet this by achieving a schoolwide suspension rate of 1.5% or less.
Additional School Goals		
School Climate/Engagement	Student Safety Survey	The school will meet this by achieving 90% or higher on Student Safety Survey from Annual LCAP Engagement Survey
	Student Confidence Survey	The school will meet this by achieving 90% or higher on Confidence Survey of new students given after 90 days enrolled.

DASS Alternative Metrics for Oversight and Renewal Goals Update Regarding AVCS

AVCS has been approved for the Dashboard Alternative School Status program and shall comply with all applicable requirements under the state accountability system, including the California School Dashboard. AVCS has been a DASS Active School for the 2022, 2023, 2024, and 2025 Dashboards. AVCS is currently listed as a DASS Active School by the California Department of Education **(Appendix L).** Regulations allow a DASS school, and the charter granting agency, to develop collaboratively alternative metrics in addition to the school's performance on the CA Dashboard. These alternative metrics are mutually determined by the charter and authorizer during a new charter's first year of the school's term, or in AVCS's case, during the term of the petition. (Education Code § 47607 (c)(7)). The following goals and alternative metrics were developed in collaboration with the school and RCOE. These goals have been agreed upon by the school and RCOE to monitor and evaluate the school for renewal. With the understanding that this will be a benchmark year for some metrics, RCOE will continue to work with the school if revisions are necessary.

As detailed in the "RCOE Alternative Metrics for Oversight and Renewal Goals" below, AVCS has shown tremendous success in pupil academic achievement across several indicators. AVCS has demonstrated based on its overall academic achievement outcomes that the Charter School is a high-performing DASS school compared to similar DASS schools in the County and communities it serves.

DASS Alternative Metric for Oversight and Renewal Goal #1	
Achievement and Growth	ELPAC Participation
The target has been	**MET**

Figure 3.1: ELPAC Participation

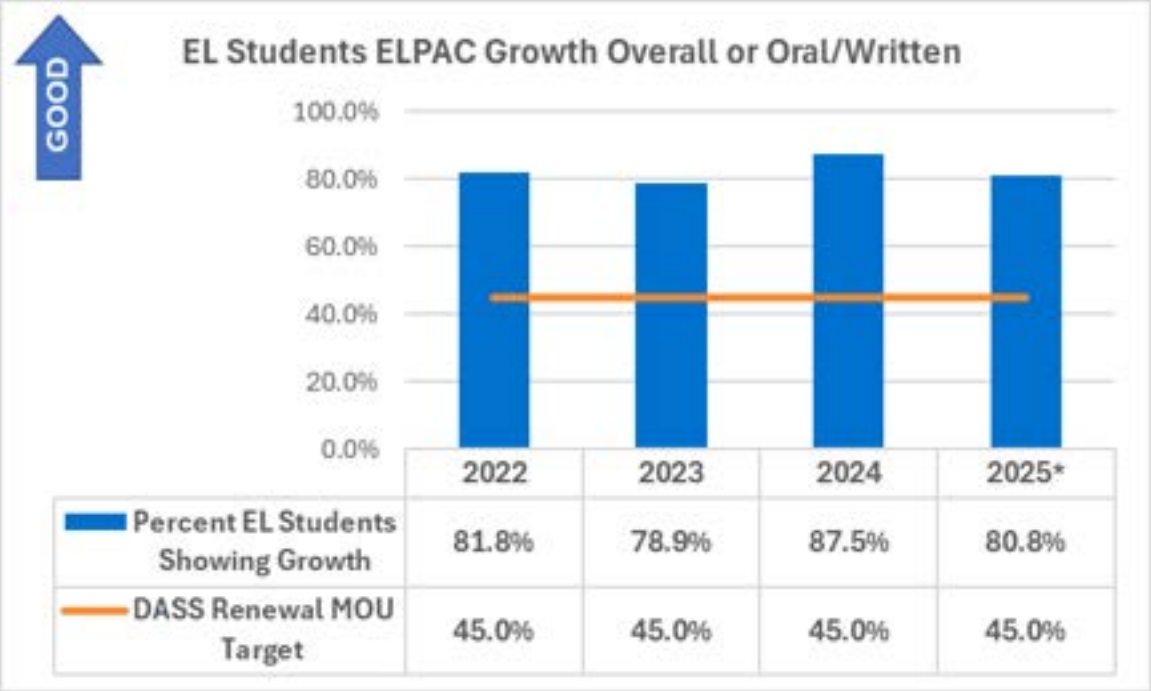
Audeo Valley Charter ELPAC Participation				
Year	**2022**	**2023**	**2024**	**2025**
ELPAC Participation Rate	**96.3%**	**100%**	**100%**	**100%**
DASS Renewal MOU Target	***95.0%***	***95.0%***	***95.0%***	***95.0%***
Renewal MOU Target Met?	**Met**	**Met**	**Met**	**Met**

Source: California Dashboard Additional Reports and Data: ELPAC Participation Rate Report (2025); https://www.caschooldashboard.org/

In accordance with the criteria identified in Audeo Valley's DASS Alternative Metric for Oversight and Renewal Goals, addressing ELPAC Participation, the Charter School's target is to ensure that 95% or more of English Learner students enrolled at any time during the ELPAC testing window (Feb 1-May 31 annually) are administered the ELPAC. Audeo Valley has EXCEEDED the target set forth in the DASS Alternative Metric for Oversight and Renewal Goals each year of the current charter term, and reached 100% ELPAC participation in 2023, 2024, and 2025. **The DASS Alternative Metric for Oversight and Renewal Goals target has been MET.**

DASS Alternative Metric for Oversight and Renewal Goal #2	
Achievement and Growth	Language Proficiency and Growth
The target has been	**MET**

Figure 3.2: English Learners with Growth on ELPAC (Overall or Individual Domain)



Source: California Dashboard Data Files (2025); https://caaspp-elpac.ets.org/caaspp/

Language Proficiency and Growth for English Learner (EL) students is addressed in Audeo Valley's DASS Alternative Metric for Oversight and Renewal addressing EL student growth on the ELPAC. Tested students must show growth either in the overall score or in an individual domain (based on raw score, not level).

Audeo Valley has demonstrated success each year, far exceeding the DASS Alternative Metric for Oversight and Renewal target of 45% for the past four years **(Figure 3.2)**, exceeding the target. Overall, 82.4% of English Learners at AVCS completing the ELPAC in this time demonstrated growth over the prior year outcome. **The DASS Alternative Metric for Oversight and Renewal Goals target has been MET.**

DASS Alternative Metric for Oversight and Renewal Goal #3	
Achievement and Growth	NWEA Map CGI Results ELA
The target has been	**MET**

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

Figure 3.3: NWEA MAP Conditional Growth Index Percentile Reading

AVCS Reading NWEA MAPS Conditional Growth Index (CGI) Percentile Average				
Year	**2022**	**2023**	**2024**	**2025**
AVCS NWEA MAPS Reading CGI Percentile	96.2	51.6	97.5	69.6
DASS Alternative Metric NWEA CGI Percentile Target	40.0	40.0	40.0	40.0
Renewal Target Met	**Yes**	**Yes**	**Yes**	**Yes**

Source: NWEA MAP Growth Reports (2021-2025)
Results prior to 2025 are based on the 2020 NWEA norms. 2025 results are based on the updated 2025 NWEA norms.

Each year, AVCS administers the MAPs Growth assessments in Reading in the fall and spring semesters. AVCS serves a new group of students annually, making year-to-year comparisons, a one-year outcome as opposed to a longitudinal comparison. Students' fall assessment results are used to set growth targets and identify areas for improvement. These targets and areas are also used to plan and differentiate instruction throughout the year. Students are assessed again in the spring.

AVCS's target for MAPs ELA (Reading) growth as identified in the Charter School's DASS Alternative Metric for Oversight and Renewal is that the charter school shall maintain an average NWEA ELA (Reading) Conditional Growth Index of at least the 40th percentile or the school's 2022 Baseline. The conditional growth index (CGI) is a normative growth metric. It is a standardized measure of observed student or school growth compared to NWEA student or school growth norms. AVCS has surpassed this target in Reading every year for the past four years **(Figure 3.3)**. **The DASS Alternative Metric for Oversight and Renewal Goals target has been MET.**

DASS Alternative Metric for Oversight and Renewal Goal #4	
Achievement and Growth	NWEA Map CGI Math Results
The target has been	**MET**

Figure 3.4: NWEA MAP Conditional Growth Index Percentile Mathematics

AVCS Math NWEA MAPS Conditional Growth Index (CGI) Percentile Average				
Year	**2022**	**2023**	**2024**	**2025**
AVCS NWEA MAPS Reading CGI Percentile	80.5	91.8	96.7	45.7
DASS Alternative Metric NWEA CGI Percentile Target	40	40	40	40
Renewal Target Met	**Yes**	**Yes**	**Yes**	**Yes**

Source: NWEA MAP Growth Reports (2021-2025)
Results prior to 2025 are based on the 2020 NWEA norms. 2025 results are based on the updated 2025 NWEA norms.

After new students are enrolled, AVCS administers the initial MAPs survey assessment is administered to students to identify initial grade level proficiency. Over the last four years, on average, students are entering AVCS 2-3 grade levels behind in math.

AVCS administers the MAPs Growth assessments in Mathematics in the fall and spring semesters. Each year, AVCS serves a new group of students, making year-to-year comparisons, a one-year outcome as opposed to a longitudinal comparison. Students' fall assessment results are used to set growth targets and identify areas for improvement. These targets and areas are also used to plan and differentiate instruction throughout the year. Students are assessed again in the spring to determine students' growth from the Fall.

AVCS's target for MAPs Math growth as identified in the Charter School's The DASS Alternative Metric for Oversight and Renewal Goals is that the charter school shall maintain an average NWEA Math Conditional Growth Index of at least the 40th percentile or the school's 2022 Baseline. AVCS has surpassed this target in Mathematics every year for the past four years **(Figure 3.4)**. **The DASS Alternative Metric for Oversight and Renewal Goals target has been MET.**

DASS Alternative Metric for Oversight and Renewal Goal #5	
High School Completion	One Year Positive Transition Rate
The target has been	**MET**

Figure 3.5: One Year Positive Transition Rate

Source: California Dashboard Data Files (2022-2025); https://www.cde.ca.gov/ta/ac/cm/graddatafiles.asp

One of the DASS Alternative Metric for Oversight and Renewal Criteria for Audeo Valley is the One-Year Positive Transition Rate. The Charter school will meet the One-Year Positive Transition Rate by either demonstrating successful High School Completion in either of the following ways: Each year, at least 90% of eligible seniors either graduated, enrolled in High School Equivalency programs, moved out of state or country, moved to a private school, transferred to another public school in California, or a community-college non-credit/certification (CTE) program, or, as of August 15, with follow-up verification on October census date, at which time any students who remain enrolled are removed from the one-year cohort and added to the next years cohort.

Audeo Valley has exceeded the 90% One-Year Positive Transition Rate MOU Target every year of the charter term **(Figure 3.5). The DASS Alternative Metric for Oversight and Renewal Goals target has been MET.**

DASS Alternative Metric for Oversight and Renewal Goal #6	
High School Completion	Course Success Rate
The target has been	**MET**

Figure 3.6: Course Success Rate

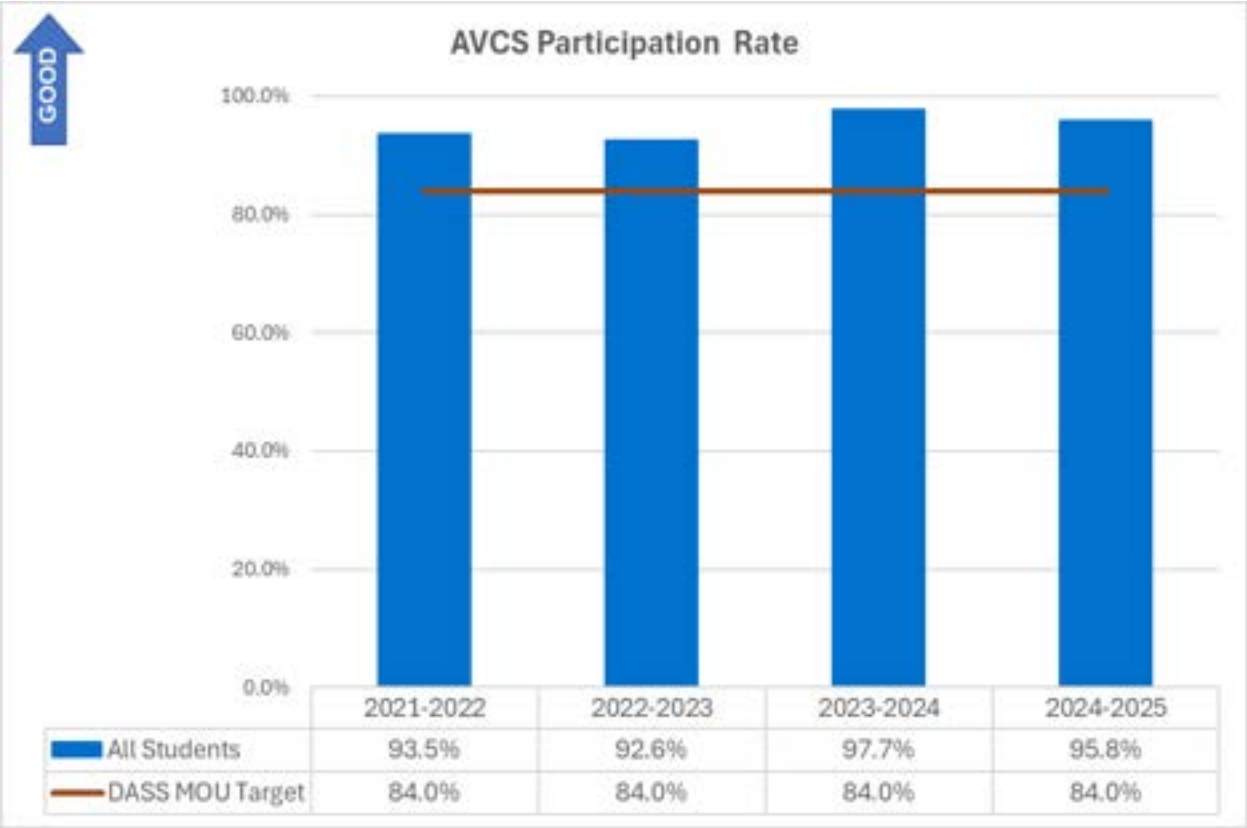
Source: School Pathways

One of the DASS Alternative Metric for Oversight and Renewal Criteria for Audeo Valley collaboratively developed between AVCS and RCOE is the Course Success Rate. The Charter school will meet the Course Success Rate by at least 75% of students passing all courses in a semester with a "C" or better.

Audeo Valley has achieved a near 100% course success rate, far exceeding the 75% Course Success Rate MOU Target every year of the charter term **(Figure 3.6). The DASS Alternative Metric for Oversight and Renewal Goals target has been MET.**

DASS Alternative Metric for Oversight and Renewal Goal #7	
School Climate/Engagement	Participation Rate
The target has been	**MET**

Figure 3.7: Audeo Valley Participation Rate



Source: School Pathways Student Information System (2021-2025)

One of the DASS Alternative Metric for Oversight and Renewal Criteria for Audeo Valley to demonstrate school engagement is the Participation (attendance) rate. The Charter school will meet the Participation Rate by either maintaining at least 84% participation rate for All Students, or showing growth from the prior year. AVCS has successfully maintained a participation rate well above the 84% target, reaching 92.7% or higher each year and including 97.5% in 2023-24 and 96.0% in 2024-25 **(Figure 3.7)**. **The DASS Alternative Metric for Oversight and Renewal Goals target has been MET.**

DASS Alternative Metric for Oversight and Renewal Goal #8	
School Climate/Engagement	One-Year Dropout Rate
The target has been	**MET**

Figure 3.8: One-Year Dropout Rate

AVCS One-Year Dropout Rate				
	2021-2022	**2022-2023**	**2023-2024**	**2024-2025**
All Students	N/A	1.5%	3.2%	3.7%

Source: CDE DataQuest and CALPADS Fall 1 Data – Dropouts (2025)

The One-Year Drop out Rate is included among the DASS Alternative Metric for Oversight and Renewal Goals as an indicator of school climate and student engagement. AVCS enrolls a significant number of students who are not on track to complete graduation requirements within the confines of four-years of High School. Despite over 77% of AVCS students enrolling credit deficient *(one or more semesters behind)* and an average of one-to-three grade levels behind in reading and math, the Charter School has maintained a One-Year Dropout Rate below 5% each of the past three years **(Figure 3.8).**

The Annual Adjusted Grade 9-12 Dropout Rate (One-Year Dropout Rate) is a key measure in demonstrating positive student outcomes. Formerly, the One-year Dropout Rate was reported by the CDE annually. The last CDE release of the Annual Adjusted Grade 9-12 Dropout rate was for 2016-2017. AVCS internally monitors the annual adjusted dropout rates using the same methodology and Data from CALPADS Fall 1 Submission data **(Figure 3.8). The DASS Alternative Metric for Oversight and Renewal Goals target has been MET.**

DASS Alternative Metric for Oversight and Renewal Goal #9	
Academic Indicator	Suspension Rate
The target has been	**MET**

Figure 3.9: Audeo Valley Suspension Rates

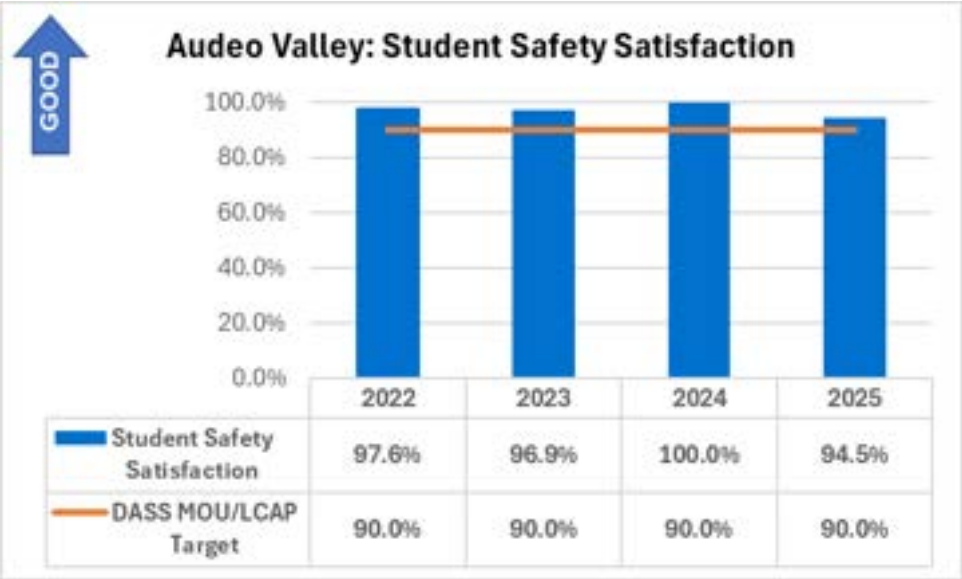
Suspension Data					
Year	**Audeo Valley Charter**	**Riverside County DASS Rate**	**State DASS Rate**	**RCOE MOU Target**	**Target Met**
2021-2022	**0.0%**	4.0%	2.9%	< 1.5%	**Yes**
2022-2023	**0.0%**	4.4%	3.9%	< 1.5%	**Yes**
2023-2024	**0.0%**	4.8%	3.3%	< 1.5%	**Yes**
2024-2025	**0.0%**	TBD	TBD	< 1.5%	**Yes**

Source: California School Dashboard (2025); https://www.caschooldashboard.org/ and CDE DataQuest (2024) https://dq.cde.ca.gov/dataquest/

Audeo Valley's resource center provides students with an innovative and engaging educational setting that differs from a traditional environment. AVCS's Resource Center and instructional model allow students to focus on academics and insulate students from behavioral triggers and distractions that may occur in a larger, comprehensive environment. AVCS's DASS Alternative Metric for Oversight and Renewal Goals target is to achieve a schoolwide Suspension rate of 1.5% or less, which is the cutoff for achieving a Low Suspension rate on the California Dashboard. Over the last four years, AVCS has maintained a perfect suspension rate of 0.0%, well below the target of 1.5% **(Figure 3.9)**. These results also outperform both the DASS schools and traditional school Suspension rates in both Riverside County and across California. **The DASS Alternative Metric for Oversight and Renewal Goals has been MET.**

DASS Alternative Metric for Oversight and Renewal Goals #10	
School Climate/Engagement	Student Safety Satisfaction
The target has been	**MET**

Figure 3.10: Student Engagement Survey – Safety Satisfaction

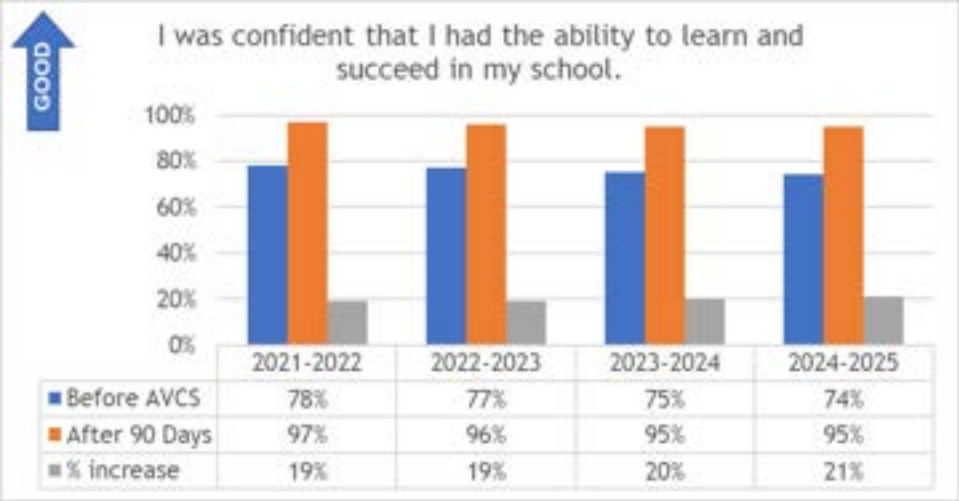


Source: Survey Monkey (2021-2025)

One additional School Goal included in Audeo Valley's DASS Alternative Metric for Oversight and Renewal Goals addresses Student Safety Satisfaction. Audeo Valley surveys students annually to ensure that the Charter School meets their needs. One of these methods is through the LCAP Student Engagement Survey. This survey is administered to provide opportunities for meaningful and actionable feedback. Being provided with a safe environment and supportive school culture is a key requirement of students. Audeo Valley's goal and the target in the DASS Alternative Metric for Oversight and Renewal Goals is to maintain a 90% rating from students in safety satisfaction. Overall, over the past four years Audeo Valley has EXCEEDED the 90% target annually, with between 94% and 100% of students of students reported they are learning in a safe and supportive environment at AVCS each year **(Figure 3.10)**. **The DASS Alternative Metric for Oversight and Renewal Goals target has been MET.**

DASS Alternative Metric for Oversight and Renewal Goal #11	
School Climate/Engagement	Confidence Survey Results
The target has been	**MET**

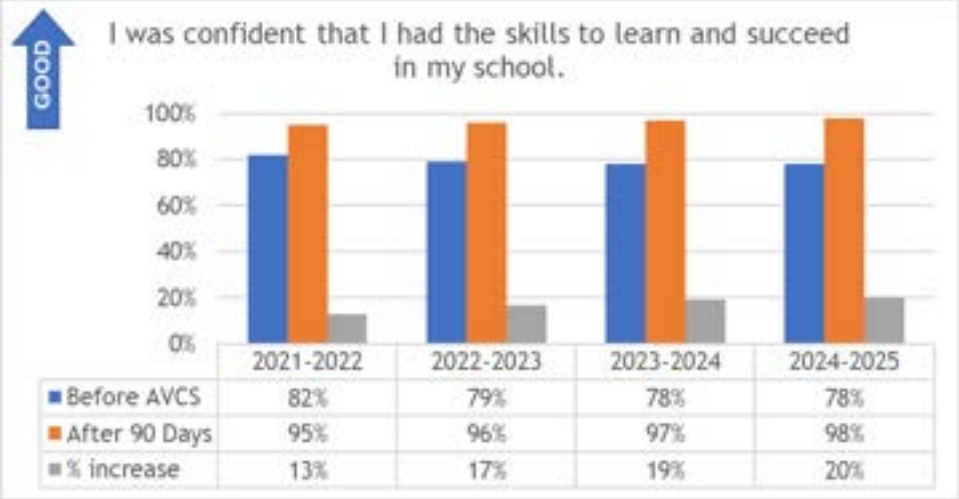
Figure 3.11: Audeo Valley Confidence Survey – Ability to Learn and Succeed



	2021-2022	2022-2023	2023-2024	2024-2025
Before AVCS	78%	77%	75%	74%
After 90 Days	97%	96%	95%	95%
% increase	19%	19%	20%	21%

Source: Naviance (2020-2025)

Figure 3.12: Audeo Valley Confidence Survey – Skills to Learn and Succeed



	2021-2022	2022-2023	2023-2024	2024-2025
Before AVCS	82%	79%	78%	78%
After 90 Days	95%	96%	97%	98%
% increase	13%	17%	19%	20%

Source: Naviance (2020-2025)

An additional School Goal included in Audeo Valley's DASS Alternative Metric for Oversight and Renewal Goals addresses Student Confidence. At-promise students often lack the academic confidence needed to successfully engage in school. Audeo Valley is committed to monitoring its effectiveness at immediately engaging at-promise students. New students at Audeo Valley take a Confidence Survey when they first enroll to gauge their confidence levels regarding their academic skills and abilities. After 90 days, these students are surveyed again to determine if their confidence

levels have increased to be academically successful in school. This measure is used to demonstrate student engagement for new students. Audeo Valley's DASS Alternative Metric for Oversight and Renewal Goals is to achieve a 90% or higher rating on the Confidence Survey questions after 90 days of enrollment at Audeo Valley. On average, over the past four years more than 96% of students have reported increased confidence in their ability and skills to learn and succeed in school after 90 days, and an average increase of 16% from their confidence levels upon enrollment **(Figures 3.11-3.12)**. **The DASS Alternative Metric for Oversight and Renewal Goals target has been MET.**

Audeo Valley DASS Alternative Metrics for Oversight and Renewal: Target Met Summary						
Category	**Metric**	**Goal**	**21-22**	**22-23**	**23-24**	**24-25**
Achievement & Growth	**ELPAC Participation**	95% of eligible students will participate in the statewide EL assessment	**Target Met**	**Target Met**	**Target Met**	**Target Met**
Achievement & Growth	**Language and Proficiency Growth**	45% Percent of eligible EL students (Students enrolled on census day and consecutively enrolled for at least 90 days prior to the test) showing any growth on the ELPAC assessment scores (either in the overall score or in the individual domain. Based on raw score, not level)	**Target Met**	**Target Met**	**Target Met**	**Target Met**
Achievement & Growth	**NWEA MAPS ELA**	Each year, the average student level Condition Growth Percentile will be at least the (40th percentile-or 2022 baseline)	**Target Met**	**Target Met**	**Target Met**	**Target Met**
Achievement & Growth	**NWEA MAPS Math**	Each year, the average student level Condition Growth Percentile will be at least the (40th percentile- or 2022 baseline)	**Target Met**	**Target Met**	**Target Met**	**Target Met**
High School Completion	**One Year Positive Transition Rate**	Each year, at least 90% of eligible seniors either graduated, enrolled in GED programs, moved out of state or country, moved to a private school, transferred to another public school in CA, or a community-college non-	**Target Met**	**Target Met**	**Target Met**	**Target Met**

		credit/certification (CTE) program.				
High School Completion	**Course Success Rate**	75% of students passing all courses in a semester with a C or better.	**Target Met**	**Target Met**	**Target Met**	**Target Met**
School Climate & Engagement	**Participation (Attendance) Rate Schoolwide**	School will maintain at least 84% participation rate and/or show growth from prior year.	**Target Met**	**Target Met**	**Target Met**	**Target Met**
School Climate & Engagement	**Dropout Rate**	Annual Adjusted 1-Year Dropout Rate	**Target Met**	**Target Met**	**Target Met**	**Target Met**
School Climate & Engagement	**CDE Suspension Rate Indicator**	The school will meet this by achieving a schoolwide suspension rate of 1.5% or less.	**Target Met**	**Target Met**	**Target Met**	**Target Met**
School Climate & Engagement	**Student Safety Survey**	The school will meet this by achieving 90% or higher on Student Safety Survey from Annual LCAP Engagement Survey	**Target Met**	**Target Met**	**Target Met**	**Target Met**
School Climate & Engagement	**Student Confidence Survey**	The school will meet this by achieving 90% or higher on Confidence Survey of new students given after 90 days enrolled.	**Target Met**	**Target Met**	**Target Met**	**Target Met**

APPENDIX N

BOARD OF DIRECTORS ROSTER

ALTUS SCHOOLS SOUTHERN CALIFORNIA
DBA
AUDEO CHARTER SCHOOL II ▪ AUDEO VALLEY CHARTER
ALTUS SCHOOLS COACHELLA VALLEY ▪ ALTUS SCHOOLS EAST COUNTY ▪ ALTUS SCHOOLS MIRUS
ALTUS SCHOOLS NORTH COUNTY ▪ ALTUS SCHOOLS SOUTH BAY

BOARD OF DIRECTORS
2025-2026

Wayland Myers
Chairman
Term 1: October 20, 2021 – June 30, 2027
10170 Huennekens Street
San Diego, CA 92121
wmyers@altusschools.net

Jim Herr
Board Member - Community
Term 1: January 1, 2023 – June 30, 2029
10170 Huennekens Street
San Diego, CA 92121
jherr@altusschools.net

Chris Gordon
Board Member - Community
Term 1: January 1, 2023 – June 30, 2029
10170 Huennekens Street
San Diego, CA 92121
cgordon@altusschools.net

Cristina Stevens
Board Member - Community
Term 1: July 1, 2024 – June 30, 2030
10170 Huennekens Street
San Diego, CA 92121
cstevens@altusschools.net

Updated: 7/2025

APPENDIX O

AUDEO VALLEY WASC APPROVAL LETTER

COMMISSION MEMBERS

R. DAVID GAUDI JR., Ed.D.
Chairperson
Hawaii Association of Independent Schools

ODIE J. DOUGLAS
Vice Chairperson
Association of California School Administrators

MICHAEL ALVAREZ
Western Catholic Educational Association

CUAHTEMOC AVILA, Ed.D.
Association of California School Administrators

KEVIN BAKER, Ph.D.
East Asia Regional Council of Schools

GRANT BENNETT
Association of California School Administrators

DANNY BLAS
California Teachers Association

RON CARRUTH, Ed.D.
Association of California School Administrators

MICHAEL COLLINS
California Association of Private School Organizations

GREGORY DHUYVETTER
Western Catholic Educational Association

LEE DUNCAN, Ed.D.
Association of Christian Schools International

TOBY ELMORE
California Association of Private School Organizations

JON FERNANDEZ
Pacific Islands

JUAN A. FLECHA
Association of California School Administrators

KRISTIE FLOHRA
National Lutheran School Accreditation

ANDREA FUKUMOTO
Hawaii State Department of Education

ESTHER KANEHAILUA
Hawaii State Department of Education

CINDY KAZANIS
California Department of Education

DIANNA MACDONALD
California Congress of Parents and Teachers, Inc. (PTA)

KAWENA MARTINEZ
Hawaii State Teachers Association

MONIQUE MCWAYNE
California Department of Education

DEREK MINAKAMI
Hawaii Government Employees' Association

LINDA NORMAN, Ed.D.
Western Catholic Educational Association

CHRISTOPHER OASE
California School Boards Association

DOREEN OLESON, Ed.D.
California Association of Independent Schools

ANDREW RODRIGUEZ
California Federation of Teachers

MATTHEW RUSSO, Ed.D.
Postsecondary Education

JASON SAMPLE
Charter Schools

JONATHAN SCHILD, Ed.D.
Western Catholic Educational Association

DAVID SCIARRETTA, Ed.D.
Charter Schools

LAURA STEFANSKI
Public Member, California

KATHERINE THOROSSIAN, Ed.D.
Association of California School Administrators

BERIT VON POHLE, Ed.D.
Pacific Union Conference of Seventh-day Adventists

DIANA WALSH-REUSS, Ed.D.
Association of California School Administrators

LIVINGSTON (JACK) WONG
Public Member, Hawaii

February 10, 2022

Sharnita Moore, School Coordinator
Audeo Valley Charter School
27130 Eucalyptus Ave, Suite A
Moreno Valley, California 92555

Dear Sharnita Moore:

The Accrediting Commission for Schools, Western Association of Schools and Colleges (ACS WASC) announces the action taken at the Winter 2022 Commission Meeting. The ACS WASC Commissioners have determined Audeo Valley Charter School (6-12) meets the ACS WASC criteria for initial accreditation. It is the decision of the Commission to grant Initial Accreditation Status through June 30, 2025. This decision is based on all of the information provided by the school, including the school's report, and the satisfactory completion of the accreditation visit.

Prior to the end of this initial accreditation period, schools must complete a self-study assessment and submit a self-study report, including the progress made in meeting the recommendations of the initial visit visiting committee. Self-study training will be provided and Centers/Programs will be expected to have key staff participate in these training sessions. An ACS WASC visiting committee will conduct a site visit to review the self-study findings and supporting evidence, conduct classroom observations, and dialogue with all stakeholders. The committee will evaluate the programs and operations and the impact on student learning.

Accreditation status is conditioned upon Audeo Valley Charter School's continued adherence with the ACS WASC policies, procedures, and criteria for accreditation. One accreditation requirement is the obligation of schools to notify ACS WASC of any changes which might be substantive in nature with an explanation of the change and the anticipated effect on the educational program (see linked enclosures).

Another accreditation requirement is that schools and districts annually contribute members to participate on visiting committees. This is particularly helpful to newly accredited schools in order to gain a better understanding of the accreditation process. New members can sign up to serve on a visiting committee on the ACS WASC website at www.acswasc.org. Failure to maintain compliance with said policies, procedures, and standards is grounds for modification and/or withdrawal of accreditation.

The approval of initial accreditation entitles you to use the following phrase on transcripts or in school advertising: **Fully Accredited by (or) Accredited by the Accrediting Commission for Schools, Western Association of Schools and Colleges**, until such time as your accreditation has either lapsed or been denied. If all grade levels operated by the school were included in the initial visit review, the above statement is sufficient. In other cases, the statement must specify the programs or grade levels accredited, i.e., "Fully Accredited for Grades (9–12 for example) by the Accrediting Commission for Schools, Western Association of Schools and Colleges."

Transcripts of students who are graduating or transferring from grades covered by the accreditation may be stamped or embossed with the ACS WASC accredited seal which can be obtained from the ACS WASC office, or the "Accredited by ..." phrase can be typed on the transcript.

If you choose to disclose your status in any communications with the public, you must specify the program or grade levels which are covered by the initial status. You must also include the name, address and website of the Accrediting Commission for Schools, Western Association of Schools and Colleges in the same communication. The information to include is:

Accrediting Commission for Schools
Western Association of Schools and Colleges
533 Airport Blvd., Suite 200, Burlingame, CA 94010
www.acswasc.org

The WASC Communication Toolkit is accessible on the home page of the School Portal at https://acswasc.force.com/schoolportal/s/login/. The toolkit provides resources for schools to share their accreditation status with their community and also provides access to the WASC "Accredited" logos and merchandise order forms.

The Commission looks forward to Audeo Valley Charter School's anticipated success and continuing improvement in keeping with ACS WASC's pursuit of excellence in elementary, secondary, and adult education.

Sincerely,

R. David Gaudi Jr., Ed.D.
Commission Chairperson

cc: Visiting Committee Chairperson
Superintendent

Linked Enclosure(s): Visiting Committee Report
ACS WASC Substantive Change Policy and Procedures
ACS WASC Merchandise Order Form

My Schools and District/Association

The table below lists your district/association and any school(s) where you hold a key role.

School Name	Category	WASC St...	Term Expi...	Next Visit	Visit Start	Visit Type	Street
Altus Schools Audeo	Charter School	Accredited	6/30/2029	2025-2026	Mar 2, 2026	Self-Study	10170 Huennekens Stre
Altus Schools Charter School of San Diego	Charter School	Accredited	6/30/2029	2025-2026	Mar 2, 2026	Self-Study	10170 Huennekens St.
Altus Schools East County	Charter School	Accredited	6/30/2026	2025-2026	Mar 2, 2026	Self-Study	10170 Huennekens St.
Altus Schools North County	Charter School	Accredited	6/30/2026	2025-2026	Mar 2, 2026	Self-Study	200 East Via Rancho Pkv
Altus Schools South Bay	Charter School	Accredited	6/30/2026	2025-2026	Mar 2, 2026	Self-Study	3252 Bonita Rd.
Audeo Charter School II	Charter School	Accredited	6/30/2026	2025-2026	Mar 2, 2026	Self-Study	3821 Plaza Drive
Audeo Valley Charter School	Charter School	Accredited	6/30/2026	2025-2026	Mar 2, 2026	Self-Study	27130 Eucalyptus Ave, S
Mirus Secondary School	Charter School	Accredited	6/30/2029	2025-2026	Mar 2, 2026	Self-Study	10170 Huennekens Stre

Principal/Head of School:
Sharnita F. Moore
School Coordinator

Status:
Accredited

WASC ID:
33 10330 780

Next Review/Visit:
Self-Study
2025-2026

Main Campus:
27130 Eucalyptus Ave, Suite A
Moreno Valley, California 92555
United States

Key Changes for Schools who have a Self-Study review in 2026-2027:

We have so many exciting changes beginning this year!

- **WASC Data Tool**: California Public K-12 schools will receive pre-populated Google Sheets with three years of publicly available data integrated with Gemini AI. This eliminates manual data collection for Chapter 2 and enables AI-assisted trend analysis by student groups. The AI integration frees staff to focus on validation and deep discussions about how data informs continuous improvement strategies for student achievement and well-being. The WASC Data Tool updates three times yearly for continuous monitoring.
- **Streamlined Standards** (https://docs.google.com/document/d/1YhcCgnWFVia2qCKR1fNgBoWc06XfmvHuIPF9aAkVEvQ/edit?usp=sharing)**:** The previous five-category system has been condensed into three overarching categories with standards:
  - Vision, Leadership, Faculty and Staff, Resources, Continuous Improvement, and Accountability and Compliance (6 standards)
  - Curriculum, Teaching and Learning, and Assessment and Data Analysis (3 standards)
  - School Culture, Systems of Support, and Student Success and Community Partnerships (3 standards)
  - Standards are now formatted as questions to better guide schools in explaining their processes.

Data Tool for CA Public Schools

Access pre-populated data reports to support ongoing data analysis and continuous improvement.

Data Tool

Substantive Changes

View Procedures

Phone: (951)247-6646
Email: smoore@altusschools.
(mailto:smoore@altuss

Affiliation(s):
none

- **Embedded Rubric System**: Report templates include built-in rubrics for self-assessment with rationale boxes, facilitating more meaningful conversations with Visiting Committees.
- **Leveraging Existing Approaches**: Schools are encouraged to utilize their current continuous improvement processes and organizational structures (PLCs, leadership teams, staff meetings, parent-teacher organizations, student government) to implement the WASC self-study. This minimizes disruption and strengthens integration into daily operations.
- There are **new and redesigned school resources and materials** are provided through the WASC School portal to support you through this process.

WASC Webinar: Inside UC Admissions

You are invited!

Inside UC Admissions Webinar (https://secure.smore.com/n/ay9rg), Wednesday, November 12, 3:30 pm

Payments Now Available in School Portal

Attention: Schools can now pay invoices through the Invoices tab.

Annual Action Plan Requirement

As of September 2023 schools are no longer required to upload their annual updated Action Plan. Revised action plans are only requested following a self-study visit.

WASC Book on Accreditation, Connecting the Dots of Accreditation: Leadership, Coherence, and Continuous Improvement

WASC has published a book that should be of interest to everyone involved in school accreditation. The hardback, paperback, or ebook can be ordered directly through the publisher. The book is also available to order online from Amazon or Barnes & Noble.

https://www.bloomsbury.com/us/connecting-the-dots-of-accreditation-9781475862225/ (https://www.bloomsbury.com/us/connecting-the-dots-of-accreditation-9781475862225/)

Submit requests for substantive changes by filling out this form.

Request Change

Communication Toolkit

"Accredited" logos, accreditation announcement resources, and merchandise order forms

View Toolkit

WASC School Portal Welcome

WASC is pleased to welcome you to the School Portal. The School Portal provides easy access to customized accreditation materials, templates, action cards, and other resources, as well as allow for the submission of documents.

The School Portal consists of nine pages. When you log on, the Required Data Verification box will appear at the top of the Home page and on pages requiring data to be verified. Please update or verify the information on these pages and click the Verify Data button at the top of the page to indicate when this has been completed.

Reviews/Visits Resources: The Reviews/Visits page contains materials and resources for accreditation reviews and visits. Clicking on the icon to the left of an open review or visit will provides access to resources and information for upcoming accreditation reviews and visits. Documents can be uploaded via the Action Cards. This page replaces much of what was previously accessible on the WASC website.

We hope you find the School Portal to be a useful tool. Thank you.

APPENDIX P

COACHELLA VALLEY WASC APPROVAL LETTER

COMMISSION MEMBERS

LINDA NORMAN, Ed.D.
Chairperson
Western Catholic Educational Association

KATHERINE THOROSSIAN, Ed.D.
Vice Chairperson
Public Member

ODIE J. DOUGLAS, Ed.D.
Immediate Past Chair
Association of California School Administrators

WARD ANDRUS, Ed.D.
Association of California School Administrators

STACEY BELLO
Hawaii Complex Area Superintendent

JANICE BLABER
Hawaii Government Employees' Association

MOOHAY CHOE, Ed.D.
Association of California School Administrators

KEVIN COLLINS, Ed.D.
Association of California School Administrators

CAROLINE COTA, Ed.D.
Association of California School Administrators

JULIE CRUZ
California Federation of Teachers

JEFF DAVIS, Ed.D.
California Association of Independent Schools

GREGORY DHUYVETTER
Western Catholic Educational Association

TOBY ELMORE, Ed.D.
California Association of Private School Organizations

MARTY FRICKE
California Teachers Association

ANDREA FUKUMOTO
Hawaii State Department of Education

ANNA-LISA GEORGE
Western Catholic Educational Association

JIM GERHARD, Ed.D.
East Asia Regional Council of Schools

MELISSA HANDY
Hawaii Private Teacher

MATT HANNAN
Association of Christian Schools International

KARIN D. HANSEN DEL REY
Hawaii State Teachers Association

CANDI KERN
California Congress of Parents and Teachers, Inc. (PTA)

CHRISTINE MCCORMICK, Ed.D.
Association of California School Administrators

MONIQUE MCWAYNE
California Department of Education

ERIC MOONEY, Ed.D.
Association of California School Administrators

ALESHA MORENO-RAMIREZ
California Department of Education

CHRISTOPHER OASE, D.A.
California School Boards Association

JENNIFER OWENS
Postsecondary Education

JASON SAMPLE
Charter Schools

TERESA SCHWABAUER
Western Catholic Educational Association

SHERRY SEGURA, Ph.D.
Charter Schools

VACANCY
Pacific Islands

JAMES P. WILLIS II, Ed.S.
Pacific Union Conference of Seventh-day Adventists

LIVINGSTON (JACK) WONG
Public Member, Hawaii

CHRISTY WOOD, Ed.D.
National Lutheran School Accreditation

February 3, 2026

Sharnita Foster, School Coordinator
Altus Schools Coachella Valley
10170 Huennekens Street
San Diego, California 92121

Dear Sharnita Foster:

The Accrediting Commission for Schools, Western Association of Schools and Colleges (ACS WASC) announces the action taken at the Winter 2026 Commission Meeting. The ACS WASC Commissioners have determined Altus Schools Coachella Valley (7-12) meets the ACS WASC criteria for initial accreditation.

It is the decision of the Commission to grant Initial Accreditation Status through June 30, 2026. This decision is based on all of the information provided by the school, including the school's report, and the satisfactory completion of the accreditation visit. Prior to the end of this initial accreditation period, schools must complete a self-study assessment and submit a self-study report, including the progress made in meeting the recommendations of the initial visit visiting committee.

Self-study training will be provided and Altus Schools Coachella Valley will be expected to have key staff participate in these training sessions. An ACS WASC visiting committee will conduct a site visit to review the self-study findings and supporting evidence, conduct classroom observations, and dialogue with all stakeholders. The committee will evaluate the programs and operations and the impact on student learning.

Accreditation status is conditioned upon Altus Schools Coachella Valley's continued adherence with the ACS WASC policies, procedures, and criteria for accreditation. One accreditation requirement is the obligation of schools to notify ACS WASC of any changes which might be substantive in nature with an explanation of the change and the anticipated effect on the educational program (see linked enclosures).

Another accreditation requirement is that schools and districts annually contribute members to participate on visiting committees. This is particularly helpful to newly accredited schools in order to gain a better understanding of the accreditation process. New members can sign up to serve on a visiting committee on the ACS WASC website at www.acswasc.org. Failure to maintain compliance with said policies, procedures, and standards is grounds for modification and/or withdrawal of accreditation.

The approval of initial accreditation entitles you to use the following phrase on transcripts or in school advertising: **Fully Accredited by (or) Accredited by the Accrediting Commission for Schools, Western Association of Schools and Colleges**, until such time as your accreditation has either lapsed or been denied. If all grade levels operated by the school were included in the initial visit review, the above statement is sufficient. In other cases, the statement must specify the programs or grade levels accredited, i.e., "Fully Accredited for Grades (9–12 for example) by the Accrediting Commission for Schools, Western Association of Schools and Colleges."

Transcripts of students who are graduating or transferring from grades covered by the accreditation may be stamped or embossed with the ACS WASC accredited seal which can be obtained from the ACS WASC office, or the "Accredited by ..." phrase can be typed on the transcript.

If you choose to disclose your status in any communications with the public, you must specify the program or grade levels which are covered by the initial status. You must also include the name, address and website of the Accrediting Commission for Schools, Western Association of Schools and Colleges in the same communication. The information to include is:

Accrediting Commission for Schools
Western Association of Schools and Colleges
533 Airport Blvd., Suite 200, Burlingame, CA 94010
www.acswasc.org

The WASC Communication Toolkit is accessible on the home page of the School Portal at https://acswasc.my.site.com/schoolportal/s/login/. The toolkit provides resources for schools to share their accreditation status with their community and also provides access to the WASC "Accredited" logos and merchandise order forms.

The Commission looks forward to Altus Schools Coachella Valley's anticipated success and continuing improvement in keeping with ACS WASC's pursuit of excellence in elementary, secondary, and adult education.

Sincerely,

Linda Norman, Ed.D.
Commission Chairperson

cc: Brian Jensen

Linked Enclosure(s): Visiting Committee Report
ACS WASC Substantive Change Policy and Procedures
ACS WASC Merchandise Order Form

APPENDIX Q

AUDEO VALLEY
UC A-G APPROVAL LIST

2025-26 A-G Reference List

menu

Hide advanced search

Filters applied ✖ Reset filters

Course ownership

✔ All | School Network courses | School courses

School

Audeo Valley Charter Schoo

ALL | A | B | C | D | E | F | G

2025-26 | 2024-25 | 2023-24 | 2022-23 | 2021-22

All subject areas by course title

School owned course | School Network owned course

Course	Transcript Abbreviation	Details
(EDGE) Spanish 1 () *Imagine Learning LLC (Formerly known as Edgenuity)* E LOTE Level 1	Span 1, 2 / A2321, A2322	Online-based
(EDGE) Spanish 3 () *Imagine Learning LLC (Formerly known as Edgenuity)* E LOTE Level 3	Span 5, 6 / A2325, A2326	Online-based
(EDGE) Spanish II () *Imagine Learning LLC (Formerly known as Edgenuity)* E LOTE Level 2	Span 2, 3 / A2323, A2324	Online-based
ALGEBRA 1 and 2 () C Algebra I	ALGEBRA 1, 2 / A4041, A4021	Classroom-based

Course	Transcript Abbreviation	Details
Algebra I () *Imagine Learning LLC (Formerly known as Edgenuity)* C Algebra I	Alg 1, Alg 2 / 4041, A4042	Classroom-based
Algebra II () *Imagine Learning LLC (Formerly known as Edgenuity)* C Algebra II	Int Algebra 1, 2 / A 4151, A 4152	Online-based
American Literature 1 and 2 () B English	AM LIT 1 (P) AM LIT 2 (P) / A1583, A1584	Classroom-based
AP Calculus AB () *Imagine Learning LLC (Formerly known as Edgenuity)* C Calculus	AP Calc AB 1 , 2 / A4189, A4190	UC Honors Online-based
AP English Language and Composition () *Imagine Learning LLC (Formerly known as Edgenuity)* B English	AP Eng Lang & Comp 1,2 / A1655, A1656	UC Honors Online-based
AP English Literature and Composition () *Imagine Learning LLC (Formerly known as Edgenuity)* B English	AP Eng Lit & Comp 1, 2 / A1653, A1654	UC Honors Online-based
AP Environmental Science () *Imagine Learning LLC (Formerly known as Edgenuity)* D Interdisciplinary Sciences	AP Environ Sci 1, 2 / A6455, A6456	UC Honors Online-based
AP Government and Politics United States () *The College Board Advanced Placement Program* A Civics / American Government	AP Gov 1 / A6839	UC Honors Online-based
AP Human Geography () *Imagine Learning LLC (Formerly known as Edgenuity)* A World History / Cultures / Historical Geography	AP Hum Geo 1,2 / A6536, A6537	UC Honors Online-based

Course	Transcript Abbreviation	Details
AP Psychology () *Imagine Learning LLC (Formerly known as Edgenuity)* G History / Social Science	AP Psych 1, 2 / A6834, A6835	UC Honors Online-based
AP Spanish Language and Culture () *The College Board Advanced Placement Program* E LOTE Level 4+	AP Spanish Lang and Culture	UC Honors Classroom-based Online-based
AP United States History () *Imagine Learning LLC (Formerly known as Edgenuity)* A U.S. History	AP U.S. Hist 1, 2 / A6721, A6722	UC Honors Online-based
AP World History () *Imagine Learning LLC (Formerly known as Edgenuity)* A World History / Cultures / Historical Geography	AP World Hist 1, 2 / A6639, A6640	UC Honors Online-based
ART 1 and 2 () F Visual Arts	ART 1, 2 / A0191, A0192	Classroom-based
Art History 1, 2 () F Visual Arts	Art Hist 1, Art Hist 2 / A0291, A0292	Classroom-based
Asian American Pacific Islander Studies () G Interdisciplinary	AAPI Studies / A9179-5	Classroom-based
AVID 10 () *AVID - Advancement Via Individual Determination* G Interdisciplinary	AVID 10a, AVID 10b / A8209 / A8210	Classroom-based
AVID 11 () *AVID - Advancement Via Individual Determination* G Interdisciplinary	/ A8227 / A8228 AVID 11a, 11b	Classroom-based
AVID 12 () *AVID - Advancement Via Individual Determination* G Interdisciplinary	AVID 12a, AVID 12b / A8221 / A8222	Classroom-based

Course	Transcript Abbreviation	Details
AVID 9 () *AVID - Advancement Via Individual Determination* G Interdisciplinary	AVID 9a, AVID 9b / A8207 / A8208	Classroom-based
BIOLOGY 1 and 2 () D Biology / Life Sciences	BIOLOGY 1 (P) & BIOLOGY 2 (P) / A6111, A6112	Classroom-based
Biology Honors with Labs () *Imagine Learning LLC (Formerly known as Edgenuity)* D Biology / Life Sciences	Hnrs Bio 1, 2 / A6121, A6122	UC Honors Online-based
Biology with Labs () *Imagine Learning LLC (Formerly known as Edgenuity)* D Biology / Life Sciences	Bio 1, 2 / A6111, A6112	Online-based
Black and African American Studies () G Interdisciplinary	Black and African American Studies B/Afro Studies / A9179-1	Classroom-based
California Cadet Corps Leadership 1, 2 () G Interdisciplinary	CA Cadet Corps Leadership 1, 2	Classroom-based
Career and Life Management 1, 2 () G Interdisciplinary	Car & Life Man 1, 2	Classroom-based
CHEMISTRY 1-2 () D Chemistry	CHEMISTRY 1 (P) & CHEMISTRY 2 (P) / A6211, A6212	Classroom-based
Chemistry Honors with Labs () *Imagine Learning LLC (Formerly known as Edgenuity)* D Chemistry	Honors Chem 1, 2 / A6221, A6222	UC Honors Online-based
Chemistry with Labs () *Imagine Learning LLC (Formerly known as Edgenuity)* D Chemistry	Chem 1, 2 / A6211, A6212	Online-based

Course	Transcript Abbreviation	Details
Chicano(a) and Latin(x) Studies () G Interdisciplinary	Chicano(a)/Latin(x) Studies / A9179-7	Classroom-based
Child Development Pathway 1, 2 () G Interdisciplinary	Child Dev 1, 2 / A1175, A1176	Classroom-based
Child Development Pathway 3, 4 () G Interdisciplinary	Child Dev 3, 4 / A1177, A1178	Classroom-based
CLD PE 1, 2 () G Interdisciplinary	CA Cadet Corps 1, 2	Classroom-based
CLD PE 3, 4 () G Interdisciplinary	CA Cadet Corps 3, 4	Classroom-based
CLD PE 5, 6 () G Interdisciplinary	CA Cadet Corps 5, 6	Classroom-based
Commercial Art 1,2 () F Visual Arts	Com Art 1, 2 / A0201, A0202	Classroom-based
Computer Science Discoveries () C Computer Science	Computer Science Discoveries 1 , 2 / A3576, A3577	Classroom-based
Concepts in Probability and Statistics () *Imagine Learning LLC (Formerly known as Edgenuity)* C Statistics	Stats 1, 2 / A4171, A4172	Online-based
Contemporary Voices in Lit 1 and 2 () B English	CON VOC LT 1 & CON VOC LT 2 / A1612, A1613	Classroom-based
Design Careers 1,2 () G Interdisciplinary	Design Careers 1, 2	Classroom-based
Drawing 1 & 2 () F Visual Arts	Drawing 1, 2 / A0271, A0272	Classroom-based

Course	Transcript Abbreviation	Details
Earth and Space Science () D Earth and Space Sciences	Earth & Space Science / A6023, A6034	Classroom-based
Earth and Space Science with Labs () *Imagine Learning LLC (Formerly known as Edgenuity)* D Earth and Space Sciences	Earth & Space Sci 1 , 2 / A6023, A6024	Online-based
Economics () *Imagine Learning LLC (Formerly known as Edgenuity)* G History / Social Science	Econ 1 / A6758	Online-based
ECONOMICS 1 () G History / Social Science	ECONOMICS 1(P) / A6758	Classroom-based
ENGLISH 1 and 2 () B English	Eng (P) 1, 2 / A1540, A1541	Classroom-based
English 3 and 4 () B English	Eng (P) 3, 4 / A1570, A1571	Classroom-based
English Language Arts 10 () *Imagine Learning LLC (Formerly known as Edgenuity)* B English	Eng (P) 3, 4 / A1570, A1571	Online-based
English Language Arts 10 Honors () *Imagine Learning LLC (Formerly known as Edgenuity)* B English	Eng 3 Honors / A1554 Eng 4 Honors / A1555	UC Honors Online-based
English Language Arts 11 () *Imagine Learning LLC (Formerly known as Edgenuity)* B English	Am Lit 1 , 2 / A1583, A1584	Online-based
English Language Arts 11 Honors () *Imagine Learning LLC (Formerly known as Edgenuity)* B English	Honors Am Lit 1, 2 / A1589, A1590	UC Honors Online-based

Course	Transcript Abbreviation	Details
English Language Arts 12 () *Imagine Learning LLC (Formerly known as Edgenuity)* B English	English Lit 1, 2 / A1641, A1642	Online-based
English Language Arts 12 Honors () *Imagine Learning LLC (Formerly known as Edgenuity)* B English	Honors English Lit 1, 2 / A1643, A1644	UC Honors Online-based
English Language Arts 9 () *Imagine Learning LLC (Formerly known as Edgenuity)* B English	Eng 1 , 2 / A1540, A1541	Online-based
English Language Arts 9 Accelerated () *Imagine Learning LLC (Formerly known as Edgenuity)* B English	English 1 Accel/Adv / A1552 English 2 Accel/Adv / A1553	Online-based
ENGLISH LITERATURE 1,2 () B English	ENG LIT 1 (P) & ENG LIT 2 (P) / A1641, A1642	Classroom-based
Entrepreneurship 1,2 () G Interdisciplinary	Entrep 1, 2	Classroom-based
Environmental Sustainability () G Interdisciplinary	Environmental Sustainability 1, 2 / A6240, A6241	Classroom-based
French 1, 2 () E LOTE Level 1	French 1, 2 / A2001, A2002	Classroom-based
French 3, 4 () E LOTE Level 2	FRNCH 3/4 / A2003, A2004	Classroom-based
French 5/6 () E LOTE Level 3	FRNCH 5/6 / A2005, A2006	Classroom-based
French I () *Imagine Learning LLC (Formerly known as Edgenuity)* E LOTE Level 1	Frch 1, 2 / A2001, A2002	Online-based

Course	Transcript Abbreviation	Details
French II () *Imagine Learning LLC (Formerly known as Edgenuity)* E LOTE Level 2	Frnch 3, 4 / A2003, A2004	Online-based
French III () *Imagine Learning LLC (Formerly known as Edgenuity)* E LOTE Level 3	Frnch 5, 6 / A2005, A2006	Online-based
Geometry () *Imagine Learning LLC (Formerly known as Edgenuity)* C Geometry	Geom 1, 2 / A4141, A 4142	Online-based
GEOMETRY 1 and 2 () C Geometry	Geometry 1, 2 (P) / A4141, A4242	Classroom-based
German 1,2 () E LOTE Level 1	Ger 1, 2 / A2051, A2052	Classroom-based
German 3,4 () E LOTE Level 2	Ger 3, 4 / A2053, A2054	Classroom-based
GERMAN 5, 6 () E LOTE Level 3	Ger 5, 6 / A2055, A2056	Classroom-based
Government 1 () A Civics / American Government	GOVT 1 / A6757	Classroom-based
Health Science and Medical Technology () *Imagine Learning LLC (Formerly known as Edgenuity)* G Interdisciplinary	Health Sci & Med Tech 1, 2 / A8426, A8427	Online-based
Health Science Concepts () *Imagine Learning LLC (Formerly known as Edgenuity)* G Interdisciplinary	Hlth Sci Concepts 1, 2 / A8424, A8425	Online-based
Honors American Literature 1 and 2 () B English	Honors Am Lit 1, 2 / A1589, A1590	UC Honors Classroom-based

Course	Transcript Abbreviation	Details
Honors Chemistry 1, 2 () D Chemistry	Honors Chem 1, 2 / A6221, A6222	★ UC Honors Classroom-based
Honors Pre Calculus () C Pre-Calculus	Honors Pre-Calc 1,2 / A4181, A4182	★ UC Honors Classroom-based
Honors US History 1, 2 () A U.S. History	H US Hist 1,2 / A6711, A6712	★ UC Honors Classroom-based
Hospitality and Tourism Year 1 () G Interdisciplinary	Hospitality, Tourism & Recreation 1, 2 / A8481, A842	Classroom-based
Hospitality and Tourism Year 2 () G Interdisciplinary	Hospitality, Tourism, Recreation 3, 4 / A843, A8484	Classroom-based
Information and Communication Technology () *Imagine Learning LLC (Formerly known as Edgenuity)* G Interdisciplinary	Info & Comm Tech 1, 2 / A3705, A3706	Online-based
Integrated Math 1 a,b () C Mathematics I	Integ Math 1a, 1b / A4157, A4158	Classroom-based
Integrated Math 2a, 2b () C Mathematics II	Integ Math 2a, 2b / A4159, A4160	Classroom-based
Integrated Math 3a & 3b () C Mathematics III	Integ Math 3a, 3b / A4163, A4164	Classroom-based
INTERMEDIATE ALGEBRA 1- 2 () C Algebra II	Int Alg 1, 2 / A4151, A4152	Classroom-based
Introduction to Business () *Imagine Learning LLC (Formerly known as Edgenuity)* G Interdisciplinary	Intro to Business 1, 2 / A0514, A0515	Online-based

Course	Transcript Abbreviation	Details
Introduction to Green Technology () D Interdisciplinary Sciences	Introduction to Green Technology and Energy 1, 2 / A3763, A3764	Classroom-based
Marine Biology () D Biology / Life Sciences	Marine Bio 1 Marine Bio 2 / A6441 / A6442	Classroom-based
Mathematics I () *Imagine Learning LLC (Formerly known as Edgenuity)* C Mathematics I	Integ Math 1a, 1b / A4157, A4158	Online-based
Mathematics II () *Imagine Learning LLC (Formerly known as Edgenuity)* C Mathematics II	Integ Math 2a, 2b / A4159, A 4160	Online-based
Mathematics III () *Imagine Learning LLC (Formerly known as Edgenuity)* C Mathematics III	Integ Math 3a, 3b / A4169, A4164	Online-based
Military Science 1, 2 () G Interdisciplinary	Military Science 1, 2	Classroom-based
Military Science 3, 4 () G Interdisciplinary	Military Science 3, 4 / A4503, A4504	Classroom-based
Music Appreciation () F Music	Mus App 1, 2 / A5381, A5382	Classroom-based
Native American Studies () G Interdisciplinary	Native Am Studies / A9179-3	Classroom-based
Nursing Assistant () *Imagine Learning LLC (Formerly known as Edgenuity)* G Interdisciplinary	Nursing Assistant 1, 2 / A8428, A8429	Online-based

Course	Transcript Abbreviation	Details
Pathways Exhibition () G Interdisciplinary	Pathways Exhibition / A8105	Classroom-based
PHILOSOPHY 1 () G History / Social Science	Philosophy / A6821	Classroom-based

« () | 1 () | 2 () | » ()

10 | 25 | 50 | 100

©2023 Regents of the University of California

APPENDIX R

AUDEO VALLEY NCAA APPROVAL LIST

High School's NCAA Courses

High School Account Status

High School Account Status				
Account Status*	**Account Status Type**	**May approved core courses be used?**	**May proof of graduation be used?**	**Description (Please review the Additional Information box below as it may contain other important information about this account.)**
✓ (08/04/2022)	Cleared	Yes	Yes	Courses and proof of graduation may be used in the initial-eligibility certification process. Some CLEARED accounts may have coursework that does not meet NCAA core-course legislation.
	Extended Evaluation	Pending Individual Review	Yes	The use of courses in the initial-eligibility certification process is pending individual review. Proof of graduation may be used in the initial-eligibility certification process.
	Not Cleared	No	No	Courses and proof of graduation may not be used in the initial-eligibility certification process.
	In Review	No	No	Courses and proof of graduation may not be used in the initial-eligibility certification process at this time. Upon rendering of a decision, courses and proof of graduation may or may not be used in the initial-eligibility certification process, depending on account status.
	Suspended	No	No	This account did not complete the review process. To determine if courses and proof of graduation may be used in the initial-eligibility certification process, this account must complete the review process.

				This account may resume its review by contacting the NCAA Eligibility Center.
	Closed	No	No	This account is no longer in operation. Please review the High School Information and List of NCAA Courses for details regarding use of courses and proof of graduation in the initial-eligibility certification process.
	None	No	No	This account has not been reviewed. To determine if courses and proof of graduation may be used in the initial-eligibility certification process, this account must complete the review process.
	Not Applicable	No	No	An account status is not applicable for this account. Courses and proof of graduation may not be used in the initial-eligibility certification process.
	Withdrawn	No	No	This account has opted out of the review process. Courses and proof of graduation may not be used in the initial-eligibility certification process. This account may resume its review by contacting the NCAA Eligibility Center.

* Proof of graduation will be used through the remainder of the academic year in which a high school's account status changes if its previous account status permitted the use of proof of graduation. For high schools that do not operate on a traditional academic calendar, proof of graduation will be used only through the completion date of coursework for which the student was enrolled prior to the change in account status. The status of core courses will remain through the academic term (e.g., semester, quarter) in which a high school's account status changes. For schools with nontraditional academic calendars, core course statuses will remain for students with a course enrollment date prior to and including the date of school status change.

High School Summary

High School Summary	
NCAA High School Code	853018
CEEB Code	055034

High School Name	AUDEO VALLEY CHARTER SCHOOL
Address	27130 EUCALYPTUS AVE M0RENO VALLY CA - 92555
Primary Contact Name	CATHRYN RAMBO
Primary Contact Phone	858-678-2058
Primary Contact Fax	Not Available
Primary Contact Email	crambo@altusschools.net
Secondary Contact Name	TIM TUTER
Secondary Contact Phone	8586782042
Secondary Contact Fax	Not Available
Secondary Contact Email	ttuter@altusschools.net
School Website	https://audeovalley.com/
Link to Online Course Catalog/Program of Studies	Not Available
Last Update of List of NCAA Courses	03-May-23
Other Teams Formally Affiliated	No teams data found

Please review information regarding your school and district. The information listed below applies only to courses completed at the above school.

High School Information

Coursework from this school/program meets NCAA nontraditional core-course legislation.

EDGENUITY coursework from this school/program meets NCAA nontraditional core-course legislation.

Grading Scales

View Grading Scales

High School Grading Scale Period: 2025-26 Through 2025-26

High School Grading Period: 2025-26 Through 2025-26

High School Numeric Grade Scale:

There are no numeric grades available for this grading period.

High School Weighted Grade:

Honors		Advanced Placement	
Grade	Unit	Grade	Unit
A	5	A	5
B	4	B	4
C	3	C	3
D	1	D	1

Legal Disclaimer: The following list of NCAA courses are maintained as a guide for college-bound student-athletes seeking an NCAA initial-eligibility certification. The list of NCAA-approved core courses does not, nor is intended to, signify accreditation, certification, approval or endorsement of any high school or specific courses by the NCAA or NCAA Eligibility Center and is subject to change at any time and without notice. Core-course information included on this website is provided for guidance purposes only and should not be solely relied on as an indication of NCAA initial eligibility. Certification of a college-bound student-athlete is case specific, and the Eligibility Center has the authority to determine in its sole discretion whether the college-bound student-athlete has met all criteria.

Back to Search

High School Core-Course Information

Select Course Category

○Show All Approved Courses
○English ○Social Science ○Mathematics ○Natural/Physical Science ○World Language, Comparative Religion and Philosophy

○Show All Not Approved Courses
○English ○Social Science ○Mathematics ○Natural/Physical Science ○World Language, Comparative Religion and Philosophy

○Show All Archived Courses
○English ○Social Science ○Mathematics ○Natural/Physical Science ○World Language, Comparative Religion and Philosophy

○Show All Pending Individual Review Courses
○English ○Social Science ○Mathematics ○Natural/Physical Science ○World Language, Comparative Religion and Philosophy

○Show All Additional Information Required Courses
○English ○Social Science ○Mathematics ○Natural/Physical Science ○World Language, Comparative Religion and Philosophy

When a high school indicates a course is offered exclusively to students with **education-impacting disabilities**, a "=" symbol appears next to the course title.

NCAA legislation permits a student to receive credit for a core course only one time. As a result, if a student repeats a core course, the student will only receive credit once for the core course, and the highest grade earned in the course will be included in the calculation of the student's core-course GPA. Likewise, if a student completes a course that is duplicative in content with another

core course, the student will only receive credit for one of the duplicative courses, and the course with the highest grade earned will be included in the calculation of the student's core-course GPA.

Approved Courses

English

Show 25 entries

Search:

Course Weight	Title	Notes	Max Credits	OK Through	Submission Date	Decision Date	EID Course	Course Decision History
	HONORS ENGLISH 3-4				05/17/2018	05/18/2018	No	
	HONORS ENGLISH LITERATURE 1				08/23/2016	08/24/2016	No	
	HONORS ENGLISH LITERATURE 2				08/23/2016	08/24/2016	No	
	ACCELERATED ENGLISH 1-2				07/05/2016	07/05/2016	No	
	ENGLISH LITERATURE 1				08/03/2015	08/03/2015	No	
	ENGLISH LITERATURE 2				08/03/2015	08/03/2015	No	
	JOURNALISM 1				08/03/2015	08/03/2015	No	
	AP ENGLISH LANGUAGE & COMPOSITION 1				12/18/2014	12/18/2014	No	
	AP ENGLISH LANGUAGE & COMPOSITION 2				12/18/2014	12/18/2014	No	
	AP ENGLISH LITERATURE & COMPOSITION 1				12/18/2014	12/18/2014	No	
	AP ENGLISH LITERATURE & COMPOSITION 2				12/18/2014	12/18/2014	No	
	AMERICAN LITERATURE 1				08/05/2014	08/05/2014	No	
	AMERICAN LITERATURE 2				08/05/2014	08/05/2014	No	
	CONTEMPORARY VOICES IN LIT 1				08/05/2014	08/05/2014	No	
	CONTEMPORARY VOICES IN LIT 2				08/05/2014	08/05/2014	No	
	ENGLISH 1				08/05/2014	08/05/2014	No	Show Course History
	ENGLISH 2				08/05/2014	08/05/2014	No	
	ENGLISH 3				08/05/2014	08/05/2014	No	

Course Weight	Title	Notes	Max Credits	OK Through	Submission Date	Decision Date	EID Course	Course Decision History
	ENGLISH 4				08/05/2014	08/05/2014	No	
	HONORS AMERICAN LITERATURE 1				08/05/2014	08/05/2014	No	
	HONORS AMERICAN LITERATURE 2				08/05/2014	08/05/2014	No	
	WORLD LITERATURE 1				08/05/2014	08/05/2014	No	
	WORLD LITERATURE 2				08/05/2014	08/05/2014	No	
	WRITERS WORKSHOP 1				08/05/2014	08/05/2014	No	
	WRITERS WORKSHOP 2				08/05/2014	08/05/2014	No	

Showing 1 to 25 of 25 entries

Previous 1 Next

Social Science

Show 25 entries

Search:

Course Weight	Title	Notes	Max Credits	OK Through	Submission Date	Decision Date	EID Course	Course Decision History
	AP GOVERNMENT & POLITICS-UNITED STATES				07/26/2016	07/26/2016	No	
	AP US HISTORY 1-2				07/05/2016	07/05/2016	No	
	AP WORLD HISTORY 1-2				07/05/2016	07/05/2016	No	
	AP HUMAN GEOGRAPHY 1				12/18/2014	12/18/2014	No	
	AP HUMAN GEOGRAPHY 2				12/18/2014	12/18/2014	No	
	AP PSYCHOLOGY 1				12/18/2014	12/18/2014	No	
	AP PSYCHOLOGY 2				12/18/2014	12/18/2014	No	
H	HONORS US HISTORY 1				08/20/2014	08/20/2014	No	
H	HONORS US HISTORY 2				08/20/2014	08/20/2014	No	
	HONORS UNITED STATES HISTORY 1				08/05/2014	12/18/2014	No	
	HONORS UNITED STATES HISTORY 2				08/05/2014	12/18/2014	No	

Course Weight	Title	Notes	Max Credits	OK Through	Submission Date	Decision Date	EID Course	Course Decision History
	ECONOMICS 1				08/05/2014	08/05/2014	No	
	GEOGRAPHY 1				08/05/2014	08/05/2014	No	
	GOVERNMENT 1				08/05/2014	08/05/2014	No	
	PHILOSOHPY 1				08/05/2014	08/05/2014	No	
	PSYCHOLOGY 1				08/05/2014	08/05/2014	No	
	PSYCHOLOGY 2				08/05/2014	08/05/2014	No	
	SOCIOLOGY 1				08/05/2014	08/05/2014	No	
	UNITED STATES HISTORY 1				08/05/2014	08/05/2014	No	
	UNITED STATES HISTORY 2				08/05/2014	08/05/2014	No	
	WORLD HISTORY GEOGRAPHY ECONOMICS 1				08/05/2014	08/05/2014	No	
	WORLD HISTORY GEOGRAPHY ECONOMICS 2				08/05/2014	08/05/2014	No	

Showing 1 to 22 of 22 entries

Previous 1 Next

Mathematics

Show 25 entries

Search:

Course Weight	Title	Notes	Max Credits	OK Through	Submission Date	Decision Date	EID Course	Course Decision History
	AP CALCULUS AB 1-2				07/26/2016	07/26/2016	No	
	INTEGRATED MATH 1 A-B				06/04/2015	06/04/2015	No	
	INTEGRATED MATH 2 A-B				06/04/2015	06/04/2015	No	
	INTEGRATED MATH 3 A-B				12/18/2014	12/18/2014	No	
	INTERMEDIATE ALGEBRA 1-2	DUPLICATIVE OF ALGEBRA 2			08/05/2014	02/02/2015	No	
	STATISTICS 1-2				08/05/2014	12/18/2014	No	
	ALGEBRA 1-2				08/05/2014	08/05/2014	No	
	GEOMETRY 1-2				08/05/2014	08/05/2014	No	

Course Weight	Title	Notes	Max Credits	OK Through	Submission Date	Decision Date	EID Course	Course Decision History
	HONORS PRE-CALCULUS 1-2				08/05/2014	08/05/2014	No	
	PRE- CALCULUS 1-2				08/05/2014	08/05/2014	No	

Showing 1 to 10 of 10 entries

Previous 1 Next

Natural/Physical Science

Show 25 entries

Search:

Course Weight	Title	Notes	Lab	Max Credits	OK Through	Submission Date	Decision Date	EID Course	Course Decision History
	MARINE BIOLOGY 1		X			05/02/2023	05/03/2023	No	
	MARINE BIOLOGY 2		X			05/02/2023	05/03/2023	No	
	EARTH AND SPACE SCIENCE 1		X			09/20/2021	09/21/2021	No	
	EARTH AND SPACE SCIENCE 2		X			09/20/2021	09/21/2021	No	
	AP ENVIRONMENTAL SCIENCE 1					07/26/2016	07/26/2016	No	
	AP ENVIRONMENTAL SCIENCE 2					07/26/2016	07/26/2016	No	
	HONORS BIOLOGY 1-2					07/05/2016	07/05/2016	No	
	HONORS CHEMISTRY 1		X			06/04/2015	06/04/2015	No	
	HONORS CHEMISTRY 2		X			06/04/2015	06/04/2015	No	
	BIOLOGY 1		X			08/05/2014	08/05/2014	No	
	BIOLOGY 2		X			08/05/2014	08/05/2014	No	
	CHEMISTRY 1		X			08/05/2014	08/05/2014	No	
	CHEMISTRY 2		X			08/05/2014	08/05/2014	No	
	PHYSICS 1		X			08/05/2014	08/05/2014	No	
	PHYSICS 2		X			08/05/2014	08/05/2014	No	

Showing 1 to 15 of 15 entries

Previous 1 Next

World Language, Comparative Religion and Philosophy

Note: The additional subject area includes only world language, comparative religion and philosophy courses. Courses submitted under additional that are not in these categories cannot be approved. Examples include AP Computer Science, AP Research, Entrepreneurship, Psychology and Speech. These courses may be approved if submitted under a different discipline.

Show 25 entries

Search:

Course Weight	Title	Notes	Max Credits	OK Through	Submission Date	Decision Date	EID Course	Course Decision History
	FRENCH 5				05/14/2019	05/14/2019	No	
	FRENCH 6				05/14/2019	05/14/2019	No	
	FRENCH 3-4				05/16/2018	05/17/2018	No	
	FRENCH 1				07/13/2017	07/13/2017	No	
	FRENCH 2				07/13/2017	07/13/2017	No	
	GERMAN 5				07/13/2017	07/13/2017	No	
	GERMAN 6				07/13/2017	07/13/2017	No	
	GERMAN 3				12/18/2014	12/18/2014	No	Show Course History
	GERMAN 4				12/18/2014	12/18/2014	No	Show Course History
	SPANISH 6				12/18/2014	12/18/2014	No	
	GERMAN 1				08/05/2014	08/05/2014	No	
	GERMAN 2				08/05/2014	08/05/2014	No	
	SPANISH 1				08/05/2014	08/05/2014	No	Show Course History
	SPANISH 2				08/05/2014	08/05/2014	No	Show Course History
	SPANISH 3				08/05/2014	08/05/2014	No	
	SPANISH 4				08/05/2014	08/05/2014	No	
	SPANISH 5				08/05/2014	08/05/2014	No	

Showing 1 to 17 of 17 entries

Previous 1 Next

© 2025 NCAA Terms and Conditions | Privacy

APPENDIX S

AUDEO VALLEY COLLEGE BOARD APPROVAL LIST

Audeo Valley Charter School

In Person and Online Provider

27130 Eucalyptus Ave Ste A
Moreno Valley, CA 92555-4544

Return to Search

Authorized AP Courses

Courses provided by online provider

Subject	2024 - 2025	2025 - 2026
Calculus AB Provided by Edgenuity	1	1
English Language and Composition Provided by Edgenuity	1	1
English Literature and Composition Provided by Edgenuity	1	1
Environmental Science Provided by Edgenuity	1	1
Human Geography Provided by Edgenuity	1	1
Psychology Provided by Edgenuity	1	1
Spanish Language and Culture Provided by Edgenuity	-	-
U.S. Government and Politics Provided by Edgenuity	1	1
United States History Provided by Edgenuity	1	1
World History: Modern Provided by Edgenuity	1	1

Programs

SAT® (https://satsuite.collegeboard.org/sat?navId=gf-sat)

PSAT/NMSQT® (https://satsuite.collegeboard.org/psat-nmsqt?navId=gf-pn)

PSAT™ 10 (https://satsuite.collegeboard.org/psat-10?navId=gf-p10)

PSAT™ 8/9 (https://satsuite.collegeboard.org/psat-8-9?navId=gf-p89)

SpringBoard® (https://springboard.collegeboard.org/?navId=gf-sb)

Pre-AP® (https://pre-ap.collegeboard.org/?navId=gf-preap)

AP® (https://ap.collegeboard.org/?navId=gf-ap)

BigFuture® (https://bigfuture.collegeboard.org/?navId=gf-cp)

ACCUPLACER® (https://accuplacer.collegeboard.org/?navId=gf-accu)

CLEP® (https://clep.collegeboard.org/?navId=gf-clep)

CSS Profile® (https://cssprofile.collegeboard.org/?navId=gf-css)

Search (https://cbsearch.collegeboard.org/?navId=gf-cbsch)

PowerFAIDS™ (https://powerfaids.collegeboard.org/?navId=gf-pfaid)

College Board

About Us (https://about.collegeboard.org/?navId=gf-abt)

Careers (https://careers.collegeboard.org/?navId=gf-car)

Membership (https://membership.collegeboard.org/?navId=gf-mem)

All Access: News for Members (https://allaccess.collegeboard.org/?navId=gf-allaccess)

Newsroom (https://newsroom.collegeboard.org/?navId=gf-news)

Research (https://research.collegeboard.org/?navId=gf-rsch)

Services for Students with Disabilities (https://accommodations.collegeboard.org/?navId=gf-ssd)

Bluebook™ Digital Testing (https://bluebook.collegeboard.org/?navId=gf-bb)

Educational Opportunity Center (https://information.collegeboard.org/educational-opportunity-center/?navId=gf-eoc)

College Board Blog (https://blog.collegeboard.org/?navId=gf-blog)

The Elective (https://elective.collegeboard.org/?navId=gf-elective)

Help (https://support.collegeboard.org/?navId=gf-help)

Contact Us (https://about.collegeboard.org/contact-us?navId=gf-contact)

Doing Business (https://about.collegeboard.org/doing-business?navId=gf-bus)

Compliance (https://secure.ethicspoint.com/domain/en/report_custom.asp?clientid=18136&navId=gf-comp)

Legal Terms for Students (https://privacy.collegeboard.org/student-legal-terms?navId=gf-stterms)

Legal Terms for Educators and Institutions (https://privacy.collegeboard.org/educator-legal-terms?navId=gf-edterms)

Privacy Center (https://privacy.collegeboard.org/?navId=gf-pp)

Privacy Settings (https://my.collegeboard.org/profile/privacy?navId=gf-ps)

Your Privacy Choices (https://form.collegeboard.org/f/data-subject-rights-request?navId=gf-pc)

Copyright and Trademark Permissions (https://privacy.collegeboard.org/copyright-trademark?navId=gf-permissions)

Report Cheating (https://forms.collegeboard.org/reportcheating/s/?navId=gf-rc)

© 2025 College Board
PSAT/NMSQT is a registered trademark of the College Board and National Merit Scholarship Corporation.

APPENDIX T

GATE PLAN

2025 -

2026

Altus SCHOOLS

GIFTED AND TALENTED EDUCATION
PROGRAM MANUAL

GATE
Gifted And Talented Education

PREPARED BY :

Equity and Inclusion Department

Table of Contents

3 Section 1: GATE Program

9 Section 2: Student Identification

16 Section 3: Curriculum & Instruction

20 Section 4: Social & Emotional Development

21 Section 5: Professional Learning

23 Section 6: Parent, Family Member & Community Engagement

24 Appendix A: GATE Classification Profile & FAQ

27 Appendix B: Individualized GATE Plan

29 Appendix C: References

30 Appendix D: GATE Organizations

TABLE OF CONTENTS

SECTION 1: GATE PROGRAM

SECTION 2: STUDENT IDENTIFICATION

SECTION 3: CURRICULUM AND INSTRUCTION

SECTION 4: SOCIAL AND EMOTIONAL DEVELOPMENT

SECTION 5: PROFESSIONAL LEARNING

SECTION 6: PARENT AND COMMUNITY INVOLVEMENT

APPENDIX A: GATE CLASSIFICATION PROFILE AND FAQ

APPENDIX B: INDIVIDUALIZED GATE PLAN

APPENDIX C: REFERENCES

APPENDIX D: GATE ORGANIZATIONS

SECTION 1: GATE PROGRAM

GATE Program Design

Altus Schools recognize the unique attributes of each student, encompassing their individual interests, strengths, and challenges. The objective is to identify and celebrate the distinct talents and capabilities of every student, understanding that "giftedness" varies across a spectrum. With guidance from the California Association for the Gifted GATE Services Guide, we employ a combination of personalized learning principles, National Standards in Gifted and Talented Education, and evidence-based strategies to optimize the academic, social, and personal achievements of GATE (Gifted and Talented) students.

Aligned with the 2019 PRE-K-GRADE 12 Gifted Programming Standards by the National Association of Gifted Children, our approach encompasses the following standards:

1. Learning and Development
2. Assessment
3. Curriculum Planning and Instruction
4. Learning Environments
5. Programming
6. Professional Learning

At Altus Schools, GATE students benefit from an Individualized Gate Plan (IGP), jointly developed by the student, parent(s), and teachers. The IGP tailors curriculum and instructional approaches to meet the unique requirements of each gifted student, considering their needs, interests, and abilities. Key components of each IGP include:

- Differentiated learning experiences, encompassing acceleration, enrichment, and tailored curriculum responsive to students' needs, interests, and abilities, delivered through various teaching, and learning platforms.

- Inspiring learning environments fostering creativity, flexibility, autonomy, and small group instruction.
- Opportunities for independent study, community-based learning, and project-based learning.
- Preparation for postsecondary education.

GATE students receive personalized instruction from GATE Certified teachers through one-on-one sessions and small group settings. They are encouraged to enroll in Honors, Advanced Placement, and Accelerated courses, with curriculum compacted based on standards mastery. Courses prioritize project-based and community-based learning, offering students choice and autonomy in mastering essential concepts and skills.

Characteristics of Gifted Students' Learning and Behavioral Characteristics

Each student possesses unique characteristics and traits. While gifted students share certain common traits, no two gifted learners display the exact same combination of attributes. The following list provides a general reference for common traits observed among gifted students:

Cognitive	Creative	Affective	Behavioral
• Keen power of abstraction • Interest in problem-solving and applying concepts • Voracious and early reader • Large vocabulary • Intellectual curiosity	• Creativeness and inventiveness • Keen sense of humor • Ability for fantasy • Openness to stimuli, wide interests • Intuitiveness • Flexibility • Independence in attitude and social behavior	• Unusual emotional depth and intensity • Sensitivity or empathy to the feelings of others • High expectations of self and others, often leading to feelings of frustration • Heightened self-awareness, accompanied by	• Spontaneity • Boundless enthusiasm • Intensely focused on passions—resists changing activities when engrossed in own interests • Highly energetic—needs little sleep or down time • Constantly questions/Insatiable curiosity • Impulsive, eager and spirited

• Power of critical thinking, skepticism, self-criticism • Persistent, goal-directed behavior • Independence in work and study • Diversity of interests and abilities	• Self-acceptance and unconcern for social norms • Radicalism • Aesthetic and moral commitment to self-selected work	feelings of being different • Easily wounded, need for emotional support • Need for consistency between abstract values and personal actions • Advanced levels of moral judgment • Idealism and sense of justice	• Perseverance—strong determination in areas of importance • High levels of frustration—particularly when having difficulty meeting standards of performance (either imposed by self or others) • Volatile temper, especially related to perceptions of failure • Non-stop talking/chattering

Source: Clark, B. (2008). *Growing up gifted (7th ed.)* Upper Saddle River, NJ: Pearson Prentice Hall.

Students who are Twice Exceptional

A twice exceptional GATE learner is a student who has exceptional abilities or talents (such as being gifted in a particular area) while also having a learning disability or other special needs. This means that they excel in some areas but may face challenges in others. Despite these challenges, they have the potential for high achievement and may require specialized support to fully develop their talents and overcome obstacles in their learning journey. Despite potential past negative school experiences, where attention may have been primarily directed towards the disability rather than considering the holistic development of the child, Altus Schools are dedicated to crafting a strengths-oriented, personalized plan to address their individual needs and optimize their potential. The student's general education team partners with the student's Special Education team to coordinate plans that complement each other in the following ways:

- Strengths-based curriculum and instruction
- Social-Emotional curriculum and counseling services

- Explicit instruction in organizational skills, time management, study skills
- Integration of technology tools

Gifted Underachievers

Gifted students who demonstrate a significant gap between their potential and their actual performance are termed "gifted underachievers." These individuals often exhibit shared motivational and attitudinal traits, with low self-esteem being the most prevalent characteristic. They may doubt their ability to meet the high expectations set by family members, educators, and themselves, leading to feelings of pressure and stress associated with their gifted status. While there is no universal profile for gifted underachievers, categorizing them into common types such as The Successful, The Creative, The Underground, and The At-Risk, as outlined in Table 1.1, can aid in identifying behaviors, traits, and educational requirements to tailor their learning experiences effectively.

Table 1.1 Types of Gifted Learners

Type	Feelings/Attitudes	Behaviors/ Characteristics	Needs (at school and at home)
Type 1: **The Successful**	Bright, motivated achievers. However, their motivation may be directed towards teacher acceptance rather than towards the full development of their high abilities	Well behaved, conformist; Achieve in schoolwork; seek approval from teachers and other adults; neat, tidy bookwork; may be perfectionists; seek order and structure; like clear instructions; do not take risks; may 'achieve,' but at levels significantly below their true ability	Self-knowledge; independent learning skills; assertiveness skills; creativity development; to be challenged; to see deficiencies; to take risks; to develop an incremental view of intelligence; risk-taking experiences; affirmation of their ability to cope with challenges; independence; freedom to make choices
Type 2: **The Creative**	Frustrated because school system does not recognize their high abilities; often overlooked as their impatience can mask their giftedness; may be bored, angry, resentful, and may 'take it out' on teachers and other students, which can further decrease likelihood of being identified as gifted	Can be obstinate, tactless, sarcastic; question and challenge authority; can be rude, arrogant, unpopular with peers; sometimes acts as class clown; does not 'suffer fools gladly'	To connect with others; learn tact, flexibility, self-awareness, and self-control; support for creativity; contractual systems; less pressure to conform; interpersonal skills; strategies to cope with potential psychological vulnerabilities; affirmation of strengths; confidence in their abilities communicated to them; appropriate behavior modeled for them; respect their goals

Type 3: **The Underground**	Chooses acceptance by peer group over excelling academically, then may be afraid to drop the camouflage; can feel conflicted, guilty, and insecure, and/or have a diminished sense of self	Conceal ability for peer acceptance; strong belonging needs; may be insecure, anxious; may feel guilty for denying their gifts	Freedom to make choices; conflicts to be made explicit; support for abilities; role models who cross cultures; self-understanding and acceptance; an audience to listen to what they have to say; college and career planning; lifelong learning modelled; gifted role models; reassurance
Type 4: **The At-Risk**	Physically present, but intellectually/emotionally divorced from what is going on; angry with adults and themselves because the system has not met their needs and they feel rejected; withdraw, refuse to participate; act out or respond defensively	Can be depressed and withdrawn or angry and defensive; interests may lie outside curriculum and not perceived as valued by teachers or classmates; extremely low self-esteem; low performance	Safety; structure; professional counseling; alternative environment; individualized program; confrontation and accountability, but minimal punishments; direction and short-term goals; family counseling; avoid power struggles; confidence conveyed about their ability to overcome obstacles; preserve relationships

Adapted from: https://www.education.act.gov.au/teaching_and_learning/g-and-talented-education

SECTION 2: STUDENT IDENTIFICATION

Identification Process

Altus Schools' procedures for identification are equitable, comprehensive, and ongoing. The Schools have developed an identification process that ensures universal access to all students, including those from diverse socioeconomic and cultural backgrounds, language proficiencies, and/or disabilities, have equal opportunity to be identified and participate in the GATE program. Teachers are certifiably GATE trained in how to identify characteristics and implement specific strategies, which they can do through our key process, the Pathways Personalized Education Plan (PPEP).

The Schools use an annual, multi-criterion assessment process to determine identification for the GATE Program. Families of all students in grades 7 and 9 are offered the opportunity for evaluation. Parents, guardians and/or caregivers are provided with information on the assessment window, assessment type, and the GATE identification process. Parent/guardian permission is required to administer assessments to their child.

The following categories are used for identification of students' extraordinary capability in relation to their peers:

- Intellectual Ability: A student demonstrates extraordinary or potential for extraordinary intellectual development. The Schools measure intellectual ability with the Cognitive Abilities Test (CogAT).
- Creative Ability: A student displays characteristics of flexibility, originality of thought, curiosity, and adventurousness. The Schools measure creative ability with the Renzulli scales.
- Leadership Ability: A pupil displays the characteristic behaviors necessary for extraordinary leadership. The Schools measure leadership ability with the Renzulli scales.

- Motivation Ability: A student demonstrates a capacity for high levels of interest, enthusiasm, perseverance, and endurance. The Schools measure motivation ability with the Renzulli scales.

Students are eligible to participate in the GATE program with the following qualifying scores:

- Option 1: CogAT composite score or any subtest score at or above 90th Age Percentile Rank (APR).
- Option 2: CogAT composite score or any subtest score between 84th-89th APR + above average Renzulli Scale score.

The final determination of eligibility of a student rests with the School Coordinator and the GATE Coordinator.

Assessments

The Cognitive Abilities Test (CogAT)

The Cognitive Abilities Test (CogAT) is a nationally standardized, norm-referenced test (NRT). The CogAT measures reasoning and problem-solving skills in three different areas: verbal, quantitative, and nonverbal. Reasoning skills develop gradually throughout a person's lifetime and at different rates for different individuals. Reasoning abilities and problem-solving skills are predictors of success in school and are important characteristics of students who are gifted and talented.

The Schools use the CogAT Age Percentile Rank (APR) score as a component to determine eligibility for the GATE program. A percentile rank indicates the percentage of students in the same age or grade group whose scores fall below the score obtained by a particular student. For example, if a fifth-grade student obtains a grade PR of 90 on the Quantitative Battery, it means that the student scored higher than 90 percent of the fifth-grade students in the national sample.

Students who score at or above the 90th percentile in the composite ranking or any test battery are generally very gifted students who are eligible to participate in the GATE program.

Students who score between 84th-89th APR on their composite scores or any test battery may be identified as gifted and designated to participate in the GATE program. Determination for GATE includes additional factors based on the student's characteristics using the Renzulli Scales. The student's skills and abilities in Leadership, Motivation, and Creativity are assessed along with any specific talent areas such as Music, Art, Drama, Math, Technology, and Communication.

Students who score between 80th -83rd APR on their composite scores or any test battery are not eligible for the GATE program. These students are very bright and can be high achievers in school. These students may need enrichment, advanced curriculum, or differentiated instruction to keep them challenged and motivated.

Details

The CogAT consists of a verbal battery, quantitative battery, and nonverbal battery. Each battery is a separate section of the test containing 3 different types of questions that cover unique cognitive abilities. The test session is expected to take approximately two hours depending on the test level.

Students will take the online version of the test, administered by a school counselor or administrator.

Grade	CogAT Test Level	Number of Questions	Test Time
7th Grade	**Level 13/14**	**176**	**90 Minutes**
9th Grade	**Level 15/16**	**176**	**90 Minutes**

Verbal Battery

The verbal battery measures verbal aptitude, word knowledge and concepts, facility with language, verbal reasoning, and analogies. Students with high verbal scores can usually be expected to do well in reading and language activities. Since most instruction and assignments are language-based, these students typically perform well daily in school. To support their advanced linguistic abilities, they may need to be provided with enrichment activities including advanced vocabulary, real-world writing, and a wide range of supplemental reading. Students with low verbal scores may struggle with reading, writing, and other language-based activities. They may need supplemental instruction in vocabulary as well as in basic literacy skills.

Quantitative Battery

This subtest measures mathematical reasoning and problem solving, numerical sequences and patterns, and manipulation of mathematical concepts. Students with high quantitative scores usually do well with complex mathematical or numerical activities and concepts. Enrichment tasks should go beyond calculations and include mathematical thinking, explorations of advanced concepts, and real-world problem solving (probability, codes, etc.). Students with low quantitative scores may need supplemental instruction in basic math skills to achieve success.

Non-Verbal Battery

This subtest measures reasoning and problem solving with patterns and relationships, pictorial analogies, and categories. This subtest is also helpful for obtaining an accurate assessment of the cognitive abilities of a student who may have limited proficiency in English or who has had limited opportunities to acquire verbal or quantitative knowledge. Students with high non-verbal scores can often be expected to do well with logic, models, creative thinking, constructions or building, technology, or other non-language-based activities. Because the problem-solving skills on the non-verbal subtest have little direct correlation to most reading, writing, and math instruction, students with high non-verbal scores who have strong aptitudes in this area may not be easily recognized in the classroom. It is important to help these students continue to develop their verbal and quantitative skills, but also to find ways for them to apply

their excellent non-verbal skills. Strategies include using a variety of graphic organizers and other pictorial ways for students to demonstrate learning (including thinking maps, diagrams, drawings, models, multimedia projects, etc.); providing opportunities for creative problem solving, finding logical patterns and relationships, and the use of high-level questions and critical thinking activities. Students with low non-verbal scores may just not have strengths in this area, may have had no previous exposure to pictorial problem solving and analogies, may be "out-thinking" themselves ("well, it could be this, but if you look at it that way, it could be this, or even this…"), have vision issues, or may just not understand the tasks.

Accommodations and Modifications

Students with Special Needs and English Language Learners (ELLs) have access to testing accommodations and modifications that vary by test level to support equitable access to the assessment and demonstration of skills.

A testing **accommodation** refers to a change in the procedures for administering an assessment. The accommodation is intended to reduce as much as possible the effect of student characteristics that interfere with performance during testing and, subsequently, with valid inferences about the student's abilities. Testing accommodations should not change the kinds of abilities being measured; they should change how those abilities are measured. Testing accommodations decisions will be informed by a student's 504 plan, Individualized Education Program (IEP), and teacher input. Accommodations available in the CogAT include repeated directions, separate location, assistance with the online test, large print edition, read aloud, extended time, and others that may be indicated in a student's IEP. For ELLs, accommodations include directions administered in a language other than English, repeated directions, read aloud, extended time on the Verbal battery, and provision of English/Native language word-to-word dictionary.

A testing **modification** is a change in the procedures for administering a test that may affect the constructs being measured. A modification is sometimes necessary when accommodation is not possible. A testing modification may lead to scores that differ in meaning between students who received the modification and those who did not receive it. The only modification

permitted at Levels 5/6–8 of CogAT allows ELL students to omit the Sentence Completion test. Students who are given this modification receive an alternative Verbal Battery score.

Note: The CogAT quantitative subtests measure how well a student can hold numerical information in working memory while simultaneously mentally transforming that information in some way, for example, by performing elementary calculations on it. Therefore, students cannot use calculators even when a student's IEP permits calculator usage. Offloading calculations to a calculator removes the transformation processes and invalidates the normative scores (CogAT 7/8 Planning and Implementation Guide, 2014).

Composite Score

The composite score is the total or overall score. Students with high composite scores often seem to be the traditional "gifted" students, with excellent skills in most areas. Students with high scores in one or two batteries may also be gifted and may need differentiated instruction in their areas of strength. Low composite scores may indicate that the student will need more structure, time, and practice to learn effectively.

Renzulli Scale Scores

The Scales for Rating the Behavioral Characteristics of Superior Students are called the Renzulli Scales. This standardized, observational instrument is supported by research and used as an effective method for identifying gifted and talented students. The scales are completed by teachers who rate students on certain observable behaviors and characteristics such as leadership, motivation, and creativity. Teachers will observe additional behaviors based on specific student characteristics. For identification purposes, students who score above average are considered for GATE programs.

Rating Scale	Eligible Score Range	Characteristics
Leadership	35-42	Behaviors that reflect an individual's ability to guide or direct actions by other individuals
Motivation	55-66	Behaviors that reflect an individual's ability to bring energy to bear on problems or tasks
Creativity	45-54	Behaviors that reflect an individual's ability to produce original, novel, and unique ideas or products
Additional	Varies	Behaviors that reflect exceptional skills and abilities in areas such as: • Artistic • Musical • Dramatics • Mathematics • Technology

Results

Each school will obtain results after all designated grade levels have completed testing. Results will be made available to parents/guardians from the student's teacher and a copy of the results will be kept in the student files. The results will be the basis of the overall qualification criteria for Gifted and Talented Education (GATE).

Please contact Ana Maria Rojas, Equity and Inclusion Administrator, at arojas@altusschools.net, for any questions about this assessment or the GATE identification process.

SECTION 3: CURRICULUM AND INSTRUCTION

As stated in the National Programming Standard #3: Curriculum Planning and Instruction, "Educators apply evidence-based models of curriculum and instruction related to students with gifts and talents and respond to their needs by planning, selecting, adapting, and creating curriculum that is responsive to diversity. Educators use a repertoire of instructional strategies to ensure specific student outcomes and measurable growth." Altus Schools develop strengths-based customized curriculum, differentiation of instruction, and personalized strategies that build upon Common Core State Standards (CCSS) and various curriculum frameworks. Teachers implement research-based strategies to effectively engage GATE students in the educational program and are coached and advised by Instructional Leads and GATE Certified staff to create meaningful and relevant educational experiences for GATE students.

Altus Schools provide multiple grouping options of instruction for GATE students that include personalized flex-based instructional settings. These services are integrated within the standards-based curriculum that is differentiated according to the students' identified strengths, interests, and readiness**.**

Advanced Course Offerings

GATE students are encouraged to enroll in Altus Schools' advanced courses. Altus Schools offer Accelerated courses, Honors courses, and Advanced Placement (AP) courses:

Accelerated	Honors	Advanced Placement
English 1, 2	Honors US History 1, 2	AP Human Geography 1, 2
	Honors American Literature 1, 2	AP U.S. History 1, 2
	Honors English 3, 4	AP World History 1, 2
	Honors English Literature 1, 2	AP Gov't & Politics: U.S.1
	Honors World Literature 1, 2	AP English Language & Composition 1, 2
	Honors Pre-Calculus 1, 2	AP English Literature & Composition 1, 2

	Honors Biology 1, 2 Honors Chemistry 1, 2	AP Calculus AB 1, 2 AP Environmental Science 1, 2 AP Psychology 1, 2

Differentiation

Teachers differentiate for gifted and talented students through a variety of methods - they may change the instructional strategies, alter the format of an assignment, increase the intellectual demand of an assignment, or provide additional complexity. All assignments offer the student the opportunity to utilize higher-level thinking skills like analysis, evaluation, and creation.

Acceleration

GATE students are afforded the opportunity for academic acceleration, enabling those who have demonstrated mastery in a subject to progress to the subsequent course. This approach ensures engagement in developmentally suitable coursework, facilitates progress congruent with their preferred learning pace, and fosters intellectual stimulation.

Enrichment Activities

GATE students participate in supplementary educational endeavors designed to delve deeply into subjects of interest from various perspectives. These activities encompass community-based learning experiences, laboratory work, extensive research, guest lectures, and project-based learning ventures.

Customized Curriculum Development

The Schools tailor curriculum using a strengths-based approach to address the unique needs, interests, and learning styles of each gifted student. Through collaboration among the instructional team and the student, utilizing tools such as Personality Profiles, Learning Style

Inventories, and Strengths Assessments, lessons and assignments are designed to enhance student engagement, creativity, and mastery of state standards.

Curriculum Compacting

Curriculum compacting, a research-grounded instructional strategy, allows teachers to differentiate instruction by adapting the curriculum for students who have already mastered the material. This involves substituting known content with extension activities, engaging students in deeper and more complex thinking, eliminating redundancy, and preventing boredom. Teachers adjust courses to match the pace and depth of learning appropriate for gifted students' abilities and motivation.

Community-Based Learning

Community-Based Learning, a research-backed strategy, integrates academic learning with real-world applications. Gifted students actively connect classroom learning with experiences in the community, fostering the development of analytical, reflective, and problem-solving skills beneficial beyond the school environment.

Project-Based Learning

Project-Based Learning (PBL) is an instructional approach that centers on students working collaboratively to explore real-world challenges, issues, or questions. Gifted students are presented with opportunities to apply their knowledge and extend their learning through authentic, meaningful projects. Project-based learning endeavors promote creativity, critical thinking, and effective communication skills.

Early College Credit

Articulated Courses: At Altus Schools, GATE students are eligible to participate in articulated courses, which are Altus high school courses that qualify for college credit. Students who complete an articulated course with a grade of B or higher can earn both high school and college credit. These college credits are CSU transferable, with five articulated course options that are also accepted by the UC system.

Dual Enrollment: GATE students may also participate in the Altus College Dual Enrollment Program. This program provides high school students with the opportunity to take college courses tuition-free while completing their high school coursework. College courses can be taken on a college campus or online.

Computer-Based Instruction and Personalized Support

Technology offers flexible and responsive ways to support learning. Computer-based instruction can be a valuable tool for both extending learning and addressing specific skill areas that need reinforcement. Programs and platforms can provide adaptive practice, interactive simulations, or access to content well beyond grade level—all tailored to a student's individual needs. This approach is especially helpful for learners who may have uneven skill development, allowing them to strengthen certain areas while continuing to grow in others. With thoughtful selection, technology becomes a powerful way to personalize instruction and promote confidence, curiosity, and independence.

SECTION 4: SOCIAL AND EMOTIONAL DEVELOPMENT

Altus Schools facilitate the social and emotional growth of academically gifted and talented (GATE) students to foster responsibility, self-awareness, self-esteem, and agency. This support is provided through the RISE (Resilience in Students and Education) program, offering monthly interactive sessions focused on essential social skills, coping mechanisms, and resilience-building strategies throughout the academic year. Teachers undergo GATE training and Culturally and Linguistically Responsive Teaching professional development to recognize various social and emotional issues and tailor their instructional approaches according to students' Naviance survey data and individual learning requirements. Altus teachers, staff, and administration follow a Multiple Tiered System of Support and are trained to make referrals to in-house youth mental health therapists or external agencies when appropriate. Altus teachers have a distinctive opportunity to help them address their emotional needs through classroom assignments and activities designed to promote self-awareness and social-emotional well-being. Altus Schools believe it is crucial to encourage acceptance and appreciation of their internal experiences as strengths.

SECTION 5: PROFESSIONAL LEARNING

Altus University provides a comprehensive professional learning experience for teachers designed to improve educational experiences for GATE students. Teacher certification is a key component for providing GATE students with a rigorous, personalized, and relevant learning plan that builds on each student's giftedness and interests.

Altus University offers GATE Training once a year that consists of:

- Small cohort of educators
- Four consecutive training sessions
- Based on GATE programming standards
- Application with Altus curriculum and instruction
- Integration with Naviance results and other APAC departments

Altus Schools

Training Sessions	Topics
Day 1	☐ Syllabus, Course Requirements ☐ Programming Standards ☐ GATE: The Who, What, Why, How ☐ Literature Review ☐ Types of Gifted Learners
Day 2	Assignment #1 Due ☐ GATE Characteristics ☐ GATE Strategies ☐ Differentiated Instruction
Day 3	Assignment #2 Due ☐ Social Emotional Learning and Growth Mindset ☐ Article Summaries and Case Studies ☐ Applying Strategies to Types of Learners with Naviance ☐ Individualized GATE Plan
Day 4	Assignment #3 Due ☐ Parent/Guardian Engagement ☐ Cognitive Abilities Test (CogAT) ☐ GATE and Altus Instruction/Curriculum ☐ GATE Planning

Due Date	Assignments
Training Day 2	Review one article of choice on the education of gifted students. Include a summary of the article, describe your reactions, and how you will apply the information.
Training Day 3	Implement a strategy we discussed with one of your GATE students. Guiding questions to help you reflect: • What strategy did you choose? • Why did you use this strategy? • What lesson or activity did you use? • How did it go? • How did it impact the student's attitude toward the assignment? • How did it impact the student's productivity?
Training Day 4	Complete an Individualized GATE Plan for one of your identified GATE students.

SECTION 6: PARENT, FAMILY MEMBER AND COMMUNITY ENGAGEMENT

Parents, guardians, family members, and members of the community are actively involved in the development, execution, and assessment of the Schools' Gifted and Talented Education (GATE) program. The school collaborates with parents and guardians in crafting the Individualized GATE Plan (IGP) for each student, wherein parents play a significant role in formulating the plan that shapes curriculum and instructional choices for the students. Additionally, the school fosters engagement with parents, family, and community members through various means including the establishment of community partnerships, provision of parent training sessions, and conducting surveys.

APPENDIX A: GATE Classification Profile and CogAT FAQs

Gifted and Talented Classification Profile

Student Name: _____ SSID: _____

Grade: _____ Teacher: _____ School/ Resource Center: _____

A. CogAT Scores

-Cognitive Abilities Test Results

Test Date:	Verbal	Quantitative	Nonverbal	Composite
Age Percentile Rank (PR)				

B. Renzulli Scales

- Rating the behavioral characteristics of gifted and talented students

SCALE	SCORE	Description
Leadership		35-42 range demonstrates exceptional characteristics of dependability, collaboration, directing, facilitating, and articulation.
Motivation		55-66 range demonstrates exceptional characteristics of goal orientation, self directedness, inquisitiveness, and intrinsic motivation
Creativity		45-54 range demonstrates exceptional characteristics of imaginative, risk taking, flexible thinking, non-conformity, and astuteness.
Additional		

Student qualifies under the following option:

___Option 1: CogAT composite score or subtest score at or above 91st age percentile rank (APR)

___Option 2: CogAT composite score or subtest score in 85th—90th age percentile rank (APR) + Renzulli Scale score

___ Student does not qualify

C. Teacher Judgment

By signing this profile, teacher represents that he/she believes the student will be able to be successful in specialized program and courses designed for Gifted and Talented students.

Teacher Signature: _____ Date: _____

D. Parent Consent

By signing this profile, parent agrees with the GATE qualification determination and gives consent for student to participate in a specialized program and courses designed for Gifted and Talented students.

Parent Signature: _____ Date: _____

FOR OFFICE USE ONLY

Status Date: _____

Date Entered in SIS: _____

Frequent Questions & Answers

Q: Who will be offered the CogAT Assessment?

A: Altus Schools will offer the assessment to students in grades 7 and 9.

Q: How is the assessment administered?

A: The CogAT is administered during the spring semester at our main offices, with a remote testing option available. Various testing session dates and times are offered. Students take the online version of the assessment with audio-led instructions. Since each subtest is timed, students in the same grade level complete each subtest in cohort before advancing to the next section. Remote online testing at the student's resource center is an accommodation for students unable to attend in-person testing at the main offices.

Q: How will the results be used?

A: Student score results will be used as the basis for the GATE identification process. Additionally, students may be rated on behavioral characteristics of superior students using the Renzulli Scales for learning, motivation, creativity, and leadership. The whole student profile will be used to determine eligibility for GATE. Instructional staff will also use a student's ability profile resulting from the CogAT to personalize curriculum and instruction.

Q: If a student transferred to an Altus School from another district in which they were identified for GATE, do they need to test again?

A: No. Students who have previously been identified as GATE do not need to test again. They may participate in GATE services with verification of eligibility.

Q: What does the GATE program look like at an Altus School?

A: Personalized education is at the core of the Altus model, in which each student receives a Personalized Pathways Educational Plan (PPEP) designed with the student's strengths, interests and areas of need in mind. This plan is developed with student and family input, and

it is informed by the student's academic profile. When students are identified as GATE, the student's teacher will create a GATE plan for that student, in which instructional strategies and curriculum offerings are planned and customized to build on the student's giftedness.

APPENDIX B: INDIVIDUALIZED GATE PLAN

Student Name:	Local ID#

INDIVIDUALIZED GATE PLAN
2025-2026

The Individualized GATE Plan (IGP) aims to offer a comprehensive instructional framework tailored to the gifted student's readiness, interests, and abilities. It incorporates GATE strategies, Naviance learning survey outcomes, and collaborative input from the student, teacher, and parent in its creation.

Teacher Directions:

- Create a shareable folder in your OneDrive for your GATE plans
- Save a copy of this IGP template and rename for each GATE student
- Work with your student and family to review and create the GATE plan
- Ensure that all sections highlighted in gold below are completed by directly replacing the instructions provided. This process should be informed by observations, collaboration with the student and their parent/guardian, and insights gathered from Naviance survey outcomes.

Reference the 2025-26-GATE Program Manual *and/or reach out to Vanessa Vallon for guidance.*

STUDENT INFORMATION	
Characteristics of student	Describe your student's unique characteristics, patterns, and traits. (i.e., areas in Cognitive, Creative, Affective, Behavioral)
Type of Learner	Describe the type of learner they are (e.g., Successful, The Creative, The Underground, The At-Risk, etc.) that includes their feelings/attitudes, behaviors, and needs (at school and at home).
Strengths/Challenges	What are your student's areas of strength/challenge? Include academic subject, learning styles, likes/dislikes, etc.

Altus SCHOOLS

Student Name:	Local ID#

RECOMMENDATIONS	
Naviance Connection	According to the student's Naviance results and discussion, what learning activities would be best for this student? (i.e., Learning and Productivity survey)
Course(s) or subject area that will be offered	Link to Course Offerings Link to Articulated Course Offerings and Dual Enrollment resources: Early College Credit
Differentiated Instruction	How will you differentiate their coursework? This could be via content (what they are learning), process (how they learn it), and/or product (how they show you what they learned). The more specific, the better.
Strategies	Identify specific GATE strategies you will use to extend instruction. (e.g., more challenging tasks, extensions that require in-depth content exploration, expanded investigation in related topics of the learner's choice, open-ended tasks, or projects.)
Twice Exceptional Special Education Students (if applicable)	Identify specific strategies you will use (e.g., modified requirements, differentiated instruction and assessment, extended work time, guiding templates, support structures, and school personnel with whom you may need to consult.)
English Learners (if applicable)	Identify specific integrated EL (English Learners) strategies you will use. Consider resources in students' native language, visuals, allowing alternate ways to demonstrate their learning, support personnel with whom you may need to consult, gaining the help of peers, Listenwise. Link to English Learners
Social Emotional Learning	What learning opportunities will you provide for your student to help them learn essential social skills, coping strategies, and resiliency? (e.g., RISE (Resilience in Students and Education, AVID, SEL & MH Lessons)

APPENDIX C: REFERENCES

California Department of Education. (2023, March). *Gifted & Talented Education*. Gifted & Talented Education - Specialized Programs. https://www.cde.ca.gov/sp/gt/

Corwith, S., Johnsen, S., Lee, C.-W., Cotabish, A., Dailey, D., & Guilbault, K. (2019). 2019 Pre-K-12 Gifted Programming Standards. National Association for Gifted Children.

File accessible at https://nagc.org/page/National-Standards-in-Gifted-and-Talented-Education

Lohman, D. F. (2014). Cognitive Abilities Test Forms 7 and 8 Planning and Implementation Guide Version 5. Riverside Assessments, LLC.

Winebrenner, Susan. (2014). Teaching Gifted Kids in the Regular Classroom: Strategies and Techniques Every Teacher Can Use to Meet the Academic Needs of the Gifted and Talented (Revised and Updated Edition). Minneapolis, MN: Free Spirit Publishing.

APPENDIX D: GATE ORGANIZATIONS

The American Association for Gifted Children at the Social Science Research Institute, Duke University

With a mission to "foster a better understanding of the educational needs and capabilities of all gifted and talented children and youth," the AAGC shares information, research, and curriculum development pertaining to gifted education. https://sites.duke.edu/aagc/

The Association for the Gifted (TAG)

A division of the Council for Exceptional Children. Promotes scholarly research, advocacy, and professional development.

https://cectag.com/

California Association for the Gifted (CAG)

A non-profit organization of teachers, administrators, parents, and professionals interested in promoting gifted education in California.

https://cagifted.org/

Davidson Institute for Talent Development

A non-profit organization that supports profoundly gifted young people and opportunities for development of talents.

https://www.davidsongifted.org/

National Association for Gifted Children

The nation's leading organization focused on the needs of gifted and talented children. Dedicated to uplifting and empowering those who support children with advanced abilities, NAGC provides professional learning, research, and advocacy to ensure all children have equitable opportunities and support to develop their gifts and talents.

https://nagc.org/

Renzulli Center for Creativity, Gifted Education, and Talent Development and **National Center for Research on Gifted Education**

Centers from the University of Connecticut that advocate for a broadened conception of giftedness, and a focus on the development of potential in groups not ordinarily included in special programs for the gifted and talented, including high potential students with disabilities, underachievers, and those attending school in high-poverty districts.

https://gifted.uconn.edu/ and https://ncrge.uconn.edu/

Supporting Emotional Needs of the Gifted (SENG)

Nonprofit organization that empowers families and communities to guide gifted and talented individuals to reach their goals intellectually, physically, emotionally, socially, and spiritually.

https://www.sengifted.org/

World Council for Gifted and Talented Children

A worldwide network of educators, scholars, researchers, parents, educational institutions, and others interested in research and information on the gifted.

https://world-gifted.org/

APPENDIX U

ENGLISH LEARNER PLAN

2025-2026

English Learner Plan

Altus SCHOOLS

English Learner Plan

2025 – 2026

Purpose and Overview

Altus Schools meet the applicable legal requirements for English Learners (EL). We follow the California Department of Education requirements in all guidelines for: the annual notification to parents and guardians, student identification, student placement and progress monitoring, program options, English Language Development (ELD) and core content instruction, teacher qualifications and professional learning, and family engagement. The ultimate goal of this plan is the re-classification of English Learners to fluent English proficient status.

We also monitor and evaluate program effectiveness on a semiannual basis and follow all guidelines with the implementation of standardized testing requirements. The Altus Schools' English Learner Plan is built upon the school's unique ELA/ELD Framework in correspondence with the California English Learner Roadmap.

The Altus Schools English Learner Plan is organized into the following sections:

Section 1: Student Identification, Assessment and Reclassification

Section 2: Equitable Access to Rigorous Course of Study and High-Quality Instruction

Section 3: Teaching and Learning — Essential Elements of Effective Programs

Section 4: Professional Learning and Support

Section 5: Parent, Family and Community Engagement

Section 6: Multi-Tiered System of Supports (MTSS)

Section 7: References and Appendices

Introduction

The California English Learner Roadmap was adopted by the State Board of Education in July, 2017:

"The new English Learner policy explicitly focuses on English learners in the context of the state's efforts to improve the educational system, the quality of teaching and learning, and educational outcomes. It centers on standards, curriculum frameworks, assessment, accountability/school improvement, educator quality, early childhood/preschool, social and family support services, and parent/community involvement. Its purpose is to promote local capacity-building and continuous improvement in each of these areas and their interrelationship, based on evidence of effectiveness from local experience as well as the most current rigorous research evidence that speaks to the strengths and needs of the diverse population of English learners."- CA Roadmap Policy 2017

This English Learner policy was outlined in a guidance document and made available to LEAs in March 2018. The California Roadmap outlines four interrelated principles that guide all levels of school systems towards a coherent set of practices, services, and approaches to teaching and learning.

Principle #1: Assets-Oriented and Needs-Responsive Schools

Principle #2: Intellectual Quality of Instruction and Meaningful Access

Principle #3: System Conditions to Support Effectiveness

Principle #4: Alignment and Articulation Within and Across Systems

Altus Schools have aligned these principles to each of the schools' systems:

CA EL Roadmap Principles	Altus Schools Program Highlights
Assets-Oriented and Needs-Responsive Schools	• Pathways Personalized Education Plan (PPEP) establishes an on-going process of customizing instruction, curriculum, services and supports for each EL • Data Integration Systems ensure that student data informs curriculum and instructional decisions for each individual student
Intellectual Quality of Instruction and Meaningful Access	• Comprehensive ELD program includes Integrated ELD and Designated ELD • Curriculum is rigorous and standards-based (CA UC a-g approved) • Instruction is engaging, relevant, and scaffolded based on individual student needs, strengths, and interests
System Conditions to Support Effectiveness	• Strategic planning and cycles of continuous improvement are based on multiple measures and key performance data, with a focus on student groups • Altus University focuses on English Learners: English Learner Achievement Department's goals to ensure excellence over compliance with implementation of EL Plan and professional learning
Alignment and Articulation within and across Systems	• Pathways Advisory Council ensures alignment and articulation across curriculum development • Learning Leads ensure consistency and continuity in the implementation of research-based instructional practices, effective engagement strategies, and formative & summative assessment procedures

Section 1: Student Identification, Assessment, and Reclassification

English Learner Identification

Altus Schools' enrollment process includes a determination of whether or not the student has previously attended a California public school where a Home Language Survey (HLS) was administered. If a student's enrollment at the Charter School is the student's first enrollment in a California public school, then the Charter School will administer the HLS pursuant to EC Section 52164.1. If a language other than English is indicated on the HLS, then the Charter School initiates its process for determining the student's English language proficiency.

The completed HLS responses determine whether the student is given an Initial Language Assessment adopted by the state of California: the English Language Proficiency Assessments for California (ELPAC). If a student does not demonstrate proficiency on the ELPAC, the student will qualify as an English Learner (EL).

English Learner Assessment

Beginning in 2017–18, the ELPAC is the required state test for English language proficiency (ELP) that must be given to students whose primary language is a language other than English.

- ***Initial ELPAC***—an initial identification of students as English Learners, assesses their English language proficiency level so that they receive appropriate instruction in English. A student will only take the Initial ELPAC one time.
- ***Summative ELPAC***—an annual assessment to measure an English Learner's progress in learning English and to identify the student's ELP level in Listening, Speaking, Reading, and Writing, one of the criteria used for informing ELD plan and reclassifying EL students.
- ***Alternate ELPAC***— the state's ELP assessment for students identified with the most significant cognitive disabilities whose individualized education program (IEP) indicates the use of an alternative assessment.

After assessment, a student score report (SSR) will be generated that indicates the student's language proficiency level. The score report is divided into two areas: oral language and written language. These areas are combined to provide an overall score which is used to determine the student's overall proficiency level. The following tables show the correlating proficiency levels for both the Initial and Summative ELPAC:

Initial ELPAC Levels	Novice English Learner Level	Intermediate English Learner Level	Initial Fluent English Proficient Level
Score Descriptor	Students at this level are **beginning to develop** oral and written English skills	Students at this level have **somewhat to moderately developed** oral and written English skills	Students at this level **have well developed** oral and written English skills.
ELD Standards Proficiency Levels	**Emerging**—Requires substantial linguistic support	**Expanding**—Requires moderate linguistic support	**Bridging**—Requires light linguistic support

Summative ELPAC Levels	Level 1	Level 2	Level 3	Level 4
ELD Standards Proficiency Levels	**Emerging**—Requires substantial linguistic support	**Expanding**—Requires moderate linguistic support	**Bridging**—Requires light linguistic support	

For students who enroll with previous ELPAC scores and who have not been reclassified as fluent English proficient, the ELPAC will be administered annually based on the ELPAC testing cycle until students are reclassified as fluent English proficient. Students with disabilities who are also identified as ELs will be assessed based on modifications according to their Individualized Education Plans (IEP) or 504 plans or by the Alternate ELPAC as determined by the IEP or 504 team.

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

Additionally, Altus Schools assess all students upon enrollment and at the beginning and end of each school year using a standards-based assessment, Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) in reading, language usage, and math. MAP assessments provide detailed, actionable data with students' present skill levels in relation to state standards to inform the creation of the Pathways Personalized Education Plan (PPEP) upon enrollment. MAP pre and post assessments provide student growth data for the school year to inform the adjustment of the PPEP as necessary for student achievement. MAP data

provides specific information about student reading skills in the areas of word recognition, word structure, vocabulary, reading literature, and reading informational text skills for comprehension and fluency.

English Learner Reclassification

Reclassification is the process in which an English Learner is reclassified as a Fluent English Proficient (RFEP) student after meeting various linguistic and academic criteria. This process occurs formally three times per year after applicable assessment windows conclude and data is available. Altus Schools have developed student reclassification procedures based on criteria set forth by California Department of Education (CDE) guidelines including those stipulated for students with disabilities identified to take the Alternate ELPAC. In general, students initially identified as English Learners (ELs) are reclassified as Fluent English Proficient when they meet the following criteria:

CDE Guideline 1*:* Assessment of English language proficiency (ELP), using an objective assessment instrument, including, but not limited to, the state test of English language development.

- **Altus Criteria 1:** English Language Proficiency Assessments for California (ELPAC) Results demonstrate English proficiency in all areas with an **ELPAC Overall Performance Level (PL): 4; Alternate ELPAC Overall PL 3.**

CDE Guideline 2: Teacher evaluation, including, but not limited to, a review of the student's curriculum mastery.

- **Altus Criteria 2: Observation Protocol for Teachers of English Learners (OPTEL)**
  Approved by the California State Board of Education in November 2023, the OPTEL (Appendix A) is completed by teachers to evaluate student use of English while engaging in academic content learning, including interactive academic language use with peers and assess language practices across a range of proficiency levels. Students with recommended thresholds of Level 3 or above on expressive and receptive OPTEL ratings are eligible for reclassification. For students who take the Alternate ELPAC, instructional staff will use the student's classroom and academic performance based on the student's IEP goals for academic performance and ELD.

CDE Guideline 3: Parent/Guardian opinion and consultation

- **Altus Criteria 3: Parent/Guardian Consultation**
  Parent/Guardian is consulted and provided a formal opportunity to give input into their student's progress towards English language proficiency, inclusive of IEP team members.

CDE Guideline 4: Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age.

- **Altus Criteria 4: Standards-based Assessment Results**
  NWEA MAP Assessment Results: Reading scores reflect the student's grade level range OR Smarter Balanced Assessment Results in ELA: Level 3 or 4.

Students who take the Alternate ELPAC: Teacher Form of the Vineland Adaptive Behavior Scale Score of Adequate, Moderately Low or higher in the Communication Domain.

RFEP Student Monitoring

Altus Schools monitor the academic progress of Reclassified Fluent English Proficient (RFEP) students for **four years** from the reclassification date, as required by state and federal guidelines. Each year, through the Pathways Personalized Education Planning (PPEP) process, the instructional team meets to review the performance and progress of RFEP students. Through the use of *Ellevation*, an EL program monitoring system, the instructional team is able to leverage the integration of student data and efficient processes to determine an informed and strategic instructional approach for each student. Teachers complete an RFEP Student Monitoring Form (Appendix B) to report on academic performance and ELD skills and make a recommendation for next steps. For students not meeting academic targets, staff analyze student assessment data and create an instructional intervention plan. Assessment data that is monitored includes:

- ELPAC scores
- Smarter Balanced ELA results
- NWEA MAP Reading scores and Language Usage scores
- Curriculum embedded assessments
- Participation rates
- Credit completion
- Teacher and parent/guardian observation

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

Intervention measures may include:

- Conference with student and parent/guardian
- Specialized reading and/or writing tutoring sessions
- Placement in ELD, Literacy, or AVID courses

Section 2: Equitable Access to Rigorous Course of Study and High Quality Instruction

Comprehensive English Language Development (ELD) Program

Altus Schools' goal for a comprehensive English Language Development (ELD) program is to support the English language acquisition of English Learners. Through a **Structured English Immersion (SEI) Program** designed for independent study and flexible learning models, English Learners at Altus Schools receive nearly all instruction in English, with curriculum and instruction designed to provide access to the standards-based curriculum. Students participate in a comprehensive ELD program with **Designated ELD** to support language proficiency, and **Integrated ELD** to provide access to grade level subject matter content. Program participation and effectiveness are monitored using assessment data. Programs are customized as needed based on information from assessments and instructional team input.

> *"English learners at all English proficiency levels and at all ages require both integrated ELD and specialized attention to their particular language learning needs, or designated ELD. Such a multilayered application of the CA ELD Standards requires deep collaboration among educators, support for teachers, and, most importantly, a sustained focus on the strengths and needs of individual ELs and a persistent belief that all ELs can achieve the highest levels of academic and linguistic excellence." - CA ELA/ELD Framework (2015), Ch. 2. P. 119*

In accordance with the California Department of Education guidance on English Learners participating in an independent study program, Title 5 California Code of Regulations Section 11309, and California Education Code sections 51747[e]; 51749.5[a][4][C]), the Altus Schools ELD program provides opportunities for live interaction with certificated staff, as well as synchronous and asynchronous instruction according to grade level guidelines:

- Grades 6-8: daily live interaction and weekly synchronous instruction throughout the school year.
- Grades 9-12: weekly synchronous instruction throughout the school year.

ELs have full access to the Schools' educational program, including distance learning, through **Integrated English Language Development (ELD)**. Teachers use the California English Language Development (CA ELD) Standards in tandem with California Common Core State Standards (CCSS) for ELA/Literacy and other content standards.

Effective instructional experiences for ELs throughout the day and across the disciplines:

- Are interactive and engaging, meaningful and relevant, and intellectually rich and challenging
- Are appropriately scaffolded in order to provide strategic support that moves learners toward independence
- Build both content knowledge and academic English
- Value and build on primary language and culture and other forms of prior knowledge

(California ELD Standards, 2014)

<u>Key Components of Integrated ELD at Altus Schools:</u>

- Content courses aligned to CA ELD standards
- English Learner Supplemental Guides to curriculum and instructional materials for each proficiency level
- Embedded Instructional Strategies and Supports: Specifically Designed Academic Instruction in English (SDAIE), scaffolds, instructional resources, graphic organizers, videos, audio texts, native language supports

- Strategic use of technology tools, including AI powered tools, to make grade-level content comprehensible, and support student engagement and interaction.

Teachers are specifically trained on ELD standards and research-based instructional strategies including Specially Designed Academic Instruction in English (SDAIE), the Sheltered Instruction Observation Protocol (SIOP) Model to make content comprehensible for English Learners and Writing Redesigned for Innovative Teaching and Equity (WRITE). The SIOP Model is a research-based framework for planning and delivering instruction that has been empirically validated as a model of sheltered instruction to make grade level content accessible to English Learners while also helping them to develop academic English proficiency (Echevarría et al., 2017). The WRITE Institute is a national Academic Excellence model for professional development that supports schools with systemic, K-12 literacy implementation in English. WRITE provides research-based professional learning and curriculum, including a focus on the specific needs of English learners and multilingual learners. Integrating these frameworks, our school leverages the following high-leverage research-based practices:

1. Increase access to content with Comprehensible Input (Krashen, 1985).
2. Build on students' backgrounds.
3. Utilize scaffolding techniques appropriate for proficiency level (Gibbons, 2009).
4. Teach and model genre writing as a process.
5. Teach grammar and vocabulary explicitly and in context.
6. Publish student writing.
7. Use assessment data to inform instruction.

To support personalized flex-based learning, the Schools offer EL students access to a variety of learning platforms including textbooks and online courses through Edgenuity and Canvas. Online courses offer many supports for EL students including:

- Read aloud of text available in seven languages
- Audio translation of text
- Explicit instruction of academic vocabulary
- Close reading of text
- Closed captioning of instruction
- On-screen text and transcriptions available for translation into 17 different languages
- Dictionary
- Curated resource libraries for language support

Designated ELD enables students to engage in culturally responsive, grade level courses that provide focused instruction utilizing the CA ELD standards. Course content is intended to build into and from content instruction in order to develop critical language skills needed for content learning in English. These language development courses:

- Are part of the core curriculum for an English Learner, taught during the instructional day.
- Utilize curriculum designed to build students' foundational and academic vocabulary and practice speaking and listening in a supported online environment designed to accelerate English language acquisition and prepare students for the ELPAC.
- Engage students in daily asynchronous and weekly synchronous learning, with interactive activities to support development in all language domains.
- Provide opportunities for daily live interaction with teachers and instructional support staff.
- May utilize literacy circles with grade level, CA ELD standards-aligned curriculum resources to de-

liver ELD instruction.
- Are enhanced with individualized tutoring sessions with an instructional focus on developing the four language domains: Reading, Writing, Speaking, and Listening.
- Utilize systematic, focused, and highly engaging teaching materials that prepare students for success with the Common Core State standards.

Altus Schools utilize **Summit K12** as the online curriculum for designated ELD courses. It is a standards-based curriculum platform designed to support ELs in developing literacy and academic language skills. It offers personalized learning pathways in reading, writing, listening, and speaking, and is aligned with CA ELD standards. Key features of this curriculum program include:

- Personalized Learning Plans (PLPs): mastery-based learning pathways individualized for each student's language proficiency level.
- Progress monitoring with comprehensive and immediate reports.
- Content differentiated to grade level bands.
- Video lesson models, guided practice, and assessments for individual practice.

All students who have an English Language Acquisition Status (ELAS) of English Learner (EL) are enrolled in a designated ELD course. Students are identified to participate in appropriate Designated ELD courses based on their language proficiency as determined by the ELPAC. Enrollment in these courses is required during the student's school enrollment until the student is redesignated as fluent English proficient (RFEP.) The instructional team, including parents/guardians, sets language acquisition goals for students with measures and benchmarks for achievement.

Designated ELD Courses for Middle School 6-8

Middle School ELD Language & Literacy 1, 2 (A1607a, A1607b) Grades: 6-8 for ELPAC Level 1

This two-semester course delivers Designated English Language Development (ELD) instruction for students who are English Learners, newly enrolled in a U.S. school, scored at the Novice performance level on the Initial ELPAC (English Language Proficiency Assessments for California,) or at a performance level 1 on the Summative ELPAC. Students receive focused instruction on the CA ELD standards to support development of critical language skills needed to access and achieve grade level academic content. Based on the CA ELD Standards, this course is intended to help students at the **Emerging proficiency level** develop basic English communication skills in social and academic contexts.

Middle School ELD Language & Literacy 3, 4 (A1608a, A1608b) Grades: 6-8 for ELPAC Level 2

This two-semester course delivers Designated English Language Development (ELD) instruction for students who are English Learners, scored at the Intermediate performance level on the Initial ELPAC (English Language Proficiency Assessments for California,) or at a performance level 2 on the Summative ELPAC. Students receive focused instruction on the CA ELD standards to support development of critical language skills needed to access and achieve grade level academic content. Based on the CA ELD Standards, this course is intended to help students at the early **Expanding proficiency level** develop language skills to learn and communicate about a range of topics and academic content areas.

Middle School ELD Language & Literacy 5, 6 (A1609a, A1609b) Grades: 6-8 for ELPAC Level 3

This two-semester course delivers Designated English Language Development (ELD) instruction for students who are English Learners, who scored at the performance level 3 on the Summative ELPAC. Students receive focused instruction on the CA ELD standards to support development of critical language skills needed to access and achieve grade level academic content. Based on the CA ELD Standards, this course is intended to help students at the **Exit Expanding or Early Bridging proficiency levels** be able to communicate in ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts.

Middle School ELD Language & Literacy 7, 8 (A1610a, A1610b) Grades: 6-8 for ELPAC Level 4

This two-semester course delivers Designated English Language Development (ELD) instruction for students who are English Learners that scored at a performance level 4 on the Summative ELPAC. Students receive focused instruction on the CA ELD standards to support development of critical language skills needed to access and achieve grade level academic content. Based on the CA ELD Standards, this course is intended to help students at the **Bridging or exit Bridging proficiency levels** be able to communicate effectively with various audiences on a wide range of familiar and new topics to meet academic demands in a variety of disciplines.

Applicable to each Middle School course: Each lesson incorporates grade level ELD standards and may be customized to include standards-aligned supplemental activities from instructional platforms and other teacher-created resources. Teachers also provide opportunities for daily live interaction and conduct weekly standards-based synchronous instruction with activities that support student collaboration, peer interaction and ELPAC preparation. Students who demonstrate proficiency in the standards of the course (at least 70%) and score at the corresponding ELPAC level may progress to the next ELD course level. Courses may be retaken for course credit based on ELPAC score.

Designated ELD Courses for High School 9-12

High School ELD Language & Literacy 1, 2 (A1575, A1576) Grade: 9-12 for ELPAC Level 1

This two-semester course delivers Designated English Language Development (ELD) instruction for students who are English Learners, newly enrolled in a U.S. school, scored at the Novice performance level on the Initial ELPAC (English Language Proficiency Assessments for California,) or at a performance level 1 on the Summative ELPAC. Students receive focused instruction on the CA ELD standards to support development of critical language skills needed to access and achieve grade level academic content. Based on the CA ELD Standards, this course is intended to help students at the **Emerging proficiency level** develop basic English communication skills in social and academic contexts.

High School ELD Language & Literacy 3, 4 (A1577, A1578) Grades: 9-12 - ELPAC Level 2

This two-semester course delivers Designated English Language Development (ELD) instruction for students who are English Learners, scored at the Intermediate performance level on the Initial ELPAC (English Language Proficiency Assessments for California,) or at a performance level 2 on the Summative ELPAC. Students receive

focused instruction on the CA ELD standards to support development of critical language skills needed to access and achieve grade level academic content. Based on the CA ELD Standards, this course is intended to help students at the early **Expanding proficiency level** develop language skills to learn and communicate about a range of topics and academic content areas.

High School ELD Language & Literacy 5, 6 (A1579, A1580) Grades: 9-12 – ELPAC Level 3

This two-semester course delivers Designated English Language Development (ELD) instruction for students who are English Learners, who scored at the performance level 3 on the Summative ELPAC. Students receive focused instruction on the CA ELD standards to support development of critical language skills needed to access and achieve grade level academic content. Based on the CA ELD Standards, this course is intended to help students at the **Exit Expanding or Early Bridging proficiency levels** be able to communicate in ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts.

High School ELD Language & Literacy 7, 8 (A1581, A1582) Grades: 9-12 - ELPAC Level 4

This two-semester course delivers Designated English Language Development (ELD) instruction for students who are English Learners that scored at a performance level 4 on the Summative ELPAC. Students receive focused instruction on the CA ELD standards to support development of critical language skills needed to access and achieve grade level academic content. Based on the CA ELD Standards, this course is intended to help students at the **Bridging or exit Bridging proficiency levels** be able to communicate effectively with various audiences on a wide range of familiar and new topics to meet academic demands in a variety of disciplines.

Applicable to each High School course: Each lesson incorporates grade level ELD standards and may be customized to include standards-aligned supplemental activities from instructional platforms and other teacher-created resources. Teachers also conduct weekly standards-based synchronous instruction with activities that support student collaboration, peer interaction and ELPAC preparation. Students who demonstrate proficiency in the standards of the course (at least 70%) and score at the corresponding ELPAC level may progress to the next ELD course level. Courses may be retaken for course credit based on ELPAC score.

EL Progress Monitoring and *Ellevation*

Altus Schools systematically monitor the academic performance of English Learners through *Ellevation,* an EL program management platform that integrates student data, monitoring forms, and digital workflow processes to streamline EL team collaboration. With *Ellevation,* the instructional team of each English Learner is able to get to know each student in depth and make informed instructional decisions to support the student's language acquisition and academic progress.

By completing an EL Progress Monitoring form (Appendix C) that is integrated into the annual PPEP process, teachers of English Learners evaluate each student's academic data, and the impact of designated and integrated language supports on the student's content mastery and growth in oral and written language. Teachers also report the student's academic strengths, areas for growth, and results of implemented intervention strategies. Finally, teachers make a recommendation for interventions needed to support each EL in the identified area of need and in relation to the student's assessment data.

During PPEP planning, teachers of English Learners and their instructional lead will review the form and implement appropriate academic supports and interventions by using evidence-based language development strategies, the Altus Multi-Tiered Systems of Support (MTSS) and culturally responsive family engagement.

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

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

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

A student is not referred for special education services unless and until it is established, through the Student Study Team (SST) that the student has been provided with an effective instructional program and that research-based interventions, which have been implemented with fidelity over time, have been confirmed as insufficient.

Once referred, Altus Schools will make every reasonable effort to ensure that all notification requirements governing Prior Written Notice (PWN) and Assessment Plan (AP) will be provided to the parent or legal guardian of the child in a language they understand. The school will develop an AP for each English Learner who has been referred in accordance with SELPA requirements, procedures and timelines. Wherever possible, assessments will be conducted in the language in which the student is most proficient and will be conducted by trained bilingual personnel. An Individualized Education Plan (IEP) for an English Learner will be developed, reviewed, and revised in accordance with SELPA procedures and include all required language and linguistic elements. Additionally, English Learners have access to Gifted and Talented Education (GATE) assessment opportunities and instructional support in accordance with the Altus Schools GATE program, which has developed an identification process that ensures access to all students, including those from diverse socioeconomic and cultural backgrounds, language proficiencies, and/or disabilities. The assessment utilized for GATE identification, the Cognitive Abilities Test (CogAT), provides modifications and accommodations to support ELs, including directions administered in a language other than English, repeated directions, read aloud, extended time on the Verbal battery of the assessment, and provision of English/Native language word-to-word dictionary.

Section 3: Teaching and Learning — Essential Elements of Effective Programs

The majority of students who enroll at Altus Schools are ages 16 and older. These students are, on average, several years behind in academic skills and credits to earn a high school diploma at the time of enrollment. The overwhelming majority of ELs who enroll are either designated as Long-Term English Learners (LTELs) or at high risk of becoming LTELs. LTELs are pupils who have not attained English language proficiency within 7 years of initial classification as an English learner. These students tend to have social vocabulary skills to communicate at home, in school, and in the community but are historically "stuck" at intermediate or below levels on the ELPAC assessment, have low academic English language skills, and do not have generalized reading and writing skills across curricular areas or domains. Research indicates that many LTELs have learned behaviors of school avoidance, non-engagement, and passive learning. This puts this group of students at high risk of not achieving language proficiency and of dropping out of high school.

Research suggests that there should be three elements in high quality ELD programs (Díaz-Rico, 2012):

1. Development of proficiency and fluency in social and academic English
2. Explicit instruction of language and grammatical structures
3. Content learning combined with English acquisition

Embedded within Altus Schools' comprehensive ELD program comprised of Integrated and Designated language development, Altus Schools have identified essential elements to be highly effective in independent study and flex-learning models: **Specially Designed Academic Instruction in English (SDAIE), Small Group Instruction, and Personalized Flex-Based Learning**.

Teachers are trained in **SDAIE and the SIOP** model. SDAIE incorporates various teaching techniques that adapt instruction for English Learners, while considering progression through the ELD standards, and while making content instruction comprehensible (Díaz-Rico, 2012.) It provides students with language support while they are learning academic subjects. SDAIE focuses on academic content, provides scaffolding for key concepts, and frontloads vocabulary, thus providing content learning combined with language acquisition. SDAIE is employed during synchronous and asynchronous instruction.

The key aspects of SDAIE employed at Altus Schools are:

1. Grade-level content is rigorous and engages students in high-level learning tasks. Instructional techniques are employed to promote language and literacy development while learning content. Strategies include: building background knowledge and accessing prior knowledge, frontloading vocabulary, and repetition of key words in context.
2. Lessons are differentiated and scaffolded based on students' language proficiency so that all material is comprehensible. Essential academic vocabulary is defined, visuals are embedded into instruction (graphic organizers, pictures, charts, graphs, objects), lessons include focus on vocabulary and grammatical structures, and literacy supports are embedded into the courses (audio, translation, videos, close reading).
3. Teachers and students interact with a focus on academic language while still developing social language. Teachers ensure opportunities for social interaction and verbal processing of information in order to increase meaning making and retention.

Additionally, teachers at Altus Schools are equipped with evidence-based practices to facilitate data-informed, small group instruction to English Learners and support their proficiency growth in reading, writing, and especially speaking and listening. Teachers use a variety of instructional resources and practices to deliver **explicit instruction** on language and grammatical concepts that are key to language acquisition. For example, teachers may deliver designated ELD in small group tutoring sessions and utilize a variety of curricular materials, such as novels and non-fiction text, as the context to engage homogeneous groups of students in relevant, high interest learning experiences and deliver standards-based explicit instruction. These small group tutoring sessions focus on building grammar skills, English pronunciation and listening skills, vocabulary building, reading comprehension, reading fluency, speaking, and writing structures. Small group tutoring sessions utilize the SIOP Model, which includes six key principles of instruction:

- Provide many opportunities for ELs to develop oral language competency through interaction with others.
- Explicitly link ELs' background knowledge and experiences to lesson content and past learning.
- Provide explicit and contextualized vocabulary instruction to ELs.
- Provide meaningful, comprehensible, and accessible lessons.
- Stimulate ELs' thinking and provide meaningful activities for students to demonstrate learning.
- Assess ELs frequently, before, during, and after lessons, and plan purposefully, based on the assessment data.

Altus Schools provide English learners with a **Personalized Flex-Based Learning program**. The key idea behind personalized flex-based learning is that students have some control over time, pace, path, and place. This model promotes a locus of control with students, increases their motivation to learn and allows them the time they need to work through the material. This approach gives EL students the ability to read and hear the instruction (often at the same time), while utilizing context to help create connections between the English words and their meaning.

The Personalized Flex-Based Learning program combines the school's existing curriculum for ELD Language and Literacy (Summit K12), English Language Arts in conjunction with online curriculum (Edgenuity) and online tools (Achieve 3000, BrainPop ELL, Canvas resource libraries) that provide systemic and personalized learning. The personalized flex-based learning program employs research-based strategies within the curriculum and utilization of online tools to **combine content learning with language acquisition**:

- Set high expectations (rigorous curriculum)
- Provide explicit instruction (online curriculum and online tools)
- Make instruction accessible through the elements of Universal Design for Learning (UDL) (curriculum design)
- Make learning relevant, engaging and culturally responsive (web 2.0 tools and high interest content)

Specialized Support for Newcomer English Learners

Altus Schools have developed specific support processes to tailor the instructional program to Newcomer English Learners. The **Newcomer Support Protocol** is designed to support Altus instructional staff with procedures and resources to personalize the educational and language development journey of multilingual learners who have been enrolled in a U.S. school for three years or fewer. With our core value of **Kids Come First** and core competency of **Transforming Lives**, Altus Schools is committed to providing a safe, supportive, inclusive and affirming learning environment for all learners, including students who are new to the United States. The protocol details:

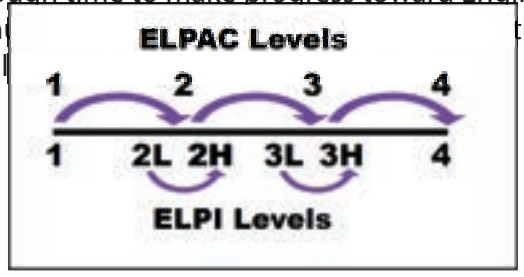
- **Support for Instructional Staff**: The English Learner Achievement Department (ELAD) provides resources, best practices, and professional development tailored to the unique needs of Newcomer students. Orientation meetings with instructional teams are organized to facilitate collaboration.
- **Family Engagement Strategies**: Engaging with Newcomer families involves using an assets-based approach, facilitating communication in their home language, and promoting involvement in school events. Regular updates on student progress and feedback from families are outlined.
- **Instructional Best Practices:** Teachers are advised to maintain high expectations while providing adequate support, promoting biliteracy, and customizing curriculum to meet the diverse needs of Newcomer students. Specific curriculum resources and technology platforms are outlined.
- **Professional Development Opportunities**: Ongoing professional learning is provided for teachers to enhance their capacity to support Newcomer students effectively, including asynchronous modules and synchronous sessions throughout the school year.

The California School Dashboard and English Learner Progress Indicator

The California School Dashboard (Dashboard) is an online tool that shows how schools and school districts are performing on state and local indicators that are included in California's school accountability system (Frequently Asked Questions 2022). There are six state indicators that are reported on the Dashboard, including academic performance indicators, chronic absenteeism, graduation and suspension rates, college and career readiness, and English Learner Progress.

For each of the state indicators, schools and districts receive one of five Status levels, ranging from 'Very Low' to 'Very High' (Getting to Know the California School Dashboard 2022.) The Dashboard will also reflect the Status Change from the previous year and an equivalent performance color where applicable.

The English Learner Progress Indicator (ELPI) is the measure that shows the percentage of currently enrolled EL students that are making progress towards English Language proficiency or maintaining the highest performance level on the ELPAC (Level 4 on the Summative and Level 3 on the Alternate.) Each student receives one of four ELPAC performance levels. The four ELPAC performance levels are then divided into six ELPI levels to allow students enough time to make progress toward English language proficiency in the ELPI. To show progress, EL students mi the previous year or maintain a Level 4 from one year to the next (Engl



The English Learner Progress Indicator (ELPI) will have Status, Change and performance color using the last three years of ELPAC Summative results.

The ELPI at Altus Schools

It is important to note that a school's ELPI rate reflects the ELPAC scores for all students who were enrolled at the school during the February to May Summative ELPAC assessment window, even those completing the ELPAC immediately upon enrollment or after a very short time of enrollment in our Schools. Therefore, these students' ELPI measure do not necessarily reflect the effectiveness of the Altus comprehensive ELD program, given that these students did not participate in the program prior to taking the Summative ELPAC. When reviewing an Altus School's ELPI rate and Status Level on the Dashboard, the ELPI reflects scores of all English Learners who completed the Summative ELPAC at an Altus school, regardless of the length of enrollment prior to testing. The lack of a distinction in the ELPI indicator between students who have been enrolled from the beginning of the school year versus those who enroll just prior to completing the Summative ELPAC is an important consideration when interpreting the ELPI as a measure of ELD program effectiveness.

Section 4: Professional Learning and Support

The English Language Achievement Department (ELAD) is an extension of the Altus Pathways Advisory Council (APAC). The ELAD's mission is to increase student achievement for English Learners. The ELAD's primary function is to collaborate with Instructional Administrators, Learning Leads, School Coordinators, Teachers, and APAC Department members in service of the Altus Schools English Learner Plan guidelines and the full range of curriculum and instructional activities as detailed in the Local Control Accountability Plan (LCAP). Under the supervision of the Equity and Inclusion Administrator and the Dean of Academic Affairs and Altus Studies, ELAD supports the achievement of English Learners (ELs) by assisting teachers in implementing ELD methodology as detailed by the English Learner Plan.

The English Learner Achievement Department is a group of specially trained and experienced educators who support the needs of English Learners. ELAD members are collaborators, working with other educators to engage this diverse population of students and provide enriching activities that support both integrated and designated ELD. Furthermore, they are community members who work to educate and engage EL families to ensure they are empowered with relevant information and encouraged to provide input so EL services are appropriately adjusted.

As part of the Altus Pathways Advisory Council (APAC) and the Altus University Professional Learning Program, the ELAD provides these essential supports for teachers of English learners:

- Provide Integrated and Designated ELD training for staff multiple times per year, including peer coaching, of research-based instructional practices and curriculum selection for all learning environments.
- Support training on data gathering tools and analysis to inform instruction and curriculum personalization for English Learners.
- Write curriculum and curate instructional resources aligned to the CA ELD Standards for Designated ELD courses.
- Present to staff on culturally and linguistically responsive best practices for engaging ELs and families and utilization of online programs to support and monitor academic progress.
- Coordinate the English Learner Advisory Committee (ELAC) and other groups related to the needs of ELs.
- Provide recommendations to curriculum departments on Integrated ELD, English Learner supplemental guides, materials and supports for ELs based on student data and achievement levels and goals.
- Facilitate parent/family trainings focused on technology tools, distance learning, and accessibility features within curriculum and instruction.

Altus University provides customized professional learning experiences for teachers of English Learners across curricular areas, in both synchronous professional learning communities and asynchronous learning modules. As examples: math professional development highlights research-based strategies to support EL achievement in math. Social Science professional development focuses on literacy routines to build College and Career Readiness. Additionally, Altus Schools partner with county offices of education for professional learning and development opportunities for school leaders, teachers, and support staff.

Section 5: Parent, Family and Community Engagement

Parent and Family Members Participation

Altus Schools partner with parents, guardians and family members to create a custom plan to meet the unique needs and establish goals for each English learner. Each student has a Pathways Personalized Education Plan (PPEP) to engage them in a course of study based on their interests, goals, academic and literacy skill levels, and learning style. Parent and family member input is essential to the design of the PPEP and parent and family member engagement is critical to the monitoring and evaluation of the PPEP effectiveness.

The design of the Schools allows for teachers, students, parents and family members, counselors, and leadership team members to meet, discuss, and plan for the needs of each individual student. In addition to the weekly and monthly PPEP meetings, parents and family members have many opportunities, and are encouraged, to be involved and participate in the decision-making process of the school and the development of the English Learner Plan and the Local Control Accountability Plan (LCAP.) Parents and family members attend Resource Center events throughout the school year such as Open House and Senior Nights. These events offer bilingual presentations and translation services. The events provide parents and family members with important information and solicit parent and family member input regarding curriculum, instruction, and assessment. Altus Schools send surveys (in English and Spanish) several times throughout the year in order to gather input and feedback from parents and family members of English Learners. EL parent and family member engagement contributes to the school plan development in several important ways: identification and refinement of needs, goals, targets, activities and resource allocation.

All families of English Learners are invited to participate in the **School Site Council** and the **English Learner Advisory Committee** (ELAC) at their school. The following describes the responsibilities of each group:

SCHOOL SITE COUNCIL (SSC)	ENGLISH LEARNER ADVISORY COMMITTEE (ELAC)
• Annually facilitate the revision/update of the school goals, improvement strategies and planned expenditures which are outlined in the School Plan. • Ensure the school goals and improvement strategies are measurable and based on an analysis of verifiable state and local data. • Ensure the goals, improvement strategies, and proposed expenditures are legally compliant. • Recommend the School Plan, including proposed expenditures of funds, to the local governing board for approval. • Seek input from all advisory committees. • Develop and regularly review the Parent Involvement Policy and Home-School Compact. • Develop, monitor, and evaluate the LCAP ESSA Federal Addendum.	• Advises the principal on programs and services for ELs. • Advises the SSC on the development of a site plan for English Learners. • Assists with school needs assessment. • Builds parent and family member awareness on importance of school attendance. • Meets the legal requirements of a DELAC (District ELAC) when the school has at least 51 ELs. These requirements include: plan development for teacher requirements, and review and comment on reclassification procedures and parent notifications.

English Learner Advisory Committee

All California K-12 public schools, with 21 or more English Learners, must form a functional **English Learner Advisory Committee (ELAC).** The ELAC is a committee for parents and family members of English Learners who advocate for and provide input into the instructional program for ELs. Staff, students, other parents, and community members are welcome to join. Altus Schools hold formal ELAC meetings throughout the year at Resource Centers with high EL populations, as well as virtually to provide access and further support family engagement.

Composition Requirements:

Requirements for the ELAC include:

(1) Parents/guardians of English Learners comprise at least the same percentage of the ELAC membership as English Learners constitute of the school's total student population. For example, if 25 percent of the students in a school are English Learners, then parents/guardians of English Learners must comprise 25 percent of the ELAC membership.

(2) Other members of the ELAC can be parents/guardians, school staff, and /or community members as long as the minimum percentage requirement for EL parents is maintained.

School Site Council

The School Site Council (SSC) is an elected group representative of the school's staff, parents, and students. All members, with the exception of the principal, are elected by their peer group. The principal is assigned to serve as a permanent, voting member on the council.

Section 6: Multi-Tiered System of Supports

Altus Schools' Multi-Tiered System of Supports (MTSS) focuses on aligning initiatives and resources to address the needs of all students. It is a comprehensive framework that aligns academic, behavioral, and social-emotional learning in a fully integrated system of support for the benefit of all students. Altus Schools' MTSS is designed to provide an effective framework that guides all decisions, practices, and policies according to equity:

- Removing the predictability of success and failure that currently correlates with any social or cultural factors.
- Interrupting inequitable practices, examining biases, and creating inclusive school environments for all.
- Discovering and cultivating the unique gifts, talents, and interests that every human possesses.

MTSS offers the potential to create systematic change through intentional integration of services and supports to quickly identify and meet the needs of all students. The same is used for **English Learners**. EL students will receive intentional supports to assist in their English Language Acquisition and academic progress.

Procedural Guidelines and Placement for English Learners:

- Screen to identify students in need of additional supports using the ELPAC and annual EL and RFEP progress monitoring.
- Identify student strengths and areas of growth, i.e.: Data collection, student interviews, previous school records.
- Monitor and evaluate students' responses to instruction and intervention supports, i.e.: achievement gap, typical rate of language acquisition.
- Place on tiers of support as applicable: establish which supports to use, research-based instructional strategies, rubrics, growth charts, sensory, visual supports.
- Facilitate parent and family member engagement by providing communication to limited English proficient parents in a language that they can understand.
- Students who demonstrate proficiency in the standards in a course (at least 70%) and/or score at the corresponding ELPAC level may progress to the next ELD course level.

Access and Continuum of the Plan

- Students are assessed multiple times throughout the year to identify those in need of additional support linguistically and academically by teachers that are trained to deliver content in a sustained and cohesive manner.
- Students that need to move across the MTSS continuum to the next tier will receive targeted supports when they don't respond sufficiently to Tier 1 supports.
- Tier 2 supports will include supplemental supports to those in Tier 1, including additional assessment data, work samples, and possible team decisions.
- Tier 3 supports will include the most intensive supports including those from Tiers 1 and 2.

Exiting Plan:

- Students will continually engage in monitoring through assessments, progressing through the curriculum and responding to the supports appropriately. Students may return to Tier 1 when ELPAC scores and proficiency are met in any of the courses in which they are enrolled. They may move between the Tiers until they are reclassified as an English Fluent Proficient student.

Response to Intervention (RTI^2) Model

Altus Schools utilize a **Response to Intervention (RTI^2) Model** to determine how individual students are responding to strategies, interventions, and supports within the multi-tiered system. In an RTI^2 Model, instructional staff identify at-risk students, regularly monitor student learning, provide research-based interventions, and utilize a systematic approach to ensuring academic success for all students. This problem-solving approach continually examines student response and adjusts based on data and a documented feedback system.

Tier One focuses on preventing learning difficulties and providing best first instruction for all students. Tier One consists of a comprehensive implementation of the content area frameworks, Universal Access, as well as a comprehensive assessment and data monitoring system. Tier One is the primary program available for all students with a focus first on instruction, collaboration, common assessments, and data analysis within grade levels or departments.

Tier Two interventions are designed to meet the needs of strategic intervention students. Strategic students may be "one to two standard deviations below the mean according to state assessments" (RLA Framework p. 264, Mathematics Framework, p. 231) or one to two years below grade level. Tier Two is an additional opportunity for students to learn missing prerequisite skills required to master standards. Progress monitoring and diagnostic assessments are used to determine specific intervention needs of students and customized short-term interventions are designed and implemented. Most Tier Two interventions last for three to eight weeks with multiple data monitoring points throughout the intervention. Students' response to these interventions is monitored closely to determine if additional interventions are needed.

Tier Three interventions are designed to meet the needs of intensive intervention students. Intensive is defined as "seriously at risk as indicated by their extremely and chronically poor performance on one or more measures" (RLA Framework, p. 265, Mathematics Framework, p. 231). Intensive interventions are used when it has been determined that students are not responding to Tier One and Tier Two interventions and will be best served by providing more intensive interventions or placement in alternative instructional materials. Each tier simultaneously provides the best instructional program for students. The interventions are consistently and regularly implemented and are monitored for student response. Students needing additional support move up the pyramid through a continuum of interventions to respond to their academic needs. As student achievement of standards improves, students gradually move down the RTI^2 pyramid when data indicates that less support is needed.

Altus Schools Multi-Tiered System of Support			
Tiered System	**Academic**	**Behavior**	**Social-Emotional**

<u>Tier 1</u>:
All Students
Universal/Comprehensive
Strategies, Interventions, and Supports
 	
<u>Tier 1</u>:
All Students
Universal/Comprehensive
Strategies, Interventions, and Supports
(Continued)
	• Pathways Personalized Education Plan (PPEP)
	• Altus Connect Program- Chromebook and internet services
	• College and Career Pathways:
	  ○ Four-Year College and University
	  ○ Community College
	  ○ Military
	  ○ Career
	• Early College Credit Program
	• Blended Learning
	• Small group tutoring
	• Individualized and personalized instruction
	• Universal Design Learning Curriculum
	• Virtual Reality learning experiences
	• Designated and Integrated ELD instruction for all English Learner students
	• School Pathways Student and Parent Portal
	• Altus Math Resource Site for students, parents, and family members
	• Data Integration Systems:
	  ○ NWEA- diagnostic and growth assessments
	  ○ Renaissance Learning- instructional data warehouse of assessments and data
	  ○ College and Career Planning Tools
	  ○ Ellevation- progress monitoring system for English Learner and RFEP students
	• Annual school events:
	  ○ Open House Events
	  ○ Senior Night Events
	  ○ College and Career Week
	  ○ Wellness Week
	  ○ Workplace Readiness Week
	  ○ Middle School Promotion
	  ○ High School Graduation
	• Field trips aligned to student interests, curriculum topics, and individual student college/career plans
	• Family Learning Series: training and education designed for parents and family members
	• Annual GATE assessment opportunities for grades 2-5, 7, and 9
	• Culturally and linguistically responsive instructional strategies
		• Altus Schools Mental Health and Wellness Hub
		• Character and Leadership Development Program with Cadet Corps
		• Meal Program
		• Supervised learning environment
		• Small learning communities
		• Flexible scheduling and seating
		• AI Ethical and Responsible Use Lessons
		• Regular progress reporting to parents, caregivers, and family members
		• Behavior conferences, including teacher, student, parent, and family member
		• Home and/or work visits
		• Review of annual school paperwork:
		  ○ Student & Parent Handbook
		  ○ Master Agreement & Acknowledgment of Responsibilities
		  ○ Academic Integrity Protocols
		• Contact Manager and Monthly Storybook monitoring and intervention
		• Healthy Youth Department:
		  ○ Specialized Instructional Staff
		  ○ School Nurses
		  ○ Healthy Youth School Therapists
		  ○ Student Access & Support Services Administrator
		• Culturally and linguistically responsive instructional strategies
			• Altus Schools Mental Health and Wellness Hub
			• Youth Mental Health First Aid Training certification for instructional staff
			• Implementation of Trauma Informed Practices to support mental health needs
			• Annual staff training on suicide prevention and intervention
			• Human Trafficking School Safety Protocol
			• Review of PPEP Needs Assessment results upon enrollment to identify need for school and community resources
			• Intake Survey
			• Suicide Intervention/Prevention Protocols
			• Character and Leadership Development Program with Cadet Corps
			• Resilience in Students & Education (RISE) Series
			• Utilization of SEL instructional resources
			• Mental health online coaching application systems
			• Family Learning Series
			• Access to Mental Health Bi-annual Parent Notifications
			• Promotion of Parent Education Opportunities via Parent Square
			• Administration of California Healthy Kids Survey (CHKS) to measure school climate needs and inform programs
			• Staff training on contemporary topics impacting youth wellness (e.g. substance misuse, healthy lifestyle choices, cultural responsiveness.)
			• Universal mental health screening
			• Calming Carts with self-regulation tools

Altus Schools Multi-Tiered System of Support			
Tiered System	**Academic**	**Behavior**	**Social-Emotional**
Tier 2: **Some Students** **Targeted/Supplemental** Strategies, Interventions, and Supports	• Intervention Counselor Conference • AVID instructional strategies that promote student engagement and academic confidence • Supplemental academic tutoring programs • IXL Math to rapidly develop student math skills • Desmos Math Classroom platform for small group instruction • Achieve 3000 to increase literacy skills • Empower ELA and Math support electives • BrainPOP tutorials to support student comprehension of course content • Khan Academy, instructional tutorials, and interactive activities • Utilization of Strategies for Academic Success curriculum • Refinement of GATE plan if applicable • Incorporation of Prescriptive Testing (PT) coursework to increase motivation and credit completion for qualifying students • Student Study Team (SST) • 504 Plan • Homeless & Foster Youth Liaison Case Management	• Intervention Counselor Conference • Behavior Intervention Plan • AI Ethical and Responsible Use Protocols • Community-based partnerships to support student needs • Recommendation to participate in Service Learning and/or Work Experience • Student mentoring opportunities • Student Study Team (SST) • 504 Plan • Homeless & Foster Youth Liaison Case Management	• Intervention Counselor Conference • AVID social-emotional curriculum • Community-based partnerships to support student needs • SEL Instruction: RISE Series • Utilization of SEL Curriculum • Utilization of Life Skills related courses • Student Study Team (SST) • 504 Plan • Homeless & Foster Youth Liaison Case Management • Mental health online coaching application systems • Healthy Youth School Therapist referral for short-term counseling • School Nurse outreach and support for pregnant/parenting students
Tier 3: **Few Students** **Intensive** Strategies, Interventions, and Supports	• Intervention Lead Conference • Individualized math and writing intervention and tutoring • Literacy groups • Ascend literacy intervention for Students with Disabilities	• Intervention Lead Conference • Community Assessment Team (CAT) Program Referral • Bus Pass Program for qualifying students • Healthy Youth Therapist Referral for individual counseling	• Intervention Lead Conference • Community Assessment Team (CAT) Program Referral • Healthy Youth Therapist Referral for individual counseling • Crisis response protocols

Section 7: References and Appendices

References

California Department of Education. (2014). California English Language Development Standards: Kindergarten through Grade 12. Sacramento: CDE Press.

California Department of Education. (2022). Frequently Asked Questions. California School Dashboard. https://www.caschooldashboard.org/about/faq

California Department of Education. (2022, August). Getting to Know the California School Dashboard.

California Department of Education. (2022, October). English Learner Progress Indicator.

California Department of Education. (2023, February 24). El Roadmap Policy and printed document. EL Roadmap Policy and Printed Document - English Learner Roadmap (CA Dept of Education). https://www.cde.ca.gov/sp/el/rm/rmpolicy.asp

California Department of Education. (2025, April 29). English Learners Independent Study FAQs." https://www.cde.ca.gov/sp//ml/isfaqs.asp. Accessed 6 June 2025.

Díaz-Rico, L. T. (2012). A course for teaching English learners (Second). Pearson Education, Inc.

Echeverria, J., Vogt, M., & Short, D. J. (2017). Making Content Comprehensible for English Learners: The SIOP Model (5th ed.). Pearson.

Gibbons, P. (2009). English Learners, Academic Literacy and Thinking: Learning in the Challenge Zone. Portsmouth, NH: Heinemann.

Krashen, S. (1985). The input hypothesis: Issues and implications. New York: Longman.

Appendices

Appendix A: Observation Protocol for Teachers of English Learners (OPTEL) for Reclassification

OPTEL for Reclassification (CDE)

Form Name: OPTEL for Reclassification (CDE)
District: Altus Affiliated Schools

Name:
Student ID:

This document fulfills requirements in Education Code 313(f)(2) for the teacher evaluation component of the statewide reclassification criteria. This form may also be used as a tool for formative purposes and ongoing consultation with parents/guardians.

Student Demographics

Name		Student ID		Date of Birth	
Grade		EL Status		IEP	
504					

ELP Tests

Name and Date	Result
EXAMPLE DATA - - Test for ELLs	Composite: 4 (555); Listening: 5 (444); Speaking: 4 (333); Oral: 5 (523); Reading: 4 (324); Writing: 5 (532); Comprehension: 3 (244); Literacy: 4 (343)

Latest Observation Date

Form Date

MM/DD/YYYY

Description of Receptive Skills: Listening and Reading Comprehension

(Select one level from the choices below)

K–12 ELD Standards Addressed: Part I 1–8, Part II 1–7

Level 1 (Emerging: Substantial linguistic support needed to engage in grade-level learning)

- The student rarely exhibits listening and reading comprehension skills at a level of parity with English proficient grade-level peers.
- Only with substantial teacher support can the student construct meaning while or after listening to or reading grade-level complex texts.
- The student rarely appears to comprehend conversations, discussions, and complex texts unless linguistic supports are provided.

Level 2 (Early–Mid Expanding: Moderate linguistic support needed to engage in grade-level learning)

- The student sometimes exhibits listening and reading comprehension skills at a level of parity with English proficient grade-level peers.
- With moderate teacher support, the student can construct meaning while or after listening to or reading grade-level complex texts, but not yet at a level of parity with English proficient grade-level peers.
- The student sometimes appears to comprehend conversations, discussions, and complex texts and sometimes relies on linguistic supports.

Level 3 (Late Expanding–Early Bridging: Light linguistic support needed to engage in grade-level learning)

- The student often exhibits listening and reading comprehension skills at a level of parity with English proficient grade-level peers.
- With light teacher support, the student can construct meaning while or after listening to or reading grade-level complex texts at a level of parity with English proficient grade-level peers.
- The student often appears to comprehend conversations, discussions, and complex texts and occasionally relies on varying linguistic supports.

Level 4 (Mid–Late Bridging: Minimal linguistic support needed to engage in grade-level learning)

- The student consistently exhibits listening and reading comprehension skills at a level of parity with English proficient grade-level peers.
- With minimal teacher support, the student can construct meaning while or after listening to or reading grade-level complex texts at a level of parity with English proficient grade-level peers.
- The student consistently comprehends conversations, discussions, and complex texts and almost never relies on linguistic supports.

* Required

◯ Level 1- Emerging

- ○ Level 2 - Early-Mid Expanding
- ○ Level 3 - Late Expanding-Early Bridging
- ○ Level 4- Mid-Late Bridging

What did you consider that led you to mark this level? You may attach supporting documentation.

Receptive Skills: Listening and Reading Comprehension Instructional Setting

Instructional Setting(s) in which the student was observed (Choose all that apply):

* Required

- ☐ English Language Arts / Literacy
- ☐ English Language Development
- ☐ Mathematics
- ☐ Science
- ☐ History/Social Science
- ☐ Other

Include date(s) of observation(s) and notes.

Receptive Skills: Listening and Reading Comprehension Interaction Type

Choose all that apply.

* Required

- ☐ Whole Group (one-to-many)
- ☐ Small Group (one-to-few)
- ☐ Pairs (one-to-one)

Other:

IEP Accommodations for Receptive Skills

If the student has an IEP, describe any accommodations that were used during the observation(s), and the extent to which, as applicable, the student's disability may have had an impact on their rating.

* Required

- ◯ Present
- ◯ Not present
- ◯ Not applicable

Description of Expressive Skills: Speaking and Writing

(Select one level from the choices below)

K–12 ELD Standards Addressed: Part I 1–4 & 9–12, Part II 1–7

Level 1 (Emerging: Substantial linguistic support needed to engage in grade-level learning)

- The student rarely expresses thoughts and ideas in speaking and writing at a level of parity with English proficient grade-level peers without significant support.
- Only with substantial teacher support can the student use grade-level discipline specific and general academic terms during conversations and in writing. The student demonstrates frequent approximations in their use of syntax and vocabulary.
- The student rarely expresses grade-level ideas effectively in written texts and oral presentations or discussions and frequently relies on linguistic supports to do so.

Level 2 (Early–Mid Expanding: Moderate linguistic support needed to engage in grade-level learning)

- The student sometimes expresses thoughts and ideas in speaking and writing at a level of parity with English proficient grade-level peers.
- With moderate teacher support, the student sometimes uses grade-level discipline specific and general academic terms during conversations and in writing with syntax and vocabulary usage nearing—but not yet at—a level of parity with English proficient grade-level peers.
- The student sometimes expresses grade-level ideas effectively in written texts and oral presentations or

discussions and relies on varying linguistic supports in order to do so.

Level 3 (Late Expanding–Early Bridging: Light linguistic support needed to engage in grade-level learning)

- The student often expresses thoughts and ideas in speaking and writing at a level of parity with English proficient grade-level peers.
- With light teacher support, the student often uses grade-level discipline specific and general academic terms during conversations and in writing with syntax and vocabulary usage nearing a level of parity with English proficient grade-level peers.
- The student often expresses grade-level ideas effectively in written texts and oral presentations or discussions and sometimes relies on linguistic supports to do so.

Level 4 (Mid–Late Bridging: Minimal linguistic support needed to engage in grade-level learning)

- The student consistently expresses thoughts and ideas in speaking and writing at a level of parity with English proficient grade-level peers.
- The student consistently uses grade-appropriate discipline specific and general academic terms during conversations and in writing with syntax and vocabulary at a level of parity with English proficient grade-level peers.
- The student consistently expresses grade-level ideas effectively in written texts and oral presentations or discussions and almost never relies on linguistic supports to do so.

* Required

- ◯ Level 1 - Emerging
- ◯ Level 2 - Early-Mid Expanding
- ◯ Level 3 - Late Expanding-Early Bridging
- ◯ Level 4 - Mid-Late Bridging

What did you consider that led you to mark this level? You may attach supporting documentation.

Expressive Skills: Speaking and Writing Instructional Setting

Instructional Setting(s) in which the student was observed (Choose all that apply):

* Required

- [ ] English Language Arts / Literacy
- [ ] English Language Development
- [ ] Mathematics
- [ ] Science
- [ ] History/Social Science
- [ ] Other

Include date(s) of observation(s) and notes.

Expressive Skills: Speaking and Writing Interaction Type

Choose all that apply.

* Required

- [ ] Whole Group (one-to-many)
- [ ] Small Group (one-to-few)
- [ ] Pairs (one-to-one)

Other:

IEP Accommodations for Expressive Skills

If the student has an IEP, describe any accommodations that were used during the observation(s), and the extent to which, as applicable, the student's disability may have had an impact on their rating.

* Required

- ◯ Present
- ◯ Not present
- ◯ Not applicable

This form, along with a completed OPTEL tool and other relevant documentation, shall be used to document that parent input occurred regarding this student's progress towards acquiring English Proficient status.

Parent/Guardian Reclassification Consultation

I was consulted and gave my opinion regarding the information provided to me about my child's English language proficiency. I was provided the opportunity to participate in a discussion about whether to reclassify my child from English Learner to Fluent English Proficient.

* Required

- ◯ In agreement of reclassification
- ◯ Does not agree to reclassification
- ◯ Unable to make contact with parent/guardian
- ◯ Student is 18+ years old, has educational rights and participated in this discussion

Notes on discussion with parent regarding this student's reclassification from English Learner to Fluent English Proficient status, referring to the OPTEL tool. (See OPTEL User Guide and OPTEL parent consultation presentation materials.)

A full glossary of terms can be found at: https://www.cde.ca.gov/sp/el/t3/documents/opteltool.pdf

Signatures

Appendix B: RFEP Student Monitoring Form

Altus Exited (RFEP) Monitoring Form

Edit

Save

Form Name: Altus Exited (RFEP) Monitoring Form
District: Altus Affiliated Schools

Name: Student Name
Student ID: 10012410352

Student Demographics

Name	Student Name	**Student ID**	10012410352	**Test ID**	10012410352
School	School Name	**Grade**	8	**Date of Birth**	6/25/1999
EL Status	Exited Monitored	**Monitoring Status**	Parental Opt-Out	**IEP**	No

This student is a former English Learner (EL) who has exited the EL program. All former ELs are required to be monitored for four years after they exit the program. As this student's classroom teacher, your feedback is invaluable. Please answer the questions below to provide feedback on how this student is performing academically.

Standardized Test Scores

Test Name and Date	Grade	Scores

Data will populate once this template is used in a cycle.

Credit Completion *

Consider if the student is on track to complete all grade-level coursework before the end of this school year:

- ○ Exceeds Expectations
- ○ Meets Expectations
- ○ Does Not Meet Expectations

Comment

Attendance History *

Participates in Assigned Tutoring Sessions:

- ○ Always
- ○ Often
- ○ Sometimes
- ○ Rarely
- ○ Never
- ○ Not applicable

Comment

Assignments On Time *

School participation with Homework/ Assignments Completion

- ○ Always
- ○ Often
- ○ Sometimes
- ○ Rarely
- ○ Never
- ○ N/A

Comment

Demonstrated Listening Proficiency *

- ○ Always
- ○ Often
- ○ Sometimes
- ○ Rarely
- ○ Never
- ○ N/A

Comment

Demonstrated Reading Proficiency *

- ○ Always
- ○ Often
- ○ Sometimes
- ○ Rarely
- ○ Never
- ○ N/A

Comment

Demonstrated Speaking Proficiency *

- ○ Always
- ○ Often
- ○ Sometimes
- ○ Rarely
- ○ Never
- ○ N/A

Comment

Demonstrated Writing Proficiency *

- ○ Always
- ○ Often
- ○ Sometimes
- ○ Rarely
- ○ Never
- ○ N/A

Comment

Modifications

What additional classroom supports are you using to support the student in the following subject areas? If no additional supports are being provided, select "none needed."

2024/2025 - Year		
ELA		Assign
Math		Assign
Science		Assign

2024/2025 - Year		
Social Studies		Assign
ELD		Assign
Elective		Assign
Student data will be displayed when template is used in a cycle		

Exit Monitoring Recommendation *

As a classroom teacher for this student, I have been able to monitor academic progress during the indicated period and have submitted these answers and comments. Based on my observations, I recommend that (check option below):

- ○ No, additional supports are not needed
- ○ Yes, additional supports are needed

Comment

Intervention Level *

- ○ Tier 1 (Adjust current classroom supports/modifications)
- ○ Tier 2 (Counselor Intervention)
- ○ Tier 3 (Grade level intervention with school lead/coordinator)

Comment

Appendix C: EL Progress Monitoring Form

Altus EL Progress Monitoring

Edit

Save

Form Name: Altus EL Progress Monitoring
District: Altus Affiliated Schools

Name: Student Name
Student ID: 10012410352

Student Demographics

Name	Student Name	**Student ID**	10012410352	**Test ID**	10012410352
School	School Name	**Grade**	8	**EL Status**	Exited Monitored
Entered EL	9/6/2006	**IEP**	No	**504**	No

This student is an English Learner (EL), as this student's classroom teacher, your feedback is invaluable. Please answer the questions below to provide feedback on how this student is performing academically.

ELP Tests

1 | 2 | 3 | 4 | 5 | 6

1 | 2 | 3 | 4 | 5 | 6

1 | 2 | 3 | 4 | 5 | 6

Data will populate once this template is used in a cycle.

Standardized Test Scores

Test Name and Date	Grade	Scores

Data will populate once this template is used in a cycle.

Teacher EL Services Recommendation *

Is the student currently enrolled in an ELD language & Literacy Course?

- ○ Yes, Enrolled in ELD course
- ○ No, not enrolled in ELD course

If "no" above, please provide reason why:

Demonstrated Listening Proficiency *

Student displays LISTENING comprehension skills to participate in small group or tutoring activities.

- ○ Always

- ○ Often
- ○ Sometimes
- ○ Rarely
- ○ Never
- ○ N/A

Include any relevant details or additional information here:

Demonstrated Speaking Proficiency *

Student displays ORAL communication & speaking skills to participate in small group or tutoring activities.

- ○ Always
- ○ Often
- ○ Sometimes
- ○ Rarely
- ○ Never
- ○ N/A

Include any relevant details or additional information here:

Demonstrated Reading Proficiency *

Student displays READING comprehension skills to access grade level texts in the classroom or on coursework.

- ○ Always
- ○ Often
- ○ Sometimes
- ○ Rarely
- ○ Never
- ○ N/A

Include any relevant details or additional information here:

Demonstrated Writing Proficiency *

Student displays WRITING skills to write for a specific audience and purpose.

- ○ Always
- ○ Often
- ○ Sometimes
- ○ Rarely

- ○ Never
- ○ N/A

Include any relevant details or additional information here:

Academic Performance ELA *

Does the student meet grade level expectations in ELA?

- ○ Meets grade-level expectations
- ○ Does not meet grade-level expectations

Comment

Contributing Factors for Lack of Progress *

If the student is failing their ELA course, what factors may be contributing to the failing grade?

If other, comment below:

- ☐ Language learning needs
- ☐ Content learning needs
- ☐ Social or emotional needs
- ☐ Excessive absences
- ☐ Extenuating family circumstance
- ☐ Other
- ☐ None applicable

Comment

Area of Growth *

In what area(s) does the student need to show greater growth to be on track?

- ☐ Listening comprehension
- ☐ Reading comprehension
- ☐ Speaking
- ☐ General language concerns
- ☐ Academic concerns
- ☐ Writing
- ☐ Math
- ☐ English/Language Arts
- ☐ Science
- ☐ History/Social Studies
- ☐ Social emotional
- ☐ Other
- ☐ Not applicable

Add relevant details and additional information here:

Modifications

Please select the modifications you have used to personalize instruction and curriculum by selecting, "Assign" and checking all relevant modifcations.

2024/2025 - Year		
All Instructional Settings		Assign
Student data will be displayed when template is used in a cycle		

EL Progress Monitoring Recommendation *

- ○ Making Progress- no additional support needed
- ○ Not Making Progress- additional support needed

Comment

Intervention Level

If you selected "Not Making Progress", please select your recommended intervention level below:

- ○ Tier 1 (Adjust current classroom supports/modifications)
- ○ Tier 2 (Counselor Intervention)
- ○ Tier 3 (Grade level intervention with school lead/coordinator)

Add any specific strategies or details needed to support this student's language acquisition below:

Annual Parent Notification Letter
Federal Title I or Title III and State Requirements

To the parent(s)/guardian(s) of: Last Name, First Name School: School Name Date: Test Date

State Student ID #: Date of Birth: Grade: Primary Language:

Dear Parent(s) or Guardian(s): Your child continues to be identified as an English learner. Each year, we are required to assess your child and notify you of your child's proficiency level in English. We must inform you of the language acquisition program options available. From these options you may choose the one that best suits your child (California *Education Code (EC)* Section 310). This letter also contains the criteria for a student to exit the English learner (EL) status (20 United States Code [U.S.C.] Section 6312[e][3][A][i],[vi]).

Language Assessment Results
(20 U.S.C Section 6312[e][3][A][ii])

Composite Domains	English Language Proficiency Assessments for California (ELPAC) Scale Score	Performance Level
Overall		
Oral Language (Listening and Speaking)		
Written Language (Reading and Writing)		

Domain	Performance Level
Listening	
Speaking	
Reading	
Writing	

Your child is participating in an Individualized Education Program (IEP), which is on file: Yes or No

A description of how your child's program placement will contribute to meeting the objectives of the IEP is contained in the current IEP (20 U.S.C Section 6312[e][3][A][vii]).

Academic Achievement Results

(20 U.S.C. Section 6312[e][3][A][ii])

Smarter Balanced Assessment Consortium (SBAC) Performance Level	English Language Arts	Mathematics
NWEA MAP Results	**RIT**	**Grade Level Equivalency**
Reading		
Language Usage		
Mathematics		

Long Term English Learner (LTEL)/ At Risk of Becoming a Long-Term English Learner (ARLTEL)

AB 81 requires local educational agencies and charter schools to annually notify parents if their child is identified as a Long-Term English Learner (LTEL) or At Risk of Becoming a Long-Term English Learner (ARLTEL).

Your child is a Long-Term English Learner: Yes or No

Your child is At Risk of Becoming a Long-Term English Learner**:** Yes or No

Long-Term English Learner (LTEL): An English learner (EL) student to which all of the following apply: (1) is enrolled in any of grades 6 to 12, inclusive; and (2) has been enrolled in a U.S. school for seven years or more; and (3) has remained at the same English language proficiency level for two or more consecutive prior years, or has regressed to a lower English language proficiency level, as determined by the English Language Development test; and (4) for students in grades 6 to 9, inclusive, has scored at the “Standard Not Met” level on the prior year administration of the CAASPP-ELA. For more information see Education Code 313.1

English Learner “At-Risk” of Becoming a Long-Term English Learner (“At-Risk”): An English learner (EL) student to which all of the following apply: (1) is enrolled in grades 3 to 12, inclusive; and (2) has been enrolled in a U.S. school for four to six years; and (3) has scored at the intermediate level or below on the prior year’s English language development test; and (4) has scored in the fourth or fifth year at the “Standard Not Met” level on the prior year administration of the CAASPP-ELA. For more information see Education Code 313.1

Exit (Reclassification) Criteria

(20 U.S.C. Section 6312[e][3][A][vi])

The goal of language acquisition programs is for students to become proficient in English as rapidly as possible and to meet state academic achievement measures. The Charter School's exit (reclassification) criteria are listed below.

Required Criteria (*EC* Section 313[f])	**Charter School Criteria**
English Language Proficiency Assessment	*ELPAC Overall Performance Level 4* *Or* *Alternate ELPAC Overall Performance Level 3*
Teacher Evaluation	*Observation Protocol for Teachers of English Learners (OPTEL)*
Parental Opinion and Consultation	*Parent consultation*
Comparison of Performance in Basic Skills	*Grade level NWEA MAP Results in Reading or ELA SBA Level 3/4*

Graduation Rate for English Learners

(20 U.S.C. Section 6312[e][3][A][vi])

The expected rate of graduation for students in this program is ___percent.
The graduation rate displayed on the Graduate Data report, is available on the California Department of Education Dashboard https://www.caschooldashboard.org/

Language Acquisition Programs Offered

We are required to offer, at minimum, a **Structured English Immersion (SEI)** program option (*EC* Section 305[a][2]).

Structured English Immersion Program: A language acquisition program for English learners in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for students who are learning English. At minimum, students are offered Designated ELD and provided access to grade level academic subject matter content with Integrated ELD.

Parents or guardians may choose a language acquisition program that best suits their child. Schools in which the parents or guardians of 30 students or more per school or the parents or guardians of 20 students or more in any grade request a language acquisition program that is designed to provide language instruction shall be required to offer such a program to the extent possible (20 U.S.C. Section 6312[e][3][A][viii][III]); *EC* Section 310[a]).

Parents or guardians may provide input regarding language acquisition programs during the development of the Local Control Accountability Plan (*EC* Section 52062). If interested in a different program from those listed above, please contact your child's teacher to ask about the process.

Although schools have an obligation to serve all EL students, parents or guardians of English learners have a right to decline or opt their children out of a school's EL program or out of particular EL services within an EL program. If parents or guardians opt their children out of a school's EL program or specific EL services, the children retain their status as English learners. The school remains obligated to take the affirmative steps required by Title VI of the Civil Rights Act of 1964 and the appropriate actions required by the Equal Educational Opportunity Act of 1974 to provide EL students access to its educational programs (20 U.S.C. sections 1703[f], 6312[e][3][A][viii]).

INITIAL PARENT NOTIFICATION LETTER
Federal Title I or Title III and State Requirements

To the parent(s)/guardian(s) of: School: Date:

State Student ID #: Date of Birth: Grade:

Primary Language:

Dear Parent(s) or Guardian(s): A language other than English was noted on your child's Home Language Survey when your child first enrolled in our school. State and federal laws require us to assess your child and notify you of your child's English language proficiency level. This letter also identifies the criteria for a student to exit the EL status (20 United States Code [U.S.C.] Section 6312[e][3][A][i],[vi]).

Language Assessment Results
(20 U.S.C Section 6312[e][3][A][ii])

Composite Domains	Initial ELPAC Performance Level
Overall	Status: Score:
Oral Language (Listening and Speaking)	
Written Language (Reading and Writing)	

Based on results of the English language proficiency assessment, your child has been identified as an _____student.

Your child is participating in an Individualized Education Program (IEP), which is on file: *[Insert Yes or No]*

A description of how your child's program placement will contribute to meeting the objectives of the IEP is contained in the current IEP (20 U.S.C Section 6312[e][3][A][vii]).

Exit (Reclassification) Criteria
(20 U.S.C. Section 6312[e][3][A][vi])

The goal of language acquisition programs is for students to become proficient in English as rapidly as possible and to meet state academic achievement measures. The Charter School's exit (reclassification) criteria are listed below.

Required Criteria (*EC* Section 313[f])	**Charter School Criteria**
English Language Proficiency Assessment	*ELPAC Overall Performance Level 4* *Or* *Alternate ELPAC Overall Performance Level 3*
Teacher Evaluation	*Observation Protocol for Teachers of English Learners (OPTEL)*
Parental Opinion and Consultation	*Parent consultation*
Comparison of Performance in Basic Skills	*Grade level NWEA MAP Results in Reading or ELA SBA Level 3/4*

Graduation Rate for English Learners
(20 U.S.C. Section 6312[e][3][A][vi])

The expected rate of graduation for students in this program is ___ percent. The graduation rate displayed on the Graduate Data report is available on the California Department of Education DataQuest web page at https://dq.cde.ca.gov/dataquest/.

Language Acquisition Programs Offered

We are required to offer, at minimum, a **Structured English Immersion** program option (*EC* Section 305[a][2]).

Structured English Immersion Program: A language acquisition program for EL students in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for students who are learning English. At minimum, students are offered designated ELD and provided access to grade level academic subject matter content with integrated ELD.

Parents or guardians may choose a language acquisition program that best suits their child. Schools in which the parents or guardians of 30 students or more per school or the parents or guardians of 20 students or more in any grade request a language acquisition program that is designed to provide language instruction shall be required to offer such a program to the extent possible (20 U.S.C. Section 6312[e][3][A][viii][III]); *EC* Section 310[a]).

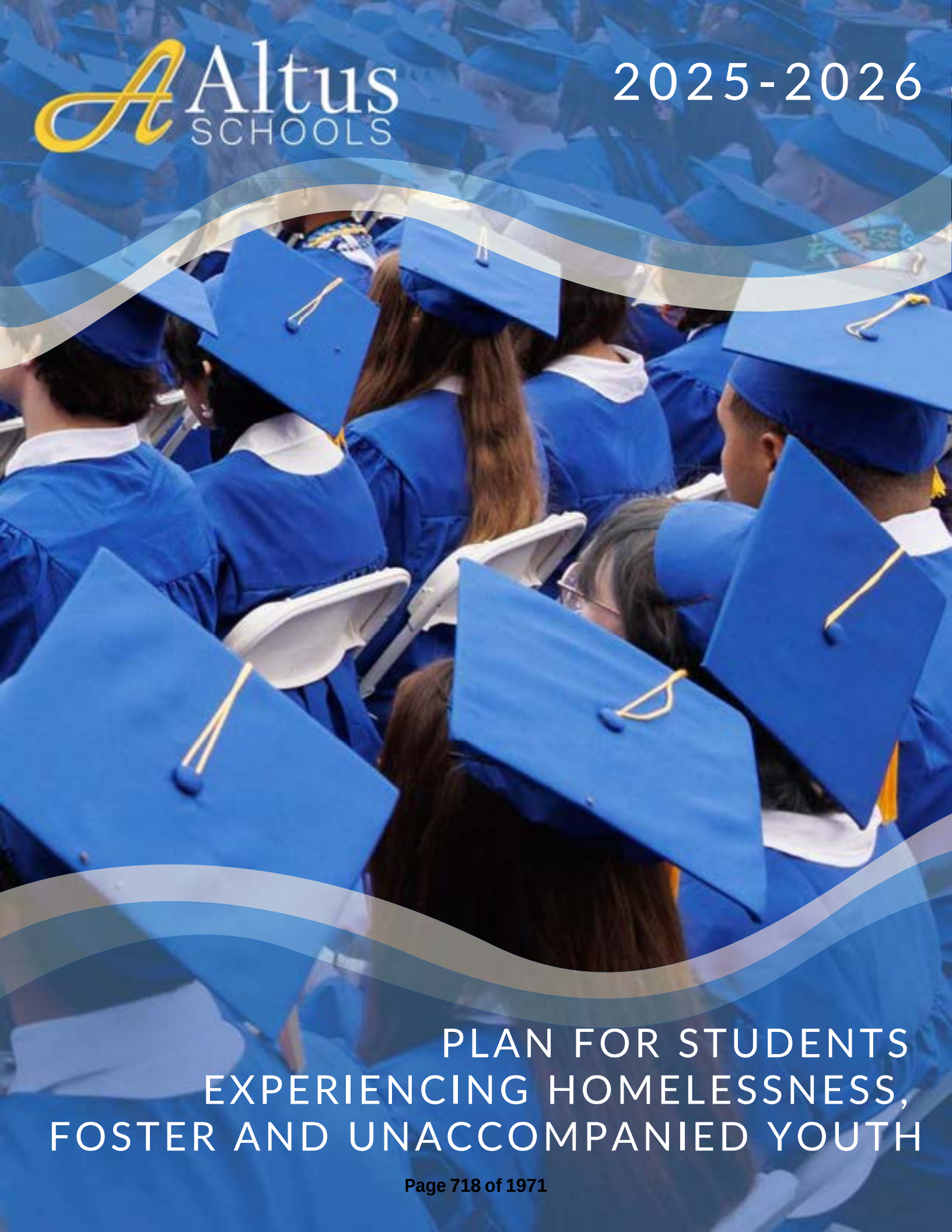
Parents or guardians may provide input regarding language acquisition programs during the development of the Local Control Accountability Plan (*EC* Section 52062). If interested in a

different program from those listed above, please contact your child's teacher to ask about the process.

Although schools have an obligation to serve all EL students, parents or guardians of EL students have a right to decline or opt their children out of a school's EL program or out of particular EL services within an EL program. If parents or guardians opt their children out of a school's EL program or specific EL services, the children retain their status as EL students and will be assessed annually with the Summative ELPAC. The school remains obligated to take the affirmative steps required by Title VI of the Civil Rights Act of 1964 and the appropriate actions required by the Equal Educational Opportunity Act of 1974 to provide EL students access to its educational programs (20 U.S.C. sections 1703[f], 6312[e][3][A][viii]).

APPENDIX V

HOMELESS AND FOSTER YOUTH PLAN



Altus SCHOOLS

2025-2026

PLAN FOR STUDENTS EXPERIENCING HOMELESSNESS, FOSTER AND UNACCOMPANIED YOUTH

Plan for Students Experiencing Homelessness, Foster and Unaccompanied Youth 2025-2026

At Altus Schools, we implement the federal McKinney-Vento laws and the California Foster Youth Education Rights to support students who are experiencing homelessness, in the foster care system, and unaccompanied youth. We strive to remove barriers and provide the basic needs necessary for homeless and foster youth to have a successful academic experience. We ensure that homeless children and youth are provided with equal access to our educational programs, have an opportunity to meet the same challenging state academic standards, are provided with free meals and public transportation, and are not stigmatized or segregated on the basis of their status.

McKinney-Vento Definitions and Rights

The McKinney-Vento Homeless Assistance Act, a law designed to protect students experiencing homelessness, was originally passed into law in 1987. Subtitle VII-B, the education subtitle, establishes the definition of homeless used by U.S. public schools and authorizes rights and services to address the unique educational barriers and challenges faced by children and youth experiencing homelessness. In 2015, the education subtitle was reauthorized by Title IX, Part A of Every Student Succeeds Act.

Children and youth who are experiencing homelessness are individuals who lack a fixed, regular, and adequate night-time residence. This definition also includes:

- *Children and youth who are sharing the housing of other persons due to loss of housing,*

economic hardship, or a similar reason.

- *Children who may be living in motels, hotels, trailer parks, shelters, or awaiting foster care placement.*
- *Children and youth 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.*
- *Children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings.*
- *Children and youth who are not in the physical custody of their guardians and at risk of homelessness.*

Identification of McKinney-Vento Students

The Schools' Housing Questionnaire is the primary tool for identifying students who meet the criteria as experiencing homelessness and are eligible to receive the benefits and services under the McKinney-Vento Homeless Assistance Act.

- *The Housing Questionnaire is required of all parents, guardians, caretakers, and unaccompanied youth at the time of enrollment as well as annually at the start of each school year.*
- *All families that enroll in an Altus School complete a Housing Questionnaire as part of the enrollment process.*
- *The Housing Questionnaire includes an explanation of the rights and protections a student has as a homeless or unaccompanied youth.*
- *The Housing Questionnaire is available in languages other than English if spoken by fifteen (15) percent or more of the students enrolled at Altus Schools. We provide translations into other languages upon request of a student's parent/guardian or an unaccompanied youth.*
- *The completed Housing Questionnaires are reviewed by the Homeless Liaison and trained staff to identify McKinney-Vento students and provide annual reporting to the CDE regarding the number of homeless children and unaccompanied youths enrolled.*

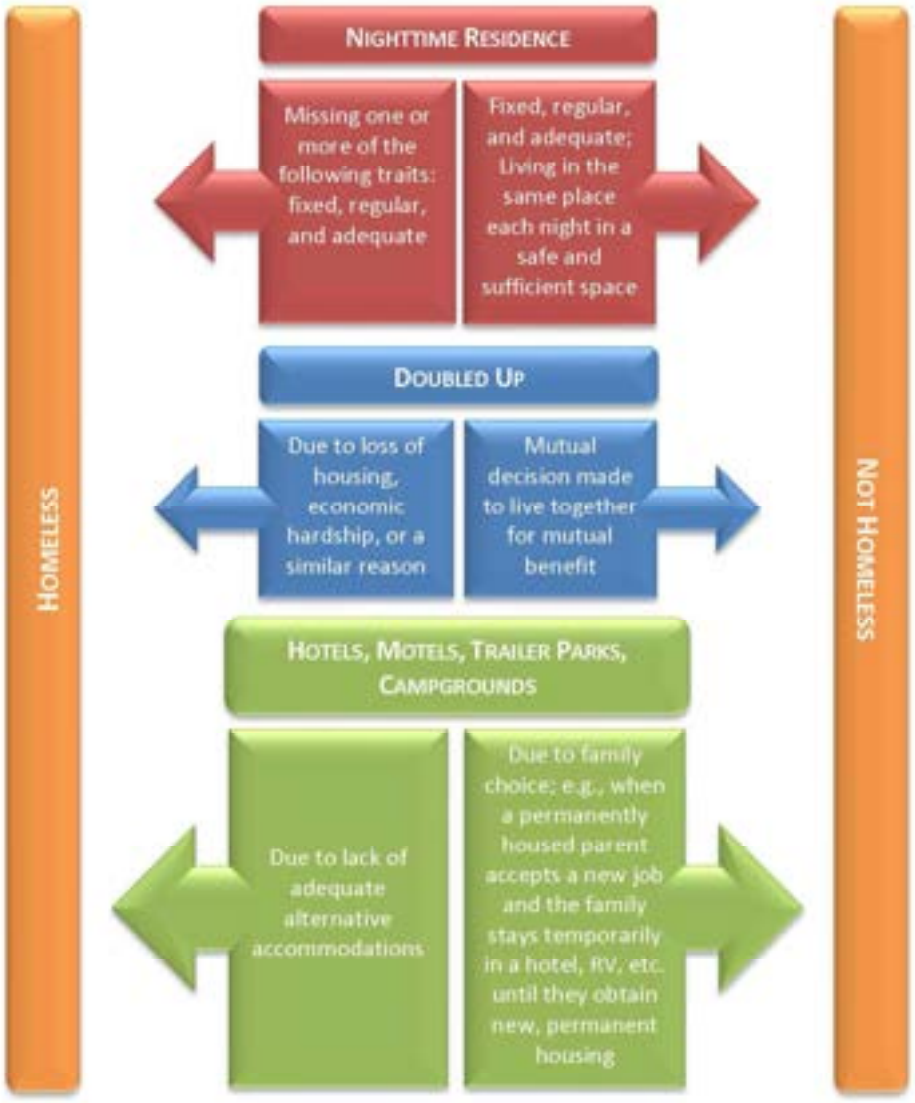
(Education Code Section 48851.)

Additional Identification:

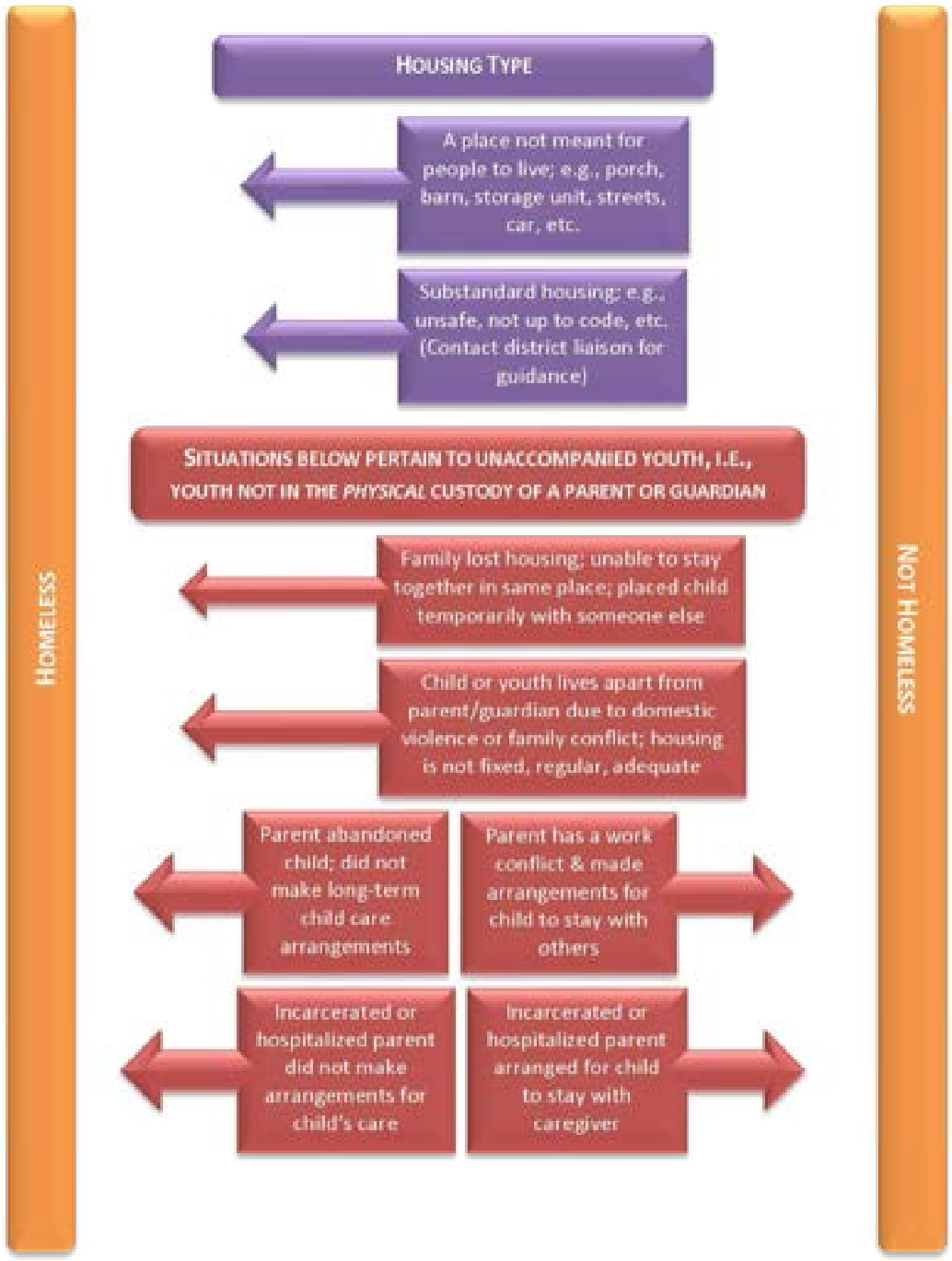
- *Families complete a new Housing Questionnaire annually during Master Agreement signing.*
- *Instructional staff further identify families through the PPEP process and conversations pertaining to the students' needs and home life.*
- *When teachers discover throughout the year that family and student situations have changed creating transitional circumstances, the school liaison is notified immediately.*
- *Altus Schools support the identification of students who are experiencing homelessness in the community through a collaborative approach with community educational partners, including county offices of education, shelters, and group homes.*

Flowchart for McKinney-Vento Eligibility Determinations

This flowchart is meant to aid decisions about a student's eligibility as homeless under the McKinney-Vento Act (42 U.S.C. 11431 et seq.), but it may not capture every housing situation. For the complete definition of homeless, visit https://nche.ed.gov/mckinney-vento-definition/. For more information on making determinations, see the related issue brief from the National Center for Homeless Education at https://nche.ed.gov/wp-content/uploads/2018/10/det_elig.pdf.



National Center for Homeless Education https://nche.ed.gov/ **800-308-2145**



National Center for Homeless Education https://nche.ed.gov/ 800-308-2145

Rights of McKinney-Vento Students

- *Children and youth who are experiencing homelessness have the right to enroll in school immediately, even if they lack documents or have missed enrollment deadlines during any period of homelessness. We remove any enrollment barriers that would prevent the student from enrolling in school immediately.*
- *They have the right to attend classes and participate fully in school activities even if immunization records are not provided.*
- *They have the right to have comparable services – services offered to other students in the school selected.*
- *They have the right to transportation services or coordination with other districts for shared transportation.*
- *They have the right to receive special educational services.*
- *They have the right to all educational services regardless of their current sheltered or unsheltered situation.*
- *They have the right to free meals provided by the Altus Schools Meal Program.*

Rights of Unaccompanied Youth

- *Unaccompanied youth are eligible for services under the McKinney-Vento Act regardless of the circumstances that led to their separation from family.*
- *Unaccompanied youth who are completely on their own will be enrolled in school immediately. We will not prohibit, delay, or discontinue the school enrollment of unaccompanied youth due to an inability to identify a caregiver, guardian, or parent, or produce proof of guardianship.*
- *Assistance from the LEA Liaison to select a school of attendance, whether it is the local attendance area school or the school of origin.*

Supports and Services for Students Experiencing Homelessness

At Altus Schools, each child or youth experiencing homelessness shall promptly be provided services comparable to services offered to other students in the schools such as (42 U.S.C. § 11432(g)(4)):

- *Educational services for which the child or youth meets eligibility criteria, such as educational programs for students with disabilities and educational programs for students with limited English proficiency.*
- *Programs in career and technical education.*
- *Programs for gifted and talented students.*
- *Nutrition programs.*
- *Mental health services.*

Through the Pathways Personalized Educational Plan (PPEP) process, instructional staff identify each student's strengths, academic engagement, educational outcomes, as well as academic, behavioral and socio-emotional needs. The PPEP is the mechanism used to personalize our educational program to support each student's unique background and post-secondary pathway. Upon enrollment, the PPEP is created by the student-centered PPEP team that includes the teacher, student, parent/guardian, counselor and support staff. It considers high school graduation requirements, the student's short- and long-term goals, learning styles, previous work, current interests, academic achievement, skills development and standardized test scores. The PPEP is reviewed and updated by the student, parent/guardian, teacher, and relevant support staff on a regular basis throughout the student's enrollment. The Homeless and Foster Youth Liaison is a member of the PPEP team for McKinney-Vento and foster youth

By utilizing the schools' Multi-Tiered Systems of Support (MTSS) framework, students experiencing homelessness will be offered and provided with strategies, interventions and supports required to ensure their access to the instructional program, academic performance and overall wellness. Additionally, the Homeless and Foster Youth Liaison deploys a monthly intervention survey to teachers to identify barriers that are impacting a homeless student's ability to fully participate in

school. When needs are identified, the school will deploy applicable funding sources to remove such barriers and support the educational rights of students experiencing homelessness.

Altus Schools systematically review various data sources to proactively monitor progress and anticipate the needs of students experiencing homelessness. Data that is reviewed to evaluate program effectiveness and delivery of services includes:

- *Typology of homeless qualification as identified by the Housing Questionnaire.*
- *Monthly PPEP Storybook, which disaggregates academic engagement data for student groups, including those experiencing homelessness and foster youth.*
- *Trends and changes in identification of homeless students year over year.*
- *Annual Title 1A and applicable funding expenditures.*
- *Annual LCAP goals and actions.*
- *Bi-weekly Student Services Center reports of newly enrolled students who potentially qualify for youth in transition graduation requirements.*
- *CA School Dashboard indicators and equity reports.*

Duties of a Homeless Liaison

Under the McKinney-Vento Act, every local educational agency must appoint a local Homeless Education Liaison to serve as the district's lead homeless education contact. The Liaison must remove any barriers these students may face in succeeding in school.

According to the Act [42 U.S.C. § 11432(g)(6)(A)], local liaisons must ensure that:

- *Children and youth experiencing homelessness are identified by school personnel through outreach and coordination activities with other entities and agencies.*
- *Children and youth experiencing homelessness are enrolled in and have a full and equal opportunity to succeed in school.*
- *Children, youth, and families experiencing homelessness have access to and receive educational services for which they are eligible.*
- *Parents/guardians are informed of the educational and related opportunities available to*

their children and are provided with meaningful opportunities to participate in the education of their children.

- *Children, youth, and families experiencing homelessness receive referrals to health care, dental, mental health, substance abuse, housing, and other appropriate services.*
- *Public notice of the educational rights of students experiencing homelessness is disseminated in locations frequented by families and youth experiencing homelessness.*
- *Enrollment/admissions disputes are mediated in accordance with law, Charter School charter, and Board policy.*
- *Parents, guardians, and unaccompanied youth experiencing homelessness are fully informed of all transportation services, as applicable. The liaison assists in accessing transportation.*
- *Professional development for all school personnel who provide services to students experiencing homelessness is implemented each year.*
- *Collaboration with state coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.*
- *Unaccompanied youth are enrolled in school and have opportunities to meet the same challenging state academic standards as other children and youth.*
- *The LEA reserves Title 1A funds to support the needs of homeless students to remove barriers involved with school enrollment and course completion.*
- *Ensure the number of homeless students is accurately reported on the CDE Consolidated Application and Reporting System: a data collection system to apply for Categorical Program Funding and report on the use of those funds.*

Transportation

In the event that Altus Schools provide transportation services to all students, Altus Schools shall provide comparable transportation services to each homeless child or youth attending (42 U.S.C. § 11432(g)(4).)

If Altus Schools do not otherwise provide transportation services to all students, Altus Schools shall

ensure that transportation is provided for homeless students to and from the school, at the request of the parent, guardian, or Liaison if an Altus School is the student's school of origin. Transportation provided by the school will be adequate and appropriate for the student's situation, but the school does not commit to any one method of transportation for all Mckinney-Vento youth.

Professional Development
All administrators, teachers, and employees of Altus Schools, including the Liaison, will be provided with professional development on the identification, services, and sensitivity necessary when dealing with children and youth who are experiencing homelessness.

The Liaison will verify that the school is providing the required training to school personnel who provide services to youth experiencing homelessness at least annually, through the CDE's verification system (Education Code Section 48852.5(c)(2).) The Liaison shall offer training to the Schools' certificated and classified employees providing services to students experiencing homelessness, including, but not limited to, teachers, support staff, and other school staff who work with pupils, at least annually relating to:

1. *The Schools' homeless education program policies*
2. *Recognition of signs that pupils are experiencing, or are at risk of experiencing, homelessness.*

Unaccompanied Youth

- *The McKinney-Vento Act defines unaccompanied youth as "a homeless child or youth not in the physical custody of a parent or guardian" [42 USC § 11434a(6)].*
- *Two conditions must be present for a child or youth to be considered an unaccompanied youth under the McKinney-Vento Act:*
    - *The child's or youth's living arrangement meets the Act's definition of homeless*
    - *The child or youth is not in the physical custody of a parent or guardian.*
- *The McKinney-Vento Act includes no program-specific age requirements to qualify as an*

unaccompanied youth. Thus, if a child or youth is eligible for K-12 public education in the State, they may be enrolled and served as unaccompanied youth.

Unaccompanied Youth Liaison Supports

Bridge to Higher Education: *The local liaison and other school and district personnel play a key role in ensuring that unaccompanied youth are aware of postsecondary education opportunities and have the information and support they need to apply to and enroll in higher education.*

- *Work with school counselors and other specialized instructional support personnel to ensure that students experiencing homelessness are aware of the following supports:*
    - *Help to prepare for college and improve their college readiness [42 U.S.C. § 11432(g)(1)(K)]*
    - *Fee waivers for Advanced Placement (AP) exams, college entrance exams (ACT and/or SAT), and college applications*
    - *Verification of independent student status for Unaccompanied Youth on the Free Application for Federal Student Aid (FAFSA)3*
    - *Various need- and merit-based scholarship opportunities*

Early College Credit for McKinney-Vento and Foster Youth

Articulated Courses*: At Altus Schools, McKinney-Vento and Foster Youth are eligible to participate in articulated courses, which are Altus high school courses that qualify for college credit. Students who complete an articulated course with a grade of B or higher can earn both high school and college credit. These college credits are CSU transferable, with five articulated course options that are also accepted by the UC system.*

Dual Enrollment*: McKinney-Vento and Foster Youth may also participate in the Altus College Dual Enrollment Program. This program provides Altus Schools' high school students with the opportunity to take college courses tuition-free while completing their high school coursework. College courses can be taken on a college campus or online.*

The Deputy Superintendent School Services designates the following staff person as the Charter

School Liaison for homeless students:

Ana Maria Rojas
Equity and Inclusion Administrator
arojas@altusschools.net

Foster Youth Rights and Services at Altus Schools:

Altus Schools recognize that Foster and Mobile Youth may face significant barriers to achieving academic success due to their family circumstances, disruption to their educational program, and their emotional, social, and other health needs. To enable such students to achieve state academic standards, Altus Schools shall provide them with full access to the Schools' educational program and implement strategies identified as required by law and necessary for the improvement of the academic achievement of foster youth in each School's local control and accountability plan ("LCAP").

Definitions:

- **Foster youth**: *a child who has been removed from their home pursuant to California Welfare and Institutions Code section 309 and/or is the subject of a petition filed under Welfare and Institutions Code section 300 or 602. This includes children who are the subject of cases in dependency court and juvenile justice court.*
- **Former juvenile court school pupil**: *a pupil who, upon completion of the pupil's second year of high school, transfers from a juvenile court school to the Charter School.*
- **Currently Migratory Child**: *a child who, within the last twelve-months, has moved with a parent, guardian, or other person having custody to the Charter School from another Local Educational Agency ("LEA"), either within California or from another state, so that the child or a member of the child's immediate family might secure temporary or seasonal employment in an agricultural or fishing activity, and whose parents or guardians have been informed of the child's eligibility for migrant education services. "Currently Migratory Child" includes a child who, without the parent/guardian, has continued to migrate annually to secure temporary or seasonal employment in an agricultural or fishing activity.*
- **Educational Rights Holder (ERH):** *a parent, guardian, responsible adult appointed by a court*

to make educational decisions for a minor pursuant to Welfare and Institutions Code sections 319, 361 or 726, or a person holding the right to make educational decisions for the pupil pursuant to Education Code section 56055.

- **School of origin**:*the school that the foster youth attended when permanently housed or the school in which the foster youth was last enrolled. If the school the foster youth attended when permanently housed is different from the school in which the student was last enrolled, or if there is some other school that the foster youth attended within the immediately preceding 15 months, the Liaison for foster youth, in consultation with and with the agreement of the foster youth and the ERH for the youth, shall determine, in the best interests of the foster youth, the school that shall be deemed the school of origin.*
- **Best interests:** *in making educational and school placement decisions for a foster youth, consideration is given to, among other factors, the opportunity to be educated in the least restrictive educational program and the foster youth's access to academic resources, services, and extracurricular and enrichment activities that are available to all Charter School students.*

Within our Board Policy, foster/juvenile court youth, former juvenile court school pupils, a child of a military family, a currently migratory child, and a pupil participating in the newcomer program will be referred to collectively as "Foster and Mobile Youth."

Foster Youth Rights

Right to Immediate Enrollment in School

- *Foster youth have a right to immediately enroll in school and begin attending classes, even if they do not have the paperwork normally needed for enrollment (such as birth certificate, transcript, or IEP)*
- *Foster youth have the right to participate in any activities available at the new school, such as sports teams, tutoring, or after-school clubs, even if the tryout or sign-up deadline is missed.*
- *Foster youth have the right to immediately enroll in their regular home school after they move placements.*

Right to Partial Credit for High School

- *See section "Credit and Graduation Rights for Homeless and Foster (Mobile) Youth" below for more*

details.

Foster Youth Liaison Duties

- *Ensure and facilitate the proper educational enrollment in and transition from the Altus School.*
- *Ensure proper transfer of credits, records, and grades when Foster and Mobile Youth transfer to or from the Altus School.*
- *When a foster youth is enrolling in an Altus School, the Foster Youth Liaison shall contact the school last attended by the student within two (2) business days to obtain all academic and other records. The last school attended by the foster youth shall provide all required records to the new school regardless of any outstanding fees, fines, textbooks, or other items or moneys owed to the school last attended.*
- *When a foster youth is transferring to a new school, the Foster Liaison shall provide the student's records to the new school within two (2) business days of receiving the new school's request, regardless of any outstanding fees, fines, textbooks, or other items or moneys owed to the Charter School.*
- *As needed, make appropriate referrals to ensure that students in foster care receive necessary special education services and services under Section 504 of the federal Rehabilitation Act of 1973.*
- *As needed, ensure that students in foster care receive appropriate school-based services, such as counseling and health services, supplemental instruction, and after- school services.*
- *Develop protocols and procedures for creating awareness for Charter School staff, including but not limited to Administrator of Instructional Services, School Coordinator and Student Services Coordinator of the requirements for the proper enrollment, placement, and transfer of foster youth.*
- *Collaborate with the county placing agency, social services, probation officers, juvenile court officers, and other appropriate agencies to help coordinate services for the Charter School's foster youth.*
- *Monitor the educational progress of foster youth and provide reports to the Equity and Inclusion Administrator or designee and the Governing Board based on indicators identified in Local Control and Accountability Plans.*

The Governing Board designates the following position as the Charter School's liaison for Foster and Mobile Youth:

Ana Maria Rojas
Equity and Inclusion Administrator
arojas@altusschools.net

Credit and Graduation Rights for McKinney-Vento and Foster (Mobile) Youth

The California AB 1806 Pupil Services and SB 532 Pupil Instruction Acts provide guidelines for statewide coursework and graduation requirements for homeless children and youth. Accordingly:

- *Altus Schools exempts mobile youth who transfers schools any time after the completion of the student's second year of high school from all coursework and other requirements adopted by the district that are in addition to statewide requirements, unless the student is reasonably able to complete the district's graduation requirements in time to graduate from high school by the end of the student's fourth year of high school.*
- *If the Altus School counselor determines that a mobile youth is reasonably able to complete the district's graduation requirements within the student's fifth year of high school, the district shall do all the following:*
    - *Inform the student of the option to remain in school for a fifth year to complete the district's graduation requirements.*
    - *Inform the student, and the student's educational decision maker, about how remaining in school for a fifth year to complete the district's graduation requirements will affect the student's ability to gain admission to a postsecondary educational institution.*
    - *Provide information to the student about transfer opportunities available through the California Community Colleges.*
- *To determine whether a mobile youth is in the third or fourth year of high school, Altus Schools will use either the number of credits the student has earned to the date of transfer or the length*

of the student's school enrollment, to qualify the student for the exemption.

- *Within 30 calendar days of enrollment, Altus Schools shall notify the student, the student's educational decision maker, and the LEA Homeless Liaison of the availability of the exemption and whether the student qualifies for an exemption.*
- *If a mobile youth is exempted from local graduation requirements and completes statewide coursework requirements before the end of their fourth year in high school and would otherwise be entitled to remain in attendance at the school, Altus Schools will not require or request that the student graduate before the end of their fourth year.*
- *A mobile youth who is eligible for the exemption from local graduation requirements and would otherwise be entitled to remain in attendance at the school shall not be required to accept the exemption or be denied enrollment in, or the ability to complete, courses for which he or she is otherwise eligible, including courses necessary to attend an institution of higher education, regardless of whether those courses are required for statewide graduation requirements.*
- *If a mobile youth is not exempted from local graduation requirements or has previously declined the exemption, a district shall exempt the student at any time if an exemption is requested by the student and the student qualifies for the exemption.*
- *If a mobile youth is exempted from local graduation requirements, a district shall not revoke the exemption.*
- *A district shall not require or request that a homeless student transfer schools in order to qualify for an exemption from local graduation requirements.*

Graduation Requirements and Timelines

In accordance with Ca. Educ. Code § 51225.1:

- *If an LEA determines that a student experiencing homelessness or foster and mobile youth is not reasonably able to complete the LEA's graduation requirements within the student's fifth year of high school, but is reasonably able to complete the statewide coursework requirements within the student's fifth year of high school, the LEA shall exempt the student from the LEA's graduation requirements and provide the student the option to remain in school for a fifth year to complete the statewide coursework requirements.*

- *If an LEA determines that a student experiencing homelessness is reasonably able to complete the LEA's graduation requirements within the student's fifth year of high school, the LEA shall:*
    - *Consult with the student and the person holding the right to make educational decisions for the student (hereafter educational decision maker) regarding the student's option to remain in school for a fifth year to complete the LEA's graduation requirements.*
    - *Consult with the student and educational decision maker about how remaining in school for a fifth year to complete the LEA's graduation requirements will affect the student's ability to gain admission to a postsecondary educational institution.*
    - *Consult with and provide information to the student about transfer opportunities through the California Community Colleges.*
    - *Permit the student to stay in school for a fifth year to complete the LEA's graduation requirements upon agreement with the student (if 18 years of age or older) or the educational decision maker (if the student is under 18 years of age).*
    - *Consult with the student and educational decision maker about the student's option to remain in the student's school of origin.*

Partial Credit

In accordance with Cal. Educ. Code § 51225.2:

- *Altus Schools accepts coursework satisfactorily completed by a McKinney-Vento/foster student while attending another public school, a juvenile court school, or a nonpublic, nonsectarian school or agency even if the student did not complete the entire course and shall issue that student full or partial credit for the coursework completed.*
- *Altus Schools will not require McKinney-Vento/foster students to retake a course if the student has satisfactorily completed the entire course in a public school, a juvenile court school, school in a country other than the United States, or a nonpublic, nonsectarian school or agency. If the student did not complete the entire course, Altus Schools will not require the student to retake the portion of the course the student completed unless the district or COE, in consultation with educational decision maker, finds that the student is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a*

particular course, the McKinney-Vento/foster student shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course.

- *The McKinney-Vento/foster student shall not be prevented from retaking or taking a course to meet the eligibility requirements for admission to the California State University or the University of California.*

Additional Resources to All Students Experiencing Homelessness, Unaccompanied, Foster and Mobile Youth

- **Technology:** *WIFI and data capable Chromebooks are provided to all students to facilitate full access to the instructional program.*
- **Altus Schools Mental Health and Wellness Hub:** *Students may visit https://altusgo.com/hub/ to find access to support helplines, mental and physical health topics, and resources specific for homeless, runaway, and foster youth.*
- *To see the complete school board policies for Education for Homeless Children and Youth and Education for Foster and Mobile Youth, please visit your Altus School's website.*

Appendix: Housing Questionnaire

Housing Questionnaire

Student Name

CA

Phone Number | Street Address (include apt. number) | City | State | Zip

The Federal McKinney-Vento Assistance Act provides services for students identified in certain living situations. This act requires schools to have all families fill out an annual housing questionnaire. Completing this form will assist us in identifying students that qualify for the services specified in the Act. This information is confidential and only shared with the appropriate school district and site staff.

Presently, what is your or your family's nighttime living situation?

- ☐ **Hotel or Motel**
- ☐ **Emergency Shelter, Temporary Transitional Housing, Domestic Violence Shelter, or Youth Shelter**
- ☐ **Living with another person or family due to which reason**:
  - ☐ Loss of housing (due to eviction, or an inability to pay the rent or other bills, OR due to destruction of or damage to the previous home)
  - ☐ Economic hardship (an accident or illness, loss of employment, loss of public benefits, or condition of previous poverty forcing families to share housing temporarily)
  - ☐ A long-term living arrangement by choice to save money. You co-lease/co-own.
  - ☐ Other. Explain: _____
- ☐ **Unsheltered –** in a car, park, RV or tent campground, abandoned building or other inadequate housing.
- ☐ **Unaccompanied Youth**–is a youth who is not in the physical custody of a parent or guardian AND no legal guardianship has been obtained.
  - ☐ Explain current nighttime arrangement: _____
- ☐ **Fixed, Regular, Adequate Permanent Housing** – My name is on the mortgage, or rental agreement of my house/apartment. No other family shares this space.

With whom does the student live? *(Select all that apply)*

- ☐ Parent(s)
- ☐ Foster Family
- ☐ Legal Guardian (processed with courts)
- ☐ Caregiver with Affidavit
- ☐ Grandparent, Aunt/Uncle
- ☐ Licensed Children's Institution: _____
- ☐ Self (unaccompanied or emancipated)

Housing Questionnaire

Your child or children may have the right to:

- Immediate enrollment in the school they last attended (school of origin) or the local school where you are currently staying, even if you do not have all the documents normally required at the time of enrollment.
- Continue to attend their school of origin, if requested by you and it is in the best interest.
- Receive transportation to and from their school of origin, the same special programs, and services, if needed, as provided to all other children, including free meals and Title I.
- Receive the full protections and services provided under all federal and state laws, as it relates to homeless children, youth, and their families.

The undersigned parent/guardian/caregiver certifies that the information provided above is correct and accurate.

Print Parent/Guardian/ERH Name Signature Date

If you have any questions about these rights, or if your living situation is in transition, please contact Homeless Liaison, Ana Maria Rojas, by phone at (858) 678-4818 or by email at arojas@altusschools.net.

APPENDIX W

PREGNANT AND PARENTING PLAN

Altus SCHOOLS

PREGNANT AND PARENTING RESOURCE GUIDE

2025-2026

Table of CONTENTS

I. Introduction

II. Legal Rights and Protections

III. Support Services and Curriculum

IV. Teen Pregnancy Health Care Resources

V. Community Programs and Services

I. Introduction

The Altus Schools Pregnant and Parenting Resource Guide is a comprehensive tool that informs and supports pregnant and parenting students through their unique educational journey. It underscores the importance of accessibility to education and provides an overview of students' rights and protections. The guide also acts as a bridge to vital support services, both academic and personal, which are crucial for balancing the demands of parenthood with the pursuit of academic goals.

Altus Schools strive to provide each student with individualized support to reach their academic goals. Credentialed School Nurses work directly with pregnant and parenting students to provide the personalized health support needed to maintain their health and wellness, successfully navigate school, and develop life skills needed for post-secondary education and/or career.

II. Legal Rights and Protections

Title IX of the Education Amendments of 1972 ("Title IX"), 20 U.S.C. §1681 *et seq.*, is a Federal civil rights law that prohibits discrimination on the basis of sex—including pregnancy and parental status—in educational programs and activities. All public and private schools, school districts, colleges, and universities receiving any Federal funds ("schools") must comply with Title IX.

Here are some things you should know about your rights:

Classes and School Activities – your school MUST:

- Allow you to continue participating in classes and extracurricular activities even though you are pregnant. This means that you can still participate in advanced placement and honors classes, school clubs, sports, honor societies, student leadership opportunities, and other activities, like after-school programs operated at the school.

- Allow you to choose whether you want to participate in special instructional programs or classes for pregnant students. You can participate if you want to, but your school cannot pressure you to do so. The alternative program must provide the same types of academic, extracurricular and enrichment opportunities as your school's regular program.

- Allow you to participate in classes and extracurricular activities even though you are pregnant and not require you to submit a doctor's note unless your school requires a doctor's note from all students who have a physical or emotional condition requiring treatment by a doctor. Your school also must not require a doctor's note from you after you have been hospitalized for childbirth, unless it requires a doctor's note from all students who have been hospitalized for other conditions.

- Provide you with reasonable adjustments, like a larger desk, elevator access, or allowing you to make frequent trips to the restroom when necessary because of your pregnancy.

Excused Absences and Medical Leave – your school MUST:

- Excused absences due to pregnancy or childbirth for as long as your doctor says it is necessary.

- Allow you to return to the same academic and extracurricular status as before your medical leave began, which should include giving you the opportunity to make up any work missed while you were out.

- Ensure that teachers understand the Title IX requirements related to excused absences/medical leave. Your teacher may not refuse to allow you to submit work after a deadline you missed because of pregnancy or childbirth. If your teacher's grading is based in part on class participation or attendance and you missed class because of pregnancy or childbirth, you should be allowed to make up the participation or attendance credits you didn't have the chance to earn.

- Provide pregnant students with the same accommodations available to students with temporary medical conditions.

Harassment – your school MUST:

- Protect you from harassment based on sex, including harassment because of pregnancy or related conditions. Comments that could constitute prohibited harassment include making sexual comments or jokes about your pregnancy, calling you sexually charged names, spreading rumors about your sexual activity, and making sexual propositions or gestures, if

the comments are sufficiently serious that it interferes with your ability to benefit from or participate in your school's program.

Policies and Procedures – your school MUST:

- Have and distribute a policy against sex discrimination. It is recommended that the policy make clear that prohibited sex discrimination covers discrimination against pregnant and parenting students.

- Adopt and publish grievance procedures for students to file complaints of sex discrimination, including discrimination related to pregnancy or parental status.

- Identify at least one employee in the school or school district to carry out its responsibilities under Title IX (sometimes called a "Title IX Coordinator") and notify all students and employees of the name, title, and contact information of its Title IX Coordinator. These responsibilities include overseeing complaints of discrimination against pregnant and parenting students.

Helpful Tips for Pregnant and Parenting Students:

- Ask your school for help—speak to your Teacher and School Nurse regarding what your school can do to support you in continuing your education.

- Keep notes about your pregnancy-related absences, any instances of harassment and your interactions with school officials about your pregnancy and immediately report problems to your Resource Center's School Coordinator.

- If you feel your school is discriminating against you because you are pregnant or parenting, you may file a complaint:
    - Contact your Resource Center's School Coordinator.
    - With the U.S. Department of Education, Office for Civil Rights (OCR), even if you have not filed a complaint with your school. If you file with OCR, make sure you do so within 180 days of when the discrimination took place at (800)421-3481.
    - In court, even if you have not filed a complaint with your school or with OCR.

- You may refer to the State of California Education Code, Section 46015 for more details.

- Call your school and ask to speak to the School Nurse at (858) 678-2020.

- Contact the Title IX Coordinator, Elizabeth Orona, at eorona@altusschools.net or (858) 678-4811.

III. Support Services and Curriculum

Support through the PPEP Process

All students at Altus Schools are engaged by delivering programs and services through our Key Process – the Pathways Personalized Education Plan (PPEP). Upon enrollment, the PPEP is created by the student-centered PPEP team that includes the teacher, student, parent(s), counselor and support staff. It considers high school graduation requirements, the student's short- and long-term goals, learning styles, previous work, current interests, academic achievement, skills development and standardized test scores. It also considers a student's behavioral and social-emotional needs so students can be connected to support programs and resources that support their physical and mental health needs. The PPEP is reviewed and updated by the student, parent/guardian, teacher, and relevant support staff regularly throughout the student's enrollment. As such, students who become pregnant or parenting at any point during enrollment, will be connected to the Altus Schools' Health Department for support.

Support through the Health Department

The Altus Schools Health Department composed of Credentialed School Nurses provides several supports to students who are pregnant or parenting to ensure that they have access to health care, community resources, and key information personalized to each student. Once a student or parent/guardian notifies their teacher that the student is pregnant or parenting, the teacher initiates the support process by notifying the School Nurse.

- The School Nurse will contact the student directly to complete a needs assessment form, which will help identify necessary health and community resources.
- The School Nurse will offer the student to complete a *Release of Information* to ensure student has access to health support and/or services while completing their education.
- The School Nurse will connect student and/or parent/guardian with appropriate resources.

- The student will be provided with a *Pregnant and Parenting Resource Guide* and *First 5 Kit*.
    - The Pregnant and Parenting Resource Guide contains information about Title IX Rights, Health Provider Form, Courses for Pregnant and Parenting Support and a directory of local community flyers as a reference resource for the pregnant and parenting student.
    - The First 5 Kit contains items such as *California Parent Guide*, *Numbers touch-and-Feel book*, *What To Do When Your Child Gets Sick* book, and more.
- The School Nurse will provide continued availability during school hours to ensure that the student is supported with community resources and/or referrals needed to maintain optimal health and wellness as a pregnant or parenting student.

The ongoing support from the student's PPEP team (i.e., Teacher, School Nurse, instructional and support staff) ensures that the pregnant and parenting students feel safe and supported as they navigate through their educational pathway at Altus Schools and continue to prepare for postsecondary plans.

Curriculum

College Credit Child Development 1,2

This Child Development pathway exposes students to the areas of scientific and sociological research in human development through middle childhood; theories and perspectives of child development, including biosocial, cognitive and psychosocial development; genetics and disorders; prenatal development, harm to the fetus, and birth; nutrition; new family dynamics; and career pathway topics including, various roles in the field, professionalism, safety, state regulations, learning environments, the industry and its effects on the economy and community, the day care setting, early childhood schooling, and challenges for caregivers. Students will gain an understanding of opposing perspectives through case studies and scientific interpretations. Students will also incorporate analytical reading of textbook and internet resources; writing, listening, and speaking through research projects and a final portfolio; and gather real-life, relevant, and practical insight into the developing person through observations and interviews in their community.

As part of the Child Development College Credit Pathway available to all students, pregnant and parenting students are also encouraged to continue completion of Child, Family & Community courses through college dual enrollment. Depending on their location, students may choose to complete these courses through our multiple college partnerships.

IV. Teen Pregnancy Health Care Resources

San Diego County

1. 2-1-1 San Diego

Phone: Dial "211"

Website: www.211sandiego.org

2-1-1 is a free, 24-hour, confidential phone service in 200+ languages and a searchable online database for community resources: health and wellness, enrollment services (Medi-Cal, CalFresh, CARE, and Covered California), housing and utilities, food assistance, disaster support, and military and veterans support, and more.

2. Birthline of San Diego County/Pregnancy and Family Support Center

Phone: 858-270-2491

Website: www.birthlineofsandiego.org

Email: clairemont@birthlineofsandiego.org

Birthline is a women's center that supports pregnant women and young families in need. and provides basic necessities such as food, diapers, pregnancy tests, children's clothing, formula and other baby items (when available).

3. Healthy Families San Diego County

Website: https://www.sandiegocounty.gov/content/sdc/hhsa/programs/mcsd/Office-of-Nursing-Excellence/Home-Visiting-Program.html

Home visiting services are provided by San Diego County nurses that utilize a home visiting model provided by Healthy Families America (HFA). Designed to support new parents, caregivers, and their families, this evidence-based home visiting model will continue to promote child well-being and provide families with family-focused and empathic support in the home. Healthy Families America home visiting services empower families and communities, strengthens parent-child relationships, promotes healthy child development, and enhances family

well-being. Their singular vision: all children receive nurturing care from their family that leads to a healthy, long, and successful life. The program may begin during any stage of pregnancy or early parenting, and the length of service varies.

- Pregnant teens
- Concerns about substance use
- Lack of prenatal care
- Difficult relationships
- Current or history of pregnancy loss or early birth
- Current or history of high-risk pregnancies
- High-risk infants
- History or current prenatal or postpartum depression
- Children with developmental delays
- Difficulty bonding

If you are interested in this service, please contact your School Nurse and request a referral. You may also send an email to PersimmonySupport.HHSA@sdcounty.ca.gov, call (858) 944-6500 or dial 2-1-1 to get more information.

4. FIRST 5 San Diego

Phone: 1-888-5 FIRST 5 or 1-888-534-7785

Website: http://first5sandiego.org

First 5 San Diego wants to help new parents be the best parents they can be by providing education, information, and resources specially designed for San Diego families.

5. San Diego Head Start Program

Phone: (888) 873-5145

Email: headstart@neighborhoodhouse.org

Website: www.neighborhoodhouse.org

Head Start offers parents opportunities and support as they identify and meet their own goals, nurture their children in the context of their family and culture, and advocate for communities that support children and families of all cultures.

6. Perinatal Care Network (PCN)

Phone: 1-800-675-2229

Website: Perinatal Care Network (sandiegocounty.gov)

PCN is in partnership with 2-1-1 and First 5 First Steps and provides services for new or expectant mothers who need assistance with prenatal care, pregnancy-related Medi-Cal, scheduling first prenatal appointments, transportation assistance, links to community services and resources. Services and programs offered:

- Black Infant Health (BIH) Program
- Child Health and Disability Prevention (CHDP) Program
- CHDP Health Care Program for Children in Foster (HCPCFC)
- Chronic Disease and Health Equity (CDHE)
- Comprehensive Perinatal Services Program (CPSP)
- Fetal and Infant Mortality Review (FIMR) Program
- First 5 First Steps
- Maternal Child Health, Nurse Family Partnership
- Office of Violence Prevention (OVP)
- Oral Health Programs
- Perinatal Equity Initiative (PEI)
- San Diego Kids Health Assurance Network (SD-KHAN)
- Sudden Infant Death Syndrome (SIDS)
- Tobacco Control Resource Program (TCRP)

7. Family Health Centers of San Diego – Reproductive Health Services

Phone: 619-515-2300

Website: https://www.fhcsd.org/reproductive-health-services/

Multiple clinic locations are available (North County and San Diego County). Reproductive health services include Family Planning and Counseling, Prenatal Support Services, STD Screening and Treatment, OB/GYN exams and screenings. Additional services include LGBTQ Services, Transgender Health Services, Medication Assisted Treatment Program, Youth Behavioral Health Services and more.

8. Neighborhood Healthcare

Pediatrics and Prenatal (specialty only for children and pregnant women)

Phone: 1-833-867-4642 (Call for appointment)

Address: 426 North Date Street, Escondido 92025

Website: www.nhcare.org

Neighborhood Healthcare has many locations throughout San Diego County and Riverside Counties. Programs that they offer: *Covered California, Medi-Cal, Cal*-Fresh, Feeding San Diego, Every Woman Counts (Breast Cancer), Diabetes Group Classes, Project Dulce, Teen Wellness Program. In addition, they provide services for medical, dental health, and behavioral health.

Fees are based on a sliding scale.

9. Sharp Mary Birch Hospital

Phone: (858) 939-4133

Website: https://www.sharp.com/health-classes/category/pregnancy-and-childbirth-10
Address: Sharp Mary Birch Hospital Knollwood Bldg., Room A, 7944 Birmingham Drive, San Diego, CA 92123

Provides childbirth preparation classes if the teen is giving birth at Sharp Mary Birch Hospital. Other classes are offered for a fee.

10. Women, Infants and Children Program (WIC) San Diego

Website: https://www.cdph.ca.gov/Programs/CFH/DWICSN/Pages/Program- Landing1.aspx

The WIC Program is a nutrition-assistance program dedicated to improving the health and development of pregnant parents and families with little ones under the age of five. There are five agencies in San Diego County that offer WIC services (American Red Cross, San Diego State University Research Foundation, Scripps Health, San Ysidro Health, and TruCare). Please see the WIC flyer for websites, contact information, hours and locations.

11. YMCA of San Diego County

Childcare Resource Service

Phone: (858) 292-YMCA (9622); Childcare referral: 1-800-481-2151

Website: https://www.ymcasd.org/community-support/childcare-resource-service

Email: myreferral@ymcasd.org

Assists in finding quality childcare and assists income eligible families with childcare costs.

Riverside County

1. First 5 Riverside County

Phone: 1-800-266-3880

Address: 585 Technology Court, Riverside, CA 92507

Website: https://rccfc.org/resources/community-programs

Helping children achieve the best start in life. First 5 Riverside County First 5 invests in partnerships that promote, support and enhance the health and early development of children, prenatal through age 5, their families and communities. Please go to the website to find the community programs that they offer.

2. Head Start and Early Head Start, Riverside County Office of Education

Phone: (951)781-7135

Website: https://www.rcoe.us/departments/early-education-services/early-education-programs/head-start-and-early-head-start

Head Start is a federal program that promotes the school readiness of children from birth to age five from low-income families by enhancing their cognitive, social, and emotional development. Head Start emphasizes the role of parents as their child's first and most important teacher.

3. Riverside University Health System Public Health Nursing/Maternal Child & Adolescent Health

Phone: (951) 358-5000

Website: https://www.ruhealth.org/public-health/nursing-maternal-child-adolescent- health

Services support (Include) women in having healthy babies, ensuring children grow and develop both socially and emotionally, while also fostering positive parent/child relationships. Programs support wellness throughout the entire lifespan (free of cost) and there is no cost for any of the services. Services and programs offered:

- Black Infant Health (BIH) Program
- Cal-Learn Program
- Comprehensive Perinatal Services Program (CPSP)
- Enhanced Children Services (EMS) under Public Health
- Health Care Program for Children in Foster Care
- Perinatal Equity Initiative (PEI)
- Sudden Infant Death Syndrome (SIDS)
- Wraparound Program

San Bernardino County

1. First 5 San Bernardino

Address: 735 E. Carnegie Drive, Suite 150, San Bernardino, CA 92408

Phone: (909) 386-7706

Website: https://first5sanbernardino.org/

Email: First5@cfc.sbcounty.gov

Promotes, supports and enhances the health and early development of children prenatal through age five and their families and communities.

2. Head Start Preschool Services

Phone: 1-888-543-7025 or 1-888-KIDS 025

Website: https://psd.sbcounty.gov/

Address: 662 S. Tippecanoe Avenue, San Bernardino, CA 92415

PSD offers a variety of programs that serve families from prenatal care and with children 0 to 5 years of age. Children who attend Head Start receive comprehensive development services. Services are free and available to qualifying families from low- income backgrounds and include enrollment options for children in foster care, children with special needs, and those who are homeless. Along with school readiness, children in our program benefit from health, nutritional, dental and other services to support child wellness.

3. Maternal, Child and Adolescent Health (MCAH)

Address: 351 N. Mountain View Avenue, San Bernardino, CA 92415

Phone: 1-800-782-4264 (24 hours); TTY: 9093874859

Website: *https://dph.sbcounty.gov/programs/fhs/maternal-child-adolescent-health/*

The San Bernardino County Maternal, Child and Adolescent Health (MCAH) Program's mission is to improve health outcomes of the county's reproductive age women, infants, children, adolescents and their families.

4. San Bernardino County Public Health, Teen Health

Website: https://dph.sbcounty.gov/programs/clinics/teen-health/

Confidential and affordable health care services that include birth control, STD testing & treatment, pregnancy testing, mental health services.

Free Baby Help

The following are **websites** with useful information on baby needs and development:

1. www.babycenter.com
   Information, advice, and resources from pregnancy through childhood.

2. www.welcomeaddition.com (sponsored by Similac).
   Expert nutritional guidance from pregnancy through baby's first year and coupons for free merchandise.

3. www.enfamil.com
   Information on nutrition, feeding, and development.

V. Community Programs and Resources

The following section is a collection of resources and information from community programs.

RESOURCES

Get Connected. Get Answers.

You are not alone. Every day thousands of people across North America turn to 2-1-1 for information and support—whether financial, domestic, health or disaster-related. 2-1-1 is a free, confidential referral and information helpline and website that connects people from all communities and of all ages to the essential health and human services they need, 24 hours a day, seven days a week. All Languages. Completely Confidential.

National 211 Collaborative website (anywhere in the U.S.): http://www.211.org/

- Enter Zip Code, City and State for the help you need.

County-Specific 211 Phone Numbers:

- Riverside County: Dial 2-1-1 or (909)980-2857
- San Bernardino County: Dial 2-1-1 or (888)435-7565
- San Diego County: Dial 2-1-1 or (858)300-1211

Referral Services

Free service available 24/7/365
Dial 2-1-1 or visit
211SanDiego.org

2-1-1 San Diego is a trusted, local nonprofit organization with connections to 6,000-plus community, health, disaster services and so much more.

Health & Wellness Services
Our Health Navigation offers needs assessment, health education, case planning, advocacy, connection to resources and on-going support.

Enrollment Services
We educate people about available public assistance programs and help people apply over the phone for programs such as CalFresh (food), Medi-Cal & Covered California (health insurance), and more!

Housing Assistance
We provide information and connection to housing resources including homelessness resources and shelters, affordable housing options, and tenant/landlord mediation.

Food Assistance
We connect people to food resources including food banks, congregate meals, and CalFresh and Special Supplemental Nutrition Program for Women, Infants, and Children (WIC) benefits.

Military & Veterans Services
San Diego's military and veteran peer-to-peer chat line provides a single access point for information, referrals, and ongoing care coordination for veterans, active-duty military, and their families.

Stay Connected Stay Informed
With one free call, we'll connect you to the resources and services you need.

Dial 2-1-1 or visit www.211SanDiego.org

IN PARTNERSHIP WITH

LIVE WELL SAN DIEGO

211sandiego @211SD @211sd

Enrollment Services

Free service available 24/7/365
Dial 2-1-1 or visit
211SanDiego.org

2-1-1 San Diego identifies, screens, and helps people apply over the phone for benefit programs including CalFresh, Medi-Cal, and Covered California.

Convenient Enrollment
Apply from the comfort of your home or office with the support of our expert staff. Our Enrollment Specialists can complete your entire application over the phone and submit on your behalf.

We Won't Keep You Waiting
Dial 2-1-1 or visit 2enrollme.org to schedule your appointment. Same day appointments are often available.

Here for You
If you have questions about CalFresh, MediCal, Covered California or other benefits programs, our Enrollment Specialists can answer them. We can also help you through every step of the enrollment process.

Food Assistance
CalFresh is a program funded by the USDA to help improve health and nutrition of families with low incomes. CalFresh can stretch food dollars, allowing families and individuals to buy more fruit, vegetables, whole grains, lean protein and other healthy foods.

Stay Connected Stay Informed
Schedule your free appointment with one of our Enrollment Specialists.

Dial 2-1-1 or visit www.211SanDiego.org

IN PARTNERSHIP WITH

LIVE WELL SAN DIEGO

211sandiego @211SD @211sd

Health & Wellness Services

Free service available 24/7/365
Dial 2-1-1 or visit
211SanDiego.org

2-1-1 San Diego offers comprehensive needs assessments, health education, care planning, advocacy, connections to resources, and ongoing health navigation support.

Here for You
Our staff can help you create a plan to reach your specific health goals that include medical care referrals, community clinic appointments, and access to mental health services and breast health resources. We can help you get care, bill payment assistance, as well as prescription access and discounts.

There Every Step of the Way
We know how important it is for you to get the resources you need. We advocate for our callers and do everything we can to ensure you're connected to the right services.

Knowledgeable Staff
Our highly trained Health Navigators have backgrounds in case management as well as health and social services. More importantly, they are passionate about connecting, empowering, educating, and advocating for the health needs of the whole person.

Stay Connected
Stay Informed
Connect with one of our Health Navigators.

Dial 2-1-1 or visit www.211SanDiego.org

IN PARTNERSHIP WITH

LIVE WELL SAN DIEGO

211sandiego @211SD @211sd

soluna

California's free mental health app for ages 13 - 25.

Soluna is a CalHOPE program powered by Kooth and funded by the California Department of Healthcare Services.

Download on the App Store

GET IT ON Google Play

Explore anonymously

Rest assured that your app experience is **completely anonymous** and your data is private and secure.

Destress and reset

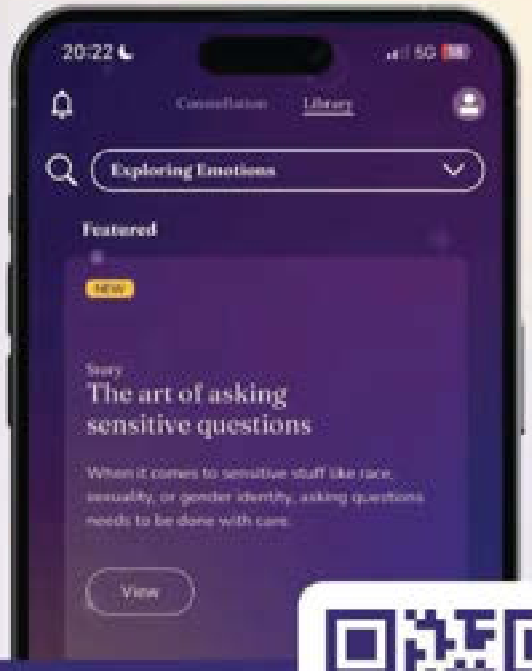
Use research - backed tools, like Thought Shaker, Free Write, and Mood Log to **bring calm, confidence, and focus.**

Chat 1:1 with a coach

Feeling stuck? Schedule a session or **simply drop in.** No strings or cost attached.

Close your wallet

Explore the app at **no cost** with **no insurance** required. Ever.



Download the free Soluna app on the App Store or Google Play.

Cal-Learn

Cal-Learn is a statewide program for pregnant and parenting teens in the California Work Opportunity and Responsibility to Kids (CalWORKs) program. This program encourages pregnant and parenting teens to graduate from high school or its equivalent, become independent, and form healthy families. Participants receive case management to support education, health and social services, childcare, transportation, and educational expenses. Students also receive cash bonuses for maintaining school attendance and receiving satisfactory grades. There is also a one-time bonus for graduating high school or attaining an equivalent high school diploma. https://www.cdss.ca.gov/cal-learn

Who is it for?

Pregnant/parenting teens who are receiving CalWORKs are required to participate in Cal-Learn if:

- They are under the age of 19
- They live in the same household as their child
- They have not graduated from high school or its equivalent
- They are not in foster care

How to Apply:

Pregnant/parenting teens may apply for Cal-Learn services at a county social services agency office located in the county where they live. Website to locate local CAL LEARN office: http://www.cdss.ca.gov/County-Offices

Riverside County Public Social Services
Call for the nearest district office: (877) 410-8827 **Toll Free**
https://rivcodpss.org/

San Bernardino County Human Services
Call or check website for nearest location: (877) 410-8829 **Toll Free**
https://www.cdss.ca.gov/cal-learn

San Diego County Health and Human Services
Call for the nearest district office: (866) 262-9881 **Toll Free**
https://www.sandiegocounty.gov/content/sdc/hhsa/programs/ssp/calworks/cal_learn_reqs.html

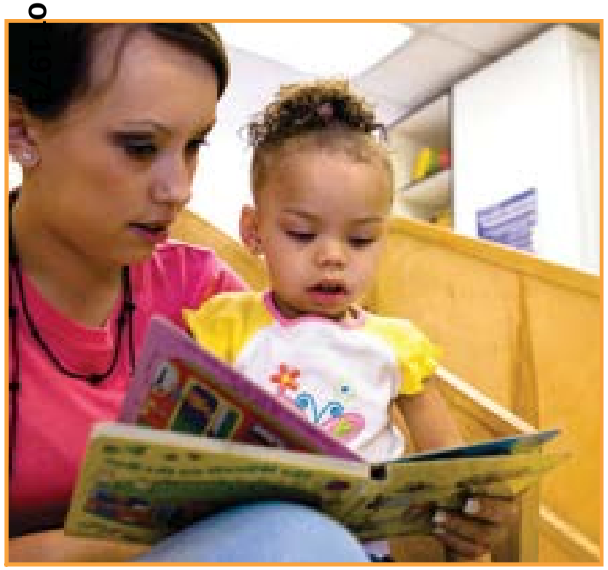
What is Cal-Learn?

Cal-Learn is a statewide program for pregnant and parenting teens, both moms and dads, who receive CalWORKs/TANF. It is not a school. The goal of Cal-Learn is to help teens graduate from high school, become independent and form healthy families.

Do I have to Participate?
If you are a pregnant or parenting teen receiving CalWORKs/TANF, you must participate in Cal-Learn. Some teens can become exempt from the program or delay participating under special circumstances.

To Qualify for Cal-Learn you must:

- live in the same household as your child
- be under 19 years of age
- not yet have a high school diploma or GED
- not be in foster care



For more information and details about your participation in Cal-Learn talk to your county Cal-Learn program staff.

Getting Your Diploma

Once in Cal-Learn you will get a case manager who will help you develop a plan to finish high school or earn a GED. If you are not currently attending school, your case manager will assist you in getting back into school or find the right school to meet your needs. The program includes:

Assessment determine what services and support you need so you can meet your educational goals.

Develop a plan so you can receive the services you need and get into school.

Take action to put you on the road to reaching your goals.

Tracking to ensure you are making progress toward your diploma or GED and meeting other goals.

Periodic plan review to identify what works and what doesn't.

Earn a Cash Bonus or a Sanction

Cal-Learn rewards good school performance and penalizes poor school performance.

Do well and earn a bonus:
Receive good grades and turn in your report card each time it's issued = $100 added to your family's grant for each report card period. Graduate from high school = $500 to you.

Do poorly and earn a sanction:
Receive below a D average or fail to turn in your report card each time it's issued = $100 taken away from your family's grant for each report card period.

Case Management for Your Success

Your case manager will help you with more than just school. A wide range of support services may be available to help you meet the challenges you face as a teen parent such as:

Child Care Expenses
The Cal-Learn program may help pay for child care while you attend school. If you are working and going to school, you may also qualify for child care while you are at work.

School Expenses
The GED test, books and lab fees are some of the things that the Cal-Learn program may help you buy for school.

Transportation expenses
You may be able to get help paying for transportation to get to and from school.

Support Services
Your case manager may provide you with referrals to other agencies dealing with a variety of concerns you may face including:

- legal issues
- health issues
- domestic violence
- housing

Additional Services

You may be able to get other services to support yourself and your family while you work on your Cal-Learn goals. Additional services may include:

WIC
The Women, Infants and Children program, better known as WIC, is a supplemental food and nutrition program that may provide you with nutrition education, healthy foods and breast-feeding advice.

CalFresh
Through this program you may get assistance to purchase food for your family.

Medi-Cal
Through Medi-Cal you may receive prenatal health care and a check-up after your baby is born. You may also be eligible for general health care. Your baby may also receive medical services such as immunizations and well-baby care.

Page 96 of 1971

Family Planning Services
Once your baby is born, you will want to consider your birth control options. No-cost and low-cost family planning services are available to help you do just that. Your doctor can advise you as to which birth control method is best for you. It's important to note that women can get pregnant again while breast-feeding their baby.

Other support services may also be available. Talk to your case manager for more information and assistance.

County Stamp Box

For more information about Cal-Learn, contact:

All persons in the photographs are models and used for illustrative purposes only.

State of California
Health and Human Services Agency
Department of Social Services

PUB 367 (04/13)

Reach For Your Dreams with Cal-Learn

A statewide program to help pregnant and parenting teens who are receiving CalWORKs/TANF complete high school, become independent and form healthy families.

NO WAITING IN LINE

Apply for CalFresh, Medi-Cal and/or CalWORKs

*The **minimum** information required to submit an application is:*

• Name • Address • Signature

Online

- At MyBenefitsCalWIN.org
  - Check the status of your benefits, submit documents, reports and renewals
- To Apply for CalFresh Only: GetCalFresh.org

On the Phone or In Person

- Call 2-1-1
  - Request general information
- At your local Family Resource Center

Mail or Fax

- Mail to: PO Box 939043
  San Diego, CA 92193
- Submit applications and Documents
- Fax to: 619-236-9167

Need to Turn in Documents?

Use Your Computer, Mobile Phone or Tablet
Go to: SanDiegoCounty.gov
Enter **LaterDocs** in the search field
Then follow the prompts

Need Questions Answered?

EBT Hotline - 1-877-328-9677

EBT Account Balance, Report Lost/Stolen Card, Request Replacement Card, Check Transaction History

Access Customer Service Center

Monday thru Friday—7:00 AM—5:00 PM
Check the Status of Your Application, Benefit, and Request Information

Toll Free: 1-866-262-9881
TDD (Hearing Impaired): 7-1-1

Adolescent Family Life Program

AFLP

PROFILE

Adolescent Family Life Program (AFLP) is a strengths-based case management program designed to support and empower expectant and parenting youth. The program emphasizes building resilience to help youth thrive during and after they exit the program. Case managers meet one-on-one with youth to establish a caring relationship, identify the youth's needs and interests, and offer support with accessing services, setting goals and planning for the future. The California Department of Public Health, Maternal Child and Adolescent Health Division developed a youth-centered, strength-based approach for the program called the AFLP Positive Youth Development (PYD) Model. This approach recognizes that all youth have strengths, benefit from high expectations and supportive relationships, and are able to make meaningful contributions to their lives, families and communities. The AFLP PYD Model turns these values into activities so youth develop and use their strengths and skills to help navigate life's challenges, build healthy and supportive connections, and identify and work toward personal goals. All of this leads to healthier, happier lives for youth and their children.

Our Goals: Increase social and emotional support, build resiliency, improve pregnancy planning and spacing, increase educational attainment and employability, and increase access to needed services.

We Serve: Young people up to 21 years of age (at the time of enrollment) who are expectant and/or parenting, including partners in pregnancy and parenting.

Service Delivery: Services are provided by county health departments, hospitals and community-based organizations.

Outcomes: A formative evaluation of the AFLP evidence-informed PYD Model was completed by UC San Francisco in 2014. The revised program model was evaluated by Mathematica from 2014-2018 as part of a federal evaluation of the Office of Population Affairs, Pregnancy Assistance Fund. Results are anticipated in 2021.

Funding: Federal Title V MCH Block Grant Funds and Federal Title XIX (Medicaid) Funds.

The AFLP PYD Model

A Closer Look at the AFLP Positive Youth Development (PYD) Model

The AFLP PYD Model helps youth use their strengths to reach their goals and be resilient in the face of life's challenges.

AFLP PYD case managers meet with participants twice per month, providing guidance in a supportive setting. Youth are partners in the program. They are given meaningful opportunities to contribute and practice problem solving skills, build a positive identity and sense of purpose, and strengthen relationships and supports that will help them thrive.

Living with Purpose

Working through the AFLP PYD Model, young people engage in life planning and learn how to set and achieve goals based on their own strengths and values.

Discussions and activities focus on themes such as:

- strengths, emotions, relationships, values, hopes and dreams;
- goal setting and life planning;
- taking care of me;
- taking care of my baby;
- family planning and safer sex;
- healthy relationships; and
- education and work.

Where We Are

- Butte
- Fresno
- Kern
- Los Angeles
- Madera
- Merced
- Orange
- Riverside
- Sacramento
- San Diego
- Santa Barbara
- Shasta
- Stanislaus
- Ventura

AFLP PYD adheres to guiding principles that:

- ✓ are strengths-based;
- ✓ encourage youth voice and engagement;
- ✓ foster a caring case manager-participant relationship;
- ✓ create supportive networks and community involvement;
- ✓ focus on being goal-oriented;
- ✓ provide empowerment and opportunity;
- ✓ strive to be culturally responsive and inclusive;
- ✓ are developmentally appropriate; and
- ✓ are long-term and sustainable.

12,442 visits
(in-person and remote)

1,357 youth served*
(1,200 female, 157 male)

76% Hispanic ethnicity

86%
of youth either graduated high school or were in school

Of those who finished high school,

40% higher education

33% employed

92%
of youth received an annual medical check up

91%
of pregnant youth received prenatal care

40% LARC
of sexually-active non-pregnant youth were using a long acting reversible contraceptive (LARC) (such as IUD – intrauterine device – or implant)

**Among youth that received two or more visits*

Data Source: AFLP Annual Data Summary FY 19-20. Data extracted from AFLP management information system (MIS) Penelope on 8/08/2020.

cdph.ca.gov/AFLP
(916) 650-0300
AFLP@cdph.ca.gov

Contact in your area:

WE CAN HELP!

CALIFORNIA WIC
WOMEN, INFANTS & CHILDREN

Food Benefits
$50 – $100 cash value per person for nutritious foods, loaded monthly onto a CA WIC card and mobile app.

Nutrition
Ongoing nutrition support tailored to your family by trained professionals, like Registered Dietitians and Degreed Nutritionists.

Breastfeeding
Trained breastfeeding counselors share the benefits of breastfeeding and offer practical advice and support.

Referrals
Connection to important resources to raise a family, like healthcare, childcare, housing and parenting support.

ABOUT US

WIC is a special supplemental nutrition program for Women, Infants and Children. We support women who are pregnant, breastfeeding, postpartum up to 6 months after birth, infants up to 1 year old, children ages 1-5, and those who recently experienced pregnancy loss. WIC welcomes newly pregnant individuals, partners, grandparents, foster parents, military families, migrants, working families, and guardians who care for eligible children. To qualify for WIC in California, families must reside in California.

Do you qualify? Scan the QR code for details.

2024 TO 2025

Number of people in family	Gross monthly income
2	$3,152
3	$3,981
4	$4,810
5	$5,640
6	$6,469

CALIFORNIA DEPARTMENT OF PUBLIC HEALTH,
THIS INSTITUTION IS AN EQUAL OPPORTUNITY PROVIDER.

SDWIC.COM

Scripps

619-260-3400
WICProgram@
scrippshealth.org

City Heights
4305 University Ave. Ste. 130
San Diego, CA 92105

Linda Vista
6973 Linda Vista Rd. Bldg. C
San Diego, CA 92111

Chula Vista
251 Palomar St. Ste. C
Chula Vista, CA 91911

National City
2411 E. Plaza Blvd.
National City, CA 91950

truecare

888-477-6333
truecare.org/programs-resources/wic/

San Marcos
150 Valpreda Rd. Ste. 102
San Marcos, CA 92069

Encinitas
1130 2nd Ave.
Encinitas, CA 92024

Oceanside/Mission Mesa
2210 Mesa Dr. Ste. 100
Oceanside, CA 92054

Escondido
649 W. Mission Ave. Ste. 7
Escondido, CA 92025

Ramona
220 Rotanzi Street
Ramona, CA 92065

Valley Center
28246 Lilac Rd.
Valley Center, CA 92082

SAN YSIDRO HEALTH

888-942-7942
syhealth.org/
nutrition-services

Chula Vista
1655 Broadway Ste. 18
Chula Vista, CA 91911

National City
1420 East Plaza Blvd. Ste. B4
National City, CA 91950

Maternal & Child Health Ctr.
4050 Beyer Blvd. 3rd Floor
San Ysidro, CA 92173

Imperial Beach
886 Palm Ave.
Imperial Beach, CA 91932

American Red Cross
San Diego and Imperial Counties

800-500-6411
www.sandiegowic.org

Oceanside
1906 Oceanside Blvd.
#TUV
Oceanside, CA 92054

Southeast San Diego
Euclid Health Ctr.
292 Euclid Ave. Ste. 225
San Diego, CA 92114

College Area
5821 University Ave.
San Diego, CA 92115

El Cajon
564 North 2nd St.
El Cajon, CA 92021

Spring Valley
8810 Jamacha Blvd. #DEF
Spring Valley, CA 91977

SDSU Research Foundation

888-999-6897
www.sdsuwic.org

North County

Escondido
1131 East Washington
Ave. Ste. K
Escondido, CA 92025

Vista
1031 S. Santa Fe Ave.
Ste. F&G
Vista, CA 92083

Fallbrook
504 East Alvarado
Ste. 108 & 109 Fallbrook,
CA 92028

East County

El Cajon
301 N. Magnolia
Ste. 101
El Cajon, CA 92020

Spring Valley
9621 Campo Rd.
Ste. G
Spring Valley, CA 91977

South County

Chula Vista Office 542
Broadway Ste. Q
Chula Vista, CA 91910

Central San Diego

Southeast
3598 National Ave.
San Diego, CA 92113

Logan Heights
Family Health Center
(Inside Adobe Bldg)
1809 National Ave.
San Diego, CA 92113

North Park
3078 El Cajon Blvd.
Ste. 100
San Diego, CA 92104

Clairemont
5222 Balboa Ave. #22
San Diego, CA 92117

Mira Mesa
10737 Camino Ruiz
Ste. 135
San Diego, CA 92126

PODEMOS AYUDAR!

CALIFORNIA WIC
WOMEN, INFANTS & CHILDREN

Beneficios alimenticios
El valor de $50 – $100 por persona para comprar comida nutritiva. Se carga cada mes a la tarjeta y aplicación de CA WIC.

Nutrición
Apoyo continuo por profesionales de la nutrición como dietistas registrados y nutricionistas. Nos adaptamos a su familia.

Lactancia
Consejeros de lactancia materna comparten los beneficios de amamantar y ofrecen apoyo y consejos practicos.

Referencias
Conecciones a recursos importantes para cuidar de su familia, salud, crianza y encontrar un lugar para vivir.

SOBRE NOSOTROS

WIC es un programa especial de nutrición suplementaria para mujeres, bebés y niños. Apoyamos a las mujeres embarazadas, en período de lactancia, posparto hasta 6 meses después del nacimiento, bebés de hasta 1 año, niños de 1 a 5 años y aquellas que recientemente experimentaron la pérdida del embarazo. WIC da la bienvenida a personas recién embarazadas, parejas, abuelos, padres adoptivos, familias militares, migrantes, familias trabajadoras y tutores que cuidan a niños que califican. Para calificar para WIC en California, las familias deben residir en California.

Calificas?
Escanea este codigo QR para ver los detalles.

2024 TO 2025

Número de integrantes por familia	Ingreso mensual
2	$3,152
3	$3,981
4	$4,810
5	$5,640
6	$6,469

DEPARTAMENTO DE SALUD PÚBLICA DE CALIFORNIA.
ESTA INSTITUCIÓN ES UN PROVEEDOR DE IGUALDAD DE OPORTUNIDADES.

SDWIC.COM

Scripps

619-260-3400
WICProgram@
scrippshealth.org

City Heights
4305 University Ave. Ste. 130
San Diego, CA 92105

Linda Vista
6973 Linda Vista Rd. Bldg. C
San Diego, CA 92111

Chula Vista
251 Palomar St. Ste. C
Chula Vista, CA 91911

National City
2411 E. Plaza Blvd.
National City, CA 91950

truecare

888-477-6333
truecare.org/programs-resources/wic/

San Marcos
150 Valpreda Rd. Ste. 102
San Marcos, CA 92069

Encinitas
1130 2nd Ave.
Encinitas, CA 92024

Oceanside/Mission Mesa
2210 Mesa Dr. Ste. 100
Oceanside, CA 92054

Escondido
649 W. Mission Ave. Ste. 7
Escondido, CA 92025

Ramona
220 Rotanzi Street
Ramona, CA 92065

Valley Center
28246 Lilac Rd.
Valley Center, CA 92082

SAN YSIDRO HEALTH

888-942-7942
syhealth.org/
nutrition-services

Chula Vista
1655 Broadway Ste. 18
Chula Vista, CA 91911

National City
1420 East Plaza Blvd. Ste. B4
National City, CA 91950

Maternal & Child Health Ctr.
4050 Beyer Blvd. 3rd Floor
San Ysidro, CA 92173

Imperial Beach
886 Palm Ave.
Imperial Beach, CA 91932

American Red Cross
San Diego and Imperial Counties

800-500-6411
www.sandiegowic.org

Oceanside
1906 Oceanside Blvd.
#TUV
Oceanside, CA 92054

Southeast San Diego
Euclid Health Ctr.
292 Euclid Ave. Ste. 225
San Diego, CA 92114

College Area
5821 University Ave.
San Diego, CA 92115

El Cajon
564 North 2nd St.
El Cajon, CA 92021

Spring Valley
8810 Jamacha Blvd. #DEF
Spring Valley, CA 91977

SDSU Research Foundation

888-999-6897
www.sdsuwic.org

North County

Escondido
1131 East Washington
Ave. Ste. K
Escondido, CA 92025

Vista
1031 S. Santa Fe Ave.
Ste. F&G
Vista, CA 92083

Fallbrook
504 East Alvarado
Ste. 108 & 109 Fallbrook,
CA 92028

East County

El Cajon
301 N. Magnolia
Ste. 101
El Cajon, CA 92020

Spring Valley
9621 Campo Rd.
Ste. G
Spring Valley, CA 91977

South County

Chula Vista Office 542
Broadway Ste. Q
Chula Vista, CA 91910

Central San Diego

Southeast
3598 National Ave.
San Diego, CA 92113

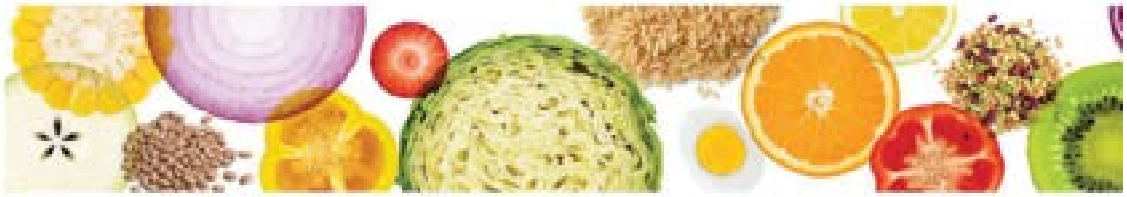
Logan Heights
Family Health Center
(Inside Adobe Bldg)
1809 National Ave.
San Diego, CA 92113

North Park
3078 El Cajon Blvd.
Ste. 100
San Diego, CA 92104

Clairemont
5222 Balboa Ave. #22
San Diego, CA 92117

Mira Mesa
10737 Camino Ruiz
Ste. 135
San Diego, CA 92126

WOMEN, INFANTS & CHILDREN (WIC)



WIC Infant Formula Update

WIC infant formulas have changed as of **August 1**! Buy the brand, type, size and number of cans included in your WIC Food Balance.

For additional information: Infant Formula Updates Webpage

English PDF; Spanish PDF

WIC Authorized Food List Shopping Guide

The WIC Authorized Food List Shopping Guide (Shopping Guide) is an educational tool that provides information about the foods authorized by WIC.

It is designed for participants and WIC authorized vendors to use at the grocery store to help identify WIC foods.

Shopping Guide FAQs: FAQs

Tips for Buying Lactose-Free Milk: English PDF; Spanish PDF

Your WIC Foods: A Variety of Healthy Choices

Find out what types of food and benefits you can receive.

English PDF; Spanish PDF

If you have flu symptoms, call your doctor immediately.

If you get flu symptoms (e.g., fever, cough, body aches headache, etc.) – even if you have already had a flu shot – call your doctor, nurse, or clinic right away. Doctors can prescribe influenza antiviral medicine to treat flu. Antiviral drugs can shorten your flu illness, make it milder and lessen the chance of developing serious complications. Because pregnant people are at higher risk of developing serious flu complications, CDC recommends that they be treated quickly with antiviral drugs if they get flu symptoms. Oral oseltamivir is the preferred treatment for pregnant people because it has the most data available to suggest that it is safe and beneficial. These medicines work best when started early.

Fever is often a symptom of flu. Having a fever early in pregnancy increases the chances of having a baby with birth defects or other problems. Acetaminophen (Tylenol®or brand store equivalent) can reduce a fever, but you should still call your doctor or nurse and tell them about your illness.

If you have any of the following signs, call 911 and seek emergency medical care right away:

- **Difficulty breathing or shortness of breath**
- **Persistent pain or pressure in the chest or abdomen**
- **Persistent dizziness, or confusion, or drowsiness.**
- **Severe or constant vomiting**
- **Seizures**
- **Not urinating**
- **Severe muscle pain**
- **Severe weakness or unsteadiness**
- **Fever or cough that improves, but then returns or worsens**
- **Decreased or no movement of your baby**
- **High fever that is not responding to Acetaminophen (Tylenol® or brand store equivalent).**

For more information about the flu or the vaccine, call: 1-800-CDC-INFO or visit: www.cdc.gov/flu/

U.S. Department of Health and Human Services
Centers for Disease Control and Prevention

CS HCVG15-MAT-106 09/01/2021

PROTECT yourself & your growing family

Like most moms-to-be, you want to give your baby a healthy start in life.

Vaccines (also called immunizations) are a safe way to protect you and your baby from some harmful diseases.

Where can I get immunized?

I have a doctor.

Call your doctor and ask,

- Do you offer flu, Tdap, RSV, and COVID-19 vaccines?
- How soon can you see me?

My doctor does NOT have the shots I need or can't see me soon enough.

Call the pharmacy where you usually pick up your prescriptions and ask,

- Do you offer flu, Tdap, RSV, and COVID-19 vaccines?
- Does my insurance cover these vaccines at your pharmacy?"
  (Note: If you have Medi-Cal, shots should be covered at this pharmacy.)
- What are your immunization clinic hours?

The pharmacy I usually go to for prescriptions does not offer the vaccines I need, or my insurance does not cover them there.

Call your health plan's member services. *(This number is usually on the back of your insurance card.)* Ask,

- What nearby pharmacies do you cover?

Call the nearby pharmacies and ask,

- Do you offer flu, Tdap, RSV, and COVID-19 vaccines?
- What are your immunization clinic hours?

Vaccines.gov
ImmunizationForWomen.org
(800) CDC-INFO/(800) 232-4636

CDPH

IMM-887 (11/23) ADA

IMMUNIZATIONS for a Healthy Pregnancy

CDPH

Thinking of having a baby?

Get shots before you get pregnant
Whether it is your first baby, or you are planning to have another child, get up-to-date on your vaccines to protect you and your family. Talk with your doctor about which vaccines are right for you.

Pre-Pregnancy Immunization Checklist

- ✓ MMR (measles, mumps, rubella)
- ✓ Flu (influenza)—as soon as vaccine is available
- ✓ Chickenpox
- ✓ Hepatitis B
- ✓ Updated COVID-19
- ✓ Other vaccines recommended by your doctor

Page 779 of 1971

Good News!
If you missed getting these vaccines before becoming pregnant, you can get them after your baby is born.

Now that you are pregnant...

Your baby counts on you for BEST protection!
Flu and COVID-19 are more likely to cause serious problems for you and your baby during your pregnancy. Whooping cough and Respiratory Syncytial Virus (RSV) can also be deadly for newborn babies.

Ask your doctor for these vaccines:

- ✓ Tdap (whooping cough vaccine)—at 27-36 weeks of pregnancy, even if you got it before pregnancy
- ✓ Flu—as soon as vaccine is available
- ✓ RSV vaccine—September–January, between 32 and 36 weeks of pregnancy
- ✓ Updated COVID-19 vaccine—if you haven't received it yet.

These vaccines are safe. The protection you get from these vaccines passes to your baby before birth. This will help protect your baby in early life.

Good News!
If you missed getting your RSV vaccine during pregnancy, your baby can get their own RSV immunization soon after birth.

After your baby is born...

Circle your baby with protection
Newborns are too young to get flu, COVID-19 and whooping cough shots. While getting your vaccines during pregnancy is most protective, make sure to get any shots you missed.

To further protect your baby:

- ✓ Keep your baby away from sick people.
- ✓ Ask family, friends, and caregivers to get their flu shot and make sure they are up to date on other shots, like whooping cough and COVID-19.
- ✓ Remind people around your baby to wash their hands often.

Good News!
Getting routine vaccines while you are breastfeeding is safe for you and your baby.

Expecting?

Protect yourself and your baby against flu, RSV, whooping cough, and COVID-19!

You may not realize that changes to your body during pregnancy can put you and your baby at risk for serious complications from flu and COVID-19. Getting COVID-19, flu, RSV (Respiratory Syncytial Virus) and whooping cough shots while you are pregnant can help protect you and your baby from these diseases. The protection you get from the shots passes to your baby in the womb. This helps protect your baby in early life when your baby is most vulnerable to serious infections.

Are these diseases really dangerous for me and my baby?

Yes. Even if you are healthy, you are at higher risk of getting very sick from flu and COVID-19 during pregnancy. Flu and COVID-19 can cause serious complications for both you and your baby such as high fever, pneumonia, hospitalization, pre-term birth, and even stillbirth or death. For babies, catching RSV or whooping cough can lead to trouble breathing, pneumonia, hospitalization, and death. These respiratory viruses are highly contagious and can easily spread from other people to you and your baby. In the first 6 months of life, babies are at highest risk of complications from infections because their immune systems are still developing.

How common are these diseases?

Very common. Each year, flu infects millions of Californians and sends hundreds of sick babies to the hospital. Thousands also catch whooping cough every year. In 2014, over 11,000 people in California became ill with whooping cough, hundreds were hospitalized, and three infants died. In 2020 and 2021, 1 out of every 4 deaths among pregnant people was due to COVID-19. RSV is a common respiratory virus and is the leading cause of bronchiolitis and pneumonia in babies under a year old. The best way to protect yourself and your baby from these diseases is to get vaccinated.

How can I protect my baby and myself?

The American College of Obstetricians and Gynecologists (ACOG), the American Academy of Pediatrics (AAP), and the Centers for Disease Control and Prevention (CDC) recommend that all pregnant people get these life-saving shots:

- ☑ **Flu vaccine**—as soon as it becomes available during flu season
- ☑ **Updated COVID-19 vaccine**—if you haven't received it yet
- ☑ **Whooping Cough vaccine (Tdap)**—27 to 36 weeks of pregnancy, even if you got it earlier.
- ☑ **Respiratory Syncytial Virus (RSV) vaccine**—September–January, between 32 and 36 weeks of pregnancy

Getting COVID-19, flu, RSV and whooping cough shots during pregnancy is the only way to protect your baby before birth. If you didn't get your RSV vaccine during pregnancy, make sure to ask about the RSV immunization for your baby when you deliver.

Pass protection to your baby. Get immunized during pregnancy.

California Department of Public Health, Immunization Branch • GetImmunizedCA.org

IMM-1146 (11/23)

Where can I get immunized?

Your doctor's office may have these immunizations. If not, ask your doctor for a prescription to take to the pharmacy. While a prescription is usually not required, it may be helpful. Before you go, call your pharmacy to ask for their immunization hours and to make sure the shots are covered by your insurance. If you have Medi-Cal, shots should be covered at your pharmacy. You can also call your health plan to find out where your shots may be covered. After you get immunized, make sure to ask for a vaccine record and bring it to your next prenatal visit. You can also download your digital vaccine record at myvaccinerecord.cdph.ca.gov

How safe are these immunizations?

Millions of pregnant people have safely received flu, whooping cough (Tdap), and COVID-19 vaccines. Multiple studies have shown that getting flu, COVID-19, RSV, and Tdap immunizations during pregnancy are safe for mother and baby. The immunizations do not affect the growth or development of your baby. The most common side effect of these shots is a temporary sore arm. It is much riskier not to get immunized.

How effective are immunizations?

These immunizations are very effective for pregnant people.

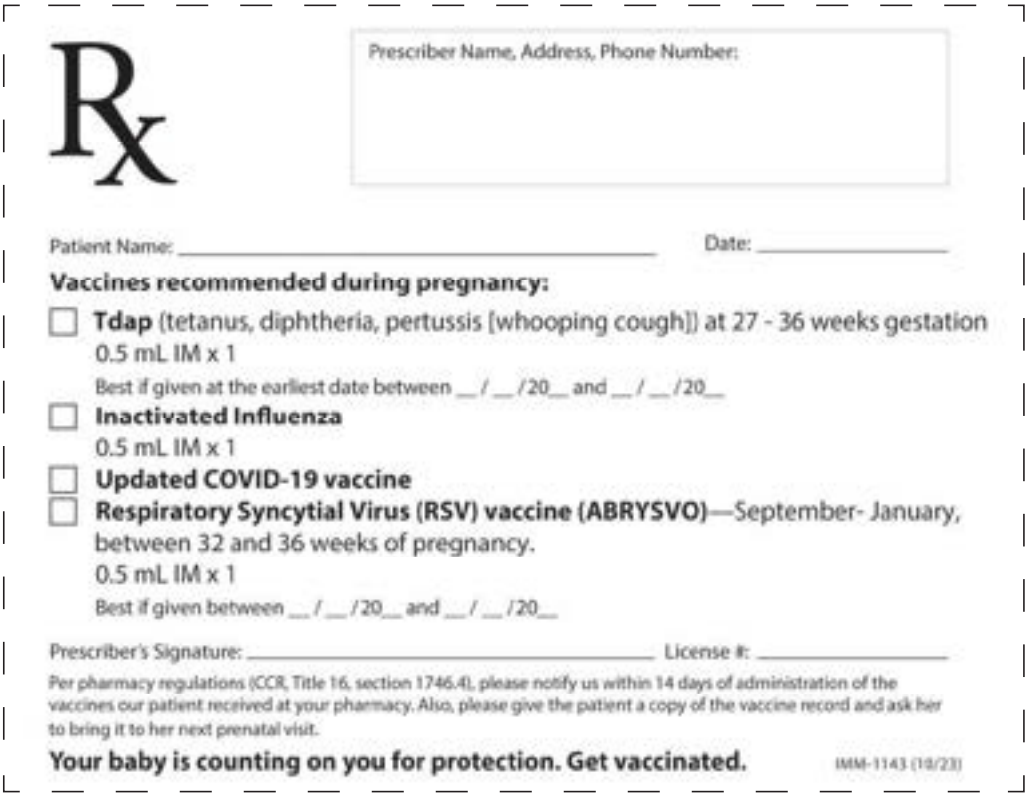
- Getting a flu shot during pregnancy can lower your risk of breathing complications and your baby's risk of catching flu by about half.
- Getting a COVID-19 vaccine during pregnancy lowers the risk of the baby being hospitalized with COVID-19 by more than half.
- Studies have shown that as many as 9 out of 10 babies will be protected against whooping cough if their mothers get a whooping cough shot while pregnant.
- RSV vaccine given during pregnancy has been shown to protect babies through 6 months of age against RSV-associated lower respiratory infections. This means that if you get the RSV vaccine during pregnancy, your baby will most likely not need to get the RSV immunization after birth.

Babies benefit from prenatal immunizations because even if they get sick, the transferred antibodies helps protect from dangerous complications and hospitalization from these diseases.

If your doctor refers you to a pharmacy, ask for a prescription for the shots you need. Make sure the pharmacist gives you a vaccine record to bring to your next prenatal visit! You can also download your digital vaccine record at myvaccinerecord.cdph.ca.gov.

For more information, visit:

CDC website for prenatal vaccination (bit.ly/CDCpregnantpeople)



Rx

Prescriber Name, Address, Phone Number:

Patient Name: _____ Date: _____

Vaccines recommended during pregnancy:

☐ **Tdap** (tetanus, diphtheria, pertussis [whooping cough]) at 27 - 36 weeks gestation
0.5 mL IM x 1
Best if given at the earliest date between __ / __ /20__ and __ / __ /20__

☐ **Inactivated Influenza**
0.5 mL IM x 1

☐ **Updated COVID-19 vaccine**

☐ **Respiratory Syncytial Virus (RSV) vaccine (ABRYSVO)**—September- January, between 32 and 36 weeks of pregnancy.
0.5 mL IM x 1
Best if given between __ / __ /20__ and __ / __ /20__

Prescriber's Signature: _____ License #: _____

Per pharmacy regulations (CCR, Title 16, section 1746.4), please notify us within 14 days of administration of the vaccines our patient received at your pharmacy. Also, please give the patient a copy of the vaccine record and ask her to bring it to her next prenatal visit.

Your baby is counting on you for protection. Get vaccinated. IMM-1143 (10/23)

California Department of Public Health, Immunization Branch • GetImmunizedCA.org
This publication was supported by Grant Number H23/CH003278 from the Centers for Disease Control and Prevention (CDC).

Postpartum Mental Health

KNOW THE FACTS

What are "baby blues" and postpartum depression?

"Baby Blues" is a short period of strong emotional swings after you have a baby. You may feel sad, detached, unable to connect with your child or live up to the expectations of being a new mother. Not everyone will experience baby blues, but the majority that do will get better within a week or two.

Postpartum Depression is more serious. That's when these emotions do not go away and can progress to feeling hopeless or overwhelmed. Providers screen for depression at your postpartum checkup (3 or 6 weeks), and it can also be diagnosed later.

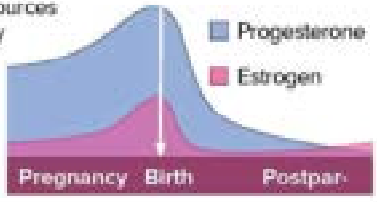
Postpartum Blues	Postpartum Depression
Less than 10 days	2-3 weeks
Onset within 2-3 days of delivery	Onset within first month to 1 year of birth
Mild dysfunction	Moderate to severe dysfunction

What causes postpartum depression?

We don't know what causes postpartum depression, but we know hormones play a large role.

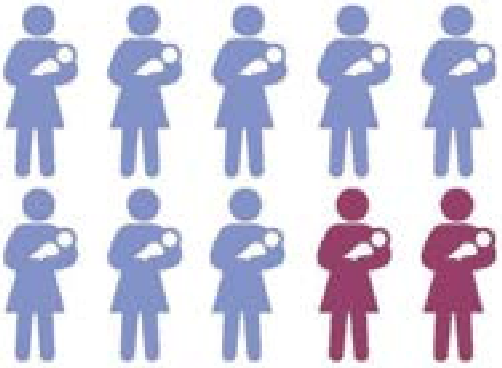
We do know the risk is higher for women who:

- Have a history of mental illness like anxiety or depression
- Have fewer resources or live in poverty
- Shortly after birth, several key hormones decrease dramatically



How common is postpartum depression?

- **One in 10** women may suffer from postpartum depression.
- **Eight in 10** women experience "baby blues."



These numbers may actually be higher because many women do not talk about their symptoms.

What treatments are available for postpartum depression?

Your healthcare provider will work with you to create a care plan based on your needs.

Treatment options can include:

- Medications
- Therapy (group or individual)
- Exercise
- Mindfulness exercises like meditation

NPWH
www.npwh.org

NPWH
NURSE PRACTITIONERS IN WOMEN'S HEALTH
Caring for Women

The first five years of life are critical to a child's development

Head, Hand, Heart

CALL FIRST 5 SAN DIEGO FOR A GOOD START

First 5 San Diego is the region's primary organization for promoting the health and well-being of children during the most critical years of development – the first five years of life. Our vision is that all children ages 0 through 5 are healthy, are loved and nurtured, and enter school as active learners.

First 5 San Diego

1-888-5FIRST5
1-888-534-7785

FIRST5SANDIEGO.ORG

follow us on our social networks!

© 2021 First 5 San Diego

Healthy Development Services

HEALTHY DEVELOPMENT SERVICES

The first five years of life are the best time for children to learn and develop the skills they will need throughout their life.

Young children grow and develop differently. It is important for parents to know their children are growing and reaching important milestones.

First 5 San Diego's Healthy Development Services provides developmental and behavioral screenings for children from birth through 5 years of age, and connects children and families to needed services.

First 5 San Diego is proud to partner with community-based organizations in San Diego County to ensure parents and other caregivers have the support they need to keep their children thriving.

First 5 Healthy Development Services partners provide the following services throughout San Diego County:

- **Developmental** screenings, classes, parent coaching, and therapy
- **Behavioral** screenings, classes, parent coaching and therapy
- **Speech and Language** screenings, classes, and therapy
- **Care Coordination** is provided to help families connect to and utilize First 5 San Diego's Healthy Development Services
- **Referrals** to other services are provided if needed
- **Virtual Phone or Video Services** may be offered

TIPS

- Talk and read to your child. Your child is learning language from you every day.
- Take your child to the park or have a friend over to play. Children learn from each other through play.
- Take your child outside to crawl, walk and run in the fresh air.
- Children love music. Sing to them or play them a song.
- Remember that every child is unique. Every child grows and learns at a different pace. Be patient with your child.
- Spend time cuddling and holding your child. It will help your child feel cared for and secure.
- Spend time playing, singing, and dancing with your child.

Los primeros cinco años de vida son fundamentales para el desarrollo de un niño

Page 785 of 1971

Mente, Mano, Corazón

LLAMA A FIRST 5 SAN DIEGO PARA UN BUEN COMIENZO

First 5 San Diego es la organización principal de la región que promueve la salud y bienestar de los niños durante los años más críticos de su desarrollo - los primeros cinco años de vida. Nuestra visión es que todos los niños de 0 a 5 años estén saludables, sean amados y cuidados, e ingresen a la escuela como estudiantes activos.

First 5 San Diego

1-888-5FIRST5
1-888-534-7785

FIRST5SANDIEGO.ORG

¡síguenos en nuestras redes sociales!

© 2021 First 5 San Diego

Servicios para el Desarrollo Saludable

HEALTHY DEVELOPMENT SERVICES

Los primeros cinco años de vida son el mejor momento para que los niños aprendan y desarrollen las habilidades que necesitarán durante el resto de sus vidas.

Los bebés y niños crecen y se desarrollan de forma distinta. Es importante que los padres sepan si sus hijos están alcanzando etapas del desarrollo importantes.

Los Servicios para el Desarrollo Saludable de First 5 San Diego ofrecen evaluaciones de desarrollo y comportamiento a niños recién nacidos hasta los 5 años de edad y conectan a niños y familias con los servicios necesarios.

First 5 San Diego trabaja con algunas de las mejores agencias comunitarias del Condado de San Diego para asegurar que los padres y proveedores de cuidados tengan la ayuda que necesitan para cerciorarse que sus hijos sigan prosperando.

Los Servicios para el Desarrollo Saludable de First 5 ofrecen los siguientes servicios a través del Condado de San Diego:

- **Desarrollo -** Evaluaciones , clases, terapia y entrenamiento para padres
- **Comportamiento -** Evaluaciones , clases, terapia y entrenamiento para padres
- **Habla y Lenguaje -** Evaluaciones, clases y terapia
- **Coordinación de Cuidados -** Servicio para ayudar a las familias a utilizar y conectar con los Servicios para el Desarrollo Saludable de First 5 San Diego
- **Referencias -** A otros servicios de ser necesario
- Se ofrecen servicios a través de **video o de video llamada**

CONSEJOS

- Habla y lee con tu hijo. Tu hijo aprende el lenguaje a través de ti cada día.
- Lleva a tu hijo al parque a jugar con un amigo. Los niños aprenden unos de otros a través del juego.
- Lleva a tu hijo afuera. Sácalo al aire libre para que gatee, camine o corra y disfrute del aire fresco.
- A los niños les encanta la música. Canta o toca una canción para ellos.
- Recuerda que cada niño es único. Cada niño crece y aprende a un ritmo distinto. Sé paciente con tu hijo.
- Acaricia y abraza a tu hijo. Esto le ayuda a sentirse querido y seguro.
- Pasa tiempo con tu hijo jugando, cantando y bailando.

The first visit to the dentist should be by your child's first birthday or when the first tooth appears.

Head, Hand, Heart

CALL FIRST 5 SAN DIEGO FOR A GOOD START

First 5 San Diego is the region's primary organization for promoting the health and well-being of children during the most critical years of development – the first five years of life. Our vision is that all children ages 0 through 5 are healthy, are loved and nurtured, and enter school as active learners.

First 5 San Diego

1-888-5FIRST5
1-888-534-7785

FIRST5SANDIEGO.ORG

follow us on our social networks!

© 2021 First 5 San Diego

Oral Health

Starts at Birth

First 5 San Diego's Oral Health Initiative

First 5 San Diego's Oral Health Initiative partners with quality community agencies to provide dental checkups, treatment and referrals for children up to 5 years of age and pregnant women. A healthy mouth, including teeth and gums, is essential to the overall health of infants, children and adults.

Dental disease can cause serious and expensive problems for children if left untreated. These include pain, infections, difficulty eating and tooth loss. Children with dental disease may also have trouble sleeping, talking, concentrating and may even miss school.

Good dental health is important for pregnant women too, as the bacteria from the mother's tooth decay can affect the health of her unborn child.

To access dental services provided by First 5 San Diego call 1-888-5 FIRST 5 (1-888-534-7785).

COMMUNITY WATER FLUORIDATION

Many areas of San Diego County have fluoridated water. Drinking fluoridated tap water is a safe and effective way to reduce cavities, especially among children.

TIPS FOR PARENTS

- Start brushing your child's teeth twice a day as soon as the first tooth appears. Use a smear or rice-size amount of fluoridated toothpaste.
- Ask your child's dentist or pediatrician about putting fluoride varnish on your child's teeth. This is another great way to protect your child's teeth from cavities.
- Adults can spread the germs that cause cavities. Do not put anything in your child's mouth if it has been in your mouth (such as putting your baby's pacifier in your mouth or sharing cups, toothbrushes, spoons, etc.).
- Give your child healthy snacks like fresh fruits, vegetables, cheese and yogurt. Avoid sweet or starchy foods that can cause cavities.
- Give your child water between meals instead of sugary drinks.
- Take your baby to the dentist for a checkup by his or her first birthday or when the first tooth erupts.
- Remember, an adult needs to help children brush until around age 7.

TIPS FOR PREGNANT WOMEN

- Brush teeth twice a day with fluoridated toothpaste. Floss and rinse with fluoridated mouthwash daily.
- Visit the dentist early in your pregnancy. Dental care is safe during pregnancy and it is essential for the health of your baby.
- For snacks, choose fruits, vegetables and dairy products over sweet and starchy foods.
- Drink water or low-fat milk instead of carbonated sodas and sweetened fruit juices.

La primera cita con el dentista debe ser antes del primer cumpleaños o cuando sale el primer diente.

Page 789 of 1971

Mente, Mano, Corazón

LLAMA A FIRST 5 SAN DIEGO PARA UN BUEN COMIENZO

First 5 San Diego es la organización principal de la región que promueve la salud y bienestar de los niños durante los años más críticos de su desarrollo - los primeros cinco años de vida. Nuestra visión es que todos los niños de 0 a 5 años estén saludables, sean amados y cuidados, e ingresen a la escuela como estudiantes activos.

First 5 San Diego

1-888-5FIRST5
1-888-534-7785

FIRST5SANDIEGO.ORG

¡síguenos en nuestras redes sociales!

© 2021 First 5 San Diego

La Salud Bucal

Comienza al Nacer

Iniciativa de Salud Bucal de First 5 San Diego

La Iniciativa de Salud Bucal de First 5 San Diego trabaja con agencias de calidad en la comunidad para proveer revisiones, tratamientos y referencias dentales a niños hasta los 5 años de edad. Una boca saludable, incluyendo dientes y encías, es esencial parala salud general de los bebés, niños y adultos.

Las enfermedades dentales pueden tener graves y costosas consecuencias en los niños. Esto incluye dolor, infecciones, dificultad para comer y pérdida de dientes. Los niños con enfermedades dentales también pueden tener problemas para dormir, hablar y concentrarse e incluso pueden faltar a la escuela.

La buena salud dental es importante para las mujeres embarazadas porque las bacterias de las caries pueden afectar la salud del bebé desde antes de nacer.

Para tener acceso a los servicios dentales que provee First 5 San Diego llama al 1-888-5 FIRST 5 (1-888-534-7785).

FLUORACIÓN DEL AGUA EN LA COMUNIDAD

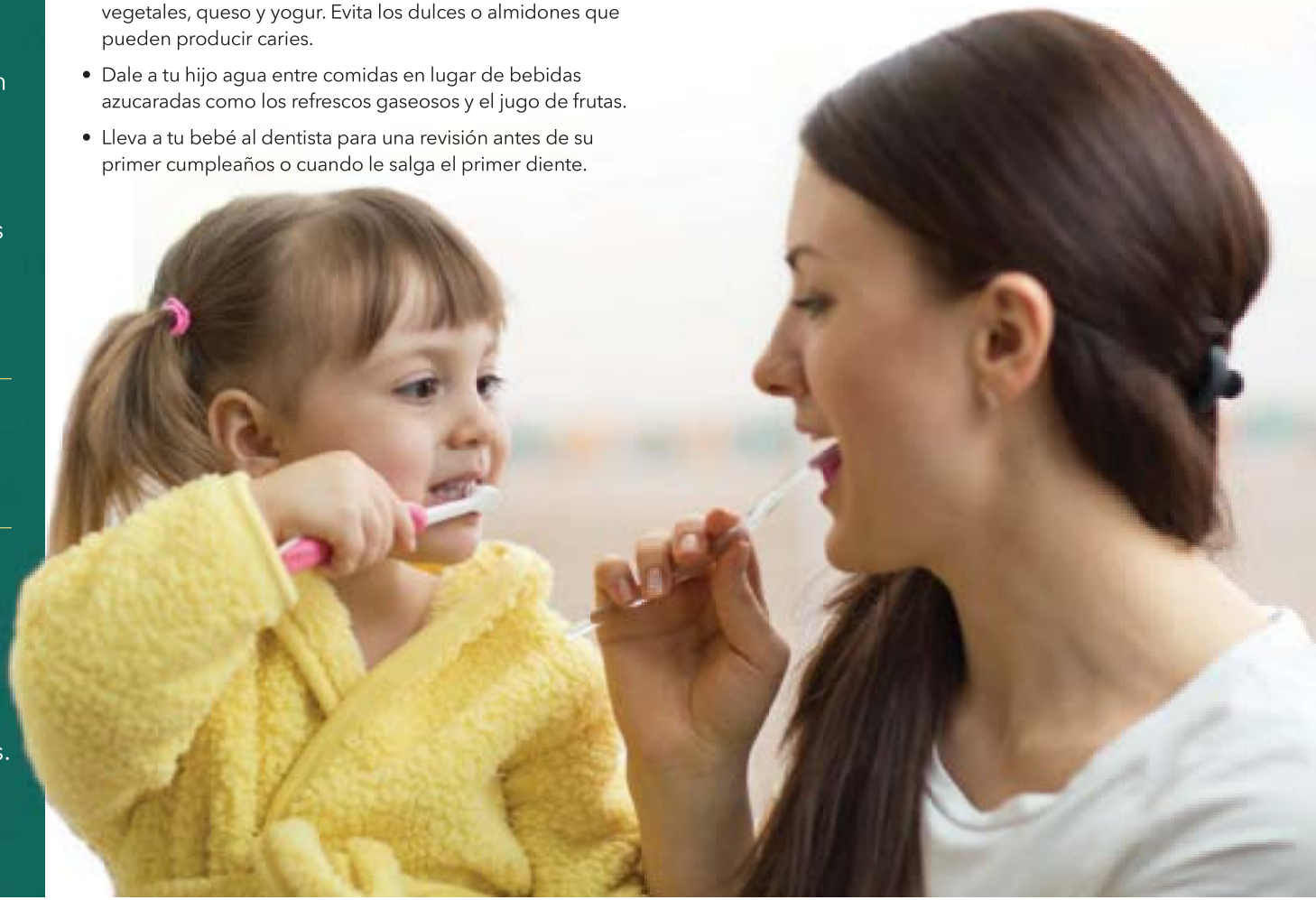
Muchas áreas del Condado de San Diego tienen agua fluorada. Tomar agua fluorada de la llave es una forma segura y efectiva de reducir las caries, especialmente en los niños.

PADRES

- Comience a cepillarse los dientes de su hijo dos veces al día tan pronto como el primer diente aparece. Use pasta de dientes fluorada en una cantidad no mas grande que un grano de arroz.
- Recuerda, un adulto debe ayudar a un niño a cepillarse hasta que tenga alrededor de 7 años de edad.
- Pregunta al dentista o pediatra sobre la aplicación de barniz de flúor en los dientes de tu hijo. Esta es otra excelente forma de proteger los dientes de tu hijo de las caries.
- Los adultos pueden propagar los gérmenes que causan caries. No pongas nada en la boca de tu hijo que haya estado en tu boca (no "limpies" el chupón (chupete) de tu bebé con saliva ni compartan vasos, cepillos de dientes, cucharas, etc.).
- Dale a tus hijos refrigerios saludables como frutas frescas, vegetales, queso y yogur. Evita los dulces o almidones que pueden producir caries.
- Dale a tu hijo agua entre comidas en lugar de bebidas azucaradas como los refrescos gaseosos y el jugo de frutas.
- Lleva a tu bebé al dentista para una revisión antes de su primer cumpleaños o cuando le salga el primer diente.

CONSEJOS PARA LAS MUJERES EMBARAZADAS

- Cepilla tus dientes dos veces al día con pasta dental con flúor.
- Usa hilo dental y enjuague bucal con flúor todos los días.
- Visita al dentista al principio del embarazo. Es seguro visitar al dentista durante el embarazo y es esencial para la salud de tu bebé.
- Elige frutas, vegetales y productos lácteos como refrigerios en lugar de dulces o almidones.
- Toma agua o leche baja en grasa en lugar de refrescos gaseosos o jugos de frutas azucarados.



FIRST 5 Riverside County Children & Families Commission

Resource Directory | (800) 266-3880 | First5@rivco.org | First5Riverside.org

Home Visiting Programs *for resilient families*

SafeCare
Designed to educate parents & support children who have experienced abuse and/or neglect.

fsaca.org | (951) 369-8036
jfkfoundation.org | (760) 776-1600

Nurse Family Partnership (NFP)
An in-home parenting program for first time, low-income pregnant mothers. Nurses work with pregnant mothers from the second trimester up through the child's second birthday.

rivcophn.org | (951) 358-5438

Nurturing Parent Program
Intensive case management services designed to support families at risk of entering or re-entering the Child Welfare System.

parentzatwork.org
(760) 246-8364

A Tactile Approach to Learning
For families with children aged 0 through 5, who are blind, visually impaired or have other sensory disabilities.

blindnesssupport.com
(951) 341-9244

Parent-Child Home Program
Focuses on school readiness for children 16 months to 2 years of age and building positive child-parent interaction. Available to families residing in Jurupa Unified School District.

jurupausd.org | (951) 360-4175

Home Instruction for Parents of Preschool Youngsters (HIPPY)
Learning activities to help 3 and 4 year-olds prepare for Kindergarten. Available to families residing in Jurupa Unified School District.

jurupausd.org | (951) 360-4175

Early Childhood Oral Health Assessment (ECOHA)
Identifies children's risk for dental disease and provides families with tailored education, resources, and connections to dental care.

first5riverside.org | (800) 266-3880

Ready4K
Fun facts and easy tips to boost your child's learning.

Text **F5R** to **70138** to receive weekly texts for facts, tips, and activities to help you prepare your child for kindergarten.

Child Care and Language Programs *providing access to quality early learning*

Quality Start Riverside County

Provides opportunities for early educators to receive training, access professional development, and, ultimately, raise the quality of their programs. Helps increase access to high quality services and resources to better support families and children.

qualitystartrc.org | (800) 266-3880

Riverside Hybrid Alternate Payment (RHAP) Program
Child care scholarship for low-income children to attend quality rated licensed child care centers and homes. Families must meet program eligibility criteria.

rcoe.us | (800) 442-4927

LENA
LENA technology measures the early language environment of children ages 0-5. Feedback from LENA helps parents and caregivers increase the quantity and quality of interactive talk.

lena.org | (800) 266-3880

Reach Out and Read
Gives young children a foundation for success by incorporating books into pediatric care and encouraging families to read aloud together.

reachoutandreadie.org | (909) 709-1441

Raising a Reader
Provides preschool and kindergarten children with books each week to take home and read with their family. Available through Head start sites in the Desert Sands Unified School District, Palm Springs Unified School District and Kindergarten children enrolled at participating sites in the Coachella Valley Unified School District.

unitedwayofthedesert.org
(760) 323-2731 x108

Pediatric and Safety Programs *supporting comprehensive health and development*

Drowning Prevention
Swim lessons for children ages 6 months through 5 years and water safety education classes for parents/caregivers. Lessons are provided in various locations including Riverside, French Valley, and the Desert area.

socalwaterbabies.com
(951) 251-5210

HealthySteps
Pediatric primary care program which includes a Specialist that connects and guides families during and between well-child visits, provides parenting guidance and care coordination.

borregohealth.org | (855) 436-1234
rchsd.org | (858) 966-1700 x257346
ruhealth.org | (800) 720-9553

Help Me Grow - Inland Empire
Help Me Grow works with families to support their children's development and to access community services such as food, parenting classes, transportation, healthcare services and housing.

helpmegrowie.org
(888) 464-4316

Set-4-School
Provides behavioral health screenings and therapy for children ages 0 through 5.

rcdmh.org
(951) 358-6895

HeRCARe
Maternal-fetal medical care for expecting mothers with high-risk pregnancies.

ruhealth.org/hercare
(951) 600-6667

First 5 Riverside County invests in partnerships that promote, support and enhance the health and early development of children, prenatal through age 5, their families and communities.

All services are offered at no to low-cost for eligible Riverside County residents. For more information on these services or to enroll, please contact the agencies directly.

FIRST 5 Riverside County Children & Families Commission

Directorio de recursos | (800) 266-3880 | First5@rivco.org | First5Riverside.org

Programas de visitas al hogar *para familias resilientes*

SafeCare
Diseñado para educar a los padres y apoyar a los niños que han experimentado abuso y / o negligencia.

fsaca.org | (951) 369-8036
jfkfoundation.org | (760) 776-1600

Nurse Family Partnership (NFP)
Un programa de crianza en el hogar para madres embarazadas de bajos ingresos por primera vez. Las enfermeras trabajan con madres embarazadas desde el segundo trimestre hasta el segundo cumpleaños del niño.

rivcophn.org | (951) 358-5438

Nurturing Parent Program
Servicios intensivos de administración de casos diseñados para apoyar a las familias en riesgo de ingresar o rei greso al Sistema de Bienestar Infantil.

parentzatwork.org
(760) 246-8364

A Tactile Approach to Learning
Para familias con niños de 0 a 5 años, que son ciegos, con discapacidad visual o tienen otras discapacidades sensoriales.

blindnesssupport.com
(951) 341-9244

Parent-Child Home Program
FEl programa de hogar para padres e hijos se enfoca en la preparación escolar para niños de 16 meses a 2 años y en la construcción de una interacción positiva entre niños y padres. Disponible para familias que residen en el Distrito Escolar Unificado de Jurupa.

jurupausd.org | (951) 360-4175

Home Instruction for Parents of Preschool Youngsters (HIPPY)
Actividades de aprendizaje para ayudar a los niños de 3 y 4 años a prepararse para el jardín de infantes. Disponible para familias que residen en el Distrito Escolar Unificado de Jurupa.

jurupausd.org | (951) 360-4175

Early Childhood Oral Health Assessment (ECOHA)
Identifica el riesgo de los niños para la odontología enfermedad y proporciona a las familias educación personalizada, recursos y conexiones con la atención dental.

first5riverside.org | (800) 266-3880

Ready4K
Divertido y fácil consejos para aumentar el aprendizaje de su hijo.

Envía **F5R** al **70138** para recibir mensajes de texto semanales con datos, consejos y actividades que le ayudarán a preparar a su hijo para el jardín de infancia.

Programas de cuidado infantil y lenguaje *que brindan acceso a un aprendizaje temprano de calidad*

Quality Start Riverside County

Brinda oportunidades para que los educadores tempranos reciban capacitación, accedan al desarrollo profesional y, en última instancia, eleven la calidad de sus programas. Ayuda a aumentar el acceso a servicios y recursos de alta calidad para apoyar mejor a las familias y los niños.

qualitystartrc.org | (800) 266-3880

Riverside Hybrid Alternate Payment (RHAP) Program
Beca de cuidado infantil para niños de bajos ingresos para asistir a centros y hogares de cuidado infantil con licencia de calidad. Las familias deben cumplir con los criterios de elegibilidad del programa.

rcoe.us | (800) 442-4927

LENA
La tecnología LENA mide el entorno lingüístico temprano de los niños de 0 a 5 años. La retroalimentación de LENA ayuda a los padres y cuidadores a aumentar la cantidad y la calidad de la conversación interactiva.

lena.org | (800) 266-3880

Reach Out and Read
Brinda a los niños pequeños una base para el éxito al incorporar libros en la atención pediátrica y alentar a las familias a leer en voz alta juntas

reachoutandreadie.org | (909) 709-1441

Raising a Reader
Proporciona a los niños de preescolar y jardín de infantes libros cada semana para llevar a casa y leer con su familia. Disponible a través de los sitios de Head Start en el Distrito Escolar Unificado de Desert Sands, el Distrito Escolar Unificado de Palm Springs y los niños de Kindergarten inscritos en los sitios participantes en el Distrito Escolar Unificado de Coachella Valley.

unitedwayofthedesert.org
(760) 323-2731 x108

Programas pediátricos y de seguridad *apoyar la salud y el desarrollo integrales*

Drowning Prevention
Clases de natación para niños de 6 meses a 5 años y clases de educación sobre seguridad en el agua para padres / cuidadores. Las lecciones se brindan en varios lugares, incluidos Riverside, French Valley y el área del desierto.

socalwaterbabies.com
(951) 251-5210

HealthySteps
El programa de atención primaria pediátrica que incluye un especialista que conecta y guía a las familias durante y entre las visitas del niño sano, proporciona orientación para padres y coordinación de la atención.

borregohealth.org | (855) 436-1234
rchsd.org | (858) 966-1700 x257346
ruhealth.org | (800) 720-9553

Help Me Grow - Inland Empire
Ayúdame A Crecer trabaja con las familias para apoyar el desarrollo de sus hijos y para acceder a servicios comunitarios como alimentos, clases para padres, transporte, servicios de atención médica y vivienda.

helpmegrowie.org
(888) 464-4316

Set-4-School
Proporciona exámenes de salud conductual y terapia para niños de 0 a 5 años.

rcdmh.org
(951) 358-6895

HeRCARe
Atención médica materno-fetal para madres embarazadas con embarazos de alto riesgo.

ruhealth.org/hercare
(951) 600-6667

First 5 Riverside County invierte en asociaciones que promueven, apoyan y mejoran la salud y el desarrollo temprano de los niños, desde la etapa prenatal hasta los 5 años, su familias y comunidades.

Todos los servicios se ofrecen a un costo o a bajo costo para los residentes elegibles del condado de Riverside. Para obtener más información sobre estos servicios o para inscribirse, por favor póngase en contacto directamente con la agencia.

FIRST STEPS HELPS PARENTS RAISE HEALTHY & HAPPY CHILDREN

A NO-COST PROGRAM FOR SAN DIEGO PARENTS & PARENTS-TO-BE

MORE INFORMATION AT:

firststepssd.org

Singing to your child builds language skills. Singing to your baby before they are born helps them to learn your voice.

THE ITSY-BITSY SPIDER

The itsy-bitsy spider
Climbed up the waterspout
Down came the rain
And washed the spider out
Out came the sun
And dried up all the rain
And the itsy-bitsy spider
Climbed up the spout again

First 5
First Steps

FAMILY SUPPORT PROGRAM

90%

OF A CHILD'S BRAIN DEVELOPS BY AGE 5

The connections they share with loved ones play a key part in this growth. Being your child's first teacher can be hard, but...

YOU DON'T HAVE TO DO IT ALONE!

WHAT WE OFFER

We connect you and your family with a Family Support Specialist. Together, you will talk about your child's growth and hopes for their future.

We partner to help you:

- Lower stress
- Make learning fun
- Use positive parenting strategies
- Connect to community resources
- Deal with the hard parts of parenting

MORE INFORMATION AT:

firststepssd.org

TO CONNECT WITH YOU LOCAL FIRST STEPS, PLEASE CONTACT:

NORTH INLAND/NORTH COASTAL

Palomar Health
(760) 739-3261
firststeps@palomarhealth.org

CENTRAL/NORTH CENTRAL

SAY San Diego
(619) 283-9624
firststeps@saysandiego.org

EAST

Home Start, Inc.
(619) 402-0278
firststeps@home-start.org

SOUTH

SBCS
(619) 650-1597
firststeps@csbcs.org

Healthy Families America — AFFILIATE —

FUNDED BY First 5 San Diego

LIVE WELL SAN DIEGO
LIVEWELLSD.ORG

Also funded by CalWORKs Home Visiting Program

AAP-CA3 San Diego & Imperial Counties INCORPORATED IN CALIFORNIA
AMERICAN ACADEMY OF PEDIATRICS - CALIFORNIA CHAPTER 3
American Academy of Pediatrics
DEDICATED TO THE HEALTH OF ALL CHILDREN®

released October 2019

Primeros Pasos ayuda a los padres a criar hijos saludables y felices.

Primeros Pasos es un programa sin costo para familias con hijos (o futuros padres) en San Diego

Para más información

firststepssd.org

Cantándole a su hijo desarrolla las habilidades del lenguaje y cantándole a su bebé antes de que nazca le ayuda a reconocer su voz.

La Araña Pequeñita

La araña pequeñita
subió, subió, subió.
Vino la lluvia y se la llevó.
Salió el sol y todo lo secó.
Y la araña pequeñita
subió, subió, subió.

First 5
First Steps

PROGRAMA DE APOYO FAMILIAR

El 90%

del desarrollo del cerebro de un niño ocurre en sus primeros 5 años.

Las conexiones que los niños comparten con los seres queridos juegan un papel importante en su crecimiento. Ser el primer maestro de tu hijo puede ser difícil, pero...

no tiene que hacerlo solo.

LO QUE OFRECEMOS

La conectamos a usted y a su familia con un specialista en apoyo familiar. Juntos, hablarán sobre el crecimiento de su hijo y las esperanzas para su futuro.

Trabajamos contigo para ayudarte:

- Reducir el estrés
- Hacer que el aprendizaje sea divertido
- Usar estrategias positivas de crianza
- Conectarse con programas en la comunidad
- Lidiar con las cuestiones difíciles de ser padres

Para más información

firststepssd.org

Para hablar con su programa local de Primeros Pasos, llámenos a cualquier de estos números:

NORTE INTERIOR/ COSTA NORTE

Palomar Health
(760) 739-3261
firststeps@palomarhealth.org

CENTRAL/NORTE CENTRAL

SAY San Diego
(619) 283-9624
firststeps@saysandiego.org

ESTE

Home Start, Inc.
(619) 402-0278
firststeps@home-start.org

SUR

SBCS
(619) 650-1597
firststeps@csbcs.org

Healthy Families America — AFFILIATE —

FUNDED BY First 5 San Diego

LIVE WELL SAN DIEGO
LIVEWELLSD.ORG

Also funded by CalWORKs Home Visiting Program

AAP-CA3 San Diego & Imperial Counties
INCORPORATED IN CALIFORNIA
AMERICAN ACADEMY OF PEDIATRICS - CALIFORNIA CHAPTER 3
American Academy of Pediatrics
DEDICATED TO THE HEALTH OF ALL CHILDREN®

released October 2019

WHAT DOES A SAFE SLEEP ENVIRONMENT LOOK LIKE?

The following image shows a safe sleep environment for baby.

Room share: Give babies their own sleep space in your room, separate from your bed.

Use a firm, flat, and level sleep surface, covered only by a fitted sheet*.

Remove everything from baby's sleep area, except a fitted sheet to cover the mattress. No objects, toys, or other items.

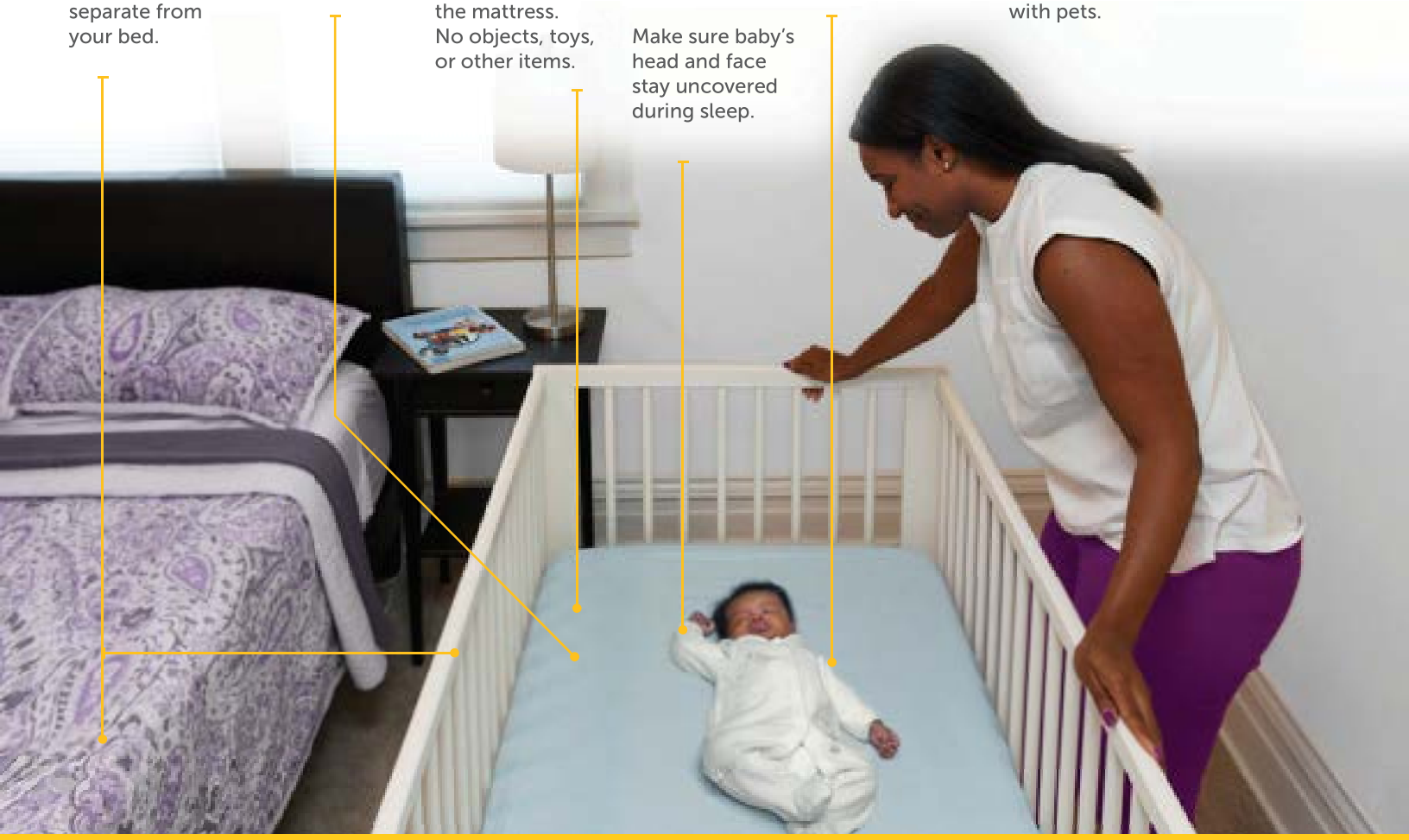
Use a wearable blanket to keep baby warm without blankets in the sleep area.

Make sure baby's head and face stay uncovered during sleep.

Place babies on their backs to sleep, for naps and at night.

Couches and armchairs are not safe for baby to sleep on alone, with people, or with pets.

Keep baby's surroundings smoke/vape free.



*The Consumer Product Safety Commission sets safety standards for infant sleep surfaces (such as a mattress) and sleep spaces (like a crib). Visit https://www.cpsc.gov/SafeSleep to learn more.

NIH Eunice Kennedy Shriver National Institute of Child Health and Human Development

SAFE TO SLEEP®

SAFE SLEEP FOR YOUR BABY

Reduce the Risk of Sudden Infant Death Syndrome (SIDS) and Other Sleep-Related Infant Deaths

Place babies on their backs to sleep for naps and at night.

Use a sleep surface for baby that is *firm* (returns to original shape quickly if pressed on), ***flat*** (like a table, not a hammock), ***level*** (not at an angle or incline), **and covered only with a fitted sheet.**

Feed your baby human milk, like by breastfeeding.

Share a room with baby for at least the first 6 months. Give babies their own sleep space (crib, bassinet, or portable play yard) in your room, separate from your bed.

Keep things out of baby's sleep area—no objects, toys, or other items.

Offer baby a pacifier for naps and at night once they are breastfeeding well.

Stay smoke- and vape-free during pregnancy, and keep baby's surroundings smoke- and vape-free.

Stay drug- and alcohol-free during pregnancy, and make sure anyone caring for baby is drug- and alcohol-free.

Avoid letting baby get too hot, and keep baby's head and face uncovered during sleep.

Get regular medical care throughout pregnancy.

Follow health care provider advice on vaccines, checkups, and other health issues for baby.

Feeding babies breastfeeding, i from the breast, reduces the risk of SIDS. Feeding only human milk, with no formula or other things added, for the first 6 months provides the greatest protection from SIDS.

Avoid products and devices that go against safe sleep guidance, especially those that claim to "prevent" SIDS and sleep-related deaths.

Avoid heart, breathing, motion, and other monitors to reduce the risk of SIDS.

Avoid swaddling once baby starts to roll over (usually around 3 months of age), and keep in mind that swaddling does not reduce SIDS risk.

Give babies plenty of "tummy time" when they are awake, and when someone is watching them.

NIH Pub. No. 22-HD-5759 | August 2022

For more information about the Safe to Sleep® campaign, contact us:

Phone: 1-800-505-CRIB (2742) | Fax: 1-866-760-5947
Email: SafetoSleep@mail.nih.gov
Website: https://safetosleep.nichd.nih.gov
Telecommunications Relay Service: 7-1-1

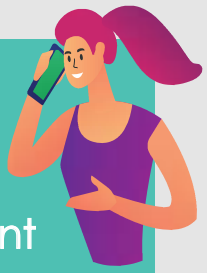
VOLUNTARY DECLARATION OF PARENTAGE

Legal parentage is easy to establish without going to court - and it's **FREE!**

1 What is it?

A free program that establishes legal parentage

2 Why do I care?



- A name on the birth certificate doesn't count
- Court is expensive
- Gives your child important rights

3 Who is it for?

Unmarried parents, same-sex parents

Must meet eligibility requirements

4 How do I do it?

Sign a Voluntary Declaration of Parentage!

5 Where do I get it?

Visit CalParentage.org or email askpop@dcss.ca.gov

6 Who can witness?

- Hospitals(at the time of birth)
- Court (Family Law Facilitator)
- County welfare office
- Notary public
- County registrars of births & deaths
- County child support agencies

7 What's next?

Mail your original, signed and witnessed Voluntary Declaration of Parentage to:

Parentage Opportunity Program
P.O. Box 419070 - MS 241
Rancho Cordova, CA 95741-9070

(Photocopies will not be accepted)

PARENTAGE OPPORTUNITY PROGRAM

Establishing Legal Parentage for Unmarried Parents

The State of California defines "parentage" as a parent's legal relationship to a child.

When a birth parent and other parent are not married to each other, the law says the birth parent and other parent must complete a Voluntary Declaration of Parentage or get a court order BEFORE the other parent's name can be added to the birth certificate.

A name on a birth certificate does NOT legally establish parentage. Only a court order or the Voluntary Declaration of Parentage establishes legal parentage.

Establishing legal parentage is easy and FREE, and helps a child in many ways:

- Identifying the legal parents of the child
- Providing parents the right to seek custody or visitation with their child
- Protecting the child's right to inherit from the parents
- Allows the other parent's name to be added to the child's birth certificate
- Could allow the child to be added to the other parent's health insurance plan

For questions about birth certificates, contact the California Department of Public Health Office of Vital Records at 916.445.2684 or vrmail@cdph.ca.gov

It's easy to establish legal parentage without going to court — *and it's free!*

For more information visit
CalParentage.org

Contact Us
askpop@dcss.ca.gov
Phone | 866.901.3212
Fax | 916.464.5898

Hours of Service
Monday-Friday | 8 a.m. – 5 p.m.
Saturday-Sunday | Closed

PARENTAGE OPPORTUNITY PROGRAM

Como establecer la paternidad legal para padres no casados

El Estado de California, define la paternidad como el reconocimiento de la relación legal entre un padre y un niño.

Cuando el padre biológico y el otro padre no están casados, la ley determina que el padre biológico y el otro padre deben llenar una Declaración Voluntaria de Paternidad o bien, obtener una orden judicial ANTES de que se pueda añadir el nombre del otro padre al acta de nacimiento.

Un nombre en un acta de nacimiento NO establece la paternidad legalmente. Se establece la paternidad legal únicamente por medio de una orden judicial o por la Declaración Voluntaria de Paternidad.

Establecer la paternidad legal es sencillo y completamente GRATUITO, y ayuda al menor de varias maneras, entre ellas:

- Identifica a los padres legales del menor
- Le brinda a los padres el derecho a pedir la custodia del menor o el régimen de visitas con el menor
- Protege el derecho del menor a recibir la herencia de sus padres
- Se permite añadir el nombre del otro padre al acta de nacimiento del menor
- Podría permitirle al otro padre agregar al menor a su póliza de seguro médico

Para mayor información acerca de los actas de nacimiento, favor de comunicarse con la Oficina de Registro Civil del Departamento de Salud Pública de California llamando al 916.445.2684 o por correo electrónico a vrmail@cdph.ca.gov

Es fácil establecer la paternidad legal sin necesidad de ir a corte, ¡y es gratuito!

Para obtener más información visite
CalParentage.org

Información del contacto
askpop@dcss.ca.gov
Teléfono | 866.901.3212
Fax | 916.464.5898

Horarios de Servicio
Lunes a viernes de | 8 a.m. – 5 p.m.
Sábados y domingos | cerrado

TIP CARD FOR EXPECTANT DADS

National Responsible Fatherhood Clearinghouse

DID YOU KNOW?

When dads are involved as supportive partners during pregnancy, it is good for their babies, good for moms, and good for dads.

When their partner supports them, pregnant women are more likely to get regular prenatal care and eat and live healthily, which increases the likelihood of positive health outcomes for their baby.[1]

Dads who are there for mom and baby during the pregnancy are better prepared for their role as a new dad. They feel more involved, and their baby has more opportunities to get to know their dad.[2]

Moms who have calm and supportive birth partners have better labor experiences.[3]

MORE INFORMATION

NRFC Resources

- Working with Dads: Encouraging and Supporting Father Involvement from Birth through Adolescence (https://www.fatherhood.gov/webinars)
- Helping Young Fathers with Decision Making (http://bit.ly/2FmkSyo)
- Healthy Fathers, Healthy Families (https://bit.ly/2riAOLl)

Internet Resources

- An Expectant Dad's Guide to Pregnancy, WebMD (https://wb.md/2lVln12)
- Blog for Expectant Dads, Mr. Dad (https://bit.ly/2GqQ3ch)
- Tips for the Expectant Father, Minnesota Department of Health (https://bit.ly/2pFohiA)

Books

- The Expectant Father: Facts, Tips, and Advice for Dads-to-be (4th Edition), Armin Brott and Jennifer Ash, 2015.
- Pregnancy for Dads (Idiot's Guides), Joe Kelly, 2015.

WHAT YOU CAN DO

Be involved, be encouraging, be there.

- ☐ Talk with your partner about expectations and feelings: what is she expecting from you as a dad? What are you feeling and expecting?
- ☐ Take a childbirth class; go to prenatal and doctor visits with your partner – get to know the people who are going to be delivering your baby.
- ☐ Recognize that pregnancy can be stressful for you and your partner. Besides supporting and helping her, you also need to find time to focus on yourself.
- ☐ Talk with other dads and ask how they prepared for the birth of their children.
- ☐ Start taking on extra responsibilities around the house – pick things up, clean the house, make some meals, go shopping.
- ☐ Prepare for the birth.
  1. Get things ready for your new baby – you'll need a crib, diapers, car seat, and stroller.
  2. Map out a route to the hospital.
  3. Help your partner prepare a bag that will be ready with a change of clothes and other essentials to take with you.
- ☐ If you are employed, talk with your employer about taking family leave or working flexible time after the birth so you can help care for your new baby.

[1] MenCare (2015), State of the World's Fathers. https://sowf.men-care.org/wp-content/uploads/sites/4/2015/06/State-of-the-Worlds-Fathers_23June2015-1.pdf; Fatherhood Institute (2014), FI Research Summary: Supportive Fathers, Healthy Mothers. http://www.fatherhoodinstitute.org/wp-content/uploads/2014/04/FI-Research-Summary-Supportive-Fathers-Healthy-Mothers.pdf

[2] NRFC Webinar (2013), Working with Dads: Encouraging and Supporting Father Involvement from Birth through Adolescence. https://www.fatherhood.gov/webinars

[3] Fatherhood Institute (2014), Making the Most of Fathers to Improve Maternal and Infant Health. http://www.fatherhoodinstitute.org/wp-content/uploads/2014/11/Making-the-most-of-fathers-to-.-.-.-Improve-maternal-and-infant-health.pdf

@fatherhoodgov
facebook.com/fatherhoodgov
fatherhood.gov
1-877-4DAD411

U.S. Department of Health and Human Services
Administration for Children and Families
Office of Family Assistance

Preventing Child Abuse & Neglect

What are child abuse and neglect?

Child abuse and neglect are serious public health problems and adverse childhood experiences (ACEs). They can have long-term impacts on health, opportunity, and wellbeing. This issue includes all types of abuse and neglect of a child under the age of 18 by a parent, caregiver, or another person in a custodial role (such as a religious leader, a coach, a teacher) that results in harm, the potential for harm, or threat of harm to a child. There are four common types of child abuse and neglect:

- **Physical abuse** is the intentional use of physical force that can result in physical harm. Examples include hitting, kicking, shaking, burning, or other shows of force against a child.[1]
- **Sexual abuse** involves pressuring or forcing a child to engage in sexual acts. It includes behaviors such as fondling, penetration, and exposing a child to other sexual activities.[1]
- **Emotional abuse** refers to behaviors that harm a child's self-worth or emotional well-being. Examples include name calling, shaming, rejecting, withholding love, and threatening.[1]
- **Neglect** is the failure to meet a child's basic physical and emotional needs. These needs include housing, food, clothing, education, access to medical care, and feelings validated and appropriately responded to.[1,2]

How big is the problem?

Child abuse and neglect are common. At least 1 in 7 children have experienced child abuse or neglect in the past year in the United States.[3] This is likely an underestimate because many cases are unreported. In 2020, 1,750 children died of abuse and neglect in the United States.[4]

Children living in poverty experience more abuse and neglect. Experiencing poverty can place a lot of stress on families, which may increase the risk for child abuse and neglect. Rates of child abuse and neglect are 5 times higher for children in families with low socio-economic status.[1]

Child maltreatment is costly. In the United States, the total lifetime economic burden associated with child abuse and neglect was about $592 billion in 2018.[5] This economic burden rivals the cost of other high profile public health problems, such as heart disease and diabetes.[6]

What are the consequences?

Children who are abused or neglected may suffer immediate physical injuries such as cuts, bruises, or broken bones. They may also have emotional and psychological problems, such as anxiety or post-traumatic stress.[1]

Over the long term, children who are abused or neglected are also at increased risk for experiencing future violence victimization and perpetration, substance abuse, sexually transmitted infections, delayed brain development, lower educational attainment, and limited employment opportunities.[1]

Chronic abuse may result in toxic stress, which can change brain development and increase the risk for problems like post-traumatic stress disorder and learning, attention, and memory difficulties.[7]

How can we prevent child abuse and neglect?

Child abuse and neglect are preventable. Certain factors may increase or decrease the risk of perpetrating or experiencing child abuse and neglect. To prevent child abuse and neglect, we must understand and address the factors that put people at risk for or protect them from violence.[8] Everyone benefits when children have safe, stable, nurturing relationships and environments. CDC developed *Preventing Child Abuse & Neglect: A Technical Package for Policy, Norm, and Programmatic Activities* to help communities use the best available evidence to prevent child abuse and neglect. This resource is available in English and Spanish and can impact individual behaviors and relationships, family, community, and societal factors that influence risk and protective factors for child abuse and neglect.

Different types of violence are connected and often share root causes. Child abuse and neglect are linked to other forms of violence through shared risk and protective factors. Addressing and preventing one form of violence may have an impact on preventing other forms of violence.[8]

Strengthen economic supports to families

- Strengthening household financial security
- Family-friendly work policies

Change social norms to support parents and positive parenting

- Public engagement and enhancement campaigns
- Legislative approaches to reduce corporal punishment

Provide quality care and education early in life

- Preschool enrichment with family engagement
- Improved child care quality through licensing and accreditation

Enhance parenting skills to promote healthy child development

- Early childhood home visitation
- Parenting skill and family relationship approaches

Intervene to lessen harms and prevent future risk

- Enhanced primary care
- Behavioral parent training programs
- Treatment to lessen harms of abuse and neglect exposure
- Treatment to prevent problem behavior and later involvement in violence

Preventing Child Abuse and Neglect: A Technical Package for Policy, Norm, and Programmatic Activities

A **technical package** is a collection of strategies based on the best available evidence to prevent or reduce public health problems. The **strategy** lays out the direction and actions to prevent child abuse and neglect. The **approach** includes the specific ways to advance the strategy through programs, policies and practices. The **evidence** for each of the approaches in preventing child abuse and neglect and associated risk factors is also included.

References

1. Fortson B, Klevens J, Merrick M, Gilbert L, Alexander S. (2016). Preventing Child Abuse and Neglect: A Technical Package for Policy, Norm, and Programmatic Activities. Atlanta, GA: National Center for Injury Prevention and Control, Centers for Disease Control and Prevention.
2. Leeb RT, Paulozzi L, Melanson C, Simon T, Arias I. Child Maltreatment Surveillance: Uniform Definitions for Public Health and Recommended Data Elements, Version 1.0. Atlanta (GA): Centers for Disease Control and Prevention, National Center for Injury Prevention and Control; 2008.
3. Finkelhor D, Turner HA, Shattuck A, Hamby SL. Prevalence of Childhood Exposure to Violence, Crime, and Abuse: Results from the National Survey of Children's Exposure to Violence. JAMA Pediatr. 2015;169(8):746–754. doi:10.1001/jamapediatrics.2015.0676
4. U.S. Department of Health & Human Services, Administration for Children and Families, Administration on Children, Youth and Families, Children's Bureau. (2022). Child Maltreatment 2020. Available from https://www.acf.hhs.gov/cb/data-research/child-maltreatment.
5. Klika JB, Rosenzweig J, Merrick M. Economic burden of known cases of child maltreatment from 2018 in each state. Child and adolescent social work journal. 2020 Jun;37(3):227-34.
6. Centers for Disease Control and Prevention.(2022). Health and Economic Costs of Chronic Diseases. Available from https://www.cdc.gov/chronicdisease/about/costs/index.htm
7. Shonkoff J, Garner A, & Committee on Psychosocial Aspects of Child and Family Health, Committee on Early Childhood, Adoption, and Dependent Care, and Section on Developmental and Behavioral Pediatrics. (2012). The lifelong effects of early childhood adversity and toxic stress. Pediatrics, 129(1), e232-e246.
8. Preventing Multiple Forms of Violence: A Strategic Vision for Connecting the Dots. (2016). Atlanta, GA: National Center for Injury Prevention and Control, Centers for Disease Control and Prevention.

13. Fathers who connect with their children form strong familybonds.
14. Parents can learn ways to calm a crying baby and manage feelings of frustration when a baby is inconsolable.
15. Parents can investigate child care provider for any history ofabusing children. Use Trustline to checkout child care providers 800-822-8490.
16. Parents can ask for help whendepressed or stressed by life'schallenges.
17. Parentslearning about child safety in the home can prevent accidents and increase awareness of the environment.
18. Parentscanusecommunity servicessuch asrespitecareand homevisiting services tostrengthen parental resilience when times are tough.
19. Communities can support families by providingfreeorlow-costactivitiesthat encourage parent/childinteractions.
20. Community networks collaborating with each other facilitate ease of referralsand obtaining services for families.

STATE OF CALIFORNIA

HEALTH AND HUMAN SERVICES AGENCY

DEPARTMENT OF SOCIAL SERVICES

Office of Child Abuse Prevention

Pub 411 (8/11)

20 Facts About Child Abuse and Neglect

1. Child abuse orneglect is a crime.
2. TheCaliforniaChild Abuse and Neglect Reporting Law (Penal Code sections 11164-11174.3) may be accessed onthe internet at www.leginfo.ca.gov.
3. Child abuse and neglect affect childrenof all ages, races, and incomes.
4. Instances of suspected abuse or neglect should be reported to Child Protective Services (CPS) or police.
5. A listing of California's Hotline Numbers for child abuse reporting for each county may be found at www.childsworld.ca.gov/res/pdf/CPSEmergNumbers.pdf
6. Parentsabusing drugsoralcoholareat higher riskofabusing or neglectingtheir children.
7. Exposure to domestic violence negatively impacts children. Evidence shows a strong connection between domestic violence and child abuse.

8. Children under two years of age are at greater risk of abuse or neglect.
9. Prematurity is a risk factor for child abuse or neglect.
10. Abusive head trauma or shaken baby syndrome often occurs when an adult shakes a child because of inconsolable crying.
11. Children with disabilities are more likely to be abused or neglected than children with no disabilities.
12. Neglected or sexually abused children may not show physical signs of harm.
13. Children in poverty suffer neglect and abuse 22 times more than children in affluent families.
14. It is against the law to knowingly make a false report of child abuse or neglect.
15. Reporting child abuse or neglect only requires "reasonable suspicion" and does not automatically mean the child will be removed from the home.
16. Only Child Protective Services or a law enforcement agency may conduct an investigation into suspected abuse or neglect.
17. In California, mandated reporters are required to report child abuse and neglect. Mandated reporters are those who come into contact with children through their employment and may receive training at mandatedreporterca.com.

18. Once investigated, reports of suspected child abuse are categorized as substantiated, unfounded or inconclusive (insufficient evidence).
19. Substantiated and inconclusive reports of child abuse or neglect are filed in the California Department of Justice Child Abuse Central Index (CACI) database.
20. Unfounded reports are purged from the CACI database.

20 Ways Of Preventing Child Abuse and Neglect

1. The Child Help USA Hotline offers 24-hour crisis telephone assistance for individuals under stress. Telephone counseling is available in 140 languages 800-422-4453.
2. Organizations such as Parents Anonymous offer self-help groups for parents seeking support and positive parent strategies at www.parentsanonymous.org.
3. Child Abuse Prevention Councils or Family Resource Centers have resources available locally to help families. www.capsac.org/crisisnumbers/ca-councils or 222.familyresourcescenters.net
4. Parents who ask for help in getting housing, food, transportation, and/or health care protect their families from stress.
5. Being connected to family and friends by sharing celebrations and day-to-day problems makes families stronger.
6. Families who use a family physician and healthcare provider, also known as a medical home, promote good health and children are screened for normal developmental milestones on an ongoing basis.
7. Parents who encourage, listen, and accept expression of emotions help their child to develop healthy self-esteem about themselves and in relation to others.
8. Parents who learn about and practice safe nonviolent forms of child discipline become positive role models for their children.
9. Learning what is normal with their child's development helps parents accept their child as they are and decreases frustration from unrealistic expectations.
10. Parents that utilize recovery programs for alcohol or drug abuse learn to stay clean and stay connected with others.
11. Parent education classes teach parents the benefits of bonding, understanding, and accepting their children's personalities.
12. High quality preschools teach children social skills and build self-esteem.

101 Phrases of Praise

I love you.	You're great.	Great job.	Terrific.
Thanks so much.	Super work.	Outstanding.	I'm so proud of you.
Fabulous.	Perfect.	You're getting there.	Wonderful.
You make me happy.	You're special.	Lean on me.	Thanks for helping.
You can do it.	Excellent.	You're super.	Great smile.
That's a great idea.	You're the best.	Way to go.	Good for you.
You're delightful.	You did it.	Right on.	Great.
Thanks for sharing.	Looks good.	Marvelous.	I trust you.
You're getting better.	Fantastic.	You deserve a star.	You've improved.
Very good.	I'm impressed.	Exceptional.	You're an angel.
You're fun.	Thanks for caring.	You're a big help.	You're very responsible.
You're a real pal.	You're a super listener.	You're a joy.	You're tops.
You're considerate.	Nice work.	You're a gem.	Dynamite.
Hurray for you.	I listen to you.	You're on your way.	You've made progress.
You're neat.	You're a champ.	Beautiful.	Great imagination.
You'll get it.	Keep up the good work.	You're very brave.	You're special.
Good sport.	Sounds great.	You've got what it takes.	You're #1.
How clever.	How thoughtful.	How original.	You're on the mark.
You're a real friend.	You're the greatest.	I've got faith in you.	Keep trying.
Much better.	Well done.	I support you.	Thanks for being honest.
Great idea.	How artistic.	What careful work.	Exceptional.
Very nice of you.	I like you.	That's neat.	Great try.
You've got it now.	Wonderful imagination.	You're right.	You're sweet.
Great answer.	You've got heart.	Delightful idea.	You deserve a kiss.
You brighten my day.	Super job.	You're so smart.	What a great kid.
You're such a smart kid.			

Adapted From: *Parent-Child Interaction Therapy* by Hembree-Kigin, T. & Bodiford McNeil, C., 1995.
Harborview 03

CHILDREN'S HOME SOCIETY OF CALIFORNIA
www.chs-ca.org

For additional CHS Family Education Program materials, please call (714) 712-7888. For more information about CHS Early Learning and Education Programs, call (888) CHS-4KIDS.

Family Education Program materials and podcasts, and information on CHS programs can also be found on our website at www.chs-ca.org.

Corporate Headquarters
1300 West Fourth Street
Los Angeles, CA 90017
(213) 240-5900
(213) 240-5945 Fax

©2017 Children's Home Society of California

CHILDREN'S HOME SOCIETY OF CALIFORNIA

CHOOSING CHILD CARE

MAKING THE RIGHT CHOICE FOR YOUR FAMILY

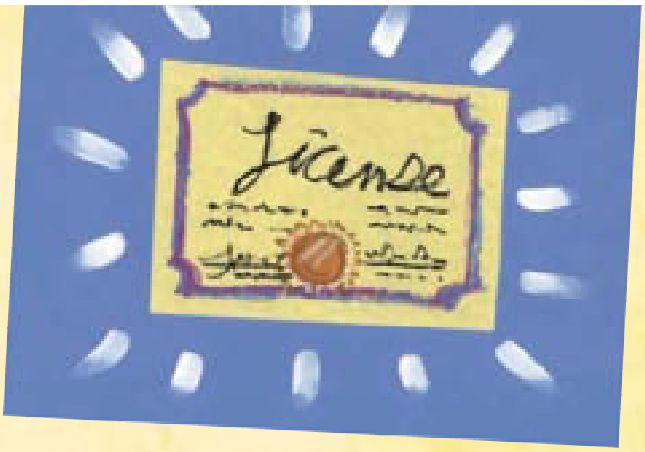
Choosing child care is one of the most important decisions a parent can make. Finding the care most suitable for your child will take time, but learning about the types of child care available and what makes a quality child care program will help your search to be successful.

Children's Home Society of California's (CHS) Child Care and Development Services has prepared this guide to assist you as parents to evaluate your child care needs and to help you select a program that will best suit those needs.

We strongly urge you to visit the family child care homes or child care centers under consideration, and to talk to those who will be directly and indirectly involved in your child's care. The more homes and centers you visit, the better prepared you will be to make the best choice for your child.

All family child care homes and child care centers must be licensed by the State of California. Licensing is intended to insure minimal standards of health and safety for children's protection. But licensing alone does not guarantee the quality of a child care center or home. You are the best judge of whether a child care program will be suitable for your child.

If you need additional information to help you choose a child care program, please contact our office at the phone number on the back of this brochure.



THE RIGHT CHOICE FOR YOUR CHILD

Some important factors or questions to consider when selecting quality child care are:

- What is the education level of the child care providers?
- Is the space safe, bright, attractive, and interesting to children?
- Does the environment allow for a variety of play activities both inside and outside?

TRUSTLINE

Parents may use TrustLine to find out background information about caregivers who are not currently required by the State of California to be licensed. TrustLine, a public registry maintained by the California Department of Social Services and the Child Care Resource and Referral Network, includes caregivers who have submitted their fingerprints to the Department of Justice and have no disqualifying child abuse reports or disqualifying criminal convictions in California. These "license-exempt" providers include: (1) in-home care in which a caregiver (nanny, babysitter, friend, or relative) provides care for the child in the child's own home and (2) home care in which a caregiver provides care in their home for children from only one other family besides their own. Some before- and after-school programs may also be license-exempt. For more information about TrustLine, call our office at the phone number on the back of this brochure.

ADULT-TO-CHILD RATIO

An important factor to consider in selecting child care is the adult-to-child ratio.

Small Family Child Care Homes are licensed to provide care for a maximum number of 8 children, including the caregiver's own children under age 10. Minimum licensing standards are:

ADULT	CHILDREN	
1	4	Infants (birth-24 months)
1	6	No more than 3 infants
1	8	No more than 2 infants and at least 2 school age* (over 6 years)

Large Family Child Care Homes are licensed to provide care for a maximum number of 14 children, including the caregiver's own children under age 10. When care is provided for more than 6 children, an assistant caregiver must be present. Minimum licensing standards are:

ADULT	CHILDREN	
2	12	No more than 4 infants (birth-24 months)
2	14	No more than 3 infants and at least 2 school age* (over 6 years)

Child Care Centers are licensed to provide care for children in a group setting. Centers, large or small, can offer full- or part-time infant, preschool, or school age programs. They may be independently operated or connected with a school, church, business, or other organization. Minimum licensing standards are:

ADULT**	CHILDREN	
1	4	Infants (birth-24 months)
1	12	Preschool (2-6 years)
1	14	School age* (6-14 years)

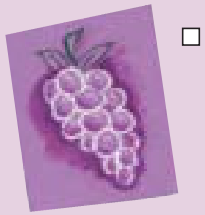
*One child may be enrolled in kindergarten (as young as 4 years and 9 months). If 2 children are school age, small family child care homes may care for 8 children (instead of 6) and large family child care homes may care for 14 children (instead of 12).

**The adult must meet Community Care Licensing qualifications.

QUALITY CHILD CARE CHECKLIST

HEALTH & SAFETY

- ☐ Is the facility licensed?
- ☐ Are the proper adult/child ratios maintained?
- ☐ Is the setting bright and attractive, with adequate space for quiet and active play both indoors and outdoors?
- ☐ Are all areas child-proofed and free of hazards and is all equipment safe and in good repair?
- ☐ Is the facility clean overall (bathrooms and diapering areas, kitchen, play areas) and is handwashing practiced regularly?
- ☐ Are there safe areas for napping?
- ☐ Are there working smoke detectors, fire extinguishers, and a first aid kit?
- ☐ Is an emergency evacuation plan posted and practiced?
- ☐ Are there emergency contact cards for each child?
- ☐ Does the caregiver have liability insurance or a waiver of liability?
- ☐ Does the caregiver or center staff have up-to-date training in pediatric first aid and CPR?
- ☐ Does the caregiver or center use appropriate car seats or safety belts for each child if children are being transported?
- ☐ If food is furnished at the facility, is it nutritionally balanced and prepared and stored in a safe manner?



CAREGIVER'S PERSONAL STYLE

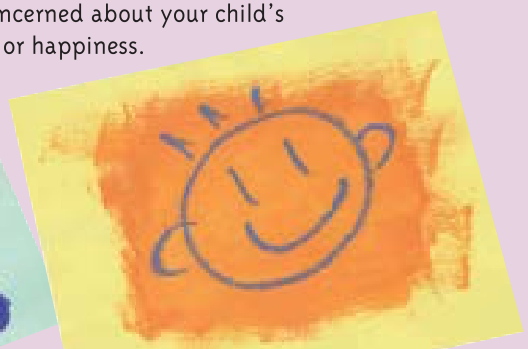
- ☐ Is the caregiver someone who is warm, sensitive to children's needs, and who responds lovingly and respectfully to children?
- ☐ Does the caregiver give each child individual attention?
- ☐ Does the caregiver treat each child in a positive way that builds self-esteem? For example, does the caregiver interact respectfully with children, using a positive tone of voice?
- ☐ Is the caregiver accepting of your cultural and family values?
- ☐ Does the caregiver have a firm but loving approach to discipline? (Note: Physical punishment, spanking, humiliation, neglect, retaliation, mental abuse, or punitive interference with daily functions of living such as eating, sleeping, or elimination are strictly prohibited in licensed facilities.)
- ☐ Is the caregiver willing to discuss your child with you, and are parents welcome to make unannounced visits at any time?

CAREGIVER'S PROFESSIONALISM

- ☐ Does the caregiver have training in child development or early childhood education? (Licensing sets minimum educational standards for child care center directors and staff; no educational training is required for family child care providers at this time.)
- ☐ Does the caregiver continue to keep up-to-date by attending trainings and seminars?
- ☐ How much experience caring for children does the caregiver have?
- ☐ Does the caregiver belong to any professional organizations?
- ☐ Are the child abuse reporting procedures provided to parents?
- ☐ Does the caregiver use written agreements and clearly communicate the expectations and policies of the program?
- ☐ Does the caregiver make available a reference list of current and past clients?

You also have the right and responsibility to request specific information about a licensed child care home or center from Community Care Licensing, California Department of Social Services. Call CHS for the specific phone number and location of the licensing office in your community.

Continue to monitor your child care arrangements at all times. You have the right to visit the child care facility unannounced whenever your child is there. Making such visits is one way to find out for yourself what kind of care your child is receiving. Continue to check the safety of the child care setting and speak to the caregiver about any concerns you have. If you cannot resolve a complaint with the caregiver, report your concerns to Community Care Licensing, Department of Social Services. Remember, you have the final responsibility for your child's care and the right to change child care providers whenever you are concerned about your child's well-being or happiness.



CHILD CARE REFERRAL POLICY

Children's Home Society of California's (CHS) Resource and Referral (R&R) Program provides child care referrals to parents within CHS's designated service area to all parents requesting services regardless of income level or other eligibility requirements. Referrals are provided to parents based on their specific needs. CHS refers to child care centers, license-exempt child care centers, and licensed family child care homes.

In order to promote quality child care for children, CHS will:

- Assist parents seeking child care, but will not make recommendations.
- Provide written information about selecting quality child care.
- Recommend that parents visit facilities before making a decision.
- Inform parents of their right to review licensing information about providers.
- Maintain confidentiality of all information received from the parent.
- Operate all programs and services based on the CHS Non-Discrimination Policy.

CHS reserves the right to discontinue referrals to a child care provider when:

- Licensing, law enforcement, or another regulatory agency has substantiated a complaint involving the health, safety, or personal rights of children; or actions that would impact the care or services to children.
- CHS is informed of an ongoing investigation regarding the health, safety, or personal rights of children; or actions that would impact the care or services to children.
- CHS has received a complaint regarding the health, safety, or welfare of a child and CHS is waiting for a response from the local licensing agency regarding the results of the complaint.
- CHS has been notified by Community Care Licensing (CCL) that the provider has been issued a probationary license or corrective action plan, or the license has been suspended or revoked.

According to the laws of the State of California, CHS will remove from the referral database a licensed child care facility that has been issued a revocation, temporary suspension order, or that is on probation.

CHS will notify the provider in writing when it is determined that CHS will discontinue referrals to the provider because of one of the above items.

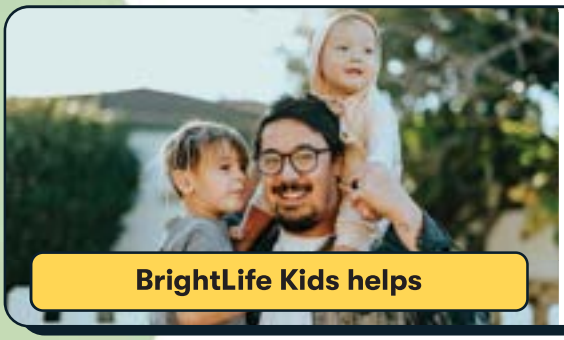
BrightLife Kids
A CalHOPE program by Brightline

Get support with the tough stuff and help your child thrive

No costs attached. No insurance required. No referrals needed.

Created by Brightline (an industry leader in pediatric mental health) and 100% paid for by the State of California, BrightLife Kids is a CalHOPE* program that offers behavioral health coaching to all kids ages 0–12 who live in California.

Coaching is done in private, 1:1 video sessions and via secure chat. Families are matched with a dedicated coach, so there's no starting over each time. And families also have access to on-demand digital resources like articles and videos that can help between sessions.



BrightLife Kids helps

- **Kids** learn how to manage big emotions, friendships, self-confidence, and more
- **Parents/caregivers** build confidence and structure
- **Families** dealing with challenging milestones, behaviors, and transitions
- **Teachers/school staff** focus on helping students learn, develop, and have fun

BrightLife Kids coaches

- **Are bilingual in English and Spanish;** families can receive coaching in 17 other languages** with the help of interpreter services
- **Have training and experience** working with those who have LGBTQ+, BIPOC, and other important identities
- **Come from diverse backgrounds** (just like the families they work with) and are sensitive to different cultures, traditions, and values
- **Specialize in personalized coaching for kids** and families and know when it's time to refer families to a higher level of support in the community

Scan the QR code or visit brightlife.kids/ca to create your no-cost account today.
For more information, email ce@hellobrightline.com.

*The Children and Youth Behavioral Health Initiative (CYBHI) is a $4.7B package of investments initiated by Governor Gavin Newsom to support California's kids. One of the goals of CYBHI is to give kids and families the opportunity to receive expert behavioral health support in an easy-to-access, digital format. Brightline was chosen out of hundreds of vendors to be the partner for children ages 0–12.

**Many coaches are bilingual in English and Spanish. Interpreter services are available in Chinese, Vietnamese, Tagalog, Korean, Armenian, Russian, Farsi, Japanese, Arabic, Cambodian, Hindi, Hmong, Thai, Laotian, Punjabi, Mien, and Ukrainian

APPENDIX X

COURSE CATALOG WITH DESCRIPTIONS

COURSE CATALOG

COURSE LIST

English

Middle School

English 6-1, 6-2
English 7-1, 7-2
English 8-1, 8-2

High School

English 1, 2
English 1, 2 Accelerated
English 3, 4
Honors English 3, 4
American Literature 1, 2
Honors American Literature 1, 2
Contemporary Voices in Lit. 1, 2
English Literature 1, 2
Honors English Literature 1, 2
World Literature 1, 2
AP English Language & Composition 1, 2
AP English Literature & Composition 1, 2

Mathematics

Middle School

Math 6-1, 6-2
Math 7-1, 7-2
Math 8 -1, 8- 2
Algebra 1, 2
Integrated Math 1a, 1b

High School

Algebra 1, 2
Integrated Math 1a, 1b
Integrated Math 2a, 2b
Integrated Math 3a, 3b
Geometry 1, 2
Intermediate Algebra 1, 2
Pre-Calculus 1, 2
Honors Pre-Calculus 1, 2
AP Calculus AB 1,2
Statistics 1, 2
Business Math 1, 2

Science

Middle School

Science 6-1, 6-2
Integrated Science 6-1, 6-2
Life Science 7-1, 7-2
Integrated Science 7-1, 7-2
Integrated Science 8-1, 8-2

High School

Earth & Space Science 1, 2
Biology 1, 2
Honors Biology 1, 2
Marine Biology 1, 2
Physics 1, 2
Chemistry 1, 2
Honors Chemistry 1, 2
Intro to Green Tech and Energy 1, 2 (also CTE)
AP Environmental Science 1, 2

History - Social Science

Middle School

Social Studies 6-1, 6-2
World History & Geography 7-1, 7-2
U.S. History & Geography 8-1, 8-2

High School

World History, Geography & Economics 1, 2
AP World History, Modern 1, 2
U.S. History & Geography 1, 2
Honors U.S. History & Geography 1, 2
AP U.S. History 1, 2
Government 1
AP Government & Politics: U.S. 1, 2
Economics 1
AP Human Geography 1, 2

Physical Education

Middle School

Physical Education 6-1, 6-2
Physical Education 7-1, 7-2
Physical Education 8-1, 8-2
CACC PE 8-1, 8-2
CA Cadet Corps 1, 2
Cadet Corps Summer Camp 1, 2

High School

Physical Education 1, 2 (High School Course 1)
Physical Education 3, 4 (High School Course 2)
CACC PE 1, 2 (High School Course 1)
CACC PE 3, 4 (High School Course 2)
CA Cadet Corps 1-6
Cadet Corps Leadership 1, 2
Cadet Corps Summer Camp 1, 2

Electives

Middle School

World Language

Spanish 1, 2
Spanish 3, 4
German 1, 2
German 3, 4
French 1, 2
French 3, 4

Visual & Performing Arts

Middle School Art 1, 2

General Electives

AVID 6a, 6b
AVID 7a, 7b
AVID 8a, 8b
Career Explorations VR (Virtual Reality) 6-8
ELD MS Language and Literacy 1, 2
ELD MS Language and Literacy 3, 4
ELD MS Language and Literacy 5, 6
ELD MS Language and Literacy 7, 8
Empower Math 1a, 1b
Exploring Careers 1, 2
Literacy 6th Grade 1, 2
Literacy 7th Grade 1, 2
Literacy 8th Grade 1, 2
Study Skills 6-8

High School

World Language

French 1, 2
French 3, 4
French 5, 6
German 1, 2
German 3, 4
Spanish 1, 2
Spanish 3, 4
Spanish 5, 6
AP Spanish Language & Culture 1, 2

Visual & Performing Arts

- Art 1, 2
- Art History 1, 2
- Commercial Art 1, 2
- Music Appreciation 1, 2
- Photography 1, 2
- Drawing 1, 2

Career Technical Education

- Altus Success 1, 2
- Business Careers 1,2
- Career and Life Management 1, 2
- Career Explorations 1, 2
- Career Planning & Development 1, 2
- Child Development 1, 2
- Computer Science (CS) Discoveries 1, 2
- Design Careers 1, 2
- Entrepreneurship 1, 2
- Environmental Sustainability 1, 2
- Foundations of Personal Finance 1, 2
- General Work Experience Ed. 1-4
- Health Science Concepts 1, 2
- Hospitality, Tourism & Recreation 1, 2
- Hospitality Management 1, 2
- Information and Communication Technology 1, 2
- Intro to Business 1, 2
- Intro to Green Technology & Energy 1, 2
- Military Science 1 - 4
- Nursing Assistant 1, 2
- Nutrition 1, 2
- Pathway Exhibition
- Personal Finance 1
- Photoshop 1, 2
- Psychology 1, 2
- Retail Sales and Marketing 1, 2
- Teacher Education 1, 2
- Veterinary Science 1, 2
- VR (Virtual Reality) Career Explorations

General Electives

- AVID 9 A, B
- AVID 10 A, B
- AVID 11 A, B
- AVID 12 A, B
- AVID Peer Support
- AVID Peer Support Tutoring 1, 2
- Asian Pacific Islander Studies
- Black and African American Studies
- Chicano(a) and Latin(x) Studies
- Native American Studies
- Comprehensive Health 1
- Driver's Education
- Early College Academy
- ELD Language and Literacy 1, 2
- ELD Language and Literacy 3, 4
- ELD Language and Literacy 5, 6
- ELD Language and Literacy 7, 8
- Empower Math I A, B
- Empower Math II A, B
- Empower Math III A, B
- World Geography 1
- Health 1
- Journalism 1, 2
- Literacy 1-4
- AP Psychology 1, 2
- Service Learning 1, 2
- Strategies for Academic Success
- Study Skills 1, 2

ENGLISH

English 6-1, 6-2 (A1550, A1550)
Grade: 6

This two-semester course includes a variety of literary texts to develop students' understanding of plot, setting, characterization, and theme. Instruction also helps students transition from reading the narrative texts most common in elementary school to argumentative and informational texts, with a strong focus on the common structures of these text types. Informative lectures/targeted lesson plans engage students in a variety of literary genres. Students develop the skills to succeed on standardized tests through analyzing and evaluating numerous texts.

English 7-1, 7-2 (A1501, A1501)
Grade: 7

This two-semester course includes the study of literature in major genres: short story, nonfiction, poetry, fable/myth/legend and a novel or novel excerpt. Activities emphasize writing, oral communication, spelling, vocabulary, grammar, and usage. A variety of writing styles and essay types are emphasized. Informative lectures/targeted lesson plans engage students in a variety of literary genres. Students develop the skills to succeed on standardized tests through analyzing and evaluating numerous texts.

English 8-1, 8-2 (A1520, A1520)
Grade: 8

This two-semester course includes the study of literature in major genres: short story, nonfiction, poetry, fable/myth/legend and a novel or novel excerpt. Activities build upon prior grade-level skills and emphasize writing, oral communication, spelling, vocabulary, grammar and usage. A variety of writing styles and essay types are emphasized. Informative lectures/targeted lesson plans engage students in a variety of literary genres. Students develop the skills to succeed on standardized tests through analyzing and evaluating numerous texts.

***+English 1, 2 (A1540, A1541)**
Grade: 9

In this two-semester course, the students will be exploring the human condition and the discovery of the self. They will be asked to ex-

amine the reasons why we behave in the ways that we do, how humans interact with one another, and express their beliefs and values. Required readings will focus on analysis and making historical connections with classic literature, as well as developing reading, vocabulary, and writing skills that are aligned with the California Common Core Standards.

***+ English 1, 2 Accelerated (A1552, A1553)**
Grade: 9

This in-depth English course invites students to explore diverse texts. Students will engage in literary analysis and inferential evaluation of both classic and contemporary texts of varying lengths and complexities. While critically reading fiction, poetry, drama, and literary nonfiction, students will master comprehension and literary-analysis strategies. Interwoven in the lessons across two semesters are activities that encourage students to strengthen their oral language skills and produce clear, coherent writing. Students will read a range of classic texts, including Shakespeare's Romeo and Juliet. They will also study short but complex texts, including influential speeches by prominent historical figures.

***+English 3, 4 (A1570, A1571)**
Grade: 10

In this two-semester course, the students will be exploring the themes of prejudice, equality, and self-advocacy. They will be asked to examine focusing questions such as, "Are people essentially good or essentially evil?". Required readings will focus on analysis and making historical connections with classic literature, as well as developing reading, vocabulary, and writing skills that are aligned with the California Common Core Standards.

***+Honors English 3, 4 (A1554, A1555)**
Grade: 10

Focused on application, this sophomore English course reinforces literary analysis and 21st-century skills with superb pieces of literature and literary nonfiction. Each unit focuses on specific literary analysis skills and allows students to apply them to a range of genres and text structures. Students will read a range of classic texts, including Shakespeare's Julius Caesar. They will also study short but complex texts, including influential speeches by prominent historical figures.

***+American Literature 1, 2 (A1583, A1584)**
Grade: 11

This two-semester course emphasizes skills and strategies for independent reading, analyzing, and writing about works of American literature, with a focus on how that literature reflects the development of a diverse and animated American culture. Reading, writing, oral communication, and language study are emphasized in this course. The goal is to encourage students to communicate effective-

ly in various forms while they engage deeply with a wide variety of American authors, orators, and artists. Students develop the skills to succeed on standardized tests through analyzing and evaluating numerous texts, and by increased exposure to the test format and content.

***+Honors American Literature 1, 2 (A1589, A1590)**
Grade: 11

Altus Honors American Literature 1, 2 is a college-level course designed to emphasize independence and responsibility in critical analysis of a variety of literary texts, including poetry, essays, short stories, historical documents, drama, and novels. The course is granted weighted credit by the University of California.

Class content is arranged chronologically and/or thematically. Students examine the development of American Thought, ambition, and imagination through the heritage and history of the country's diverse peoples. Different points of view—and the ways in which the prevalent philosophical, political, ethical, and social influences of the times affected those views—will be explored through a historical look at literature. Emphasis will also be placed on studying the craft of the writers, including the techniques they used to express ideas. Coursework, including homework, consists of a variety of college-level academic endeavors including crafted analysis and research-based essays, in-class essays, reading response, Socratic seminars, debates, presentations, vocabulary development, and self-directed reading. In all their coursework, students should show evidence that they are increasing the depth and complexity of their knowledge of American literature, representing other's ideas responsibly, and developing academic writing skills. As preparation for college, the course's writing and reading activities are designed to deepen and extend discourse in the pursuit of knowledge.

***+Contemporary Voices in Literature 1, 2 (A1612, A1613)**
Grade: 11, 12

This two-semester course meets the English requirements for grades 11 or 12, or it can be taken as an elective. Students explore issues by American and world writers who are writing today. These writers come from diverse cultural and ethnic backgrounds. Students write for various purposes and audiences. The course integrates all aspects of literacy: reading, writing, speaking, and listening.

***+English Literature 1, 2 (A1641, A1642)**
Grade: 12

In this two-semester course, students will explore classic works of literature developed in the British Isles over the last 1,000 years. Students develop the ability to use varying ap-

proaches to writing and the ability to use new vocabulary terms within this writing. Activities emphasize reading, writing, and standard English grammar and usage.

***+Honors English Literature 1, 2 (A1643, A1644)**
Grade: 12

In this two-semester course 12th grade students will have varied and multiple opportunities to read, analyze, discuss, and write about literature produced in the British Isles in the last 1,000 years. Literary criticism will focus on the political as well as philosophical approach, as required by the current state standards. This weighted course meets the requirements for an Honors course.

***+World Literature 1, 2 (A1705, A1706)**
Grade: 11, 12

In this two-semester course students will explore genres through exposure to works by writers from various cultural and ethnic backgrounds. Students explore how the development of technology has impacted language usage. Students write for various purposes and audiences and exhibit their ability to integrate all aspects of literacy: reading, writing, speaking, and listening.

***+#AP English Language and Composition 1, 2 (A1655, A1656)**
Grade: 11-12

This Advanced Placement English course is designed to help students become more skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts and to become skilled writers who can compose for a variety of purposes. By their writing and reading in this course, students should become aware of the interactions among a writer's purposes, audience, expectations, and subjects, as well as the way generic conventions and the resources of language contribute to effective writing. The overall purpose of the AP English Language and Composition course, then, is to enable students to read complex texts with understanding and to write prose that is rich enough and complex enough for mature readers.

***+#AP English Literature and Composition 1, 2 (A1653, A1654)**
Grade: 11-12

This Advanced Placement English course involves students in both the study and practice of writing and the study of literature. They learn to use the characteristic modes of discourse and to recognize the assumptions underlying various rhetorical strategies. Through speaking, listening, and reading, but chiefly through the experience of their own writing, students become more aware of the resources of language. Advanced Placement English Literature and Composition 1,2 is not a survey course; it is, rather, a course to help students develop critical judgment and expressive

skill. Students are encouraged to read analytically and sensitively a few carefully chosen high-quality selections, to develop personal communicative styles, and to reflect honesty and precision in the use of the language. The course prepares students for the Advanced Placement Examination in Literature and Composition.

MATHEMATICS

Math 6-1, 6-2 (A0060)
Grade: 6

This course is required for all 6th grade students. This course extends students' understanding of multiplication, division, numbers, and arithmetic to reason with and solving problems with ratios, divide fractions by fractions and algebraic expressions. This course includes a targeted exploration of ratios and proportional relationships, the number system, expressions and equations, geometry, statistics and probability. After which, students will understand ratio concepts, reason about and solve one – variable equations and inequalities, compute with multi-digit numbers, find common factors and multiples, represent and analyze quantitative relationships between dependent and independent variables summarize and describe distributions.

Math 7-1, 7-2 (A4001a, A4001b)
Grade: 7

This course is required for all 7th grade students. This course extends students' understanding of operations with fractions in the number systems to add, subtract, multiply and divide with rational numbers. Students will have an in-depth study of ratios and proportional relationships, the number system, expressions and equations, geometry and statistics and probability. In this course, students will analyze proportional relationships and use them to solve problems. After a targeted exploration of properties of operations, students will generate equivalent expressions. Students will solve real world problems including those that involve proportional relationships, representing situations with equations or expressions, angle measure, area, surface area, and volume. After investigating chance processes, students will use random sampling to draw inferences about population and use probability models.

Math 8-1, 8-2 (A4080a, A4080b)
Grade: 8

This course is designed for grade 8 students to build the fundamental skills necessary for success in Algebra/Integrated Math 1. The course is organized around five major strands: Number Sense, Expressions and Equations, Functions, Geometry, Statistics and Probability. It

reinforces the skills and concepts needed to meet the standards by which these students will be assessed. Students will study an array of principles including: The number system; work with radicals and integer exponents; define, evaluate and compare functions; use functions to model relationships between quantities; understand congruence and similarity, understand the Pythagorean theorem; solve real world and mathematical problems involving volume of cylinders, cones and spheres; investigate patterns of association in bivariate data.

***+Algebra 1, 2 (A4041, A4042)**
Grade: 8-10

This course extends the mathematics that students learned in middle school and deepens students' understanding and skill level in the conceptual categories of number and quantity, algebra, functions and statistics and probability. Students develop an understanding of the symbolic language of math. Algebraic skills and concepts are developed in various problem-solving situations with symbolic reasoning and calculations with symbols serving as the focus of the course. (Ref. California Math Content Standards and Framework for Algebra 1).

***+Integrated Math 1 a-b (A4157, A4158)**
Grade: 8-10

Integrated Math 1 is the first course in a three-year series of integrated mathematics courses incorporating the Common Core State Standards. The purpose of this course is to formalize and extend the mathematics students learned in middle school. Students extend their understanding of linear relationships, contrasting them with exponential phenomena, and applying linear models to data that exhibit a linear trend. They develop fluency in writing, interpreting, and translating between various forms of linear equations and inequalities, and experiment with transformations in the plane. The Mathematical Practice Standards are applied throughout and give context to the math concepts by applying them to real-world situations.

***+Integrated Math 2 a-b (A4159, A4160)**
Grade: 9-11

Integrated Math 2 is the second course in a three-year series of integrated mathematics courses incorporating the Common Core State Standards. The focus of the second year of study is on quadratic expressions, equations, and functions, building on conceptual knowledge developed in Integrated Math 1. Students learn how to write geometric proofs and use their knowledge of similarity to begin work in right triangle trigonometry, especially as it connects to the Pythagorean theorem. Probability and data, along with circles and their quadratic algebraic representations round out the course. The Mathematical Practice Standards are applied throughout to pro-

vide real-world context to the concepts being learned in class.

***+Integrated Math 3 a-b (A4163, A4164)**
Grade: 10-12

This course synthesizes previous mathematical learning in four focused areas of instruction. First, students relate visual displays and summary statistics to various types of data and to probability distributions with a focus on drawing conclusions from the data. Then, students embark on an in-depth study of polynomial, rational, and radical functions, drawing on concepts of integers and number properties to understand polynomial operations and the combination of functions through operations. This section of instruction builds to the Fundamental Theorem of Algebra. Students then expand the study of right triangle trigonometry they began in Mathematics 2 to include non-right triangles and developing the Laws of Sines and Cosines. Finally, students model an array of real-world situations with all the types of functions they have studied, including working with logarithms to solve exponential equations. As they synthesize and generalize what they have learned about a variety of function families, students appreciate the usefulness and relevance of mathematics in the real world.

***+Geometry 1, 2 (A4141, A4142)**
Grade: 9-11

Students will learn many geometry skills and concepts that are useful in their daily lives. In addition to learning these skills and concepts, students will develop the ability to construct formal, logical arguments and proofs in geometric settings and problems.

***+Intermediate Algebra 1, 2 (A4151, A4152)**
Grade: 11-12

This course complements and expands the mathematical content and concepts of Algebra 1 and Geometry. In this course, students gain experience with algebraic solutions of problems in various content areas including the solution of systems of quadratic equations, permutations and combinations, logarithmic and exponential functions, the binomial theorem, and the complex number system.

***+Pre-Calculus 1, 2 (A4161, A4162)**
Grade: 11-12

This college preparatory course is normally offered only to twelfth-grade students. The course includes two semesters of integrated concepts of trigonometry and advanced algebra in such a form as to make them most useful for later study of analytic geometry and calculus. This course also includes an introduction to topics in discrete mathematics. This course is intended to help students meet mathematics content standards AT.1 through AT.7 and performance standards.

***+Honors Pre-Calculus 1, 2 (A4181, A4182)**
Grade: 11-12

Prerequisites: A "B" grade or better in Intermediate Algebra 1, 2; recommendation of teacher and/or counselor. Progression to advanced courses is based on achievement of a "B" grade or better.

Honors Preparatory Course (HP): This course meets the University of California's c (mathematics) subject-area requirement.

This course is offered to grade 11 students who have demonstrated superior achievement and motivation in mathematics. The course is designed to be a third-year course in algebra. It includes a strong treatment of trigonometry, limits, and algebraic functions. After successful completion of this course, the student will be prepared for the first course of calculus.

***+#AP Calculus AB (A4189, A4190)**
Grade: 11-12

AP Calculus AB course covers all of the material outlined by the College Board as necessary to prepare students to pass the AP Calculus AB exam. This course is divided into two semesters and is designed to acquaint students with calculus principles such as derivatives, integrals, limits, approximation, and applications and modeling. During this course students will gain experience in the use of calculus methods and learn how calculus methods may be applied practically.

***+Statistics 1, 2 (A4171, A4172)**
Grade: 10-12

This college preparatory course provides an additional mathematics option for students in grades 10-12. This course meets the University of California's c (mathematics) subject area requirement and may be taken after the successful completion of one year of algebra and a year of geometry. This course is beneficial to students who plan to pursue a college major in mathematics, business, the sciences, or related fields.
The course focuses on probability, interpretation of data, and statistical problem solving. Students learn key concepts via hands-on activities, technology explorations, and the design of a statistical study. They collect data by doing an observational study and perform an experiment using a simulation or a survey. The collection, investigation, and analysis of data paired with technology exercises extend and enhance the conclusions drawn or inferences made from the studies or experiments. Key components of this course include exploration of data, data collection, the organization and analysis of data, probability, making inferences, and the justification of conclusions or decisions made.

Business Math 1, 2 (A8609, A8610)
Grade: 9-12

Business Mathematics is a high-school course where students learn mathematics for business and personal finance. Students learn to use mathematics as an effective tool in their personal and business lives. Students learn how to manage money and expenses. They also learn to make financial and business decisions. Students explore managing business finances. After successful completion of this course, students will be able to apply mathematical concepts in various personal and business situations.

SCIENCE

Science 6-1, 6-2 (A6006)
Grade: 6

Students enrolled in this two-semester course will explore the scope of earth sciences, covering everything from basic structure and rock formation to the incredible and volatile forces that have shaped and changed our planet. As climate change and energy conservation become increasingly more prevalent in the national discourse, it will be important for students to understand the concepts and causes of our changing Earth. Earth Science is a two-semester course that will provide a solid foundation for understanding the physical characteristics that make the planet Earth unique and will examine how these characteristics differ among the planets of our solar system.

Integrated Science 6-1, 6-2 (A6006)
Grade: 6

This integrated science course is designed to engage sixth-grade students in a comprehensive exploration of living systems, their structures, processes, and interactions. Aligned with the NGSS, the curriculum emphasizes scientific practices, crosscutting concepts, and core ideas related to life science. Students will develop a deep understanding of cellular structures, animal behaviors, and specialized plant adaptations.

Life Science 7-1, 7-2 (A6003)
Grade: 7

This two-semester course is designed to meet the California Content Standards for Life Science, which include an introduction to the topics of cell biology, genetics, evolution, Earth science, and living systems. Students in this course will use the inquiry method supplemented by conducting and analyzing experiments in order to explore the nature of living things. Students will also use technology to collect data and communicate ideas.

Integrated Science 7-1, 7-2 (A6003)
Grade: 7

This integrated science course provides seventh-grade students with a holistic understanding of Earth, life, and physical sciences. Aligned with the CA NGSS and the California Science Framework, the curriculum empha-

sizes crosscutting concepts, scientific practices, and core ideas. Students will explore the interconnectedness of these disciplines and engage in hands-on investigations. Students will delve into the following core ideas: investigating the Earth's dynamic processes and systems, the study of ecosystems, biodiversity and adaptations of organisms, and the role of energy flow and nutrient cycling in sustaining life, as well as physical science ideas of matter, energy, forces and motion, waves and electricity.

Integrated Science 8-1, 8-2 (A6005)
Grade: 8

This integrated science course engages eighth-grade students in a comprehensive exploration of heredity, variation, and structural changes in living organisms. Aligned with the CA NGSS, the curriculum emphasizes scientific practices, crosscutting concepts, and core ideas related to life sciences. Students will delve into genetics, protein synthesis, and the impact of mutations on organisms

***+Earth & Space Science 1, 2 (A6023, A6024)**
Grade: 9-12

This two-semester course is designed to meet the California Content and Next Generation Science Standards for Earth Science, which include astronomy, chemistry, geology, oceanography, meteorology, and paleontology, and serves as a foundation for further study in physics, chemistry, marine and environmental science. Students will use the inquiry method to investigate those principles and processes that bring about changes in the physical environment, supplement their understanding by conducting and analyzing experiments and utilizing technology to collect data and communicate ideas.

***+Biology 1, 2 (A6111, A6112)**
Grade: 9-12

This two-semester course is designed to meet the California Content and Next Generation Science Standards for Biology, which include cell biology, genetics, ecology, evolution, and physiology. It also serves as a foundation for further study in physics, chemistry, marine and environmental science. Students in this course will use the inquiry method supplemented by conducting and analyzing experiments to investigate the fundamental processes of living and non-living systems, as well as the interrelationships between them. Students will also use technology to collect data and communicate ideas. In addition, students will explore the impact of human society and technology on the biosphere.

***+Honors Biology 1, 2 (A6121, A6122)**
Grade: 9-12

This compelling two-semester course engages students in the study of life and living organisms and examines biology and bio-

chemistry in the real world. This is a year-long course that encompasses traditional concepts in biology and encourages exploration of new discoveries in this field of science. The components include biochemistry, cell biology, cell processes, heredity and reproduction, the evolution of life, taxonomy, human body systems, and ecology.

***+Marine Biology 1, 2 (A6441, A6442)**
Grade: 9-12

Throughout this course, students will study the concepts of Marine Biology including the study of marine organisms and their interactions with the environment. Students taking this course will get experience as a marine biologist who studies biological oceanography and the associated fields of chemical, physical and geological oceanography to better understand the marine organisms they are studying.

***+Physics 1, 2 (A6311, A6312)**
Grade: 9-12

This two-semester course is designed to meet the California Content and Next Generation Science Standards for Physics, which include motion, forces, conservation of energy, momentum, heat and thermodynamics, wave phenomena, electricity and magnetism. It also serves as a foundation for further study in biology, chemistry, marine and environmental science. Students will use the inquiry method supplemented by conducting and analyzing experiments to investigate the physical laws that govern nature and the universe. Students will also use technology to collect data and communicate ideas.

***+Chemistry 1, 2 (A6211, A6212)**
Grade: 10-12

This two-semester course is designed to meet the California Content and Next Generation Science Standards for Chemistry, which include atoms and bonding, conservation of matter, stoichiometry, properties of gases, acids and bases, solutions, chemical thermodynamics, reaction rates, chemical equilibrium, organic and nuclear chemistry. This course serves as a foundation for further study in college science courses. Students will use the inquiry method supplemented by conducting and analyzing experiments to investigate the nature of elements, compounds and mixtures, and how they interact through chemical reactions. Students will also use technology to collect data and communicate ideas.

***+Honors Chemistry 1, 2 (6221, 6222)**
Grade: 9–12

Prerequisites: Above-average achievement in previous science course(s) and in Integrated Math I or equivalent; Physics 1, 2 and Chemistry 1, 2 recommended; concurrent enrollment in Integrated Math 2 or equivalent recommended; a desire to succeed in a rigorous

college-level course environment.

Students who complete this course successfully will gain a depth of understanding of chemical concepts and processes. They will also develop their critical thinking and analytical skills. The class includes experimental laboratory activities, class discussions, reading, and critical analysis leading to deeper understanding, and it emphasizes human inquiry and the nature of science. This course is intended to help students meet state science standards.

*+#**AP Environmental Science (A6455, 6456)**
Grade: 10-12

AP Environmental Science covers all of the material outlined by the College Board as necessary to prepare students to pass the AP Environmental Science exam. This course is designed to acquaint students with the physical, ecological, social, and political principles of environmental science. The scientific method is used to analyze and understand the interrelationships between humans and the natural environment. The course shows how ecological realities, and the material desires of humans often clash, leading to environmental degradation and pollution. The course covers the following topics: Earth's Systems, Human Population Dynamics, Natural Resources, Environmental Quality, Global Changes, and Environment and Society.

Introduction to Green Technology & Energy 1, 2 (A3763, A3764)
Also CTE
Grade: 9-12

Introduction to Green Technology is a hands-on lab and research-based course exploring concepts and careers in renewable energy sources. This course covers the following modules: Sustainability, Energy and Climate Change; Fundamentals of Energy and Electricity; Energy Conservation; Solar Water Heating; and Nonrenewable Energy Sources. IGT 1B continues with modules covering Renewable Energy, Green Transportation, Energy Environment and Utilities Careers, and finally, Ecological Economics and Climate Policy. Students' final project will be a personal policy action plan demonstrating their understanding of the concepts covered in the course. This course satisfies the Concentrator Course for the Environmental Resources Career Pathway.

HISTORY - SOCIAL SCIENCE

Social Studies 6-1, 6-2 (A6520)
Grade: 6

Providing students with an opportunity to learn the diverse history that has shaped our world, this course delves into the evolution of civilization from the rise of ancient empires through the 21st century. Students enrolled in this exciting and informative course will investigate the development of medieval societies, the effects of the Renaissance and the Reformation, and the progress made during different periods of revolution, industrialization, urbanization, and reform. Over the course of two semesters, students will analyze the effects of political conflicts and social issues on the continuing development and interdependence among nations in the modern world.

World History and Geography 7-1, 7-2 (A6521)
Grade: 7

In this two-semester course students will learn about the social, cultural, and technological changes that occurred throughout the world in the years A.D. 500-1789. After reviewing the ancient world and the ways in which history is uncovered, students will study the history of great civilizations that were developing throughout the world during medieval and early modern times. Students explore the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire. Students learn all aspects about civilizations in the Middle Ages such as Islam, Ghana, Mali, Japan, China, and Latin America. Students examine the growing economic interaction among civilizations as well as the exchange of ideas, beliefs, technologies, and commodities. Students learn about the continuing impact of these civilizations on the world today. (Ref. California Grade 7 History-Social Science Content Standards)

United States History & Geography 8-1, 8-2 (A6551)
Grade: 8

In this two-semester course students will study the ideas, issues, and events from the framing of the U.S. Constitution up to World War I, emphasizing America's role in the war. After studying the birth and rise of America's democratic institutions, students examine the shaping and the establishment of the Con-

stitution. Students trace the development of American politics, society, culture, and economy and connect them to the emergence of major regional differences. They learn about the struggles facing the new nation, with an emphasis on the causes, course, and consequences of the Civil War. They make connections between the rise of industrialization and contemporary social and economic conditions. (Ref. California Grade 8 United States History-Social Science Content Standards)

***+World History, Geography, and Economics 1, 2 (A6605, A6606)**
Grade: 10

In this two-semester course students will study major turning points that shaped the modern world, from the late Eighteenth Century through the present, including the cause and course of World Wars One and Two. They trace the rise of democratic ideas and develop an understanding of the historical roots of current world issues, with a focus on international relations. They learn from the American experience that democratic ideals are often achieved at a high price, remain vulnerable, and are not practiced everywhere in the world. Students develop an understanding of current world issues and relate them to their historical, geographic, political, economic, and cultural contexts. Students consider multiple accounts of events in order to understand international relations from a variety of perspectives. (Ref. California Grade 10 History- Social Science Content Standards)

***+#AP World History , Modern 1, 2 (A6639, A6640)**
Grade: 10

AP® World History is a yearlong college-level course designed to prepare students for the Advanced Placement (AP) World History Exam. The goal of this course is to explore historical themes common to societies around the world and across time periods, from prehistory to the present day. Emphasis is placed on critical and evaluative thinking skills, essay-writing, interpretation of original documents, and historiography. Students will demonstrate their understanding and acquisition of skills through written work, document-based questions, project-based activities, and practice exams.

***+United States History and Geography 1, 2 (A6701, A6702)**
Grade: 11

In this two-semester course students will study the major turning points in American history in the twentieth century. Following a review of early American history and the impact of the Enlightenment on the U.S. democratic ideals, students build upon the tenth grade study of global industrialization to understand the emergence and impact of new technology and a corporate economy, including the social and cultural effects. Stu-

dents will trace the change in the ethnic composition of American society; the movement towards equal rights for racial minorities and women; and the role of the United States as a major world power. An emphasis is placed on the expanding role of the federal government and federal courts as well as the continuing tension between the individual and the state. Students consider the major social problems of our time and trace their causes in historical events. Students understand that our rights under the U.S. Constitution are vital to maintain in order to continue our freedoms. (Ref. California Grade11 History/Social Science History Content Standards)

***+Honors United States History and Geography 1, 2 (A6711, A6712)**
Grade: 11

This course is designed for the rigorous study of U.S. history and geography. The content includes a study of American history from the late nineteenth century to the present, with major emphasis on the development of American ideals and institutions. Students examine important issues and historical forces that have shaped the nation, including race, gender, politics, economics, foreign policy, culture, and the environment. Original documentary sources are used to supplement the text and enrich the student's experience. Research techniques are taught. All students must pass an end-of-course examination.

***+#AP United States History 1, 2 (A6721, A6722)**
Grade: 11

This year-long AP U.S. History course provides an in-depth study of American history from the pre-Columbian era to the present and is aligned to the new 2015 AP U.S. History exam. The course emphasizes themes such as national identity, economic transformation, immigration, politics, international relations, geography, and social and cultural change. Students learn to assess historical materials, weigh the evidence and interpretations presented in historical scholarship, and analyze and express historical understanding in writing.

***+Government 1 (A6757)**
Grade: 12

In this one-semester course, students will study and seek a deeper comprehension of cultural and political institutions in American government. Students will apply their knowledge of American political institutions as they compare other systems of government in the world today. They will analyze the history and pattern of change in interpretations of the Constitution, the Bill of Rights, and the current state of the legislative, executive and judiciary branches of government. Students will focus in particular on relationships among federal, state and local governments and specific emphasis on the significance of historical docu-

ments, such as the Federalist Papers. (Ref. California Grade 12 History-Social Science State Standards)

***+#AP Government and Politics: U.S. (A6839)**
Grade: 12

AP Government and Politics is a one semester survey covering the Constitution, political beliefs, political parties, and interest groups, institutions of government, public policy and civil rights. The course teaches students how this country's government works. Students become familiar with and develop knowledge of the institutions, documents, policies, political groups, beliefs and theories central to the politics of the United States. Emphasis is placed on critical and evaluative thinking skills, data analysis, collaborative discussion, timed, free response essay writing, and interpretation of original documents. The curriculum covers the six topics required by the College Board: Constitutional underpinnings of the U.S. government; political beliefs and behaviors; political parties, interest groups and mass media; national government institutions; public policy; and civil rights and civil liberties.

***+Economics 1 (A6758)**
Grade: 12

In this one-semester course, students will establish a foundation of understanding of fundamental economic concepts. They will expand their ability to analyze and apply tools such as graphs, statistics, and equations from other subject areas to the understanding of operations and institutions of economic systems. Students will comprehend and analyze basic economic principles of micro- and macroeconomics, international economics, comparative economic systems, measurement and methods in an historic context. (Ref. California Grade 12 History-Social Science State Standards)

***+#AP Human Geography 1, 2 (A6536, A6537)**
Grade: 10-12

AP Human Geography is a yearlong, college-level course that prepares students for the Advanced Placement Human Geography Exam. This fast-paced, upper-level course is designed for highly motivated students. Critical readings, writing activities, classroom assignments, and discussion activities provide multiple opportunities to develop a deep understanding of concepts and skills. Practice assessments and essays based on the Advanced Placement Human Geography Exam are found throughout the course. The course asks students to differentiate among geographic concepts, theories, and models; to analyze relationships among human systems; to explore human-environment interactions; and to study the role of land use and economic development across time periods in various geographic regions.

Topics of Study:

- Geographic Concepts
- Population
- Culture
- Politics and Boundaries
- Agriculture and Land Use
- Industrialization and Economic Development
- The Urban Environment, Land Use, and Economic Development

PHYSICAL EDUCATION

Physical Education 6th – 8th
Grade 6: (A5505)
Grade: 7 (A5501)
Grade: 8 (A5502)

These year-long grade and age level appropriate courses are designed to give students the opportunity to learn through a comprehensive sequentially planned Physical Education program in accordance with the California Physical Education Framework. The emphasis is on manipulating objects with accuracy and speed. Students will continue to learn the correct techniques for using manipulatives including throwing, catching, striking, kicking, trapping, and dribbling. Students will continue to learn to analyze their performances in order to learn or improve their movement skills. Students will continue to learn fitness concepts, participate in a variety of fitness development exercises, assess their personal fitness, compare their scores to a health-related standard, and set goals for improvement or maintenance. The State Board of Education (SBE) designated the FITNESSGRAM® as the Physical Fitness Test (PFT) for students in California public schools. The FITNESSGRAM® is a comprehensive, health-related physical fitness battery developed by The Cooper Institute. The primary goal of the FITNESSGRAM® is to assist students in establishing lifetime habits of regular physical activity. Students enrolled in 7th grade are required to participate in the FITNESSGRAM®.

CACC PE 8-1, 8-2
Grade: 8

The California Cadet Corps Physical Education class is designed to promote physical fitness, self-discipline, and character traits among students. This program emphasizes respect, personal responsibility, and leadership skills through various physical activities and wellness education. Students who take this class are introduced to the basic tenants and leadership principles of California Cadet Corps. This class covers the learning and physical fitness objectives for the rank of Recruit to Cadet. While most Cadet Corps classes are taught in groups to promote teamwork, this class uses an independent learning model for students who may want access to Cadet Corps but may not be able to attend in person training. Cadets participate in a variety of

body-weight fitness activities to improve endurance, strength, flexibility, and overall health. Cadets learn about the importance of maintaining a healthy lifestyle, including proper nutrition and regular physical activity. The course aims to enhance citizenship skills, encouraging cadets to set high standards of behavior and personal conduct. Physical fitness is stressed as a way of life, and cadets receive physical education credit for the course.

Physical Education 1, 2 (High School Course 1) (A5503, A5504)
Grade: 9-11

High School course 1 provides the foundation for high school physical education. Students will develop movement skills in each area of physical education. They will develop the capability for independent learning and begin to examine practices that enhance successful participation in movement activities. Students will meet or exceed high school physical education content standards. All high school students must demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities. Students will need to achieve high levels of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies. Students will demonstrate knowledge of physiological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Physical Education 3, 4 (High School Course 1) (A5505, A5506)
Grade: 10-12

High School course 2 builds on the foundation for high school physical education. Students will enhance movement skills in each area of physical education. They will expand their capabilities for independent learning and examine practices that enhance successful participation in movement activities. Students will meet or exceed high school physical education content standards. All high school students must demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities. Students will need to achieve high levels of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies. Students will demonstrate knowledge of physiological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

CACC PE 1, 2 (A4501, A4502)
Grade: 9-11

The California Cadet Corps Physical Education class is designed to promote physical fitness, self-discipline, and character traits among

students. This program emphasizes respect, personal responsibility, and leadership skills through various physical activities and wellness education. Students who take this class are introduced to the basic tenants and leadership principles of California Cadet Corps. This class covers the learning and physical fitness objectives for the rank of Recruit to Cadet. While most Cadet Corps classes are taught in groups to promote teamwork, this class uses an independent learning model for students who may want access to Cadet Corps but may not be able to attend in person training. Cadets participate in a variety of body-weight fitness activities to improve endurance, strength, flexibility, and overall health. Cadets learn about the importance of maintaining a healthy lifestyle, including proper nutrition and regular physical activity. The course aims to enhance citizenship skills, encouraging cadets to set high standards of behavior and personal conduct. Physical fitness is stressed as a way of life, and cadets receive physical education credit for the course.

CACC PE 3, 4 (A4503, A4504)
Grade: 10-12

Continuation of the first two semesters of California Cadet Corps Physical Education. This class builds on the standards and objectives from Cadet Corps. California Cadet Corps Physical Education class is designed for second-year cadets who will progress from the rank of Cadet to the rank of Cadet First Class. This course builds on the foundational skills acquired in the first year, emphasizing enhanced physical fitness, leadership, and teamwork. Cadets engage in more rigorous body-weight physical activities to further improve their endurance, strength, flexibility, and overall health. Cadets deepen their understanding of maintaining a healthy lifestyle, including advanced concepts in nutrition and regular physical activity. The course aims to refine citizenship skills, encouraging cadets to uphold high standards of behavior and personal conduct. Physical fitness remains a core focus, with cadets receiving physical education credit until the PE graduation requirement is met, after which they receive elective credit. Cadets in this class are strongly encouraged to continue in the California Cadet Corps by meeting with either Character and Leadership Development sites or being part of the Altus Schools California Cadet Corps Leadership program.

***California Cadet Corps 1, 2 (A4511, A4512)**
Grade: 6-12

This two-semester career and technical education course addresses a basic understanding of the California Cadet Corps. Students will gain sufficient knowledge of the skills needed to complete their orientation phase and be promoted to the ranking of cadet. Students will demonstrate an understanding of basic Cadet Corps rank

structure, history, concepts, objectives, and chain of command. Students will also research and explore academic skills intended to support their success in the classroom, as well as personal wellness and citizenship skills.

***California Cadet Corps 3, 4 (A4513, A4514)**
Grades 9-12

This two-semester physical fitness course focuses on the development of cadets' physical and athletic abilities, as well as their development of knowledge and skills assessed in the CACC promotion exams. Cadets will research historical leaders and events, gain basic understanding of American icons, symbols, and events, and practice vital survival skills. Cadets will complete physical fitness lessons, supervised by their commandant and senior cadets. Cadets will also begin exploring the concept of leadership and its connection to the California Cadet Corps.

***California Cadet Corps 5, 6 (A4515, A4516)**
Grades 9-12

This two-semester physical fitness course focuses on the development of cadet's physical and athletic abilities as well as their development of knowledge and skills assessed in the CACC promotion exams. Cadets will complete a large amount of research on leadership, reviewing historical leaders, as well as examining the 14 principals of leadership as they apply to the California Cadet Corps. Cadets will complete physical fitness lessons, supervised by their commandant and senior cadets. Cadets will also explore the logistical workings of the Cadet Corps and continue their understanding of survival skills, basic first aid, and military procedures.

***Cadet Corps Leadership 1, 2 (A0507, A0508)**
Grades 9-12

Cadet Corps Leadership 1, 2 are capstone courses for Military Science and California Cadet Corps pathway that focus on traits and skills necessary for good leadership. Students will research historical as well as current leaders, conduct project-based learning on leadership qualities, and hone their own personal development as it applies to being a successful leader. This course will focus on developing student's knowledge, social skill, self-awareness, and motivation to become leaders in their peer group and community.

Cadet Corps Summer Camp 1, 2 (A4517, A4518)
Grades 6-12

Cadet Corps Summer Camp is a hands-on course that focuses on the leadership development of the Cadets who have interest in leadership within the unit by attending a summer camp course. Students enrolled in the course participate in an off-campus summer camp that focuses on skills and

leadership needed to lead a unit at the school. Participants will be involved in physical fitness activities and reflect on what team building activities can be brought back to their Cadet Corps Unit at the school.

***+French 1, 2 (A2001, A2002)**
Grade: 7-12
Prerequisites: None

French 1 and 2 is a two-semester introductory course designed for students to build on the fundamental skill sets involved in learning a language: listening comprehension, speaking, reading, and writing. Also, and equally important, are pronunciation and memorization. Because of this, note taking is embedded in each assignment for increased comprehension, as are online activities. In this course, students connect to the French language and culture through a variety of activities, projects, and communicative practice. All of which work together to engage the student in communication and gain introductory knowledge and understanding in Francophone culture. Middle school students will receive high school credit.

***+French 3,4 (A2003, A2004)**
Grade: 8–12
Prerequisites: French 1, 2 with a grade of C or higher; recommendation of teacher

This functions-based course is designed for students who have successfully completed French 1, 2. It is a continuation of the introductory course and is intended to consolidate students' listening and speaking skills at the mid-novice level with bridging opportunities for high novice. Reading receives increased attention, although the primary emphasis remains the development of oral-language proficiency. Programmed instruction and technology, under the direction of the French teacher, may be used to facilitate instruction and language practice. The course is not designed for students who are fluent or nearly fluent in French as evidenced by an informal primary language assessment or other language assessments. Middle school students will receive high school credit.

***+French 5, 6 (A2005, A2006)**
Grade: 9–12
Prerequisites: French 3, 4 with a grade of C or higher; recommendation of teacher

This functions-based course is designed for students who have successfully completed French 3,4. It is intended to move students' oral and written proficiency, in their target language, to the intermediate level. With this

is an emphasis on experiencing the language in context through a multi-media approach. So, programmed instruction and technology, under the direction of the French teacher, is used to facilitate instruction and language practice. In this third year of French, students will comprehend the main ideas of authentic materials that they read and listen, and they are able to identify significant details. This course is carefully aligned to World Language Standards.

***+German 1, 2 (A2051, A2052)**
Grade: 7-12
Prerequisites: None

This functions-based course is open to all students who wish to begin the study of German language and cultures. It is intended to develop novice to mid-novice oral-language proficiency as well as limited facility in reading and writing. Major emphasis is on the development of listening and speaking abilities at the novice level with reasonably accurate pronunciation and intonation. Programmed instruction and technology, under the direction of the German teacher, may be used to facilitate instruction and language practice. The course is not designed for students who are fluent or nearly fluent in German as evidenced by an informal primary language assessment or other language assessments. It is recommended that fluent or nearly fluent students enroll in a higher-level German course. Middle school students will receive high school credit.

***+German 3, 4 (A2053, A2054)**
Grade: 8-12
Prerequisites: German 1, 2 with a grade of C or higher; recommendation of teacher.

This functions-based course is designed for students who have successfully completed German 1, 2. It is a continuation of the introductory course and is intended to consolidate students' listening and speaking skills at the mid-novice level, with bridging opportunities to high novice. Reading receives increased attention, although the primary emphasis remains the development of oral-language proficiency. Programmed instruction and technology, under the direction of the German teacher, may be used to facilitate instruction and language practice. The course is not designed for students who are fluent or nearly fluent in German as evidenced by an informal primary language assessment or other language assessments. It is recommended that fluent or nearly fluent students enroll in a higher-level German course if offered. Middle school students will receive high school credit.

***+Spanish 1, 2 (A2321, A2322)**
Grade: 7-12
Prerequisites: None

This functions-based, introductory course is open to all students who wish to begin the study of Spanish language and cultures. It is intended to develop novice to mid-novice oral-language proficiency as well as limited fa-

cility in reading and writing. Major emphasis is on the development of listening and speaking abilities at the novice level with reasonably accurate pronunciation and intonation. Programmed instruction and technology, under the direction of the Spanish teacher, may be used to facilitate instruction and language practice. Middle school students will receive high school credit. This course is also known as Spanish Year 1.

***+Spanish 3, 4 (A2323, A2324)**
Grade: 7-12
Prerequisite: Spanish 1, 2 with a grade of C or higher; recommendation of teacher.

This functions-based course is designed for students who have successfully completed Spanish 1, 2. It is a continuation of the introductory course and is intended to consolidate students' listening and speaking skills at the mid-novice level with bridging opportunities to high novice. Reading receives increased attention, although the primary emphasis remains on development of oral-language proficiency. Programmed instruction and technology, under the direction of the Spanish teacher, may be used to facilitate instruction and language practice. Middle school students will receive high school credit. This course is also known as Spanish Year 2.

***+Spanish 5, 6 (A2325, A2326)**
Grade: 9-12
Prerequisite: Spanish 3, 4 with a grade of C or higher; recommendation of teacher.

This functions-based course is designed for students who have successfully completed Spanish 3, 4. It is intended to move students' oral proficiency to the intermediate level and to develop both reading comprehension and writing accuracy at that level. As the need for accuracy increases, grammar instruction becomes more significant. Programmed instruction and technology, under the direction of the Spanish teacher, may be used to facilitate instruction and language practice. This course is also known as Spanish Year 3.

***AP Spanish Language and Culture 1, 2 (A2333, A2334)**
Grade: 9-12
Prerequisite: There are no prerequisites; however, students are typically in their fourth year of high school–level Spanish language study. In the case of native or heritage speakers, there may be a different pathway of study leading to this course.

The AP Spanish Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP Spanish Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best fa-

cilitate the study of language and culture, the course is taught almost exclusively in Spanish.

The AP Spanish Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions). The AP Spanish Language and Culture Course is approximately equivalent to an upper-intermediate college or university course in Spanish language and culture.

VISUAL/PERFORMING ARTS

Middle School Art 1, 2 (A0101, A0102)
Grade: 6-8

In this two-semester course, students will be introduced to the elements and principles of art, art theory, and art criticism. Students will create and critique works of art that use various mediums such as pencil, paint, and ink. Students will learn self-expression through basic art concepts.

***Art 1, 2 (A0191, A0192)**
Grade: 9-12

This two-semester course is an introduction to elements and principles of art, art theory, and art criticism as it applies to master works and their own work. The course introduces a variety of media, including pencil, paint, charcoal, collage, and non-traditional art materials to complete expressive compositions. Students will investigate the historical context of art throughout projects and evaluate the role of art in contemporary society, including the social/political uses of art. Students will investigate their own identity and express it through a variety of creative art projects.

***Art History 1, 2 (A0291, A0292)**
Grade: 9-12

Art History 1,2 introduces art within historical, social, geographical, political, and religious contexts, while also giving the student an opportunity to complete creative projects. Art History 1 begins an overview of the elements and principles of design, and delves into the art history of early medieval and Romanesque art, culminating with High Renaissance and baroque art. Art History 2 world art, which includes the art of Asia, Africa, the Americas, and the Pacific cultures; eighteenth-and nineteenth-century art in Europe and the Americas; and modern art in Europe and the Americas. Creative projects embedded within the units ask students to extend and apply the concepts learned in hands-on art making projects. Written and oral communication is developed through projects using compare/contrast text structure and an art historical presentation.

***Commercial Art 1, 2 (A0201, A0202)**
Grade: 9-12

In this two-semester course, students will

explore and design basic computer-based two-dimensional and three-dimensional works of art. Students are introduced to the elements and principals of visual design, such as line, shape, and balance, through various media. Students will develop design skills to be applied to real-world applications of design by creating various commercial art products.

***Music Appreciation 1, 2 (A5381, A5382)**
Grade: 9-12

This two-semester course introduces the historical contributions and cultural dimensions of music throughout the world. Students have an opportunity to respond to, analyze, and make judgments about specific works of music. Students investigate music from several cultures and different time periods. Students develop an understanding of cultural diversity as it relates to music and composers. Students also critically assess and derive meaning from works of music according to the elements of music, aesthetic qualities, and human responses.

***^Photography 1, 2 (A3691, A3692)**
Grade: 9-12

Photography 1, 2 is a year-long Visual and Performing Arts course that teachs the history and fundamentals of photography. In this course students will acquire the ability to complete all of the processes involved in taking various kinds of digital photographs in a variety of genres. Students are taught the terminologies and techniques of photographic production, and camera operation. Students will study sensory, formal, expressive, and aesthetic properties of photographic art, as well as the historical context of this medium. The student will also learn about pivotal photographers and how their art affected the photographic movement and explore controversies in the photographic world through research. Students will understand the principles of good composition (texture, shape, light, motion, perspective) and the application of photographic principles to create original works of art.

***Drawing 1, 2 (A0271, A0272)**
Grade: 9-12

This year-long course includes discussion of the meaning, major forms, and components of two-dimensional art. Students study elements and principles of design used in the creation of two-dimensional works, art appreciation, and art history. Students are exposed to various media and techniques used in drawing. Using various drawing mediums, the student will create both abstract and figurative works of art. Students will refine their skills in practical skill-building exercises, master copy assignments, and in the creation of original works of art.

CAREER & TECHNICAL EDUCATION

Altus Success 1, 2 (A8030, A8031)
Grade: 9-12

In this course, students learn about themselves as they learn about the skills needed to be successful. Students use Naviance Family Connection to complete surveys and research information about their post-high school pathway and career pathways for their future. Resilience, motivation, and goal setting are a few of the life-skills that are learned while also improving academic skills. Students go on to create a plan for their future using their definition of success while anticipating obstacles that may come up along the way.

Business Careers 1, 2 (A0701, A0702)
Grade: 9-12

These courses are designed to introduce modern business practices that include training in math, vocabulary, writing, communication, and proper business manner. Students will also learn about the American economic system, entrepreneurship, leadership, money management, and consumerism. Included are units on banking services, finances, paying taxes and Social Security services.

***Career and Life Management 1, 2 (A1169, A1163)**
Grade: 9-12

A two-semester CTE elective that introduces the Family Services Career Pathway within the Education, Child Development, and Family Services Industry Sector. Students will examine resiliency, locus of control, how to respond to difficult life events, social media, healthy relationships, bullying, wellness and nutrition, personal finance, and explore careers within the Family Services Career Pathway. The course is aligned to CTE Family Services Career Pathway Standards and focuses on Life and Career Skills in the 21st Century, interdisciplinary learning, critical thinking, personal reflection, and leadership development.

***Career Explorations 1, 2 (A8103, A8104)**
Grade: 9-12

This two-semester course allows students the opportunity to explore post-secondary career and educational possibilities. Students will begin career exploration and research using interest surveys and learning style inventories. The course allows students to examine

and create a budget for real life application. Students will create a resume and cover letter, as well as build an e-portfolio, culminating in a final multimedia presentation that describes their specific actions to prepare for their career. This two-semester course satisfies the Pathway Exhibition graduation requirement.

Career Planning & Development 1, 2 (A1169, A1170)
Grade: 9-12

Introducing high school students to the working world, this course provides the knowledge and insight necessary to compete in today's challenging job market. This relevant and timely course helps students investigate careers as they apply to personal interests and abilities, develop skills and job search documents needed to enter the workforce, explore the rights of workers and traits of effective employees, and address the importance of professionalism and responsibility as careers change and evolve. This one-semester course includes lessons in which students create a self-assessment profile, a cover letter, and a résumé that can be used in their educational or career portfolio.

***^Child Development 1, 2 (A1179, A1180)**
Grade: 9-12

This Child Development course exposes students to the areas of scientific and sociological research in human development through middle childhood; theories and perspectives of child development, including biosocial, cognitive and psychosocial development; genetics and disorders; prenatal development, harm to the fetus, and birth; nutrition; new family dynamics; and career pathway topics including, various roles in the field, professionalism, safety, state regulations, learning environments, the industry and its effects on the economy and community, the day care setting, early childhood schooling, and challenges for caregivers. Students will gain an understanding of opposing perspectives through case studies and scientific interpretations. Students will also incorporate analytical reading of textbook and internet resources; writing, listening, and speaking through research projects and a final portfolio; and gather real-life, relevant, and practical insight into the developing person through observations and interviews in their community.

***Computer Science (CS) Discoveries 1, 2 (A3576, A3577)**
Grade: 11-12

Computer Science Discoveries (CS Discoveries) is an introductory computer science course that empowers students to create authentic artifacts and engage with computer science as a medium for creativity, communication, problem solving, and fun. Students will learn about the internet, they will design and create web sites using HTML and CSS, they will program several projects using CSS, and they will

create presentations and research covering new and emerging computational technologies.

***^Design Careers 1, 2 (A3645, A3646)**
Grade: 9-12

Design Careers 1, 2 is a year-long course sequence designed as a concentrator for the Arts, Media, and Entertainment CTE pathway. Students will learn the basic industry terminology and apply them to the analysis of commercial art products. Students will also create commercial art products such as logos and advertisements using digital tools, as well as fine art materials. The course will include creating a portfolio, as well as a performance task that simulates a job interview and advertising sales pitch. Students will also create artifacts for a potential career in the arts, such as an artist bio, artist statement and artist resume. This course intentionally blends technology with more traditional art-making materials to teach a more relevant and broader spectrum of artistic abilities for work in the commercial art field. This course satisfies the requirements of the concentration course within the Design, Visual, and Media Arts Career Pathway.

***^Entrepreneurship 1, 2 (A0587, A0588)**
Grade: 9-12

Entrepreneurship is a project-based college prep CTE Capstone course where students analyze and develop a small business. Students will focus on four goals. They will learn the significance of math, reading, writing, and communicating to their future within the framework of starting and operating a small business. Students will understand how the market economy and ownership leads to wealth creation. Students learn not only the skills necessary to become entrepreneurs but also the attitudes, characteristics, and techniques that they will need to succeed. Finally, they will learn to be able to save and make future investments in order to meet their financial goals in life. Students will learn to build analytical skills through solving complex problems and making sound decisions in order to produce a viable business.

***^Environmental Sustainability 1, 2 (A6240, A6241)**
Grade: 9-12

Environmental Sustainability 1, 2 is a year-long CTE capstone course. This course exposes students to a rigorous curriculum, while focusing on the knowledge and skills that are useful to students interested in careers in this field. Careers and career training in this field could include sustainable farming and agriculture, solar panel installation, renewable energy research and engineering, and a wide array of other options. As the course will demonstrate, this is an industry of incredible importance to all life on our planet and a high priority industry sector in Southern California. This means that businesses in this industry are actively

seeking employees at all levels. This course satisfies the requirements of the Capstone Course within the Environmental Resources Career Pathway.

Foundations of Personal Finance 1, 2 (A2506, A2507)
Grade: 9-12

This two-semester textbook-based introductory finance course teaches what it takes to understand the world of finance and make informed decisions about managing finances. Students learn more about economics and become more confident in setting and researching financial goals as they develop the core skills needed to be successful. In this two-semester course, students learn how to open bank accounts, invest money, apply for loans, apply for insurance, explore careers, manage business finances, make decisions about major purchases, and more. Students will be inspired by stories from finance professionals and individuals who have reached their financial goals.

General Work Experience 1-4 (A8502, A8505)
Grade: 9-12

The major goal of General Work Experience Education is to enable students to become productive, responsible individuals through supervised, paid employment experiences.
The description of General Work Experience Education is that it is an instructional course, which has, as its purpose, the application of the basic skills of reading, writing and computation. General Work Experience Education students will acquire general and specific occupational skills through a combination of supervised paid employment in any occupational field and related classroom instruction in Work Experience Education (WEE). (5 CCR §10071). In order for a student's job to qualify for the WEE Program, the student must earn at least minimum wage, be covered by Worker's Compensation Insurance, and work a minimum number of hours per week. The minimum hours allowable for students to work is outlined in the District Plan (See Chapter I on District Plans). Unlike Career Technical WEE, students enrolled in a General WEE Program may have a paid job that does not necessarily relate to Career Technical course work.

The rationale for having a General WEE program is the changing nature of work in our society, which requires students to develop appropriate work habits and attitudes that may be transferred to a variety of employment situations.

***^Health Science Concepts 1, 2 (A8424, A8425)**
Grade: 9-12

This high school course introduces students to a variety of healthcare careers as they develop the basic skills required in all health and

medical sciences. In addition to learning the key elements of the U.S. healthcare system, students will learn terminology, anatomy and physiology, pathologies, diagnostic and clinical procedures, therapeutic interventions, and the fundamentals of medical emergency care. Throughout the course, instructional activities emphasize safety, professionalism, accountability, and efficiency for workers within the healthcare field.

***Hospitality, Tourism & Recreation 1, 2 (A8481, A8482)**
Grade: 9-12

The course is designed to develop and build skills related to a career pathway in Hospitality and Tourism. Hospitality, Recreation, and Tourism is one of the three areas of study in the California Career Technical Education Model Curriculum Standards. The purpose of this course is to explore the hospitality industry from a variety of perspectives, including historical, financial, economic, geographic, sociological and cultural, as a basis for understanding the concepts and theories that guide industry practices today. The goal is for students to gain overall knowledge about the hospitality industry, along with more-detailed understanding of select segments, including the guest cycle, front office operations, executive housekeeping, resort operations, facilities management, food and beverage services, as well as safety and security. This course provides a modernized context with a detailed business focus on current careers in hospitality, financial processes, operational finance, as well as marketing and sales. This course satisfies the concentrator course requirement for Hospitality Recreation and Tourism career pathway.

***^Hospitality Management 1, 2 (A8483, A8484)**
Grade: 9-12

The course is designed to develop and build skills related to a career pathway in leadership in the Hospitality and Tourism Industry. Hospitality Recreation and Tourism is one of the three areas of study in the California Career Technical Education Model Curriculum Standards. The purpose of this course is for students to gain overall knowledge about leadership roles in the hospitality industry, along with more-detailed understanding of directorship roles within the guest experience cycle, human resources, operational finance, front office, security, as well as food and beverage services. The goal of this course is to explore the hospitality industry through a leadership context with a strong focus on business and marketing management. Students will develop professional skills in management of housekeeping operations, facilities management, operational finance management, and management of banquets and catered events. There is also an emphasis on industry financial trends such as sales to global audiences, developing marketing plans, budgeting, and

management of sales teams. This course satisfies the Capstone course requirement for Hospitality and Tourism and leads to industry level certification as a certified Hospitality and Tourism Management Professional.

***^Information and Communication Technology 1, 2**
Grade: 9-12

This year-long course is designed for students who are interested in the Information Technology Industry Sector. In this course, students will explore different careers within the industry sector, create their own professional portfolio highlighting their strengths and plan for a career within this industry. Students also learn about IT and Computer Hardware including legal and ethical issues, wireless IT, and computing basics and system maintenance/ computer hardware. Operating systems and application software development, network administration, copyright, and programming/ coding is also presented. This course satisfies the Concentrator Course for the Software and System Development Career Pathway.

***Introduction to Business 1, 2 (A0514, A0515)**
Grade: 9-12

In this two-semester introductory course, students will learn the principles of business using real-world examples—learning what it takes to plan and launch a product or service in today's fast-paced business environment. This course covers an introduction to economics, costs and profit, and different business types. Students are introduced to techniques for managing money, personally and as a business, and taxes and credit; the basics of financing a business; how a business relates to society both locally and globally; how to identify a business opportunity; and techniques for planning, executing, and marketing a business to respond to that opportunity. This course satisfies the Concentrator Course for the Business Management Career Pathway.

***Introduction to Green Technology & Energy 1, 2 (A3763, A3764)**
Grade: 9-12

Introduction to Green Technology is a hands-on lab and research-based course, exploring concepts and careers in renewable energy sources. IGT 1 covers the following modules: Sustainability, Energy and Climate Change; Fundamentals of Energy and Electricity; Energy Conservation; Solar Water Heating; and Nonrenewable Energy Sources. IGT 2 continues with modules covering Renewable Energy, Green Transportation, Energy Environment and Utilities Careers, and finally, Ecological Economics and Climate Policy. Students' final project will be a personal policy action plan demonstrating their understanding of the concepts covered in the course. This course satisfies the Concentrator Course for the Environmental Resources Career Pathway.

***Military Science 1, 2 (A4501, A4502)**
Grade: 9-12

This two-semester career and technical education course addresses the introductory knowledge of military concepts and history. Students will research a wide array of concepts related to the military, including natural disasters and humanitarian relief, military leadership, technological advances in warfare, major military battles, and military life. Students will demonstrate an academic proficiency in research skills and project completion through the lens of military concepts. This course satisfies the Concentrator Course for the Public Services Career Pathway.

***Military Science 3, 4 (A4503, A4504)**
Grades 9-12

This two-semester career and technical education course supports student knowledge of a wide array of military concepts and history. Students will research and dissect military events and individuals throughout history, review the different branches of the American military, and create real world applications for personal development in the fields of health and wellness. Students will also gain further understanding of the workings of the military and the requirements and expectations of enlisted individuals and officers. This course satisfies the Capstone Course for the Public Services Career Pathway.

***Nursing Assistant 1, 2 (A8428, A8429)**
Grade: 10–12

This two-semester course prepares students to provide and assist with all aspects of activities of daily living and nursing care for adult patients in hospital, long-term care, and home settings. Through direct instruction, interactive skills demonstrations, and practice assignments, students are taught the basics of nurse assisting, including interpersonal skills, medical terminology, care procedures, legal and ethical responsibilities, safe and efficient work, gerontology, nutrition, emergency skills, and employability skills. Successful completion of this course from an approved program prepares the student for state certification for employment as a Nursing Assistant. This course satisfies the Capstone Course for the Patient Care Career Pathway.

Nutrition 1, 2 (A1165, A1166)
Grade: 9-12

This two-semester course will introduce the principles of being a smart consumer, proper food selection and preparation, basic nutrition, and preparing meals for both the individual and family. Students will develop necessary skills for meeting nutritional needs through exposure to food and ecology, special nutrient needs, and kitchen organization. Food customs and traditions in the U.S. will also be explored.

***Pathways Exhibition (A8105)**
Grade: 12
Mandatory graduation requirement.

This one-semester elective is required of all graduates. Students will be ready for life beyond high school. Students will be introduced to pre-employment techniques and the steps required for college admission and the securing of financial aid. In completing projects for a senior portfolio and presenting an exhibition, students will demonstrate their readiness for the future.

Personal Finance (A2505)
Grade: 9-12
Prerequisites: basic math skills.

This introductory finance course teaches what it takes to understand the world of finance and make informed decisions about managing finances. Students learn more about economics and become more confident in setting and researching financial goals as they develop the core skills needed to be successful. In this one-semester course, students learn how to open bank accounts, invest money, apply for loans, apply for insurance, explore careers, manage business finances, make decisions about major purchases, and more. Students will be inspired by stories from finance professionals and individuals who have reached their financial goals.

***Photoshop 1, 2 (A8513, A8514)**
Grade: 9-12

Photoshop 1, 2 is a year-long CTE elective within the Arts, Media and Design industry sector that combines hands-on learning with real-world relevant portfolio development. The student will learn the fundamentals of Adobe Photoshop, as well as more advanced techniques that will prepare the student for entry level work in a graphic design career. This course uses videos, hands-on assignments, real-world relevant projects to provide the student with knowledge and experience to perform at industry-level standards. The year culminates with both the Adobe Associate Exam and a professional web-portfolio with an opportunity to submit their work to MiraCosta College for college credit through articulation. This course satisfies the Capstone Course for the Design, Visual, and Media Arts Career Pathway.

***Psychology 1, 2 (A6851, A6852)**
Grade: 11, 12

In this two-semester course students will study the following areas: an introduction to psychology research methods; biological bases of behavior; sensation and perception; motivation and emotion; learning; memory and thought; thinking and language; states of consciousness; and lifespan development. Specific content will include research, the nervous system, the endocrine system, nature vs. nurture, classical conditioning, operant con-

ditioning, sleep, drugs, cognitive and emotional development, dying and death, and gender roles and differences, personality and individuality, intelligence testing, theories of personality, psychoanalytic theory, humanistic theory, cognitive theory, stress and health, psychological disorders, anxiety disorders, drug addiction, therapy and change, biological approaches to treatment, individual interaction, group interaction, attitudes and social influence, and psychology future and present. (ref. History - Social Science Framework for California Public Schools)

***Retails Sales and Marketing 1, 2 (A8492, A8493)**
Grade: 9-12

Retail, Sales and Marketing is a year-long course in which students will study marketing fundamentals including, marketing research, business basics, buyer behavior, distribution, global trade, retailing, advertising, selling, and global issues regarding business and the marketplace. Additionally, they will come to understand the marketing mix for a specific target market, Activities are designed to develop marketing concepts, such as product promotion, advertising, branding and visual displays. Other topics include soft skills, job acquisition skills, basic economics, and human relations. Students will demonstrate their understanding through a variety of projects, speeches and a portfolio. Students will research employers and industries, gain experience with public speaking, familiarize themselves real-world retail, sales and marketing scenarios and strengthen reading, writing and speaking skills.

***^Teacher Education 1, 2 (A8784, A8785)**
Grade: 9-12

This year-long Teacher Education course exposes students to the various positions available in the public, private, community and charter education settings. Students participate in 45 hours of supervised observations/ job shadowing in a K-12 setting. Students learn what it takes to be an effective teacher by first understanding the early and modern history of education in America spanning from the 1940s to the present day. Students understand human development as they study children and adolescent growth and development from preschool to early adulthood. Students learn various teachings strategies, assessment methods, and classroom management techniques and their role in creating a healthy and inclusive learning environment that supports diverse students and learners. Students explore a career path in this field by studying the state requirements to become a teacher, researching colleges and universities, interviewing professionals in the field, and completing classroom observations.

***^Veterinary Science 1, 2 (A8434, A8435)**
Grade: 9-12

Veterinary Science is a college prep course where students identify and explain principles of anatomy and physiology, nutritional requirements, safety, housing requirements, common illnesses, common procedures, and preventative medical measures across multiple animal species. Students will learn the specifics of caring for a variety of species as pets, as livestock, and in the veterinary setting. Throughout the study of veterinary science, students will learn the importance of government safeguards for human and animal health. Students will explore wildlife management in the United States, including the laws that are in place to conserve wildlife in their natural habitats. Finally, students will explore multiple career possibilities within Veterinary Science such as Veterinarian, Registered Veterinary Technician, veterinary lab technician, veterinary assistant, research lab assistant, office staff, small animal producer, large animal producer, and the respective educational requirements and skill requirements.

VR (Virtual Reality) Career Explorations (A8601)
Grade: 9-12

This one semester course allows students to participate in simulations in a variety of career fields not otherwise available in the traditional classroom. Students will have the opportunity to immerse themselves in hands-on training for a variety of fields including Manufacturing and Construction, Hospitality and Tourism, Culinary Arts, Automotive Repair, Diesel Technology, Aviation Maintenance, Electrical Construction, Healthcare, and Skilled Trades. Students will reflect on their experiences in writing throughout the course in preparation for a final project, which connects their hands-on experience with additional research to make real-world connections in how to pursue the career they found most interesting.

GENERAL ELECTIVES

Study Skills (6th – 8th) (A8030)
Grade: 6-8

This one-semester course is designed to help students improve in and provide added support for study skills, organization, reading, mathematics, and courses in which the student is concurrently enrolled. The activities in this course will help enhance higher level thinking, problem solving, and basic skills via workshops and personalized assignments developed to support and ensure student success.

ELD MS Language & Literacy 1, 2 (A1607a, A1607b)
Grades: 6-8 - ELPAC Level 1

This two-semester course delivers Designated English Language Development (ELD) instruction for students who are English Learners, newly enrolled in a U.S. school, scored at the Novice performance level on the Initial ELPAC (English Language Proficiency Assessments for California,) or at a performance level 1 on the Summative ELPAC. Students receive focused instruction utilizing the Cengage Inspire curriculum with embedded SDAIE strategies, targeted activities, and assessments to support development of critical language skills needed to access and achieve in grade level academic content. Based on the state-adopted 2014 ELA/ELD Framework, this course is intended to help students at the ***Emerging proficiency level*** develop basic English communication skills in social and academic contexts. Course may be repeated for course credit.

ELD MS Language & Literacy 3, 4 (A1608a, A1608b)
Grades: 6-8 ELPAC Level 2

This two-semester course delivers Designated English Language Development (ELD) instruction for students who are English Learners, scored at the Intermediate performance level on the Initial ELPAC (English Language Proficiency Assessments for California,) or at a performance level 2 on the Summative ELPAC. Students receive focused instruction utilizing the Cengage Inspire curriculum with embedded SDAIE strategies, targeted activities and assessments to support development of critical language skills needed to access and achieve in grade level academic

content. Based on the state-adopted 2014 CA ELD standards and guided by the 2014 ELA/ ELD Framework, this course is intended to help students at the early ***Expanding proficiency level*** develop language skills to learn and communicate about a range of topics and academic content areas. Course may be repeated for course credit.

ELD MS Language & Literacy 5, 6 (A1609a, A1609b)
Grades: 6-8 ELPAC Level 3

This two-semester course delivers Designated English Language Development (ELD) instruction for students who are English Learners, scored at the Intermediate performance level on the Initial ELPAC (English Language Proficiency Assessments for California,) or at a performance level 3 on the Summative ELPAC. Students receive focused instruction utilizing the Cengage Inspire curriculum with embedded SDAIE strategies, targeted activities and assessments to support development of critical language skills needed to access and achieve in grade level academic content. Based on the state-adopted 2012 CA ELD standards and guided by the 2014 ELA/ ELD Framework, this course is intended to help students at the exit ***Expanding or early Bridging*** *proficiency levels* be able to communicate in ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. Course may be repeated for course credit.

ELD MS Language & Literacy 7, 8 (A1610a, A1610b)
Grades: 6-8 ELPAC Level 4

This two-semester course delivers Designated English Language Development (ELD) instruction for students who are English Learners, scored at the Initial Fluent English proficient performance level on the Initial ELPAC, scored at a performance level 4 on the Summative ELPAC, or are Reclassified Fluent English Proficient (RFEP). Students receive focused instruction utilizing the Cengage Inspire curriculum with embedded SDAIE strategies, targeted activities and assessments to support development of critical language skills needed to access and achieve in grade level academic content. Based on the state-adopted 2012 CA ELD standards and guided by the 2014 ELA/ ELD Framework, this course is intended to help students at the ***Bridging or exit Bridging*** *proficiency levels* be able to communicate effectively with various audiences on a wide range of familiar and new topics to meet academic demands in a variety of disciplines. Course may be repeated for course credit.

Avid 6-8 (A8061)
Grade: 6-8

AVID (Advancement Via Individual Determination) is offered as an elective course that prepares students for entrance into four-year colleges. There is an emphasis on analytical writing, preparation for college entrance and

placement exams, study skills and test taking, note taking, and research. AVID meets five hours per week. Students receive two hours of instruction per week in college readiness skills, two hours per week in tutor-led study groups, and one hour per week in motivational activities and academic survival skills. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, organization and reading to support their academic development and growth which enables students to become college and career ready.

Career Explorations VR (Virtual Reality) 6-8 (A8299)
Grade: 6-8

This one semester course allows students to participate in simulations in a variety of career fields not otherwise available in the traditional classroom. Students will have the opportunity to immerse themselves in hands-on training for a variety of fields including Manufacturing and Construction, Hospitality and Tourism, Culinary Arts, Automotive Repair, Diesel Technology, Aviation Maintenance, Electrical Construction, Healthcare, and Skilled Trades. Students will reflect on their experiences in writing throughout the course in preparation for a final project, which connects their hands-on experience with additional research to make real-world connections in how to pursue the career they found most interesting.

Empower Math 1A, 1B (A4763, A4764)
Grade: 6-8
Prerequisites: Concurrent enrollment in middle school math course

Empower Math I is an elective support course for students in grades 6-8 and must be taken concurrently with a course in the middle school math series. The course is designed to fill gaps in knowledge for students who need targeted remediation. The course uses direct instruction (small group & one-on-one) and computer-based learning to build students' skill sets, help them master requisite skills, and front load concepts.

Exploring Careers 1, 2 (A2701, A2702)
Grade: 6-8

This course prepares middle-school students to make informed decisions about their future academic and occupational goals. Through direct instruction, interactive skills demonstrations, and practice assignments, students learn how to assess their own skills and interests, explore industry clusters and pathways, and develop plans for career and academic development. This course is designed to provide flexibility for students; any number of units can be selected to comprise a course that meets the specific needs of students to plan and launch a product or service in today's fast-paced business environment.

Literacy 6th Grade 1, 2 (A1599A, A1599B)

Literacy 7th Grade 1, 2 (A1599A, A1599B)
Literacy 8th Grade 1, 2 (A1600A, A1600B)
Grade: 6-8

Literacy supports English Language Arts courses to cover topics such as basic language skills and integrate reading, writing, speaking, and listening while emphasizing individual student progress. The Literacy course presents students with the opportunity to build upon their vocabulary, spelling and grammar, writing and composition, reading silently or aloud, and improving listening and comprehension skills..

***Avid 9 A, B (A8207, A8208)**
Textbook Based Option Only
Grade: 9

*** Avid 10 A, B (A8209, A8210)**
Textbook Based Option Only
Grade: 10

*** Avid 11 A, B (A8227, A8228)**
Textbook Based Option Only
Grade: 11

*** Avid 12 A, B (A8221, A8222)**
Textbook Based Option Only
Grade: 12

AVID (Advancement Via Individual Determination) is offered as an elective course that prepares students for entrance into four-year colleges. There is an emphasis on analytical writing, preparation for college entrance and placement exams, study skills and test taking, note taking, and research. AVID meets five hours per week. Students receive two hours of instruction per week in college readiness skills, two hours per week in tutor-led study groups, and one hour per week in motivational activities and academic survival skills. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, organization and reading to support their academic development and growth which enables students to become college and career ready.

Avid Peer Support (A8066)
Grade: 10-12

AVID (Advancement Via Individual Determination) Peer Support trains students to become peer tutors in the AVID elective. It focuses on understanding AVID's philosophy, mastering tutorial/tutoring techniques, developing mentorship skills, and collaborating with AVID teachers. The goal is to empower students to support their peers academically and contribute positively to the school community.

Avid Peer Tutoring (A8366, A8367)
Grade: 10-12

These courses are designed for students who have received training as AVID elective tutors. They offer community service hours and provide a structured opportunity for tutors to en-

gage with the AVID elective every week. Participants will deepen their understanding of tutorials, WICOR, mentorship, college/career readiness, and the role of supporting the AVID elective teacher.

Comprehensive Health (A2550)
Grade: 9-12

This one semester course teaches students how to care for their bodies. Units covered in this course are consumer and community health, injury prevention, alcohol, tobacco and other drugs, nutrition, environmental health, family living, and communicable and chronic diseases. California Healthy Youth Act (January 1, 2016) requires school districts to ensure that all pupils in grades 7-12 receive sexual health education and HIV prevention education. EC 51930-51939.

Driver's Education (A2750)
Grade: 9-12

Driver's Education prepares students to pass the state driving exam. The units covered in this course are: Assessing and Managing Risk, Handling Social Pressures, Rules of the Road, Basic Driving Skills, Light and Weather Conditions, Buying a Car, and Getting your State Driving Test.

Early College Academy (A8231)
Grade: 9–10
Prerequisites: Concurrent enrollment in a college course

This course is designed to be taken in conjunction with a college dual enrollment course. The purpose of this course is to provide support and build skills to be successful throughout a college dual enrollment class. This course provides guided research for students to explore and reflect on their own education plan and post-secondary plan.

Students will learn about the benefits, requirements, expectations, and options with dual enrollment. This course covers the soft skills needed to be successful in a college course; such as, effective communication, self-advocacy, online etiquette, and time management. This course also covers the academic skills required to be successful in a college course; such as, written organization, study plans and test strategies, and note taking. Finally, students will explore options to continue earning college credit and post-secondary options.

Empower Math I A, B (A4763, A4764)
Grade: 9–10
Prerequisites: Concurrent enrollment in Integrated Math I A-B (P) or Algebra 1, 2 (P)

Empower Math I is an elective support course for students in grades 9–12 and must be taken concurrently with the first course in the Integrated Math or Traditional Math series. The course is designed to fill gaps in knowledge for students who need targeted remediation. The

course uses direct instruction (small group & one-on-one) and computer-based learning to build students' skill sets, help them master requisite skills, and front load concepts.

Empower Math II A, B (A4765, A4766)
Grade: 10–11
Prerequisites: Concurrent enrollment in Integrated Math II A-B (P) or Geometry 1, 2 (P)

Empower Math II is an elective support course for students in grades 10–11 and must be taken concurrently with the second course in the Integrated Math or Traditional Math series. The course is designed to fill gaps in knowledge for students who need targeted remediation. The course uses direct instruction (small group & one-on-one) and computer-based learning to build students' skill sets, help them master requisite skills, and front load concepts.

Empower Math III A, B (A4767, A4768)
Grade: 10–12
Prerequisites: Concurrent enrollment in Integrated Math III A-B (P) or Intermediate Algebra 1,2 (P)

Empower Math III is an elective support course for students in grades 10–12 and must be taken concurrently with the third course in the Integrated Math or the Traditional Math series. The course is designed to fill gaps in knowledge for students who need targeted remediation. The course uses direct instruction (small group & one-on-one) and computer-based learning to build students' skill sets, help them master requisite skills, and front load concepts.

ETHNIC STUDIES COURSES (A9179)
Grade: 9-12

***Asian American Pacific Islander Studies (A9179)**
Grade: 9-12

Asian American Pacific [slander (AAPI) Studies is an Ethnic Studies course designed to provide students with a comprehensive understanding of the histories, cultures, and contributions of Asian American and Pacific Islander communities. Students will embark on an educational journey exploring the migration experiences, cultural heritage, and challenges faced by AAPI communities in the United States. Through examining key historical events, policies, and social movements, students will gain insights into issues of immigration, discrimination, and identity. The course aims to foster an understanding of the multicultural landscape of the United States and the pivotal role of AAPI communities within it. Key learning objectives include identity exploration, understanding historical context, recognizing cultural contributions, and exploring social justice and advocacy. Activities and assessments such as reading and vocabulary development, video analysis, research projects, map and reflection activities, and visual presentations engage students and

deepen their understanding. By the end of the course, students will have a deeper appreciation for the diverse experiences of AAPI communities and their significant impact m American society. This course is an enriching educational experience that promotes cultural awareness, empathy, and social responsibility.

***Black African American Studies (A9179)**
Grade: 9-12

The Black and African American Studies course is an interdisciplinary and comprehensive exploration of the Black and African American experience from historical, cultural, social, and political perspectives. The course aims to provide students with an in-depth understanding of the significant contributions, struggles, and resilience of African American communities, and explore how race, gender, and class shape life for people of African descent in the United States. Through a combination of lectures, discussions, readings, multimedia resources, and reflective activities, students will critically engage with the rich tapestry of African American history and culture, including the development of Black identity, cultural expression, and social movements that have influenced the advancement of equity and social justice. The course spans from African roots and the Transatlantic Slave Trade to contemporary issues and cultural expressions, emphasizing the continuous impact of African American heritage on the United States and the world.

***Chicano(a)/Latin(x) Studies (A9179)**
Grade: 9-12

The course "Chicano(a) and Latin(x) Studies" is designed to provide students with a comprehensive understanding of the historical, cultural, and social dynamics of Chicano and Latinx communities in the United States. Through a series of modules, students will explore key concepts such as identity, intersectionality, and the historical development of terms like Hispanic, Chicano, and Latinx. Students will explore a variety of topics that have impacted Chicano and Latinx identity development and experience, including the European settlement in the Americas, migration to the United States, cultural and social movements, and resistance to exploitative labor practices. The course highlights the rich cultural heritage and contributions of these communities, examining their impact on American society through art, literature, and activism. This approach affirms student identity and experience, fostering empathy and cultural awareness. Activities include analyzing primary sources, engaging in reflective exercises, and conducting research projects that connect historical events to contemporary issues.

***Native American Studies (A9179)**
Grade: 9-12

This course offers a comprehensive exploration of the rich and diverse cultures, histories, and contributions of Native American commu-

nities. It examines the profound impact of colonization, the resilience of Native peoples, and their ongoing struggles for rights and recognition. The course ensures that students develop critical literacy skills while gaining a deep understanding of Native American heritage, meeting rigorous standards across multiple subjects. Each module explores key themes related to identity, history, social structures, and contemporary issues within Native American communities. Students will engage in a variety of activities designed to deepen their understanding and encourage critical thinking. These activities include analyzing identity, exploring historical events, and examining social and political structures through various media and texts. A variety of instructional methods are employed to engage students, including discussions, multimedia resources, and independent projects. Reading and writing assignments will encompass a broad range of texts, encouraging students to develop their argumentative, informative, and narrative writing skills. Students will also complete independent projects and presentations to enhance their critical speaking and listening skills. This course aims to foster empathy and recognition of the importance of preserving indigenous cultures and traditions, equipping students with critical thinking, research, and communication skills essential for their academic and personal growth.

Literacy 1-4 (A1682, A1683, A1684, A1685)
Grade: 9-12

Literacy supports English Language Arts courses to cover topics such as basic language skills and integrate reading, writing, speaking, and listening while emphasizing individual student progress. The Literacy course presents students with the opportunity to build upon their vocabulary, spelling and grammar, writing and composition, reading silently or aloud, and improving listening and comprehension skills.

***+#AP Psychology (A6834, A6835)**
Grade: 11-12

This two-semester course introduces students to the systematic and scientific study of the behavior and mental processes of human beings. Students are exposed to the facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about methods psychologists use in their science and practice. This course prepares students to take the Advanced Placement Examination in Psychology. The assigned texts for this course are Psychology: *Themes and Variations*, 7th edition, by Wayne Weiten, (2007) and F*orty Studies that Changed Psychology: Explorations into the History of Psychological Research*, 5th edition, by Roger Hock (2005).

Strategies for Academic Success (A1163)
Grade: 9-12

Offering a comprehensive analysis of different

types of motivation, study habits, and learning styles, this one-semester course encourages students to take control of their learning by exploring varying strategies for success. Providing engaging lessons that will help students identify what works best for them individually, this one-semester course covers important study skills, such as strategies for taking high-quality notes, memorization techniques, test-taking strategies, benefits of visual aids, and reading techniques.

Study Skills (9th – 12th) (A8007, A8008)
Grade: 9-12

This one-semester course is designed to help students improve in and provide added support for study skills, organization, reading, mathematics, and courses in which the student is concurrently enrolled. The activities in this course will help enhance higher level thinking, problem solving, and basic skills via workshops and personalized assignments developed to support and ensure student success.

Service Learning 1, 2 (A8087)
Grade: 9-12

This course provides the opportunity for students to complete the (60 hours) community service with a non-profit organization within their community. Students are encouraged to explore organizations in need of help within their community where they can apply skills learned through their academic program and provide essential support to the community in which they live. Students who choose the Service Learning option for graduation must complete 2 semesters (120 hours) of Service Learning.

High School ELD Language & Literacy 1, 2 (A1575, A1576)
Grade: 9-12 ELPAC Level 1

This two-semester course delivers Designated English Language Development (ELD) instruction for students who are English Learners, newly enrolled in a U.S. school, scored at the Novice performance level on the Initial ELPAC (English Language Proficiency Assessments for California,) or at a performance level 1 on the Summative ELPAC. Students receive focused instruction utilizing the Cengage EDGE curriculum with embedded SDAIE strategies, targeted activities and assessments to support development of critical language skills needed to access and achieve grade level academic content. Based on the state-adopted 2012 CA ELD standards and guided by the 2014 ELA/ELD Framework, this course is intended to help students at the Emerging proficiency level develop basic English communication skills in social and academic contexts. Activities in this course may use language learning programs such as Rosetta Stone and BrainPOP ELL, bilingual supports, in person or virtual instruction, Achieve3000 and other teacher created resources. Students who demonstrate

proficiency in the standards of the course and score at a level 2 in the ELPAC may progress to the next ELD course level. Course may be repeated for course credit.

High School ELD Language & Literacy 3, 4 (A1577, A1578)
Grade: 9-12 ELPAC Level 2

This two-semester course delivers Designated English Language Development (ELD) instruction for students who are English Learners, scored at the Intermediate performance level on the Initial ELPAC (English Language Proficiency Assessments for California,) or at a performance level 2 on the Summative ELPAC. Students receive focused instruction utilizing the Cengage EDGE curriculum with embedded SDAIE strategies, targeted activities and assessments to support development of critical language skills needed to access and achieve grade level academic content. Based on the state-adopted 2012 CA ELD standards and guided by the 2014 ELA/ELD Framework, this course is intended to help students at the early Expanding proficiency level develop language skills to learn and communicate about a range of topics and academic content areas. Activities in this course include virtual and in-person literacy circles, bilingual supports, Achieve3000, MyPath ELA curriculum and other teacher created resources. Students who demonstrate proficiency in the standards of the course and score at a level 3 in the ELPAC may progress to the next ELD course level. Course may be repeated for course credit.

High School ELD Language & Literacy 5, 6 (A1579, A1580)
Grade: 9-12 ELPAC Level 3

This two-semester course delivers Designated English Language Development (ELD) instruction for students who are English Learners, scored at the Intermediate performance level on the Initial ELPAC (English Language Proficiency Assessments for California,) or at a performance level 3 on the Summative ELPAC. Students receive focused instruction utilizing the Cengage EDGE curriculum with embedded SDAIE strategies, targeted activities and assessments to support development of critical language skills needed to access and achieve grade level academic content. Based on the state-adopted 2012 CA ELD standards and guided by the 2014 ELA/ELD Framework, this course is intended to help students at the exit Expanding or early Bridging proficiency levels be able to communicate in ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. Activities in this course include virtual and in-person literacy circles, Achieve3000, MyPath ELA, Literacy and Comprehension curriculum, and other teacher created resources. Students who demonstrate proficiency in the standards of the course and score at a level 4 in the ELPAC may progress to the next ELD course level. Course may be repeated for course credit.

High School ELD Language & Literacy 7, 8 (A1581, A1582)
Grade: 9-12 ELPAC Level 4

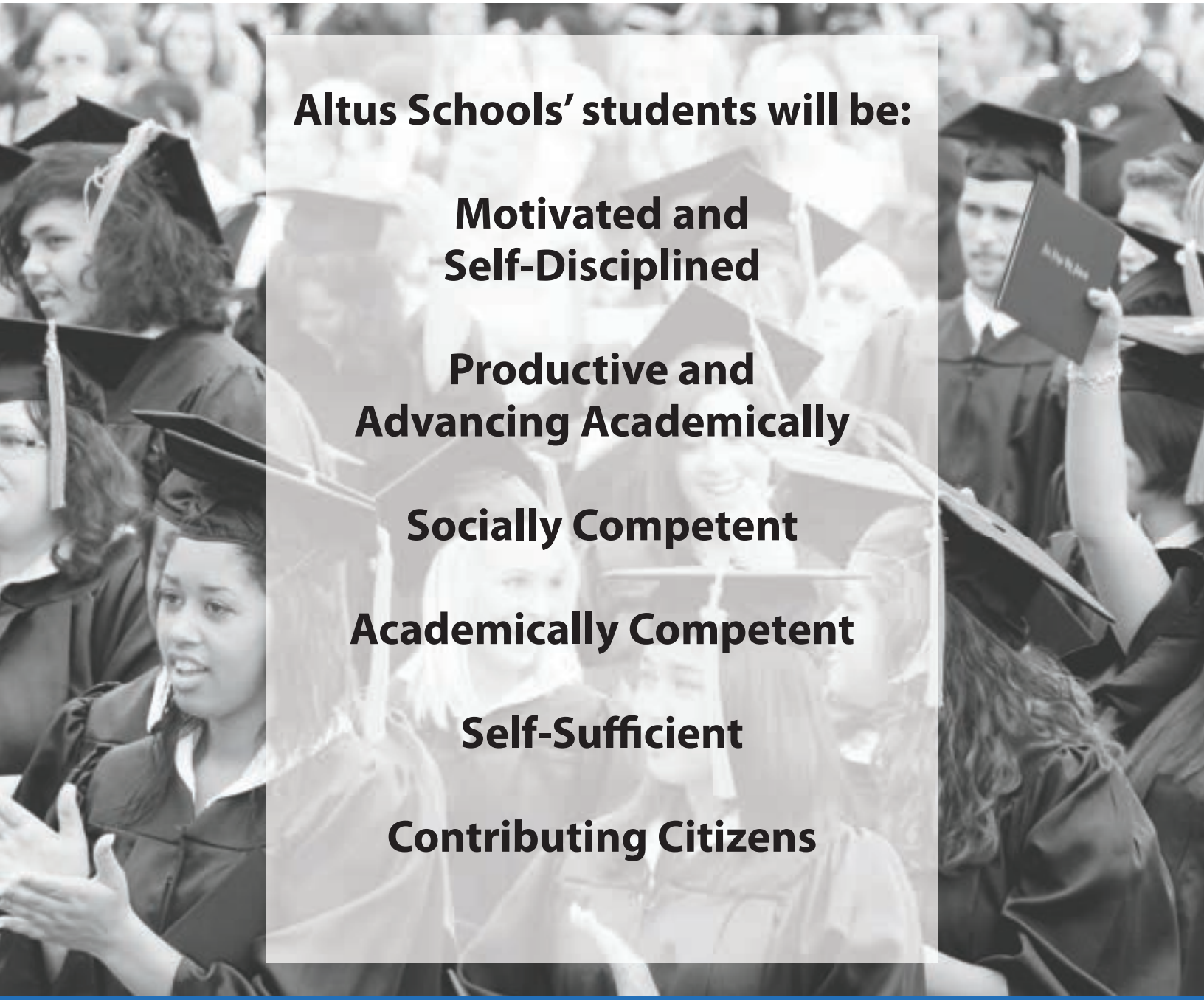
This two-semester course delivers Designated English Language Development (ELD) instruction for students who are English Learners, scored at the Initial Fluent English proficient performance level on the Initial ELPAC, scored at a performance level 4 on the Summative ELPAC, or are Reclassified Fluent English Proficient (RFEP). Students receive focused instruction utilizing the Cengage EDGE curriculum with embedded SDAIE strategies, targeted activities and assessments to support development of critical language skills needed to access and achieve grade level academic content. Based on the state-adopted 2012 CA ELD standards and guided by the 2014 ELA/ELD Framework, this course is intended to help students at the Bridging or exit Bridging proficiency levels be able to communicate effectively with various audiences on a wide range of familiar and new topics to meet academic demands in a variety of disciplines. Activities in this course include academic vocabulary development across curricular areas, in person and virtual instructional sessions, Achieve3000, Literacy and Comprehension curriculum, and other teacher created resources. Students who demonstrate proficiency in the standards of the course and are reclassified as Fluent English Proficient (RFEP) can be exited from the ELD course plan. Course may be repeated for course credit.

+World Geography 1 (A6538)
Grade: 9-12

This one-semester course is offered as an elective. Students will demonstrate knowledge and understanding of human and physical geography. They will be able to explain the uses of geography and various ways that the world is organized. This will include proficiency in reading various maps, charts, and graphs. Major topics will include the solar system, weather and climate, landforms, water, and natural resources, human systems, North America, South America, and Europe.

Notes

Steps to Success



Altus Schools' students will be:

Motivated and Self-Disciplined

Productive and Advancing Academically

Socially Competent

Academically Competent

Self-Sufficient

Contributing Citizens

Altus
SCHOOLS

APPENDIX Y

EL DORADO CHARTER SELPA LETTER OF GOOD STANDING

October 23, 2025

Lynne Alipio
Chief Business Officer
10170 Huennekens Street
San Diego, CA 92121

Sent via Email

Re: Altus Schools

Altus Schools, which includes Altus Schools Audeo, Altus Schools Charter School of San Diego, Altus Schools Coachella Valley, Altus Schools East County, Altus Schools Mirus, Altus Schools North County, Altus Schools South Bay, Audeo Charter II, and Audeo Valley Charter, has been a member of the El Dorado County Charter SELPA since July 2008. Altus Schools are members in good standing and have demonstrated the commitment and capacity to function as LEAs for special education services.

Accordingly, based on the organization's status, Altus Schools Riverside County will be approved for membership within the El Dorado County Charter SELPA, as of the 2026-27 school year, pending approval of their charter petition.

Please contact me if you have any questions.

Sincerely,

Ginese Quann
Assistant Superintendent

GQ:lc

cc: Dr. Edwin Gomez, County Superintendent of Schools, Riverside County Office of Education

APPENDIX Z

PUPIL CALENDAR

PUPIL CALENDAR FOR ALTUS SCHOOLS RIVERSIDE COUNTY

MULTI-TRACK CALENDAR

TRACK A

2026-2027

DRAFT

Calendar Month	School Month	M	T	W	Th	F	Teaching Days (ADA)	Supplemental Instruction Days (NACD)	Non-School Days	Total Days	Important Dates
July	1			1	2	**3**	17	0	1		Jul 3: Holiday
		6	7	8	9	10					
		13	14	15	16	17					
		20	21	22	23	24				*18*	
July / August	2	27	28	29	30	31	20	0	0		
		3	4	5	6	7					
		10	11	12	13	14					
		17	18	19	20	21				*20*	
August / September	3	24	25	26	27	28	19	0	1		
		31	1	2	3	4					
		7	8	9	10	11					Sep 7: Holiday
		14	15	16	17	18				*20*	
September / October	4	21	22	23	24	25	10	10	0		**Oct 1: CBEDS Information Day**
		28	29	30	**1**	2					
		5	6	7	8	9					
		12	13	14	15	16				*20*	
P1 October / November	**5**	19	20	21	22	23	10	8	2		Nov 11: Holiday
		26	27	28	29	30					Nov 10: Teacher NWD
		2	3	4	5	6					
		9	**10**	11	12	13				*20*	**Total P1 Days** **76**
November / December	6	16	17	18	19	20	5	10	5		Nov 23-25: Teacher NWD
		23	**24**	**25**	**26**	**27**					Nov 26-27: Holidays
		30	1	2	3	4					
		7	8	9	10	11				*20*	
December / January	7	14	15	16	17	18	10	0	10		Dec 21-23 and 28-30 : Teacher NWD
		21	**22**	**23**	**24**	**25**					Dec 24 & 25: Holiday
		28	**29**	**30**	**31**	**1**					Dec 31 & Jan 1: Holiday
		4	5	6	7	8				*20*	
January / February	8	11	12	13	14	15	16	3	1		Jan 18: Holiday
		18	19	20	21	22					
		25	26	27	28	29					
		1	2	3	4	5				*20*	
February / March	9	8	9	10	11	**12**	10	8	2		Feb 12 & 15: Holiday
		15	16	17	18	19					
		22	23	24	25	26					
		1	2	3	4	5				*20*	
P2 March / April	**10**	**8**	9	10	11	12	0	14	6		Mar 29 - Apr 2: Spring Break
		15	16	17	18	19					Mar 8 - Teacher NWD
		22	23	24	25	26					
		29	**30**	**31**	**1**	**2**				*20*	**Total P2 Days** **117**
April / May	11	5	6	7	8	9	20	0	0		
		12	13	14	15	16					Available CAASPP Window
		19	20	21	22	23					April 5 - June 25
		26	27	28	29	30				*20*	
May	12	3	4	5	6	7	20	0	0		
		10	11	12	13	14					Available CAASPP Window
		17	18	19	20	21					April 5 - June 25
		24	25	26	27	28				*20*	
June	13	**31**	1	2	3	4	18	0	2		Available CAASPP Window
		7	8	9	10	11					April 5 - June 25
		14	15	16	17	**18**					May 31: Holiday
		21	22	23	24	25				*20*	June 18: Holiday
June	NA	**28**	**29**	**30**			0		3	*3*	June 28-30: Teacher NWD
						Total Instructional Days:	**175**	**53**	**33**	***261***	

PUPIL CALENDAR FOR ALTUS SCHOOLS RIVERSIDE COUNTY

MULTI-TRACK CALENDAR

TRACK B

2026-2027

DRAFT

Calendar Month	School Month	M	T	W	Th	F	Teaching Days (ADA)	Supplemental Instruction Days (NACD)	Non-School Days	Total Days	Important Dates
July / August	2	27	28	29	30	31	0	20	0		
		3	4	5	6	7					
		10	11	12	13	14					
		17	18	19	20	21				*20*	
August / September	3	24	25	26	27	28	3	16	1		
		31	1	2	3	4					
		7	8	9	10	11					Sep 7: Holiday
		14	15	16	17	18				*20*	
September / October	4	21	22	23	24	25	20	0	0		**Oct 1: CBEDS Information Day**
		28	29	30	**1**	2					
		5	6	7	8	9					
		12	13	14	15	16				*20*	
P1 October / November	**5**	19	20	21	22	23	18	0	2		Nov 11: Holiday
		26	27	28	29	30					Nov 10: Teacher NWD
		2	3	4	5	6					
		9	**10**	11	12	13				*20*	**Total P1 Days** **41**
November / December	6	16	17	18	19	20	15	0	5		Nov 23-25: Teacher NWD
		23	**24**	**25**	**26**	**27**					Nov 26-27: Holidays
		30	1	2	3	4					
		7	8	9	10	11				*20*	
December / January	7	14	15	16	17	18	10	0	10		Dec 21-23 and 28-30 : Teacher NWD
		21	**22**	**23**	**24**	**25**					Dec 24 & 25: Holiday
		28	**29**	**30**	**31**	**1**					Dec 31 & Jan 1: Holiday
		4	5	6	7	8				*20*	
January / February	8	11	12	13	14	15	19	0	1		Jan 18: Holiday
		18	19	20	21	22					
		25	26	27	28	29					
		1	2	3	4	5				*20*	
February / March	9	8	9	10	11	**12**	18	0	2		Feb 12 & 15: Holiday
		15	16	17	18	19					
		22	23	24	25	26					
		1	2	3	4	5				*20*	
P2 March / April	**10**	**8**	9	10	11	12	14	0	6		Mar 29 - Apr 2: Spring Break
		15	16	17	18	19					Mar 8 - Teacher NWD
		22	23	24	25	26					
		29	**30**	**31**	**1**	**2**				*20*	**Total P2 Days** **117**
April / May	11	5	6	7	8	9	20	0	0		
		12	13	14	15	16					Available CAASPP Window
		19	20	21	22	23					April 5 - June 25
		26	27	28	29	30				*20*	
May	12	3	4	5	6	7	20	0	0		
		10	11	12	13	14					Available CAASPP Window
		17	18	19	20	21					April 5 - June 25
		24	25	26	27	28				*20*	
June	13	31	1	2	3	4	18	0	2		Available CAASPP Window
		7	8	9	10	11					April 5 - June 25
		14	15	16	17	18					May 31: Holiday
		21	22	23	24	25				*20*	June 18: Holiday
June	NA	**28**	**29**	**30**			0		3	*3*	June 28-30: Teacher NWD
						Total Instructional Days:	**175**	**36**	**32**	***243***	

APPENDIX AA

AUDEO VALLEY SB740 FUNDING DETERMINATION

Accessible Version

California DEPARTMENT OF EDUCATION

Form

Nonclassroom-Based Funding Determination Request 2023–24

Charter Schools Division

The Funding Determination Form must be submitted by charter schools to receive funding for their nonclassroom-based average daily attendance (ADA) if it exceeds 20 percent of their total ADA. The form may also be submitted by charter schools whose nonclassroom-based ADA is near the 20 percent threshold. Information collected on this form is pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 11963.3. Instructions can be found on the Nonclassroom-Based Determination of Funding web page of the California Department of Education (CDE) website. Questions regarding this form can be sent to the Charter Schools Division via email at FundingDeterminations@cde.ca.gov.

Once you begin the form, you can save and return to it at any time by selecting the **Save For Later** button at the bottom of each page. You will be provided a unique URL (web address) for entrance back into the form. This URL is the only way back into the saved form. Please note that the **Save For Later** button should only be selected if you are taking a break from filling out the form; it is not necessary to select the **Save For Later** button each time before selecting the **Next** button. To return to a previous page of the form, use the **Back** button located at the bottom of the page; do not use the web browser's back button. Using the web browser's back button may cause an error on the form; if this error occurs, use the refresh button on the web browser.

The submission of this form requires a certification from the charter school's director, principal, or governing board chairperson, pursuant to 5 *CCR* Section 11963.3(b)(1). You will have the opportunity to print a copy of the form for your records before submitting it.

Instructions

Charter School Information

Tip: You may press the Tab key after completing a data field to move to the next one.

Charter School Name: *(As reported by the school on the California School Directory)*

Audeo Valley Charter School

Charter School Authorizer: Riverside County Office of Education

Charter School Number: *(Four digits)* 2118

County District School (CDS) Code:
(Fourteen digits without spaces or hyphens) 33103300140780

Street Address: 10170 Huennekens Street

City: San Diego

County: San Diego

ZIP Code: 92121

Grade Levels Served: *(Select all that apply.)*

- [ ] *TK*
- [ ] *K*
- [ ] *1*
- [ ] *2*
- [ ] *3*
- [ ] *4*
- [ ] *5*
- [x] *6*
- [x] *7*
- [x] *8*
- [x] *9*
- [x] *10*
- [x] *11*
- [x] *12*

Date Charter Expires: *(MM/DD/YYYY)* 6/30/2027

Contact First Name: Lynne

Contact Last Name: Alipio

Contact Title: Chief Business Officer

Contact Phone Number: *(XXX-XXX-XXXX)* 619-208-1464

Contact Email Address: lalipio@altusschools.net

Upon submission of the Funding Determination Form, a confirmation email will be sent to the Contact Email Address.

Instructions

Funding Determination Request Information

Pursuant to 5 *CCR* Section 11963.6(g), if, during the effective period of a determination of funding, a charter school wishes to seek a higher or lower determination of funding, it shall do so by the filing of a new determination of funding request. During the effective period of a charter school's determination of funding, no more than one additional determination of funding request (which would replace the determination of funding then in effect) may be submitted by the charter school in the same fiscal year.

Is this a reconsideration request to seek a higher or lower determination of funding for a previously approved funding determination, pursuant to 5 *CCR* Section 11963.6(g)?

- ○ *Yes, this is a reconsideration request.*
- ◉ *No, this is not a reconsideration request.*

Instructions

Funding Determination Request Information

What level of funding is requested by the charter school?

- ◉ *100%*
- ○ *85%*
- ○ 70%

What is the beginning period requested for the funding determination? *(For schools whose funding determination expires in FY 2023–24 and are requesting a renewal of their funding determination, the beginning period would be FY 2024–25.)*

2024–25

How many years of funding are requested by the charter school?

- ○ *2*
- ○ *3*
- ○ *4*
- ◉ *5*

What source data is being used to complete the Funding Determination Form?
(Revenues and expenditures reported on the form must agree with the source data; for schools whose funding determination expires in FY 2023–24 and are requesting a renewal of their funding determination, the source data should be audited data from FY 2022–23.)

- ◉ *FY 2022–23 Audit*
- ○ *FY 2023–24 Budget*
- ○ *Other*

Instructions

Financial Information

Total Resources

Revenues and Other Resources
5 *CCR* Section 11963.3(a)(5)(A)

Round to the nearest dollar. Do not use commas, dollar signs, or parentheses when entering in dollar amounts. If an amount is $0, enter 0 instead of leaving the field blank.

Federal Revenues: *(Include Public Charter School Grant Program [PCSGP] funds if applicable.)* 285211

Did the school receive PCSGP funds?

- ○ *Yes*
- ◉ *No*

State Revenues: *(Include In-Lieu of Property Taxes.)* 3861521

In-Lieu of Property Taxes: *(In-Lieu of Property Taxes must be reported in both this field and the State Revenues field.)* 329583

Local Revenues: *(Do not include In-Lieu of Property Taxes.)* 1145

Other Financing Sources: 0

Instructions

Revenues and Other Resources

Confirmation: The school has indicated that In-Lieu of Property Taxes were received. Confirm the following before proceeding:

☑ *I confirm that In-Lieu of Property Taxes on the prior page were reported in both the State Revenues and In-Lieu of Property Taxes fields.*

Confirmation: The school has indicated that Local Revenues were received. Confirm the following before proceeding:

☑ *I confirm that Local Revenues reported on the prior page do not include In-Lieu of Property Taxes.*

Instructions

Total Public Revenues and Total Revenues

Total Revenues: $4147877 *(Figures rounded to the nearest dollar)*
5 CCR Section 11963.3(c)(2)

Total Expenditures and Other Uses

Instruction and Related Services
5 *CCR* Section 11963.3(a)(5)(B)

Round to the nearest dollar. Do not use commas, dollar signs, or parentheses when entering in dollar amounts. If an amount is $0, enter 0 instead of leaving the field blank.

Salaries and Benefits

Certificated Salaries and Benefits for Instruction and Related Services:	2180100
Classified Salaries and Benefits for Instruction and Related Services:	369861

Books, Supplies, and Equipment

Books, Supplies, and Equipment for Instruction and Related Services:	518059

Services and Other Operating Costs

Contracts for Instructional Services:	0
Contracts for Instructional Support:	76497
All Other Instruction-Related Operating Costs:	158281

Instructions

Total Instruction and Related Services

Total Instruction and Related Services: $3302798 *(Figures rounded to the nearest dollar)*
5 CCR Section 11963.3(a)(5)(B)

Operations and Facilities
5 *CCR* Section 11963.3(a)(5)(C)

Round to the nearest dollar. Do not use commas, dollar signs, or parentheses when entering in dollar amounts. If an amount is $0, enter 0 instead of leaving the field blank.

Salaries and Benefits

Certificated Salaries and Benefits for Operations and Facilities:	0
Classified Salaries and Benefits for Operations and Facilities:	3421

Books, Supplies, and Equipment

Books, Supplies, and Equipment for Operations and Facilities: 2890

Services and Other Operating Costs

Services and Other Operating Costs for Operations and Facilities: 330115

Facility Acquisition and Construction

Facility Acquisition and Construction: 0

Instructions

Total Operations and Facilities

Total Operations and Facilities: $336426 *(Figures rounded to the nearest dollar)*
5 CCR Section 11963.3(a)(5)(C)

Allowable Facilities Costs
5 *CCR* Section 11963.3(b)(7)

Do not use commas. If an amount is 0, enter 0 instead of leaving the field blank.

Total facility square footage occupied by the charter school: 4808

Total classroom-based P-2 ADA reported in the prior fiscal year: *(Do not include nonclassroom-based ADA; round to the nearest two decimal places.)* 0

Total student hours attended by nonclassroom-based pupils at the school site in the prior fiscal year: 21066.51

Instructions

Allowable Facilities Costs
5 *CCR* Section 11963.3(b)(7)

Calculated Facilities Costs: $24271 *(Figures rounded to the nearest dollar)*
*[Total Classroom-Based P-2 ADA + (Total Student Hours Attended by Nonclassroom-Based Pupils / 868)] * 1000*

Allowable Facilities Costs: $24271 *(Figures rounded to the nearest dollar)*
The lesser of the Total Operations and Facilities costs and the Calculated Facilities Costs

*According to the provided information, the **Calculated Facilities Costs** are less than or equal to the Total Operations and Facilities costs.*

Administration and All Other Activities
5 *CCR* Section 11963.3(a)(5)(D)

Round to the nearest dollar. Do not use commas, dollar signs, or parentheses when entering in dollar amounts. If an amount is $0, enter 0 instead of leaving the field blank.

Salaries and Benefits

Certificated Salaries and Benefits for Administration and All Other Activities:	37154
Classified Salaries and Benefits for Administration and All Other Activities:	158565

Books, Supplies, and Equipment

Books, Supplies, and Equipment for Administration and All Other Activities:	1896

Services and Other Operating Costs

Contracts for Other Administrative Services:	0
Supervisorial Oversight Fee:	34480
All Other Administration and Other Activities, Services, and Operating Costs:	99109

Instructions

Total Administration and Other Activities

Total Administration and Other Activities: $331204 *(Figures rounded to the nearest dollar)*
5 CCR Section 11963.3(a)(5)(D)

Other Outgo and Other Financing Uses
5 *CCR* Sections 11963.3(a)(5)(E) and (b)(5)

Round to the nearest dollar. Do not use commas, dollar signs, or parentheses when entering in dollar amounts. If an amount is $0, enter 0 instead of leaving the field blank.

Debt Service:	1121
Transfers to Local Educational Agencies:	0
All Other Transfers and Outgo: *(This field is for outgoing transfers only.)*	0

Instructions

Other Outgo and Other Financing Uses

Total Other Outgoing and Other Financing Uses: $1121 *(Figures rounded to the nearest dollar)*
5 CCR Section 11963.3(a)(5)(E)

Total Expenditures

Total Expenditures: $3971549 *(Figures rounded to the nearest dollar)*

Revenues Over Expenditures
5 *CCR* Section 11963.3(a)(5)(F)

Revenues Over Expenditures/Surplus or Deficit: $176328 *(Figures rounded to the nearest dollar)*

Beginning Fund Balance
5 *CCR* Section 11963.3(a)(5)(A)

Round to the nearest dollar. Do not use commas, dollar signs, or parentheses when entering in dollar amounts. If an amount is $0, enter 0 instead of leaving the field blank.

Beginning Fund Balance: 1699231

Instructions

Ending Fund Balance

Ending Fund Balance - June 30: $1875559 *(Figures rounded to the nearest dollar)*

Reserves
5 *CCR* Section 11963.3(a)(5)(F)

Round to the nearest dollar. Do not use commas, dollar signs, or parentheses when entering in dollar amounts. If an amount is $0, enter 0 instead of leaving the field blank.

Reserves

Designated for Economic Uncertainties:	198577
Facilities Acquisitions or Capital Projects:	1422335
Reserves Required by Charter Authorizer:	198577
Other Reserves:	56070
Unassigned/Unappropriated Fund Balance:	0

Instructions

Reserves
5 *CCR* Section 11963.3(a)(5)(F)

Explain the purpose of reported Other Reserves:

Other Reserves consist of Prepaid Expenditures amounting to $56,070.

Reserves for Facilities Acquisition or Capital Projects: $1422335 *(Figures rounded to the nearest dollar)*

Reserves for Facilities Acquisition or Capital Projects as a Percentage of Total Expenditures: 35.81% *(Figures rounded to the nearest dollar)*

Because reserves for facilities acquisition or capital projects exceed the greater of $50,000 or 5 percent of total expenditures, provide an explanation for the need for such excess reserves:

Audeo Valley's net capital assets amounts to $1,422,335. The capital assets include leasehold improvements, equipment, and present value of right to use facility leases. Per FASB Accounting Standards Code 842 (ACS 842), lease agreements are now recognized as an asset on the balance sheet which is included in the net capital assets calculation.

Ending Fund Balance: $1875559 *(Figures rounded to the nearest dollar)*

Total Reserves: $1875559 *(Figures rounded to the nearest dollar)*
This figure must agree with the Ending Fund Balance unless the Ending Fund Balance is negative.

Instructions

Pupil-Teacher Ratio
5 *CCR* Section 11963.3(b)(2) and (8)

Report the charter school's average daily attendance (ADA) for independent study pupils and full-time equivalent (FTE) certificated employees responsible for independent study employees below.

FTE employees working at the charter school must possess a valid teaching certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold issued by the Commission on Teacher Credentialing and who work in the charter school in a position required to provide direct instructional support to students.

Round to the nearest two decimal places. Do not use commas.

Did this charter school operate in FY 2022–23?

- (●) *Yes*
- ( ) *No*

Charter school's FY 2022–23 P-2 ADA for independent study pupils: 248.18

Charter school's FY 2022–23 FTE certificated employees responsible for independent study: 10.34

Instructions

Funding Determination Calculations
5 *CCR* Section 11963.4

Calculation 1: 52.57% *(Figures rounded to the nearest dollar)*
Percentage of Total Public Revenues spent on Instructional Certificated Salaries and Benefits
5 CCR Section 11963.3(c)(1)
Certificated Salaries and Benefits costs / (Federal Revenues - PCSGP Funds + State Revenues [including In-Lieu of Property Taxes])

Calculation 2: 80.21% *(Figures rounded to the nearest dollar)*
Percentage of Total Revenues spent on Instruction and Related Services
5 CCR Section 11963.3(c)(2)
(Instructional and Related Services costs + Allowable Facilities costs [Calculated Facilities Costs are less than or equal to Total Operations and Facilities costs]) / Total Revenues

Calculation 3: 24.00 to 1
2022–23 Pupil-Teacher Ratio (PTR) of Charter School
California Education Code Section 51745.6 and 5 CCR Section 11704
ADA / FTE

Funding Determination Criteria
5 *CCR* Section 11963.4

If the funding determination calculations in the prior section do not meet the regulatory criteria shown below for the school's requested level of funding, the school may provide mitigating circumstances for consideration by the Advisory Commission on Charter Schools (ACCS) to make a recommendation other than one that results from the criteria.

A determination of funding request shall be recommended for **100 percent funding** if all of the following are true, unless there is a reasonable basis to recommend otherwise:
1) Calculation 1 is greater than or equal to 40 percent.
2) Calculation 2 is greater than or equal to 80 percent.
3) Calculation 3 is less than or equal to 25 to 1 or the PTR of the largest unified school district in the county or counties in which the charter school operates.

A determination of funding request shall be recommended for **85 percent funding** if all of the following are true, unless there is a reasonable basis to recommend otherwise:
1) Calculation 1 is greater than or equal to 40 percent.
2) Calculation 2 is greater than or equal to 70 percent but less than 80 percent.

A determination of funding request shall be recommended for **70 percent funding** if all of the following are true, unless there is a reasonable basis to recommend otherwise:
1) Calculation 1 is greater than or equal to 35 percent but less than 40 percent.
2) Calculation 2 is greater than or equal to 60 percent but less than 70 percent.

A determination of funding request shall be recommended for **denial** if either of the following are true, unless there is a reasonable basis to recommend otherwise:
1) Calculation 1 is less than 35 percent.
2) Calculation 2 is less than 60 percent.

Does the charter school wish to request a higher level of funding than what it qualifies for based on the regulatory criteria?

- ○ *Yes*
- ◉ *No*

If "Yes" is selected, the school will have the opportunity to provide mitigating circumstances on a later section of this form. A charter school cannot request higher than 100 percent funding for nonclassroom-based instruction.

Instructions

Supplemental Information

Virtual Charter School
5 *CCR* Section 11963.5(b)(3)

Pursuant to 5 *CCR* Section 11963.5, a virtual or on-line charter school is one in which at least 80 percent of teaching and student interaction occurs via the Internet.

Is this charter school a virtual or on-line charter school as defined in 5 *CCR* Section 11963.5?

- ○ *Yes*
- ◉ *No*

Instructions

Entity and Contract Information
5 *CCR* Section 11963.3(b)(3)

Did any entity receive or will receive $50,000 or more or 10% or more of total expenditures from the school in FY 2022–23 or FY 2023–24?

- ◉ *Yes*
- ○ *No*

Instructions

Entity and Contract Information
5 *CCR* Section 11963.3(b)(3)

Select the number of reportable entities that received or will receive $50,000 or more or 10% or more of total expenditures:

4

Instructions

Entity and Contract Information
5 *CCR* Section 11963.3(b)(3)

Round to the nearest dollar. Do not use commas, dollar signs, or parentheses when entering in dollar amounts.

Provide information regarding entity and contract information for the first entity.

Name of first entity: BAZI Investment LLC

Amount for first entity: 205491

Purpose/explanation for first entity: Facility Lease

Are contract payments based on specific services rendered for the first entity?

- (●) *Yes*
- ( ) *No*

Provide information regarding entity and contract information for the second entity.

Name of second entity: BKM OFFICEWORKS, LLC

Amount for second entity: 232656

Purpose/explanation for second entity: Furnitures

Are contract payments based on specific services rendered for the second entity?

- (●) *Yes*
- ( ) *No*

Provide information regarding entity and contract information for the third entity.

Name of third entity: OmniPro LLC

Amount for third entity: 64676

Purpose/explanation for third entity: Computers

Are contract payments based on specific services rendered for the third entity?
- (●) *Yes*
- ( ) *No*

Provide information regarding entity and contract information for the fourth entity.

Name of fourth entity: APPLE INC

Amount for fourth entity: 70354

Purpose/explanation for fourth entity: Computers

Are contract payments based on specific services rendered for the fourth entity?
- (●) *Yes*
- ( ) *No*

Instructions

Governing Board Information
5 *CCR* Section 11963.3(b)(4)

How many board members does the school CURRENTLY have?

4

Instructions

Governing Board Information
5 *CCR* Section 11963.3(b)(4)

Provide information regarding the first board member.

First name of first board member: Wayland

Last name of first board member: Myers

Title of first board member: *(e.g., chairperson, treasurer, member)* Chairperson

Board member type of first member: *(e.g., parent, teacher, district representative)* School Representative

How was the first board member selected? Appointed and Authorized

Is the first board member affiliated in any way with any of the reportable entities listed in the Entity and Contract Information section?

- ○ *Yes*
- ◉ *No*

Term of first board member: *(MM/YYYY to MM/YYYY)* 10/2021 to 06/2027

Provide information regarding the second board member.

First name of second board member: Cristina

Last name of second board member: Stevens

Title of second board member: *(e.g., chairperson, treasurer, member)* Member

Board member type of second member: *(e.g., parent, teacher, district representative)* Parent Representative

How was the second board member selected? Nominated and Elected

Is the second board member affiliated in any way with any of the reportable entities listed in the Entity and Contract Information section?

- ○ *Yes*
- ◉ *No*

Term of second board member: *(MM/YYYY to MM/YYYY)* 07/2022 to 06/2026

Provide information regarding the third board member.

First name of third board member: Chris

Last name of third board member: Gordon

Title of third board member: *(e.g., chairperson, treasurer, member)* Member

Board member type of third member: *(e.g., parent, teacher, district representative)* Community

How was the third board member selected? Nominated and Elected

Is the third board member affiliated in any way with any of the reportable entities listed in the Entity and Contract Information section?

- ○ *Yes*
- ◉ *No*

Term of third board member: *(MM/YYYY to MM/YYYY)* 01/2023 to 06/2029

Provide information regarding the fourth board member.

First name of fourth board member: Jim

Last name of fourth board member: Herr

Title of fourth board member: *(e.g., chairperson, treasurer, member)* Member

Board member type of fourth member: *(e.g., parent, teacher, district representative)* Community

How was the fourth board member selected? Nominated and Elected

Is the fourth board member affiliated in any way with any of the reportable entities listed in the Entity and Contract Information section?

- ○ *Yes*
- ◉ *No*

Term of fourth board member: *(MM/YYYY to MM/YYYY)* 01/2023 to 06/2029

Instructions

Additional Information

Provide any other pertinent information that may assist the CDE and ACCS in conducting a detailed review or develop a reasonable basis for a recommendation:
(Optional; 9,999 characters max; ? characters used)

Instructions

Certification
5 *CCR* Section 11963.3(b)(1)

The charter school's director, principal, or governing chairperson must provide a certification below. If you are a fiscal agent who has prepared the form on behalf of the director, principal, or governing chairperson, you may select the **Save For Later** button at the bottom of the page, which will provide you with a unique URL (web address) for entrance back into the form. This URL is the only way back into the saved form and can be shared with the director, principal, or governing chairperson to sign the certification. You may also select the **Print Responses** button to create a paper or PDF copy of the form to review. The **Back** button should only be selected if a change to the form is needed.

Please note that the form has not been submitted to the CDE until the **Submit** button has been selected.

1) I certify that the information provided is true and correct to the best of my ability and knowledge: *(The charter school's director, principal, or governing board chairperson must initial below.)*

LA

2) I certify that this charter school's nonclassoom-based instruction is conducted for and substantially dedicated to the instructional benefit of the school's students: *(The charter school's director, principal, or governing board chairperson must initial below.)*

LA

3) I certify that this charter school's governing board has adopted and implemented conflict of interest policies: *(The charter school's director, principal, or governing board chairperson must initial below.)*

LA

4) I certify that all of the charter school's transactions, contracts, and agreements are in the best interest of the school and reflect a reasonable market rate for all goods, services, and considerations rendered for or supplied to the school: *(The charter school's director, principal, or governing board chairperson must initial below.)*

LA

Enter your name below which will serve as a signature and certify agreement with the four terms above: *(The charter school's director, principal, or governing board chairperson must sign below.)*

Lynne H. Alipio

Indicate whether the certification is from the charter school's director, principal, or governing chairperson:

- (●) *Director*
- ( ) *Principal*
- ( ) *Governing chairperson*

Important: Please read the information below before submitting the form.

After the form is submitted, you will no longer be able to access the form to print it later.

An automated email confirming that the form was successfully submitted will be sent to the reported Contact Email Address, **lalipio@altusschools.net**. The automated email **does not** serve as confirmation that the school has submitted a complete determination of funding request pursuant to 5 *CCR* Section 11963.4(a).

When a complete determination of funding request is received from a charter school, the CDE shall review and present the request to the ACCS and SBE pursuant to 5 *CCR* Section 11963.4(a). Upon review of the school's submission, the CDE may ask for clarifying and/or additional information pursuant to 5 *CCR* Section 11963.4(b).

Questions regarding the status of the school's determination of funding request may be sent to the Charter Schools Division via email at FundingDeterminations@cde.ca.gov.

Confirmation: **Confirm the following before submitting the form:**

- ☑ *I understand that after submitting the form, I will no longer be able to access the form to print it later.*

Once you select the **Submit** button below, your form will be sent to the CDE and you will be redirected to the Nonclassroom-Based Determination of Funding web page.

APPENDIX BB

LETTERS OF SUPPORT FROM COMMUNITY GROUPS

November 10, 2025

Kim Joseph Cousins, President
Riverside County Board of Education
3939 Thirteenth Street
Riverside, CA 92501

Re: Letter in **Support** of Altus School Riverside County countywide charter petition

Dear Board President Cousins:

On behalf of the Charter Schools Development Center (CSDC), thank you for considering the countywide charter petition for Altus School Riverside County. CSDC is a non-profit organization that has supported high-quality charter school governance and oversight in California for over 30 years.

Beginning January 1, 2026, California law again permits authorization of new flex-based charter schools. This petition aligns with the intent of that law and the purpose of countywide benefit charters. Riverside County continues to have significant numbers of students whose needs are not fully met by traditional seat-time models. The Altus model has a long, proven track record of successfully re-engaging these students through small learning centers, individualized instruction, and consistently strong graduation outcomes.

Finally, the leadership team behind Altus Schools has demonstrated capacity and integrity over decades of operating high-performing alternative public schools in California. They understand the law, the expectations for transparent accountability, and have the professional skill to successfully launch and operate a countywide benefit charter that meets—and exceeds—Riverside County's expectations.

CSDC respectfully encourages the Board to give this petition favorable consideration. Approving it will expand access to a high-quality public school option designed for students who otherwise remain at risk of dropping out.

Sincerely,

Eric Premack, Founder/Executive Director

PALOMAR COLLEGE®
Learning for Success
1140 West Mission Road, San Marcos, California 92069-1487 • 760-744-1150 • www.palomar.edu

November 10, 2025

Riverside County Office of Education
3939 13th Street
Riverside, CA 92502-0868

SUBJECT: Altus Schools Riverside County Charter Petition

Dear Members of the Board:

With great enthusiasm, I write this letter of support for the petition for the county-wide charter for Altus Schools Riverside County. Palomar College has a valued partnership with Altus Schools North County in San Diego, collaborating closely to ensure students become college and career ready upon high school graduation. Palomar College is confident that Altus Schools will be a valuable educational option for students in Riverside County.

The partnership between Palomar College and Altus Schools provides students with the opportunity to earn early college credit through dual enrollment, preparing them with the skills and knowledge needed for both college and career readiness. This initiative focuses on promoting equity and expanding access to postsecondary education by supporting students historically underrepresented in higher education, including first-generation college students, low-income individuals, current or former foster youth, students experiencing homelessness, students with disabilities, and those with dependent children.

Palomar College will continue to support this effort and collaboration. I ask that the Riverside County Office of Education approve charter petition for Altus Schools Riverside County. Thank you for your consideration.

Sincerely,

Glyn Bongolan, Ed.D.
Associate Dean, Dual Enrollment
Palomar College
(760) 744-1150 x 3636
gbongolan@palomar.edu

COASTLINE
COLLEGE

Don Bui
14120 All American Way
Westminster, CA 92683

November 7, 2025

Dear Board Members,

Coastline College has a partnership with Altus Affiliated Schools and we work closely together to ensure students become college and career ready upon graduation. I am writing in support of the approval of the petition for Altus Schools Riverside County.

The partnership between Coastline College and Altus Schools Riverside County offers students opportunities to earn early college credit while still in high school, all while preparing them for a future career and college education. We are serving students who are underrepresented in postsecondary education, making this work truly important for equity and access in education.

Coastline College will continue to support this effort and important work. I ask that you, Members of the Board, approve the petition for Altus Schools Riverside County. Thank you for your consideration.

Sincerely,
Don H. Bui

Don Bui
Project Director, Dual & Concurrent Enrollment
Coastline College

CUYAMACA
·COLLEGE·

EQUITY, EXCELLENCE,
AND SOCIAL JUSTICE
THROUGH EDUCATION

November 5, 2025

Dear Board Members,

Cuyamaca College began its partnership with Altus Schools in 2023, and as educational partners we work closely to ensure students become college and career ready upon graduation from high school. As someone who has been deeply engaged in this work as a dean liaison to Altus Schools, I am writing in support of the approval of the petition for Altus Schools Riverside County.

The partnership between Cuyamaca College and Altus Schools provides students opportunities to earn early college credit while still in high school, all while preparing them for a college education and future career. Recent data demonstrate that high school students, including Altus Affiliated Schools students, enrolling in Cuyamaca College classes are even more likely to succeed in college classes than other students. Having the opportunity to enroll in and successfully complete college courses while in high school provides students with a sense of belonging on a college campus and ultimately reminds them that they are indeed "college ready."

Given the tremendous promise of dual enrollment for high school students, Altus Schools and regional community colleges are working to expand college opportunities for San Diego County communities, specifically in communities traditionally underserved by higher eduation. Through one of these important partnerships, Cuyamaca College and Altus Schools are striving to advance student equity in education and ultimately social and economic mobility.

As a member of the Cuyamaca College leadership team, I am pleased to support this effort and collaboration. I ask that you, Members of the Board, approve the petition for Altus Schools Riverside County. Thank you for your consideration.

Sincerely,

Bri Hays

Bri Hays
Senior Dean of Institutional Effectiveness, Success & Equity
Cuyamaca College

SAN DIEGO
MIRAMAR COLLEGE
Office of Enrollment Services
10440 Black Mountain Road,
San Diego, CA 92126

November 4, 2025

Dear Board Members,

San Diego Miramar College has a partnership with Altus Affiliated Schools and we work closely together to ensure students become college and career ready upon graduation. I am writing in support of the approval of the petition for Altus Schools Riverside County.

We value our partnership with Altus Affiliated Schools and hope to continue the opportunity to strengthen pathways for students through dual enrollment offerings. Students who participate in dual enrollment often are more successful and prepared for their transition to higher education. We aim to continue developing equitable access and wrap around support for students through Altus. Our joint goal remains to improve upon student success.

Miramar College has an established partnership with Altus Affiliated Schools for going on several years. Our teams collaborate regularly to continue improving and expanding this partnership. Altus prepares students for the dynamic world that awaits. At Miramar, we believe that together, students who matriculate through our pathways will, in turn, create a stronger economy overall as more students to turn college certificates and degrees into careers.

Miramar will continue to support this effort and collaboration. I ask that you, Members of the Board, approve the petition for Altus Schools Riverside County. Thank you for your consideration.

Sincerely,

Sonny Nguyen
Dean, Enrollment Services
San Diego Miramar College
619-388-7505

MORENO VALLEY COLLEGE

Tom Vitzelio
16130 Lasselle Street
Moreno Valley, CA 92551

November 5, 2025

Dear Board Members,

Moreno Valley College has a partnership with Altus Affiliated Schools and we work closely together to ensure students become college and career ready upon graduation. I am writing in support of the approval of the petition for Altus Schools Riverside County.

The partnership between Moreno Valley College and Altus Schools allows students opportunities to earn early college credit while still in high school, all while preparing them for a future career and college education. We are serving students who are underrepresented in postsecondary education, making this work truly important for equity and access in education.

By far Altus' strongest asset is their ability to be innovative and always work to improve things. Their team should be praised for their commitment to students and their success. They have demonstrated their ability to plan, collaborate, and problem solve in order to develop new programs. More than anything Altus Schools are a committed institution that takes pride in their mission and is dedicated to their students and staff who support them. It has been my pleasure to work with Altus Affiliated Schools and I have all confidence that they will be successful in this endeavor.

Moreno Valley College will continue to support this effort and collaboration. I ask that you, Members of the Board, approve the petition for Altus Schools Riversdie County. Thank you for your consideration.

Sincerely,

Tom Vitzelio, MA, MBA
Dean of Student Success and Academic Support
Moreno Valley College

(951) 571-6100 • FAX (951) 571-6176
16130 Lasselle Street • Moreno Valley, CA 92551
www.mvc.edu

APPENDIX CC

LETTERS OF SUPPORT FROM STUDENTS, ALUMNI, PARENTS, AND STAFF

Adriana Del Rio Soto
Audeo Valley Charter School
Moreno Valley, CA

Date: 10/28/25

Dear Members of the Board,

I am a student at the Moreno Valley Resource Center and am writing in support of the approval of the petition for Altus Schools Riverside County.

I came to Audeo Valley Charter School for a better chance to catch up on my grades and I am now on track to graduate on time.

I like this school because it has a good support system. My teacher, Mr. Chavoya, has helped me and guided me through my classes. This school has prepared me for my future goals by helping me organize and understand what is needed to excel in my education.

I ask that you, Members of the Board, approve this petition for Altus Schools Riverside County.

Sincerely,

Adriana Del Rio Soto

Christian Woodruff
Audeo Valley Charter School
Moreno Valley, CA

10/28/2025

Dear Members of the Board,

I am a student that attends the Moreno Valley Resource Center and am writing in support of the approval of the petition for Adult School in Riverside County.

I came to Audeo Valley Charter School in 7th grade because my previous schools' teachers and environment were not helping me. I would sit at my desk and not do any work at my previous school. My previous school did not make me feel safe. Since I have been enrolled at Audeo Valley I have been able to work on classes and finish classes. I have even made a couple of friends. This school has a lot of resources such as iPads, 3D printers, VR headsets and computers of various kinds. The teachers here are very nice and helpful. I now get one on one support which I did not receive at my previous school.

Even though I am a 7th grade student I look forward to continuing to attend Audeo Valley Charter School and eventually graduating from here.

I ask that you, Members of the Board, approve this petition for Altus Schools Riverside County.

Sincerely,
Christian Woodruff

Emerson Hernandez
Audeo Valley Charter School
Moreno Valley, CA

10/28/2025

Dear Members of the Board,

I am a student who attends the Moreno Valley Resource Center of Audeo Valley Charter School and I am writing in support of the approval of the petition for Altus Schools Riverside County.

I came to Audeo Valley in 6th grade because the workload at my previous school was heavy. I did not get the help I needed, especially in math. Here, at Audeo Valley, the workload is lighter. I can work on one course at a time, which has helped me a lot. Learning is easier. Learning math is much easier too. My teacher breaks down the topics for me and describes it in a way that is easier to understand. My learning in all subjects areas has improved, but especially in math because that is where I struggle the most. I feel more confident because my teachers are so helpful.

I like coming to school in-person and seeing my teachers and friends. I get to know new people and do fun science experiments like the egg osmosis experiment. We got to see how eggs react to sitting in corn syrup or vinegar or water. And we got to pop the eggs afterwards! I thought it was a great learning opportunity.

Even though I am only in 7th grade, I have a plan to go to college and work with animals once I graduate. Audeo Valley has courses that can help prepare me for my future like learning about cells, how they are made, and how they are different from each other. In high school I can take veterinary science courses that I think is really cool

I ask that you, Members of the Board, approve this petition for Altus Schools Riverside County.

Sincerely,

Emerson Hernandez

Aidyn Ibarra
Audeo Valley Charter School
Moreno Valley, CA

10/28/2025

Dear Members of the Board,

I am a student who attends the Moreno Valley Resource Center of Audeo Valley Charter School and I am writing in support of the approval of the petition for Altus Schools Riverside County.

Last spring, I came to Audeo Valley because my mother was looking for a new school for me with more positive experiences. She decided on Audeo Valley because of all the benefits like the flexibility of building my own schedule. I was excited to able to be able to find a job and work at home and in-person. Schoolwork is actually easier here because I work on one course at a time. I can get in touch with my teacher at any time by email or phone. My teacher is organized and is able to give me credit for my assignments so I can complete my courses on time.

I have only been here for a few months, but I like it here. It is a peaceful environment.

I ask that you, Members of the Board, approve this petition for Altus Schools Riverside County.

Sincerely,

Aidyn Ibarra

Elizabeth Joy Law-De Costa
Audeo Valley Charter School
Moreno Valley, CA

10/27/2025

Dear Members of the Board,

I am a student who attends the Moreno Valley Resource Center and I am writing in support of the approval of the petition for Altus Schools Riverside County.

I support Audeo Valley Charter School because I love how the school works. The students are very welcoming and friendly. The teachers are understanding and kind. The Resource Center has a “make yourself at home” vibe. If you get stuck on any assignment, you can go tutoring. The tutoring sessions really help you understand the work better. You can also work with your teacher on parts of the lessons you do not understand.

The school also provides healthy snacks to keep your brain energized. Overall, I support this school because I feel comfortable here. I came here to feel more comfortable as I learn in school.

I ask that you, Members of the Board, approve this petition for Altus Schools Riverside County.

Sincerely,

Elizabeth Joy Law-De Costa

Z'nya Williams
Audeo Valley Charter School
Moreno Valley, CA

10/27/2025

Dear Members of the Board,

I am a student who attends the Moreno Valley Resource Center and I am writing in support of the approval of the petition for Altus Schools Riverside County.

Audeo Valley Charter School has changed my education experience. It is best for my mental health. I can work at my own pace and my teachers, who I love, teach me with care and patience. Their guidance helps me learn more and get to where I need to be in my coursework. Their support has helped me so much that now I feel like I am caught up and can graduate on time. This school has benefitted me as well as my future. They understand my goals and keep them in mind as I complete my high school credits and early college courses. I feel that they treat me like family!

I ask that you, Members of the Board, approve this petition for Altus Schools Riverside County.

Sincerely,

Z'nya Williams

Haley Alfaro
Audeo Valley Charter School
Moreno Valley, CA
10/29/25

Dear Members of the Board,

I am a student that attends the Moreno Valley Resource Center and am writing in support of the approval of the petition for Altus schools Riverside County.

I came to this school because I wanted new opportunities and a new learning experience. Taking dual enrollment courses has greatly improved my future and has given me a head start. I love the loving community this school has to offer, from the caring teachers, counselor, teacher's aide, and of course, the snacks that get me through the school days! My goals and plans have drastically improved and overall, this school has given my life a sense of direction.

I ask that you, members of the board, above this petition for Altus Schools Riverside County.

Sincerely,

Haley Alfaro

Jayde Loustaunau
Audeo Valley Charter School
Moreno Valley, CA
10/29/25

Dear Members of the Board,

I am a student that attends the Moreno Valley Resource Center and am writing in support of the approval of the petition for Altus Schools Riverside County.

I came to this school because I wanted a better school experience. This school has changed my education experience because I am able to be independent and work on my academic and leadership skills. My favorite part about this school is that there aren't a lot of people and I can develop my hands-on skills outside of school. Finally, this school has shaped my leadership skills and overall improved my high school experience.

I ask that you, members of the board approve this petition for the Altus Schools Riverside County.

Sincerely,

Jayde loustaunau

Ruben Meza
Audeo Valley Charter School
Moreno Valley, CA

10/28/2025

Dear Members of the Board,

I am a student who attends the Moreno Valley Resource Center of Audeo Valley Charter School and I am writing in support of the approval of the petition for Altus Schools Riverside County.

I came to Audeo Valley for a better education. I now have higher grades than I ever had before and I'm proud of myself. I am completing classes and working to graduate on time. My goal is to become a firefighter and my teacher, Mr. Denbaugh, is going to help find me classes that might help me reach my goal one day.

I ask that you, Members of the Board, approve this petition for Altus Schools Riverside County.

Sincerely,

Ruben Meza

Ryder Boyd
Altus Schools Coachella Valley
Palm Desert, CA

October 28, 2025

Dear Members of the Board,

I am a student that attends the Palm Desert Resource Center and am writing in support of the approval of the petition for Altus Schools Riverside County.

I came to this school due to difficulties at my previous school. This school has allowed me to pace myself and manage my time more effectively. Learning through this program has been beneficial, focusing on one course at a time has allowed me to retain more information.

I ask that you, Members of the Board, approve this petition for Altus Schools Riverside County.

Sincerely,

Ryder Boyd

Ryder Boyd

Mohammed Elaziz Bwaneh
Altus Schools Coachella Valley
Palm Desert, CA

October 28th, 2025

Dear Members of the Board,

I am a student that attends the Palm Desert Resource Center and am writing in support of the approval of the petition for Altus Schools Riverside County.

I am a proud student of this school. Its flexibility has relieved my stress and anxiety. The teachers are very supportive and understanding when I ask for help. Focusing on one class at a time has allowed me to pace myself and stay on track with my courses.

I ask that you, Members of the Board, approve this petition for Altus Schools Riverside County.

Sincerely,

Ben

Mohammed Elaziz Bwaneh

Julian Moreno
Altus Schools Coachella Valley
Palm Desert, CA

October 28, 2025

Dear Members of the Board,

I am a student that attends the Palm Desert Resource Center and am writing in support of the approval of the petition for Altus Schools Riverside County.

I enjoy being a student at this school because of its flexibility. I can work at my own pace without feeling overwhelmed, and it gives me the opportunity to work ahead toward my end goal of receiving my high school diploma.

I ask that you, Members of the Board, approve this petition for Altus Schools Riverside County.

Sincerely,

Julian Moreno

Nicholas Perez
Altus Schools Coachella Valley
Palm Desert, CA

October 28, 2025

Dear Members of the Board,

I am a student that attends the Palm Desert Resource Center and am writing in support of the approval of the petition for Altus Schools Riverside County.

I came to Altus looking for a new start. I wanted to bring my grades up and heard that this was a place where teachers were very helpful and understanding. This school has helped me by allowing me to learn in a way that I know how and that best fits my learning style. The environment is also always very welcoming.

I ask that you, Members of the Board, approve this petition for Altus Schools Riverside County.

Sincerely,

Nicholas Perez

Michael Rivera
Altus Schools Coachella Valley
Palm Desert, CA

October 28, 2025

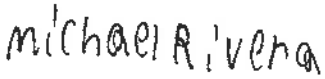
Dear Members of the Board,

I am a student that attends the Palm Desert Resource Center and am writing in support of the approval of the petition for Altus Schools Riverside County.

The school has helped me in many ways. Its quiet environment has allowed me to stay focused and reach my greatest potential. Being able to focus on one course at a time has helped me retain information and manage my coursework more effectively.

I ask that you, Members of the Board, approve this petition for Altus Schools Riverside County.

Sincerely,



Michael Rivera

Traven Rost
Altus Schools Coachella Valley
Palm Desert, CA

October 28, 2025

Dear Members of the Board,

I am a student that attends the Palm Desert Resource Center and am writing in support of the approval of the petition for Altus Schools Riverside County.

I came to this school looking for a better learning experience. This school allows me to focus on one or two subjects at a time without feeling overwhelmed. The program's flexibility has allowed me to manage my time more effectively, providing me with the experience I was looking for.

I ask that you, Members of the Board, approve this petition for Altus Schools Riverside County.

Sincerely,

Traven Rost

Traven Rost

Juan Garcia
Audeo Valley Charter School
Moreno Valley, CA

10/28/2025

Dear Members of the Board,

I am a student who attends the Moreno Valley Resource Center of Audeo Valley Charter School and I am writing in support of the approval of the petition for Altus Schools Riverside County.

I came to this school for more help with my school work and for a better a better environment. Before, I did not have a good working relationship with other students and they were not nice to me. I was not good at math, and here, I am getting better. I also need help with reading and spelling. I am getting help with that too, and this makes me feel good about myself.

I ask that you, Members of the Board, approve this petition for Altus Schools Riverside County.

Sincerely,

Juan Garcia

Karely Cuadras
Audeo Valley Charter School
Moreno Valley, CA

10/28/2025

Dear Members of the Board,

I am a student who attends the Moreno Valley Resource Center of Audeo Valley Charter School and I am writing in support of the approval of the petition for Altus Schools Riverside County.

There are many reasons why I came to Audeo Valley. I came here because it gives me better academic opportunities. There are interesting courses and courses where I can earn college credit. And for the harder courses, I can get the help I need. It has also allowed me to build my own schedule. The school is flexible and I can work wherever I need to be each day. They also prepare us for life after high school. They are teaching us to be independent and motivated to complete our courses to graduate. My teacher also helps me find colleges and programs in different career fields.

I ask that you, Members of the Board, approve this petition for Altus Schools Riverside County.

Sincerely,

Karely Cuadras

Noemi Sanchez
Audeo Valley Charter School
Moreno Valley, CA

10/28/2025

Dear Members of the RCOE Board,

I am a student that attends the Moreno Valley Resource Center. I have been attending this school since I was in 6th grade. I am writing in support of the approval of the petition for Altus Schools Riverside County.

I came to this school six years ago. My older brother attended this school and had a lot of success. He really enjoyed his time and the staff members. I was nervous at first about changing schools but was immediately happy with my decision. The students and staff are friendly and helpful. This school has improved my learning and the whole educational experience has been excellent.

The best part of this school is the calming experience. I was often overwhelmed by the stressful environment at my old school. The teachers are available to help all the time a, and I know they want me to succeed. This school has helped me to better plan my future and what I want to do. I have been able to do career virtual reality and college courses in my career field to further help me decide. I recommend this school to anyone who needs extra help.

I ask that you, Members of the Board, approve this petition for Altus Schools Riverside County.

Sincerely,

Noemi Sanchez

Noemi Sanchez

Samule Patino
Audeo Valley Charter School
Moreno Valley, CA

10/28/2025

Dear Members of the Board,

I am a student who attends the Moreno Valley Resource Center of Audeo Valley Charter School and I am writing in support of the approval of the petition for Altus Schools Riverside County.

Being a student at Audeo Valley has helped me a lot. I have been a student here since 7th grade and did not have a good experience with other students in school before coming here. Now, I am in 11th grade and making good progress. I can attend tutoring sessions in different subjects, including math and English Learner Development.

I like this school because I feel safe and supported here. My teacher has helped me finish classes and improve my GPA. And now I have the chance to go to college.

I ask that you, Members of the Board, approve this petition for Altus Schools Riverside County.

Sincerely,

Samuel Patino

Ava Truesdell

Aude Valley Charter School

Moreno Valley, CA

Date: 10/28/25

Dear Members of the Board,

I am a student at the Moreno Valley Resource Center and am writing in support of the approval of the petition for Altus Schools Riverside County.

I came to Audeo Valley Charter School about a year ago. I transferred because traditional school was very challenging and stress inducing. At Audeo Valley, I feel like I'm in a safer environment where I can attend school without fear of being bullied. I also have less stress put on me when it comes to assignments. My teacher, Mrs. Fragoso is willing to modify my assignments to meet my learning needs. This makes me feel more confident, accommodated, and seen. Overall, Audeo Valley is a great start to breaking the societal norm of over-pressured and overly disciplinary schools.

Audeo Valley is an amazing school and it has helped me in numerous ways. I feel less lost about my path to my future and am now confident that I can be successful in college. Audeo Valley has helped me to identify a goal for my future: Child Psychologist.

I ask that you, Members of the Board, approve this petition for Altus Schools Riverside County.

Sincerely,

Ava Truesdell

Devin Luedecking

Audeo Valley Charter School

Moreno Valley, CA

10/28/2025

Dear Members of the Board,

I am an 8th grade student that attends the Moreno Valley Resource Center and am writing in support of the approval of the petition for Altus Schools Riverside County.

I came to Audeo Valley Charter School because I wasn't getting much support at my previous one. To be honest, I also struggled to ask for help or advocate for myself, which made things harder. When my mom found out, she knew it was time for a change. Since coming here, I've been able to get the help I need. I really like both of my teachers because they give me one-on-one support. Speech services have also helped me a lot with learning how to speak up for myself. That's really important to me because I want to become a famous YouTuber one day!

I ask that you, Members of the Board, approve this petition for Altus Schools Riverside County.

Sincerely,

Devin Luedecking

Devin Luedecking

Eva Sanchez
Audeo Valley Charter School
Moreno Valley, CA

Date: 10/28/25

Dear Members of the Board,

I am a student at the Moreno Valley Resource Center and am writing in support of the approval of the petition for Altus Schools Riverside County.

I came to Audeo Valley Charter School to become better prepared for college and to graduate early. I think this school is cool. It really helped me to get my grades up.

I think this school has helped me to have a better education so that I will be ready for college. I want to be a psychologist for young children.

I ask that you, Members of the Board, approve this petition for Altus Schools Riverside County.

Sincerely,

Eva Sanchez

Gabriel Nunez
Audeo Valley Charter School
Moreno Valley, CA

10/28/2025

Dear Members of the Board,

I am a student who attends the Moreno Valley Resource Center of Audeo Valley Charter School and I am writing in support of the approval of the petition for Altus Schools Riverside County.

My mom brought me to this school looking for a new environment for me where I could improve my grades. I was not doing well in my last school. I was failing classes because I was not attending school or turning in my work. I was bored. I came to Audeo Valley and started doing my work right away. My teacher listened to me and we made course plans for me to reach my goal of returning to traditional school for my senior year.

What I like about this school is the flexibility. I am able to work from anywhere and focus on my work, but also have time to work with my grandfather, work out, or spend time doing the things I enjoy. Audeo Valley is helping me focus without distractions and get back to traditional school. It has also helped me prepare for life and a job after high school by improving my math skills.

I ask that you, Members of the Board, approve this petition for Altus Schools Riverside County.

Sincerely,

Gabriel Nunez

Kai'Leigh Boone
Aude Valley Charter School
Moreno Valley, CA

Date: 10/28/25

Dear Members of the Board,

I am a student at the Moreno Valley Resource Center and am writing in support of the approval of the petition for Altus Schools Riverside County.

I came to Audeo Valley Charter School so that I could get ahead and prepared for college. I was also struggling to understand in traditional school. This school has changed the way I see different things and they gave me hope to graduate high school and college.

What I like about this school is the fact that I can learn at my own pace and the teachers are a big part of my life here at this school, especially Ms. Martinez and Mrs. Fragoso. I have gotten petter at my reading and writing and this was needed to get back on track for my dream job of OBGYN.

I ask that you, Members of the Board, approve this petition for Altus Schools Riverside County.

Sincerely,

KB

Kai'Leigh Boone

Keelan Abshire

Aude Valley Charter School

Moreno Valley, CA

Date: 10/28/25

Dear Members of the Board,

I am a student at the Moreno Valley Resource Center and am writing in support of the approval of the petition for Altus Schools Riverside County.

I came to Audeo Valley Charter School because in middle school I was bullied for my looks and I wasn't that smart. But since coming here, I haven't been bullied at all and feel more confident and smart. Ever since I came here I've grown as a person and matured mentally.

I like this school because I like how clean and neat this school is. This school helped me find a path I want to pursue and advance towards said path.

I ask that you, Members of the Board, approve this petition for Altus Schools Riverside County.

Sincerely,

Keelan Abshire

Leo Rodriguez
Audeo Valley Charter School
Moreno Valley, CA

10/28/2025

Dear Members of the Board,

I am a student who attends the Moreno Valley Resource Center of Audeo Valley Charter School and I am writing in support of the approval of the petition for Altus Schools Riverside County.

In traditional school, I felt unsatisfied and that my needs were not being met. I needed more patience in my classes. My mom found Audeo Valley I thought it was the perfect fit. The teachers are very caring and patient, and helped me improve academically. Socially, it is easier to make friends. The environment is easy I don't feel the pressure of a large school.

What I like about Audeo Valley is the pacing of courses and the fact that there is no rush or constant pressure and deadlines. I think school is helping me improve my work ethic and motivation to work ahead. This school excels at pushing me to work ahead but not make me feel pressured.

I ask that you, Members of the Board, approve this petition for Altus Schools Riverside County.

Sincerely,

Leo Rodriguez

Lily Abshire

Aude Valley Charter School

Moreno Valley, CA

Date: 10/28/25

Dear Members of the Board,

I am a student at the Moreno Valley Resource Center and am writing in support of the approval of the petition for Altus Schools Riverside County.

I came to Audeo Valley Charter School because I have a past of being bullied at my previous school. This school has given me a positive environment to learn. The teachers have played a great role in doing this.

I like this school because I like the resources that the teachers provide to help me with my classes. I also like the flexibility of working at my own pace. Being here has given me the opportunity to stay on track to graduate.

I ask that you, Members of the Board, approve this petition for Altus Schools Riverside County.

Sincerely,

Lily

Lily Abshire

Student Name: Mary Jane Martinez
Aude Valley Charter School
Moreno Valley, CA

Date: 10/28/25

Dear Members of the Board,

I am a student that attends the Moreno Valley resource Center and I am writing in support of the approval of the petition for Altus Schoools Riverside County.

I came to Audeo Valley Charter School in 6th grade because my parents thought it was a better school choice. I had struggles in my previous school with bullying and I did not feel safe. I feel safe now at Audeo Valley. This school has also helped me improve my education because they let me go at my own pace.

I like this school because I have made great friends as I participate and engage in my education. My teacher, Mrs. Fragoso, has helped me prepare for my future. I have learned good study skills, how to be independent, and how to advocate for myself. These skills will help me continue to be successful in high school, but will also be important in my college and professional careers.

I ask that you, Members of the Board, approve this petition for Altus Schools Riverside County.

Sincerely,

MJMartinez
Mary Jane Martinez

Mia Lopez
Aude Valley Charter School
Moreno Valley, CA

Date: 10/28/25

Dear Members of the Board,

I am a student at the Moreno Valley Resource Center and am writing in support of the approval of the petition for Altus Schools Riverside County.

I came to Audeo Valley Charter School to get a more hands on education and it was effective. My grades have improved while being here. I enjoy coming to the resource center and I get to take classes that I enjoy at my own pace. Having teachers that actively care and help with your education and future helps out a lot, as well.

I like that at Audeo Valley you can work both from home and at the resource center. They have an effective curriculum and engaging assignments. The teachers and counselor help prepare you for your future very efficiently. Having one on one time with my teacher to plan out my goals for the future and get help on my course work to fully understand what I am learning has helped me so much. I also enjoy the fact that at our school we learn real life skills that we will need in the future. They have helped me feel more prepared for my future every year.

I ask that you, Members of the Board, approve this petition for Altus Schools Riverside County.

Sincerely,
Mia Lopez

Audeo Valley Charter School
Moreno Valley, CA

11/4/2025

Dear Members of the Board,

I am an 8th grade student that attends the Moreno Valley Resource Center and am writing in support of the approval of the petition for Altus Schools Riverside County.

My journey at Audeo Valley started because my mom wanted me to have a better school experience. Things weren't going well at my old school to say the least.I was having a tough time, especially with math, and I was being bullied. I didn't feel supported, and it made learning really hard.

But everything changed when I came here. Now, I actually like math and it's one of my favorite subjects! Ms. Martinez makes it easier to understand, and the activities are fun. I feel confident now because I finally understand the material. She takes the time to work with me one-on-one and doesn't rush through things. I also like that she gives homework and checks in to make sure I understand it. I like that I have access to my general education as well as my special education related services.

The people here are great too. The staff and students are super welcoming, and I feel safe. The whole vibe at this school is positive and supportive.

Audeo Valley has helped me grow a lot. I've gotten better at staying organized, and I'm really thankful I get to be part of AVID. This school has made a big difference in my life.

I ask that you, Members of the Board, approve this petition for Altus Schools Riverside County.

Sincerely,

Sariiyah

Sariiyah White

Alberto Ruiz-Hernandez
Altus Schools Coachella Valley
Palm Desert, CA

10/30/2025

Dear Members of the Board,

My name is Alberto Ruiz-Hernandez and I attend the Palm Desert Resource Center. I am writing in support of the approval of the petition for Altus Schools Riverside County.

I came to this school because I was struggling in my previous environment and started falling in with the wrong crowd. Since enrolling here, I've found supportive teachers and classmates who have helped me focus on my goals and manage my anxiety in healthier ways. This school is helping me regain confidence and take control of my education.

What I like most about this school is that my teachers truly care about me and give me chances to do better. If I'm having a hard time, they take the time to find ways to help me so I can still be successful.

Because of their support, I feel more confident and prepared to reach my future goals, which are to graduate early, get a job, and be successful.

I ask that you, Members of the Board, approve this petition for Altus Schools Riverside County.

Sincerely,

Alberto Ruiz-Hernandez

Alberto Ruiz-Hernandez

Leilauni Martinez
Altus Schools Coachella Valley
Palm Desert, CA

10/30/025

Dear Members of the Board,

I am a student that attends the Palm Desert Resource Center and am writing in support of the approval of the petition for Altus Schools Riverside County.

I came to this school because in traditional schools I felt anxious being around a lot of people. Since coming here, my educational experience has improved because I'm getting the help I need to catch up with my work. The smaller environment has made it easier for me to focus and feel more comfortable learning.

What I like most about this school is that my teacher gives me one-on-one help and truly supports my success. My anxiety has gone down a lot, and I'm able to focus better and make progress toward my goals. This school has helped me feel more confident and prepared for my future.

I ask that you, Members of the Board, approve this petition for Altus Schools Riverside County.

Sincerely,

Signature

Typed Full Name

Yacarandae Ontiveros
Altus Schools Coachella Valley
Palm Desert, CA

10/30/2025

Dear Members of the Board,

I am a student that attends the Palm Desert Resource Center and am writing in support of the approval of the petition for Altus Schools Riverside County.

I came to this school because I moved a lot and always had problems fitting in at other schools. I struggled with both kids and teachers, and in crowded classrooms, teachers didn't always take the time to really know me. There was often drama, rumors, and fights, which made it hard to focus. At this school, I can be in my own space, concentrate, and have control over my time. It's given me a sense of peace and helped me focus on learning.

What I like most about this school is the flexibility and how the program makes sure I actually understand the lessons before moving on. I feel like I'm in a calm and safe environment where I can learn and grow. This school has helped me prepare for my future by teaching me responsibility and independence as I work toward my goals of getting a job, saving money, going to college, and eventually opening my own business in cosmetology.

I ask that you, Members of the Board, approve this petition for Altus Schools Riverside County.

Sincerely,

Yacarandae Ontiveros

Yacarandae Ontiveros

Christian Montlouis
Audeo Valley Charter School
Moreno Valley, CA

10/27/2025

Dear Members of the Board,

I am a student who attends the Moreno Valley Resource Center and I am writing in support of the approval of the petition for Altus Schools Riverside County.

The reason I came to Audeo Valley Charter School was because I was behind in my school grade. As a result, I came here and that was the best decision I've ever made. I was able to catch up despite my physical therapy appointments and surgery.

What I like about this school is its flexibility. I'm able to work at home and also meet with my teacher for help online and in-person. Another thing I like is how clean the environment is. Audeo Valley is also making sure I'm prepared for the future by giving me a college class and guidance from my teacher.

I ask that you, Members of the Board, approve this petition for Altus Schools Riverside County.

Sincerely,

Christian Montlouis

Isabella Knauff
Audeo Charter School
Moreno Valley, CA

10/28/2025

Dear Members of the Board,

I am a student that attends the Moreno Valley Resource Center and am writing in support of the approval of a petition for Altus Schools Riverside County. I came to Audeo Valley Charter School because I needed a more personalized learning environment. The traditional classroom setting wasn't working for me, and I felt like I was falling behind. Since joining this school, my grades have improved significantly. The teachers here take the time to understand my individual learning style, and they provide the support I need to succeed. I believe that Altus Schools Riverside County would provide even more opportunities for students like me. Approving the petition would allow more students to benefit from this innovative approach to education.

Audeo Valley offers college classes and frequent field trips to colleges in the Moreno Valley area, which have been instrumental in preparing me for my future academic pursuits. These opportunities have provided me with a taste of higher education and exposed me to various college environments, making my transition much smoother.

Sincerely,

Isabella Rae Knauff

Jared De Anda
Audeo Valley Charter School
Moreno Valley, CA

10/28/25

Dear Members of the Board,

I am a student that attends the Moreno Valley Resource Center at Audeo Valley Charter School and I am writing in support of the approval of the petition for Altus Schools Riverside County.

I came to this school six years ago because my mom was looking for a better school experience for me. This school helped improve my learning, achievement, and education experiences. I have been able to catch up in my courses and get ahead in credits toward graduation.

I like that this school is really helpful and goes out of its way to help you when you don't understand the work you're doing. This school helped me find a future in Aviation and flying drones, which I have grown to love.

I ask you, Members of the Board, to approve this petition for Altus Schools Riverside County.

Sincerely,

Jared De Anda

Marcus De Anda
Audeo Valley Charter School
Moreno Valley, CA

10/28/2025

Dear Members of the Board

I am writing a letter of support for the proposed Altus Schools Riverside County charter petition.

My name is Marcus De Anda. I am a 16 year-old student a Audeo Valley, a junior, and have been here for four years. What brought me to this school was that I was looking for something different in a school.

What I like about Audeo Valley are their programs such as aviation program and color guard, as well as their dual enrollment courses where you can take a college class whilst still in high school.

Along with the teachers being friendly and enjoying helping their students, they also offer math tutoring and help with writing assignments.

I ask that you members of the board approve this petition for Altus Schools Riverside County.

Sincerely,

Marcus De Anda

Milianie Estrada
Audeo Valley Charter school
Moreno Valley, CA

10/28/25

Dear Members of the Board,

I am a student who attends the Moreno Valley Resource Center and I am writing in support of the approval of the petition for Altus Schools Riverside County.

I've been at Audeo Valley for about 5 years now and I came to this school because my sisters attended this school and I needed a place that would help me in my education. I have participated in many programs here such as Aviation, CLD (Character and Leadership Development), and Color Guard, and each of these programs has helped me prepare for my future in many ways. For example, they have taught me skills such as leadership, responsibility, and communication. My grades have greatly improved while pursuing my education, as well as overcoming my social anxiety and meeting a group of amazing people I get to call my friends.

There are many amazing teachers that have helped and believed in me when I needed it as well as our school counselor who helped me enroll in dual enrollment courses. Overall, my time spent here at Audeo Valley has been the best schooling experience I've ever had.

I ask that you, Members of the Board, approve this petition for Altus Schools Riverside County.

Sincerely,

Milianie Estrada.

Allen Morales
Altus Schools Coachella Valley
Palm Desert, CA

October 28, 2025

Dear Members of the Board,

I am writing this letter to show my support for Altus Schools Coachella Valley. What initially drew me to this school was I thought it was better for me because I was rarely going to my previous school because of multiple issues there. I received a referral from another student at Altus Schools Coachella Valley who said that it was way better for him and that it was helping him. What makes this school significant to me is there are a lot of things that the teachers help us with and the schoolwork is easier to follow along.

My favorite experience so far with this school was at career day when we had the sheriffs come and present how we could get a job there, and they were also really nice to us. At this school there is less drama, and they really help you with a lot of things and it is a good school.

I ask that you, members of the board, approve this petition for Altus Schools Riverside County.

Sincerely,

Allen Morales

Allen Morales

Annamarie Gonzalez
Altus Schools Coachella Valley
Palm Desert, CA

11/04/2025

Dear Members of the Board,

I am a student that attends the Palm Desert Resource Center at Altus Schools Coachella Valley and am writing in support of the approval of the petition for Altus Schools Riverside County.

I came to this school because I did not enjoy my education experience at a brick and motor school. Altus Schools Coachella Valley allows some flexibility within my school schedule. It has changed my education experience for the better because this independent study program allows me to complete course activities at my own pace, reducing my anxiety.

My teachers support my academic needs by working with me one-on-one and by providing me with alternative activities. This school has helped me research and prepare for postsecondary educational opportunities and certifications that will enable me to reach my future goal of becoming a real estate agent.

I ask that you, Members of the Board, approve this petition for Altus Schools Riverside County.

Sincerely,

Annamarie Gonzalez

Annamarie Gonzelez

Jorge Ochoa
Altus Schools Coachella
Palm Desert, CA

October 29, 2025

Dear Members of the Board,

I am a student that attends the Altus Schools Coachella Valley Resource Center and am writing in support of the approval of the petition for Altus Schools Riverside County.

I came to Altus Schools Coachella Valley to catch up on my credits and to graduate high school. This school has helped my ability to stay on track with my courses. I can retake quizzes for a better grade.

The teachers are amazing and very helpful. The school program helps me stay organized by providing me with an online agenda.

I ask that you, Members of the Board, approve this petition for Altus Schools Riverside County.

Sincerely,

Jorge Ochoa

Jorge Ochoa

Alondra Amezcua
Altus Schools Coachella Valley
Palm Desert, CA

November 4, 2025

Dear Members of the Board,

I am a student that attends the Altus Schools Coachella Valley Resource Center and am writing in support of the approval of the petition for Altus Schools Riverside County.

I transferred to Altus Schools Coachella Valley because I wanted to have the flexibility to work on my courses at my own pace. The school has helped me stay on track with my course deadlines by providing me with individualized lesson planners.

At Altus Schools Coachella Valley, I receive academic support from my teachers. Through my educational experience at Altus Schools Coachella Valley, I have gained self-advocacy skills. I will utilize this skill in my future career as a chef.

I ask that you, Members of the Board, approve this petition for Altus Schools Riverside County.

Sincerely,

Alondra Amezcua

Alondra Amezcua

Dayaniz Gazca
Altus Schools Coachella Valley
Palm Desert, CA

October 29, 2025

Dear Members of the Board,

I am a student that attends the Altus Schools Coachella Valley, Palm Desert Resource Center and am writing in support of the approval of the petition for Altus Schools Riverside County.

I came to Altus Schools Coachella Valley to improve my grades and to get better education experience. This school helped motivate me in attending school and in completing my courses. It has provided me with different activities and resources to help me in completing my course credits.

This school has provided me with more support than my previous schools. At Altus Schools Coachella Valley, I receive small group and one-on-one support. This school has inspired me to consider college as an option in my future.

I ask that you, Members of the Board, approve this petition for Altus Schools Riverside County.

Sincerely,

Dayaniz Gazca

Veronica Zazueta
Altus Schools Coachella Valley
Palm Desert, CA

10/24/2025

Dear Members of the Board,

I am an education specialist at Altus Schools Coachella Valley, Palm Desert Resource Center and am writing in support of the approval of the petition for Altus Schools Riverside County.

General education students as well as students with special needs attend our school to receive a tailored educational experience customized to their needs. Our school model and platforms allow for a universal design for learning approach while offering an additional layer of support and services for those requiring individualized needs.

Altus School Coachella Valley supports students with special needs to make academic strides and reach their educational goals of graduating with a high school diploma. Our school supports students with special needs beyond the classroom by proving and setting up transition services and support.

I ask that you, Members of the Board, approve this petition for Altus Schools Riverside County.

Sincerely,

Veronica Zazueta

Ellianna Porras
Altus Schools Coachella Valley
Palm Desert, CA

October 27, 2025

Dear Members of the Board,

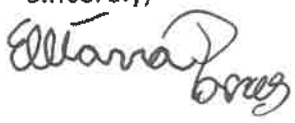
I am a student that attends the Coachella Valley Altus Schools, Palm Desert Resource Center and am writing in support of the approval of the petition for Altus Schools Riverside County.

I came to Altus Schools Coachella Valley for a better education and a better environment for learning. Since attending Altus Schools Coachella Valley, I have improved my ability to complete courses and increased my motivation for academic success. This school supports me in learning about my academic strengths and challenges. The teachers here help me understand my learning difficulties and find alternative activities or assignments to support me in my learning.

Teachers at Altus Schools Coachella Valley take the time to help students one-on-one. Anytime I have questions, they are here to help me. The school allows me to build my own schedule; one that works for me. The school has helped me determine my future career path and is providing me with an opportunity to receive college credit while I'm in high school.

I ask that you, Members of the Board, approve this petition for Altus Schools Riverside County.

Sincerely,



Ellianna Porras

Brandon Mendez
Altus Schools Coachella Valley
Palm Desert, CA

October 28, 2025

Dear Members of the Board,

I am writing this letter to show my support for the Palm Desert Resource Center. The reason that I decided to come to this school was to catch up on deficient credits. This school is important to me because I have made a lot of good friends and met a lot of good people who have helped improve for the better. My favorite thing about this school is how helpful everyone has been.

A favorite experience that I have had at this school is the College and Career Week I attended because it really opened my eyes to the different occupations that are available. This school has also been a good place to get the help that you need and to make friends that will help you make the right choices in school and better yourself overall.

I ask that you, members of the board, approve this petition for Altus Schools Riverside County.

Sincerely,

Brandon Mendez

Brandon Mendez

Caroline Lua
Altus Schools Coachella Valley
Palm Desert, CA

October 28, 2025

Dear Members of the Board,

I am a student at the Palm Desert Resource Center which has helped me in ways that improved my studies, such as the flexibility in time, the supportive environment, consistent and unwavering feedback, and excellent resources to help students learn more productively.

Because of Altus Schools Coachella Valley, I have been able to feel at ease when doing assignments, finishing classes at my own pace, and gaining time management skills.
Altus Schools Coachella Valley has also helped students like me have the chance to succeed in ways that a traditional school might not.

I ask that you, members of the board, approve this petition for Altus Schools Riverside County.

Sincerely,

Caroline Lua

Caroline Lua

Evie Mae Blount
Altus Schools Coachella Valley
Palm Desert, CA

October 28, 2025

Dear Members of the Board,

I am a student that attends the Palm Desert Resource Center and I am writing in support of the approval of the petition for Altus Schools Riverside County. This school has helped me in many ways. For one, I used to not have time to interact with others because of my busy schedule which required me to work on 6 classes at a time. Now that I have 2 courses open at a time, it makes it easier for me to focus on my classes and improve the quality of my work. It has also helped me to manage my day-to-day routine including my responsibilities at home.

Another helpful aspect of the program is that I am taking a dual enrollment class with Altus Schools Coachella Valley because they work closely with College of the Desert and other community colleges in San Diego. Something else that has been very helpful is the fact that I have greater access to my teacher for one-on-one support with my schoolwork. I believe that Altus Schools Riverside County should be approved because they give a lot of kids better access to school resources, and it is a lot easier for kids to catch up on deficient credits because they personalize your classes for your learning style.

I ask that you, members of the board, approve this petition for Altus Schools Riverside County.

Sincerely,

Evie Blount

Evie Blount

Joaquin Matha
Altus Schools Coachella Valley
Palm Desert, CA

October 28, 2025

Dear Members of the Board,

I am writing this letter to show my support for Altus Schools Coachella Valley. What initially drew me to this school was my sister because she used to go here and she liked it, also my dad wanted me to work independently. What makes this school significant to me is that I like how you can do your work at your own pace and that you can do your own work at the Resource Center and at home. Additionally, I like the fun field trips that we go on. My favorite experience so far with Altus Schools Coachella Valley is when we went to JPL (NASA's Jet Propulsion Lab) which was awesome and way better than any field trip that I had ever gone on in the past. I liked that we got to see the behind the scenes of the operations and missions, the construction of all the probes, and the museum of all the pieces of history.

I think this school does a good job and that there is a lot less drama going on than at other schools, and you do not have to worry about other students and can work at peace. You can also work at home, and the smaller space at the school makes it easier to focus when there is not much going on in the way of off task talking or teachers trying to quiet the class like it is back at a traditional school. Additionally, there are not much lectures that you have to focus on all at once.

I ask that you, members of the board, approve this petition for Altus Schools Riverside County.

Sincerely,

Joaquin Matha

Joaquin Matha

Jorge Oveso
Altus Schools Coachella Valley
Palm Desert, CA

October 28, 2025

Dear Members of the Board,

I am writing this letter to show my support for Altus Schools Coachella Valley. What initially drew me to this school was that it is independent study and that I can do my schoolwork online. This helps me to focus more than at a traditional school where there are a lot of distractions. What makes this school significant to me is that the teachers are very helpful, definitely more helpful than at traditional schools.

My favorite experience so far with this school is that I do not have to focus on 8 classes at a time; instead I take 1-2 classes which is less stressful. This school has helped me way more than in traditional high school and it has helped me make more progress in my work.

I ask that you, members of the board, approve this petition for Altus Schools Riverside County.

Sincerely,

Jorge Oveso

Jorge Oveso

Tevin Stokes
Altus Schools Coachella Valley
Palm Desert, CA

October 28, 2025

Dear Members of the Board,

I am writing this letter to show my support for the Palm Desert Resource Center. What initially drew me to this school was the flexibility of being able to do school on the road or at home because I play organized hockey. What makes this school significant to me are the teachers and friendly atmosphere that helps me to complete schoolwork.

My favorite experience so far with this school is the physical fitness test I participated in at the Civic Center Park because I enjoy athletics. This school also helps a lot of kids to be able to do schoolwork who sometimes do not have a lot of time to be able to sit down at a school.

I ask that you, members of the board, approve this petition for Altus Schools Riverside County.

Sincerely,

Tevin Stokes

Tevin Stokes

Vincent Titone
Altus Schools Coachella Valley
Palm Desert, CA

October 28, 2025

Dear Members of the Board,

The reason that I decided to enroll at the Palm Desert Resource Center was because it was in my best interest. This school has provided me with great opportunity and availability. I'm grateful to be enrolled in this school. Altus Schools Coachella Valley is important to me because of the very kind, respectful, and understanding teachers and staff. The staff are very caring and carry lots of compassion for the students. They excel in providing a welcoming environment for our learning and development.

I have never found it so easy to speak with your teacher, to go over assignments, and get on track for success. This school is crucial for me and students like me in order to have the most intuitive and optimal path of success.

I ask that you, members of the board, approve this petition for Altus Schools Riverside County.

Sincerely,

Vincent Titone

Vincent Titone

D’Angelo Dominguez
Altus Schools Coachella Valley
Palm Desert, CA

October 28, 2025

Dear Members of the Board,

I am a student that attends the Palm Desert Resource Center and am writing in support of the approval of the petition for Altus Schools Riverside County.

I came to this school because I wasn’t doing well in my previous high school. I was always focused on my friends and socializing. I also heard that I can work on building my credits back up at Altus.

I like this school because they help with your work, and there are barely any distractions as well. It is easy to do because they teach topics so that you will understand. It has helped me with my goals to complete my work and to stay ahead of my homework from home.

I ask that you, Members of the Board, approve this petition for Altus Schools Riverside County.

Sincerely,

D’Angelo Dominguez

D’Angelo Dominguez

Patricia Garcia
Altus Schools Coachella Valley
Palm Desert, CA

October 23, 2025

Dear Members of the Board,

I am a student that attends the Palm Desert Resource Center and am writing in support of the approval of the petition for Altus Schools Riverside County.

The reason I came to this school is because I had issues with focusing on my academics at my previous school. I also came to this school because it provides most of my desires in a school setting such as a quiet and better focused room with many trustable staff. To add, coming into this school has benefited me by providing a comfortable environment. I have also seen my confidence in doing school work improve since being here at Altus.

Some things I enjoy about this school is the flexibility with time, extra credit activities, my awesome teacher Ms. Reyes, AVID, and many more things. This school has prepared me for my future by offering college courses during high school. To add, being at this school has made me look forward into being a cosmetologist even more because Altus provides courses to help set up this career.

I ask that you, Members of the Board, approve this petition for Altus Schools Riverside County.

Sincerely,

Patricia Garcia

Melina Madrid
Altus Schools Coachella Valley
Palm Desert, CA

October 28th 2025

Dear Members of the Board,

I am a student who attends the Resource Center, and I am writing to support the approval of the petition for Altus Schools Riverside County.

I came to this school because I wanted a better learning environment and more support for my education. Since I started here, my experience has improved a lot because the teachers help me better understand my lessons and I feel more confident.

What I like most about this school is that it helps me prepare for my future goals. It gives me the skills and support I need to succeed and reach my dreams.

I ask that you, Members of the Board, approve this petition for Altus Schools Riverside County.

Sincerely,

Melina

Melina Angelina Madrid

Raymond Aaron Munoz
Altus Schools Coachella Valley
Palm Desert, CA

Date: October 23, 2025.

Dear Members of the Board,

I am a student that attends the Palm Desert Resource Center and am writing in support of the approval of the petition for Altus Schools Riverside County.

I am writing support for this school as it is way for better education rather than traditional school. I find it more supportive and more interactive for students.

I came to this school because I needed a better place to learn as I found it difficult to learn in traditional school. It was difficult to keep up with all the work and deadlines and the school I was at wasn't exactly the best place in terms of everything else. It improved my education experience by giving me a quieter workspace, better deadlines that fit my schedule and a better fit for my learning style and pace.

I like the Resource Center is quieter and more reserved. I like that you can work at your own pace and choose what courses you work on. It better prepares me for my future as I want to learn more and get into a good college.

I ask that you, Members of the Board, approve this petition for Altus Schools Riverside County.

Sincerely,

Raymond Aaron Munoz

Raymond Aaron Munoz

Sadie Walker
Altus Schools Coachella Valley
Palm Desert, CA

October 28, 2025

Dear Members of the Board,

I am a student that attends the Palm Desert Resource Center and am writing in support of the approval of the petition for Altus Schools Riverside County.

As a student this school has helped me grow quite a lot, especially with my grades. Before I joined I was also a very socially anxious person, but after a while I started to come out of my shell. Since all the teachers were nice and I even made a friend, I didn't feel as secluded from the rest of the world.

While taking a college course I've been able to prepare myself for university, especially with the assignments I've been given. This school has helped me come a long way, in both my school life and personal, and for many others I would think they would benefit as well.

I ask that you, Members of the Board, approve this petition for Altus Schools Riverside County.

Sincerely,

R. Sadie Walker

Jezziah Espinoza
Audeo Valley Charter School
Moreno Valley, CA

10/28/25

Dear Members of the Board,

I am a student that attends the Moreno Valley Resource Center and am writing in support of the approval of the petition for Altus Schools Riverside County.

I came to this school because I could not work well at my last school. This school has improved my educational experience because I get to understand more in my classes. I have also gotten better at reading and writing and can work at my own pace.

I like my teachers and the resources available at Audeo Valley. At my old school I was bullied and that is not an issue here. My dream job is to be an artist and I think an education from here will help me with that.

I ask that you, Members of the Board, approve this petition for Altus Schools Riverside County.

Sincerely,

Jezziah Espinoza

Joaquin Martinez
Audeo Valley Charter School
Moreno Valley, CA

10/28/25

Dear Members of the Board,

I am a student that attends the Moreno Valley Resource Center and am writing in support of the approval of the petition for Altus Schools Riverside County.

I came to this school because my brother came here, and I've only heard good things! I've always liked this place because of the patience and assistance that I receive. This school has helped me so much because of the quiet setting and nice people here. A lot of the classes are very helpful for life experience, which helps me prepare for my future.

I ask that you, Members of the Board, approve this petition for Altus Schools Riverside County.

Sincerely,

Joaquin Martinez

Josue Diaz
Audeo Valley Charter School
Moreno Valley, CA

October 28th 2025

Dear Members of the Board,

I am a student that attends the Moreno Valley Resource Center and I'm writing in support of the approval of the petition for Altus Schools Riverside County.

Hello, my name is Josue Diaz, and I am writing this letter to support the petition of our school. I believe this would be an amazing cause, not just for me, but for everyone. You see, I entered this school 4 years ago, looking to progress more academically. In public school teachers really don't care what you do, or don't teach as much or you just feel like they don't really care about you, and there are a few teachers who actually do. But Audeo Valley Charter School is different. They make you feel part of a family, part of a community. They really show an interest in you, and they will help you strive academically!

This school has made me achieve goals I never thought I was ever going to achieve. Better grades, better communication with your teachers, and I got the honor to participate in the Student Site Council. These are just a few of so many opportunities this school offers, and it's a true honor to go to this school. If I knew this school existed when I was entering middle school, I would have entered it with no doubt.

So I plead for you to accept this petition as an opportunity for our school and students to feel amazing. I ask that you, Members of the board, approve this petition for Altus Schools Riverside County.

Sincerely,

Josue Orlando Diaz

Josue Orlando Diaz

Kekoa Dahl
Audeo Valley Charter School
Moreno Valley, CA

10/28/25

Dear Members of the Board,

I am a student that attends the Moreno Valley Resource Center and am writing in support of the approval of the petition for Altus Schools Riverside County.

I came to this school because I struggled with traditional schooling. This school has helped me to learn better due to the more relaxed environment and the way that teachers stay involved. That has helped me a lot.

I like how this school has not only been a safe space as a queer child, it has also helped me plan for my future and progress towards college.

I ask that you, Members of the Board, approve this petition for Altus Schools Riverside County.

Sincerely,

Kekoa Dahl

Kekoa Dahl

Moana M. Iafeta
Audeo Valley Charter School
Moreno Valley, CA

10/28/25

Dear Members of the Board,

I am a student that attends the Moreno Valley Resource Center and am writing in support of the approval of the petition for Altus Schools Riverside County.

As a student at Audeo Valley Charter School, I think that this is a really great school and that it gives a lot of good opportunities for students to learn and actually like what they are learning. I think that there should be more schools like Audeo Valley in other cities so that more students can enjoy school like I do.

I think that schools like Audeo Valley really help kids learn better. They learn more and interact more with school and with their peers. I think if more schools were like this one everywhere, it would improve things for a lot of students.

I ask that you, Members of the Board, approve this petition for Altus Schools Riverside County.

Sincerely,

Moana Marley Iafeta

Moana M. Iafeta

John Altena
Altus Schools Coachella Valley
Palm Desert, CA

10/27/2025

Dear Members of the Board,

I am a student that attends the Altus Schools Coachella Valley Resource Center and am writing in support of the approval of the petition for Altus Schools Riverside County.

The reason that I decided to come to this school was to have a more flexible schedule and a better learning environment. This school is important to me because it allows me to have a more flexible schedule which gives me more time to spend with family and loved ones and allows me to go to the gym every day.

My favorite thing about this school is the flexible schedule, its safe and clean environment, and being able to work one on one with my teacher. This helps my learning ability because in traditional schools, teachers are not able to offer me one on one support as often. My favorite experience that I have had at Coachella Valley is being able to go into the resource center, listen to my music and work at my own pace. My GPA has gone up from 1.2 to 3.6 in one year alone and I feel that this is very significant and any kid struggling in a traditional setting should try this setting out for an opportunity to find their love for learning.

I ask that you, Members of the Board, approve this petition for Altus Schools Riverside County.

Sincerely,

John Altena
John Altena

Drake Bojorquez
Altus Schools Coachella Valley
Palm Desert, CA

10/28/2025

Dear Members of the Board,

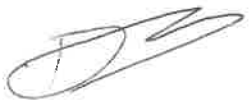
I am a student that attends the Altus Schools Coachella Valley Resource Center and am writing in support of the approval of the petition for Altus Schools Riverside County.

I came to this school to be able to focus more and for a better environment. Also, for the independent learning the school allows. This school has improved my education experience because I am able to focus more, and I am on currently target in my classes.

Something I like about this school is it's made me more responsible, and I can concentrate way more. The way that the school is preparing me for the future is that it has definitely made me much more organized.

I ask that you, Members of the Board, approve this petition for Altus Schools Riverside County.

Sincerely,



Drake Bojorquez

Keanu Kai Labicani
Altus Schools Coachella Valley
Palm Desert, CA

10/28/2025

Dear Members of the Board,

I am a student that attends the Altus Schools Coachella Valley Resource Center and am writing in support of the approval of the petition for Altus Schools Riverside County.

I came to this school because I was falling behind at my previous school. This school has improved my education experience, letting me learn at my own pace. The scheduling with the school allows me to work around my job and personal responsibilities.

I like the independent learning aspect and the credit recovery option. This school has helped me with my future by making me focus on time management and be more responsible. Through discussion I've chosen the path of going into automotive technology and Altus Schools Coachella Valley has given me confidence that I can be successful doing that.

I ask that you, Members of the Board, approve this petition for Altus Schools Riverside County.

Sincerely,

Keanu Kai Labicani

Marc-Anderson Laloi
Altus Schools Coachella Valley
Palm Desert, CA

10/27/2025

Dear Members of the Board,

I am a student that attends the Altus School Coachella Valey Resource Center and am writing in support of the approval of the petition for Altus Schools Riverside County.

The reason I came to this school is because I know a staff member who works here who is a family friend and she said it would be the best setting for me to catch up on some of the things that I was falling behind in. One way that this school has improved my education experience is that my math skills have improved.

I like this program because it allows me to go at my own pace, and teaches me what I need to learn one class at a time.

I ask that you, Members of the Board, approve this petition for Altus Schools Riverside County.

Sincerely, Marc-Anderson Laloi

Marc-Anderson Laloi

Angelina Rodriguez Ambriz
Altus Schools Coachella Valley
Palm Desert, CA

10/27/2025

Dear Members of the Board,

I had a student that attended the Altus Schools Coachella Vally Resource Center and am writing in support of the approval of the petition for Altus Schools Riverside County.

I came to this school because I was low on credits and had a discipline issue. My school counselor told me about this school and how I could catch up on my credits. I thought this would be good for me. This school has improved my educational experience because here I am actually able to catch up on my credits.

My favorite thing about this school is that I can focus on my classes without a lot of distractions. I feel like this school has helped prepare me for the future because of the independent study part of the program I am learning how to manage my time well and set up a daily schedule for myself.

I ask that you, Members of the Board, approve this petition for Altus Schools Riverside County.

Sincerely, Angelina Rodriguez

Angelina Rodriguez Ambriz

Jaylene Rogers
Altus Schools Coachella Valley
Palm Desert, CA

10/27/2025

Dear Members of the Board,

I am a student that attends the Altus Schools Coachella Vally Resource Center and am writing in support of the approval of the petition for Altus Schools Riverside County.

The reason that I came to Altus was that I wanted to get a better education and better learning experiences. I am doing well and I want to graduate from here.

My favorite experience with this school is that my teacher helped me make a daily planner to keep up with my schoolwork and chores. This is a great school because it helps students get to where they want to be in life.

I ask that you, Members of the Board, approve this petition for Altus Schools Riverside County.

Sincerely,

Jaylene Rogers
Jaylene Rogers

Luke Tenebruso
Altus Schools Coachella Valley
Palm Desert, CA

10/27/2025

Dear Members of the Board,

I am a student that attends the Altus Schools Coachella Vally Resource Center and am writing in support of the approval of the petition for Altus Schools Riverside County.

I am writing this letter to show my support for Altus Schools Riverside County. The reason that I decided to come to this school was I needed to learn and get my education. I thought the district school didn't match with me and this setting was better. This school is important to me because I am finally learning in a way that fits me and my learning style, and my grades have gotten better.

My favorite thing about this school is the teachers always helping the students and not making students feel left out. A favorite experience that I have had at Altus Schools Coachella Valley is reuniting with some of my friends that also came to this program looking for something different to help them succeed. This school is beneficial because it provides opportunities for students like me.

I ask that you, Members of the Board, approve this petition for Altus Schools Riverside County.

Sincerely,

Luke Tenebruso
Luke Tenebruso

Alexander Thompson
Altus Schools Coachella Valley
Palm Desert, CA

November 3, 2025

Dear Members of the Board,

I am an alumni of the Palm Desert campus and I am writing this letter to show my support for Altus Schools Coachella Valley.

What initially drew me to this school was the flexibility of the schedule because I had other responsibilities. This flexibility allowed me to take care of my home life commitments while getting an education. I liked that that you could pick your own route for graduation whereas in my previous school they kind of told you what to do and what courses to take. My favorite experience with Altus Schools Coachella Valley was that the staff was really nice. They gave a lot of opportunities for people wanting an education or diploma.

I ask that you, members of the board, approve this petition for Altus Schools Riverside County.

Sincerely,

Alexander Thompson

Alexander Thompson

Angela Siqueiros
Altus Schools Coachella Valley
Palm Desert, CA

November 3, 2025

Dear Members of the Board,

I am an alumni of the Palm Desert Resource Center and I would like to show my support for Altus Schools Coachella Valley.

The reason that I came to this school was because I felt overwhelmed with the schoolwork and social environment at my previous school. At ASCV, they helped me with my studies in the best way I learned. They were very supportive with students and are always trying to help out. They also check in with students and provide support.

I ask that you, members of the board, approve this petition for Altus Schools Riverside County.

Sincerely,

Angela Siqueiros

Angela Siqueiros

Ashton Stevens
Audeo Valley Charter School
Moreno Valley, CA

October 30th, 2025

Dear Members of the Board,

I am an alumnus who attended the Moreno Valley Resource Center and am writing in support of the approval of the petition for Altus Schools Riverside County.

I came to Audeo Valley in 2020 because of all the changes at my traditional school that happened because of COVID. My Mom felt that the schools were not prepared to deliver my education to me virtually and was worried that I wouldn't be getting the best education that I could have. After starting at Audeo Valley, I quickly settled into a program that had easily transitioned to the virtual setting. Here, my mom was thrilled with the education I was receiving, and I ended up staying to graduate from Audeo Valley.

One of the biggest differences for me at Audeo Valley was that I was able to work independently and at my own pace and get help from my teacher when I needed. Another experience that I am grateful for is being able to participate in the California Cadet Corps program. I learned how to be a leader, and I feel like the character development activities that we did helped me grow into a different and better person. My teachers supported and encouraged me to make sure that I finished all my courses on time and graduated, prepared for my life after school. I currently work as an orderly at a hospital in Riverside, which supports my goals of becoming a surgical technician.

I ask that you, Members of the Board, approve this petition for Altus Schools Riverside County.

Sincerely,

Ashton Stevens

Colin Aguirre
Altus Schools Coachella Valley
Palm Desert, CA

October 30, 2025

Dear Members of the Board,

I am an Alumni who attended the Palm Desert Resource Center and I am writing this letter to show my support for Altus Schools Coachella Valley. The reason that I came to this school was because I did not like regular public school. This school was important to me because it helped me excel without any pressure and it helped with time management. My favorite experience at Altus Schools Coachella Valley was working with my teachers and how straightforward the schoolwork was. It also helps kids get a better understanding of the subject since your classes are personalized instead of it being a one size fits all approach.

I ask that you, members of the board, approve this petition for Altus Schools Riverside County.

Sincerely,

Colin Aguirre

Colin Aguirre

Isaac Oveso
Altus Schools Coachella Valley
Palm Desert, CA

October 30, 2025

Dear Members of the Board,

I am a former student of the Palm Desert Resource Center and I am writing this letter to show my support for Altus Schools Coachella Valley.

What initially drew me to this school was that a friend recommended it and I thought that it could be a good fit because I could work independently as opposed to being pressured which would cause me to not do as well as I could. What made this school significant to me was that the teachers were available to help us whenever we needed the help as opposed to other traditional high schools that do not guide you through the work. My favorite experience with this school was the support I received to help me prepare for my GED tests, and this school can help out more students who have the same challenges like I did.

I ask that you, members of the board, approve this petition for Altus Schools Riverside County.

Sincerely,

Isaac Oveso

Isaac Oveso

Isabelle Holland
Audeo Valley Charter School
Moreno Valley, CA

November 2nd, 2025

Dear Members of the Board,

I am an alumnus who attended the Moreno Valley Resource Center and am writing in support of the approval of the petition for Altus Schools Riverside County.

I attended Audeo Valley Charter School because I wanted a more intimate environment for my education. While I attended Audeo Valley Charter School, they encouraged me to reach out to my peers by interacting with my classmates and joining the Learning Sessions in the Resource Center. The staff and teachers at Audeo Valley were very patient and supportive; they motivated me to do my best and some more on top of that in my work. The work ethic they instilled in me is reflected in my college education and other avenues of my life.

I loved how my teacher gave me her very best to help me improve my grades by signing me up for tutoring and helping guide me as I navigated what I wanted to do after High School. I faced different setbacks during my time at Audeo Valley Charter School, but I was able to graduate because of the school's flexibility and attentiveness. They never allowed me to fall behind on my education. My teacher was always helpful and willing to help me. As a result, I was able to complete some college classes for my future career and entered college with a head start. Audeo Valley Charter School helped me to enjoy my education, broaden my outlook, and set upon a path for my future.

I ask you that you, Members of the Board, approve the petition for Altus Schools Riverside County.

Sincerely,

Isabelle Holland

Maya Vuthoori
Altus Schools Coachella Valley
Palm Desert, CA

November 4, 2025

Dear Members of the Board,

I am an alumni who graduated from the Palm Desert Resource Center and I am writing this letter to show my support for Altus Schools Coachella Valley.

The reason that I came to this school was because it gave you more time and was more helpful. I could get more done on own my time due to their flexible scheduling. This school was important to me because they helped students like me recover credits and get to the college they want to attend.

At Altus Schools Coachella Valley, it was easy for me to get back on track, and working online when I needed to and with help at the Resource Center, I could complete schoolwork from wherever I want and not fall behind. This school helps high schoolers have more flexible time and actually motivate them to graduate on time and go to college.

I ask that you, members of the board, approve this petition for Altus Schools Riverside County.

Sincerely,

Maya Vuthoori

Maya Vuthoori

Noah Burkett
Altus Schools Coachella Valley
Palm Desert, CA

October 30, 2025

Dear Members of the Board,

I am an alumni who is writing this letter to show my support for Altus Schools Coachella Valley. What initially drew me to this school was how easy it is to complete your courses online or with textbooks. What makes this school significant to me is the amount of time it can free up for work and other responsibilities as long as you are doing well in school.

My favorite experience with Altus Schools Coachella Valley is most likely how friendly the teachers are. This school was very helpful because most kids during COVID found it difficult to get their work done especially if they missed out due to COVID.

I ask that you, members of the board, approve this petition for Altus Schools Riverside County.

Sincerely,

Noah Burkett

Noah Burkett

Nolan Daigle
Altus Schools Coachella Valley
Palm Desert, CA

October 30, 2025

Dear Members of the Board,

I am an alumni from the Palm Desert Resource Center. I would like to show my support for Altus Schools Coachella Valley. What initially drew me to this school was that traditional public school was not my thing. Independent study was easier for me to be able to work online and manage my time in order to get my work done. What makes this school significant to me was the ability to get my high school diploma because the classes were easy for me to learn. My favorite experience with this school was working with my teacher 1-1 to help me with schoolwork. This school also helps other people like me to graduate.

I ask that you, members of the board, approve this petition for Altus Schools Riverside County.

Sincerely,

Nolan Daigle

Nolan Daigle

Raquel Rodriguez
Altus Schools Coachella Valley
Palm Desert, CA

November 2, 2025

Dear Members of the Board,

I am an Alumni of the Palm Desert Resource Center and I would like to show my support for Altus Schools Coachella Valley.

What initially drew me to this school was that it gave me the flexibility to do schoolwork from home and in-person, and that I can work at the same time. What made this school significant to me was that the teachers were patient with me and understood my issues. My favorite experience was having a lot of opportunities to have a lot of access to different resources for studying. This school shows kids that there is hope in education and that they are not close- minded.

I ask that you, members of the board, approve this petition for Altus Schools Riverside County.

Sincerely,

Raquel Rodriguez

Raquel Rodriguez

Saryah Matthews
Altus Schools Coachella Valley
Palm Desert, CA

October 30, 2025

Dear Members of the Board,

I am an alumni who is writing this letter to show my support for Altus Schools Coachella Valley. What initially drew me to this school was more of the independent study and college dual enrollment that was available for the classes. What made this school significant to me was that I love the environment that is on campus and the positive atmosphere with the teachers and students.

My favorite experience with Altus Schools Coachella Valley was that every time I came to the campus it was calm and quiet as opposed to the chaotic nature of a traditional public high school. It also provides students a great opportunity to excel in their work and choose their comfortability level and how they learn or go about their work.

I ask that you, members of the board, approve this petition for Altus Schools Riverside County.

Sincerely,

Saryah Matthews

Saryah Matthews

Stephanie Santizo
Audeo Valley Charter School
Moreno Valley, CA

October 31st, 2025

Dear Members of the Board,

I am a graduate of Audeo Valley Charter School and am writing in support of the approval of the petition for Altus Schools Riverside County.

I had two reasons for coming to Audeo Valley. First, my two older brothers were attending this school and were having a lot of success with Mr. Forbes. Also, I was being bullied in middle school and didn't like going to school. My mom and I spoke and met with the school and decided that it was time for a change. It was a great change for me as it helped my mental health and my grades.

My teacher Mr. Forbes truly was amazing. He helped me understand not only my courses for school but was very patient and understanding me. He was the best not only me but to my older brothers as well. All of his help and support really means a lot. He truly deserves so much recognition for everything he did for me and for the school. He also has his own unique sense of humor that I think anyone would laugh at.

I was nervous when I first came here but quickly grew to love the school. It gave me a push to strive for something different after school. We can do anything we set ourselves to. This school did wonders for me, and I am so grateful for its impact on my life.

I ask that you members of the board approve this petition for Altus Schools Riverside County.

Thank you,

Stephanie Santizo

Venessa Vasquez
Altus Schools Coachella Valley
Palm Desert, CA

November 4, 2025

Dear Members of the Board,

I am writing this letter as an alumni of the Palm Desert Resource Center and would like to show my support for Altus Schools Coachella Valley.

What initially drew me to this school was that it was easier to ask teachers for help. I liked the way the teachers taught according to my learning style and kept in contact with me. This was also my favorite experience as a student at ASCV. This is a good school and they have good communication.

I ask that you, members of the board, approve this petition for Altus Schools Riverside County.

Sincerely,

Venessa Vasquez

Venessa Vasquez

Robyn Hernandez

Audeo Valley Charter School

Moreno Valley, CA

10-30-25

Dear Members of the Board,

I am the parent of Emerson Hernandez who attends the Moreno Valley Resource Center and am writing in support of the approval of the petition for Altus Schools Riverside County.

Emerson came to Audeo Valley because she needed in person instruction and she had a need to be around other children of like-minded issues and schedules. As she progressed through the year we realized she needed a little extra help as she had fallen behind from the previous year. She is a whole different kid now with all the help she has received. Instead of tears she's feeling more confident and excited about her lessons and her schedule. I've seen such a difference in her confidence and how she approaches not only school but challenges in her life.

I love Audeo Valley for a few different reasons. First, all of the teachers and the classroom itself creates such a happy, calm atmosphere. Every time I'm involved with the teachers they are smiling as they interact with the students as well as with the parents. They communicate so well during school hours and even after. I always know what is happening with my daughter and it makes us both feel secure and in good hands. At the end of the day, the way my daughter feels now as opposed to when she first started is night and day. Second, she knows that when she attends school not only now but in her future she'll be ok. She is so much more enthusiastic about her future. Her overall happy demeanor means everything to her dad and I. We just say thank you to her teachers for that.

I ask that you, Members of the Board, approve this petition for Altus Schools Riverside County.

Sincerely,

Robyn Hernandez

Abriel Molina
Altus Schools Coachella Valley
Palm Desert, CA

October 29, 2025

Dear Members of the Board,

I am a community member and I am writing this letter to show my support. Over the course of 7 years, I have seen first-hand as a community member how the Palm Desert Resource Center benefits the community and the students they serve. This school offers flexibility for both parents and students to create the schedule that best meets their academic, work, and home life needs. Moreover, this flexibility allows students to work on their schoolwork at their own pace with the option to either attend community college through dual enrollment and/or maintain a job.

The teachers are of the highest quality and are dedicated to their students' success. They go far beyond what is required of a teacher. Over the years, I have participated in a couple ofSenior Pathways Presentations as a community member, and it has allowed me to see how teachers mold students into successful, bright, future citizens. Not to mention, this school is a great alternative for those who may struggle with anxiety or peer pressure. This allows them to be in an environment where they are free to express their natural curiosity to learn and it provides the personalized support to help students graduate.

I ask that you, members of the board, approve this petition for Altus Schools Riverside County.

Sincerely,

Abriel Molina

Abriel Molina

Dear Members of the Board,

My name is Amanda Alfaro, and I am a parent of 3 students at Altus Schools in the Moreno Valley campus (Audeo Valley). My children have been a part of Audeo Valley for over 5 years and have greatly benefited from this location and this school.

Audeo Valley has made a huge difference in my children's education. I have two high school level children and a middle school child enrolled. The flexibility this school has offered has made a huge difference and impact in such a way we can both co-teach my children for them to succeed in life. Because of Altus, my oldest will graduate high school with almost a year of college. In a traditional school setting this would not be possible. I am grateful for the staff and their support and dedication to improving my children's class and study skills which has impacted not only their grades but their confidence as well.

Altus provides such a great atmosphere for learning and supporting students and us as parents. They have an open dialogue when I have any or need to support myself with questions in regards to my children's education. They respond quickly and try to help me in resolving any issues regarding them academically, socially and even mentally. They all truly care about the health and wellbeing of my children.

I believe Altus Schools Riverside County should be approved because it provides students like my children the chance to succeed in ways that traditional schools might not.

Thank you for your time and consideration. I respectfully ask that you, the members of the board, approve this petition for Altus Schools Riverside County.

Sincerely,
Amanda Alfaro

Candyce Acosta
Audeo Valley Charter School
Moreno Valley, CA

10/30/25

Dear Members of the RCOE Board,

I am writing this letter in support of the approval of the petition for Altus Schools Riverside County. My son has been attending this school for over three years, and I just enrolled my daughter here.

I heard about this school through an online search and was impressed. My son needed a one-on-one setting to help him with school. He has an IEP and needs more help to focus on his school. My experience at this school has been amazing! I always have direct contact with my son's teachers, and he's right on track for graduation. The staff here is a blessing! They have made me so comfortable knowing my children are in the best hands and are always available to help support in any way at any time! The kids are always the first priority, from their learning to their safety. I have had 3 students there and every experience has been smooth and successful. Because we have seen so much success, I have had a few friends who also transition over to Audeo Valley. I am very glad this school exists.

I ask that you, Members of the RCOE Board, approve the petition for Altus Schools Riverside County.

Sincerely,

Candyce Acosta

Wanda Brooks
Audeo Valley Charter School
Moreno Valley, CA

November 3rd, 2025

Dear Members of the Board,

I am a parent of a student at Audeo Valley Charter School. He has been doing really well since enrolling here. I am writing in support of the approval of the petition for Altus Schools Riverside County.

I first heard about this school from his previous counselor and a family friend. We checked it out and were really impressed. I was drawn to this school by the flexible schedule, positive environment, and the helpful teachers and staff.

This school has been a wonderful enriching experience from my son. They offer excellent programs for students that traditional schools don't offer. The staff is amazing and very caring and helpful. They really care about my son and his best interest. They always go above and beyond to help all the kids.

It's always a positive experience here at school whenever my son goes in. For the first time, he wants to go to school and is happy and thriving in this setting. I would 100% recommend this school so you too can see your child thriving and being successful. The support system here is awesome.

I ask that you members of the board approve this petition for Altus Schools Riverside County.

Thank you,

Wanda Brooks

Perla Diaz
Audeo Valley Charter School
Moreno Valley, CA

5 de Noviembre de 2025

Miembros de la Junta del RCOE,

Por favor, apruebe la petición para la escuela de Altus Schools Riverside County.

Me la recomendaron como una excelente escuela. Y hoy puedo desir que es verdad yo los e recomendado con otras familias y me an comentado que se ansentido muy felices.

Me siento muy feliz puedo mirar que se interesan realmente por el aprendizaje de cada uno de los niños. Yo tengo 3 niños ahi estoy muy feliz con Mr. Forbes puedo mirar que Mr. Forbes ama su trabajo y eso lo miro en la menera qué siempre esta al tanto de sus alumnos no solo lo digo yo me lo an comentado otras mamas. Son muy amables y se preocupan por atendernos bien.

Que es una excelente escuela gracias al excelente personal que tienen. Siempre la recomiendo

Por favor, miembros de la junta Riverside County Office of Education, apruebe la petición para la escuela de Altus Schools Riverside County.

Thank you,

Perla Diaz

Noemi Garcia
Audeo Valley Charter School
Moreno Valley, CA

10/30/2025

Dear Members of the RCOE Board,

I am a parent of a child who currently attends the Moreno Valley Resource Center. I am writing in support of the approval of the petition for Altus Schools Riverside County.

My daughter has been attending this school for the last six months. I first heard about this school from a friend of mine. After doing research and visiting the school a couple of times, we decided it was the best decision for my daughter.

It's been an amazing experience. My daughter loves how any problems or concern gets addressed immediately. Even though she doesn't need specific accommodations, the teachers and staff do an excellent job making my daughter feel comfortable. I can see a big change in her education.

The staff is polite and listens to students as well as parents. Any questions or concerns get addressed immediately. I have recommended this school to several of my friends. Specifically, I have recommended it to parents who need a more flexible setting and who have had issues with the local schools.

I ask that you, Members of the RCOE Board, approve this petition for Altus Schools Riverside County.

Sincerely,

Noemi Garcia

Christina Hernandez
Audeo Valley Charter School
Moreno Valley, CA

October 30th 2025

Dear Members of the RCOE Board,

My daughter has been attending Audeo Valley for over a year. I am writing this letter in support of the approval of the petition for Altus Schools Riverside County.

I first heard about this school through members of my church. They had very positive things to say and said I should contact them to learn more. I needed a new school because my daughter was being bullied. Her school then wasn't doing anything about it and she was struggling. I spoke to teachers here and knew it was the best option for my daughter to do better.

So far, it has been the best experience with this school. There is no bullying or any other issue. They work with my work schedule and still ensure my daughter gets the extra help she needs. There are top notch teachers that are very engaged with the students. I strongly believe that this school is the best choice for all students in Moreno Valley, and I highly recommend it to people that I know.

I ask that you members of the RCOE board approve the petition for Altus Schools Riverside County.

Sincerely,

Christina Hernandez

Lleni Herrera
Audeo Valley Charter School
Moreno Valley, CA

10/29/2025

Dear Members of the RCOE Board,

I am a parent of two students who currently attend the Moreno Valley Resource Center. My daughters have attended this school for the past two years and love this school. It is exactly what they need. I am writing in support of the approval of the petition for Altus Schools Riverside County.

I first came to Audeo Valley after extensively researching different school options for my two daughters. This school had the best reviews, and I can see why now. I decided to enroll after reading the positive reviews and speaking to the staff at the school. Their teacher is always helpful and available.

This school has been the best experience for my daughters. Both daughters still attends Audeo Valley and really enjoy school now. They hope to stay here until graduation. This school is the best. It was the best decision I ever made for my children. The school and the teacher are fantastic. I would 100% recommend this school to others in need of a different school setting and hope it continues to grow.

I highly recommend this school to families in our community. I ask that you approve this petition for Altus Schools Riverside County.

Sincerely,

Lleni Herrera

Maria Mendiola
Audeo Valley Charter School
Moreno Valley, CA

5 de Noviembre de 2025

Miembros de la Juna del RCOE,

Por favor, apruebe la petición para Altus Schools Riverside County.

Mi hijo lleva tres años asistiendo a este colegio. Mi otro hijo se graduó aquí. Un amigo me lo recomendó. Ellos vinieron aquí porque por las tantas ayudas que ofrecen.

La escuela es muy buena. Maestros ayudan muchísimo. Se interesan por los estudiantes. Y siempre tienen contacto con los padres, están muy al pendiente de las tareas, y todas las actividades.

Su maestro es muy atentos, muy serviciales, muy amables y exelente personal. Es una de las mejores que he conocido en todo Moreno Valley. Y siempre la recomiendo a todos mis amigas.

Esta escuela es la major. Por favor, miembros de la junta que aprueben esta petición para la escuela de Altus Schools Riverside County.

Thank you,

Maria Mendiola

Nidia Rios
Audeo Valley Charter School
Moreno Valley, CA

November 4th, 2025

Dear Members of the RCOE Board,

I am writing in support of the approval of the petition for Altus Schools Riverside County.

I am the parent of a student that attends Audeo Valley Charter School. I heard about this school from a friend who highly recommended it. We have a lot of people in our community that currently attend. I think this school is a great school. I have been informed of my son's good academic progress, and he participates in a lot of available programs. He has been able to do dual enrollment courses as a 9th grader. The staff is very friendly and supportive. I think this is a very good school program. I would absolutely recommend this school to others in my community.

I ask that you, the Members of the RCOE board, approve this petition for Altus Schools Riverside County.

Thank you,

Nidia Rios

Maria Torres
Audeo Valley Charter School
Moreno Valley, CA

4 de Noviembre de 2025

Miembros de la Junta del RCOE,

Hola. Escribo en apoyo de la aprobación de la petición para Altus Schools Riverside County.

Me alegra apoyar a esta escuela. Soy la madre de una estudiante que se graduó de Audeo Valley en 2024. Mi hija llegó a esta escuela porque estaba atrasada en créditos y trabajó muy duro para ponerse al día. Ella padecía de ansiedad cuando llegó, y el personal entendió sus necesidades. La escuela le ofreció un horario flexible y las adaptaciones necesarias para que pudiera asistir sin sentirse abrumada. Su maestro le brindó apoyo paciente y constante y la supervisó en su progreso de forma regular. También pudo tomar cursos universitarios en la escuela, lo que aumentó su confianza y la preparó para los próximos pasos. Gracias al apoyo personalizado y al ambiente pequeño y atento, progresó de forma constante y completó los créditos que necesitaba. Ahora está inscrita en la escuela de cosmetología y le va bien.

Les pido a ustedes, los Miembros de la junta del RCOE, que aprueben esta petición para Altus Schools Riverside County.

Gracias,

Maria Torres

11/04/2025

Dear Members of the Board,

I am Jomica White the mother of a student who attends the Moreno Valley Resource Center and am writing in support of the approval of the petition for Altus Schools Riverside County.

My child was in need of a school like this. She was having a horrible time in traditional school. She was picked on and also has a few learning disabilities. Often in traditional schools she was overlooked. She was having a hard time learning and with every break in school she only fell further behind.

The teachers of the traditional school were overlooking my daughter's needs. No matter what we tried she was falling further behind. When she started she was in her summer of 5th grade heading into 6th. I always knew about Altus because my older children had gone for a semester in the mid 2010s. We were transitioning from one home to another. I thought we would try with Sariiyah.

We enrolled her at Audeo Valley in June of 2023. She was in 3rd grade math and reading levels. Atlus teachers automatically took charge and I have not regretted a moment since. The teachers gave her the support she needed to thrive. She also gained confidence and improved her student life by making friends. This made her feel comfortable with all of her teachers. They got her reading up and math by 3 almost 4 grade levels.

Communication is great with her teachers as they always call me and keep me in the loop regarding her education and progress. Her teachers work with her learning disabilities and open her mind to tutoring sessions which has helped her to gain better math skills and also felt more like the other students. Her teachers help her understand and comprehend. They also help her to have a safe space to have communication and fun with other students. They made her enjoy reading and start to love science!!

We need more schools like this. More teachers like these that care and motivate students! My child only does as well as she does because her teachers make her care about her grades.

I ask that you, Members of the Board, approve this petition for Altus Schools Riverside County.

Sincerely,

Jomica White

Angela Flores Dean
Altus Schools Coachella Valley
Palm Desert, CA

October 29, 2025

Dear Members of the Board,

I am a proud Altus Schools parent of a student who graduated the year before last and 2 more students who are attending Altus Schools Coachella Valley currently. One is scheduled to graduate this year and the other in 2027. This school has provided my children with amazing individual support to meet their goals of graduating high school! Some of these supportive services are simple things to help them not feel anxious, build their self-esteem, and improve their speech, reading comprehension skills and math skills!

All in all I have recommended this school to friends and family due to the caring nature of the staff and the effort that they give to each and every student to meet their educational needs. This is something in which we felt we were not able to receive in our respective school districts. This school provides an alternative to what is available throughout the districts in the Coachella Valley.

I ask that you, members of the board, approve this petition for Altus Schools Riverside County.

Sincerely,

Angela Flores Dean

Angela Flores Dean

Jennifer Matthews
Altus Schools Coachella Valley
Palm Desert, CA

October 29, 2025

Dear Members of the Board,

I am a parent of an alumni of the Palm Desert Resource Center. As we all know, education is not a one-size-fits-all journey. Each child is unique, with different learning styles, interests, and needs. Altus Schools has provided my daughter with a unique learning experience that has benefited her not only academically, but also in her life skills and as a member of the community. Atlus has provided my daughter with a learning environment where she could be more focused and productive in her studies. For her, so much stress and anxiety from traditional high school was lessened which gave her the ability to simply focus on learning. I have been able to watch her excel in her learning because of the lessened stress in her learning environment. Altus has given her the opportunity to not only work on her high school graduation requirements, but to also earn college credit at the same time, through the Early College Credit program and dual enrollment.

Simultaneously, she has also had more flexibility in her schedule to work part time. This flexibility has given her more confidence and discipline in managing her time and work ethic. She has also gained confidence in her study habits and academic abilities by participating in the accelerated and dual enrollment programs. I have seen her worries lessen and her confidence build with each course completion and her excitement to continue her education in college grow. Altus offers students like my child a complementary option to traditional schooling. It also provides families within the school district greater choices in education while still maintaining high standards for learning.

I ask that you, members of the board, approve this petition for Altus Schools Riverside County.

Sincerely,

Jennifer Matthews

Jennifer Matthews

Aurora Sandoval
Audeo Valley Charter School
Moreno Valley, CA

November 4, 2025

Dear Members of the Board,

I am writing in support of the approval of the petition for Altus Schools Riverside County. My two daughters attend this school and have been very successful.

I heard about this school from doing an online search of alternative schools in Moreno Valley. I am happy I found it. I decided to enroll them because they get the perfect attention that they need to succeed. It's a small school so you get to know your teacher and the principal unlike larger schools.

I have two daughters here at this school. The results are much better than their previous public school. They are passing all their courses and hopefully graduating in the future. Mr. Forbes is the best teacher. He is really nice, caring, and gives respect to students. The staff cares so much about what kids need to do their best. I wish there was more schools around like this one with such good staff. I would recommend this school to parents who want more connection with the school.

I ask that you RCOE board approve this petition for Altus Schools Riverside County.

Thank you,

Aurora Sandoval

Riverside County Office of Education
3939 Thirteenth Street
Riverside, CA 92501

Dear Members of the Riverside County Office of Education,

I am writing to express my strong support for combining the Moreno Valley and Palm Desert locations under one umbrella as Altus Schools Riverside County. This school has been a tremendous blessing for my family, and I want to share how deeply it has impacted my son's educational experience and personal growth.

My son attends Audeo Valley Charter School, and I can honestly say this school has given him hope, structure, and encouragement when he needed it most. Like many students, the shift to distance learning during COVID-19 caused significant setbacks in his education, and tragic life events also created additional challenges for him. Traditional school environments were no longer working for him, and we were struggling to find the right fit where he could feel supported and capable again.

Audeo Valley became that place. The individualized attention, caring staff, and flexible learning model have made all the difference. His teacher, Ms. Van, and his IEP teacher, Mr. Fowlkes (as well as Ms. Sotelo before him), have gone above and beyond to make sure he stays on track—not only academically, but emotionally and socially as well. They take the time to understand his learning style, his challenges, and his goals for the future. That kind of dedication is rare, and it has changed my son's entire outlook on education.

Through Audeo Valley, my son has regained his motivation and self-esteem. He is now actively working toward his high school diploma, something that once felt out of reach. The school's supportive structure and sense of community have helped him believe in his potential again and given him the tools to plan for his future with confidence.

I wholeheartedly believe that uniting the Moreno Valley and Palm Desert locations under Altus Schools Riverside County would strengthen the program and expand access to this life-changing support for even more students. So many young people in our communities need an alternative learning environment like this—one that meets them where they are, nurtures their growth, and helps them move forward toward success.

Please consider this petition not just as a parent's request, but as a testimony of the real impact this school has had on families like mine. Altus Schools Riverside County truly transforms lives, and I am deeply grateful for everything they have done for my son and for so many others.

Thank you for your time, consideration, and continued support of educational programs that make a genuine difference in the lives of our youth.

With heartfelt gratitude,

Krystal Dumas

Krystal Dumas
Parent of an Audeo Valley Charter School Student

Melesio Milward
Altus Schools Coachella Valley
Palm Desert, CA

10/27/2025

Dear Members of the Board,

I had a student that attended the Altus Schools Coachella Vally Resource Center and am writing in support of the approval of the petition for Altus Schools Riverside County.

The reason that I brought my student to this school was to provide them with a safe, good, and flexible environment, as well as teachers and classes. This school is important to my student because I think this school is a great option when it comes to giving kids a good education.

My favorite experience with the school is that the teachers are always available for the needs of their students. For example, if they require help or have questions about an assignment. This school provides students with a custom plan of their own, which gives them a specific plan created to fit their needs. It also creates a flexible and easy schedule that can fit their academic needs as well.

I ask that you, Members of the Board, approve this petition for Altus Schools Riverside County.

Sincerely,

Melesio Milward
Melesio Milward

Nancy Phillips-Rubarth
Altus Schools Coachella Valley
Palm Desert, CA

10/27/2025

Dear Board Members,

We enrolled my son Reece Rubarth at Altus Schools Coachella Valley November of 2020. Reece had expressed feelings of despair and depression over the dysfunction during the sudden switch to remote learning caused by the COVID Pandemic. He was currently in his last year at John Glenn Middle School.

Even though the students who referred me to Altus were high achievers working ahead in contrast to Reece who struggles from ADHD and Physical health issues, I could see how the structure of the school could benefit both. Reece likes not constantly changing teachers when changing classes. This way they do not have to relearn his habits and needs.

The lower class load helps him keep his focus compared to a regular High School schedule. Reece expresses often that he was behind in his knowledge and has been catching up sense making the switch to Altus. He is also not experiencing the negative emotional responses that he had previously. I highly recommend that Altus Schools Riverside County be approved for their petition because they are making a huge difference in the qualifying education for their students.

I ask that you, Members of the Board, approve this petition for Altus Schools Riverside County.

Most Sincerely,

Nancy Phillips-Rubarth
760-574-1350

11/5/2025

To Whom It May Concern,

My name is Maria Burciaga-Alaniz, and I am a Teacher Assistant with Altus Schools, where I've had the privilege of serving for the past three years. During this time, I've witnessed firsthand how our program transforms lives by offering students personalized support to help them thrive.

Many of our students come to us facing challenges such as credit deficiency, anxiety, or life events that have made school difficult. Altus Schools provides flexible schedules, individualized attention, and a supportive environment that not only fosters academic success but also builds student confidence and prepares them for the future.

One particularly memorable story from last year involved a student who joined us during the final trimester of her pregnancy. Thanks to Altus' flexibility, she was able to work at her own pace, receive the support she and her family needed, welcome her baby, and graduate on time. This is just one example of how Altus adapts to meet the unique needs of each student.

Altus Schools plays an essential role in our community, offering an alternative path to success that complements, rather than competes with, other educational institutions. I respectfully urge the board to approve the petition for Altus Schools Riverside County, ensuring that every student has access to the opportunities and support they deserve.

Thank you for your time and consideration.

Sincerely,

Maria Burciaga-Alaniz

Altus Schools

October 22, 2025

To the members of the Riverside County Board of Education,

My name is Jesus Chavoya, and I am writing to request your approval of the petition for Altus Schools Riverside County.

I am currently completing my first year as a teacher at Audeo Valley Charter School, having joined the school in January 2025. In the short time that I have been present, I have had the privilege of working alongside dedicated staff and inspiring students. Our school fosters a welcoming and supportive environment where everyone feels safe and encouraged to grow; no matter their situation. From the moment I arrived, I was welcomed by a culture of positivity that continues to motivate me every day.

Becoming a teacher has always been a personal dream that came from wanting to be like the educators who impacted me in the past. At Audeo Valley, I've been given this opportunity. I have been able to guide students toward academic success and support them as they navigate various socioeconomic challenges.

The impact we make as educators is immense. However, the students have as much of an impact on us as we have on them. Our students are the reason we continue to strive for excellence; that is the case for every teacher here at Audeo Valley. The commitment of our teachers to student success, as well as the meaningful relationships we build with our students are the aspects that make Audeo Valley Charter School special.

With this in mind, I respectfully ask the Riverside County Board of Education to approve the petition for Altus Schools Riverside County. Your support will allow us to continue to transform the lives of students and provide positive academic experiences for students across our community.

Sincerely,

Jesus Chavoya
Teacher
Audeo Valley Charter School
(858) 249-7005

October 27, 2025

Dear Riverside County Board of Education,

My name is Sarah Chiu and I have been teaching for two years at Audeo Valley Charter School in Moreno Valley, part of Altus Schools.

Although no school is perfect, I believe that the presence of Altus Schools is beneficial to Riverside County.

One of the most promising aspects of Altus Schools is the flexibility woven into the school's teaching model. I have witnessed how individualized/personalized learning can create spaces for students to grow - not only academically; but socially and emotionally as well.

I find that this model creates space for students to experience grace and direct scaffolding - which has greatly helped rebuild their confidence. This in turn has cultivated safe learning communities where students are free to explore their interests - widening their perspectives and helping them see the possibilities that await them in the future.

Consequently, many students who come to us experiencing hopelessness have been revived and are now thriving, some even able to reintegrate back into the school communities in which they previously struggled.

As a teacher at Audeo Valley, I have had the great pleasure of witnessing many students grow in academic independence, personal responsibility, and compassion for one another under the Altus School model.

I believe that Altus Schools is a good option with the potential to rebuild and alleviate some of the issues encountered by the current educational climate, especially in struggling communities. I think it can be a promising conduit for hope that transforms lives.

I ask that you, members of the board, approve this petition for Altus Schools Riverside County.

Thank you for your time.

Sincerely,
Sarah Chiu

October 27, 2025

Garrett Denbaugh
6275 Woodpine Ave.
San Bernardino, CA 92407

Dear Riverside County Board of Education Members,

My name is Garrett Denbaugh,and I am in my second year of teaching at Audeo Valley Charter School. One of the things I love most about working here is how much we value our students as individuals. Every student who walks through our doors comes with their own story, their own goals, and their own challenges. Getting to work one-on-one with them, while helping them find confidence again and guiding them at their own pace has been one of the most rewarding parts of my job as a teacher.

At Audeo Valley, we take student support seriously. Our focus has always been on putting students first and meeting them where they are. When students know that they're seen and supported, they start believing in themselves again. You can see it in how they engage with their work and how proud they feel when they start making progress. That's what makes this school so special. It gives students who may have struggled in other settings a real chance to succeed.

The staff here is dedicated, compassionate, and always willing to go the extra mile to make sure students are cared for both academically and personally. I've seen so many of our students not only catch up on credits but also regain a sense of hope and purpose for their future.

I ask that you, members of the board, approve this petition for Altus Schools Riverside County. Thank you for your time and consideration.

Sincerely,

Garrett Denbaugh
Teacher
Audeo Valley Charter School
(858) 203-4628

Ariel Dominguez Palma
Altus Schools Coachella Valley
Palm Desert, CA

October 23, 2025

Dear Members of the Board,

I am a teacher at the Palm Desert Resource Center and am writing in support of the approval of the petition for Altus Schools Riverside County.

At Altus Schools we have the opportunity to truly support students one-on-one and help them grow at their own pace. Our innovative approach to learning, including the use of technology like VR headsets and 3D printers, allows students to apply what they learn in real-world applications. It's inspiring to be part of a school that values creativity, individualized learning, and preparing students for the future.

I ask that you, Members of the Board, approve this petition for Altus Schools Riverside County.

Sincerely,

Ariel Dominguez Palma

Ariel Dominguez Palma

Altus SCHOOLS AUDEO VALLEY

Ryan Forbes
Teacher

October 24, 2025

Ryan Forbes
38057 Pearwood Lane
Murrieta, CA

Dear Riverside County Board of Education Members,

My name is Ryan Forbes, and I am in my 13th year of teaching at Audeo Valley Charter School. I have been at the Moreno Valley Resource Center since 2014.

Throughout my tenure, I have always worked with an amazing staff that puts students first in all aspects. Our team works diligently to foster a positive, welcoming environment to help students regain confidence and motivation. This is one of the many reasons why students in our community choose us. I am proud to have helped guide so many students towards academic success while still holding them to rigorous standards. It is amazing to see our students blossom into independent and successful adults by the time they graduate with us. It is truly a testament to our program that we have helped so many students catch up on credits and earn their high school diploma.

At Audeo Valley, kids come first, and this remains true in every aspect of our organization. Every day, I see our students becoming believers in their own education and finding motivation that keeps them engaged and successful. These kids and this community know that they are in good hands when they enroll with Audeo Valley. Many of these students recommend our school to their friends and family, showing our impact on the community.

I know that this program can support so many students throughout Riverside County. I have seen firsthand the effect our school can have in shaping the lives of our students. I hope to see our program expand throughout the county and especially within my own local community of Murrieta. I ask the Riverside County Board of Education to approve the petition for Altus Schools Riverside County.

Sincerely,

Ryan Forbes

Ryan Forbes
(858) 214 2513
rforbes@altusschools.net

Sharnita Foster
31505 Wieck Rd.
Winchester, CA 92596

October 22, 2025

Dear Members of the Board,

I am writing to you as the School Coordinator at Altus Schools Coachella Valley and Audeo Valley Charter School to express my strong support for the petition to establish Altus Schools Riverside County. This petition would allow us to serve students throughout the county.

I have been part of Altus Schools since 2006, serving as a teacher in San Diego and later as a counselor and School Coordinator in our Riverside County schools. Over the past 20 years, I've had the privilege of contributing to the educational journeys of students across diverse communities—witnessing stories of challenge, resilience, and success.

In my current role, I work directly with teachers, students, and parents to support student success, and to share academic opportunities and resources for college and career readiness. My goal is to assist in setting proactive goals for new and continuing students. Each day I aim to make sure our high standards, as well as our mission, vision, and values are fully implemented.

Each of our campuses reflects the unique character of the communities we serve, and we are eager to extend our proven model to students across Riverside County, especially those who are at risk and in need of personalized support. Altus Schools offers a pathway for every student to succeed by meeting their individual goals. Our approach helps students shift their mindset and begin to believe in themselves—and once they do, transformation follows.

We, overwhelmingly, receive positive feedback from students and families that we offer a fresh and new experience for education and that there is a need for our school in the community. Together, we aim to carve a path to success for all students in Riverside County. I respectfully urge you to approve the petition for Altus Schools Riverside County.

Sincerely,

Sharnita Foster
School Coordinator
Audeo Valley Charter School
Altus Schools Coachella Valley

To: Riverside County Office of Education

From: Christopher Fowlkes

October 22, 2025

Re: ASRC Charter Petition

To Riverside County Board of Education Members,

My name is Chris Fowlkes, and I have been a teacher in the state of California for over 25 years. I have credentials in Social Studies and Special Education, and I have taught everything from 7th grade World History to 12th grade AP Government and AP Economics. I find myself these days as an Education Specialist working with students from grade 6 to grade 12 crafting IEPs and helping kids in all subjects with everything from public speaking and behavior, to writing and math skills.

Audeo Valley prides itself on individualized education and high participation. It is even more than that. Students come here knowing that rather than being 1 of 34 students in a classroom for their teacher, at Audeo Valley they are usually 1 of 3 or 4. Every teacher here knows each other by name, we know the kids and which ones need what supports, and the students are in an environment where they know that they can reach us any time they are stuck or struggling.

I was told for 20 years that charter schools could not serve students like a traditional school. They were right—but charter schools like Audeo Valley can do it *better* than a traditional school. Students are not lost in the shuffle. Every teacher goes through regular audits of their rosters with an administrator, every student meets regularly with their teacher and a counselor, and the school as a whole guides kids with the purpose of a high school diploma is attainable for any student.

Please consider approving the charter petition for Altus Schools Riverside County.

Altus SCHOOLS AUDEO VALLEY

Christina Fragoso
Teacher/ 504 Coordinator

October 28, 2025
26311 Jackson Ave SPC 43
Murrieta, CA 92563

Dear Riverside County Board of Education Members,

I am a teacher at the Moreno Valley Resource Center and I am writing in support of the approval of the petition for Altus Schoools Riverside County.

My name is Christina Fragoso, and I've proudly served with Altus Schools for 11 years, with the last eight at the Moreno Valley Resource Center.

Our team is deeply committed to creating a supportive, student-centered environment where learners can rebuild confidence, recover credits, and achieve their academic goals. We hold our students to high standards while providing the encouragement they need to succeed.

At Audeo Valley, students come first. I've seen firsthand how our program transforms lives—students not only graduate, but leave us prepared for the future. Many even refer friends and family, which speaks volumes about the trust we've built in the community.

I truly believe this model can benefit even more students across Riverside County, especially in my own community of Murrieta. I'm excited about the potential to expand and continue making a difference. I ask that you, Members of the Board, approve this petition for Altus Schools Riverside County.

Christina Fragoso
Teacher/ 504 Coordinator
(619) 393-2384
cfragoso@altusschools.net

October 24th, 2025

Jordan Garnett

26020 Biloxi Drive

Moreno Valley, CA 92555

Dear Riverside County Board of Education Members,

My name is Jordan Garnett, and I am in my third year with Audeo Valley Charter School, serving at the Moreno Valley Resource Center since 2023. During my time here, I have had the privilege of working alongside a dedicated and compassionate team whose top priority is always our students. Together, we strive to create a welcoming and supportive environment where students can rebuild confidence, rediscover motivation, and take ownership of their learning.

Audeo Valley's commitment to individualized support and high academic expectations has helped countless students in our community make up credits, meet graduation requirements, and achieve their goals. It is incredibly rewarding to see our students realize their potential and take pride in their success. Every day, I witness their growth—not only academically but personally—as they begin to believe in themselves and their future.

For these reasons, I respectfully ask the Riverside County Board of Education to approve the petition for Audeo Valley Charter School. Our students, families, and community benefit immensely from the opportunities Audeo Valley provides, and your support will allow us to continue making a lasting positive impact.

Sincerely,

Jordan Garnett

Certificated Teacher Resource

Audeo Valley Charter School

To Whom It May Concern,

My name is Krista Heinrich, and I am a proud teacher at Altus Schools Coachella Valley. I am writing in support of the petition to merge our charter schools because I have seen firsthand how Altus Schools change lives.

I joined this school in July 2025 because it allows me to teach in a way that truly serves each student. In this environment, I can individualize instruction, give meaningful attention, and provide the flexibility students need to succeed. Whether it's helping a student manage anxiety, catch up on missed credits, or take on advanced coursework, I can meet them where they are and guide them toward their goals.

Many of our students come to us after struggling in traditional settings. They may have faced bullying, mental health challenges, or a sense of discouragement about school. At Altus, they find a safe, supportive space to rebuild their confidence and rediscover their potential. We offer rigorous academic opportunities like Honors, AP, and dual enrollment courses, as well as the personal connection and mentorship that help students thrive.

I've watched students, who once felt hopeless, graduate with pride and purpose. The difference this school makes extends beyond academics — it restores hope, strengthens families, and uplifts our community.

Altus Schools provide more than an education; we offer a second chance and a pathway to success.

I ask that you, members of the board, approve this petition for Altus Schools Riverside County.

Sincerely,

Krista Heinrich

Teacher, Altus Schools Coachella Valley

Lily Kepenian

Altus Schools Coachella Valley

Palm Desert, CA

October 24, 2025

Dear Members of the Board,

As a new Resource Center Associate at Altus Schools Coachella Valley, I am honored and grateful to be part of the team. I have been working at Altus Schools Coachella Valley for over six months now and each day I feel more excited to come into work not only as an employee but as a learner. I am someone who values education and the amount of positive instruction Altus offers makes me wish I was a student again.

I am surrounded by educators who value their students and their education. Day by day, I witness how committed our educators are to their students' academics and the dedication they put into group work, one-on-one tutoring, personalized learning plans and their constant encouragement of support in the student's progress—guiding the students toward success and stimulating motivation.

Education is widely important and Altus offers a personalized education for students to feel more encouraged, supported, and safe in their academic community. Our team works together to support the students' educational needs to help them grow toward more opportunities after graduation.

Within my time at Altus Schools Coachella Valley, I have seen and heard the students' eagerness to learn, to participate in academic projects, and value their education even more because of the impact Altus has made. The Altus team puts students first and provides a positive influence for the students' journey. It is important for students to have a reliable and steady community that can help them build towards their goals and Altus offers exactly that.

I ask that you, members of the board, approve this petition for Altus Schools Riverside County.

Thank you for your time and consideration.

Sincerely,

Lily Kepenian

Dear Members of the Riverside County Board of Education,

As a School Counselor dedicated to supporting students' academic, social, and emotional development, I am writing to express my full support for the proposed **Altus Schools Riverside County.** This county-wide charter petition represents an important opportunity to expand access to student-centered, flexible, and supportive education throughout Riverside County.

In my work, I have seen firsthand how students' educational needs vary widely. Some thrive in traditional classroom environments, while others require more personalized approaches to succeed. Altus Schools have long provided a lifeline for students who need a different kind of learning environment—one that meets them where they are, supports their individual growth, and helps them re-engage with their education.

The creation of Altus Schools Riverside County will bring meaningful benefits to our students and community:

1. *Greater Access to Personalized Learning:*
   This petition will allow Altus to serve more students across the region, providing flexible schedules, individualized academic plans, and targeted interventions that meet diverse learning needs.

2. *An Alternative Education Model with Operational Efficiency and Sustainability:*

   Altus Schools has been in existence since the inception of The Charter School of San Diego, and in those 30 years it has created an efficient and sustainable model that has been able to be replicated successfully in different areas of Southern California.

3. *Enhanced Opportunities for College and Career Readiness:*
   The unified charter will continue to strengthen partnerships with local colleges and workforce organizations, providing students with real-world pathways and clear post-graduation goals.

Altus Schools have proven time and again that when students are supported through personalized instruction and compassionate guidance, they can overcome obstacles and achieve success. The proposed Altus Schools Riverside County will expand these opportunities to even more students across our region.

I respectfully urge the Riverside County Board of Education to approve this proposal and continue supporting educational innovation that puts students first.

Thank you for your time and for your commitment to serving the youth of Riverside County.

Sincerely,
Sam Kitson
School Counselor
Altus Schools Coachella Valley & Audeo Valley Charter School

Altus SCHOOLS AUDEO VALLEY

Maria Kobylecki
Teacher

October 28, 2025

Maria Kobylecki
4088Tamarind Ridge
Lake Elsinore, CA

Dear Riverside County Board of Education Members,

I have been a teacher at Audeo Valley Charter School for four years now. I have previously worked as a classroom math teacher at a traditional school district for 20 years.

Having come from a different type of educational setting, I can attest to all the unique benefits that our school provides to each of our students. Within our rigorous curriculum, we provide exceptional attention and care to our learners of various backgrounds, interests, and needs. Our partnerships with quite a few colleges allow our students access to many academic opportunities. Our students' success is also evidenced through their test scores when compared to those of other traditional schools. Each student here develops a personal and positive relationship with their teacher. Our space is clean and the environment orderly and positive, as observed by any visitor entering our Resource Center.

Here, I observe how my students thrive. I have seen students graduate on time with GPAs higher than 3.0 although they initially first came to us with little confidence and behind in academic credits. I also had students who came to take advantage of our dual college credit programs, work independently at a faster pace, and graduate early to pursue their college and career goals of choice.

As our unique educational program brings so much benefit and hope to so many students, I ask the Riverside County Board of Education to consider us and approve the petition for Altus Schools Riverside County.

Sincerely,

Maria Kobylecki

Address: 27130 Eucalyptus Ave., Suite A, Moreno Valley, CA 92555
Website: www.AltusAudeoValley.com
Phone: (951) 247-6646 Fax: (951) 242-6722

Altus SCHOOLS AUDEO VALLEY

10/24/2025

Dear Members of the Board,

My name is Jacqueline Martinez, and I am currently in my seventh year with Audeo Valley Charter School. I am an Education Specialist at the Moreno Valley Resource Center and am writing in support of the approval of the petition for Altus Schools Riverside County.

Working at Audeo Valley has truly been a dream come true. I began my journey here as a Special Education Teacher Aide and a Certificated Teacher Resource. Shortly after, I was blessed to complete my teaching internship at Audeo Valley. This experience was incredibly meaningful, as I had already built strong relationships with students and families, making the transition smooth and fulfilling. It validated my path and reaffirmed my dream of becoming a teacher. As a first-generation college graduate, this achievement has made both me and my family proud. Audeo Valley truly opens doors for both staff and students. This is one of the many reasons it makes this school so valuable.

As an Education Specialist, I have the honor of working with students, staff, providers, and families. I'm proud of the robust support our Special Education program offers. At Audeo Valley, I am able to be a voice for students who may struggle to advocate for themselves. I am passionate about helping families navigate complex systems and ensure students receive the services and accommodations they deserve. I am proud to work at a school that fosters an environment where diversity is embraced and every student is valued. Audeo Valley is committed to providing equal opportunities for all students, and I feel fortunate to be part of an organization that values inclusion and access to education.

I look forward to coming to work each day, supporting students, and helping them reach their full potential. A disability does not define a student, and I'm proud to share that I've helped several Special Education students graduate with GPAs ranging from 3.5 to 4.0, and go on to be accepted into four-year universities. Audeo Valley strives to provide a meaningful and appropriate education for all students through FAPE, and we continuously work to meet their diverse needs.

It's inspiring to see how our team comes together with a shared goal: to empower students, give them access to their education, and prepare them for life beyond high school. At Audeo Valley Charter School, we are committed to continuing the strong sense of community we have cultivated.

I ask that you, Members of the Board, approve this petition for Altus Schools Riverside County.

Sincerely,

Jacqueline Martinez

Jacqueline Martinez
Education Specialist
(858) 203-4603

Rosendo Molina
Altus Schools Coachella Valley

10/24/25

I would like to demonstrate my support on behalf of all the parents, students, and community members that have been positively impacted by Altus Schools Coachella Valley. As a teacher at Altus Schools I know first-hand that we are all about providing options to families who are looking for an alternative option in their educational journey. Families enroll with us for a number of reasons including the desire to accelerate and graduate early, or participate in our credit recovery program, or maybe there are circumstances which make the flexibility of our in-person and hybrid options appealing and even necessary in order to have successful educational outcomes. Whatever the reason, there is a place for all students at Altus Schools Coachella Valley.

Our Vision Statement says that we are "committed to collaborative efforts to improve the quality of life for students, their families, its employees, and the community at large." This is something we take very seriously, and these principles guide all of our interactions with families and students. We take great strides to personalize students' educational plan to help them not only graduate but successfully transition to their post-secondary goals. Just a few of the many steps we take to enrich students' experience include incorporating Virtual Reality into the curriculum, as well as utilizing our 3D printer to create models of what they are learning about in order to extend student learning and discovery.

We also offer a variety of field trips to help students make the connection between the skills and knowledge they are learning in the classroom and the real world. We also have partnerships with community colleges in order to provide students the opportunity to earn early college credit through dual enrollment, articulation, and AP exams and courses. If students are hungry, we have a nutrition program so that they can get a quick snack or something to drink during their appointments.

To sum it up, it is the goal of our dedicated teachers and staff to prepare students who are well equipped to succeed in the 21st century and thereby make positive and long-lasting impacts upon their community. I ask that you, members of the board, approve this petition for Altus Schools Riverside County.

Sincerely,

Rosendo Molina

Rosendo Molina

Dear Members of the Riverside County Board of Education,

As a Learning Associate with Altus Schools, I am writing in strong support of approving the charter for *Altus Schools Riverside County*. Our unique hybrid model—combining independent study with individualized tutoring at our resource center—offers students a flexible, supportive, and personalized educational experience. This model is especially effective for students who need to recover credits, prefer a quieter and more focused learning environment, or benefit from one-on-one academic guidance.

Through my work with students, I have seen firsthand how Altus Schools' approach empowers learners to take ownership of their education and rediscover confidence in their abilities. The combination of flexibility, structure, and personal connection allows us to meet students where they are and help them achieve academic and personal success. I strongly urge the Board to approve the charter for Altus Schools Riverside County so that we can continue serving our community's diverse students with excellence and compassion.

Sincerely,

Marit C. Resnik
Learning Associate,
Altus Schools Coachella Valley

October 24, 2025

Dear Members of the Board:

As a native of the Coachella Valley, I have a deep understanding of the area's diverse cultures and family dynamics. For the past four years, I've had the privilege of teaching at Altus Schools, where I've seen how vital our school is to our community. It offers flexible, personalized, and rigorous education for students who need it most, and I wholeheartedly support this petition.

Working at Altus has allowed me to support a diverse group of students, many from first-generation immigrant families who came to the Coachella Valley for a better life. Seeing their parents work hard in local fields, restaurants, and shops inspires me daily to help these students succeed. It's deeply rewarding to watch them grow, gain confidence, and thrive—reminding me just how vital Altus is to our community.

Helping students navigate their challenges has profoundly impacted my journey as an educator. Altus has provided many students with the chance to graduate when they thought it wasn't possible, serving as a gateway to academic success. Seeing the successful stories during my time here shows the benefit of having our school available for students to attend. It gives those an option to an education they deserve with the flexibility they need.

I stand by the petition to approve Altus Schools Riverside County, ensuring our community has options for alternative education and opportunities to succeed.

Sincerely,

Kendall Reyes

Kendall Reyes

October 24, 2025

To the members of the Riverside County Board of Education,

My name is Cynthia Sotelo, and I am writing to request your approval of the petition for Altus Schools Riverside County.

I have the honor to share that I have been a part of Audeo Valley Charter School since 2021. I have worked at the Moreno Valley Center since 2017 and have had multiple opportunities to grow as an educator. My growth has been due to the tremendous amount of support this organization is willing to invest in their staff. I have had the opportunity to work my way up from a resource center associate to now an Education Specialist.

My experience has allowed me to be part of an outstanding team that works together to promote a safe and welcoming environment for all students and parents. I am proud to be a part of a team that truly transforms student lives with personalized learning, one on one support, and a safe learning environment. Students can feel a sense of belonging when they are at the center, promoting confidence, engagement and educational success. Our centers continue to grow as students and parents alike share their positive experiences with other families around our community.

I have had the privilege to work with many students and families that have been thankful for our program. My role as an educator at Audeo Valley Charter School has allowed me the opportunity to see many students graduate, some of which seemed as something impossible to accomplish.

I ask that you, members of the board, approve this petition for Altus Schools Riverside County so that we can continue to transform the lives of our students.
Sincerely,

Cynthia Sotelo

Cynthia Sotelo
Education Specialist
Audeo Valley Charter School
(858) 203-4697

October 23, 2025

Katherine Van
7871 Mission Grove Pkwy S.
#128
Riverside, CA 92508

Dear Members of the Board of the Riverside County Office of Education,

My name is Katherine Van, and I am a teacher at Audeo Valley Charter School in Moreno Valley. I am now in my sixth year of teaching and have the unique experience of having taught at both of our Riverside County locations.

At Audeo Valley, I am a part of a highly collaborate team who works hard to create a positive and challenging environment centered on positive outcomes for our students. Students not only have direct support from their teacher, but they are also supported by the school community as a whole. Teachers work together to develop robust learning sessions to support students in core subjects such as math, language arts, and science that deepen their understanding of the content knowledge in their courses.

Students come to us from a variety of backgrounds and for a variety of reasons. They stay because of the personalized program that we can offer them that meets their individual needs. A combination of engaging curriculum that holds students to high standards and supports their social and emotional learning results in students who have a renewed belief in themselves that will allow them to be successful in their lives after high school. The fact that we frequently get new students upon recommendation from friends and family members is a testament to the trust that our community holds in our school.

I ask that you, the Members of the Board, approve the petition for Altus Schools Riverside County.

Regards,

Katherine Van

October 22nd, 2025

I am writing today to show my support for Altus Schools Riverside County. I have been working for Altus Schools as a teacher for over 10 years, currently with Altus Schools Coachella Valley. I have seen the difference this educational setting can make in students' lives. This school gives students an alternative and personalized education path, which can help those who might need a different approach to learning. Our school's location at The Shops at Palm Desert Mall is in a convenient place for students with a work permit to have employment close to their school. Please help us continue to create student success stories.

I ask that you, Members of the Board, approve this petition for Altus Schools Riverside County.

Sincerely,

Derek Wolfe

Veronica Zazueta
Altus Schools Coachella Valley
Palm Desert, CA

10/24/2025

Dear Members of the Board,

I am an education specialist at Altus Schools Coachella Valley, Palm Desert Resource Center and am writing in support of the approval of the petition for Altus Schools Riverside County.

General education students as well as students with special needs attend our school to receive a tailored educational experience customized to their needs. Our school model and platforms allow for a universal design for learning approach while offering an additional layer of support and services for those requiring individualized needs.

Altus School Coachella Valley supports students with special needs to make academic strides and reach their educational goals of graduating with a high school diploma. Our school supports students with special needs beyond the classroom by proving and setting up transition services and support.

I ask that you, Members of the Board, approve this petition for Altus Schools Riverside County.

Sincerely,

Veronica Zazueta

APPENDIX DD

MULTI-TIERED SYSTEM OF SUPPORT PLAN

Multi-Tiered System of Support (MTSS)

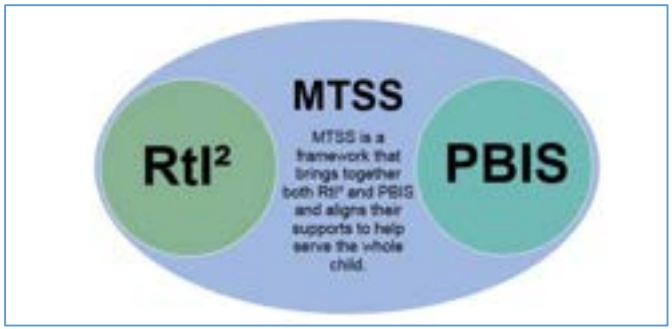
Altus Schools' **Multi-Tiered System of Support (MTSS)** is **one** system that supports the whole child. MTSS focuses on aligning initiatives and resources to address the needs of all students. It is a comprehensive framework that aligns academic, behavioral, and social-emotional learning in a fully integrated system of support for the benefit of all students. MTSS offers the potential to create systematic change through intentional integration of services and supports to quickly identify and meet the needs of all students[1].

Altus Schools' MTSS is designed to provide an effective framework that guides all decisions, practices, and policies according to equity[2]:

- Removing the predictability of success and failure that currently correlates with any social or cultural factors.
- Interrupting inequitable practices, examining biases, and creating inclusive school environments for all.
- Discovering and cultivating the unique gifts, talents, and interests that every human possesses.

Characteristics of MTSS:

- Utilizes regular progress monitoring to inform and make decisions about changes.
- Establishes a system of prevention by anticipating students' and educators' needs to able to address the range of diverse students in the school setting.
- A method of organization that encompasses RtI and PBIS, and systematically address support for all students.



[1] Modeled after California Department of Education (CDE) recommendations for a successful MTSS.
[2]The school's MTSS has been influenced by tenets of equity and evidence-based strategies provided by the San Diego County Office of Education.

Altus Schools Multi-Tiered System of Support			
Tiered System	**Academic**	**Behavior**	**Social-Emotional**

<u>Tier 1</u>:
All Students
Universal/Comprehensive
Strategies, Interventions, and Supports
	• Pathways Personalized Education Plan (PPEP)
	• Altus Connect Program- Chromebook and internet services
	• College and Career Pathways:
	  ○ Four-Year College and University
	  ○ Community College
	  ○ Military
	  ○ Career
	• Early College Credit Program
	• Blended Learning
	• Small group tutoring
	• Individualized and personalized instruction
	• Universal Design Learning Curriculum
	• Virtual Reality learning experiences
	• Designated and Integrated ELD instruction for all English Learner students
	• School Pathways Student and Parent Portal
	• Altus Math Resource Site for students, parents, and family members
	• Data Integration Systems:
	  ○ NWEA- diagnostic and growth assessments
		• Altus Schools Mental Health and Wellness Hub
		• Character and Leadership Development Program with Cadet Corps
		• Meal Program
		• Supervised learning environment
		• Small learning communities
		• Flexible scheduling and seating
		• AI Ethical and Responsible Use Lessons
		• Regular progress reporting to parents, caregivers, and family members
		• Behavior conferences, including teacher, student, parent, and family member
		• Home and/or work visits
		• Review of annual school paperwork:
		  ○ Student & Parent Handbook
		  ○ Master Agreement & Acknowledgment of Responsibilities
		  ○ Academic Integrity Protocols
		• Contact Manager and Monthly Storybook monitoring and intervention
		• Healthy Youth Department:
		  ○ Specialized Instructional Staff
		  ○ School Nurses
			• Altus Schools Mental Health and Wellness Hub
			• Youth Mental Health First Aid Training certification for instructional staff
			• Implementation of Trauma Informed Practices to support mental health needs
			• Annual staff training on suicide prevention and intervention
			• Human Trafficking School Safety Protocol
			• Review of PPEP Needs Assessment results upon enrollment to identify need for school and community resources
			• Intake Survey
			• Suicide Intervention/Prevention Protocols
			• Character and Leadership Development Program with Cadet Corps
			• Resilience in Students & Education (RISE) Series
			• Utilization of SEL instructional resources
			• Mental health online coaching application systems

Altus Schools Multi-Tiered System of Support			
Tiered System	**Academic**	**Behavior**	**Social-Emotional**
<u>Tier 1</u>: **All Students** **Universal/Comprehensive** Strategies, Interventions, and Supports *(Continued)*	○ Renaissance Learning- instructional data warehouse of assessments and data ○ College and Career Planning Tools ○ Ellevation- progress monitoring system for English Learner and RFEP students • Annual school events: ○ Open House Events ○ Senior Night Events ○ College and Career Week ○ Wellness Week ○ Workplace Readiness Week ○ Middle School Promotion ○ High School Graduation • Field trips aligned to student interests, curriculum topics, and individual student college/career plans • Family Learning Series: training and education designed for parents and family members • Annual GATE assessment opportunities for grades 2-5, 7, and 9 • Culturally and linguistically responsive instructional strategies	○ Healthy Youth School Therapists ○ Student Access & Support Services Administrator • Culturally and linguistically responsive instructional strategies	• Family Learning Series • Access to Mental Health Bi-annual Parent Notifications • Promotion of Parent Education Opportunities via Parent Square • Administration of California Healthy Kids Survey (CHKS) to measure school climate needs and inform programs • Staff training on contemporary topics impacting youth wellness (e.g. substance misuse, healthy lifestyle choices, cultural responsiveness.) • Universal mental health screening • Calming Carts with self-regulation tools

Altus Schools Multi-Tiered System of Support			
Tiered System	**Academic**	**Behavior**	**Social-Emotional**
<u>Tier 2</u>: **Some Students** **Targeted/Supplemental** Strategies, Interventions, and Supports	• Intervention Counselor Conference • AVID instructional strategies that promote student engagement and academic confidence • Supplemental academic tutoring programs • IXL Math to rapidly develop student math skills • Desmos Math Classroom platform for small group instruction • Achieve 3000 to increase literacy skills • Empower ELA and Math support electives • BrainPOP tutorials to support student comprehension of course content • Khan Academy, instructional tutorials, and interactive activities • Utilization of Strategies for Academic Success curriculum • Refinement of GATE plan if applicable • Incorporation of Prescriptive Testing (PT) coursework to increase motivation and credit completion for qualifying students • Student Study Team (SST) • 504 Plan	• Intervention Counselor Conference • Behavior Intervention Plan • AI Ethical and Responsible Use Protocols • Community-based partnerships to support student needs • Recommendation to participate in Service Learning and/or Work Experience • Student mentoring opportunities • Student Study Team (SST) • 504 Plan • Homeless & Foster Youth Liaison Case Management	• Intervention Counselor Conference • AVID social-emotional curriculum • Community-based partnerships to support student needs • SEL Instruction: RISE Series • Utilization of SEL Curriculum • Utilization of Life Skills related courses • Student Study Team (SST) • 504 Plan • Homeless & Foster Youth Liaison Case Management • Mental health online coaching application systems • Healthy Youth School Therapist referral for short-term counseling • School Nurse outreach and support for pregnant/parenting students

Altus Schools Multi-Tiered System of Support			
Tiered System	**Academic**	**Behavior**	**Social-Emotional**
	• Homeless & Foster Youth Liaison Case Management		
Tier 3: **Few Students** **Intensive** Strategies, Interventions, and Supports	• Intervention Lead Conference • Individualized math and writing intervention and tutoring • Literacy groups • Ascend literacy intervention for Students with Disabilities	• Intervention Lead Conference • Community Assessment Team (CAT) Program Referral • Bus Pass Program for qualifying students • Healthy Youth Therapist Referral for individual counseling	• Intervention Lead Conference • Community Assessment Team (CAT) Program Referral • Healthy Youth Therapist Referral for individual counseling • Crisis response protocols

MTSS Staff Training and Student Support

All staff receive differentiated training to effectively implement specialized academic, social-emotional, and behavioral interventions. These trainings ensure that staff are equipped to support all students, including those with disabilities and English learners, across every grade level. The approach emphasizes professional development tailored to diverse student needs, facilitating effective intervention delivery throughout the school.

Data-Driven Monitoring and Multi-Tiered System of Supports

The school employs a comprehensive data system known as the "Storybook" to actively monitor student progress and guide intervention strategies. This system supports monthly global data collection, generating key reports such as the Academic Intervention Report, Credit Completion Report, School Participation Report, and Potential Dropout Report. These reports provide a multifaceted view of student academic performance and engagement.

Data is reviewed at multiple levels, including schoolwide, resource center, and individual teacher perspectives. This multi-level review allows for a thorough understanding of student trends and helps identify areas that require focused attention. Additionally, data is disaggregated by student groups—such as English Learners, Students with Disabilities, and Foster and Homeless Youth—to pinpoint disparities in outcomes. This critical segmentation enables the strategic allocation of resources and the development of targeted equity strategies that address identified needs.

Through the Multi-Tiered System of Supports (MTSS) framework, the school proactively addresses academic, social-emotional, and behavioral student needs. The MTSS model ensures that interventions are systematically increased and intensified as necessary, allowing for timely and appropriate support for every student.

Academic Interventions by School Level, Core Subject and Tier

Altus Schools implements developmentally appropriate, evidence-based academic interventions within its Multi-Tiered System of Supports (MTSS). Interventions are organized by school level (Middle School and High School), core academic subject areas, and tiered intensity. Placement within tiers is determined through universal screening, diagnostic assessment, progress monitoring, and Student Study Team review processes.

Middle School Academic Interventions (Grades 6-8)

At the middle school level, academic interventions emphasize foundational skill development, executive functioning, academic habits, and preparation for rigorous high school coursework.

Tier 1 – Universal Instruction (All Students)

English Language Arts (ELA)

- Standards-aligned literacy instruction
- Explicit vocabulary development and academic discourse
- Close reading and structured text analysis
- Writing instruction using modeling and scaffolded paragraph development
- Differentiated instruction using Universal Design for Learning (UDL)
- Ongoing formative assessment and reteaching cycles

Mathematics

- Explicit modeling of problem-solving processes
- Number sense and conceptual understanding routines
- Multiple representations (visual, symbolic, verbal)
- Structured mathematical discourse
- Frequent checks for understanding and corrective feedback

Science

- Inquiry-based learning and structured lab investigations
- Explicit academic vocabulary instruction
- Scaffolded reading of informational science texts
- Integration of literacy strategies within science instruction

History / Social Science

- Primary and secondary source analysis
- Structured note-taking and annotation strategies
- Explicit instruction in historical thinking skills
- Scaffolded argumentative and explanatory writing

English Language Development (ELD)

- Designated and integrated ELD instruction

- Explicit language objectives aligned to content instruction
- Structured speaking and listening routines
- Vocabulary scaffolding and sentence frames

Tier 2 – Targeted Intervention (Some Students)

Middle school Tier 2 interventions focus on addressing skill gaps before they compound in later grades.

English Language Arts

- Small group reading intervention (3–5 students)
- Targeted comprehension strategy instruction (summarizing, inferencing, text structure)
- Structured writing intervention with guided practice
- Fluency-building practice with progress monitoring

Mathematics

- Small group intervention targeting prerequisite skill gaps
- Strategic computational fluency practice
- Structured problem-solving frameworks
- Error analysis instruction and reteaching cycles

Science & History / Social Science

- Small group reteaching of core concepts
- Academic vocabulary intervention

- Guided reading and annotation support
- Scaffolded lab reports and document-based writing

English Learners (ELD)

- Targeted small group language development
- Focused grammar and syntax instruction
- Additional structured academic discourse opportunities
- Frequent monitoring of language acquisition progress

Tier 3 – Intensive Intervention (Few Students)

Tier 3 interventions provide intensive, individualized support to address significant academic deficits.

English Language Arts

- Individualized literacy intervention plans
- Explicit, systematic decoding instruction (as needed)
- Intensive writing intervention with frequent feedback
- Increased instructional time in reading and writing

Mathematics

- Individualized math intervention plans
- Intensive remediation of foundational skills
- Diagnostic assessment to identify conceptual gaps

- Weekly or biweekly progress monitoring

Content Areas (Science & History)

- Individualized concept reteaching
- Structured literacy support embedded in content instruction
- Increased staff guidance and extended learning time

English Learners

- Enhanced language acquisition plans
- Increased frequency of designated ELD instruction
- Intensive literacy-language integration support
- Ongoing data review and instructional adjustment

High School Academic Interventions (Grades 9-12)

At the high school level, academic interventions emphasize credit completion, graduation readiness, college and career preparation, and advanced literacy and analytical skill development.

Tier 1 – Intensive Intervention (All Students)

English Language Arts

- Standards-aligned instruction emphasizing analytical reading
- Argumentative and research-based writing
- Academic discussion protocols
- Vocabulary development across disciplines

- Structured writing feedback cycles

Mathematics

- Standards-based conceptual and procedural instruction
- Modeling and real-world problem solving
- Mathematical reasoning and discourse
- Differentiated tasks aligned to readiness levels

Science

- Inquiry-based and problem-based learning
- Lab investigations with structured analysis
- Integration of mathematics and literacy in scientific reasoning
- Academic vocabulary reinforcement

History / Social Science

- Primary source analysis and evidence-based argumentation
- Document-based writing tasks (DBQs)
- Structured academic debate and discourse
- Critical thinking and civic reasoning skills

English Language Development (ELD)

- Designated and integrated ELD aligned to graduation requirements
- Explicit language development within academic content
- Structured academic speaking and writing opportunities

Tier 2 – Targeted Intervention (Some Students)

Tier 2 supports at the high school level prioritize preventing course failure and supporting credit attainment.

English Language Arts

- Small group reading comprehension intervention
- Structured support for research and analytical writing
- Guided annotation and text analysis sessions
- Targeted vocabulary and academic language support

Mathematics

- Small group reteaching of prerequisite standards
- Strategic algebraic reasoning intervention
- Structured problem-solving routines
- Supplemental intervention sessions with progress monitoring

Science & History / Social Science

- Targeted concept reteaching
- Academic writing scaffolds
- Structured support for laboratory analysis and document-based responses

English Learners

- Targeted academic language development
- Small group language intervention
- Additional structured discourse practice

- Frequent language progress monitoring

Tier 3 – Intensive Intervention (Few Students)

Tier 3 high school interventions focus on preventing dropout and ensuring graduation readiness.

English Language Arts

- Individualized literacy intervention plans
- Intensive writing support with frequent feedback cycles
- Increased instructional time focused on graduation standards

Mathematics

- Individualized remediation targeting credit-bearing standards
- Diagnostic-driven skill intervention
- Increased frequency and duration of support sessions

Content Areas

- Individualized intervention aligned to specific failed or at-risk standards
- Extended learning time and alternative instructional materials
- Close progress monitoring tied to credit completion

English Learners

- Enhanced language and literacy plans
- Increased ELD intensity and integration with core coursework
- Ongoing data review to ensure accelerated language growth

Social-Emotional Learning (SEL) and Mental Health Support

Social-emotional learning (SEL) strategies and curricula are differentiated by grade level to address the distinct challenges faced by adolescents. In high school, SEL topics include career development, healthy relationship skills, and stress management related to college and career planning. Middle school SEL focuses on building social skills, managing peer relationships, and navigating the complexities of adolescence.

Students exhibiting significant social-emotional needs may receive targeted mental health support through the school's mental health program. This support may involve up to five sessions utilizing evidence-based methods such as MATCH-ADTC, Cognitive Behavior Therapy (CBT), and solution-focused therapy, ensuring students receive appropriate care for their individual needs.

Behavioral Interventions and Supports

Behavioral interventions are designed to address the specific developmental challenges faced by middle and high school students. In high school, supports focus on teaching conflict resolution, appropriate employee/employer interactions, and fostering individual accountability. Middle school interventions emphasize the development of pro-social skills and strategies for managing common adolescent issues, including contemporary issues/pressures and peer conflict resolution.

Response to Intervention (RtI) within MTSS

As a core component of the Multi-Tiered System of Supports (MTSS), Response to Intervention (RtI) serves to evaluate how individual students are progressing in response to implemented strategies, interventions, and supports. The RtI model is a systematic, data-driven approach that enables instructional staff to identify students who are at risk of not meeting established standards or expectations.

Through regular monitoring of student learning, educators provide targeted, research-based interventions to address specific academic needs. This ongoing process involves collecting and analyzing student performance data, ensuring that interventions are tailored to support academic success for all learners. The approach is grounded in problem-solving, with instructional teams continuously examining student responses and making necessary adjustments based on documented feedback and assessment outcomes.

Tiered System	RtI Description
Tier One	• Focuses on preventing learning difficulties and providing best first instruction for all students.

	• Tier One consists of a comprehensive implementation of the content area frameworks, Universal Access, as well as a comprehensive assessment and data monitoring system. • Tier One is the primary program available for all students with a focus first on instruction, collaboration, common assessments, and data analysis within grade levels or departments.
Tier Two	• Interventions are designed to meet the needs of strategic intervention students. • Strategic students may be "one to two standard deviations below the mean according to state assessments" (RLA Framework p. 264, Mathematics Framework, p. 231) or one to two years below grade level. • Tier Two is an additional opportunity for students to learn missing prerequisite skills required to master standards. • Progress monitoring and diagnostic assessments are used to determine specific intervention needs of students and customized short-term interventions are designed and implemented. • Most Tier Two interventions last for three to eight weeks with multiple data monitoring points throughout the intervention. • Students' response to these interventions is monitored closely to determine if additional interventions are needed.
Tier Three	• Interventions are designed to meet the needs of intensive intervention students. • Intensive is defined as "seriously at risk as indicated by their extremely and chronically poor performance on one or more measures" (RLA Framework, p. 265, Mathematics Framework, p. 231). • Intensive interventions are used when it has been determined that students are not responding to Tier One and Tier Two interventions and will be best served by providing more intensive interventions or placement in alternative instructional materials. • Each tier simultaneously provides the best instructional program for students. • The interventions are consistently and regularly implemented and are monitored for student response. • Students needing additional support move up the pyramid through a continuum of interventions to respond to their academic needs. • As student achievement of standards improves, students gradually move down the RTI^2 pyramid when data indicates that less support is needed.

APPENDIX EE

DUAL ENROLLMENT AGREEMENTS

LETTER OF SUPPORT FOR DUAL ENROLLMENT SERVICES WITH ALTUS SCHOOLS

Coastline College Dual Enrollment will work with designated staff and faculty from Altus SCHOOLS toward supporting students as they navigate and access opportunities in Early College Credit. The purpose is for high school students from Altus SCHOOLS to understand the available academic offerings, matriculate, complete the class, and continue in dual enrollment in future semesters.

Coastline College and Altus SCHOOLS share a common goal of preparing all students for future success so that they can positively impact the community at large. In recognition of this common goal, **Coastline College Dual Enrollment** provides the following[1] for students enrolled in **Altus SCHOOLS**:

- Promotion Materials and Recruitment Support
- Enrollment Workshops
- Student Advising on Course Plan and Course Sequence
- Materials for teacher trainings as needed (manuals, trainings via Webcall)
- Student Progress Monitoring
- Data Sharing[2]
- Designated Fee Waiver (when applicable for online students)
- Designated contact to provide support (admission, enrollment, guidance)

Altus SCHOOLS provides the following for students participating in **Coastline College Dual Enrollment**:

- Enrollment Workshops
- Promotion Materials and Recruitment Events
- Designated contact/s trained in Coastline's processes and protocol
- Retention and Persistence Monitoring
- Student Advising on Course Plan and Course Sequence

The items on this list may be revised by either institution to reflect its availability of services, staff, and funding.

---

[1] Coastline's academic offerings are available via distance learning online for students of Altus Schools, therefore, these services will be delivered electronically.
[2] Subject to FERPA compliance.

Coastline College and **Altus SCHOOLS** remain as independent organizations, and that nothing contained herein shall be deemed to create or shall be construed as a joint venture or other proprietary relationship between or among the parties. Both organizations shall retain their separate professional and administrative responsibilities. The current partnership between **Coastline College Dual Enrollment** and **Altus SCHOOLS** will be strengthened through the opportunity to have a presence in the **Altus SCHOOLS** facility. This presence will allow easy access and convenient interaction between **Coastline Community College** and **Altus SCHOOLS**.

Donovan Bui

Donovan Bui
Dual Enrollment Project Director
Coastline College

Mary Searcy Bixby
Founder, President and Chief Executive Officer
Altus Schools

MEMORANDUM OF UNDERSTANDING
REGARDING DUAL ENROLLMENT BETWEEN
SAN DIEGO COMMUNITY COLLEGE DISTRICT
AND ALTUS AFFILIATED SCHOOLS

This Memorandum of Understanding ("MOU") is entered into by and between San Diego Community College District (San Diego City College) ("City College"), 1313 Park Blvd., San Diego, CA 92101 and Altus Affiliated Schools ("Altus"), 10170 Huennekens Street, San Diego, CA 92121.

PURPOSE

The purpose of this MOU is to formalize the relationship between the two institutions to collectively serve and benefit students in the San Diego community.

RECITALS

WHEREAS, it is the mission of San Diego City College to provide lower division and general education courses that lead to certificates, associate degrees, or transfer to a four-year college or university to all who can benefit from instruction, and meet the educational, cultural and economic needs of the urban core and surrounding communities of San Diego;

WHEREAS, Altus Affiliated Schools is a charter high school system in the City College service area;

WHEREAS, the parties desire to collaborate and provide college courses ("Courses");

WHEREAS, instruction will comply with the student selection standards, curriculum guidelines, recommendations and procedures consistent with City College;

WHEREAS, the parties desire to enter into a MOU, which sets forth their mutual rights and responsibilities and governs their relationship regarding the subject Courses;

WHEREAS, this MOU contemplates that the parties will enter into a related course agreement (CA) for the individual subject Courses, that each CA will fully incorporate the terms of this MOU, and that each CA will set out the necessary details specific to the subject Programs/Courses;

WHEREAS, the parties intend for City College to report full-time equivalent students (FTES) and obtain state apportionment for the subject Courses given through this MOU in accordance with California Code of Regulations, Title 5, sections 58050, 58051, and 58051.5;

WHEREAS, all Courses will be located within the City College service area; and

WHEREAS, this MOU is Instructional, designed for the provision of college classes to students while concurrently enrolled in high school in programs that include but are not limited to: college readiness classes offered during the summer, classes taught at the colleges for specified cohorts of students, and individual students enrolled in classes on the college campus before or after the minimum school day. High school students may only

participate in one educational partnership program at a time.

NOW, THEREFORE, the parties mutually agree as follows:

TERMS

1. **Recitals.** The above recitals are incorporated herein and made a part of this MOU.

2. **Effective Date and Duration.** This MOU shall be effective on the date authorized representatives of both parties sign it and continue in effect for two years from the date of signing, or until duly modified or terminated by the parties.

3. **Early Termination.** This MOU may be terminated by either party with cause if another party fails to comply with the insurance or indemnification requirements or otherwise commits a material breach. Termination will be effective no sooner than 15 calendar days after a written demand to cure is provided and the party fails to cure. This remedy is in addition to any other remedy which may be provided for by law.

   This MOU may be terminated without cause and for any reason by any party. The party desiring early termination without cause must provide written notice to the other parties. Termination will be effective no sooner than 60 calendar days after actual receipt of the written notice.

   The parties agree to consider the needs of currently enrolled students when determining a termination date.

   The indemnification provisions contained in this MOU shall survive termination.

4. **Course Agreements.** The terms of this MOU are deemed to be part of and fully incorporated into any and all presently existing or future CAs pertaining to the Courses unless expressly modified by a related CA. Related CAs will typically address the time, date, location, number of educational hours, City College credits offered, number of students, and other specifics related to each Course. The terms of this MOU may be modified by individual CA as necessary. Any inconsistency between the MOU and an express provision of a CA will be resolved in favor of this MOU.

5. **Certifications for State Apportionment Purposes**
   A. City College certifies that the direct education costs of the courses are not being fully funded through other sources.

   B. City College certifies that it has not received full compensation for the direct education costs for the conduct of the course from other sources.

   C. The parties agree and acknowledge that all courses held under the terms of this MOU must be open to the general public.

6. Regulatory Requirements for State Apportionment Purposes Applicable to All Courses Conducted Under the Terms of This MOU

These provisions may not be voided, modified nor waived by a related CA unless otherwise expressly provided herein:

A. Responsibilities of Each Party. City College and San Diego Community College District ("SDCCD") policies and procedures apply and City College is responsible for the Courses. The Courses will comply with all applicable regulations, procedures, prerequisites and standards applicable to City College, as well as any corresponding local policies, practices, and requirements of SDCCD.

B. Enrollment Period. The enrollment period shall be determined by City College in accordance with its guidelines, policies, pertinent statutes, and regulations.

C. Number of Course Hours Sufficient to Meet the Stated Performance Objectives. City College will determine the performance objectives for each of the Courses and the number of course hours necessary to meet the performance objectives. The performance objectives and corresponding course hours shall be specified in the related CA.

D. Supervision and Evaluation of Students. Supervision and evaluation of students shall be in accordance with City College and SDCCD guidelines, policies, pertinent statutes, and regulations.

E. Withdrawal Prior to Completion of the Course. A student's withdrawal prior to completion of the Course shall be in accordance with City College and SDCCD guidelines, policies, pertinent statutes and regulations.

F. Right to Control and Direct Instructional Activities. City College is responsible for the Courses and has the sole right to control and direct the instructional activities of all instructors.

G. Minimum Qualifications for Instructors Teaching Courses. The Courses are taught by SDCCD faculty who meet the minimum qualifications to provide instruction in a California community college, or shall work under the immediate supervision and control of a SDCCD employee who has those minimum qualifications. The minimum qualifications shall be consistent with the requirements in other similar courses and offered by City College. All instructors shall meet the qualification requirements of Title 5 CCR sections 53410 and 58060.

H. Facilities. If Courses are offered at City College campus/off campus sites, City College will provide adequate classroom/lab/instructional space at its facilities. If Courses are offered at the Altus campuses, Altus will provide adequate classroom/lab/instructional space at its facilities. Each party is responsible to clean, maintain, and safeguard its classroom/lab/instructional space and warrants that its facilities are safe and compliant with all applicable building, fire, and safety codes.

I. Equipment. Course faculty shall determine the type, make, and model of all equipment and materials to be used during each Course. If Courses are offered at City College campus/off campus sites, City College will provide necessary equipment for the provision of courses. If Courses are offered at the Altus campuses, Altus will provide adequate equipment for the provision of Courses. The responsibility for provision of course materials other than equipment shall be outlined in the CA.

J. Enrollment. Enrollment shall be open to any student who has been admitted to City College and meets all applicable prerequisites. Applicable prerequisite courses, training, or experience will be determined by City College and SDCCD. Applicants must meet the standards and prerequisites of City College and SDCCD.

Students who are in 10th grade (or equivalent from the institution) who would benefit from a college education will be allowed to enroll in the following City College courses: Personal Growth 110, Personal Growth 120, Personal Growth 130, and Personal Growth 140.

City College will be responsible for processing student applications. City College will provide the necessary admission forms and procedures and both City College and Altus will jointly ensure that each applicant accepted has met all the enrollment requirements, including liability and medical care coverage requirements, if any.

City College will ensure that each student completes the admissions procedure, the course enrollment process, and otherwise process student applications and enroll students in the Courses, as appropriate. Altus will assist City College as necessary.

Enrollment of high school students in City College classes on the City College campus is at the discretion of City College. High school students may not displace regularly admitted City College students.

K. Enrollment Fees. Pursuant to SDCCD Board Policy (Education Code Section 76300(f)) the enrollment fee for students who are Special Part- Time Students (Education Code 76001) will be waived by City College and SDCCD.

L. Records of Student Attendance and Achievement. All records of student attendance and achievement shall be submitted to in accordance with City College and SDCCD policies and procedures, and shall be maintained by City College and SDCCD.

M. Ancillary Support Services for Students. Both City College and Altus shall ensure that students enrolled in the Courses are provided ancillary and support services as may be needed, including but not limited to counseling and guidance and placement assistance.

7. **Faculty.** These provisions may not be voided, modified nor waived by a related CA unless otherwise expressly provided herein:

   A. City College to Select Instructors. City College shall select and assign faculty.

   B. City College Shall Determine Instructor Requirements. City College shall determine the number of faculty, the ratio of faculty to students, and the subject areas of instruction.

8. **Student Safety.** These provisions may not be voided, modified nor waived by a related CA unless otherwise expressly provided herein:

   A. During an emergency, it is the responsibility of guest administrators, teachers and students to follow the applicable facility's site emergency response plan. If there are not conditions outlined in the plan to address guest administrators, teachers and students, the plans should be updated and disseminated to guest staff. Guest staff should participate in the host facility's normal drills. When the emergency has subsided, it is the host administration's responsibility to notify the other entity with details related to the disposition of students and staff and whether additional assistance is needed. It is important that both entities recognize that Government Code section 3100-3109 describes all public employees as "disaster service workers."

   B. Mandated Reporting: City College and SDCCD acknowledges that its faculty and any community college employee who has direct contact with minors are considered mandated reporters of child abuse.

   C. Timely warning notices issued by SDCCD College Police on City College campus shall also be sent to the Principal or designee of Altus. Timely warning notices issued by Altus shall be sent to City College President or designee.

9. **Student Responsibilities.** Altus students are expected to adhere to City College and SDCCD policies and Student Code of Conduct at all times. Students shall acknowledge receipt of protocols for violation follow-up. The college reserves the right to remove an Altus student who is attending a class hosted on the college campus, or from the college campus for a violation of City College's and SDCCD's Visitor Code of Conduct and Student Code of Conduct.

10. **Academic Accommodations.** City College will provide academic accommodations for students with disabilities. It is the student's responsibility to identify the need for such accommodation and to notify the course instructor within the first week of class. Altus will ensure that SDCCD academic accommodation request forms and guidelines are available to individual students and counselors as needed. Accommodations related to classroom access will be the responsibility of the party on whose campus Courses are offered.

11. **Student Confidentiality.** These provisions may not be voided, modified nor waived by a related CA unless otherwise expressly provided herein:

A. Both institutions shall be familiar with, understand, and follow applicable Altus and City College and SDCCD policies and procedures.

B. Both institutions shall keep confidential student information in conformance with all policies and procedures of City College and Altus, as well as applicable State and federal laws and regulations, including but not limited to Federal Family Educational Rights and Privacy Act (FERPA) of 1974. Both institutions' obligations hereunder shall include the obligation to defend, indemnify, and hold harmless the indemnified parties from and against any and all claims asserted, or liability established, for damages or injuries to any person or property which may arise from, or are connected with, or are caused, or claimed to be caused, by the failure to comply with student confidentiality requirements.

12. **Employee Responsibilities**

A. Staffs are responsible for knowing all relevant policies, procedures, and protocols of their assigned campus as well as the responsibilities for student safety and confidentiality of student records and as described in this MOU.

B. Altus staff are responsible for securing signed supplemental application forms from the student's legal guardian. The form includes, among other items, acknowledgment that student's legal guardian has read and received the *Important Facts of Concurrent Enrollment,* including that the course content of classes offered by City College is college level and might not otherwise be appropriate for minor students. In addition, Altus staff are responsible for securing signed consent for City College to authorize medical treatment on behalf of students from the student's legal guardian. Such executed forms are to be provided to City College prior to the commencement of the first day of any classes or programs covered by this agreement.

C. City College agrees to provide Altus with its current campus/district policies, procedures and protocols that impact Altus students, staff and parents prior to the start of the Fall semester. The Altus representative agrees to accept these materials on behalf of Altus and acknowledge that staff, students and parents will be made aware of and trained on these materials as acknowledged by the signature of receipt of these materials. In the event that City College does not provide Altus with these materials by the end of August of each academic year, then the proceeding year's rules and protocols shall govern both parties and the same acknowledgment format of acceptance of these rules and protocols will be followed by Altus.

D. No officer, agent or employee of Altus or City College shall be deemed an officer, agent or employee of the other party. Neither Altus nor City College, nor any officer, agent or employee thereof, shall be entitled to any benefits to which employees of the other party are entitled, including, but not limited to, overtime, retirement benefits, workers' compensation benefits, injury leave, or other leave benefits.

13. **Funding/Expenses.** These provisions may not be voided, modified nor waived by a related CA unless otherwise expressly provided herein:

A. Apportionment - Concurrently enrolled high school students shall receive college credit for all college classes offered by City College. City College shall claim all attendance of concurrently enrolled high school students in college classes for state funding. Altus will ensure that all students granted permission by the high school principal and parent to attend a college class while concurrently enrolled in high school are not claimed for Average Daily Attendance (ADA) in accordance with state regulations.

B. Textbooks and Instructional Materials - Altus will ensure that concurrently enrolled high school students shall obtain textbooks and required materials for all college classes.

C. Enrollment Fees - City College and SDCCD agrees to waive the enrollment fee for all concurrently enrolled Altus high school students.

D. Non-resident Tuition - Concurrently enrolled high school students who are not residents of the State of California for tuition purposes shall have their non-resident tuition waived.

E. Health Fee - Concurrently enrolled high school students attending classes on the college campus shall not be required to pay the City College health fee.

14. **Data Sharing/Ownership.** These provisions may not be voided, modified nor waived by a related CA unless otherwise expressly provided herein:

A. SDCCD and Altus desire to monitor and evaluate student progress and success and improve education programs through the analysis of academic performance data concerning their students; and

B. In order to obtain necessary historical performance data on students exiting from Altus and subsequently enrolling at City College, it is necessary for the parties to share student data on an ongoing basis at times and in forms agreed to by the parties. City College will subsequently provide at times and in forms agreed by the parties' data back to Altus concerning the performance of the former Altus students who subsequently enrolled at City College.

C. The parties to this MOU will maintain as confidential all data received from the other party. Each party will establish at least the safeguards set forth in this paragraph to ensure the continued confidentiality and security of the student data and to preclude the personal identification of students by persons other than designated officials of the districts. All student records will be kept in secure facilities. All staff involved in the data sharing process will be required to sign a confidentiality agreement promising to keep confidential all information concerning students. The use of passwords will be required to access the data. Procedures will be put in place that requires the changing of these passwords on a frequent basis.

Any information published in any form will not have the potential to identify individual students.

D. Current student data from Altus and SDCCD shall be placed in CalPASS Plus annually as an intermediary to facilitate data sharing between the parties. Altus will upload student data to CALPASS and maintain an agreement with CalPASS Plus such that CalPASS Plus is authorized to obtain agreed upon data for grades 7 - 12 students from CALPASS. SDCCD will maintain an agreement with CalPASS Plus to provide agreed upon data. SDUSD and SDCCD will initiate data requests using CalPASS Plus protocols, i.e., requesting party submits request to CalPASS Plus, CalPASS Plus seeks approval from data owner to fulfill request, CalPASS Plus provides data for approved requests.

E. Requests for data will be initiated through the SDCCD Vice Chancellor of Student Services and the Altus administrator or designee. The parties further agree that Altus will remind parents of students participating in concurrent or dual enrollment that parents cannot access their child's City College/SDCCD academic record without written permission of the student.

15. Indemnification and Insurance. These provisions may not be voided, modified nor waived by a related CA unless otherwise expressly provided herein:

A. Liability - The parties agree to allocate potential liability between themselves with the intent that City College shall generally be responsible for the acts and omission of its own employees and Altus shall generally be responsible for the acts and omissions of its own employees, as specifically set forth below in Section B., Mutual Indemnification.

B. Mutual Indemnification - In lieu of and notwithstanding the pro rata risk allocation which might otherwise be imposed between the parties pursuant to Government Code Section 895.6, or any other statute, regulation or rule that may otherwise affect the terms of this MOU, the parties agree that all losses or liabilities incurred by a party shall not be shared pro rata, but instead City College and Altus agree to the following:

1. Claims Arising from Sole Acts or Omissions of City College - City College agrees to defend and indemnify Altus, its agents, officers and employees from any claim, action or proceeding against Altus, arising solely out of the acts or omissions of City College in the performance of this Agreement. At its sole discretion, Altus may participate at its own expenses in the defense of any claim, action or proceeding, but such participation shall not relieve City College of any obligation imposed by this Agreement. Altus shall notify City College promptly of any claim, action or proceeding and cooperate fully in its defense.

2. Claims Arising from the Sole Acts or Omissions of The Altus Affiliated Schools - Altus agrees to defend and indemnify City College, its agents, officers and employees from any claim, action or proceeding against City College, arising solely out of the acts or omissions of Altus in the performance of this MOU. At its sole discretion, City College may participate at its own expense in the defense of any claim, action or proceeding, but such participation shall not relieve the SDUSD of any obligation imposed by this MOU. City College shall notify Altus promptly of any claim, action or proceeding and cooperate fully in the defense.

3. Claims Arising from Concurrent Acts or Omissions - City College agrees to defend itself and Altus agrees to defend itself, from any claim, action or proceeding arising out of the concurrent action or omissions of City College and Altus. In such cases, City College and Altus agree to retain their own legal counsel, bear their own defense costs, and waive their right to seek reimbursement of such costs except as provided in the paragraph below.

4. Joint Defense - Notwithstanding paragraph above, in a case where City College and Altus agree in writing to a joint defense, City College and Altus may appoint joint defense counsel to defend the claim, action or proceeding arising out of the concurrent acts or omission of Altus and City College. Joint defense counsel shall be selected by mutual agreement of City College and Altus. City College and Altus agree to share the costs of such joint defense and any agreed settlement in equal amounts, except as provided in paragraph 5 below. City College and Altus further agree that neither party may bind the other to a settlement agreement without the written consent of both City College and Altus.

5. Reimbursement and/or Reallocation - Where a trial verdict, or neutral third party in an arbitration award allocates or determines the comparative fault of the parties, City College and Altus may seek reimbursement and/or reallocation of defense costs, settlement payments, judgments and awards, consistent with such comparative fault.

C. Insurance - Without limiting the indemnification, each party shall maintain or cause to be maintained the following insurance coverage:

1. A policy of commercial general liability with limits of liability not less than one million dollars ($1,000,000) per occurrence and two million dollars ($2,000,000) annual aggregate;

2. A policy of workers' compensation providing statutory coverage;

3. A policy of professional errors and omissions liability with limits of liability not less than one million dollars ($1,000,000) per occurrence/aggregate; and

4. Such other insurance or self- insurance as shall be necessary to insure it against any claim or claims for damages arising under the Agreement. Insurance afforded by the commercial general liability policy shall be endorsed to provide coverage to the other party as an additional insured. A Certificate of Insurance certifying that coverage as required herein has been obtained shall be provided to the other party. The requirements of this section may be satisfied by the provision of similar coverage through a self-insurance program.

16. Entire Agreement. This MOU and any related CAs constitute the entire agreement between the parties with regard to the Courses and supersedes any prior or contemporaneous understanding or agreement. No party has been induced to enter

into this MOU by, nor is any party relying on, any representation or promise outside those expressly set forth in this MOU and any related CA.

17. **Amendment.** The provisions of this MOU may be modified only by mutual agreement of the parties. No modification shall be binding unless it is in writing and signed by the party against whom enforcement of the modification is sought.

18. **Waiver.** Unless otherwise precluded by the terms of this MOU, terms or conditions may be waived by the party entitled to the benefit of the term or condition, but no such waiver shall affect or impair the right of the waiving party to require observance, performance, or satisfaction of that term or condition as it applies on a subsequent occasion.

19. **Assignment.** Neither party may assign any rights or benefits or delegate any duty under this MOU without written consent of the other party. Any purported assignment without written consent shall be void.

20. **Parties in Interest.** Nothing in this MOU, whether express or implied, is intended to confer any rights or remedies under or by reason of this MOU on any person other than the parties to it and their respective successors and assigns, nor is anything in this MOU intended to relieve or discharge the obligation or liability of any third person to any party to this MOU, nor shall any provision give any third person any right to subrogation or action against any party to this MOU.

21. **Severability.** If any provision of this MOU is held by an arbitrator or court of competent jurisdiction to be invalid or unenforceable, the remainder of the MOU shall continue in full force and effect and shall in no way be impaired or invalidated.

22. **Notices.** Any notice under this MOU shall be in writing, and any written notice or other document shall be deemed to have been duly given on the date of personal service on the parties or on the second business day after mailing if the document is mailed by registered or certified mail, addressed to the parties at the addresses set forth below, or at the most recent address specified by the addressee through written notice under this provision. Failure to conform to the requirement that mailings be done by registered or certified mail shall not defeat the effectiveness of notice actually received by the addressee.

23. **Authority to Enter Into MOU.** Each party to this MOU represents and warrants that it has the full power and authority to enter into this MOU and to carry out the transactions contemplated by it and that it has taken all action necessary to authorize the execution, delivery, and performance of this MOU.

24. **Retention and Audit of Records.** Each party shall maintain records pertaining to this MOU and related CAs as may be required by federal and state law. Each party may review and obtain a copy of the other party's pertinent records subject to federal and state privacy statutes.

IN WITNESS WHEREOF, the parties hereto have caused this MOU to be executed the day and year first below written.

AGREED TO AND ACCEPTED:
SAN DIEGO COMMUNITY COLLEGE DISTRICT (SAN DIEGO CITY COLLEGE)

By: _____
Ricky Shabazz, Ed.D
Title: President
Address: 1313 Park Blvd.
San Diego, CA 92101
Telephone: 619-388-4535
Date: 12/15/2022

AGREED TO AND ACCEPTED:
ALTUS AFFILIATED SCHOOLS

By: _____
Mary Searcy Bixby
Title: Founder, President and CEO
Address: 10170 Huennekens Street
San Diego, CA 92121
Telephone: 858-678-2020
Date: October 6, 2022

MEMORANDUM OF UNDERSTANDING
REGARDING DUAL ENROLLMENT BETWEEN
RIVERSIDE COMMUNITY COLLEGE DISTRICT
AND ALTUS AFFILIATED SCHOOL
(AUDEO VALLEY CHARTER SCHOOL)

This Memorandum of Understanding ("MOU") is entered into by and between Riverside Community College District (Moreno Valley College), 16130 Lasselle St, Moreno Valley, CA 92551 and Altus Affiliated Schools ("Audeo Valley Charter School"), 27130 Eucalyptus Avenue, Moreno Valley CA 92555.

PURPOSE

The purpose of this MOU is to formalize the relationship between the two institutions to collectively serve and benefit students in the Riverside community. The designated Altus students will learn valuable study skills, college readiness techniques and academic knowledge to subsequently be successful in college level coursework.

RECITALS

WHEREAS, it is the mission of Moreno Valley College to provide lower division and general education courses that lead to certificates, associate degrees, or transfer to a four-year college or university to all who can benefit from instruction, and meet the educational, cultural and economic needs of the urban core and surrounding communities of Riverside;

WHEREAS, Audeo Valley Charter School is a charter high school system in the Moreno Valley College service area;

WHEREAS, the parties desire to collaborate and provide college courses ("Courses");

WHEREAS, instruction will comply with the student selection standards, curriculum guidelines, recommendations and procedures consistent with Moreno Valley College;

WHEREAS, the parties desire to enter into a MOU, which sets forth their mutual rights and responsibilities and governs their relationship regarding the subject Courses;

WHEREAS, this MOU contemplates that the parties will enter into a related course agreement (CA) for the individual subject Courses, that each CA will fully incorporate the terms of this MOU, and that each CA will set out the necessary details specific to the subject Programs/Courses;

WHEREAS, the parties intend for Moreno Valley College to report full-time equivalent students (FTES) and obtain state apportionment for the subject Courses given through this MOU in accordance with California Code of Regulations, Title 5, sections 58050, 58051, and 58051.5;

WHEREAS, all Courses will be located online, within the Moreno Valley College service area; and

WHEREAS, this MOU is Instructional, designed for the provision of college classes to students while concurrently enrolled in high school in programs that include but are not limited to: college readiness classes offered during the summer, classes taught at the colleges for specified cohorts of students, classes taught at the high school campus for cohorts of students, and classes taught online.

PROGRAM STRUCTURE

A. Coursework will be conducted at the Moreno Valley College campus, at the Audeo Valley campus, or online
B. College counseling and other services, including matriculation services will be conducted at no cost by Moreno Valley College.
C. Required and needed pre- and post-enrollment support services, including but not limited to outreach, admissions, orientation, course scheduling will be provided at no cost by Moreno Valley College. All services will be coordinated with Altus personnel.
D. A Moreno Valley College Student Services representative will be assigned to serve as the program's primary point of contact and support, providing student outreach and course enrollment assistance.
E. High school students will receive college credit upon successful course completion
F. Participating Altus students are not required to pay enrollment fees ($46/unit), as defined by applicable law, guidelines and policies.
G. Books, supplies, and instructional materials will be covered by Altus for students in the program.
H. This MOU constitutes the creation of a special agreement.

TERMS

1. **Recitals.** The above recitals are incorporated herein and made a part of this MOU.

2. **Effective Date and Duration.** This MOU shall be effective on the date authorized representatives of both parties sign it and continue in effect for two years from the date of signing, or until duly modified or terminated by the parties.

3. **Early Termination.** This MOU may be terminated by either party with cause if another party fails to comply with the insurance or indemnification requirements or otherwise commits a material breach. Termination will be effective no sooner than 15 calendar days after a written demand to cure is provided and the party fails to cure. This remedy is in addition to any other remedy which may be provided for by law.

   This MOU may be terminated without cause and for any reason by any party. The party desiring early termination without cause must provide written notice to the other parties. Termination will be effective no sooner than 60 calendar days after actual receipt of the written notice.

   The parties agree to consider the needs of currently enrolled students when determining a termination date.

   The indemnification provisions contained in this MOU shall survive termination.

4. **Course Agreements.** The terms of this MOU are deemed to be part of and fully

incorporated into any and all presently existing or future CAs pertaining to the Courses unless expressly modified by a related CA. Related CAs will typically address the time, date, location, number of educational hours, City College credits offered, number of students, and other specifics related to each Course. The terms of this MOU may be modified by individual CA as necessary. Any inconsistency between the MOU and an express provision of a CA will be resolved in favor of this MOU.

5. **Certifications for State Apportionment Purposes**

A. Moreno Valley College certifies that the direct education costs of the courses are not being fully funded through other sources.

B. Moreno Valley College certifies that it has not received full compensation for the direct education costs for the conduct of the course from other sources.

C. The parties agree and acknowledge that all courses held under the terms of this MOU must be open to the general public.

6. **Regulatory Requirements for State Apportionment Purposes Applicable to All Courses Conducted Under the Terms of This MOU**

These provisions may not be voided, modified nor waived by a related CA unless otherwise expressly provided herein:

A. Responsibilities of Each Party. Moreno Valley College and Riverside Community College District ("RCCD") policies and procedures apply and Moreno Valley College is responsible for the Courses. The Courses will comply with all applicable regulations, procedures, prerequisites and standards applicable to Moreno Valley College, as well as any corresponding local policies, practices, and requirements of RCCD.

B. Enrollment Period. The enrollment period shall be determined by Moreno Valley College in accordance with its guidelines, policies, pertinent statutes, and regulations.

C. Number of Course Hours Sufficient to Meet the Stated Performance Objectives. Moreno Valley College will determine the performance objectives for each of the Courses and the number of course hours necessary to meet the performance objectives. The performance objectives and corresponding course hours shall be specified in the related CA.

D. Supervision and Evaluation of Students. Supervision and evaluation of students shall be in accordance with Moreno Valley College and RCCD guidelines, policies, pertinent statutes, and regulations.

E. Withdrawal Prior to Completion of the Course. A student's withdrawal prior to completion of the Course shall be in accordance with Moreno Valley College and RCCD guidelines, policies, pertinent statutes and regulations.

F. Right to Control and Direct Instructional Activities. Moreno Valley College is responsible for the Courses and has the sole right to control and direct the instructional activities of all instructors.

G. Minimum Qualifications for Instructors Teaching Courses. The Courses are taught by Moreno Valley faculty who meet the minimum qualifications to provide instruction in a California community college, or shall work under the immediate supervision and control of a RCCD employee who has those minimum qualifications. The minimum qualifications shall be consistent with the requirements in other similar courses and offered by Moreno Valley College. All instructors shall meet the qualification requirements of Title 5 CCR sections 53410 and 58060.

H. Facilities. If Courses are offered at Moreno Valley College campus/off campus sites, Moreno Valley College will provide adequate classroom/lab/instructional space at its facilities. If Courses are offered at the Audeo Valley campuses, Altus will provide adequate classroom/lab/instructional space at its facilities. Each party is responsible to clean, maintain, and safeguard its classroom/lab/instructional space and warrants that its facilities are safe and compliant with all applicable building, fire, and safety codes.

I. Equipment. Course faculty shall determine the type, make, and model of all equipment and materials to be used during each Course. If Courses are offered at Moreno Valley College campus/off campus sites, Moreno Valley College will provide necessary equipment for the provision of courses. If Courses are offered at the Audeo Valley campus, Altus will provide adequate equipment for the provision of Courses. The responsibility for provision of course materials other than equipment shall be outlined in the CA.

J. Enrollment. Enrollment shall be open to any student who has been admitted to Moreno Valley College and meets all applicable prerequisites. Applicable prerequisite courses, training, or experience will be determined by Moreno Valley College and RCCD. Applicants must meet the standards and prerequisites of Moreno Valley College and RCCD.

Students who are in grades 9-12 who would benefit from a college education will be allowed to enroll in the Moreno Valley College courses.

Moreno Valley College will be responsible for processing student applications. Moreno Valley College will provide the necessary admission forms and procedures and both Moreno Valley College and Altus will jointly ensure that each applicant accepted has met all the enrollment requirements, including liability and medical care coverage requirements, if any.

Moreno Valley College will ensure that each student completes the admissions procedure, the course enrollment process, and otherwise process student applications and enroll students in the Courses, as appropriate. Altus will assist Moreno Valley College as necessary.

Enrollment of high school students in Moreno Valley College classes on the Moreno Valley College campus is at the discretion of Moreno Valley College. High school students may not displace regularly admitted Moreno Valley College students.

K. Enrollment Fees. Pursuant to RCCD Board Policy (Education Code Section 76300(f)) the enrollment fee for students who are Special Part- Time Students

(Education Code 76001) will be waived by Moreno Valley College and RCCD.

L. Records of Student Attendance and Achievement. All records of student attendance and achievement shall be submitted to in accordance with Moreno Valley College and RCCD policies and procedures, and shall be maintained by Moreno Valley College and RCCD.

M. Ancillary Support Services for Students. Both Moreno Valley College and Altus shall ensure that students enrolled in the Courses are provided ancillary and support services as may be needed, including but not limited to counseling and guidance and placement assistance.

7. **Faculty.** These provisions may not be voided, modified nor waived by a related CA unless otherwise expressly provided herein:

A. Moreno Valley College to Select Instructors. Moreno Valley College shall select and assign faculty.

B. Moreno Valley College Shall Determine Instructor Requirements. Moreno Valley College shall determine the number of faculty, the ratio of faculty to students, and the subject areas of instruction.

8. **Student Safety.** These provisions may not be voided, modified nor waived by a related CA unless otherwise expressly provided herein:

A. During an emergency, it is the responsibility of guest administrators, teachers and students to follow the applicable facility's site emergency response plan. If there are not conditions outlined in the plan to address guest administrators, teachers and students, the plans should be updated and disseminated to guest staff. Guest staff should participate in the host facility's normal drills. When the emergency has subsided, it is the host administration's responsibility to notify the other entity with details related to the disposition of students and staff and whether additional assistance is needed. It is important that both entities recognize that Government Code section 3100-3109 describes all public employees as "disaster service workers."

B. Mandated Reporting: Moreno Valley College and RCCD acknowledges that its faculty and any community college employee who has direct contact with minors are considered mandated reporters of child abuse.

C. Timely warning notices issued by RCCD College Police on Moreno Valley College campus shall also be sent to the Principal or designee of Altus. Timely warning notices issued by Altus shall be sent to Moreno Valley College President or designee.

9. **Student Responsibilities.** Altus students are expected to adhere to Moreno Valley College and RCCD policies and Student Code of Conduct at all times. Students shall acknowledge receipt of protocols for violation follow-up. The college reserves the right to remove an Altus student who is attending a class hosted on the college campus, or from the college campus for a violation of Moreno Valley College's and/or RCCD's Visitor Code of Conduct and/or Student Code of Conduct.

10. **Academic Accommodations.** Moreno Valley College will provide academic accommodations for students with disabilities. It is the student's responsibility to identify the need for such accommodation and to notify the course instructor within the first week of class. Altus will ensure that RCCD academic accommodation request forms and guidelines are available to individual students and counselors as needed. Accommodations related to classroom access will be the responsibility of the party on whose campus Courses are offered.

11. **Student Confidentiality.** These provisions may not be voided, modified nor waived by a related CA unless otherwise expressly provided herein:

    A. Both institutions shall be familiar with, understand, and follow applicable Altus and Moreno Valley College and RCCD policies and procedures.

    B. Both institutions shall keep confidential student information in conformance with all policies and procedures of Moreno Valley College and Altus, as well as applicable State and federal laws and regulations, including but not limited to Federal Family Educational Rights and Privacy Act (FERPA) of 1974. Both institutions' obligations hereunder shall include the obligation to defend, indemnify, and hold harmless the indemnified parties from and against any and all claims asserted, or liability established, for damages or injuries to any person or property which may arise from, or are connected with, or are caused, or claimed to be caused, by the failure to comply with student confidentiality requirements.

12. **Employee Responsibilities**

    A. Staffs are responsible for knowing all relevant policies, procedures, and protocols of their assigned campus as well as the responsibilities for student safety and confidentiality of student records and as described in this MOU.

    B. Altus staff are responsible for securing signed supplemental application forms from the student's legal guardian. The form includes, among other items, acknowledgment that student's legal guardian has read and received the *Important Facts of Concurrent Enrollment,* including that the course content of classes offered by Moreno Valley College is college level and might not otherwise be appropriate for minor students. In addition, Altus staff are responsible for securing signed consent for Moreno Valley College to authorize medical treatment on behalf of students from the student's legal guardian. Such executed forms are to be provided to Moreno Valley College prior to the commencement of the first day of any classes or programs covered by this agreement.

    C. Moreno Valley College agrees to provide Altus with its current campus/district policies, procedures and protocols that impact Altus students, staff and parents prior to the start of the Fall semester. The Altus representative agrees to accept these materials on behalf of Altus and acknowledge that staff, students and parents will be made aware of and trained on these materials as acknowledged by the signature of receipt of these materials. In the event that Moreno Valley College does not provide Altus with these materials by the end of August of each academic year, then the proceeding year's rules and protocols shall govern both

parties and the same acknowledgment format of acceptance of these rules and protocols will be followed by Altus.

D. No officer, agent or employee of Altus or Moreno Valley College shall be deemed an officer, agent or employee of the other party. Neither Altus nor Moreno Valley College, nor any officer, agent or employee thereof, shall be entitled to any benefits to which employees of the other party are entitled, including, but not limited to, overtime, retirement benefits, workers' compensation benefits, injury leave, or other leave benefits.

13. **Funding/Expenses.** These provisions may not be voided, modified nor waived by a related CA unless otherwise expressly provided herein:

A. Apportionment - Concurrently enrolled high school students shall receive college credit for all college classes offered by Moreno Valley College. Moreno Valley College shall claim all attendance of concurrently enrolled high school students in college classes for state funding. Altus will ensure that all students granted permission by the high school principal and parent to attend a college class while concurrently enrolled in high school are not claimed for Average Daily Attendance (ADA) in accordance with state regulations.

B. Textbooks and Instructional Materials - Altus will ensure that concurrently enrolled high school students shall obtain textbooks and required materials for all college classes.

C. Enrollment Fees - Moreno Valley College and RCCD agrees to waive the enrollment fee for all concurrently enrolled Altus high school students.

D. Non-resident Tuition - Concurrently enrolled high school students who are not residents of the State of California for tuition purposes shall have their non-resident tuition waived.

E. Health Fee - Concurrently enrolled high school students attending classes on the college campus shall not be required to pay the Moreno Valley College health fee.

14. **Data Sharing/Ownership.** These provisions may not be voided, modified nor waived by a related CA unless otherwise expressly provided herein:

A. RCCD and Altus desire to monitor and evaluate student progress and success and improve education programs through the analysis of academic performance data concerning their students; and

B. In order to obtain necessary historical performance data on students exiting from Altus and subsequently enrolling at Moreno Valley College, it is necessary for the parties to share student data on an ongoing basis at times and in forms agreed to by the parties. Moreno Valley College will subsequently provide at times and in forms agreed by the parties' data back to Altus concerning the performance of the former Altus students who subsequently enrolled at Moreno Valley College.

C. The parties to this MOU will maintain as confidential all data received from the other party. Each party will establish at least the safeguards set forth in this paragraph to ensure the continued confidentiality and security of the student data

and to preclude the personal identification of students by persons other than designated officials of the districts. All student records will be kept in secure facilities. All staff involved in the data sharing process will be required to sign a confidentiality agreement promising to keep confidential all information concerning students. The use of passwords will be required to access the data. Procedures will be put in place that requires the changing of these passwords on a frequent basis. Any information published in any form will not have the potential to identify individual students.

D. Current student data from Altus and RCCD shall be placed in CalPASS Plus annually as an intermediary to facilitate data sharing between the parties. Altus will upload student data to CALPASS and maintain an agreement with CalPASS Plus such that CalPASS Plus is authorized to obtain agreed upon data for grades 7 - 12 students from CALPASS. RCCD will maintain an agreement with CalPASS Plus to provide agreed upon data. Altus and RCCD will initiate data requests using CalPASS Plus protocols, i.e., requesting party submits request to CalPASS Plus, CalPASS Plus seeks approval from data owner to fulfill request, CalPASS Plus provides data for approved requests.

E. Requests for data will be initiated through the RCCD Vice Chancellor of Educational Services and the Altus designee. The parties further agree that Altus will remind parents of students participating in concurrent or dual enrollment that parents cannot access their child's Moreno Valley College/RCCD academic record without written permission of the student.

15. **Indemnification and Insurance.** These provisions may not be voided, modified nor waived by a related CA unless otherwise expressly provided herein:

A. Liability - The parties agree to allocate potential liability between themselves with the intent that Moreno Valley College shall generally be responsible for the acts and omission of its own employees and Altus shall generally be responsible for the acts and omissions of its own employees, as specifically set forth below in Section B., Mutual Indemnification.

B. Mutual Indemnification - In lieu of and notwithstanding the pro rata risk allocation which might otherwise be imposed between the parties pursuant to Government Code Section 895.6, or any other statute, regulation or rule that may otherwise affect the terms of this MOU, the parties agree that all losses or liabilities incurred by a party shall not be shared pro rata, but instead Moreno Valley College and Altus agree to the following:

1. Claims Arising from Sole Acts or Omissions of Moreno Valley College - Moreno Valley College agrees to defend and indemnify Altus, its agents, officers and employees from any claim, action or proceeding against Altus, arising solely out of the acts or omissions of Moreno Valley College in the performance of this Agreement. At its sole discretion, Altus may participate at its own expenses in the defense of any claim, action or proceeding, but such participation shall not relieve Moreno Valley College of any obligation imposed by this Agreement. Altus shall notify Moreno Valley College promptly of any claim, action or proceeding and cooperate fully in its defense.

2. Claims Arising from the Sole Acts or Omissions of The Altus Affiliated Schools - Altus agrees to defend and indemnify Moreno Valley College, its agents, officers and employees from any claim, action or proceeding against Moreno Valley College, arising solely out of the acts or omissions of Altus in the performance of this MOU. At its sole discretion, Moreno Valley College may participate at its own expense in the defense of any claim, action or proceeding, but such participation shall not relieve the Altus of any obligation imposed by this MOU. Moreno Valley College shall notify Altus promptly of any claim, action or proceeding and cooperate fully in the defense.

3. Claims Arising from Concurrent Acts or Omissions - Moreno Valley College agrees to defend itself and Altus agrees to defend itself, from any claim, action or proceeding arising out of the concurrent action or omissions of Moreno Valley College and Altus. In such cases, Moreno Valley College and Altus agree to retain their own legal counsel, bear their own defense costs, and waive their right to seek reimbursement of such costs except as provided in the paragraph below.

4. Joint Defense - Notwithstanding paragraph above, in a case where Moreno Valley College and Altus agree in writing to a joint defense, Moreno Valley College and Altus may appoint joint defense counsel to defend the claim, action or proceeding arising out of the concurrent acts or omission of Altus and Moreno Valley College. Joint defense counsel shall be selected by mutual agreement of Moreno Valley College and Altus. Moreno Valley College and Altus agree to share the costs of such joint defense and any agreed settlement in equal amounts, except as provided in paragraph 5 below. Moreno Valley College and Altus further agree that neither party may bind the other to a settlement agreement without the written consent of both Moreno Valley College and Altus.

5. Reimbursement and/or Reallocation - Where a trial verdict, or neutral third party in an arbitration award allocates or determines the comparative fault of the parties, Moreno Valley College and Altus may seek reimbursement and/or reallocation of defense costs, settlement payments, judgments and awards, consistent with such comparative fault.

C. Insurance - Without limiting the indemnification, each party shall maintain or cause to be maintained the following insurance coverage:

1. A policy of commercial general liability with limits of liability not less than one million dollars ($1,000,000) per occurrence and two million dollars ($2,000,000) annual aggregate;

2. A policy of workers' compensation providing statutory coverage;

3. A policy of professional errors and omissions liability with limits of liability not less than one million dollars ($1,000,000) per occurrence/aggregate; and

4. Such other insurance or self- insurance as shall be necessary to insure it against any claim or claims for damages arising under the Agreement. Insurance afforded by the commercial general liability policy shall be endorsed to provide coverage to the other party as an additional insured. A Certificate of Insurance certifying that coverage as required herein has been obtained shall be provided to the other party. The requirements of this section may be satisfied by the provision of similar coverage through a self-insurance program.

16. **Entire Agreement.** This MOU and any related CAs constitute the entire agreement between the parties with regard to the Courses and supersedes any prior or contemporaneous understanding or agreement. No party has been induced to enter into this MOU by, nor is any party relying on, any representation or promise outside those expressly set forth in this MOU and any related CA.

17. **Amendment.** The provisions of this MOU may be modified only by mutual agreement of the parties. No modification shall be binding unless it is in writing and signed by the party against whom enforcement of the modification is sought.

18. **Waiver.** Unless otherwise precluded by the terms of this MOU, terms or conditions may be waived by the party entitled to the benefit of the term or condition, but no such waiver shall affect or impair the right of the waiving party to require observance, performance, or satisfaction of that term or condition as it applies on a subsequent occasion.

19. **Assignment.** Neither party may assign any rights or benefits or delegate any duty under this MOU without written consent of the other party. Any purported assignment without written consent shall be void.

20. **Parties in Interest.** Nothing in this MOU, whether express or implied, is intended to confer any rights or remedies under or by reason of this MOU on any person other than the parties to it and their respective successors and assigns, nor is anything in this MOU intended to relieve or discharge the obligation or liability of any third person to any party to this MOU, nor shall any provision give any third person any right to subrogation or action against any party to this MOU.

21. **Severability.** If any provision of this MOU is held by an arbitrator or court of competent jurisdiction to be invalid or unenforceable, the remainder of the MOU shall continue in full force and effect and shall in no way be impaired or invalidated.

22. **Notices.** Any notice under this MOU shall be in writing, and any written notice or other document shall be deemed to have been duly given on the date of personal service on the parties or on the second business day after mailing if the document is mailed by registered or certified mail, addressed to the parties at the addresses set forth below, or at the most recent address specified by the addressee through written notice under this provision. Failure to conform to the requirement that mailings be done by registered or certified mail shall not defeat the effectiveness of notice actually received by the addressee.

23. **Authority to Enter Into MOU.** Each party to this MOU represents and warrants that it has the full power and authority to enter into this MOU and to carry out the

transactions contemplated by it and that it has taken all action necessary to authorize the execution, delivery, and performance of this MOU.

24. **Retention and Audit of Records.** Each party shall maintain records pertaining to this MOU and related CAs as may be required by federal and state law. Each party may review and obtain a copy of the other party's pertinent records subject to federal and state privacy statutes.

IN WITNESS WHEREOF, the parties hereto have caused this MOU to be executed the day and year first below written.

AGREED TO AND ACCEPTED:
RIVERSIDE COMMUNITY COLLEGE DISTRICT (MORENO VALLEY COLLEGE)

By: _____
Robin L. Steinback, Ph.D.
Title: President
Address: 16130 Lasselle St.
Moreno Valley, CA 92551
Telephone:
Date: 03/26/2024

AGREED TO AND ACCEPTED:
ALTUS AFFILIATED SCHOOLS

By: _____
Mary Searcy Bixby
Title: Superintendent
Address: 10170 Huennekens Street
San Diego, CA 92121
Telephone: 858-678-2020
Date: November 1, 2023

Agreement_Audeo Valley

Final Audit Report 2024-03-27

Created:	2024-03-22
By:	Susan Lauda (susan.lauda@mvc.edu)
Status:	Signed
Transaction ID:	CBJCHBCAABAAEXzw3buW6scny6yho_vzaE7N9BUgpmjl

"Agreement_Audeo Valley" History

Document created by Susan Lauda (susan.lauda@mvc.edu)
2024-03-22 - 9:58:29 PM GMT- IP address: 204.69.4.7

Document emailed to Robin Steinback (Robin.Steinback@mvc.edu) for signature
2024-03-22 - 9:59:24 PM GMT

Document e-signed by Robin Steinback (Robin.Steinback@mvc.edu)
Signature Date: 2024-03-27 - 0:09:51 AM GMT - Time Source: server- IP address: 204.69.4.7

Agreement completed.
2024-03-27 - 0:09:51 AM GMT

RCCD RIVERSIDE COMMUNITY COLLEGES DISTRICT
Powered by Adobe Acrobat Sign

APPENDIX FF

ARTICULATION AGREEMENTS

ARTICULATION AGREEMENT

MiraCosta College, in cooperation with Altus Affiliated Schools has agreed to grant articulated credit to students completing the following specific articulated course:

Altus
Child Development 1, 2
10 HS Credits – 180 Hours

with

MiraCosta College
CHLD 112 - Child Growth and Development
3 units

This articulation agreement applies to the following academic years:

Year 1: 2024-2025
Year 2: 2025-2026

I. COLLEGE COURSE INFORMATION

College Course Description: This course examines the major physical, cognitive, language, and social-emotional developmental milestones for children, both typical and atypical, from conception through age six. It emphasizes the interactions between maturational processes and environmental factors within cultural and family contexts. While studying developmental theory and research methodologies, students observe children, evaluate individual differences, and analyze characteristics of development at various stages.

Top Code: 1305.00 - Child Development*

Outline of College Course Content:

I. Introduction to developmental perspectives
A. Developmental domains: physical, cognitive, language, social-emotional
B. Major current and historical theoretical frameworks of child development
C. Interaction of heredity and environment.

II. Research
A. Research methods: observation, experiment, interview, survey, case study
B. Research design, validity, reliability.

III. Developmental milestones
A. Conception and prenatal development
B. Birth: physiology, psychology, social, and cultural influences
C. Periods of childhood: infant/toddler, early childhood (preschool), early school age
D. Typical and atypical development.

IV. Multiple influences
A. Cultural, economic, political, historical
B. Bilingual development
C. Care and education in each period of childhood

D. Contemporary social issues that impact development.

College Student Learning Outcomes:

1. Analyze major developmental milestones for children from conception through early childhood in the areas of physical, psychosocial, cognitive, and language development.
2. Compare and contrast various theoretical frameworks that relate to the study of human development
3. Analyze the multiple influences (social, economic, political, historical and cultural contexts) that affect children's development.

II. HIGH SCHOOL COURSE INFORMATION

High School Course Description: This year-long introductory Child Development course exposes students to the areas of scientific and sociological research in human development and examines historical theoretical frameworks surrounding the developmental domains: physical, cognitive; language, and social-emotional. Students will gain an understanding of the typical and atypical milestones through periods of childhood ranging from conception to age eleven. Students learn that cultural, socioeconomic status, political, historical, educational, and linguistic factors impact a child's development. Students explore a career path in this field by studying the industry, various roles and responsibilities, worksite safety procedures, and state licensing requirements. Students will incorporate analytical reading of textbook and internet resources, research projects, written assignments, observations, interviews, multimedia presentations, and reflections into a final digital portfolio.

Outline of High School Course Content:

I. Module: Introduction to Child Development as a Science

A. Lesson 1: Textbook sections "Understanding How and Why", "Including All Kinds of People", and "As Time Goes On"
B. Lesson 2: Textbook sections "Using the Scientific Method" and "Cautions and Challenges from Sciences" *Research, Design, Validity and Reliability
C. Lesson 3: Textbook sections "Psychoanalytic Theory: Freud and Erickson" and "Behaviorism: Conditioning and Social Learning"
D. Lesson 4: Textbook sections "Cognitive Theory: Piaget and Information Processing" and "Sociocultural Theory: Vygotsky and Beyond"
E. Lesson 5: Textbook sections "The Universal Perspective: Humanism and Evolution" and "What Theories Contribute"
F. Lesson 6: Theories in Child Development Multimedia Project

II. Module: Genetics to Birth

A. Lesson 7: Textbook sections "The Genetic Code" and "New Cells, New Functions"
B. Lesson 8: Textbook sections "From Genotype to Phenotype," "Nature and Nurture," and "Chromosomal and Genetic Problems"
C. Lesson 9: Textbook section "Prenatal Development
D. Lesson 10: Textbook section "Birth"
E. Lesson 11: Textbook section "Harm to the Fetus," "Prenatal Care," "Complications During Birth," and "Low Birthweight: Causes and Consequences"
F. Lesson 12: Birth Defects Research Project
G. Lesson 13: Textbook sections "The New Family"

III. Module: The First Two Years

A. Lesson 14: Textbook sections "Body Changes" and "Brain Development
B. Lesson 15: Textbook sections "Perceiving and Moving" and "Surviving in Good Health"
C. Lesson 16: Textbook sections "Sensorimotor Intelligence" and "Information Processing"
D. Lesson 17: Language Milestones Infographic
E. Lesson 18: Textbook sections "Emotional Development," "Brain and Emotions," and "The

Development of Social Bonds"
F. Lesson 19: Textbook sections "Infant Day Care" *Cultural, Economic and Political Views of Child Care
G. Lesson 20: End of Course Exam: Childcare Option Comparison

Child Development 2 Course Outline:

I. Module: Early Childhood: Ages Two to Six
A. Lesson 1: Textbook sections "Body Changes" and "Brain Development"
B. Lesson 2: Textbook section "Improving Motor Skills"
C. Lesson 3: Textbook sections "Injuries and Abuse" and "Child Maltreatment"
D. Lesson 4: Textbook sections "Thinking During Early Childhood" and "Language Learning"
E. Lesson 5: Textbook section "Early Childhood Schooling"
F. Lesson 6: Textbook sections "Emotional Development" and "Play"
G. Lesson 7: Textbook section "Challenges for Caregivers"
H. Lesson 8: Textbook section "Moral Development"

II. Module: Middle Childhood: Age Six to Eleven
A. Lesson 9: Textbook sections "A Healthy Time" and "Health Problems in Middle Childhood"
B. Lesson 10: Textbook sections "Brain Development" and "Developmental Psychopathology
C. Lesson 11: Textbook section "Special Education"
D. Lesson 12: Language Milestones Infographic Ages 2-12
E. Lesson 13: Textbook sections "The Nature of the Child" and "Families and Children"
F. Lesson 14: Textbook sections "The Peer Group" and "Children's Moral Values"

III. Module: The Child Development Pathway
A. Lesson 15: Childcare Milestones in the United States Timeline & *The Economic Case for Preschool by Timothy Bartik at TEDx Miami University
B. Lesson 16: Career Interview and Reflection: Roles and Responsibilities
C. Lesson 17: Licensed Childcare Center Virtual Tour / Observation
D. Lesson 18: Health and Safety WebQuest
E. Lesson 19: Qualifications and Supervision WebQuest
F. Lesson 20: End of Course Exam: Child Development Theory Deep Dive Presentation

Textbooks, Software, and Equipment: The Developing Person (worth Publishers, 2015)

III. CRITERIA FOR AWARD OF COLLEGE CREDIT

Credit for the articulated course listed above may be received if all of the following criteria are met:

1. This high school teacher, or school district designee, has provided course rosters to MiraCosta.
2. The student has completed an Application for Admission to MiraCosta College, has obtained a college SURF ID number, and has submitted a petition for credit via the process administered by the college to manage students applying for credit by exam (CBE) via high school articulation agreement(s).
3. The student has completed the articulated high school course(s) listed in this agreement with a credit-by-exam and course grade of "B" or better. NOTE: Credit-by-exam does not necessarily involve only a written exam. It is a demonstration of proficiency. A portfolio, an oral interview, a demonstration project, a modified final examination, etc. may also be acceptable as determined by the lead college faculty and/or college department chair.
4. The final exam grade is transcripted and noted as CREDIT BY EXAM on the MiraCosta College transcript.
5. The high school teacher, or school district designee, shall submit all grades and credit recommendations by the college deadline to ensure that credit is transcripted in a timely

manner.

6. MiraCosta College and the high school/high school district agree to share student data that includes personal identification information, as necessary to validate course enrollment, credit eligibility, and credit awarded. Information will only be shared with designated high school and college personnel.
7. Due to FERPA laws, MiraCosta College staff are prohibited from sharing information regarding a student's record with anyone besides the student and designated K12 educators and staff. This includes, but is not limited to, parents and guardians.

Instructor/Curriculum Changes: If there is a change in high school instructor during the term of this articulation, the agreement remains in effect if none of the course content, including final exam, project, or presentation, changes. High school administration is responsible to ensure that the new instructor is aware of the articulation agreement and follows all procedures and criteria explained in this agreement.

Upon the expiration of the term of this agreement, this articulation is eligible for renewal pending (1) review of updated curriculum by both parties and (2) an agreement by all parties to extend the life of the articulation for another two-year term.

ALTUS SCHOOLS

05/14/2	
Amanda Wagner Child Development Chair	Date
05/14/2	
Alaura Dorociak Counselor	Date
05/14/2	
Allison Fleck School Coordinator	Date
05/14/2	
Cathryn Rambo Dean of Academic Affairs & Altus Studies	Date

MIRACOSTA COMMUNITY COLLEGE

Claudia Flores (May 13, 2024 19:17 PDT) 05/13/2(	
Claudia Flores Faculty & Department Chair	Date
Al Taccone (May 16, 2024 11:11 PDT) 05/16/2(	
Al Taccone Dean Career Education	Date

Atlus CHLD112 Articulation Agreement_24-26

Final Audit Report 2024-05-16

Created:	2024-05-14
By:	Amy Pimentel (apimentel@miracosta.edu)
Status:	Signed
Transaction ID:	CBJCHBCAABAAM3LnYqbbdpwT5xV6CDjTN-erJes6HM5f

"Atlus CHLD112 Articulation Agreement_24-26" History

Document created by Amy Pimentel (apimentel@miracosta.edu)
2024-05-14 - 1:57:35 AM GMT- IP address: 209.129.33.70

Document emailed to Al Taccone (ataccone@miracosta.edu) for signature
2024-05-14 - 1:58:19 AM GMT

Document emailed to Claudia Flores (cflores@miracosta.edu) for signature
2024-05-14 - 1:58:20 AM GMT

Document emailed to Amanda Wagner (awagner@altusschools.net) for signature
2024-05-14 - 1:58:20 AM GMT

Document emailed to Alaura Dorociak (adorociak@altusschools.net) for signature
2024-05-14 - 1:58:20 AM GMT

Document emailed to Allison Fleck (afleck@altusschools.net) for signature
2024-05-14 - 1:58:20 AM GMT

Document emailed to Cathryn Rambo (crambo@altusschools.net) for signature
2024-05-14 - 1:58:20 AM GMT

Email viewed by Claudia Flores (cflores@miracosta.edu)
2024-05-14 - 2:17:20 AM GMT- IP address: 68.107.6.77

Document e-signed by Claudia Flores (cflores@miracosta.edu)
Signature Date: 2024-05-14 - 2:17:36 AM GMT - Time Source: server- IP address: 68.107.6.77

Email viewed by Al Taccone (ataccone@miracosta.edu)
2024-05-14 - 2:19:30 AM GMT- IP address: 104.28.85.120

Email viewed by Amanda Wagner (awagner@altusschools.net)
2024-05-14 - 3:17:11 PM GMT- IP address: 66.185.172.160

Adobe Acrobat Sign

Document e-signed by Amanda Wagner (awagner@altusschools.net)
Signature Date: 2024-05-14 - 3:17:58 PM GMT - Time Source: server- IP address: 66.185.172.160

Email viewed by Allison Fleck (afleck@altusschools.net)
2024-05-14 - 3:24:53 PM GMT- IP address: 104.47.57.254

Document e-signed by Allison Fleck (afleck@altusschools.net)
Signature Date: 2024-05-14 - 3:25:07 PM GMT - Time Source: server- IP address: 104.188.23.56

Email viewed by Cathryn Rambo (crambo@altusschools.net)
2024-05-14 - 3:47:03 PM GMT- IP address: 68.101.216.28

Document e-signed by Cathryn Rambo (crambo@altusschools.net)
Signature Date: 2024-05-14 - 3:47:20 PM GMT - Time Source: server- IP address: 68.101.216.28

Email viewed by Alaura Dorociak (adorociak@altusschools.net)
2024-05-14 - 5:47:55 PM GMT- IP address: 104.47.56.254

Document e-signed by Alaura Dorociak (adorociak@altusschools.net)
Signature Date: 2024-05-14 - 5:48:07 PM GMT - Time Source: server- IP address: 66.185.172.160

Email viewed by Al Taccone (ataccone@miracosta.edu)
2024-05-16 - 6:10:55 PM GMT- IP address: 209.129.33.10

Document e-signed by Al Taccone (ataccone@miracosta.edu)
Signature Date: 2024-05-16 - 6:11:03 PM GMT - Time Source: server- IP address: 209.129.33.10

Agreement completed.
2024-05-16 - 6:11:03 PM GMT

CREDIT BY EXAM/ARTICULATION AGREEMENT

MiraCosta College, in cooperation with ALTUS CHARTER SCHOOL locations in San Diego and San Bernadino Counties, has agreed to grant Credit for Prior Learning: Credit by Exam to students meeting the grade requirements and completing the registration process for the following specific articulated course:

Altus Charter Schools'
Design Careers 1 & 2
10 HS Credits

with

MiraCosta College's
DESN 100: Principles of Design
3 units

This articulation agreement applies to the following academic years:

Year 1: 2025-2026
Year 2: 2026-2027

I. COLLEGE COURSE INFORMATION

College Course Description: This course introduces the fundamentals of the design process as students develop and apply design skills using visual elements and principles of two- and three-dimensional design. It includes solving visual problems and creating authentic designs using black and white and color media in both two- and three-dimensions. Students also study design in historical, social, and multicultural contexts.

Outline of College Course Content:
I. Elements of design
A. Line
B. Shape
C. Value
D. Color theory
1. Complementary
2. Analogous
3. Monochromatic
4. Warm and cool colors
5. Color hue, value, and intensity.
E. Texture
F. Space
G. Time and motion.

II. Ordering principles of design
A. Unity and variety
B. Emphasis
C. Balance
D. Scale and proportion
E. Repetition, pattern, and rhythm.

III. Representing illusion of 3D
A. Position and overlapping
B. Scale
C. Axonometric projection
D. Linear perspective
E. Foreshortening.

IV. Recognition and development of formal and spatial concepts and relationships
A. Figure/ground and positive/negative relationships
B. Additive compositions
C. Subtractive compositions.

V. Analysis of expressive content within a variety of social and cultural contexts
A. Eastern, Western, African, and Indian differences and similarities
B. Design in industry
C. Design in the natural world.

VI. Creative process, problem solving, and ideation
A. Individual expression
B. Research and reflection
C. Experimentation
D. Evaluation and analysis.

VII. Presentation and craftsmanship
A. Linework
B. Precision
C. Verbal presentation.

OUTLINE OF COURSE LAB CONTENT
The course lab will address the following topics:
I. Project 1
A. Line
B. Shape.

II. Project 2
A. Shape
B. Figure ground
C. Solid void.

III. Project 3
A. Pattern
B. Color
C. 3D composition.

IV. Project 4
A. Function
B. Conceptualization
C. Details
D. Presentation.

College Student Learning Outcomes:

1. Demonstrate the fundamentals of design (including terminology) as applied to the interior and industrial design fields.
2. Apply color theory and rendering techniques in design.

3. Apply the standard Design Process to generate solutions across multiple industries.

College Performance Objectives:
1). Express and diagram design ideas effectively through freehand sketches.
2). Demonstrate a command of the basic elements of design through a series of original compositions.
3). Demonstrate effective communication of three-dimensional space and form through drawing and model making.
4). Illustrate a basic understanding of two- and three-dimensional design ordering principles.
5). Analyze various cultures' prototypical design examples.
6). Create an original design as both an expression of an idea and a solution to a problem.
7). Express design ideas effectively through verbal communication.
8). Create an original design using one or more spatial concepts.

II. HIGH SCHOOL COURSE INFORMATION

High School Course Description: This is a full-year course that provides a novice student with a foundation of knowledge and skills to serve as a basis for further learning in the field. This course begins with learning the terminology of design, the elements of design, and the principles of two- and three dimensional design. The course teaches students to use elements such as typography, gridding, layout and color to develop industry-relevant products of 2-D design. Students will also learn the fundamental concepts such as one-point and two-point perspective, isometric perspective, and other strategies of creating the illusion of space to use in original designs. In the 2nd semester, students also analyze how the elements of art and design are present all around them in a study of nature. Students will be introduced to industrial design through the lens of everyday objects. Throughout the course, students will learn how visual messages conveyed in design are understood in their cultural, social, and historical context while learning about art from international designers. Each semester of this course will focus students on workforce readiness through relevant career research and preparation.

Outline of High School Course Content:
Design Careers 1 Course Outline:

Module 1: Fundamentals of Design
1. Learning Industry terminology and an overview of the scope of design careers
2. The foundations of fine art such as the elements and principles like line, value, pattern, and texture
3. Understanding hierarchy, contrast and alignment and its effects on graphic design
4. Understanding balance and proximity and how they relate to graphic design
5. The importance of color theory in graphic design

Module 2: Creating the Illusion of 3-D
1. The Illusion of 3D, Position and Overlapping, Scale, and Value
2. Linear Perspective (one-point and two-point), Foreshortening and Isometric Perspective
3. Design Project: Create an Album Cover Using 3D Space
4. Describe Your Creative Process
5. Screencast or Written Art Reflection

Module 3: Typography in Design
1. Understanding composition, layout, and gridding for the web
2. Focus on typography and preparing to print
3. Design project: Design a menu using typography, color, images, and the gridding method
4. Document the Creative Processes
5. Screencast or Design Reflection for Menu Design Project

Module 4: Design Careers Workforce Readiness
1. Career Spotlight on a Graphic Designer
2. Research on a Graphic Design Career

3. Rough draft essay on a career in Graphic Design
4. Final draft on a Career in Graphic Design
5. End of Course; Final Performance Task

Design Careers 2 Course Outline:

Module 1: Design in the Natural World

1. Intro to Visual Communication and Portfolio Requirements Overview
2. Overview of the Elements and Principles of Design through Nature
3. Unit Project Introduction: Topography inspired by Nature
4. Topography inspired by Nature; Ideation, Sketching, Critique, and Re-Design
5. Topography inspired by Nature; Screencast or Written Design Reflection

Module 2: Industrial Design

1. Introduction to Industrial Design
2. Design Project: Chair Re-design
3. Chair Re-Design continued; research, materials, sketch, and cost
4. Final Chair Prototype Design
5. Chair Re-Design Screencast or Written Design Reflection

Module 3: Non-Western Design Perspectives

1. Multicultural Design: Design from Africa
2. Multicultural Design: Design from India and Japan
3. Compare and Contrast Informative Essay: Prewriting
4. Compare and Contrast Informative Essay: Rough Draft and Writing Conference
5. Compare and Contrast Informative Essay: Final Draft

Module 4: Design Careers Workforce Readiness

1. Workforce Readiness; Research Current Job Openings
2. Workforce Readiness; Design Careers Education Research
3. Workforce Readiness; Creating a Design Careers Resume
4. Workforce Readiness; Creating a Design Careers Cover Letter
5. End of Course; Portfolio and Portfolio Reflection

High School Student Learning Outcomes:

Course Title: Design Careers 1

Module 1:

1. Students will read about and define graphic design terminology and vocabulary.
2. Student will practice using fine art principles such as line, value, pattern, and texture.
3. Students will apply the concepts of contrast and alignment.
4. Students will read about balance and proximity in relation to graphic design and apply these principles when reviewing different graphic design pieces.
5. Students will read about and practice color theory regarding graphic design.

Module 2:

1. Students will read about the illusion of 3D in relationship to graphic design.
2. Students will read about scale and value and make connections between how they relate to 3D.
3. Students will practice using linear perspective, foreshortening and isometric perspective.
4. Students will create an album cover using 3D space.
5. Students will reflect on and describe their creative process of making their album cover.
6. Students will demonstrate personal style and proficiency in communicating an idea, theme, or emotion in an industry-relevant artistic product (album design).

Module 3:

1. Students will review the concepts of composition, layout, and gridding for web design.
2. Students will practice using typography and explore the importance of typography in graphic design.
3. Students will design a web menu using typography, color, images, and the gridding method.
4. Students will reflect on their creative processes after creating their web menu.
5. Students will create a screencast describing their creative process for their webpage menu.

Module 4:
1. Students will answer questions based on videos of graphic designers discussing their trade.
2. Students will complete research on a career in graphic design.
3. Students will complete a rough draft essay about a career in graphic design.
4. Students will review and proofread their rough draft.
5. Students will complete a final draft of their career in graphic design essay after completing a writing conference with their teacher.
6. Students will complete their final exam for the course.

Course Title: Design Careers 2
Module 1:
1. Students will apply refined observation and drawing skills to solve an industry-relevant problem.
2. Students will synthesize traditional drawing techniques and new technologies to design original typography.
3. Students will identify and apply the elements and principles of design found in nature.
4. Students will use web-based, industry relevant tools with skill, craftsmanship and precision.
5. Students will document and reflect on the creative process.
6. Students will demonstrate personal style and proficiency in communicating an idea, theme, or emotion in an industry-relevant artistic product (typography).

Module 2:
1. Students will apply refined observation and drawing skills to solve an industry-relevant problem.
2. Students will apply the process of industrial design to a industry specific problem.
3. Students will develop written consumer assessment criteria for different chair designs.
4. Students will create an artistic product for a specific industry and modify that product to accommodate a different aesthetic perspective.
5. Students will communicate their processes and ideas in a presentation or written reflection.

Module 3:
1. Students will identify stylistic attributes of key African, Indian, and Japanese designers.
2. Students will describe the way non-western designers express a theme/message in a 2-D design.
3. Students will describe how time, place and cultural influence are reflected in a designed product.
4. Students will deconstruct artwork, identifying psychological content found in the symbols and images.
5. Students will create a commercial artistic product that reflects a cross-cultural or universal theme.
6. Students will write a short formal analysis of specific 2D design, breaking down and describing the major elements of the design and basic ordering principles.

Module 4:
1. Students will research current job openings and relevant skills to the design industry.
2. Students will research and reflect on educational opportunities for a career in design.
3. Students will create an industry-specific resume.
4. Students will create an industry-specific cover letter.
5. Students will prepare portfolios of original art.
6. Students will reflect on their growth as an artists and designer.

Textbooks, Software, and Equipment:
Open Educational Resources (Lesson Guide, Online videos and articles, etc.)

III. CRITERIA FOR AWARD OF COLLEGE CREDIT

Credit for the articulated course listed above may be received if all of the following criteria are met:

1. The high school instructor will utilize MiraCosta faculty approved exams, projects, or portfolios to assess student learning outcomes.
2. This high school teacher, or school district designee, has provided course rosters to MiraCosta.
3. The student has completed an Application for Admission to MiraCosta College, has obtained a college SURF ID number, and has submitted a petition for credit via the process administered by the college to manage students applying for credit by exam (CBE) via high school articulation agreement(s).
4. The student has completed the articulated high school course(s) listed in this agreement with a credit-by-exam and course grade of "B" or better. NOTE: Credit-by-exam does not necessarily involve only a written exam. It is a demonstration of proficiency. A portfolio, an oral interview, a demonstration project, a modified final examination, etc. may also be acceptable as determined by the lead college faculty and/or college department chair.
5. The final exam/assessment grade is transcripted and noted as CREDIT BY EXAM on the MiraCosta College transcript.
6. The high school teacher, or school district designee, shall submit all grades and credit recommendations by the college deadline to ensure that credit is transcripted in a timely manner.
7. MiraCosta College and the high school/high school district agree to share student data that includes personal identification information, as necessary to validate college enrollment, credit eligibility, and credit awarded. Information will only be shared with designated high school and college personnel.

Family Educational Rights and Privacy Act (FERPA)
Due to FERPA laws, MiraCosta College staff are prohibited from sharing information regarding a student's record with anyone besides the student and designated K12 educators and staff. This includes, but is not limited to, parents and guardians.

Instructor/Curriculum Changes: If there is a change in high school instructor during the term of this articulation, the agreement remains in effect if none of the course content, including final exam, project, or presentation, changes. High school administration is responsible for ensuring that the new instructor is aware of the articulation agreement and follows all procedures and criteria explained in this agreement.

When there are changes to High School courses during the two-year articulation window, the high school liaison shall immediately contact the Career Education Pathways coordinator, who shall inform the MiraCosta College discipline faculty and articulation officer of changes and/or additions to high school articulated courses that may impact university articulations, ADTs, and/or common numbered courses. Discipline faculty may rescind the articulation agreement if there are changes that move the High School course out of alignment.

Upon the expiration of the term of this agreement, this articulation is eligible for renewal pending (1) review of updated curriculum by both parties and (2) an agreement by all parties to extend the life of the articulation for another two-year term.

ALTUS CHARTER SCHOOLS

05/26/2025

Allison Fleck — Date
High School Coordinator

Cathryn Rambo — 05/29/2025

Cathryn Rambo — Date
Dean of Academic Affairs and
Altus Schools

MIRACOSTA COLLEGE

05/23/2025

David Parker — Date
Faculty & Department Chair

Al Taccone (May 23, 2025 14:20 PDT) — 05/23/2025

Al Taccone — Date
Dean, School of Career Education

Altus DESN 100 Articulation Agreement 25-27

Final Audit Report 2025-05-29

Created:	2025-05-23
By:	Amy Pimentel (apimentel@miracosta.edu)
Status:	Signed
Transaction ID:	CBJCHBCAABAA8Ffm0MkEh9yJLA-WWiXa-RzznZt0qlZo

"Altus DESN 100 Articulation Agreement 25-27" History

Document created by Amy Pimentel (apimentel@miracosta.edu)
2025-05-23 - 7:54:15 PM GMT- IP address: 68.8.142.234

Document emailed to David Parker (dparker@miracosta.edu) for signature
2025-05-23 - 7:55:44 PM GMT

Email viewed by David Parker (dparker@miracosta.edu)
2025-05-23 - 8:41:12 PM GMT- IP address: 104.28.85.111

Document e-signed by David Parker (dparker@miracosta.edu)
Signature Date: 2025-05-23 - 9:16:23 PM GMT - Time Source: server- IP address: 209.129.33.10

Document emailed to Al Taccone (ataccone@miracosta.edu) for signature
2025-05-23 - 9:16:24 PM GMT

Email viewed by Al Taccone (ataccone@miracosta.edu)
2025-05-23 - 9:20:37 PM GMT- IP address: 209.129.33.70

Document e-signed by Al Taccone (ataccone@miracosta.edu)
Signature Date: 2025-05-23 - 9:20:53 PM GMT - Time Source: server- IP address: 209.129.33.70

Document emailed to Allison Fleck (afleck@altusschools.net) for signature
2025-05-23 - 9:20:56 PM GMT

Email viewed by Allison Fleck (afleck@altusschools.net)
2025-05-26 - 10:51:59 PM GMT- IP address: 104.47.58.254

Document e-signed by Allison Fleck (afleck@altusschools.net)
Signature Date: 2025-05-26 - 10:52:11 PM GMT - Time Source: server- IP address: 104.188.23.56

Document emailed to Cathryn Rambo (crambo@altusschools.net) for signature
2025-05-26 - 10:52:13 PM GMT

Adobe Acrobat Sign

Email viewed by Cathryn Rambo (crambo@altusschools.net)
2025-05-29 - 2:00:48 PM GMT- IP address: 68.101.216.120

Document e-signed by Cathryn Rambo (crambo@altusschools.net)
Signature Date: 2025-05-29 - 2:01:04 PM GMT - Time Source: server- IP address: 68.101.216.120

Agreement completed.
2025-05-29 - 2:01:04 PM GMT

Adobe Acrobat Sign

ARTICULATION AGREEMENT

MiraCosta College, in cooperation with Atlus Schools has agreed to grant articulated credit to students completing the following specific articulated course:

Altus
Entrepreneurship 1, 2
10 HS Credits – 180 Hours

with

MiraCosta College
BUS 130 - Small Business Management
3 units

This articulation agreement applies to the following academic years:

Year 1: 2024-2025
Year 2: 2025-2026

I. COLLEGE COURSE INFORMATION

College Course Description: In this business start-up and management course, students learn about conducting preliminary research, analyzing trends and competition, buying and starting a business or franchise, developing a business plan, considering legal issues, target marketing, accounting, managing personnel, and responsible business practices.

Top Code: 0506.40 - Small Business Administration/Management*

Outline of College Course Content:

I. Pathways to business ownership
A. Small business and society
B. The entrepreneur
C. Starting a business
D. Buying a business
E. Franchising.

II. Sustainable business practices
A. Ethical decision making
B. Social and environmental responsibility.

III. Starting a business
A. Legal forms of organizations
B. Conducting business research
C. Strategic management
D. Business plan
E. Obtaining financing.

IV. Financial management in the small business
A. Accounting fundamentals
B. Bookkeeping in small business

C. Creating financial statements
D. Measuring financial performance

V. Marketing in the small business
A. Marketing fundamentals
B. Market research
C. Advertising and promotions
D. Customer relationship management
E. Pricing strategies
F. Developing a marketing strategy.

VI. Managing the small business
A. Management fundamentals
B. Human resource management.

VII. Small business operations
A. Operations management fundamentals
B. Location selection
C. Creating organizational efficiencies.

College Student Learning Outcomes:
Upon successful completion of this course, students will be able to do the following:
1). Examine pathways to entrepreneurship, including starting a business of one's own, buying a business, and franchising.
2). Discuss common traits of successful entrepreneurs and the role of entrepreneurship in the economy.
3). Generate and evaluate potential business ideas for viability.
4). Develop a marketing strategy and promotional tactics for a target business.
5). Create a pro-forma financial plan for a target business.
6). Discuss the importance of ethics and social responsibility in the small business sector.
7). Create a management plan and legal structure for a target business.
8). Create an operations plan for a target business.

College Student Learning Outcomes:
1. Apply foundational principles of management, marketing, accounting, and operations to create a comprehensive business plan for a proposed or existing business.

II. HIGH SCHOOL COURSE INFORMATION

High School Course Description:

Entrepreneurship is a project-based college prep course where students analyze and develop a small business. Students will focus on four goals. They will learn the significance of math, reading, writing, and communicating to their future within the framework of starting and operating a small business. Students will understand how the market economy and ownership leads to wealth creation. Students learn not only the skills necessary to become entrepreneurs but also the attitudes, characteristic, and techniques in successful entrepreneurs that they will need to succeed. Finally, they will learn to be able to save and make future investments in order to meet their financial goals in life. Students will learn to build analytical skills through solving complex problems and making sound decisions in order to produce a viable business. Through the study of entrepreneurship, students will learn the importance of the role of entrepreneurship inthe market economy, opportunity recognition, communicate in business, ethical business behavior, social responsibility, competitive advantage and sustainability, market research and cost/benefit analysis, advertise and market products, business finances including pricing, operating costs, and projections. As students create their business plan, they will integrate academic knowledge to their own ventures, thus putting theory into practice.

Outline of High School Course Content:

Entrepreneurship 1:
Module 1:
1. Explain the purpose and process of creating a career plan
2. Describe the qualities and characteristics common to entrepreneurs
3. Discuss the economics of creating products and services
4. Outline the process of building a business plan
5. Explain the importance of a code of ethics
6. Discuss what it means to be a socially responsible entrepreneur

Module 2:
1. Identify resources available to entrepreneurs when developing a local business
2. Explain strategies for creating a global business
3. Discuss the importance of target markets
4. Explain the importance of conducting market research
5. Differentiate between direct and indirect competition

Module 3:
1. Describe strategies and considerations for starting a new business
2. Summarize the different types of corporations
3. Describe physical structures for a business
4. Describe potential layout considerations for various types of businesses
5. Explain contracts and what makes them binding agreements
6. Discuss the nature of business laws

Module 4:
1. Differentiate between the ways to fund a start-up
2. Explain the business loan application process
3. Observe and discuss aspects of the entrepreneurship process with an entrepreneur

Entrepreneurship 2:
Module 1:
1. Define product as it applies to the four Ps of marketing
2. Give examples of different pricing techniques
3. Explain the channels of distribution
4. State why promoting a business is important
5. Explain the importance of a marketing plan
6. Describe effective leadership

Module 2:
1. Identify the steps involved in the hiring process
2. List various ways to provide employee training
3. Describe the purchasing process
4. Explain inventory management
5. List and describe the four types of risk
6. Describe ways to avoid or reduce risk

Module 3:
1. Explain the basics of accounting
2. Describe how to achieve organic growth
3. Explain business cycles
4. Identify ways an entrepreneur may leave a business they started
5. Explain legal obligations of exiting a business

Module 4:
1. Demonstrate diverse ways to fund or finance a start-up business
2. Create a full-fledged new business plan proposal
3. Construct a marketing plan by analyzing target markets and market research
4. Create a management and operations plan organized around the needs of the chosen business.

Textbooks or Other Support Materials: Entrepreneurship 2nd Edition Publisher: Goodheart-Wilcox (2018)

III. CRITERIA FOR AWARD OF COLLEGE CREDIT

Credit for the articulated course listed above may be received if all of the following criteria are met:

1. This high school teacher, or school district designee, has provided course rosters to MiraCosta.
2. The student has completed an Application for Admission to MiraCosta College, has obtained a college SURF ID number, and has submitted a petition for credit via the process administered by the college to manage students applying for credit by exam (CBE) via high school articulation agreement(s).
3. The student has completed the articulated high school course(s) listed in this agreement with a credit-by-exam and course grade of "B" or better. NOTE: Credit-by-exam does not necessarily involve only a written exam. It is a demonstration of proficiency. A portfolio, an oral interview, a demonstration project, a modified final examination, etc. may also be acceptable as determined by the lead college faculty and/or college department chair.
4. The final exam grade is transcripted and noted as CREDIT BY EXAM on the MiraCosta College transcript.
5. The high school teacher, or school district designee, shall submit all grades and credit recommendations by the college deadline to ensure that credit is transcripted in a timely manner.
6. MiraCosta College and the high school/high school district agree to share student data that includes personal identification information, as necessary to validate course enrollment, credit eligibility, and credit awarded. Information will only be shared with designated high school and college personnel.
7. Due to FERPA laws, MiraCosta College staff are prohibited from sharing information regarding a student's record with anyone besides the student and designated K12 educators and staff. This includes, but is not limited to, parents and guardians.

Instructor/Curriculum Changes: If there is a change in high school instructor during the term of this articulation, the agreement remains in effect if none of the course content, including final exam, project, or presentation, changes. High school administration is responsible to ensure that the new instructor is aware of the articulation agreement and follows all procedures and criteria explained in this agreement.

SIGNATURES ON NEXT PAGE

Upon the expiration of the term of this agreement, this articulation is eligible for renewal pending (1) review of updated curriculum by both parties and (2) an agreement by all parties to extend the life of the articulation for another two-year term.

ALTUS SCHOOLS

May 6, 2024

Roman Rubio — Date
Business Department Chair

May 6, 2024

Alaura Dorociak — Date
Counselor

May 6, 2024

Allison Fleck — Date
School Coordinator

Cathryn Rambo — May 6, 2024

Cathryn Rambo — Date
Dean of Academic Affairs & Altus Studies

MIRACOSTA COMMUNITY COLLEGE

Annie Ngo (May 6, 2024 10:10 PDT) — May 6, 2024

Annie Ngo — Date
Faculty & Department Chair

Al Taccone (May 5, 2024 20:29 PDT) — May 5, 2024

Al Taccone — Date
Dean Career Education

Atlus_BUS130_ArticulationAgreement_24-26

Final Audit Report 2024-05-06

Created:	2024-05-06
By:	Amy Pimentel (apimentel@miracosta.edu)
Status:	Signed
Transaction ID:	CBJCHBCAABAAR3V0ohuwUe_-2ZLOxBIviC9FR-phOuJQ

"Atlus_BUS130_ArticulationAgreement_24-26" History

Document created by Amy Pimentel (apimentel@miracosta.edu)
2024-05-06 - 3:25:08 AM GMT- IP address: 209.129.33.70

Document emailed to Annie Ngo (ango@miracosta.edu) for signature
2024-05-06 - 3:27:22 AM GMT

Document emailed to Al Taccone (ataccone@miracosta.edu) for signature
2024-05-06 - 3:27:22 AM GMT

Document emailed to Cathryn Rambo (crambo@altusschools.net) for signature
2024-05-06 - 3:27:22 AM GMT

Document emailed to Alaura Dorociak (adorociak@altusschools.net) for signature
2024-05-06 - 3:27:22 AM GMT

Document emailed to Allison Fleck (afleck@altusschools.net) for signature
2024-05-06 - 3:27:22 AM GMT

Document emailed to Roman Rubio (rrubio@altusschools.net) for signature
2024-05-06 - 3:27:22 AM GMT

Email viewed by Al Taccone (ataccone@miracosta.edu)
2024-05-06 - 3:29:20 AM GMT- IP address: 209.129.33.70

Document e-signed by Al Taccone (ataccone@miracosta.edu)
Signature Date: 2024-05-06 - 3:29:33 AM GMT - Time Source: server- IP address: 209.129.33.70

Email viewed by Annie Ngo (ango@miracosta.edu)
2024-05-06 - 7:27:53 AM GMT- IP address: 146.75.146.0

Email viewed by Allison Fleck (afleck@altusschools.net)
2024-05-06 - 2:21:40 PM GMT- IP address: 104.47.58.254

Adobe Acrobat Sign

Document e-signed by Allison Fleck (afleck@altusschools.net)
Signature Date: 2024-05-06 - 2:21:58 PM GMT - Time Source: server- IP address: 104.188.23.56

Email viewed by Roman Rubio (rrubio@altusschools.net)
2024-05-06 - 2:35:37 PM GMT- IP address: 66.185.172.160

Document e-signed by Roman Rubio (rrubio@altusschools.net)
Signature Date: 2024-05-06 - 2:36:11 PM GMT - Time Source: server- IP address: 66.185.172.160

Email viewed by Cathryn Rambo (crambo@altusschools.net)
2024-05-06 - 3:48:12 PM GMT- IP address: 66.185.172.160

Document e-signed by Cathryn Rambo (crambo@altusschools.net)
Signature Date: 2024-05-06 - 3:48:36 PM GMT - Time Source: server- IP address: 66.185.172.160

Email viewed by Alaura Dorociak (adorociak@altusschools.net)
2024-05-06 - 4:47:04 PM GMT- IP address: 104.47.58.254

Document e-signed by Alaura Dorociak (adorociak@altusschools.net)
Signature Date: 2024-05-06 - 4:47:13 PM GMT - Time Source: server- IP address: 66.185.172.160

Document e-signed by Annie Ngo (ango@miracosta.edu)
Signature Date: 2024-05-06 - 5:10:34 PM GMT - Time Source: server- IP address: 209.129.33.10

Agreement completed.
2024-05-06 - 5:10:34 PM GMT

CREDIT BY EXAM/ARTICULATION AGREEMENT

MiraCosta College, in cooperation with Altus Charter School locations in San Diego and San Bernadino Counties has agreed to grant Credit for Prior Learning: Credit by Exam to students meeting the grade requirements and completing the registration process for the following specific articulated course:

Altus Charter Schools'
Environmental Sustainability 1 & 2
10 HS Credits

with

MiraCosta College's
HORT 166: Introduction to Sustainable Agriculture
3 units

This articulation agreement applies to the following academic years:

Year 1: 2025-2026
Year 2: 2026-2027

I. COLLEGE COURSE INFORMATION

College Course Description: This course introduces sustainable agriculture and agro-ecological theory from a multi-disciplinary scientific perspective. It will focus on the application of sustainability concepts to growth and production of edible, ornamental, and specialty crops in the temperate southern California climate. Diverse agricultural systems and practices and their relative sustainability are analyzed for suitability to site and environment. Topics include the history and evolution of agriculture as well as historical, conventional, and alternative farming systems with a focus on modern applications and present day environmental concerns.

Outline of College Course Content:
I. Introduction to sustainable agriculture
A. History of agricultural practices from ancient through modern times
B. Principles and strategies of sustainable agriculture
C. Cultures with sustainable forms of agriculture
D. Local, national, and global land use practices
E. Trends influencing local, organic, community-scale food systems.

II. Scientific method
A. Developing a hypothesis
B. Scientific design
C. Application to sustainable agriculture principles.

III. Conventional agricultural practices: environment and human health issues
A. Synthetic fertilizers
B. Synthetic pest control agents
C. Tillage practices
D. Water use
E. Monoculture systems
F. Genetically modified organisms

G. Energy use.

IV. Sustainable crop production
A. Sustainable agriculture defined
B. Certified organic agriculture requirements
C. Alternative cropping systems
1. Permaculture
2. Aquaponics
3. Biodynamic farming
4. Other.
D. Environmental impact: conventional, alternative, and organic production systems
E. Social and economic considerations
1. Food security
2. Economic viability
3. Farm labor issues.

V. Soil science overview
A. Physical properties of soil
B. Chemical properties of soil
C. Biological properties of soil.

VI. Sustainable soil fertility management practices
A. Cover cropping
B. Crop rotation
C. Soil testing and nutrient management
D. Tillage and cultivation
E. Compost production
F. Soil amendments
G. National Organic Program standards for soil fertility management.

VII. Water conservation and irrigation management
A. Determining crop water needs
B. Water delivery systems
C. Reducing consumptive use
D. Improving plant water use efficiency
E. Managing evapotranspiration
F. Strategies for reducing waste and runoff.

VIII. Sustainable pest management
A. Complexity and ecological nature of pest problems
B. Holistic pest management principles, integrated pest management (IPM)
1. Preventative measures
2. Cultural controls
3. Biological controls
4. Mechanical physical controls
5. Chemical controls.

IX. Maintenance and enhancement of biological diversity
A. Resiliency of diverse systems
B. Cover cropping, intercropping
C. Habitat strips and hedgerows
D. Wildlife habitat conservation
E. Livestock integration.

X. Harvest and handling postharvest considerations

A. Selecting crops to fit available resources
B. Determining crop production cycles and seasonality
C. Determining ripeness and marketability of products
D. Handling and storage of perishable items
E. Packing houses
F. Standard weights and measures.

XI. Marketing of agricultural products
A. Farmer's markets
B. Community supported agriculture (CSA)
C. Marketing to retailers
D. Agritourism.

XII. Legal issues related to sustainable crop production
A. Organic certification programs and standards
1. USDA National Organic Program (NOP)
2. California Certified Organic Farmers (CCOF) certification.
B. Federal and state agriculture labor standards
C. Federal and state pesticide laws and regulations
D. Regional Water Quality Control Board runoff regulations
E. Worker health and safety hazards
F. Food laws and regulations
G. Permits.

XIII. Site selection and farm design
A. Site survey and analysis
1. Geology, hydrology, and soil analysis
2. Flora and fauna, biodiversity, sensitive ecological features
3. Distribution and market location.
B. Zoning
C. Land acquisition
1. Zoning
2. Funding
3. Land trusts.
D. Farm production plan.

XIV. Case studies
A. International perspective
B. National perspective
C. Local perspective.

College Student Learning Outcomes:

1. Describe the principles and practices used to enhance and maintain biological diversity in an agricultural environment.
2. Evaluate and implement methods to protect and enhance soil productivity.
3. Apply the principles and strategies of sustainable agriculture through case study evaluation and written recommendation.

College Performance Objectives:

1). Define sustainable agriculture and related terms.
2). Discuss agricultural history, development of sustainable agriculture practices, and the relationship to modern farming practices.
3). Compare and contrast the underlying principles and strategies used in conventional and sustainable agricultural systems.
4). Describe the application of the scientific method to agricultural principles and practices.

5). Analyze and evaluate the uses and limitations of the scientific method relating to agricultural sustainability innovations and practices.
6). Identify the effects of conventional agricultural practices on the global ecosystem and human health.
7). Demonstrate an understanding of scientific principles used in sustainable crop production.
8). Define and discuss the three "Es" of sustainable agriculture and outline the importance of each: economic viability, environmental health, social equity.
9). Compare and contrast the environmental impact of conventional and sustainable agricultural practices.
10). Evaluate methods to protect and enhance soil fertility.
11). Evaluate methods of irrigation distribution and scheduling for appropriate local application at various scales.
12). Examine the biological and chemical control components of sustainable pest management.
13). Evaluate holistic management methods for integrated pest control.
14). Describe principles and practices used to enhance and maintain biological diversity in an agricultural environment.
15). Identify trends in the sustainable and organic food industry, locally and nationally.
16). Identify local enterprises engaged in sustainable agriculture production; evaluate sustainability methods.
17). Compare and contrast the various retail, wholesale, and alternative markets for organically raised crops and products.
18). Develop and awareness of the types of permits and legal requirements to achieve organic certification.

II. HIGH SCHOOL COURSE INFORMATION

High School Course Description: Environmental Sustainability 1, 2 is a year-long CTE course sequence. This course exposes students to rigorous curriculum, while focusing on the knowledge and skills useful to students interested in careers in this field. This course exposes students to AP level curriculum, while focusing on the knowledge and skills useful to students interested in careers in this field, as opposed to preparation for the AP exam. Careers and career training in this field could include sustainable farming and agriculture; solar panel installation; renewable energy research and engineering; and a wide array of others.

Outline of High School Course Content:
Environmental Sustainability 1 Course Outline:
Module 1: Introduction to Environmental Science
• Energy Transfer
• Interactions between Living Things, Land, Water, and Air
• Methods of Science
• Data Analysis
• Introduction to ArcGIS and Careers
• ArcGIS Project: Get Started with StoryMaps

Module 2: Ecology and Habitats
• Factors Determining the Characteristics of an Ecosystem
• Land Resources – Newly added from Earth & Space Science
• Air Resources - Newly added from Earth & Space Science
• Niches and Competitive Exclusion
• Carbon
• Climate and Biomes
• Aquatic Biomes
• Soil Formation
• Water Infiltration
• ArcGIS Project: Explore Spatial Data

• ArcGISProject: Create an App

Module 3: Wildlife and Land Management
• Biodiversity and Species Richness
• Ecosystem Resiliency
• Ecosystem Services
• Evolution of Species
• Natural Disruptions and Environmental Changes
• Ecological Succession
• ArcGIS Project: Portland Trees

Module 4: Human Population and Urban Environments
• Human Impact on Resources
• Resource Availability, Human Consumption, and Population Growth
• Human Resource Use and Sustainability
• Population
• Carrying Capacity
• Statistics and Factors Affecting Human Population Growth Rates
• Interpreting Population Growth Rates
• EOC Project: Energy Challenge
Environmental Sustainability 2 Course Outline:

Module 5: Soil, Food and Agriculture
• The Tragedy of the Commons
• Clearcutting and the Environment
• Impacts of Agricultural Practices
• Pest Control Methods
• Meat Production Methods
• Impacts of Overfishing
• Impacts of Urbanization
• Integrated Pest Management
• Sustainable Agriculture
• Sustainable Forestry
• Capstone Project: Land Use Animation

Module 6: Water Resources and Water Pollution
• Introduction to Sustainability
• Sources of Pollution
• Irrigation Methods
• Methods to Reduce Urban Runoff
• Human Impacts on Ecosystems
• Eutrophication
• Persistent Organic Pollutants (POPs)
• Impacts of Solid Waste Disposal in Aquatic Environments
• Waste Reduction Methods
• Sewage Treatment
• Pollution and Human Health
• Capstone Project: Hurricane Evacuation Routes

Module 7: Atmospheric Dynamics, Climate Change, and Air Pollution
• Air Pollution Sources and Effects
• Interactive Simulation: Determining Sources of Air Pollution in an Industrialized Area
• Indoor Air Pollution
• Reducing Ozone Depletion
• The Greenhouse Effect

• Noise Pollution
• Global Climate Change
• Ocean Warming
• Human Impacts on Biodiversity
• Capstone Project: GIS Portfolio

Module 8: Energy Resources and Energy Use
• Renewable and Nonrenwable Resources
• Global Energy Consumption
• Distribution of Natural Energy Resources
• Fossil Fuels
• Nuclear Power
• Solar Energy
• Hydroelectric Power
• Geothermal Energy
• Wind Energy
• Energy Conservation
• Nuclear Power
• Final Project: Research and Presentation

High School Student Learning Outcomes:
Course Title: Environmental Sustainability 1
Module 1: Introduction to Environmental Science
• Energy Transfer
o Explain how energy is transferred within and between environments on Earth.
• Interaction Between Living Things, Land, Water and Air:
o Describe how the biosphere requires resources from the other three spheres to persist.
• Methods of Science:
o Explain how observation, hypothesizing, and experimentation are used to make scientific conclusions.
• Data Analysis:
o Explain how observation, hypothesizing, and experimentation are used to make scientific conclusions.

Module 2: The Biosphere
• Factors Determining the Characteristics of an Ecosystem
• Explain how ecosystems are systems and create a model of an ecosystem as a system that includes inputs, outputs, and cycled materials.
• Define biotic factors, abiotic factors, and ecosystems.
• Land Resources
• Explain how land resources are managed.
• Describe land as a natural resource.
• Air Resources
• Describe the importance of clean air.
• Describe the atmosphere as a natural resource.
• Niches and Competitive Exclusion
• Describe how resources partitioning and niche differentiation reduce competition and prevent competitive exclusion.
• Describe niche and competitive exclusion.
• Carbon
• Evaluate how long carbon can reside in the sources and sinks of the carbon cycle.
• Evaluate claims about how the burning of fossil fuels increases carbon dioxide in the atmosphere based on the carbon cycle.
• Explain, using models, how carbon atoms move between sources and sinks in the carbon cycle.
• Explain, using models, how carbon cycles between producers, consumers and decomposers.

• Factors that Affect Climate
• Explain what causes seasons.
• Explain how various factors affect weather and climate.
• Climate and Biomes
• Identify the characteristics of the major terrestrial biomes, including taiga, temperate rainforests, temperate seasonal forests, tropical rainforests, shrubland, temperate grassland, savanna, desert, and tundra.
• Describe biomes and how climate influences the distribution of biomes.
• Aquatic Biomes
• Identify the characteristics of the major aquatic biomes, both freshwater and saltwater.
• Identify the characteristics of the major saltwater biomes, including oceans, coral reefs, marshland, and estuaries.
• Identify the characteristics of the major freshwater biomes, including streams, rivers, ponds, and lakes.
• Soil Formation
• Analyze a soil texture triangle, a diagram to identify and compare soil types based on their percentage of clay, silt, and sand.
• Explain how soils are eroded.
• Explain how soils affect water quality.
• Categorize soils by horizons and describe their composition and organic material.
• Explain how soil forms.
• Explain how particle size and composition of soil can affect the porosity, permeability, water-holding capacity, and fertility of the soil.
• Water Infiltration
• Evaluate the amount of freshwater and saltwater within various reservoirs on Earth.

Module 3: Biodiversity
• Biodiversity and Species Richness
o Define genetic, habitat, and species diversity as well as species richness.
o Explain a population bottleneck and how it can lead to a loss of genetic diversity. An example is elephant seal populations affected by hunting.
o Describe the relationship between the genetic diversity of a population and how well it can respond to environmental stressors.
• Ecosystem Resiliency
o Explain how the loss of habitat leads to a loss of specialist species followed by a loss of generalist species, as well as reduced numbers of species that have large territorial requirements.
o Predict how quickly an ecosystem of given size will respond to a disturbance.
• Ecosystem Services
o Define the four categories of ecosystem services: provisioning, regulating, cultural, and supporting.
o Predict how human activity can alter ecosystem services.
• Evolution of Species
o Explain how species have evolved to be specialists versus generalists because of the resources, such as food and territory, and how invasive species affect specialists.
o Define evolution and explain how organisms adapt to their environment over time, both in short- and long-term scales, via small changes at the genetic level.
• Natural Disruptions and Environmental Changes
o Explain how environmental change drives natural selection, and give examples.
o Explain how natural disruptions, both short- and long-term, impact an ecosystem.
• Ecological Succession
o Define pioneer members of an early successional species and how they may result in the origin of new species.
o Analyze how a disturbance in an ecosystem will affect the total biomass, species richness, and net productivity over time.
o Compare and contrast primary and secondary succession.
o Describe keystone species and their communities.

o Explain indicator species and how they can be used to judge ecosystem health.

Module 4: Human Population and Urban Environments
• Human Impact on Resources
o Identify the positive impacts that human activity has had on Earth's resources.
o Compare the costs and benefits of conservation policies.
o Identify the negative impacts that human activity has had on Earth's resources.
• Resource Availability, Human Consumption, and Population Growth
o Define sustainability in terms of resource availability, human consumption and human population growth.
• Human Resource Use and Sustainability
o Describe the tragedy of the commons in relation to human resource use and sustainability.
• Population
o Explain statistics used to describe populations, including abundance, density, and distribution.
• Carrying Capacity
o Define carrying capacity and predict factors that impact a habitat's carrying capacity.
• Statistics and Factors Affecting Human Population Growth Rates
o Identify factors that predict whether human populations will increase or decrease.
o Calculate the doubling time of a human population, using the rule of 70.
o Identify limiting factors on human populations and differentiate between density-dependent and density-independent factors.
• Interpreting Population Growth Rates
o Explain population growth rates utilizing age structure diagrams.
o Explain the demographic transition as the transition from high to lower birth and death rates in a country or region as it develops from a preindustrial to an industrialized economic system.
o Describe the 4 stages of demographic transition according to the demographic transition model (DTM).

Course Title: Environmental Sustainability 2
Module 5: Soil, Food, and Agriculture
• The Tragedy of the Commons
o Explain the responsibilities and rights for the use of common, shared resources.
• Clearcutting and the Environment
o Describe the effect of clearcutting on forests.
• The Green Revolution and Global Agricultural Production
o Describe changes in agricultural practices during the Green Revolution and how they relate to current global agricultural production.
• Impacts of Agricultural Practices
o Describe agricultural practices that cause environmental damage.
• Pest Control Methods
o Describe agricultural practices that cause environmental damage.
• Meat Production Methods.
o Using data from the USDA, explain how changes in these processes may decrease the environmental impact of these methods.
o Describe the meat production process for poultry in the United States.
• Impacts of Overfishing
o Explain how a species of fish, such as the Pacific Salmon, is identified as overfished. Describe how this species population could be sustainable.
• Impacts of Urbanization
o Describe how the growth of a city's population and expansion of buildings affect the surrounding environment.
• Integrated Pest Management
o Describe integrated pest management as a method to improve crop yields.
• Sustainable Agriculture
o Identify the top crop and animals farmed in your home state. Describe how your state identifies and

implements sustainable practices for these crops and farms.
• Sustainable Forestry
o Describe how forests are protected, managed, and harvested in rural and urban areas.

Module 6: Land and Water Pollution
• Introduction to Sustainability
o Explain how groundwater levels are monitored in rural and urban areas in the United States.
o Discuss the major groundwater aquifers in the United States.
• Sources of Pollution
o Compare and contrast these two types of pollutants as they occur in urban and rural areas, consider their causes, management, abatement, and prevention.
o Define nonpoint source pollution. List examples of this type of pollutant.
o Define point source pollution. List examples of this type of pollutant.
• Irrigation Methods
o Describe the pros and cons of different types of irrigation systems. Explain how each type may have positive or negative impacts on the environment.
• Methods to Reduce Urban Runoff
o Describe urban runoff and the impacts on streams, rivers and other natural water bodies. Explain how stormwater can be managed to protect the environment.
• Human Impacts on Ecosystems
o Describe the impacts of human activities on aquatic ecosystems.
• Eutrophication
o Explain the environmental effects of excessive use of fertilizers and detergents on aquatic ecosystems.
• Thermal Pollution
o Describe the effects of thermal pollution on aquatic ecosystems.
• Persistent Organic Pollutants (POPs)
o Describe the effect of persistent organic pollutants (POPs) on ecosystems.
• Impacts of Solid Waste Disposal in Aquatic Environments
o Describe how aquatic organisms and humans are affected by bioaccumulation and biomagnification.
• Waste Reduction Methods
o List and explain the effects of this type of waste on the environment.
o Calculate the amount of solid waste a typical person produces daily, weekly, monthly, annually, and over a life.
o Explain the current methods used to dispose of this type of waste.
• Sewage Treatment
o Identify and explain changes to these practices that could contribute to the reduction of solid waste.
o List current practices in place to reduce the amount of solid waste.
o Compare and contrast the pros and cons of these practices.
• Pollution and Human Health
o List human health issues that are related and/or linked to pollution (e.g., lead in drinking water).
o Detail how these links could be researched to determine care and possible prevention.
o Identify the cause and effect of this pollution on the human population.
o Cite two to three examples of human health issues linked to pollution locally, nationally, and internationally.

Module 7: Atmospheric Dynamics, Climate Change, and Air Pollution
• Air Pollution Sources and Effects
o Describe air pollution sources and their effects.
• Interactive Simulation: Determining Sources of Air Pollution in an Industrialized Area
o Describe the factors that increase and decrease the formation of air pollutants in an urban and rural setting.
o Explain strategies that people can adopt to aid in the reduction of air pollutants in an urban and rural setting.
o Describe different types of air pollution.

• Indoor Air Pollution
o Define and explain the processes that improve indoor air quality.
o List and describe the factors that negatively impact indoor air quality.
o Define indoor air quality and explain how it is measured.
• Reducing Ozone Depletion
o Define chlorofluorocarbons (CFC); explain how these affect the ozone layer.
o Identify how the reduction of CFCs will affect the ozone layer.
o Identify CFC replacements that are also harmful to the ozone layer.
• The Greenhouse Effect
o List the main greenhouse gases.
o Rank these gases according to their negative contribution to global climate change.
o Explain how each of these gases affects global climate change.
• Noise Pollution
o List the factors that contribute to noise pollution.
o Define how noise pollution is measured.
o Explain how noise pollution negatively impacts the local environment and inhabitants (wildlife, human populations, and financial considerations).
o Explain how noise pollution is regulated.
o Discuss the process and policies (local, state, federal) of noise abatement.
• Global Climate Change
o List long-term changes in climate and the direct impact they have on ecosystems.
o Research data for one short-term and one long-term impact on an environment.
o List short-term changes in climate and the direct impact they have on ecosystems.
o Analyze the data and hypothesize positive changes implemented in the short term that improve the change over time.
• Ocean Warming
o Define and explain coral bleaching; explain how this process over time impacts local species and local habitats.
o Define ocean warming; list the factors involved in global warming.
• Human Impacts on Biodiversity
o Define HIPPCO.
o Define how habitat fragmentation occurs and list the causes.
o Explain the relationship between a species and the scale of the fragmentation.

Module 8:Energy Resources and Energy Use
• Renewable and Nonrenewable Resources
o Identify examples of renewable and nonrenewable resources in your state.
• Global Energy Consumption
o Describe the energy consumption trends in non developed countries.
o Describe the trends in energy consumption in your state.
o Describe the energy consumption trends in developed countries.
o Explain how these trends differ.
• Distribution of Natural Energy Resources
o Explain how a region's geography determines or influences the types of natural energy resources available.
o Identify where natural energy resources are available across the globe.
• Fossil Fuels
o Compare and contrast the combustion processes for each including the by-products produced.
o Describe the process of converting each type of fossil fuel (natural gas, oil, petroleum, and coal) into usable energy.
• Nuclear Power
o Describe how nuclear energy is generated. Starting with the raw material, describe the steps in the process, the harnessing of the energy, the by-products produced, and how these by-products are managed, disposed of, or stored.
• Solar Energy

o Describe a solar photovoltaic system and how it works.
o Discuss the limitations of solar energy.
o Explain how solar energy is collected, converted, and stored.
o Explain why solar energy is considered a "green" source of energy.
o Describe how solar energy is generated.
o Describe how solar energy is collected and converted into usable energy.
• Hydroelectric Power
o Compare and contrast hydroelectric power produced by dams and tidal turbines.
• Geothermal Energy
o Explain the effects of this type of energy production on the local environment.
o Describe the process that captures and converts geothermal energy to generate power.
• Wind Energy
o Explain the pros and cons of the construction of wind-energy technologies, their use, and disposal.
o Describe the process of power generation using the wind.
• Energy Conservation
• Describe the methods for conserving energy.

Textbooks, Software, and Equipment:
- ArcGIS
- Imagine Edgenuity (Imagine Learning)
- Open Educational Resources (Student Guide, Online videos and articles, etc.)

III. CRITERIA FOR AWARD OF COLLEGE CREDIT

Credit for the articulated course listed above may be received if all of the following criteria are met:

1. The high school instructor will utilize MiraCosta faculty approved exams, projects, or portfolios to assess student learning outcomes.
2. This high school teacher, or school district designee, has provided course rosters to MiraCosta.
3. The student has completed an Application for Admission to MiraCosta College, has obtained a college SURF ID number, and has submitted a petition for credit via the process administered by the college to manage students applying for credit by exam (CBE) via high school articulation agreement(s).
4. The student has completed the articulated high school course(s) listed in this agreement with a credit-by-exam and course grade of "B" or better. NOTE: Credit-by-exam does not necessarily involve only a written exam. It is a demonstration of proficiency. A portfolio, an oral interview, a demonstration project, a modified final examination, etc. may also be acceptable as determined by the lead college faculty and/or college department chair.
5. The final exam/assessment grade is transcripted and noted as CREDIT BY EXAM on the MiraCosta College transcript.
6. The high school teacher, or school district designee, shall submit all grades and credit recommendations by the college deadline to ensure that credit is transcripted in a timely manner.
7. MiraCosta College and the high school/high school district agree to share student data that includes personal identification information, as necessary to validate college enrollment, credit eligibility, and credit awarded. Information will only be shared with designated high school and college personnel.

Family Educational Rights and Privacy Act (FERPA)
Due to FERPA laws, MiraCosta College staff are prohibited from sharing information regarding a student's record with anyone besides the student and designated K12 educators and staff. This includes, but is not limited to, parents and guardians.

Instructor/Curriculum Changes: If there is a change in high school instructor during the term of this articulation, the agreement remains in effect if none of the course content, including final exam, project, or presentation, changes. High school administration is responsible for ensuring that the new instructor is aware of the articulation agreement and follows all procedures and criteria explained in this agreement.

When there are changes to High School courses during the two-year articulation window, the high school liaison shall immediately contact the Career Education Pathways coordinator, who shall inform the MiraCosta College discipline faculty and articulation officer of changes and/or additions to high school articulated courses that may impact university articulations, ADTs, and/or common numbered courses. Discipline faculty may rescind the articulation agreement if there are changes that move the High School course out of alignment.
Upon the expiration of the term of this agreement, this articulation is eligible for renewal pending (1) review of updated curriculum by both parties and (2) an agreement by all parties to extend the life of the articulation for another two-year term.

ALTUS CHARTER SCHOOLS

05/26/2025

Allison Fleck — Date
High School Coordinator

Cathryn Rambo 05/29/2025

Cathryn Rambo — Date
Dean of Academic Affairs and
Altus Schools

MIRACOSTA COLLEGE

05/23/2025

Mike Fino for Megan Allison — Date
Faculty & Department Chair

05/23/2025

Mike Fino — Date
Dean, School of Natural & Social
Sciences

Altus HORT 166 ArticulationAgreement 25-27

Final Audit Report 2025-05-29

Created:	2025-05-23
By:	Amy Pimentel (apimentel@miracosta.edu)
Status:	Signed
Transaction ID:	CBJCHBCAABAAMCNj6LN7sj1UjybFqj9e-PVQQhQTxS-o

"Altus HORT 166 ArticulationAgreement 25-27" History

Document created by Amy Pimentel (apimentel@miracosta.edu)
2025-05-23 - 8:09:09 PM GMT- IP address: 68.8.142.234

Document emailed to Mike Fino (mfino@miracosta.edu) for signature
2025-05-23 - 8:10:07 PM GMT

Email viewed by Mike Fino (mfino@miracosta.edu)
2025-05-23 - 9:03:48 PM GMT- IP address: 54.152.3.141

Document e-signed by Mike Fino (mfino@miracosta.edu)
Signature Date: 2025-05-23 - 9:26:59 PM GMT - Time Source: server- IP address: 209.129.33.70

Document emailed to Allison Fleck (afleck@altusschools.net) for signature
2025-05-23 - 9:27:01 PM GMT

Email viewed by Allison Fleck (afleck@altusschools.net)
2025-05-26 - 10:51:15 PM GMT- IP address: 104.47.58.254

Document e-signed by Allison Fleck (afleck@altusschools.net)
Signature Date: 2025-05-26 - 10:51:37 PM GMT - Time Source: server- IP address: 104.188.23.56

Document emailed to Cathryn Rambo (crambo@altusschools.net) for signature
2025-05-26 - 10:51:39 PM GMT

Email viewed by Cathryn Rambo (crambo@altusschools.net)
2025-05-29 - 2:01:12 PM GMT- IP address: 68.101.216.120

Document e-signed by Cathryn Rambo (crambo@altusschools.net)
Signature Date: 2025-05-29 - 2:01:29 PM GMT - Time Source: server- IP address: 68.101.216.120

Agreement completed.
2025-05-29 - 2:01:29 PM GMT

Adobe Acrobat Sign

CREDIT BY EXAM/ARTICULATION AGREEMENT

MiraCosta College, in cooperation with Altus Charter School locations in San Diego and San Bernadino Conties, has agreed to grant Credit for Prior Learning: Credit by Exam to students meeting the grade requirements and completing the registration process for the following specific articulated course:

Altus Charter Schools'
Health Concepts 1 & 2
10 HS Credits – 180 Hours

with

MiraCosta College's
NURS 151: Body Systems Survey for Health Professions
3 units

This articulation agreement applies to the following academic years:

Year 1: 2025-2026
Year 2: 2026-2027

I. COLLEGE COURSE INFORMATION

College Course Description: This basic anatomy and physiology course is intended for students who are preparing for a career in health professions. The content is presented from simple to complex, beginning with cellular functioning and progressing through the various organ systems. Students learn how an organ is anatomically designed to perform a specific physiological task and how each organ system plays a role in maintaining homeostasis.

Outline of College Course Content:
I. Levels of organization of the human body
A. How the body is organized
B. Anatomical positions, planes, and cavities of the body.

II. Basic chemistry
A. Basic components of the atom
B. pH C. Energy and the role of adenosine triphosphate (ATP) in energy transfer. I

II. Cells A. Organelles and their function B. Cellular metabolism C. Homeostasis. IV. Acid-base balance
A. pH
B. Water and electrolyte balance and imbalance
C. Define and differentiate between an acid and a base.

V. Tissues and membranes
A. Types and location of tissues
B. Types and location of membranes.

VI. Organ systems
A. Eleven systems
B. Basic anatomy and physiology.

College Student Learning Outcomes:

1. At the end of the course students will be able to describe all eleven major organ systems and their role in maintaining homeostasis.
2. At the end of the course students will relate structure to function of all major body systems.
3. Students will be able to identify and describe anatomic terms for regions, planes and relative positions of the body.

College Performance Objectives:

1). List the levels of organization of the human body from the atom to the complex human organism.
2). Relate the eleven major organ systems to their function in the body.
3). Describe homeostasis including the physical and chemical parameters that an organism must maintain (e.g., pH and osmotic concentration) to allow proper functioning of its component cells, tissues, organs, and organ systems.
4). Identify the levels of organization, the major cavities, and the three major planes of the body.
5). Differentiate among the terms used for relative positions and regions of the body.
6). Distinguish between an acid and a base.
7). Compare and contrast types of tissues and types of membranes.
8). Describe the structure and function of the cell and its organelles, considering the chemical makeup of the cell membrane and its ability to selectively transport molecules.

II. HIGH SCHOOL COURSE INFORMATION

High School Course Description:

This year-long course introduces high school students to the fundamental concepts of anatomy and physiology – including the organization of the body, cellular functions, and the chemistry of life. As they progress through each unit, students will learn about the major body systems, common diseases and disorders, and the career specialties associated with each system. Students will investigate basic medical terminology as well as human reproduction and development. Students are introduced to these fundamental health science concepts through direct instruction, interactive tasks, and practice assignments. This course is intended to provide students with a strong base of core knowledge and skills that can be used in a variety of health science career pathways. This course is aligned with introductory health science career and technical education frameworks.

Outline of High School Course Content and Student Learning Outcomes:

Health Science Concepts 1 - Course Outline:
Each unit involves: Instructional Videos, Assignments (Application Practice), and Unit Tests
Unit: The Human Body and Genetics

- Introduction to Anatomy and Physiology
- Organization of the Body
- Areas of Study within Anatomy
- Atoms and Molecules
- The Chemistry of Life
- DNA and Genetics
- Genetic Diseases and Disorders
- Heredity and Heritability

- Unit Wrap-Up and Career Connection
- Unit Test

Unit: Cells
- Introduction to Cells
- Cell Functions
- The Study of Cells
- Cell Growth and Organization
- Cell Division and Mitosis

- Moving Cellular Material
- Sexual Reproduction and Meiosis
- Energy
- Organic Substances and Compounds
- Unit Wrap-Up and Career Connection
- Unit Test

Unit: Tissues, Organs, and Systems
- Tissue and Diseased Tissues
- Injuries
- Body Cavities
- Membranes and Glands
- Organs and Organ Systems
- Homeostasis
- Homeostatic Processes
- Homeostatic Disorders
- Unit Wrap-Up and Career Connection
- Unit Test

Unit: Diseases and Disorders
- Disease
- Cause of Disease
- Chain of Infection
- Cancer
- Bloodborne Diseases
- Physical Disorders
- Pyschosomatic Diseases and Stress-Related Physical Ailments
- Treatments of Diseases and Disorders
- Monitoring Diseases
- Disease Prevention
- Unit Wrap-Up and Career Connections
- Unit Test

Unit: Anatomy of the Body
- Exploring Health Science Careers
- Studying Health Science
- Basic Medical Terminology
- Basic Medical Prefixes, Suffixes, and Root Words
- Basic Medical Abbreviations
- The Anatomical Position and Surface Anatomy
- Planes and Directions of the Body

- Axial Regions of the Body
- Appendicular Regions of the Body
- Unit Wrap-up and Career Connection
- Unit Test

Unit: Musculoskeletal System
- The Skeletal System

- Bones and Joints
- Bones and Axial Skeleton
- Bones of the Appendicular Skeleton
- The Muscular System
- Skeletal, Cardiac, and Smooth Muscles
- Articulations and Body Movement
- Common Diseases and Disorders of the Musculoskeletal System
- Musculoskeletal System Career Specialties
- Unit Wrap-Up and Career Connection
- Unit Test
- ESSAY: Writing an Argumentative Essay about Health Care

Cumulative Exam Review Cumulative Exam

Health Science Concepts 2 - Course Outline:
Each unit involves: Instructional Videos, Assignments (Application Practice), and Unit Tests

Unit: Nervous and Sensory Systems
- The Nervous System
- Nerves
- The Brain and Spinal Cord
- Common Diseases and Disorders of the Nervous System
- Nervous System Career Specialties
- The Sensory System
- Common Diseases and Disorders of the Sensory System
- Sensory System Career Specialties
- Unit Wrap-Up and Career Connection
- Unit Test

Unit: Cardiovascular System
- The Cardiovascular System
- The Heart
- Blood
- Blood Pressure
- Disorders of the Blood
- Myocardial Infarction
- Common Diseases and disorders of the Cardiovascular System
- Cardiovascular System Career Specialties
- Unit Wrap-Up and Career Connection
- Unit Test

Unit: Respiratory System
- The Respiratory System
- Anatomy of the Upper Respiratory System
- Anatomy of the Lower Respiratory System

- Circulation and Respiration
- Gas Exchange

- Common Diseases and Disorders of the Respiratory System
- Respiratory System Career Specialties
- Unit Wrap-Up and Career Connection
- Unit Test

Unit: Integumentary, Lymphatic, and Immune System
- The Integumentary System
- Common Diseases and Disorders of the Integumentary System
- Integumentary System Career Specialties
- The Lymphatic System
- Common Diseases and Disorders of the Lymphatic System
- The Immune System
- Common Diseases and Disorders of the Immune System
- Immune System Career Specialties
- Unit Wrap-Up and Career Connection
- Unit Test

Unit: Digestive, Urinary, and Endocrine System
- The Digestive System
- Common Diseases and Disorders of the Digestive System
- Digestive System Career Specialties
- The Urinary System
- Common Diseases and Disorders of the Urinary System
- Urinary System Career Specialties
- The Endocrine System
- Common Diseases and Disorders of the Endocrine System
- Endocrine System Career Specialties
- Unit Wrap-Up and Career Connection
- Unit Test

Unit: Human Reproduction and Development
- The Reproductive System
- Male Reproductive System
- Female Reproductive System
- Reproduction
- Pregnancy
- Common Diseases and Disorders of the Reproductive System
- Reproductive System Career Specialties
- Human Growth and Development
- Death And Dying
- Unit Wrap-Up and Career Connection
- Unit Test

Unit: Pursuing Health Science Careers
- Career Plans and Portfolios
- Career Portfolio and Resume- Create a Multimedia Presentation
- Career Options
- 21st-Century Skills: Interview Skills

- o Practice Interview- Presentation
- o Evaluate a Speaker Project Cumulative Exam Review

High School Student Learning Outcomes:

6. Student Learning Outcomes: Health Science Concepts 1 & 2
1. Examine the human body to explain its organization and functions
□ How the body is organized
□ Anatomical Positions, Planes, and Cavities of the Body
□ Be able to relate the human body to Anatomy concepts and explain their functions
a) Atoms, Molecules, Cells, DNA, Genetics
2. Use basic medical terminology to describe health science concepts
3. Understand common diseases and disorders of the body systems
4. Define the stages of human reproduction and development
5. Understand the Basic Body Systems and Organs
□ Basic anatomy and physiology terms and concepts
6. Relate the body systems to their health science career specialties

Textbooks, Software, and Equipment:
- Imagine Edgenuity (Imagine Learning)
- Open Educational Resources (Student Guide, Online videos and articles, etc.)

III. CRITERIA FOR AWARD OF COLLEGE CREDIT

Credit for the articulated course listed above may be received if all of the following criteria are met:

1. The high school instructor will utilize MiraCosta faculty approved exams, projects, or portfolios to assess student learning outcomes.
2. This high school teacher, or school district designee, has provided course rosters to MiraCosta.
3. The student has completed an Application for Admission to MiraCosta College, has obtained a college SURF ID number, and has submitted a petition for credit via the process administered by the college to manage students applying for credit by exam (CBE) via high school articulation agreement(s).
4. The student has completed the articulated high school course(s) listed in this agreement with a credit-by-exam and course grade of "B" or better. NOTE: Credit-by-exam does not necessarily involve only a written exam. It is a demonstration of proficiency. A portfolio, an oral interview, a demonstration project, a modified final examination, etc. may also be acceptable as determined by the lead college faculty and/or college department chair.
5. The final exam/assessment grade is transcripted and noted as CREDIT BY EXAM on the MiraCosta College transcript.
6. The high school teacher, or school district designee, shall submit all grades and credit recommendations by the college deadline to ensure that credit is transcripted in a timely manner.
7. MiraCosta College and the high school/high school district agree to share student data that includes personal identification information, as necessary to validate college enrollment, credit eligibility, and credit awarded. Information will only be shared with designated high school and college personnel.

Family Educational Rights and Privacy Act (FERPA)
Due to FERPA laws, MiraCosta College staff are prohibited from sharing information regarding a student's record with anyone besides the student and designated K12 educators and staff. This includes, but is not limited to, parents and guardians.

Instructor/Curriculum Changes: If there is a change in high school instructor during the term of this articulation, the agreement remains in effect if none of the course content, including final exam, project, or presentation, changes. High school administration is responsible for ensuring that the new instructor is aware of the articulation agreement and follows all procedures and criteria explained in this agreement.

When there are changes to High School courses during the two-year articulation window, the high school liaison shall immediately contact the Career Education Pathways coordinator, who shall inform the MiraCosta College discipline faculty and articulation officer of changes and/or additions to high school articulated courses that may impact university articulations, ADTs, and/or common numbered courses. Discipline faculty may rescind the articulation agreement if there are changes that move the High School course out of alignment.

Upon the expiration of the term of this agreement, this articulation is eligible for renewal pending (1) review of updated curriculum by both parties and (2) an agreement by all parties to extend the life of the articulation for another two-year term.

ALTUS CHARTER SCHOOLS

05/26/2025
Allison Fleck — Date
School Coordinator

05/29/2025
Carolyn Rambo — Date
Dean of Academic Affairs and Altus Schools

MIRACOSTA COLLEGE

Alison Phinney (May 23, 2025 13:22 PDT)
05/23/2025
Allison Phinney — Date
Faculty & Department Chair

05/23/2025
Danielle Lauria — Date
Dean, Nursing, Health, and Wellness

Altus NURS 151 ArticulationAgreement 25-27

Final Audit Report 2025-05-29

Created:	2025-05-23
By:	Amy Pimentel (apimentel@miracosta.edu)
Status:	Signed
Transaction ID:	CBJCHBCAABAAxktsGsfqVVadOmqY7JyQ6h96S8caEWX7

"Altus NURS 151 ArticulationAgreement 25-27" History

Document created by Amy Pimentel (apimentel@miracosta.edu)
2025-05-23 - 8:12:55 PM GMT- IP address: 68.8.142.234

Document emailed to Alison Phinney (aphinney@miracosta.edu) for signature
2025-05-23 - 8:13:36 PM GMT

Email viewed by Alison Phinney (aphinney@miracosta.edu)
2025-05-23 - 8:21:47 PM GMT- IP address: 104.47.74.126

Document e-signed by Alison Phinney (aphinney@miracosta.edu)
Signature Date: 2025-05-23 - 8:22:02 PM GMT - Time Source: server- IP address: 174.65.174.197

Document emailed to dlauria@miracosta.edu for signature
2025-05-23 - 8:22:03 PM GMT

Email viewed by dlauria@miracosta.edu
2025-05-23 - 8:37:20 PM GMT- IP address: 209.129.33.10

Signer dlauria@miracosta.edu entered name at signing as Danielle Lauria
2025-05-23 - 8:38:30 PM GMT- IP address: 209.129.33.10

Document e-signed by Danielle Lauria (dlauria@miracosta.edu)
Signature Date: 2025-05-23 - 8:38:32 PM GMT - Time Source: server- IP address: 209.129.33.10

Document emailed to Allison Fleck (afleck@altusschools.net) for signature
2025-05-23 - 8:38:33 PM GMT

Email viewed by Allison Fleck (afleck@altusschools.net)
2025-05-26 - 10:52:29 PM GMT- IP address: 104.47.58.254

Document e-signed by Allison Fleck (afleck@altusschools.net)
Signature Date: 2025-05-26 - 10:53:04 PM GMT - Time Source: server- IP address: 104.188.23.56

Adobe Acrobat Sign

Document emailed to Cathryn Rambo (crambo@altusschools.net) for signature
2025-05-26 - 10:53:06 PM GMT

Email viewed by Cathryn Rambo (crambo@altusschools.net)
2025-05-29 - 2:00:21 PM GMT- IP address: 68.101.216.120

Document e-signed by Cathryn Rambo (crambo@altusschools.net)
Signature Date: 2025-05-29 - 2:00:41 PM GMT - Time Source: server- IP address: 68.101.216.120

Agreement completed.
2025-05-29 - 2:00:41 PM GMT

Adobe Acrobat Sign

ARTICULATION AGREEMENT

MiraCosta College, in cooperation with the **Altus Affiliated Schools** has agreed to grant articulated credit to students completing the following specific articulated course:

Altus Affiliated Schools
Hospitality Management 1, 2
4 HS Credits – 120 Hours

with

MiraCosta College
Introduction to Hospitality Management
HOSP 100, 3 units

This articulation agreement applies to the following academic years:

Year 1: 2024-2025
Year 2: 2025-2026

I. COLLEGE COURSE INFORMATION

College Course Description: This course provides an overview of the structure and financial performances of the hospitality industry, including food and lodging, resorts, tourism enterprises, attractions, and related operations. It emphasizes orientation to customer service, cultural/economic trends, and career opportunities. Students may be required to visit various hospitality sites. C-ID HOSP-100

Top Code: 1307.00 - Hospitality Administration/Management, General*

Outline of Course Lecture Content
I. History of hospitality
A. Characteristics of the hospitality industry
B. Relationship between hospitality and tourism
C. Hospitality trends
D. Industry resources and guides.

II. Travel and tourism industry
A. Air travel
B. Pleasure travel
C. Business travel.

III. Career opportunities
A. Hospitality careers
B. Tourism careers
C. Career goals and paths.

IV. Food service operations
A. Front of house
B. Back of house
C. Cost control.

/////

/////

V. Restaurant organization
A. Classification of restaurants
B. Restaurant operations
C. Trends in restaurant operations.

VI. Hotel operations
A. Types and location of hotels
B. Rating and classification of hotels
C. Trends in hotel development.

VII. Club organization and operation
A. Types of clubs
B. Club management
C. Trends in club management.

VIII. Meetings industry, conventions, and expositions
A. Types of meetings, conventions, and expositions
B. Venues
C. Trends in meetings, conventions, and expositions.

IX. Marketing and selling
A. Marketing basics
B. The sales process
C. Special considerations for marketing and selling in the hospitality industry.

X. Managing marketing communications
A. Types of marketing communications
B. Using social media
C. Best practices in marketing communications for the hospitality industry.

XI. Management companies
A. Organization of management companies
B. Development of management companies
C. Management company/client relationship.

XII. Franchising
A. The franchise relationship
B. Advantages and disadvantages of franchising
C. Franchising in the hospitality industry.

XIII. Ethics
A. Ethical dilemmas in hospitality
B. Sustainability in the hospitality industry.

XIV. Floating resorts: cruise line business
A. Organization of the cruise ship
B. Cruise markets
C. Trends in cruising.

XV. Gaming and casino hotels
A. History of gaming entertainment
B. Operations within gaming entertainment
C. Trends in the gaming industry.

XVI. Managing and leading hospitality enterprises
A. Characteristics of effective leaders and managers
B. Managing employees: classic management theories
C. Management structures.

XVII. Recreation
A. Theme park industry
B. Fairs and festivals
C.Trends in the theme park industry.

XVIII. Managed services
A. Airlines and airports
B. Leisure and recreation
C. Business and industry.

XIX. Special events management
A. Event management
B. Classifications of special events
C. Special event organizations.

College Competencies:
Upon successful completion of this course, students will be able to do the following:
1). Describe the origins and history of hospitality, food service, and tourism as a context for the present industry environment
2). Compare and contrast the scope and structure of the hospitality and tourism industry with non-service industries
3). Identify job titles and responsibilities within the hospitality, food service, and tourism industries
4). Relate general management theory and principles to the hospitality, food service, and tourism industries
5). Differentiate among and use various industry resources and guides as tools of the trade
6). Distinguish among the major classifications of the lodging industry
7). Assess the continuing growth of the hospitality, food service, and tourism industries.

College Student Learning Outcomes:
1. Compare and contrast the different hospitality and food service industries.
2. Relate general management theory and principles to hospitality, food service, and tourism.
3. Identify specific job titles within the hospitality, food service, or tourism industry and describe the responsibilities of the positions as well as the outlook for future job growth.

II. HIGH SCHOOL COURSE INFORMATION

High School Course Description: The course sequence is designed to develop and build skills related to a career pathway in leadership in the Hospitality and Tourism Industry. The purpose of this course is for students to gain overall knowledge about leadership roles in the hospitality industry, along with more-detailed understanding of management roles within the guest experience cycle, human resources, operational finance, front office, security, as well as food and beverage services. The goal of this course is to explore the hospitality industry through a leadership context with a strong focus on business and marketing management. Students will explore career opportunities and responsibilities within the Hospitality Industry. Students will develop professional skills in management of housekeeping operations, facilities management, operational finance management, and management of banquets and catered events. There is also an emphasis on industry financial trends such as sales to global audiences, developing marketing plans, budgeting, and management of sales teams. This course satisfies the Capstone course requirement for Hospitality and Tourism and leads to industry level certification as a certified Hospitality and Tourism Management Professional.

Outline of High School Course Content:
Hospitality, Tourism and Recreation 3 Course Outline:
Lesson 1: Chapter 1 Preparing for a Leadership Career pp. 2-10 Sections 1.1-1.3
Lesson 2: Chapter 1 Preparing for a Leadership Career pp. 11-19 Sections 1.4-1.7
Lesson 3: Chapter 2 Hospitality and Tourism Leadership pp. 22-29 Sections 2.1-2.3.
Lesson 4: Chapter 2 Hospitality and Tourism Leadership pp. 30-41 Sections 2.4-2.7.
Lesson 5: Chapter 1 test and Chapter 2 test.
Lesson 6: Chapter 3 Leadership and the Guest Cycle pp. 44-51 Sections 3.1-3.2.
Lesson 7: Chapter 3 Leadership and the Guest Cycle pp. 52-57 Sections 3.3-3.4
Lesson 8: Chapter 4 Managing the Guest Experience Cycle pp. 60-67 Sections 4.1-4.3.
Lesson 9: Chapter 4 Managing the Guest Experience Cycle pp. 68-73 Sections 4.4-4.6.
Lesson 10: Chapter 3 test and Chapter 4 test.

Lesson 11: Chapter 5 Leadership, Employees, and Communication pp. 76-85 Sections 5.1-5.4.
Lesson 12: Chapter 5 Leadership, Employees, and Communication pp. 86-97 Sections 5.5-5.8.
Lesson 13: Chapter 6 Front Office Leadership pp. 100-110 Sections 6.1-6.3.
Lesson 14: Chapter 6 Front Office Leadership pp. 111-119 Sections 6.4-6.7.
Lesson 15: Chapter 5 test and Chapter 6 test.
Lesson 16: Chapter 7 Managing Housekeeping Operations pp. 122-130 Sections 7.1-7.3.
Lesson 17: Chapter 7 Managing Housekeeping Operations pp. 131-139 Sections 7.4-7.7.
Lesson 18: Chapter 8 Leadership and Facilities Management pp. 142-150 Sections 8.1-8.3.
Lesson 19: Chapter 8 Leadership and Facilities Management pp. 151-157 Sections 8.4-8.6.
Lesson 20: Chapter 7 test and Chapter 8 test.

Hospitality, Tourism and Recreation 4 Course Outline:
Lesson 1: Chapter 9 Food and Beverage Service Leadership pp. 160-174 Sections 9.1-9.4
Lesson 2: Chapter 9 Food and Beverage Service Leadership pp. 175-185 Sections 9.5-9.8
Lesson 3: Chapter 10 Managing Banquets and Catered Events pp. 188-199 Sections 10.1-10.3
Lesson 4: Chapter 10 Managing Banquets and Catered Events pp. 200-205 Sections 10.4-10.5
Lesson 5: Chapter 9 test and Chapter 10 test
Lesson 6: Chapter 11 Human Resources pp. 210-217 Sections 11.1-11.3
Lesson 7: Chapter 11 Human Resources pp. 218-223 Sections 11.4-11.5
Lesson 8: Chapter 12 Managing Operational Finance pp. 226-235 Sections 12.1-12.3
Lesson 9: Chapter 12 Managing Operational Finance pp. 236-243 Sections 12.4-12.6
Lesson 10: Chapter 11 test and Chapter 12 test
Lesson 11: Chapter 13 Marketing pp. 248-257 Sections 13.1-13.3
Lesson 12: Chapter 13 Marketing pp. 258-261 Sections 13.4-13.6
Lesson 13: Chapter 14 Sales pp. 264-271 Sections 14.1-14.3
Lesson 14: Chapter 14 Sales pp. 272-279 Sections 14.4-14.6
Lesson 15: Chapter 13 test and Chapter 14 test
Lesson 16: Chapter 15 Safety pp. 282-289 Sections 15.1-15.2
Lesson 17: Chapter 15 Safety pp. 290-293 Sections 15.3-15.4
Lesson 18: Chapter 16 Security pp. 296-301 Sections 16.1-16.2
Lesson 19: Chapter 16 Security pp. 302-305 Sections 16.3-16.4
Lesson 20: Chapter 15 test and Chapter 16 test
Lesson 21: End of course exam.

High School Comptencies:

Hospitality Management 1

Module 1:

1. List the advantages and disadvantages of a career in hospitality and tourism, and list the benefits of choosing a career in this industry.
2. Describe segments of the hospitality and tourism industry, and explain the process for selecting an industry segment in which to work.
3. Identify the types of leadership positions available in the hospitality and tourism industry.
4. Identifying 21st century leadership styles.
5. Identify why leaders must create leadership development goals and a path for meeting those goals.
6. Define power and empowerment, and describe how these concepts tend to play out in centralized and decentralized organizations.

Module 2:

1. Identify the leadership skills and processes that lead to a seamless guest cycle.
2. Describe how employee empowerment contributes to effective guest recovery.
3. Explain how problem solving contributes to leader process in hospitality and tourism.
4. Describe why modeling inclusive behavior is an important skill for hospitality and tourism managers.
5. Identify how managers should apply property standards to the guest experience.

6. Identify the role of the guest service measurement (GMS) in managing the guest experience.

Module 3:

1. Describe the purpose of a mission statement.
2. Explain the importance of communicating the purpose and role of their job positions to employees.
3. Identify the steps involved in setting performance goals and ensuring that employee performance meets property standards.
4. Identify the key duties and responsibilities of the front office manager.
5. Identify the reports attached to the night audit process.
6. Describe how labor costs are managed by the front office.

Module 4:

1. Identify which positions report to the executive housekeeper.
2. Identify the duties and responsibilities of the executive housekeeper.
3. Explain how the housekeeping department manages the budget process.
4. Summarize the duties and responsibilities of the chief engineer.
5. Analyze how ADA improvements affect the budgetary process.
6. Identify various measures facilities managers can take to manage and conserve energy.

Hospitality Management 2

Module 1:

1. Identify the organizational structures of various food and beverage operations, and describe how restaurants attract and retain staff.
2. Explain the steps involved in menu planning and menu design, and explain the value of periodic menu evaluation.
3. Describe procedures and issues involved with purchasing, receiving, storing, issuing, and controlling food and beverage operation supplies and equipment.
4. Outline the types of positions available to event planners, and describe the benefits of banquets and catered events for food and beverage operations.
5. Explain how banquets and catered events are booked and planned, and describe function books, contracts or letters of agreement, and function sheets.
6. Summarize how banquet and catering operations prepare to provide service to clients during an event, from setting up function rooms to scheduling staff members, and preparing, plating, and storing food.

Module 2:

1. Identify the four basic rules in preparing for interviews, assess the strengths and weaknesses of different types of interview approaches, and differentiate between closed ended and open ended questions.
2. Identify the employment laws that impact the hospitality and tourism industry and the role of human resources managers in applying these laws.
3. Discuss how revenue centers and cost centers are managed to ensure a property's profitability.
4. Identify the components of income statements and balance sheets.
5. Distinguish between operations and capital budgets and explain how to use each appropriately.
6. Explain the purpose of revenue management in the hospitality and tourism industry.

Module 3:

1. Describe the organization of marketing departments, and explain management's role in marketing.
2. Summarize the marketing mix: the four Ps and the four Cs.
3. Identify the steps of a marketing plan.
4. Describe training techniques managers can use to build an effective sales team.
5. Identify the methods used to manage an effective sales team.
6. List the tools and processes used to sell to global audiences.

Module 4:

1. Describe why workplace safety is a significant responsibility of the hospitality and tourism manager.
2. Explain the benefits of a workplace safety committee, its goals, and its communication processes.
3. Define risk management, and identify the steps of the risk management process.
4. Describe how security should be used as a management tool.
5. Explain how surveillance, safe deposit boxes, and access control measures are used to protect guests and assets.
6. Summarize the nature of employee security issues, and identify the role of human resources in dealing with them.

Textbooks or Other Support Materials: Hospitality and Tourism Management Program Year 2 (2016/The American Hotel & Lodging Educational Institute)

III. CRITERIA FOR AWARD OF COLLEGE CREDIT

Credit for the articulated course listed above may be received if all of the following criteria are met:

1. This high school teacher, or school district designee, has provided course rosters to MiraCosta.
2. The student has completed an Application for Admission to MiraCosta College, has obtained a college SURF ID number, and has submitted a petition for credit via the process administered by the college to manage students applying for credit by exam (CBE) via high school articulation agreement(s).
3. The student has completed the articulated high school course(s) listed in this agreement with a credit-by-exam and course grade of "B" or better. NOTE: Credit-by-exam does not necessarily involve only a written exam. It is a demonstration of proficiency. A portfolio, an oral interview, a demonstration project, a modified final examination, etc. may also be acceptable as determined by the lead college faculty and/or college department chair.
4. The final exam grade is transcripted and noted as CREDIT BY EXAM on the MiraCosta College transcript.
5. The high school teacher, or school district designee, shall submit all grades and credit recommendations by the college deadline to ensure that credit is transcripted in a timely manner.
6. MiraCosta College and the high school/high school district agree to share student data that includes personal identification information, as necessary to validate course enrollment, credit eligibility, and credit awarded. Information will only be shared with designated high school and college personnel.
7. Due to FERPA laws, MiraCosta College staff are prohibited from sharing information regarding a student's record with anyone besides the student and designated K12 educators and staff. This includes, but is not limited to, parents and guardians.

Instructor/Curriculum Changes: If there is a change in high school instructor during the term of this articulation, the agreement remains in effect as long as none of the course content, including final exam, project, or presentation, changes. High school administration is responsible to ensure that the new instructor is aware of the articulation agreement and follows all procedures and criteria explained in this agreement.

SIGNATURES ON NEXT PAGE

Upon the expiration of the term of this agreement, this articulation is eligible for renewal pending (1) review of updated curriculum by both parties and (2) an agreement by all parties to extend the life of the articulation for another two-year term.

ALTUS SCHOOLS

David Delbrueck — May 6, 2024

David Delbrueck — Date
Hospitality Department Co-Chair

Kelli Weyant — May 6, 2024

Kelli Weyant — Date
Hospitality Department Co-Chair

May 6, 2024

Alaura Dorociak — Date
Counselor

May 6, 2024

Allison Fleck — Date
School Coordinator

Cathryn Rambo — May 6, 2024

Cathryn Rambo — Date
Dean of Academic Affairs & Altus Studies

MIRACOSTA COMMUNITY COLLEGE

Annie Ngo (May 6, 2024 10:11 PDT) — May 6, 2024

Annie Ngo — Date
Faculty & Department Chair

Al Taccone (May 6, 2024 10:24 PDT) — May 6, 2024

Al Taccone — Date
Dean Career Education

Atlus_HOSP100_Articulation Agreement_24-26

Final Audit Report 2024-05-06

Created:	2024-05-06
By:	Amy Pimentel (apimentel@miracosta.edu)
Status:	Signed
Transaction ID:	CBJCHBCAABAAN1txWjum8gEq0PyYW4BJFD6lW5MSuZpt

"Atlus_HOSP100_Articulation Agreement_24-26" History

Document created by Amy Pimentel (apimentel@miracosta.edu)
2024-05-06 - 3:45:36 PM GMT- IP address: 209.129.33.70

Document emailed to Annie Ngo (ango@miracosta.edu) for signature
2024-05-06 - 3:52:11 PM GMT

Document emailed to Al Taccone (ataccone@miracosta.edu) for signature
2024-05-06 - 3:52:11 PM GMT

Document emailed to Allison Fleck (afleck@altusschools.net) for signature
2024-05-06 - 3:52:11 PM GMT

Document emailed to Cathryn Rambo (crambo@charterschool-sandiego.net) for signature
2024-05-06 - 3:52:11 PM GMT

Document emailed to Alaura Dorociak (adorociak@altusschools.net) for signature
2024-05-06 - 3:52:12 PM GMT

Document emailed to David Delbrueck (ddelbrueck@altusschools.net) for signature
2024-05-06 - 3:52:12 PM GMT

Document emailed to Kelli Weyant (kweyant@altusschools.net) for signature
2024-05-06 - 3:52:12 PM GMT

Email viewed by Cathryn Rambo (crambo@charterschool-sandiego.net)
2024-05-06 - 3:53:12 PM GMT- IP address: 66.185.172.160

Document e-signed by Cathryn Rambo (crambo@charterschool-sandiego.net)
Signature Date: 2024-05-06 - 3:53:33 PM GMT - Time Source: server- IP address: 66.185.172.160

Email viewed by Allison Fleck (afleck@altusschools.net)
2024-05-06 - 3:54:15 PM GMT- IP address: 104.47.58.254

Document e-signed by Allison Fleck (afleck@altusschools.net)
Signature Date: 2024-05-06 - 3:54:32 PM GMT - Time Source: server- IP address: 104.188.23.56

Email viewed by Kelli Weyant (kweyant@altusschools.net)
2024-05-06 - 3:55:46 PM GMT- IP address: 104.47.56.254

Document e-signed by Kelli Weyant (kweyant@altusschools.net)
Signature Date: 2024-05-06 - 3:55:54 PM GMT - Time Source: server- IP address: 66.185.172.160

Email viewed by Annie Ngo (ango@miracosta.edu)
2024-05-06 - 3:58:41 PM GMT- IP address: 174.195.131.157

Email viewed by David Delbrueck (ddelbrueck@altusschools.net)
2024-05-06 - 4:33:06 PM GMT- IP address: 104.47.56.254

Document e-signed by David Delbrueck (ddelbrueck@altusschools.net)
Signature Date: 2024-05-06 - 4:33:26 PM GMT - Time Source: server- IP address: 66.185.172.160

Email viewed by Alaura Dorociak (adorociak@altusschools.net)
2024-05-06 - 4:40:57 PM GMT- IP address: 104.47.58.254

Document e-signed by Alaura Dorociak (adorociak@altusschools.net)
Signature Date: 2024-05-06 - 4:41:06 PM GMT - Time Source: server- IP address: 66.185.172.160

Document e-signed by Annie Ngo (ango@miracosta.edu)
Signature Date: 2024-05-06 - 5:11:14 PM GMT - Time Source: server- IP address: 209.129.33.10

Email viewed by Al Taccone (ataccone@miracosta.edu)
2024-05-06 - 5:24:05 PM GMT- IP address: 209.129.33.10

Document e-signed by Al Taccone (ataccone@miracosta.edu)
Signature Date: 2024-05-06 - 5:24:12 PM GMT - Time Source: server- IP address: 209.129.33.10

Agreement completed.
2024-05-06 - 5:24:12 PM GMT

Adobe Acrobat Sign

ARTICULATION AGREEMENT

MiraCosta College, in cooperation Atlus Schools has agreed to grant articulated credit to students completing the following specific articulated course:

High School
Information and Communication Technology 1 & 2
10 HS Credits – 180 Hours

with

MiraCosta College
CSIT 101 - Introduction to Computers
3 units

This articulation agreement applies to the following academic years:

Year 1: 2024-2025
Year 2: 2025-2026

I. COLLEGE COURSE INFORMATION

College Course Description: This course is intended for students wishing to develop or strengthen their basic computer skills. Topics include basic computer techniques and literacy in computer concepts, Windows, working with files and folders, word processing, spreadsheets, browsing and searching the web, safe and ethical computer and Internet practices, email, computer maintenance, security, purchasing a computer, and academic online course management systems, such as Canvas.

Top Code: 0701.00 Computer and Information Sciences General

Outline of College Course Content:

I. Understanding the computer
A. Brief computer history
B. Computer components, specifications, and operations
C. Using the mouse and keyboard
D. Setting up a new computer
E. Software installation basics
F. Ergonomic best practices
G. Energy efficiency issues
H. Turning computer off/on properly.

II. Desktop and Windows basics
A. Desktop
B. Taskbar and start menu
C. Open, close, resize, and move windows
D. Menus, buttons, bars, and boxes
E. Arranging and organizing icons and shortcuts
F. Notification area and task manager
G. User accounts
H. Multiple windows; multitasking

I. Customizing display and mouse settings
J. Windows help system.

III. Applications, files, and folders basics
A. Open and close and uses of various applications
B. Folder and file organization overview
1. Folder and subfolder hierarchy and paths
2. Working with multiple folders, subfolders, and files
3. Best practices in file organization.
C. My documents
D. Moving, copying, deleting, and restoring files
E. USB and Cloud storage device overview
F. Basic security
G. Antivirus
H. Backup techniques.

IV. Internet and Web browser basics
A. Brief Internet history and how it works
B. Connection types and choices
C. Internet service providers
D. Address bar and hyperlinks
E. Keyword searches, bookmarks, history
F. Search engines and search strategies
G. Downloading files and software
H. Safe and ethical practices.

V. Sending and receiving email basics
A. Various email platforms
B. Inbox; outbox
C. Basic security overview
D. Downloading files
E. Attachments
F. Address books and organization
G. File compression
H. Spam, viruses, and phishing
I. Group email and collaboration
J. Professional email etiquette standards.

VI. Word processing basics
A. Open and close document
B. Typing text and cut, copy, and paste
C. Save; save as
D. Basic text formatting
E. Basic paragraph and page formatting
F. Line spacing
G. Margins
H. Modifying the quick access toolbar.
I. Printing
J. Word processing help system.

VII. Spreadsheet basics
A. Navigation
B. Ranges, columns, and rows
C. Cutting, copying, and pasting cell contents

D. Basic addition and subtraction formulas
E. Functions: SUM, AVG
F. Basic spreadsheet formatting
G. Basic column and pie chart creation
H. Saving and printing and help system.

VIII. Academic computing basics
A. Course management systems and tools
B. Course notification settings
C. Assignment submission methods
D. Checking grades
E. Discussion board use
F. Interacting effectively with instructors and classmates in an online environment
G. Academic system course registration and search tools
H. On-campus print systems and accounts
I. On-campus help desk.

IX. Computer maintenance and security; purchasing a computer
A. Installing, uninstalling, and running software
B. Disk clean up and defragmentation
C. Antivirus software, spyware, and firewalls
D. New computer purchase considerations.

College Student Learning Outcomes:

1. Explain the audio chain from input to output.
2. Create a diagram of the audio chain in a basic signal path.
3. Identify and explain the different types of microphones and their intended application.

II. HIGH SCHOOL COURSE INFORMATION

High School Course Description: Information and Communication Technology 1, 2 is a year long CTE concentrator course. This course is designed for students who are interested in the Information Technology Industry Sector. ICT exposes students to a broad overview of careers in this industry sector, while focusing on the knowledge and skills useful to students interested in careers in this field. Students will create their own professional portfolio highlighting their strengths and plan for a career within this industry. Students also learn about IT and Computer Hardware, including legal and ethical issues, wireless IT, and computing basics and system maintenance/computer hardware. Also covered throughout this course is operating systems and application software development, network administration, copyright and programming, and coding. Students will need access to the course on Edgenuity; word processing, presentation, and spreadsheet software; and Python.

Outline of High School Course Content:

Module 1: Introduction to Information Technology

- The Four Areas of Information Technology Employment
- Compare and Contrast Careers in IT
- Entrepreneurship
- Assessment
- Lifelong Learning Skills

- Create a Professional Portfolio
- Planning Your Career

Module 2: IT and Computer Hardware

- Information Technology
- Job-Specific Math Skills
- IT Legal and Ethical Issues
- Wireless IT
- Computing Basics
- The Evolution of the Computer
- Hardware Input and Output
- Sound, Graphics, and Network Cards
- System Maintenance
- Upgrade Computer Hardware

Module 3: Operating Systems and Application Software

- Software Overview
- Software Development
- Computer Operating Systems
- File Management
- File Management Tools
- Web Browsers

Module 4: Networks and the Internet

- Network Basics
- Evolution of Networks
- Wireless Networks
- Network Administration
- Ethical Issues on the Internet
- Copyright and IP
- Search on the Internet
- Risks on the Internet
- Improving Network Security

Module 5: HTML and the Web

- Web Pages
- Investigate Web Design
- HTML Basics
- Create a Web Page
- Use CSS to Design a Web Page
- Add Images to a Web Page
- Publish to the Web
- Risks on the Internet
- Improving Network Security

Module 6: General Workplace Skills

- Communication Skills
- Positive Personal Qualities in the Workplace
- Diversity in the Workplace
- Positive Work Ethic
- Teamwork and Collaboration

- Project Management Skills
- Parts of an Email Message
- Appropriate Email Use
- Organizations
- Organizational Responsibilities
- Cumulative Exam

Information and Communication Technology 2 Course Outline:

Module 7: Spreadsheets and Presentations

- Spreadsheet Basics
- Create and Use a Spreadsheet
- Use Spreadsheet Functions and Formulas
- Advanced Spreadsheet Features
- Create Advanced Spreadsheets
- Spreadsheets and Data Management
- Presentation Software
- Create a Presentation

Module 8: Creating Multimedia

- Digital Images
- Create and Edit Images
- Digital Audio
- Audio Editing Techniques
- Digital Video
- Create a Multimedia Presentation
- Create and Format a Letter
- Format a Research Paper
- Create a Business Card and a Flyer

Module 9: Introduction to Programming

- Programming Overview
- Algorithms
- Programming Design
- Logic Problems
- Writing a Problem Statement
- Exploring a Problem and Communicating a Solution
- Using Flowcharts and Pseudocode

Module 10: Writing and Testing Code

- Variables and Data Types
- Functions, Procedures, Arguments and Parameters
- Conditional Statements
- Iteration
- Internal Data Representation
- Integrated Development Environments
- Resources for Programmers
- Program with Variables
- Program with Functions and Arguments
- Testing and Fixing Code

/////

Module 11: Programming with Lists and Loops

- Use Conditional Statements
- Use Data Structures
- Use Iteration
- Readable Code
- Encode and Decode Text
- Types Of Errors
- Debugging a Program
- Cumulative Exam

Information and Communication Technology Course Projects

HTML and the Web: Students learn how to:

- Create a web page
- Add images to a web page
- Use CSS to design a web page.

Spreadsheets and Presentations: Students learn how to:

- Create a presentation
- Create and use a spreadsheet
- Create advanced spreadsheets
- Use spreadsheets functions and formulas

Creating Multimedia: Students learn how to:

- Create a Business Card and a Flyer
- Create a multimedia presentation
- Create and edit images
- Create and format a letter
- Format a research paper

Writing and Testing Code: Students learn how to:

- Program with Functions d Arguments
- Program with Variables

Programming with Lists and Loops: Students learn how to:

- Encode and Decode Text
- Use conditional statements
- Use data structures
- Use iteration

Student Learning Outcomes

1. The student will be able to demonstrate logical ordering of files and folders.
2. The student will be able to apply professional standards to documents and messages.
3. The student will be able to plan and create a basic word processing document using word processing software.

Textbooks or Other Support Materials: Edgenuity (e2021 and Giant Campus); Word Processing, Presentation, and Spreadsheet Software; Python

/////
/////
/////

III. CRITERIA FOR AWARD OF COLLEGE CREDIT

Credit for the articulated course listed above may be received if all of the following criteria are met:

1. This high school teacher, or school district designee, has provided course rosters to MiraCosta.
2. The student has completed an Application for Admission to MiraCosta College, has obtained a college SURF ID number, and has submitted a petition for credit via the process administered by the college to manage students applying for credit by exam (CBE) via high school articulation agreement(s).
3. The student has completed the articulated high school course(s) listed in this agreement with a credit-by-exam and course grade of "B" or better. NOTE: Credit-by-exam does not necessarily involve only a written exam. It is a demonstration of proficiency. A portfolio, an oral interview, a demonstration project, a modified final examination, etc. may also be acceptable as determined by the lead college faculty and/or college department chair.
4. The final exam grade is transcripted and noted as CREDIT BY EXAM on the MiraCosta College transcript.
5. The high school teacher, or school district designee, shall submit all grades and credit recommendations by the college deadline to ensure that credit is transcripted in a timely manner.
6. MiraCosta College and the high school/high school district agree to share student data that includes personal identification information, as necessary in order to validate course enrollment, credit eligibility, and credit awarded. Information will only be shared with designated high school and college personnel.
7. Due to FERPA laws, MiraCosta College staff are prohibited from sharing information regarding a student's record with anyone besides the student and designated K12 educators and staff. This includes, but is not limited to, parents and guardians.

SIGNATURES ON THE FOLLOWING PAGE

Instructor/Curriculum Changes: If there is a change in high school instructor during the term of this articulation, the agreement remains in effect as long as none of the course content, including final exam, project, or presentation, changes. High school administration is responsible to ensure that the new instructor is aware of the articulation agreement and follows all procedures and criteria explained in this agreement.

Upon the expiration of the term of this agreement, this articulation is eligible for renewal pending (1) review of updated curriculum by both parties and (2) an agreement by all parties to extend the life of the articulation for another two-year term.

ATLUS HIGH SCHOOL

Apr 25, 2024

Paul Backus — Date
High School Instructor

Apr 25, 2024

Alaura Dorociak — Date
Counselor

Apr 25, 2024

Allison Fleck — Date
School Coordinator

Apr 25, 2024

Cathryn Rambo — Date
Dean of Academic Affairs and Altus Schools

MIRACOSTA COMMUNITY COLLEGE

Steve Isachsen
Steve Isachsen (Apr 30, 2024 13:02 PDT)
Apr 30, 2024

Steve Isachsen — Date
MiraCosta College Faculty & Department Chair

Al Taccone (Apr 25, 2024 09:20 PDT)
Apr 25, 2024

Al Taccone — Date
Dean of Career Education

Altus CSIT 101 Articulation Agreement 24-26

Final Audit Report 2024-04-30

Created:	2024-04-25
By:	Amy Pimentel (apimentel@miracosta.edu)
Status:	Signed
Transaction ID:	CBJCHBCAABAAHRO64gg7XYnEVzW20DWwG9o2LnjZYZQ7

"Altus CSIT 101 Articulation Agreement 24-26" History

Document created by Amy Pimentel (apimentel@miracosta.edu)
2024-04-25 - 4:16:52 PM GMT- IP address: 209.129.33.70

Document emailed to Allison Fleck (afleck@altusschools.net) for signature
2024-04-25 - 4:19:45 PM GMT

Document emailed to Paul Backus (pbackus@altusschools.net) for signature
2024-04-25 - 4:19:45 PM GMT

Document emailed to Cathryn Rambo (crambo@altusschools.net) for signature
2024-04-25 - 4:19:45 PM GMT

Document emailed to Alaura Dorociak (adorociak@altusschools.net) for signature
2024-04-25 - 4:19:45 PM GMT

Document emailed to Steve Isachsen (sisachsen@miracosta.edu) for signature
2024-04-25 - 4:19:46 PM GMT

Document emailed to Al Taccone (ataccone@miracosta.edu) for signature
2024-04-25 - 4:19:46 PM GMT

Email viewed by Allison Fleck (afleck@altusschools.net)
2024-04-25 - 4:20:01 PM GMT- IP address: 104.47.58.254

Email viewed by Al Taccone (ataccone@miracosta.edu)
2024-04-25 - 4:20:28 PM GMT- IP address: 104.47.73.254

Document e-signed by Al Taccone (ataccone@miracosta.edu)
Signature Date: 2024-04-25 - 4:20:38 PM GMT - Time Source: server- IP address: 209.129.33.70

Email viewed by Alaura Dorociak (adorociak@altusschools.net)
2024-04-25 - 4:26:59 PM GMT- IP address: 104.47.58.254

Adobe Acrobat Sign

Document e-signed by Alaura Dorociak (adorociak@altusschools.net)
Signature Date: 2024-04-25 - 4:27:15 PM GMT - Time Source: server- IP address: 66.185.172.160

Document e-signed by Allison Fleck (afleck@altusschools.net)
Signature Date: 2024-04-25 - 4:40:36 PM GMT - Time Source: server- IP address: 104.188.23.56

Email viewed by Cathryn Rambo (crambo@altusschools.net)
2024-04-25 - 4:48:40 PM GMT- IP address: 66.185.172.160

Document e-signed by Cathryn Rambo (crambo@altusschools.net)
Signature Date: 2024-04-25 - 4:49:02 PM GMT - Time Source: server- IP address: 66.185.172.160

Email viewed by Paul Backus (pbackus@altusschools.net)
2024-04-25 - 5:01:39 PM GMT- IP address: 68.4.214.174

Document e-signed by Paul Backus (pbackus@altusschools.net)
Signature Date: 2024-04-25 - 5:28:37 PM GMT - Time Source: server- IP address: 68.4.214.174

Email viewed by Steve Isachsen (sisachsen@miracosta.edu)
2024-04-25 - 8:59:40 PM GMT- IP address: 72.199.54.73

Email viewed by Steve Isachsen (sisachsen@miracosta.edu)
2024-04-30 - 8:01:41 PM GMT- IP address: 72.199.54.73

Document e-signed by Steve Isachsen (sisachsen@miracosta.edu)
Signature Date: 2024-04-30 - 8:02:06 PM GMT - Time Source: server- IP address: 72.199.54.73

Agreement completed.
2024-04-30 - 8:02:06 PM GMT

CREDIT BY EXAM/ARTICULATION AGREEMENT

MiraCosta College, in cooperation with Altus Charter School locations in San Diego and San Bernadino Counties, has agreed to grant Credit for Prior Learning: Credit by Exam to students meeting the grade requirements and completing the registration process for the following specific articulated course:

Altus Charter Schools'
Retail, Sales & Marketing 1 and 2
10 HS Credits – 180 Hours

with

MiraCosta College's
BUS 132: Marketing
3 units

This articulation agreement applies to the following academic years:

Year 1: 2025-2026
Year 2: 2026-2027

I. COLLEGE COURSE INFORMATION

College Course Description: This course introduces students to the principles of marketing. Topics include segmenting, targeting, market research, buyer behavior, distribution, retailing, promotional mix elements, and digital media issues. Students gain an understanding of the marketing mix (product, distribution, promotion, and price) for a defined target market.

Outline of College Course Content:
I. World of marketing
A. Overview of marketing
B. Strategic planning
C. Ethics and social responsibility
D. Marketing environment
E. Global vision.

II. Analyzing market opportunities
A. Consumer decision-making
B. Business marketing
C. Segmenting and targeting markets
D. Marketing research.

III. Product decisions
A. Product concepts
B. Developing and managing products
C. Service and non-profit marketing.

IV. Distribution decisions
A. Marketing channels
B. Causes of channel conflict
C. Retailing

D. Supply chain management.

V. Promotion decisions
A. Integrated marketing communications
B. Advertising and public relations
C. Sales promotion and personal selling.

VI. Pricing decisions
A. Pricing concepts
B. Setting the right price
C. Customer relationship management.

College Student Learning Outcomes:

1. Apply contemporary marketing principles to create a marketing plan for a new product or service idea.

College Performance Objectives:

1). Relate fundamental marketing terms, concepts, and principles to their real-world applications.
2). Explain how the marketing function fits within an organization; evaluate ethical issues and corporate social responsibility initiatives within organizations.
3). Research and apply market segmentation techniques to define and quantify a target market.
4). Identify and apply market research techniques to make informed marketing decisions.
5). Examine the product life cycle, innovation, and steps in the product development process.
6). Discuss principles of marketing distribution and causes of channel conflict; evaluate potential distribution channels for a specific good or service.
7). Analyze effective communication strategies for developing a promotional mix.
8). Distinguish among pricing strategies and evaluate the factors for setting price.
9). Examine how the customer journey/customer experience (CX) process and consumer behavior principles influence product and service offerings and promotional messages.

II. HIGH SCHOOL COURSE INFORMATION

High School Course Description:

Retail, Sales and Marketing is a year-long course in which students will study marketing fundamentals and principles, including marketing research, business basics, buyer behavior, distribution, global trade, retailing, advertising, selling, and global issues regarding business and the marketplace. Additionally, students will come to understand the marketing mix for a specific target market. Activities are designed to develop marketing concepts, such as product promotion, distribution, price, advertising, branding and visual displays. Other topics include soft skills, job acquisition skills, basic economics, and human relations. Students will demonstrate their understanding of the marketing mix through a variety of projects, speeches and a portfolio. Students will research employers and industries, gain experience with public speaking, become familiar with real- world retail, sales and marketing scenarios and strengthen reading, writing and speaking skills.

Outline of High School Course Content:

Module 1: Marketing Dynamics

- Overview of Marketing: Marketing Defined and Marketing Basics
- Marketing Plan: Researching and Developing a Marketing Plan
- Identifying the Market
- Analyzing Market Opportunities and Evaluating the Competition
- Real-World Connections and Critical Thinking Questions
- College and Career Connection: Deca Emerging Leaders
- ❖ **Project:** "Hitting the Target"- Marketing Environment: Segmenting and Targeting a Market 1-1 Conduct a SWOT Analysis

1-2 Develop a new, innovative product that meets the needs/wants of a selected target market
1-3 Develop the product, price, place and promotion strategies for your new product that will appeal to a selected target market *(utilize the four Ps of the Marketing Mix)*

- ➢ **Building Your Marketing Plan:** Select and research a company for which, as a marketing manager, you will write a marketing plan.

Module 2: Business and Our Society

- Business Basics: Business Marketing
- Laws, Regulations, and Ethics
- Social Responsibility
- Real-World Connections and Critical Thinking Questions
- Apply Your Knowledge Prompts
- ❖ **Project** - Conduct research about a historical case related to unethical business practices.
  - o Record your findings/opinions, and outline recommended action plan
- ❖ **Presentation** - Business Action Plan: Solutions to Solve an Unethical Dilemma
- ➢ **Building Your Marketing Plan:** Conduct a Competitive Analysis (using a competitive analysis matrix) and Determine the Product Positioning Strategy

Module 3: Economics

- Economic Principles
- Global Trade and Global Vision
- Real-World Connection and Critical Thinking Questions
- Global Business Environment and Global Marketplace
- Global Environmental Scan and Global Marketing Strategies
- ➢ **Building Your Marketing Plan:** Business Environment Assessment, Conduct a SWOT Analysis, and Conduct a PESTLE Analysis

Module 4: Marketing- Information Management

- Marketing Research Process and Data
- Conducting Marketing Research
- Real-World Connections- Apply Your Math Skills and Critical Thinking Questions
- Understanding the Customer: Consumer Behavior and Consumer Decision-Making Process
- Buying Motives and Buying Decisions: Factors that Influence buying
- Business-to-Consumer and Business-to-Business
- ➢ **Building Your Marketing Plan**: Marketing Goals and Identify the Target Market for your Product
  - o Determine market segmentation information for your typical target market customer.

Module 5: Marketing Mix (*the Four Ps*): Product

- Product Decisions and Product Concepts
- New Product Development Process: Using Prototype for Feedback on Customer Experience
- Product Branding
- Real-World Connection and Critical Thinking Questions
- Research Activity: History of Labeling, Branding Strategies and Rebranding
- ❖ **Final Project (Semester 1):** "Developing the Product" – Project and Presentation
  1. Perform the steps of the new product development process
  2. Design branding elements and strategies for a new product
  3. Evaluate and test the feasibility of a new product
  4. Plan and present a new product proposal
- ➢ **Building Your Marketing Plan:** Product Descriptions and Branding
  - o Describe your company's product mix. Propose modifications to your product to meet the newly developed sales and marketing goals. Analyze the company's branding strategies and make recommendations to improve brand identity.

Retail, Sales and Marketing 2 Course Outline:

Module 1: Marketing Mix (*the Four Ps*): Price

- Price and Pricing Product
- Importance of Price
- Price Influencers: Factors for Setting Price
- Price Influencers: How Customer Perception and the Product Life Cycle Influence Price
- Pricing Strategies
- Real-World Connection and critical Thinking Questions

❖ **Project & Presentation:** "Pricing the Product"- Price new product appropriately and strategically
  - Prepare a professional business report outlining the suggested price mix strategy for the new product to acquire company approval

➢ **Building Your Marketing Plan:** Price Influencers and Pricing Strategies
  - Determine the base price of the new product proposed in the marketing plan. Use pricing strategies to determine the new product's selling price.

Module 2: Marketing Mix (*the Four Ps*): Place

- Purchasing Process and Types of Organization Buyers
- Inventory: Inventory Management and Techniques, and Inventory-Control Systems
- Real-World Connection and Critical Thinking Questions

❖ **Project:** "Distributing the Product" - Determine new product's supply chain and inventory management
  - Construct a flowchart of the product's channel of distribution and marketing channels

❖ Presentation: Proposal on Supply Chain and Inventory Management

➢ **Building Your Marketing Plan:** Select Location and Supply Chain

Module 3: Marketing Mix (*the Four Ps*): Promotion

- Promotion Basics: Goals, Strategies, Promotional Messages, and Marketing Strategies
- Developing a Promotional Plan
- Elements of the Promotional Mix
- Advertising and Public Relations
- Creating an Advertising Campaign

❖ **Marketing Management Performance Task:** Based on customer target, develop a sales and marketing strategy with a clear promotional message (*presentation)

- Social Media Marketing Fundamentals and Planning
- Real-World Connections: Critical Thinking Questions and Apply Your Math Skills

❖ **Project:** "Promoting the Product" - Develop a Campaign for a Marketing Plan using effective Promotional Messages to Increase Customer Engagement

❖ **Presentation:** Marketing Plan Proposal

➢ **Building Your Marketing Plan:** Promotional Plan, Promotional Mix, Budget, Timeline and Metrics
  - Write a promotional plan, create the budget, create a timeline for the promotional activities to be conducted by your marketing team, and determine the metrics that will be used to evaluate the success of your promotional plan.

Module 4: Essential Marketing Skills

- Customer Experience: Customer Relationship, Customer Service & Support, Customer Data
- Integrated Marketing Communication: Types, Effective Communication, Barriers, Ethics
- Persuading an Audience
- Read the Real-World Connection and Critical Thinking Questions
- Delivering a Marketing Pitch and Target Audience

❖ **Project:** "Mastering the Pitch"- Based on consumer behavior and customer experience feedback, develop a new product design; promote through effective communication

- **Presentation:** Product Presentation and Persuasive Marketing Pitch
- **Final Portfolio Project and Presentation: The Marketing Plan**- Write your marketing pitch and present your marketing plan in a visually appealing and engaging digital slideshow.
    - Utilize research conducted in your *Building a Marketing Plan* activities throughout Retail Sales and Marketing 1 and 2 to compile your complete and final Marketing Plan.
    - Present your final marketing plan to your teacher for completion of the course.

High School Course Objectives:

1. Understand marketing terms, principles, and concepts as related to real-world application
2. Evaluate ethical marketing practices and corporate social responsibility
3. Apply market segmentation to real-world scenarios that meet the needs/wants of target markets
4. Discuss principles of marketing distribution and evaluate potential distribution channels for specific products and services
5. Perform steps for the new product development process such as branding strategies, tests for feasibility and successful presentation of a new product
6. Explore and discuss examples of promotional strategies and effective communication for promotion
7. Determine the appropriate price for a product by evaluating all factors that influence price
8. Apply marketing research techniques to make informed decisions
9. Based on customer target, develop a sales and marketing strategy with promotional messages
10. Examine how customer experience and consumer behavior influences a marketing approach
11. Apply marketing principles to create a marketing plan for a new product or service

High School Student Learning Outcomes:

Student Learning Outcomes: Retail, Sales, and Marketing 1

Module 1: Marketing Dynamics

1. Define marketing terms, principles, and concepts
2. Explore the opportunities within the Marketing Field
3. Explain the Marketing Mix and develop a Marketing Mix for a new product
4. Define *situation analysis* and identify its components
5. Explain a Target Market and a Competitive Analysis
6. Understand marketing strategy
7. Identify components of a Marketing Plan, including the opening section and analysis section
8. State the purpose and the action plan for a Marketing Plan

Module 2: Business and Our Society

1. Differentiate between Mass Marketing and Target Marketing
2. Define variables used for Market Segmentation
3. Identify types of competition and socially responsible marketing activities
4. Summarize the concept of business ethics
5. State examples of ethical marketing practices
6. Find solutions to unethical issues
7. Explain the importance of corporate social responsibility
8. Explain the importance of a Customer Profile and Product Positioning for a Marketing Plan
9. Identify steps taken to create a Competitive Analysis and a Sales Analysis for a Marketing Plan

Module 3: Economics

1. Understand the global marketplace and describe global marketing strategies
2. Discuss the importance of an environmental plan
3. Identify types of data gathered through marketing research
4. Summarize trend research
5. Identify market research techniques for informed marketing decisions
6. List the steps of a SWOT Analysis and a PESTLE Analysis for the Marketing Plan

Module 4: Marketing-Information Management

1. Understand the purpose of a marketing-information system
2. Identify steps in the marketing-research process
3. Describe common factors that influence consumer buying behavior
4. Define categories of consumer buying motives
5. Summarize steps and describe each level in the consumer decision-making process
6. Identify a target market and marketing goals for the Marketing Plan.

Module 5: Marketing Mix: Product

1. Define product as one primary P of the marketing mix
2. Understand the difference between products for the B2C and B2B markets
3. Describe Product Planning and New Product
4. Define the goal of product/service management
5. Identify the steps in new-product development process
6. Explain the stages of the product life cycle
7. Describe product mix and analyze branding strategies for a Marketing Plan

Student Learning Outcomes: Retail, Sales, and Marketing 2

Module 1: Marketing Mix: Price

1. Explain price as one of the four Ps of marketing
2. Identify categories of pricing objectives
3. Understand how the following factors influence price: 1. Demand/Competition, 2. Supply, 3. Product Life Cycle, and 4. Costs
4. Discuss how customer perception and consumer behavior principles influence price
5. List examples of product-mix pricing strategies
6. Identify examples of psychological pricing strategies and discount pricing
7. Cite examples of pricing practices regulated by the government
8. Understand how to price a new product for a Marketing Plan based on pricing strategies

Module 2: Marketing Mix: Place

1. Discuss types of organizational buyers
2. List steps of the purchasing process
3. Explain inventory management and inventory-control systems
4. Identify common inventory management techniques
5. Identify the role of sales forecasting and supply chain in inventory management
6. Discuss principles of marketing distribution
7. Evaluate potential distribution channels for a business' product in a Marketing Plan

Module 3: Marketing Mix: Promotion

1. Cite examples of promotional strategies and digital marketing strategies
2. Describe advertising, sales promotions and public relations (PR)
3. Describe each element of the promotional mix
4. Summarize how an advertising campaign is developed
5. Identify benefits and risks for businesses that use social media
6. Explain how effective promotional messages can increase customer engagement.
7. Identify how the customer base can influence promotional messages of a product or service
8. Explain the purpose and components of a Promotional Plan as part of a Marketing Plan

Module 4: Essential Marketing Skills

1. Examine the importance of customer relationships in marketing
2. Understand the factors that influence the customer experience
3. Analyze effective communication strategies and describe barriers to effective communication

4. Explain communication ethics
5. Explain how writing is used for marketing purposes
6. Describe types of electronic communications used in marketing
7. List key elements and structural components of a marketing pitch
8. Define target audience and techniques for persuading an audience to take action
9. Apply contemporary marketing principles to create a marketing plan for a new product or service idea (final project)

Textbooks, Software, and Equipment:
- Marketing Dynamics 5th Edition (Goodheart-Wilcox/2023-2024)
- Open Educational Resources (Lesson Guide, Online videos and articles, etc.)

III. CRITERIA FOR AWARD OF COLLEGE CREDIT

Credit for the articulated course listed above may be received if all of the following criteria are met:

1. The high school instructor will utilize MiraCosta faculty approved exams, projects, or portfolios to assess student learning outcomes.
2. This high school teacher, or school district designee, has provided course rosters to MiraCosta.
3. The student has completed an Application for Admission to MiraCosta College, has obtained a college SURF ID number, and has submitted a petition for credit via the process administered by the college to manage students applying for credit by exam (CBE) via high school articulation agreement(s).
4. The student has completed the articulated high school course(s) listed in this agreement with a credit-by-exam and course grade of "B" or better. NOTE: Credit-by-exam does not necessarily involve only a written exam. It is a demonstration of proficiency. A portfolio, an oral interview, a demonstration project, a modified final examination, etc. may also be acceptable as determined by the lead college faculty and/or college department chair.
5. The final exam/assessment grade is transcripted and noted as CREDIT BY EXAM on the MiraCosta College transcript.
6. The high school teacher, or school district designee, shall submit all grades and credit recommendations by the college deadline to ensure that credit is transcripted in a timely manner.
7. MiraCosta College and the high school/high school district agree to share student data that includes personal identification information, as necessary to validate college enrollment, credit eligibility, and credit awarded. Information will only be shared with designated high school and college personnel.

Family Educational Rights and Privacy Act (FERPA)
Due to FERPA laws, MiraCosta College staff are prohibited from sharing information regarding a student's record with anyone besides the student and designated K12 educators and staff. This includes, but is not limited to, parents and guardians.

Instructor/Curriculum Changes: If there is a change in high school instructor during the term of this articulation, the agreement remains in effect if none of the course content, including final exam, project, or presentation, changes. High school administration is responsible for ensuring that the new instructor is aware of the articulation agreement and follows all procedures and criteria explained in this agreement.

When there are changes to High School courses during the two-year articulation window, the high school liaison shall immediately contact the Career Education Pathways coordinator, who shall inform the MiraCosta College discipline faculty and articulation officer of changes and/or additions to high

school articulated courses that may impact university articulations, ADTs, and/or common numbered courses. Discipline faculty may rescind the articulation agreement if there are changes that move the High School course out of alignment.
Upon the expiration of the term of this agreement, this articulation is eligible for renewal pending (1) review of updated curriculum by both parties and (2) an agreement by all parties to extend the life of the articulation for another two-year term.

ALTUS CHARTER SCHOOLS

05/26/2025

Allison Fleck — Date
School Coordinator

05/29/2025

Cathryn Rambo — Date
Dean of Academic Affairs and
Altus Schools

MIRACOSTA COLLEGE

05/26/2025

Nate Scharff — Date
MiraCosta College Faculty &
Department Chair

Al Taccone (May 27, 2025 05:59 PDT)

05/27/2025

Al Taccone — Date
Dean, School of Career Education

Altus Bus 132 ArticulationAgreement 25-27

Final Audit Report 2025-05-29

Created:	2025-05-23
By:	Amy Pimentel (apimentel@miracosta.edu)
Status:	Signed
Transaction ID:	CBJCHBCAABAA4KkFC4ySs8YPIA62MVxRFQQS8r_Oy1Vv

"Altus Bus 132 ArticulationAgreement 25-27" History

Document created by Amy Pimentel (apimentel@miracosta.edu)
2025-05-23 - 7:32:32 PM GMT- IP address: 68.8.142.234

Document emailed to Allison Fleck (afleck@altusschools.net) for signature
2025-05-23 - 7:37:01 PM GMT

Email viewed by Allison Fleck (afleck@altusschools.net)
2025-05-26 - 10:54:01 PM GMT- IP address: 104.47.56.254

Document e-signed by Allison Fleck (afleck@altusschools.net)
Signature Date: 2025-05-26 - 10:54:21 PM GMT - Time Source: server- IP address: 104.188.23.56

Document emailed to Nate Scharff (nscharff@miracosta.edu) for signature
2025-05-26 - 10:54:22 PM GMT

Email viewed by Nate Scharff (nscharff@miracosta.edu)
2025-05-26 - 10:54:59 PM GMT- IP address: 34.202.150.157

Document e-signed by Nate Scharff (nscharff@miracosta.edu)
Signature Date: 2025-05-27 - 6:56:30 AM GMT - Time Source: server- IP address: 174.227.116.243

Document emailed to Al Taccone (ataccone@miracosta.edu) for signature
2025-05-27 - 6:56:32 AM GMT

Email viewed by Al Taccone (ataccone@miracosta.edu)
2025-05-27 - 6:57:10 AM GMT- IP address: 44.219.73.151

Document e-signed by Al Taccone (ataccone@miracosta.edu)
Signature Date: 2025-05-27 - 12:59:50 PM GMT - Time Source: server- IP address: 209.129.33.30

Document emailed to Cathryn Rambo (crambo@altusschools.net) for signature
2025-05-27 - 12:59:52 PM GMT

Adobe Acrobat Sign

Email viewed by Cathryn Rambo (crambo@altusschools.net)
2025-05-29 - 1:59:10 PM GMT- IP address: 68.101.216.120

Document e-signed by Cathryn Rambo (crambo@altusschools.net)
Signature Date: 2025-05-29 - 1:59:37 PM GMT - Time Source: server- IP address: 68.101.216.120

Agreement completed.
2025-05-29 - 1:59:37 PM GMT

Adobe Acrobat Sign

CREDIT BY EXAM/ARTICULATION AGREEMENT

MiraCosta College, in cooperation with Altus Charter School locations in San Diego and San Bernadino Counties has agreed to grant Credit for Prior Learning: Credit by Exam to students meeting the grade requirements and completing the registration process for the following specific articulated course:

Altus Charter Schools'
Teacher Education 1 & 2
10 HS Credits

with

MiraCosta College's
*EDUC 115: Foundations of Teaching as a Profession
3 units

This articulation agreement applies to the following academic years:

Year1: 2025-2026
Year 2: 2026-2027

I. COLLEGE COURSE INFORMATION

College Course Description: This course introduces teaching careers in primary and secondary education and involves 15 hours of supervised fieldwork in community K-12 settings. Topics include the historical, sociological, and philosophical foundations of education; contemporary issues in public education; teaching pedagogy, curriculum, and instruction; teacher and student roles in the teaching/learning process; teacher qualifications and dispositions, California schools, and the credentialing system; and the contributions of culture, ethnicity, race, language, age, gender, sexual orientation, motivation, and learning styles.

Outline of College Course Content:
I. The evolution of education, current research, and education systems
A. The historical foundations of education
B. Historical, sociological, and philosophical foundations of education
C. Contemporary issues in education.

II. The teaching profession
A. The art and science of teaching
B. Teacher dispositions and competencies
C. Professional development.

III. Teaching pedagogy
A. Facilitating learning
B. Instructional techniques
C. Classroom management
D. Grading and assessment
E. Noninstructional tasks and responsibilities.

IV. Student and family diversity
A. Culture, ethnicity, and race

B. Language and reading ability
C. Gender and sexual orientation
D. Learning, sensory, and physical diversity
E. Self-concept, motivation, and learning styles.

V. Curriculum content and standards
A. Influences on the curriculum
B. State and national standards
C. Issues in curriculum.

VI. Educational organization and structure
A. Federal, state, and local roles
B. School governance
C. Funding sources.

VII. Teaching as a profession
A. Licensing and credentialing
B. Teaching in public, private, and charter schools
C. Teaching positions and job searches
D. Performance appraisals.

College Student Learning Outcomes:

1. Examine historical and contemporary influences in public education.
2. Appraise theoretical models, curriculum methods and the role of the teacher.
3. Describe the contributions of culture, race and class within the education system.

College Performance Objectives:

1). Analyze the roles of schools in society.
2). Examine the historical, sociological, and philosophical foundations of education.
3). Explore contemporary influences in primary and secondary education.
4). Appraise critical issues in teaching pedagogy, curriculum, and instruction.
5). Evaluate the contributions of culture, ethnicity, race, language, class, gender, sexual orientation, age, and ability in schools.
6). Assess the personal qualities and professional competencies needed by successful teachers.
7). Examine educational organization, structure, and governance models.
8). Compare and contrast the teaching profession in public, private, and charter schools.

II. HIGH SCHOOL COURSE INFORMATION

High School Course Description: This two-part course provides an in-depth introduction to the field of education, equipping students with the foundational knowledge, skills, and professional dispositions essential to becoming effective educators. Emphasizing diversity, equity, and inclusion, the course explores how the intersections of culture, ethnicity, race, language, gender, sexual orientation, and ability influence teaching and learning. Students examine historical, philosophical, and sociological foundations of American education and analyze how contemporary issues shape today's schools. Through observations, projects, and interactive assignments, students will explore human development, learning theories, instructional strategies, assessment, classroom management, and educational policy. The course includes professional development and the creation of a teaching philosophy to support college and career readiness in education.

Outline of High School Course Content:
Teacher Education 1 Course Outline

Unit 1: You – The Teacher of Tomorrow
Lesson 1: Textbook sections "Personal Qualities of Effective Teachers," "A Teacher's Typical Day," "The Teacher's Workplace," and "Other opportunities in Education"
Lesson 2: Textbook sections "Employment Needs and Trends" and "Teacher Salaries and Benefits"
Lesson 3: Textbook sections "Teaching Roles," "Developing Professional Qualities," "Working Effectively Within a School," and "Subject Knowledge and Teaching Skills"
Lesson 4: Textbook sections "Communicating Effectively" and "Resolving Conflicts"
Lesson 5: Textbook sections "The Process for Becoming a Teacher," "College Preparation and Teacher Training," "Getting Started" and "Analyzing a Philosophy of Teaching"
Lesson 6: Textbook sections "Preparing for College Success," "Choosing a College or University," "Keeping Your Life in Balance," "Creating your Portfolio," "Succeeding as a Professional Educator" and "Ongoing Professional Development"

Unit 2: The School
Lesson 7: Textbook sections "The American Colonial Period (1600-1776)," "The American Early National Period (1776-1840)," and "The American Common School Period (1840-1880)," "The American Progressive Period (1880-1921)," and "The 1920s and the Great Depression Era (1921-1940)"
Lesson 8: Influential Person in Education Multimedia Project
Lesson 9: Textbook sections "American Education During the 1940s and 1950s," "American Education During the 1960s," "American Education During the 1970s," "American Education During the 1980s," "American Education During the 1990s," "American Education During the 2000s," "American Education During the 2010s,' and "American Education During the 2020s"
Lesson 10: American Education Through the 1940s to Present Day Timeline
Lesson 11: Textbook sections "Who is Responsible for Schools?" "Funding for Education," and "Communities and Schools"
Lesson 12: Textbook section "Social Problems Affect Schools" and "Bostock v Clayton County, Georgia"

Unit 3: The Learner
Lesson 13: Textbook sections "Areas of Development," "Principles of Human Development," "Theories of Development" and "Behaviorist Theories." Developmental Theory Multimedia Presentation
Lesson 14: Textbook sections "Physical Characteristics and Growth," "Cognitive Characteristics and Growth" and "Socio-Emotional Characteristics and Growth." Observation: Ages 3-5
Lesson 15: Textbook sections "Using Developmentally Appropriate Guidance," "Special Needs" and "School Readiness Skills." Preschool book evaluation flip grid.
Lesson 16: Textbook sections "Beginning School" and "Children Ages Five to Seven." Observation: Ages 5-7.
Lesson 17: Textbook sections "Children Ages Eight and Nine" and "Children Ages 10 to 12." Observation: Ages 8-9 or 10-12.
Lesson 18: Textbook sections "Physical Growth and Development" and "Cognitive Development"
Lesson 19: Textbook sections "Socio-Emotional Development" and "Moral Development"
Lesson 20: End of Course Exam: Growth and Development Multimedia Project

Teacher Education 2 Course Outline
Unit 4: The Teacher: Planning for Instruction
Lesson 1: Textbook sections "Learning Styles and Multiple Intelligences" and "Tapping Individual Learning Strengths"
Lesson 2: Textbook sections "Exceptional Learners," "Cultural Diversity," "Language Diversity" and "The Challenge of Teaching Diverse Learners"
Lesson 3: Textbook sections "Standards: What Should Students Know?" and "Curriculum: What Will Be Taught?

Lesson 4: Textbook sections: "Course Planning: How Will Learning Be Organized?" "Lesson Plans: How Will Learning Take Place?" "Elements of a Lesson Plan," Instructional Objectives," "Finding Ideas and Inspiration," "Making Lesson Plans Come Alive" and "Evaluating the Lesson"

Unit 5: The Teacher: Instructional Materials
Lesson 5: Textbook sections "Engaging Learners in Critical Thinking," "Key Instructional Skills," "Basic Instructional Methods" and "Choosing Appropriate Teaching Strategies"
Lesson 6: Teaching Strategies Project
Lesson 7: Textbook sections "Teaching and Learning in the Digital Age," "Technology: Making Learning More Accessible" and "Technology: Providing Tools for Teachers"
Lesson 8: Textbook Sections "Technology: Enhancing Learning Opportunities" and "Research Activities" Virtual Field Trip or Simulated Experience Plan.

Unit 6: The Teacher: The Role of Assessment
Lesson 9: Textbook sections "The Purpose of Assessment," "What Can Be Measured?" and "Using Tests to Assess Learning"
Lesson 10: Textbook sections "Using Alternative Assessment Strategies," "Choose Assessment Strategies," "Determining Grades and Providing Feedback" and "Course Evaluation"

Unit 7: The Teacher: Classroom Management
Lesson 11: Textbook sections "Creating the Classroom Environment" and "Keeping Students Involved in Learning"
Lesson 12: Textbook sections "Managing Behavior" and "Handling Problem Behavior" Classroom Rules Project.

Unit 8: The Challenges of Teaching
Lesson 13: Textbook sections "Maintaining Teacher Health and Wellness" and "Work Life Balance for Teacher Health and Wellness"
Lesson 14: "Creating a Healthy Environment" and "The Classroom Impact of Low Socioeconomic Status (SES)"
Lesson 15: Textbook sections "The Impact of Child Abuse and Neglect" and "When You Suspect Child Abuse or Neglect"
Lesson 16: General Child Abuse Training
Lesson 17: School Personnel Mandated Reporter Training
Lesson 18: Textbook section "18.7 Creating an Inclusive Classroom: Equity and Empathy" and listen to UnErasing LBGTQ History and Identities: A Podcast for Teachers"

Unit 9: You – The Teacher of Tomorrow
Lesson 19: Philosophy of Teaching Rough Draft
Lesson 20: Philosophy of Teaching Final Draft

Key Assignments: Teacher Education 1 and 2

Current Research: While the course is rich in research-based content, several standout lessons focus on analyzing current trends such as DEI initiatives, teacher retention, and post-pandemic recovery (2020–2025). Students also explore digital equity gaps that emerged following COVID-19 and examine case studies from the Collaborative for Academic, Social, and Emotional Learning (CASEL) to deepen their understanding of social-emotional learning in modern education.

Philosophical Foundations in Education: The course weaves in philosophical foundations including essentialism, progressivism, constructivism, social reconstructionism, and humanism, although they are not always labeled formally. These philosophies show up naturally through lessons on instructional methods, curriculum reform, student diversity, and educational technology.

Contemporary Issues Examples:

- Diversity, Equity, and Inclusion (DEI): Students learn about diversity in educational settings, cultural competence, and inclusive practices. They also reflect on how to create inclusive classrooms.
- Special Education and Differentiated Instruction: Students study IEPs, 504 plans, accommodations, and strategies for supporting exceptional learners and English Language Learners (ELLs).
- Impact of Tecnology in Education: Students analyze online learning models, hybrid classrooms, learning management systems (LMS), and accessibility tools.
- Digital Equity and Access: Students reflect on how technology affects different student populations, especially post-pandemic, and discuss solutions to close digital divides.
- Social-Emotional Learning (SEL): Students study CASEL-based case studies and recognize the importance of addressing students' emotional needs alongside academics.
- Teacher Retention and Shortages: Students explore employment trends, salary challenges, and factors impacting teacher recruitment and retention today.
- Post-Pandemic Recovery: Students examine how education is adapting to learning loss, trauma, and remote learning challenges resulting from COVID-19.
- Curriculum Reform and Standards Movements: Students research Common Core, STEM/STEAM, and Next Generation Science Standards (NGSS), discussing modern curriculum changes and controversies.
- Restorative Practices and Trauma-Informed Instruction: Students research conflict resolution, communication, and restorative justice in schools.

Professional Development: Professional development is an intentional and recurring theme across both Teacher Education 1 and Teacher Education 2. In Teacher Education 1, professional development is introduced through career exploration activities, where students research teacher credentialing pathways, continuing education requirements, and the importance of certifications such as CPR, First Aid, and coursework. In Teacher Education 2, the focus on professional development deepens significantly. Students attend or research professional development opportunities such as workshops, webinars, or school-based trainings (this is often embedded in observation assignments). They reflect on best practices for different student populations, including strategies for differentiated instruction, supporting ELLs, and integrating technology. Throughout both courses, students are introduced to the idea that professional development is not a one-time event, but a career-long process linked to educational effectiveness, leadership, and advocacy for equity and innovation in schools.

Culture, Ethnicity, and Race: Throughout the two-part Teacher Education course, students critically examine how culture, ethnicity, and race shape student experiences, influence teacher-student relationships, and impact educational outcomes. They reflect on cross-cultural communication styles and explore strategies teachers can use to prevent cultural and ethnic misunderstandings in the classroom. A key focus is helping students distinguish between language acquisition needs and the broader needs tied to ethnic identity, an essential skill for creating truly inclusive and equitable learning environments. In Teacher Education 2, the Philosophy of Teaching assignment requires students to directly address these concepts by answering the reflection question: *"How will you support students from diverse ethnic and cultural backgrounds in your classroom?"* Through these experiences, students develop the foundational understanding necessary to teach in today's diverse and multicultural schools.

Sensory and Physical Diversity: Students develop a comprehensive understanding of how to support learners with diverse needs, including those with sensory impairments (such as visual and hearing disabilities) and physical disabilities. Teacher Education 2 provides direct instruction on types of disabilities, assistive technologies (such as screen readers, hearing aids, and adaptive seating), and effective accommodations through IEPs and 504 Plans. Students explore strategies for differentiation

and adaptation of instructional materials, ensuring lessons are accessible to all learners. Through classroom observations and interviews with special education professionals, students encounter real-world practices that promote inclusion and accessibility. Reflection prompts guide students to think critically about how multimodal instruction, classroom accessibility, and inclusive practices can be implemented to meet the needs of learners with sensory and physical challenges.

Self-concept and Motivation Self-concept is primarily explored through developmental theories, with a strong emphasis on Erikson's work. Students investigate various stages of development, focusing on emotional and social growth. Erikson's stages, such as identity vs. role confusion, directly address the evolution of self-concept during childhood and adolescence. Motivation is examined in the context of understanding student learning needs and implementing differentiated instruction. Lessons touch on intrinsic and extrinsic motivation, and students explore motivational theories like those proposed by Maslow or Deci & Ryan.

Curriculum Issues: Students explore the historical evolution of curriculum from religious instruction to progressive education and standards-based models, examining how social, political, and economic factors influenced these changes. They study major curriculum movements like Progressivism and Standards-Based Reform, and their impact on teaching practices. Modern curriculum initiatives such as CCSS, STEM/STEAM, and NGSS are analyzed, highlighting tensions between creativity and accountability, and national standards versus local control. Lessons on diversity and inclusion emphasize the need for accessible and representative curricula. Additionally, students learn to adapt and differentiate curriculum to support diverse learners, including those with IEPs, ELLs, and culturally diverse needs.

Local Roles: In Teacher Education 1, students learn about school organization, including the roles of local school boards, districts, site administration, and leadership teams, and how local decision-making occurs. They research career opportunities and understand how hiring and personnel decisions are made locally. In Teacher Education 2, students discuss the impact of local communities and school boards on curriculum decisions, recognizing how local needs can differ from national or state standards. They gain insight into how local governance structures shape educational experiences and policies, with school boards, district leadership, principals, teachers, and community input all playing significant roles.

Teaching in Public, Private, and Charter Schools: In Teacher Education 1, students explore various types of educational institutions—public, private, charter, and parochial—along with career opportunities and differing roles and expectations in each setting. They learn key vocabulary like nonsectarian and paraprofessional, reinforcing distinctions between public and private environments. Students also examine hiring processes, recognizing that standards, salaries, and work environments vary across these school types.

Performance Appraisals: Students explore the role of teacher performance appraisals in supporting instructional effectiveness and professional growth. Teacher Education 2 introduces the evaluation process, including formal observations, student engagement measures, and instructional delivery assessments. Students reflect on the importance of ongoing feedback and identify potential areas for their own future development as educators. Understanding performance appraisals prepares students for real-world expectations in educational careers.

Gender and Sexual Orientation: Gender and sexual orientation are thoughtfully addressed in the Teacher Education 2 course through lessons on diversity, inclusion, and creating affirming classroom environments. Students explore how gender identity and expression impact student experiences and reflect on strategies for supporting all learners. Using the *UnErasing LGBTQ History and Identities* podcast provides students with direct insight into the importance of recognizing and affirming LGBTQ+ students in educational settings. Through reflection and discussion, students develop practical approaches for fostering safe, inclusive spaces for diverse gender identities and sexual orientations.

Teacher Education 1, Lesson 8: Influential Person in Education Multimedia Project: Students select an influential historical or contemporary educator and research their contributions to education. Through multimedia presentations, students analyze how these figures shaped educational philosophy, access, and reform efforts, particularly regarding equity and innovation. The project encourages students to connect individual leadership to broader educational movements.

Teacher Education 1, Lessons 10: History of American Education Timeline/Presentation: Students research key events and movements that shaped the American education system, from early colonial schooling to modern reform initiatives. They create a timeline and presentation that illustrates how historical, political, and social forces influenced curriculum, school structure, and access to education. This project helps students connect past developments to contemporary educational challenges.

Teacher Education 1, Lesson 13: Developmental Theory Multimedia Project: Students choose a major developmental theory, such as those by Piaget, Vygotsky, or Erikson, to research in depth. They create a multimedia presentation that explains the theory's key ideas and its application to student growth and classroom practices. This project emphasizes the connection between understanding child development and designing effective, age-appropriate instruction.

Teacher Education 1, Lesson 20: Growth and Development Multimedia Project: In this project, students select a major developmental theory and research its influence on student learning and behavior. Using a multimedia format of their choice, students create a visual narrative that connects theory to teaching practices across developmental stages. This assignment highlights how knowledge of child development informs effective instructional planning.

Teacher Education 2, Lesson 2: Special Education, Diversity, and Inclusion Reflections: Students examine how schools support students with disabilities, language barriers, and diverse cultural backgrounds. Through classroom observations, interviews, and reflections, students analyze the importance of inclusive practices and differentiated instruction. The assignment highlights how educators can meet the varied needs of all learners.

Teacher Education 2, Lesson 3: Curriculum Development Research Project: Students investigate major curriculum models and current education initiatives, such as Common Core, STEM/STEAM programs, and Next Generation Science Standards (NGSS). They evaluate how curriculum design impacts teaching strategies and student outcomes. Through research and presentation, students gain a deeper understanding of the relationship between curriculum planning and effective instruction.

Teacher Education 2, Lesson 6: Teaching Strategies Project: Students explore a variety of instructional models, including cooperative learning, project-based learning, and learner-centered approaches. They evaluate the strengths and challenges of different methods and develop a sample lesson or activity that applies a specific strategy. This project helps future educators build practical skills in planning and adapting instruction to meet diverse student needs.

Teacher Education 2, Lesson 8: Virtual Field Trip or Simulated Experience Plan: Students plan and "lead" a virtual field trip experience for an elementary classroom, integrating technology, curriculum standards, and student engagement strategies. They design activities that extend learning beyond the classroom while addressing logistics, safety, and instructional goals. This project helps students understand the role of experiential learning and instructional planning.

Teacher Education 2, Lesson 16–17: General Child Abuse Mandated Reporter Training: Students complete seven hours of mandated reporter training (4 hours on General Child Abuse and 3 hours on School Personnel Mandated Reporter) from mandatedreporterca.com. Upon scoring 80% or higher on the final exam, they earn a certificate of completion. This training teaches them to recognize, respond to, and report signs of child abuse and neglect, covering legal responsibilities, reporting procedures, and ways to protect vulnerable students in school settings.

Teacher Education 2, Lesson 18: UnErasing LGBTQ History and Identities Podcast Reflection: Students listen to selected episodes from the *UnErasing LGBTQ History and Identities* podcast to learn how educators can create inclusive environments for LGBTQ+ students. After engaging with the material, students reflect on strategies for affirming diverse gender identities and sexual orientations in classroom settings. The lesson emphasizes culturally responsive teaching and equity in education.

Purposeful Observations: Throughout the course, students complete 45 hours of structured classroom observations across multiple developmental stages, including preschool, middle childhood, and adolescence. They observe both general education and special education teachers, focusing on specific instructional strategies and professional practices introduced in the coursework. Guided observation forms help students document what they see, while reflective prompts encourage them to connect theory to real-world teaching experiences. This hands-on learning deepens their understanding of effective teaching across diverse educational settings.

Professional Interviews: Students conduct interviews with both general education and special education professionals to gain deeper insights into the daily responsibilities and decision-making processes of educators. Working closely with their instructor, students develop targeted questions around key topics such as school organizational structures, the IEP process, instructional planning, and classroom management. These interviews help bridge the gap between coursework and professional practice, building students' confidence and knowledge about the field of education.

Philosophy of Teaching: Students utilize what they've learned throughout the course and reflect on their personal experiences, beliefs, and values to write their own philosophy of teaching. Students understand that this is an evolving document and be updated or revised to reflect changes in their thinking over time.

Student Learning Outcomes and Assignment Alignment:

Student Learning Outcome (SLO)	Teacher Education 1 and 2 Assignment	Description
Examine historical and contemporary influences in public education	Teacher Education 1, Lessons 10: History of American Education Timeline / Presentation Teacher Education 2, Lesson 3: Curriculum Development Research Project	Students research key historical educational movements and contemporary reforms (e.g., Common Core, NGSS) to understand the evolution of public education.
Appraise theoretical models, curriculum methods, and the role of the teacher	Teacher Education 1, Lesson 20: Growth and Development Multimedia Project Teacher Education 2, Lessons 6: Teaching Strategies Project Teacher Education 2, Lesson 20: Philosophy of Teaching Paper	Students evaluate major developmental theories, curriculum strategies (e.g., project-based learning, cooperative learning), and critically reflect on the evolving role of teachers.
Describe the contributions of culture, race, and class within the education system	Teacher Education 1, Lesson 8: Influential Educator Research Project	Students explore how cultural, racial, and socioeconomic factors influence educational

	Teacher Education 2, Lesson 2: Special Education, Diversity, and Inclusion Reflections Teacher Education 2, Lesson 18: UnErasing LGBTQ History and Identities Podcast Reflection	access and success, and reflect on strategies for creating inclusive classrooms.

Assessment Methods: Final Exam, End of Course Project, Presentation, Projects, Written Assignments and Reflections, Research Project, Tests and Quizzes

***Instructor Qualifications:**
The Child Development, Education, Family Services CTE Department at Altus Schools is comprised of 13 teachers who have designated **CTE Teaching Credentials in Education, Child Development, and Family Services**, as well as relevant **California Teacher Credentials.** Department Lead Members have Master's Degrees in Education.

Department Members have work experience as Center Directors, Staffing Advisors, and Teachers. The department is responsible for developing and updating the Teacher Education curriculum, which is aligned to CTE standards and Common Core State Standards for Science and Technical Areas. The department has an Advisory Council, which is comprised of key educational partners, including teachers, faculty, students, parents, industry partners, and college partners. The Advisory Council meets twice a year to review curriculum, identify industry trends and standards, and obtain feedback from all council members.

Additionally, each department member is required to attend professional development within their industry sector. This department, along with the curriculum administrator and school administrators, ensures that the Teacher Education course is taught to effectively address standards and student learning outcomes while engaging students in work-based learning.

High School Student Learning Outcomes:

Course Title: Teacher Education 1

Unit 1: You – The Teacher of Tomorrow

1. Students will summarize the personal qualities of effective teachers.
2. Students will summarize the employment opportunities in schools, factors that impact these opportunities, and educational requirements for teachers at various levels.
3. Students will summarize other career opportunities for teachers outside schools, including administrative and support services and professional support services.
4. Students will distinguish relevant employment needs and trends in teaching.
5. Students will analyze teacher salary and benefits.
6. Students will describe the major roles that perform.
7. Students will infer how to work effectively within a school, including developing an understanding of a school's organizational culture.
8. Students will summarize the importance of subject-matter knowledge and effective teaching skills for teachers and how they can stay up-to-date.
9. Students will demonstrate the ability to communicate effectively verbally, nonverbally, and through clear, professional, written communication.
10. Students will resolve conflicts constructively.

11. Students will analyze the process for becoming a teacher. .
12. Students will analyze the requirements for admission to a teacher education program.
13. Students will develop a personal career plan, including a career goal.
14. Students will apply effective techniques for comparing potential colleges and universities.

Unit 2: The School

1. Students will summarize the main influences on education in the American Early National Period.
2. Students will summarize how historical and social events changed education during the American Common School Period.
3. Students will analyze how education in the American Progressive Period responded to a rapid changing social climate.
4. Students will summarize how education was impacted by the economics of the 1920's.
5. Students will analyze the effect influential person/s had on the formation of education in America.
6. Students will analyze the impact of federal education legislation, the civil rights movement, and the back-to-basics movement has had on American education from the 1940s to present day.
7. Students will summarize how educational reform has affected American education.
8. Students will create a timeline depicting changes in American education.
9. Students will analyze the organization and control of education in California.
10. Students will summarize how public schools are governed and funded.
11. Students will compare examples of how schools and communities interact and share resources.
12. Students will analyze societal problems that impact schools and learning, along with possible outcomes.

Unit 3: The Learner

1. Students will summarize the main types of human development.
2. Students will define developmental theories and analyze how they impact teaching.
3. Students will create a multimedia presentation depicting one developmental theory's impact on teaching practices.
4. Students will analyze the physical characteristics and growth and socio-emotional development in preschoolers, ages three through five.
5. Students will explain the cognitive development of children ages three through five.
6. will identify developmentally appropriate guidance techniques for preschoolers.
7. Students will identify how to screen for developmental milestones preschoolers should achieve.
8. Students will describe how the preschool years prepare children to enter school.
9. Students will analyze the physical, cognitive, socio-emotional, and moral development of children ages 5 to 7, ages 8 to 9, and 10 to 12.
10. Students will analyze the cognitive skills commonly required of teams in school.
11. Students will summarize the socio-emotional skills teens need to develop for adult success and devise strategies for teaching one such skill.
12. Students will identify the various influences on the moral development and personal values of teens.

Course Title: Teacher Education 2

Unit 4: The Teacher – Planning for Instruction

1. Students will analyze how learning styles and multiple intelligences influence teaching.
2. Students will describe to how engage with students who have varied strengths.
3. Students will identify strategies schools can use to help gifted and talented learners and students who have special needs reach their potential.
4. Students will develop classroom strategies that embrace cultural diversity and ensure an atmosphere of respect for all students.
5. Students will analyze the challenges English learners face and how classroom teachers can help.

6. Students will analyze ways that teachers use differentiated instruction to teach diverse learners.
7. Students will analyze the types of information included in the educational standards.
8. Students will analyze initiatives that influence educational standards and curriculum development.
9. Students will summarize the relationship between instructional units and course plans.
10. Students understand the purpose of lessons plans and can analyze the key parts of a lesson plan and how they relate to each other.
11. Students will write an educational objective that includes all necessary components.
12. Students will analyze factors that inspire teachers as they create lessons and summarize ways to enliven learning for students using lesson plans.
13. Students will summarize why evaluating lessons is important.

Unit 5: The Teacher – Instructional Materials

1. Students will summarize the role of all teachers in the development of critical-thinking skills.
2. Students can analyze a lesson, identifying the use of questioning, examples, and closure.
3. Students will identify the characteristics and uses of specific types of instructional methods.
4. Students will summarize teachers' considerations when deciding which teaching strategies to use.
5. Students will identify what technology makes learning more accessible.
6. Students will describe technology tools that assist teachers in planning, teaching, communicating, and managing information.
7. Students will summarize ways teachers use technology to enhance learning opportunities.
8. Students will evaluate websites for teaching and learning.
9. Students will plan a virtual field trip or simulated experience.

Unit 6: The Teacher – The Role of Assessment

1. Students will understand the purpose of assessment.
2. Students will describe types of information assessments can measure.
3. Students will summarize the use of tests in assessing learning.
4. Students will write test questions that are used to demonstrate competency of a specific standard.
5. Students will describe how alternative assessment strategies help demonstrate student learning.
6. Students will summarize how teachers choose the appropriate assessment strategies.
7. Students will analyze the importance of grading and providing effective feedback to students.
8. Students will create a rubric that clearly identifies the criteria for assessing performance.

Unit 7: The Teacher – Classroom Management

1. Students will create an organized classroom environment in effective classroom management.
2. Students will research and summarize their school's plans for emergency procedures.
3. Students will create class rules to enhance the learning environment and prevent behavior problems
4. Students will implement appropriate behavior management strategies in response to common behavior problems.

Unit 8: The Challenges of Teaching

1. Students will identify ways that teachers can maintain their health and wellness.
2. Students will analyze aspects of having a healthy work-life balance for teacher health and wellness.
3. Students will describe how teachers can create a healthy environment for their students.
4. Students will identify the key role of the teacher in providing security in the classroom.
5. Students will identify characteristics of child abuse and neglect.
6. Students will summarize the actions to take when teachers suspect child abuse or neglect, including mandated reporting.
7. Students will analyze factors involved in creating an inclusive classroom, including diversity, equity, and cultural competence.

Unit 9: You – The Teacher of Tomorrow
1. Students will write their own philosophy of teaching, considering their own thoughts, beliefs, and values regarding teaching pedagogy, assessment methods, and classroom diversity.

Textbooks, Software, and Equipment:
- Teaching (4th Edition/Goodheart-Willcox)
- Open Educational Resources (Lesson Guide, Online videos and articles, etc.)

III. CRITERIA FOR AWARD OF COLLEGE CREDIT

Credit for the articulated course listed above may be received if all of the following criteria are met:

1. The high school instructor will utilize MiraCosta faculty approved exams, projects, or portfolios to assess student learning outcomes.
2. This high school teacher, or school district designee, has provided course rosters to MiraCosta.
3. The student has completed an Application for Admission to MiraCosta College, has obtained a college SURF ID number, and has submitted a petition for credit via the process administered by the college to manage students applying for credit by exam (CBE) via high school articulation agreement(s).
4. The student has completed the articulated high school course(s) listed in this agreement with a credit-by-exam and course grade of "B" or better. NOTE: Credit-by-exam does not necessarily involve only a written exam. It is a demonstration of proficiency. A portfolio, an oral interview, a demonstration project, a modified final examination, etc. may also be acceptable as determined by the lead college faculty and/or college department chair.
5. The final exam/assessment grade is transcripted and noted as CREDIT BY EXAM on the MiraCosta College transcript.
6. The high school teacher, or school district designee, shall submit all grades and credit recommendations by the college deadline to ensure that credit is transcripted in a timely manner.
7. MiraCosta College and the high school/high school district agree to share student data that includes personal identification information, as necessary to validate college enrollment, credit eligibility, and credit awarded. Information will only be shared with designated high school and college personnel.

Family Educational Rights and Privacy Act (FERPA)
Due to FERPA laws, MiraCosta College staff are prohibited from sharing information regarding a student's record with anyone besides the student and designated K12 educators and staff. This includes, but is not limited to, parents and guardians.

Instructor/Curriculum Changes: If there is a change in high school instructor during the term of this articulation, the agreement remains in effect if none of the course content, including final exam, project, or presentation, changes. High school administration is responsible for ensuring that the new instructor is aware of the articulation agreement and follows all procedures and criteria explained in this agreement.

When there are changes to High School courses during the two-year articulation window, the high school liaison shall immediately contact the Career Education Pathways coordinator, who shall inform the MiraCosta College discipline faculty and articulation officer of changes and/or additions to high school articulated courses that may impact university articulations, ADTs, and/or common numbered courses. Discipline faculty may rescind the articulation agreement if there are changes that move the High School course out of alignment.

Upon the expiration of the term of this agreement, this articulation is eligible for renewal pending (1) review of updated curriculum by both parties and (2) an agreement by all parties to extend the life of the articulation for another two-year term.

ALTUS CHARTER SCHOOLS

05/26/2025

Allison Fleck — Date
School Coordinator

05/29/2025

Cathryn Rambo — Date
Dean of Academic Affairs and
Altus Schools

MIRACOSTA COLLEGE

Claudia Flores — 05/23/2025
Claudia Flores (May 23, 2025 13:31 PDT)
Claudia Flores — Date
Faculty & Department Chair

A. Tac — 05/23/2025
Al Taccone (May 23, 2025 13:33 PDT)
Al Taccone — Date
Dean, School of Career Education

Altus EDUC 115 ArticulationAgreement 25-27

Final Audit Report 2025-05-29

Created:	2025-05-23
By:	Amy Pimentel (apimentel@miracosta.edu)
Status:	Signed
Transaction ID:	CBJCHBCAABAARJ019VaW7FgfLW2K87zRBJ4br6XW0sAT

"Altus EDUC 115 ArticulationAgreement 25-27" History

Document created by Amy Pimentel (apimentel@miracosta.edu)
2025-05-23 - 8:04:57 PM GMT- IP address: 68.8.142.234

Document emailed to Claudia Flores (cflores@miracosta.edu) for signature
2025-05-23 - 8:05:43 PM GMT

Email viewed by Claudia Flores (cflores@miracosta.edu)
2025-05-23 - 8:31:18 PM GMT- IP address: 68.107.49.14

Document e-signed by Claudia Flores (cflores@miracosta.edu)
Signature Date: 2025-05-23 - 8:31:56 PM GMT - Time Source: server- IP address: 68.107.49.14

Document emailed to Al Taccone (ataccone@miracosta.edu) for signature
2025-05-23 - 8:31:58 PM GMT

Email viewed by Al Taccone (ataccone@miracosta.edu)
2025-05-23 - 8:33:17 PM GMT- IP address: 209.129.33.70

Document e-signed by Al Taccone (ataccone@miracosta.edu)
Signature Date: 2025-05-23 - 8:33:40 PM GMT - Time Source: server- IP address: 209.129.33.70

Document emailed to Allison Fleck (afleck@altusschools.net) for signature
2025-05-23 - 8:33:43 PM GMT

Email viewed by Allison Fleck (afleck@altusschools.net)
2025-05-26 - 10:53:17 PM GMT- IP address: 104.47.58.254

Document e-signed by Allison Fleck (afleck@altusschools.net)
Signature Date: 2025-05-26 - 10:53:38 PM GMT - Time Source: server- IP address: 104.188.23.56

Document emailed to Cathryn Rambo (crambo@altusschools.net) for signature
2025-05-26 - 10:53:39 PM GMT

Adobe Acrobat Sign

Email viewed by Cathryn Rambo (crambo@altusschools.net)
2025-05-29 - 1:59:50 PM GMT- IP address: 68.101.216.120

Document e-signed by Cathryn Rambo (crambo@altusschools.net)
Signature Date: 2025-05-29 - 2:00:13 PM GMT - Time Source: server- IP address: 68.101.216.120

Agreement completed.
2025-05-29 - 2:00:13 PM GMT

Adobe Acrobat Sign

Altus Schools to
Victor Valley Community College District
CTE Articulated Course Credit
for 2025/26 Academic Year
Memorandum of Understanding

The list of courses contained within Appendix A of this agreement represents the mutually agreed upon comprehensive course list between Victor Valley Community College District, hereinafter referred to as Victor Valley College or VVC, and the Altus Schools for the 2025/26 academic year. Articulation agreements are conducted on a district-to-district basis and include the list below.

Altus Schools agrees to and will:

1. Ensure that each course named in the memorandum of understanding will meet the academic rigor of a college level course taught at Victor Valley College.
2. Ensure that each course meets with students at least the minimum hours for each specific class listed in the MOU as determined by Victor Valley College approved curriculum.
3. Ensure that each articulated course covers the content agreed upon as reflected within the approved course outline and final exam.
4. Ensure that only appropriately qualified instructors instruct articulated courses at the secondary school site if they are to be articulated with Victor Valley College.
5. Ensure the integrity of data being submitted to Victor Valley College. Data integrity shall be certified by the school site or district registrar.
6. Ensure that students submitting for articulation credit are informed that courses articulated with VVC may or may not be awarded credit at California State University, University of California or other institutions to which a student may transfer.
7. Ensure that all students that are to receive articulated course credit have successfully completed the VVC application process.
8. Ensure that articulation grades are submitted only for students who have both earned an A or B in the articulated course and an "A" or "B" on the VVC-approved final exam.
9. Submit the "A" or "B" earned grade on the VVC-approved final exam for the credit award.
10. All final grades must be submitted to VVC no later than the 3rd Friday in June *(2025/26 Academic Year - June 19, 2026)*.

Victor Valley Community College agrees to and will:

1. Award college credit to high school and adult education students for all final exam grades as described above.
2. All grades submitted via the appropriate grade submission protocol shall be awarded and transcribed credit to the Victor Valley College transcript no later than the 3rd Friday in July *(2025/26 Academic Year - July 17, 2026)*.

3. Victor Valley College transcripts will identify high school articulated CTE courses as "Credit by Exam," as required by California Code of Regulations Title 5. High school courses articulated with VVC may or may not be awarded credit at California State University, University of California or other institutions to which a student may transfer.

Executed by:

Mary Searcy Burby

Superintendent, Allus Schools

May 7, 2025

Date

Signature: Daniel Walden (Apr 13, 2025 21:13 PDT)

Email: daniel.walden@vvc.edu

Superintendent/President, Victor Valley College

Date

Appendix A – List of Courses

Altus Schools
Articulation Agreements for 2025-26

HS Course Title		VVC Course ID	VVC Course Title	Renewal or New
Veterinary Science 1		AGNR 106	Veterinary Terminology and Technology	New

APPENDIX GG

MENTAL HEALTH PLAN

2025 - 2026

COMPREHENSIVE MENTAL HEALTH PROGRAM

Altus SCHOOLS

VISION

To create an inclusive and positive environment where every student has equitable access to comprehensive, evidence-based mental health support. We empower students to achieve emotional well-being, resilience, and academic success. Our goal is to foster a supportive learning environment where students feel prioritized and are empowered to advocate for mental health within their community.

MISSION

We provide accessible mental health services tailored to each student and family. By integrating multi-tiered supports and engaging the community, we remove barriers and increase equitable access to mental health services. We respond urgently to student needs, fostering a stigma-free school culture that promotes well-being. Through collaboration with families, educators, and community partners, we connect students to resources and support networks, continuously enhancing our services to meet the evolving needs of our diverse student population.

TABLE OF CONTENTS

Section I: Introduction	5
Section II: Theoretical Frameworks	6
Section III: Student and Family Engagement	11
Section IV: School-Based Mental Health	12
Section V: Community-Based Mental Health	17
Section VI: Referrals	18
Section VII: Suicide Prevention	21
Section VIII: Social-Emotional Learning	22
Section IX: Professional Learning	24
Section X: Program Evaluation	26
Section XI: References	29
Section XII: Appendices	30

Section I: Introduction

In recent years, there has been a growing recognition of the critical role that mental health plays in the overall well-being and academic success of students. Schools, as primary settings where young minds develop and flourish, have a unique opportunity to address the mental health needs of their students. A comprehensive school-based mental health program is an essential component of a comprehensive approach to education that values the mental and emotional well-being of every student.

This comprehensive school-based mental health program plan aims to outline a systematic and evidence-based approach to promoting mental health and providing support to students within the school environment. It is grounded on best practices identified by the National Center on Safe Supportive Learning Environments from the U.S. Department of Education, the Mental Health Technology Transfer Network, and the School Health Assessment and Performance Evaluation (SHAPE) System developed by the National Center for School Mental Health at the University of Maryland School of Medicine.

This program plan recognizes the importance of a multidisciplinary approach, involving collaboration between educators, mental health professionals, families, and the broader community. It emphasizes the need for training and capacity building among school staff to identify and respond to mental health concerns effectively. Moreover, it acknowledges that mental health extends beyond individual students and should be addressed at the systemic level through strategic planning, implementation, and evaluation.

Within this program plan, specific initiatives and interventions will be outlined, such as the utilization of a multi-tiered system of support to address mental health and wellness needs, implementation of safe and supportive school environments, provision of mental health services, and access to curricular and instructional supports. Additionally, it will address crisis response protocols, coordination with external mental health services, and evaluation mechanisms to ensure the effectiveness and continuous improvement of the program.

Section II: Theoretical Frameworks

Altus Schools' Comprehensive Mental Health program implements research-based practices that seek to build an effective and sustainable approach to prevention, identification, and treatment of mental health in schools. In alignment with the National Center on Safe and Supportive Learning Environment's Best Practices in Action, Altus Schools:

1. Provide a continuum of services through Multi-Tiered Systems of Support (MTSS)
2. Obtain and incorporate educational partner input
3. Engage leadership in implementation planning and support
4. Build staff mental health capacity
5. Use data to inform program improvement
6. Establish community partnerships

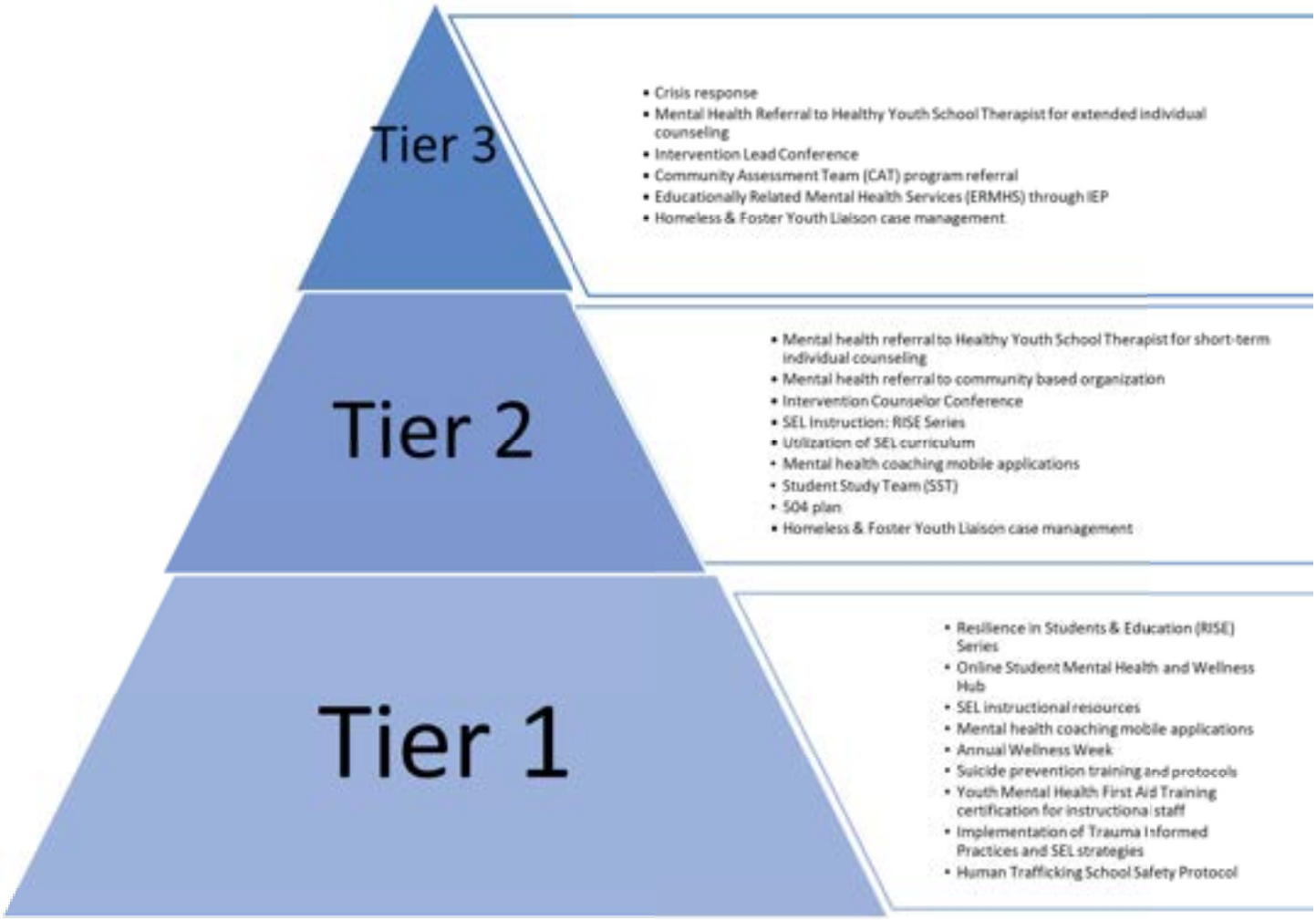
By aligning school systems, integrating strategic planning, and obtaining quality data to inform programs, we are able to provide a variety of supports and services to promote a positive school climate, social emotional learning, and address students' mental health and wellness needs through prevention, identification and intervention. Our comprehensive program builds on a strong foundation of professionals with specialized training including school psychologists, licensed marriage and family therapists, credentialed counselors, and school nurses to provide universal and targeted supports and harnesses key community partnerships with health and mental health providers to deliver services.

Multitiered System of Supports

Altus Schools use a Multi-Tiered System of Support (MTSS) to address the academic, socio-emotional and behavioral needs of students. The system is composed of layered interventions from universal approaches

that benefit all students with common needs, to targeted, individualized programming that addresses individual student needs (Appendix A). Mental health supports are embedded within the three tiers of intervention to provide a continuum of services that are aligned and designed to improve student outcomes.

A pyramid of interventions is commonly used to outline the services and supports offered at each tier of intervention. Tier 1 notes the universal supports available to all students, Tier 2 supports are more targeted and are usually implemented for a short term, and Tier 3 are more intensive, individualized interventions that address significant needs. Below is a pyramid of interventions that specifically outline the mental health supports within the Altus Schools MTSS framework:



Evidence- Based Services and Supports

Evidence-Based Practices (EBPs) include any therapeutic technique proven to be effective by peer-reviewed scientific experiments. According to the American Psychiatric Association EBP's are: "best practice and one of the 'preferred' approaches for the treatment of psychological symptoms." Within our Altus Schools comprehensive mental health program, Healthy Youth School Therapists (HYSTs) utilize several EBPs to meet students' individual needs, including:

- Cognitive Behavioral Therapy (CBT)
- Dialectical Behavioral Therapy (DBT)
- Motivational Interviewing (MI)
- Modular Approach to Therapy for Children with Anxiety, Depression, Trauma, or Conduct Problems (MATCH-ADTC)

Examples of Cognitive Behavioral Therapy techniques include teaching about cognitive triangles, cognitive distortions, cognitive restructuring and fact checking, as well as deep breathing, progressive muscle relaxation, and journaling to cope with stressors. Dialectical Behavioral Therapy techniques include mindfulness (mindful breathing, grounding techniques), distress tolerance skills (self- soothing skills, pros/ cons skills, problem solving skills, and radical acceptance), emotional regulation skills (STOP skill, positive self- talk, opposite action skill), and interpersonal effectiveness (boundary building, GIVE skill). Examples of Motivational Interviewing include asking open-ended questions, active listening, highlighting discrepancies, building motivation to change, strengthening commitment to change, affirming, providing reflective listening, and summarizing conversations. MATCH-ADTC is a program that combines 33 procedures—drawn from the most successful evidence-based treatments—into a single, flexible sys-

tem. Comprehensive flowcharts guide the process of care, streamlining treatment to fit the child's needs while fostering individualization to address comorbidity or therapeutic roadblocks.

Community-Defined Evidence Practices (CDEPs)

Altus Schools provide culturally competent services to address disparities in behavioral health. We focus on providing culturally competent services by implementing annual training to staff to understand and respect the cultural backgrounds, beliefs, and values of diverse communities. By integrating cultural sensitivity into mental health services, Altus Schools aim to provide more equitable care. Our schools engage the community, particularly marginalized and underserved populations by supporting students' individual needs to help them graduate high school, and by collaborating with community organizations to ensure that the needs of all educational partners are addressed. Altus Schools have also implemented policies that promote health equity by addressing systemic barriers to behavioral health services, such as issues related to access. We have purposefully located each resource center to be accessible in the heart of the communities we serve, near public transportation to help reduce barriers to accessing their education and mental health resources and continually utilize several communication platforms to provide information and access to the educational program and student services. We further collaborate with community providers to provide education and awareness to students and families through several methods, including presentations at the resource center, school events, community events, and online webinars including the Altus Family Learning and RISE series.

Cultural Responsiveness and Equity

Altus Schools value the diversity of our student population and are purposeful in being responsive to the values, beliefs and behaviors of students and families. With an equity-driven approach, we strive to ensure that each student has equitable access to mental health supports and services and seek to collaborate with all educational partners to meet the mental health and wellness needs of every student.

Through our unique Pathways Personalized Educational Plan (PPEP) process, each student and family have access to a trusted adult in school and instructional team who actively monitor student engagement and performance, partner with family to identify barriers to academic engagement including mental health and wellness challenges, and connect family to school-based supports and community resources. Through the PPEP, each student receives an individualized educational program through highly trained adults that demonstrate care about their learning as well as about them as individuals, a key component of building school connectedness. Research demonstrates that school connectedness is an important factor in adolescent health and link directly to better mental health, and decreased sexual health risks, substance use and violence (School connectedness helps students thrive 2022). This is particularly important for students who have been historically marginalized, racial and ethnic minority groups and youth who identify as LGBTQIA+.

In alignment with principles from the Equity in Mental Health Framework, Altus Schools:

- **Train staff on trauma-informed practices and cultural competence:** Altus University provides several opportunities to staff for professional learning on culturally-responsive teaching, trauma-informed practices, student and family engagement strategies.
- **Provide accessible and safe communication:** Students and families have access to several avenues to inquire about mental health supports and express needs, including direct communication to the student's teacher, case manager if the student has an IEP, school

counselor, and learning lead/school coordinator. Each school's web site outlines key contact information for special programs. The Altus Schools Mental Health and Wellness Hub, an online resource with a collection of resources, embeds a feedback form that website visitors can submit to request support. Additionally, school personnel can connect students and families to mental health support staff via the school's mental health referral process.

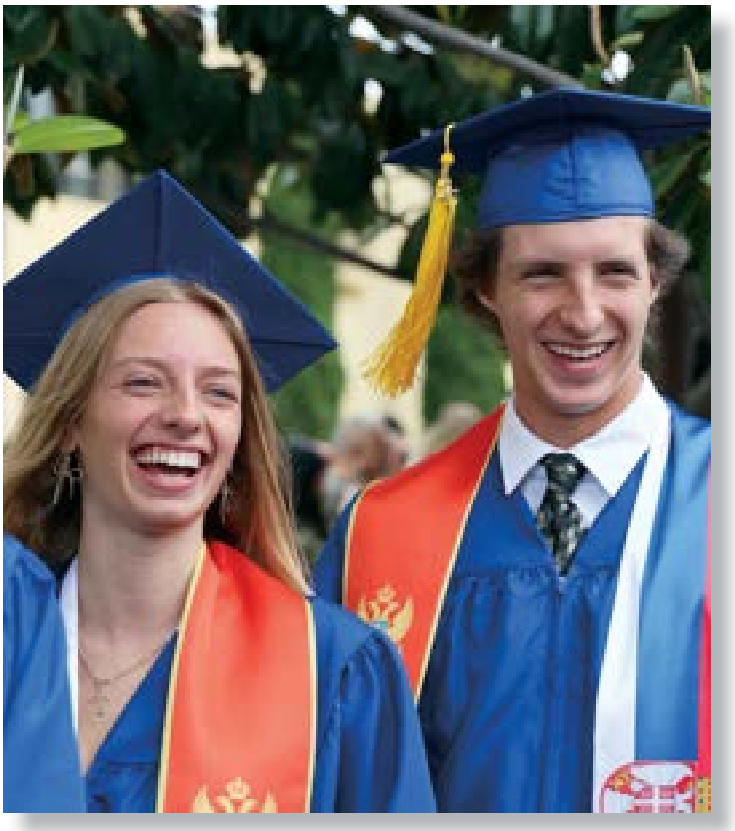
- **Provide culturally and linguistically appropriate services and supports:** Through the diversity of our school personnel, careful selection of vendors, and intentional partnerships with community organizations, Altus Schools provide culturally relevant and linguistically accessible information and services to our school community through consultation for effectiveness and by making information and school events accessible in languages needed.
- **Disaggregate data:** With an equity-lens in practice, student performance measures are monitored for all students, as well as disaggregated for targeted student groups that school personnel can act on to match students to appropriate services and supports, as well as analyze to inform program improvement.

Data-Informed Decision Making

Altus Schools use multiple sources of actionable and meaningful data and input from educational partners to monitor student engagement, assess student mental health needs, develop mental health and wellness goals and action plans, activate the MTSS, and measure program effectiveness.

PPEP Storybook data: The PPEP Storybook contains detailed results related to student progress and engagement that are reviewed by various staff members across school systems. Some of the indicators included are school participation, credit completion, chronic absenteeism, interventions reports, and PPEP survey completion. The Storybook serves as a real-time monitoring tool to activate interventions for students who are demonstrating disengagement or inadequate progress. With an equity-lens at the forefront, the data is disaggregated by the different school sites and by student groups including Hispanic/Latino, Black or African American, White, Two or more races, English Learners, Students with Disabilities, Socioeconomically Disadvantaged, Homeless, Foster Youth, and Pregnant and Parenting. This allows staff to quickly activate supports and services, facilitates trends analysis, and supports prioritization of resource allocation.

Leadership engagement: As part of the annual strategic planning process and through cycles of continuous improvement, leadership at various levels are involved in the design, planning, implementation and evaluation of mental health programming, supports,



and services. This ensures that school systems are aligned to support mental health and wellness initiatives, involves a diversity of inputs and perspectives, supports resource maximization and prevents duplicate efforts thus maximizing efficiency and effectiveness.

Needs Assessment: Annually, mental health team members and school leadership engage in conducting a collaborative needs assessment to identify system strengths, gaps between current and desired conditions, clarify priorities, inform quality improvement, and advance action planning. The needs assessment evaluates the coordination of mental health services, mental health promotion, student mental health referral processes, mental health services and supports for students, and suicide prevention, intervention, and postvention.

Resource Mapping: In conjunction with the needs assessment, mental health team members engage in the identification, visual representation, and resource sharing of the internal and external supports and services in the schools and the community that are available to meet the mental health needs of all students and build on program strengths.

Section III: Student and Family Engagement

Part of the Altus Schools' vision is to develop a personalized instructional program with intensive parental engagement to support positive outcomes for each student. In this effort, there are several ways in which the perspectives of our students and families are incorporated into the development and implementation of our mental health program.

The California Healthy Kids Survey (CHKS)

The CHKS is a research-based, anonymous survey that is sponsored by the California Department of Education to collect student data on measures of school climate, health risks and behaviors, and youth resiliency. Students in grades five, seven, nine and eleven are invited to take the survey confidentially, with active parental consent for 5th grade students and passive parental consent for students in middle and high school. The survey helps schools collect and analyze data on students' school connectedness, protective factors, risk behaviors, mental health wellness, and school safety, among other indicators. There are several modules available within the survey. Besides the required Core module, students at Altus Schools take mental health-related additional modules to effectively incorporate student input in our comprehensive mental health program.

Local Control Accountability Plan (LCAP) Surveys

All students and parents/guardians are invited to take their Altus School's LCAP survey throughout the year, which is used to obtain input on the school's plan for improving student outcomes. Aligned to California's State priorities for student success, the LCAP survey obtains input on the eight priority areas, which include school climate and engagement of students and parents.

Pathways Personalized Educational Plan (PPEP) Surveys

Upon enrollment, every student takes the PPEP survey which is designed to obtain a student's immediate input on several indicators, including feelings about school, access to mental health care, feelings of despair and hopelessness, and experience with bullying. Survey results are reviewed by teachers and used to personalize the instructional program and connect the student and family to relevant support services. The data is also evaluated at a systems level to inform mental health programming and supports.

Parent Committees and School Events

In addition to PPEP meetings, parents, guardians, and educational partners of each Altus school have many opportunities and are encouraged to be involved and participate in the decision-making process of the school, as well as identification and refinement of needs, goals, targets, activities, and resource allocation. Opportunities to provide input on school programs include:

- School Site Council meetings
- English Learner Advisory Committee (ELAC) meetings
- Open House
- Senior Nights
- Family Learning Series

Through these various methods, our schools are able to obtain and incorporate our youth and family input in the development of mental health initiatives.

Section IV: School-Based Mental Health

Altus Schools' mental health program adheres to the Family Educational Rights and Privacy Act (FERPA) and the Schools' Education Records and Student Information Board Policies, ensuring the confidentiality and protection of students' information and education records. In addition, the program follows the guidance and legal requirements established by the U.S. Department of Health and Human Services, the U.S. Department of Education, and the California School-Based Health Alliance. These guidelines provide a framework for creating effective systems to refer youth to mental health service providers while ensuring adherence to both FERPA and the Health Insurance Portability and Accountability Act (HIPAA) regulations. By upholding these standards, we ensure that all student information is managed securely and in compliance with state and federal laws as we connect students and families to essential behavioral health services.

Healthy Youth School Therapists

Under the direct supervision of the Equity and Inclusion Administrator, Healthy Youth School Therapists (HYSTs) are responsible for providing individual counseling to students and families with mental, social-emotional, and behavioral health needs. Services may be delivered in-person at the student's resource center, virtually through virtual meeting platforms, or via phone call. Additionally, the HYST is responsible for:

- Assisting in the development and implementation of programs and initiatives aimed at promoting mental health awareness, prevention, and early intervention. This might involve conducting psychoeducational workshops for students, staff, and parents, and implementing school-wide initiatives to create a positive and supportive mental health environment.
- Performing screenings, evaluation, assessments, and recommendations for services.
- Designing and conducting trainings on the Schools' suicide prevention, intervention and postvention protocols, trauma-informed practices, and socio-emotional instructional strategies.
- Supporting the Healthy Youth Department with student social-emotional learning education and activities.
- Supporting parent and family engagement and education initiatives.
- Acting as a crisis intervention therapist for students and staff by responding to and managing mental health crises or emergencies that arise within the school setting. This could involve assessing risk, providing immediate support, coordinating with external resources, and implementing safety measures.
- Collaborating with teachers, case managers, counselors, Special Education and Equity & Inclusion staff, and administrators on providing mental health services and referrals to community organizations.
- Documenting and maintaining accurate and confidential records of student assessments, interventions, progress notes, and communications, adhering to legal and ethical guidelines regarding the storage, access, and sharing of sensitive information.

Students with a 504 Plan

Students with a 504 plan demonstrating mental health needs will have the opportunity to speak with a school-based mental health professional. This is

modeled after the same tiered support structure that is available to all students. The HYST will meet with the student for up to five meetings, conduct analysis, and make their professional recommendations on best ways to support. Upon completion of the meetings with the student, the HYST will recommend to the 504 team whether further meetings are needed, a referral to outside mental health services is recommended, or in the case of demonstrated school-based need, the student is recommended for longer term school-based services. 504 plans provide the opportunity for the student to receive services on a schedule. In the case that a student will need access to mental health support services via the 504, it is recommended that the team convene more frequently than the yearly plan to determine efficacy of the service and determine if furthermore formalized evaluation needs to take place with the school psychologist.

Students with an IEP

Students with Individualized Educational Plans (IEP) demonstrating mental health need have a variety of pathways to access services. The primary reasons that students with IEPs may need access to mental health services are temporary events (grief, community-based trauma i.e., school shootings, social issues such as online bullying), new mental health diagnosis, a sudden change in behavior, or prolonged feelings of depression and/or anxiety that are affecting the students' educational progress.

Response to Temporary Events

In the event of a student with an IEP expressing a need for mental health support on the temporary scale, the mental health team will respond with a tiered intervention system of support. A teacher or student may submit a referral expressing that the concern is not one necessitating ongoing mental health support but rather a need to meet with a professional for a short amount of time. This is modeled after the same tiered support structure that is available to all students. The HYST will meet with the student for up to five mental health sessions, conduct a needs assessments, screenings, and make their professional recommendations on best ways to support. Following the analysis, the HYST will communicate with the student's IEP team either detailing that no further meetings are needed, a referral to outside mental health services is recommended, or in the case of demonstrated school-based need the student is recommended for further social emotional assessment to determine ERMHS (Educationally Related Mental Health Services) qualification.

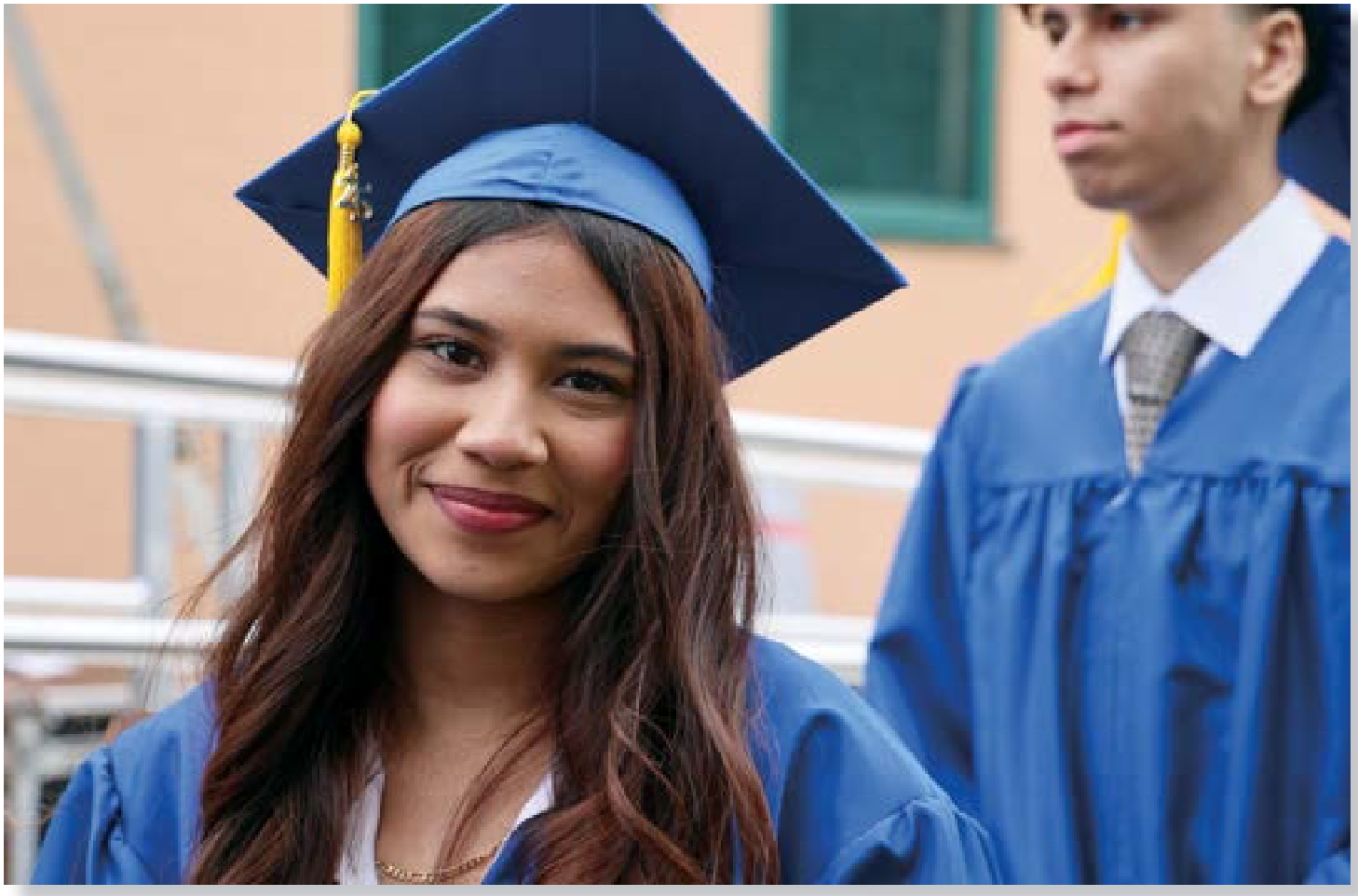
New Mental Health Diagnosis

If a student receives a diagnosis from a doctor or other qualified mental health professional, the school will follow the following protocol:

1. The case manager will provide the parent or guardian with a ROI (Release of Information) that allows the school to request copies of the medical records and use the information within for the purposes of educational planning.

2. The case manager will share with the IEP team the results of the diagnosis, and request that the school psychologist look at the recent diagnosis to determine if additional testing is warranted, or if the student would benefit from a full triennial re-evaluation to determine new baselines.

3. The IEP team will convene to determine changes or next steps to the IEP. This could include but is not limited to recommendations for additional and supplemental mental health assessments, recommendations for additional mental health services under the ERMHS umbrella of services (individual counseling, parent counseling, psychological services), recommendations for additional supports and services available on the IEP (i.e., health ser-



vices, occupational therapy, speech therapy.)

Sudden Changes in Behavior or Prolonged Feelings of Depression and Anxiety Affecting Educational Progress

If a student presents with sudden changes in behavior (i.e., attacking parents/guardian, attacking authority figures, expressing homicidal ideation), the IEP and mental health team will convene an emergency meeting to determine the best possible steps. As the IEP team is not an emergency response team, the school will most likely conduct a meeting to offer additional mental health or behavioral assessment. The school will also encourage the family to pursue whatever medical recommendations that might be given by the treating doctors. If the student or parent/guardian reports that there are prolonged feelings of depression or anxiety, the IEP team will convene to determine the best possible steps in the least restrictive environment for a school setting. This may result in students being assessed for ERMHS services, an increase in available service minutes for ERMHS services, or an increase in behavioral support services.

All students with 504s and IEPs will be evaluated on a case-by-case basis to ensure that their safety and mental health are at the forefront of decision making. These procedures and protocols are intended to be a recommendation but can be adapted anytime to meet the student's needs.

Student Mental Health Sessions

The HYST will utilize a five-session model to provide school-based mental health services to students who have been referred.

Session 1 - Assessment and Psychoeducation: This session includes introductions and building rapport with the student, conducting a needs assess-

ment to understand the student's current mental health concerns, history, and goals for therapy, providing psychoeducation about common mental health conditions, symptoms, and available treatment options, and collaboratively identify the student's specific areas of focus and establishing therapeutic goals for the sessions.

Session 2 - Psychoeducation and Skill Building: In this session, the HYST will continue to build rapport with the student and deepen their understanding of the student's mental health concerns. The HYST will provide further psychoeducation to enhance the student's knowledge about common mental health conditions, symptoms, and treatment options. Building on this foundation, the HYST will introduce and teach coping strategies tailored to the student's needs and goals, such as stress reduction techniques, cognitive restructuring, and mindfulness exercises.

Session 3 - Skill Building and Coping Strategies: This session will focus on reviewing, learning, and practicing coping strategies based on the student's needs and goals (i.e., emotion regulation, time management, etc.) The HYST and student will collaboratively explore and identify unhelpful thinking patterns or behaviors that contribute to the student's difficulties, practice and reinforce new coping skills through role-plays, homework assignments, or experiential exercises, and address any questions or concerns the student may have regarding the strategies and techniques discussed.

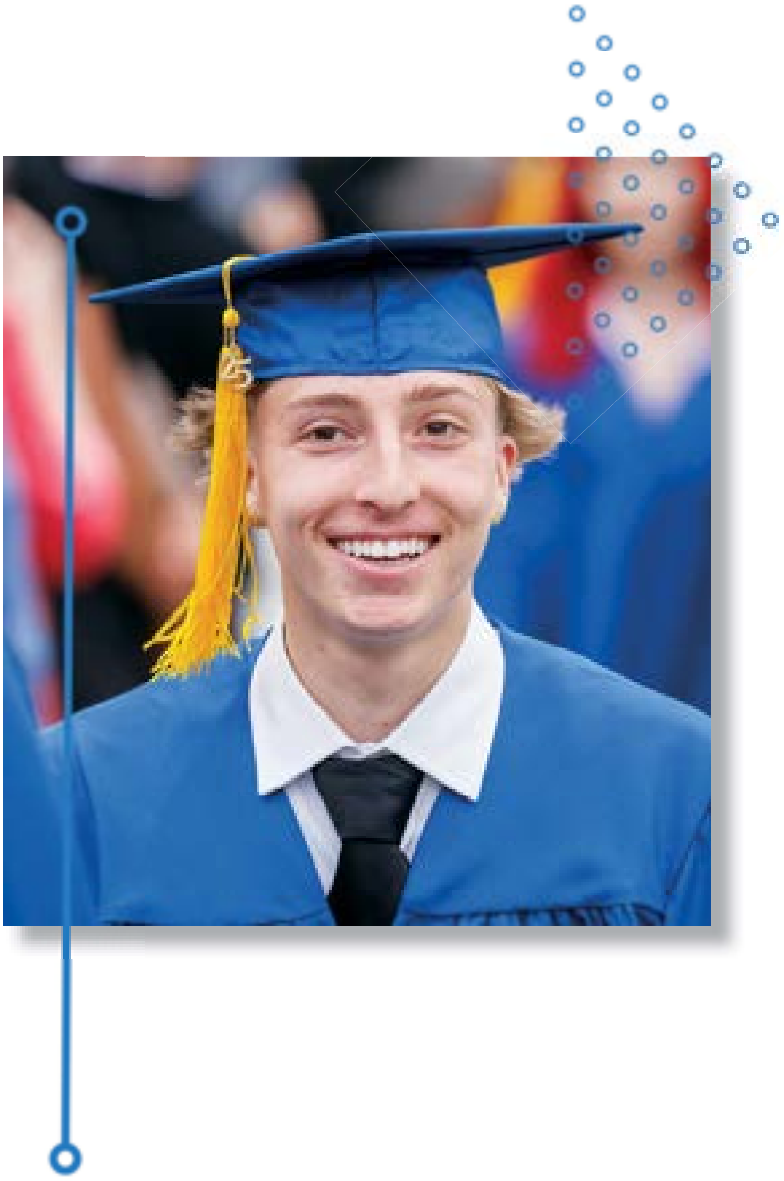
Session 4 - Coping Strategies and Goal Review: In this session, the HYST and the student will continue to build on and practice previously discussed coping strategies, tailoring them to the student's needs and goals. Collaboratively, they will identify and address unhelpful thinking patterns or behaviors, practicing and reinforcing new coping skills through role-plays, homework assignments, and experiential exercises. They will review progress, discuss challenges or successes, and reflect on the student's goals, adjusting as needed.

Session 5 - Goal Review and Relapse Prevention: This session includes reviewing the progress made since the previous session and discussing any challenges or successes the student has experienced. The HYST will reflect on the student's goals and assess their level of achievement or adjustment as needed. This session also includes collaboratively developing a relapse prevention plan to help the student maintain their progress after therapy concludes, as well as discussing potential resources or support systems the student can utilize in the future to continue their mental health journey.

The five-session model may be extended at the discretion of the HYST based on the student's individual circumstances (i.e., crisis level, hospitalization, trauma, access to resources), and service capacity.

Once the HYST or mental health program support staff receives a mental health referral, they will call the parents/ guardians within one week of receiving the referral. The staff member will make three attempts to contact the family and determine next steps. If contact attempts are unsuccessful after three attempts, the referral will be closed, and the referring party will be notified. After successful parent/guardian contact, the HYST or support staff member will email the referrer, parent/guardian, and student with relevant community resources, the Altus Schools Student Mental Health and Wellness Hub, and confirm next steps. During the initial contact with parents/ guardians, the HYST will inform that there will be up to five, forty-five minute sessions to provide mental health services to their student. If a student is unable to attend session, student or parent/guardian can let the HYST know to excuse the student or reschedule the session. Re-

scheduling will be accommodated as best as possible up to three times. For any referrals that were closed due to lack of response or attendance, the referring party may submit another referral when student and family have re-engaged.



Telehealth Services

Altus Schools maintain a focus on providing flexibility to students and families in accessing mental health support, including delivering services virtually or remotely. Also known as teletherapy, the HYST may provide services and support using electronic information and telecommunication technologies through video conferencing, audio, and text messaging while being in a separate physical location from the student. HYSTs are committed to utilizing best practices in delivering virtual school-based counseling that ensure a high-quality session and positive student engagement to achieve successful session outcomes. In accordance with the National Association of School Psychologists Considerations for Delivery of School Psychological Telehealth Services, HYSTs follow the recommendations to:

- Adhere to all professional ethics, standards, policies, and positions.
- Ensure access to high-quality technology.
- Obtain appropriate professional development to ensure their own competence in the delivery of telehealth services.
- Use validated assessment tools and methods.
- Maintain thorough documentation and professional record-keeping practices.
- Ensure high degrees of privacy, confidentiality, informed consent, and security.
- Consider whether telehealth services are safe, effective, and appropriate.

Section V: Community-Based Mental Health

Altus Schools establish purposeful community partnerships to increase access to mental health education and services and provide a broader spectrum of supports. By partnering with culturally responsive and verified organizations in our students' communities, we are able to maintain a student-centered and family-centered approach in overcoming barriers to our students' learning and wellness. School-community partnerships may be established to deliver services directly to students, provide professional learning to staff, or provide community-based learning opportunities to students.

The HYSTs and Equity and Inclusion support staff members are the primary members involved in making referrals to community based mental health organizations, although any instructional member working with the student has the capacity to do so. This includes the teacher, case manager, counselor, instructional lead, school nurse, and homeless foster youth liaison. Referrals will be documented in the Student Information System's Contact Manager, internal program trackers, and communicated to the student and parent/guardian.

HYSTs and Equity and Inclusion support staff will maintain updated lists of mental health community providers and key contacts by reviewing at least annually and updating as needed. Considering that each community partner has its own referral requirements, all appropriate measures will be taken to protect student confidentiality, document referral details, and ensure the referral was received.

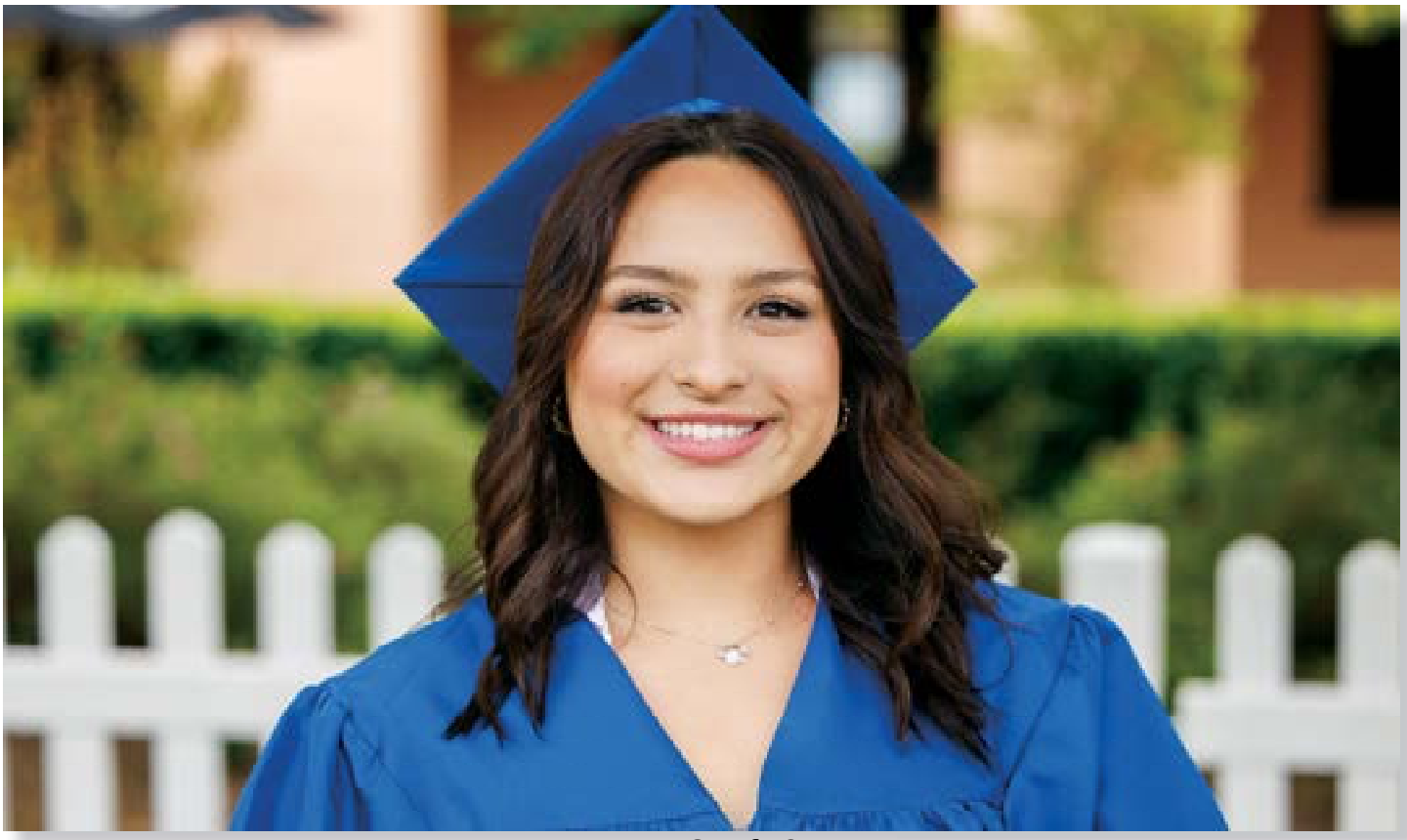
Section VI: Referrals

A consistent internal referral process will be utilized when a member of the student's PPEP team recognizes the need to refer a student for mental health services. Whether the referral is for non-emergency mental health services or crisis intervention, the priority rests in connecting the student to mental health services as promptly and effectively as possible.

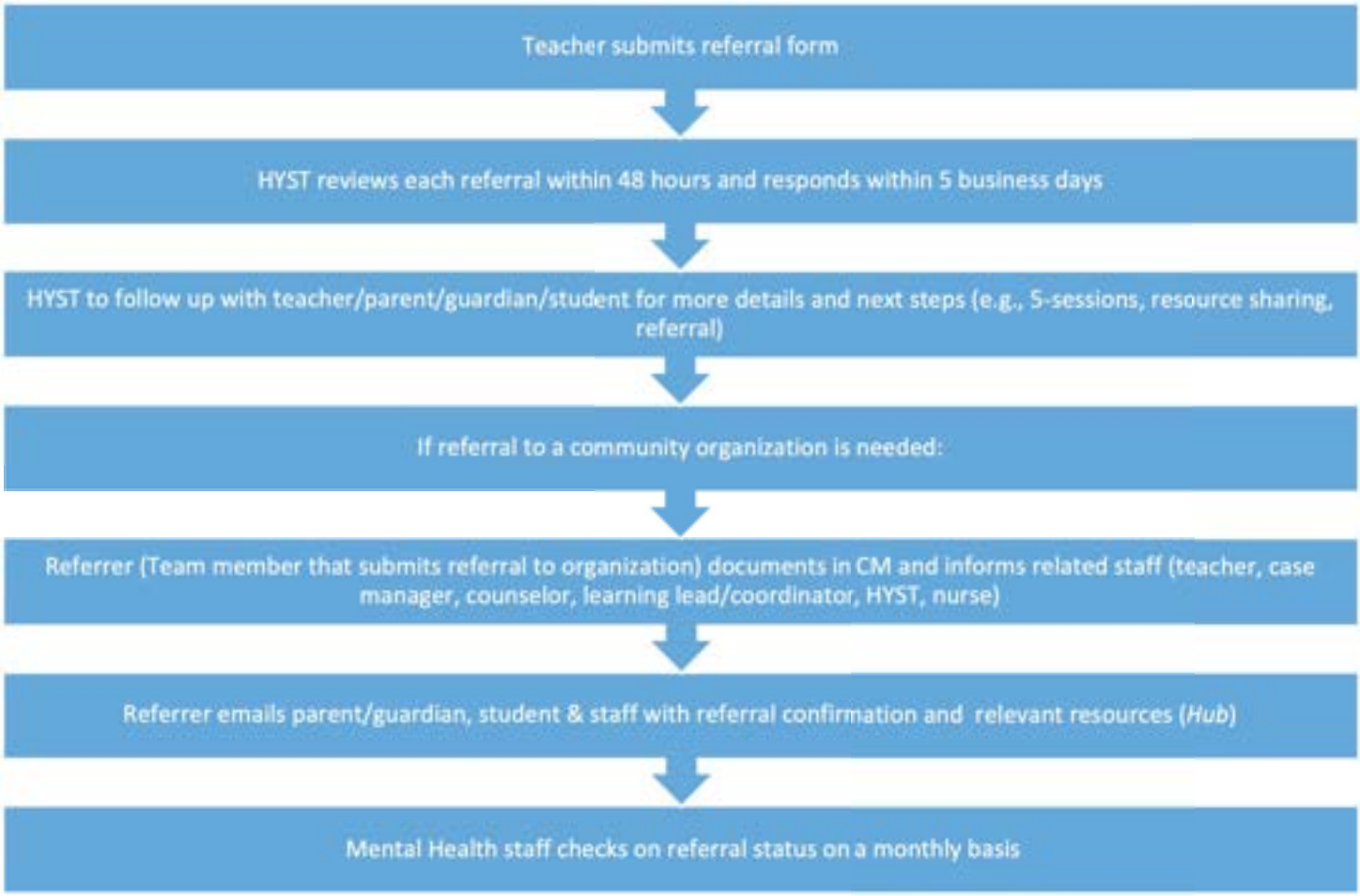
Referral Process for Non-Emergency Mental Health Services

Instructional staff are encouraged to refer any student for mental health services who demonstrates needs, especially in Tiers 2 and 3 of the MTSS, who are experiencing any of the following:

- Depression
- Risk of harm to self or others
- Suicidal Ideation
- Hospitalization after suicide attempt
- Homelessness
- Anxiety
- Family and/or community violence
- Family stress
- Oppositional behavior
- Significant change in behavior or functioning
- Bullying
- Poor peer relationships
- Bereavement and loss
- School refusal
- Withdrawal/isolation from others
- Abuse or neglect
- Low self-esteem
- Academic and/or attendance problems
- Exposure to substance misuse
- Eating disorder



To initiate a referral, the staff member will complete a Mental Health Referral Form (Appendix B) that is reviewed by the designated HYST or support staff member. The form will collect data to inform prioritization, the student's access to health care, student schedule and a description of the mental health need. The following process is utilized:



Data from the referral forms will be reviewed and broken down by student demographics to identify patterns, areas of greatest need, and ensure equitable access to services. This analysis will be used to enhance the mental health program and guide continuous improvement.

Mental Health Reporting Protocols for Emergencies

Instructional staff are trained annually in mental health reporting protocols that account for emergencies taking place both at the resource center and away.

Any emergencies will be addressed and debriefed with a team approach, keeping the students' safety and wellness in mind as a top priority.

Altus SCHOOLS

In the event of an emergency, do not leave the student unattended. Student shall remain at the RC until proper authorities and/or parent/guardian arrives.

Type and Level of Concern/Crisis

24/7 Support Lines

Suicide and Crisis Lifeline: Call or text 988
Crisis Text Line: Text "HOME" to 741741
CA Youth Crisis Line: 800-843-5200
The Trevor Project Crisis Line: 866-488-7386
SAMHSA National Helpline: 800-662-HELP
Altus Schools Mental Health & Wellness Hub: Altusgo.com/hub

Child Welfare Concern: (abuse, neglect)

Call Child Welfare Services
San Diego (858)560-2191
Riverside (800)442-4918
San Bernardino (909) 384-9233

Follow CWS reporting procedures
Location:
WAVE\COMMON\FORMS\CPS Procedures SS8572Form

Mental Health Concern:

-Refer to YMHFA Guide for steps to assist with general depression, anxiety, eating disorders, substance use, disruptive behaviors, etc.
- Submit Mental Health Referral (discuss with student/family before submitting)

STUDENT IS AT RC
Perform Suicide Risk Screening/Call or text HYST/and If immediate concern call 988
Notify your supervisor immediately by phone

Submit Mental Health Referral

Mental Health Crisis:

(Concerns about Suicidal Ideation or potential harm to self or others)

STUDENT IS NOT AT RC
Confirm student location
Perform Suicide Risk Screening
Call 988 or Non-Emergency Police & ask for PERT to conduct a Welfare Check
San Diego (619)531-2000
Notify your supervisor immediately by phone

Submit Mental Health Referral

Physical Health Concern:

Diabetes, Seizures, Vision, Dental or General Health

Contact School Nurse

Mental or Physical Health Emergency

(Immediate threat to safety of self or others)

Call 988 for Mental Health emergencies and 911 for all others.
Notify your supervisor immediately by phone

Rev 04.09.2024

Section VII: Suicide Prevention

Altus Schools recognize that it is critically important that schools have policies and procedures in place to prevent, assess the risk of, intervene in, and respond to suicidal behavior in youth. As part of the comprehensive mental health program, the Schools' ***Suicide Intervention and Prevention Policy Manual with Postvention Toolkit*** is updated annually to ensure that all staff who directly support students and families have research-based information, strategies and protocols in the prevention, intervention and postvention of youth suicide. In alignment with the school's Board approved policy, Altus Schools' suicide prevention program elements include:

- ***Prevention and Instruction:*** Suicide prevention strategies may include, but not be limited to, efforts to promote a positive school climate that enhances students' feelings of connectedness with their Altus School and is characterized by caring staff and harmonious interrelationships among students. The instructional and student support program shall promote the healthy mental, emotional, and social development of students including, but not limited to, the development of problem-solving skills, coping skills, and resilience. The School may offer parents/guardians education or information which describes the severity of the youth suicide problem, the School's suicide prevention efforts, risk factors and warning signs of suicide, basic steps for helping suicidal youth, reducing the stigma of mental illness, and/or school and community resources that can help youth in crisis.
- ***Staff Professional Learning:*** Suicide prevention training for staff is designed to help staff identify and find help for students at risk of suicide. Materials approved by the School for training shall include how to identify appropriate mental health services, at school facilities and within the larger community, and when and how to refer youth and their families to those services. The training is conducted annually and may include information on research identifying risk factors, warning signs that may indicate suicidal intentions, research-based instructional strategies for teaching the suicide prevention curriculum and promoting mental and emotional health, school and community resources and services for students and families in crisis and ways to access them, and school procedures for intervening when a student attempts, threatens, or discloses the desire to die by suicide.
- ***Crisis Intervention:*** Staff will be trained to follow the mental health protocol for emergencies as noted above, in which the student's safety is prioritized, appropriate support staff, parents/guardians and law enforcement are contacted, referrals to appropriate services are initiated, and access to counselors and support staff is provided to all who were directly or indirectly involved in the incident.

A full description of the policies, procedures and best practices that Altus Schools adheres to protect the health and safety of all students can be found in the Schools' Suicide Prevention, Intervention, and Postvention Manual, available upon request.

Section VIII: Social-Emotional Learning

Altus Kids Homeschool TK-5 Program

In the TK-5 setting, social-emotional learning (SEL) is emphasized to support the holistic development of students with the understanding that fostering social and emotional skills is essential for overall well-being and academic success. Social-emotional learning is integrated into the daily homeschool curriculum, weekly family check-ins, and weekly enrichment sessions. Through explicit instruction and parent/guardian coaching grounded in the CASEL Framework, students learn essential skills such as self-awareness, self-management, responsible decision-making, social awareness, and relationship-building. We recognize that parents/guardians are crucial in supporting their children's SEL skills and creating a nurturing home environment that promotes emotional well-being.

Altus Kids supports homeschooling families to create a positive and supportive environment where students feel safe to express their emotions and thoughts. Following the Collaborative for Academic, Social and Emotional Learning (CASEL) Framework, teachers make research-based recommendations to incorporate activities and discussions promoting empathy, respect, and student collaboration. Teachers are purposeful in modeling positive social and emotional behaviors during enrichment sessions, providing students with real-life examples to learn from while supporting families to do the same at home. By implementing SEL in the TK-5 setting, we aim to equip students with the necessary tools to navigate their emotions, develop healthy relationships, and become responsible and compassionate individuals.

Resilience in Students and Education (RISE) Series

Led by the Healthy Youth Department and in collaboration with the school nurses and HYSTs, the RISE series are student-centered, monthly, one-hour webinars designed to support the social-emotional needs of students, as well as specific needs for students with disabilities. RISE series promote social emotional learning by nurturing the five core SEL competencies: self-awareness, self-management, responsible decision making, social awareness, and relationship skills. Students are able to participate both virtually and in-person, complete age-appropriate assignments, have peer-to-peer interaction, and connect their learning to both school and personal lives. Staff are also able to assess students who need additional mental health support and refer students to the Healthy Youth School Therapists.

Curriculum Supports

Advancement Via Individual Determination (AVID)

AVID is an academic support program designed to prepare students for college and success. The elective courses are available to middle and high school students. The program incorporates the core SEL competencies from CASEL, which promote students' intrapersonal, interpersonal, and cognitive competence. AVID curriculum incorporates core strategies and professional learning modules to advance students' self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

Comprehensive Health

This one semester course teaches students how to care for their bodies. Units covered in this course are: consumer and community health, injury prevention, alcohol, tobacco and other drugs, nutrition, environmental health, family living, and communicable and chronic diseases.

Career and Life Management

Students examine resiliency, locus of control, how to respond to difficult life events, social media, healthy relationships, bullying, wellness and nutrition, per-

sonal finance, and explore careers within the Family Services Career Pathway.

California Healthy Youth Act Instruction

In accordance with the California Healthy Youth Act (CHYA), Altus Schools provide students with integrated, comprehensive, accurate, and inclusive comprehensive sexual health education and HIV prevention education, at least once in high school and once in middle school. The purpose of the law is to provide students with the knowledge and skills necessary to: protect their sexual and reproductive health from HIV and other sexually transmitted infections and from unintended pregnancy; develop healthy attitudes concerning adolescent growth and development, body image, gender, sexual orientation, relationships, marriage, and family; have healthy, positive, and safe relationships and behaviors; promote understanding of sexuality as a natural part of human development; and to ensure pupils receive integrated, comprehensive, accurate, and unbiased sexual health and HIV prevention instruction and provide educators with clear tools and guidance to accomplish that end.

Students at Altus Schools receive CHYA instruction during "Wellness Week" each year, proctored by credentialed teachers and nursing staff during age-appropriate middle and high school workshops.

Human Trafficking Prevention

As part of Project Safe from Exploitation (SaFE), a human trafficking prevention education program, students in middle and high school are invited to participate in small group tutoring with age-appropriate curriculum that provides social and emotional learning opportunities and specific tools and strategies to prevent human trafficking. The curriculum for seventh and eighth grades equips students with knowledge that will enhance their personal boundaries and protective skills. The curriculum addresses key health-related concepts, encourages creative expression, and allows students to practice positive decision-making strategies. Students will learn about the different forms of abuse and human trafficking, as well as how to look out for one another. The curriculum for ninth and tenth grades provides social and emotional learning opportunities to equip students with knowledge that will enhance their personal boundaries and protective skills. This curriculum focuses on teaching students about healthy relationships, unhealthy relationships, and the different forms of human trafficking. Students will be empowered with the tools they need to recognize potentially unsafe situations and implement healthy decision-making strategies.

Section IX: Professional Learning

Well trained school personnel are foundational in a comprehensive school mental health system as they are key to promoting student mental health, identifying and referring students who need mental health supports, and training on how to support students' mental health in the school setting. Altus Schools offer systematic and robust professional learning opportunities designed to support social-emotional learning, as well as the prevention of suicide and human and labor trafficking.

First Aid Youth Mental Health

Each year, teachers new to the Schools will complete a required training in youth mental health first aid, which teaches a five-step action plan to offer initial help to young people showing signs of a mental illness or in a crisis, and connect them with the appropriate professional, peer/ social, or self-help care. The eight-hour certification course teaches participants the risk factors and warning signs of a variety of mental health challenges common among adolescents, including anxiety, depression, psychosis, eating disorders, ADHD, disruptive behavior disorders, and substance use disorder. Participants do not learn to diagnose, nor how to provide any therapy or counseling. Rather, participants learn to support a youth developing signs and symptoms of a mental illness or in an emotional crisis by applying a core five-step action plan.

Trauma Informed Practices in Schools (TIPS)

TIPS training is offered through the Altus University professional learning system and the Equity and Inclusion department. The training teaches about the psychological impacts of trauma on the brain and the emotional, behavioral, and social impacts on students. Topics include definitions and types of traumas, and how they expand across the lifespan of the student. Teachers learn strategies for responding to the impacts of trauma and how to support students to optimize learning.

Social-Emotional Learning (SEL)

SEL training is offered multiple times a year through the Altus University professional learning system and the Equity and Inclusion department. Teachers, case managers and instructional support staff learn about how to integrate key SEL concepts and instructional materials to build resiliency and build relational capacity with their students.

Human Trafficking Prevention and Curriculum: As part of Project Safe from Exploitation (SaFE), a human trafficking prevention education program, instructional and support staff receive training and curriculum about human trafficking and labor exploitation. Staff training provides critical information about human trafficking and trauma, including the vulnerabilities and risk factors, so that educators and office staff are equipped to use a trauma-informed approach when working with youth that may be experiencing exploitation. Additionally, teachers are trained on delivering human trafficking prevention curriculum to students in 7th -10th grade.

Signs of Suicide

Our Healthy Youth School Therapists provide an annual Signs of Suicide (SOS) training to educational staff, which outlines the importance of having suicide prevention, intervention, and postvention processes in place. The training helps staff members further understand the content of the Suicide Prevention, Intervention, and Postvention Manual resources and strategies. During the training, staff members have the opportunity to ask questions, engage in discussions, share experiences, practice risk screening, determine risk level, and create safety plans. Trainings include role play scenarios focused on risk factors, warning signs,

protective factors, common myths, "Dos and Don'ts," suicide risk screening, safety planning, and utilizing the Suicide Prevention, Intervention, and Postvention resources and toolkit. The purpose of the training is to help staff members become more comfortable when discussing the topic of suicide, familiarize them with the screening process, better understand relevant research and best practices, and the importance of suicide prevention and intervention.

Section X: Program Evaluation

In order to evaluate the impact of the comprehensive mental health program, Altus Schools will utilize several data sources to gauge the outcomes of mental health program elements, including educational impact measures that may include student engagement and academic indicators, health impact that may include measures of wellness, impact on school climate with measures including students' school connectedness and safety, as well as fiduciary solvency associated with program implementation. By measuring the impact of mental health initiatives, we are able to describe program successes and challenges, inform quality improvement, and adjust for program maintenance, growth and change. Program evaluation elements include:

- Clear objectives
- Baseline data collection
- Program implementation monitoring
- Impact on educational and functional outcomes
- Educational partner feedback

Data Collection and Evaluation

The evaluation of a school's comprehensive mental health program is best understood as a process that occurs along a continuum of stages that grows in comprehensiveness and impact on student outcomes. In alignment with the National Center for Healthy Safe Children's continuum of implementing a comprehensive school mental health program, Altus Schools will implement data collection and evaluation practices that ultimately lead to the most advanced stage of program evaluation.

- ***Stage 1: Novice*** - Program evaluation at this stage focuses on describing the program and its services. This includes descriptions of the tiered services of support, staff who provide the services, sources and reasons for referrals. Cost evaluation may describe staffing structure and staff costs.
- ***Stage 2: Beginner*** - Program evaluation grows to describe the characteristics of students served and preliminary progress or outcomes. Cost evaluation analyzes costs of program features and staffing.
- ***Stage 3: Intermediate*** - Program evaluation includes the tracking of student progress and outcomes over time. Cost evaluation involves tracking costs and revenues.
- ***Stage 4: Advanced*** - Program evaluation evolves to examine long-term outcomes for students and compare them to similar students who did not receive services. Fiscal evaluation may link costs to outcomes to demonstrate return on investment.

Considering the various mental health program elements, several data measures will be collected to evaluate process, impact and outcome, including:

- California Healthy Kids Survey
- Student participation and outcomes in RISE series
- Suicide prevention, intervention and postvention screenings and outcomes
- Quantity and typology of mental health referrals
- Quantity and typology of referrals to community based mental health organizations
- Functional and clinical outcomes measures
- Behavioral screening results
- Utilization and outcomes of Tier 2 and Tier 3

services and supports

- Qualitative feedback from students, families and school staff
- Staff professional learning participation and engagement
- Mental Health Services Satisfaction Surveys
- Impact of mental health services on academic indicators

Continuous Quality Improvement

In order to systemically evaluate and improve the quality and impact of the Altus Schools' comprehensive mental health program, the School Health Assessment and Performance Evaluation (SHAPE) system will be utilized to assess and reassess strengths and needs, establish priorities for improvement, and engage in "real time" change management to establish and meet quality improvement targets. SHAPE uses seven domains to assess system quality using national performance measures, and it is designed to assess the comprehensiveness of the school mental health system and identify priority areas for improvement. The seven domains evaluated are:

- Teaming
- Needs Assessment/Resource Mapping
- Screening
- Mental Health Promotion, Services & Supports
- Early Intervention and Treatment Services & Supports
- Funding & Sustainability
- Impact

Mental Health Team

A team of individuals in several roles within the school system will champion the evaluation and quality improvement processes of the mental health program. This team will be comprised of school mental health staff, administrators, teachers, school psychologist, school nurse and academic counselors. Students and families will also be invited to participate, as well as community health and mental health partners as appropriate.

School Mental Health Quality Assessment

Every two years during the fall semester, the mental health team is responsible for completing the School Mental Health Quality Assessment which addresses the seven domains identified above and provides a score report that evaluates program areas as Emerging, Progressing, or Mastery. After the assessment is completed, the team will utilize the summary report provided by the SHAPE system to identify program strengths and areas for improvement.

Improvement Areas

The mental health team will identify areas for improvement by targeting the program areas that obtained Emerging or Progressing scores in the Quality Assessment. The team will then select one to two areas of focus for one to two school years by utilizing a strategic planning guide and relevant School Mental Health Quality Guides provided by the National Center for School Mental Health. From these guides, the team will design and implement an action plan that includes goals, measures of success, action steps, staff member roles and responsibilities, and implementation timeline.

Implementation and Reassessment

The mental health team will implement the action plan and reassess quality improvement in the targeted domains at the end of each school year. Using the SHAPE system, score reports will be used to measure impact and determine next steps in the continuous quality improvement cycle.

The development, implementation, and evaluation of the Altus Schools Comprehensive Mental Health Program is an essential component of our vision to create

instructional, service, organizational, and governance models that can serve as prototypes for educational reform. The well-being and mental health of our students have a profound impact on their academic success, personal growth, and overall quality of life. By integrating comprehensive mental health services and supports into the educational setting, we can create a nurturing environment that promotes resilience, emotional well-being, and success for all students, thus fulfilling our core competency to Transform Lives.

Section XI: References

CASEL. (2023). *What Is the CASEL Framework?* CASEL. https://casel.org/fundamentals-of-sel/what-is-the-casel-framework/

Centers for Disease Control and Prevention. (2022, September 28). School connectedness helps students thrive. Centers for Disease Control and Prevention. https://www.cdc.gov/youth-behavior/school-connectedness/index.html

Hults, R. V., Briscoe, A., Eng, A., & Page, C. (n.d.). School Mental Health 101 A Primer for Medi-Cal Managed Care Plans. National Center for Youth Law and California Children's Trust. https://cachildrenstrust.org/wp-content/uploads/2021/11/SchoolMentalHealth101_final.pdf

California School-Based Health Alliance. (2021a, July 15). Key points about HIPAA and Ferpa in California: California School-Based Health Alliance. California School-Based Health Alliance | Bringing Health Care to Kids in School. https://www.schoolhealthcenters.org/resources/sbhc-operations/student-records-consent-and-confidentiality/california-guide/key-points-about-hipaa-and-ferpa-in-california/

Mental Health Technology Transfer Center (MHTTC) Network. (n.d.). MHTTC National School Mental Health Best Practices: Implementation Guidance Modules for States, Districts, and Schools . National School Mental Health Best Practices and Related Projects. https://www.schoolmentalhealth.org/media/som/microsites/ncsmh/documents/fliers-resources-misc-docs/MHTTC-National-School-Mental-Health-Best-Practices-Implementation-Guidance-Modules-.pdf

National Association of School Psychologists. (2017). Considerations for delivery of school psychological telehealth [Brief]. Bethesda, MD: National Association of School Psychologists.

National Center for Healthy Safe Children . (n.d.). Implementing a Comprehensive School Mental Health Program. http://airhsdlearning.airws.org/SMHModule3/story_html5.html

National Center on Safe Supportive Learning Environments . (n.d.). Implementing School Mental Health Supports: Best Practices in Action . Arlington . https://safesupportivelearning.ed.gov/sites/default/files/13-ImpSchMnHlthSprtBtPrt-508_0.pdf

National Center for School Mental Health (NCSMH, 2020). School Mental Health Quality Guide: Impact. NCSMH, University of Maryland School of Medicine.

The Steve Fund and JED Foundation . (n.d.). Equity in Mental Health Framework. https://jedfoundation.org/wp-content/uploads/2024/10/Equity-in-Mental-Health-Framework.pdf

U.S. Department of Education . (n.d.). Ferpa. FERPA | Protecting Student Privacy. https://studentprivacy.ed.gov/ferpa

Section XII: Appendices

Appendix A: Altus Schools Multi-Tiered System of Support (MTSS)

Altus Schools Multi-Tiered System of Support			
Tiered System	**Academic**	**Behavior**	**Social-Emotional**

<u>Tier 1</u>:
All Students
Universal/Comprehensive
Strategies, Interventions, and Supports
	• Pathways Personalized Education Plan (PPEP)
	• Altus Connect Program- Chromebook and internet services
	• College and Career Pathways:
	  ○ Four-Year College and University
	  ○ Community College
	  ○ Military
	  ○ Career
	• Early College Credit Program
	• Blended Learning
	• Small group tutoring
	• Individualized and personalized instruction
	• Universal Design Learning Curriculum
	• Virtual Reality learning experiences
	• Designated and Integrated ELD instruction for all English Learner students
	• School Pathways Student and Parent Portal
	• Altus Math Resource Site for students, parents, and family members
	• Data Integration Systems:
	  ○ NWEA- diagnostic and growth assessments
		• Altus Schools Mental Health and Wellness Hub
		• Character and Leadership Development Program with Cadet Corps
		• Meal Program
		• Supervised learning environment
		• Small learning communities
		• Flexible scheduling and seating
		• AI Ethical and Responsible Use Lessons
		• Regular progress reporting to parents, caregivers, and family members
		• Behavior conferences, including teacher, student, parent, and family member
		• Home and/or work visits
		• Review of annual school paperwork:
		  ○ Student & Parent Handbook
		  ○ Master Agreement & Acknowledgment of Responsibilities
		  ○ Academic Integrity Protocols
		• Contact Manager and Monthly Storybook monitoring and intervention
		• Healthy Youth Department:
		  ○ Specialized Instructional Staff
		  ○ School Nurses
			• Altus Schools Mental Health and Wellness Hub
			• Youth Mental Health First Aid Training certification for instructional staff
			• Implementation of Trauma Informed Practices to support mental health needs
			• Annual staff training on suicide prevention and intervention
			• Human Trafficking School Safety Protocol
			• Review of PPEP Needs Assessment results upon enrollment to identify need for school and community resources
			• Intake Survey
			• Suicide Intervention/Prevention Protocols
			• Character and Leadership Development Program with Cadet Corps
			• Resilience in Students & Education (RISE) Series
			• Utilization of SEL instructional resources
			• Mental health online coaching application systems

<u>Tier 1</u>:
All Students
Universal/Comprehensive
Strategies, Interventions, and Supports
(Continued)
	○ Renaissance Learning- instructional data warehouse of assessments and data
	○ College and Career Planning Tools
	○ Ellevation- progress monitoring system for English Learner and RFEP students
	• Annual school events:
	  ○ Open House Events
	  ○ Senior Night Events
	  ○ College and Career Week
	  ○ Wellness Week
	  ○ Workplace Readiness Week
	  ○ Middle School Promotion
	  ○ High School Graduation
	• Field trips aligned to student interests, curriculum topics, and individual student college/career plans
	• Family Learning Series: training and education designed for parents and family members
	• Annual GATE assessment opportunities for grades 2-5, 7, and 9
	• Culturally and linguistically responsive instructional strategies
		○ Healthy Youth School Therapists
		○ Equity & Inclusion Administrator
		• Human Trafficking School Safety Protocol
		• Culturally and linguistically responsive instructional strategies
			• Family Learning Series
			• Access to Mental Health Bi-annual Parent Notifications
			• Promotion of Parent Education Opportunities via Parent Square
			• Administration of California Healthy Kids Survey (CHKS) to measure school climate needs and inform programs
			• Staff training on contemporary topics impacting youth wellness (e.g. substance misuse, healthy lifestyle choices, cultural responsiveness.)
			• Universal mental health screening
			• Calming Carts with self-regulation tools

Altus Schools Multi-Tiered System of Support			
Tiered System	**Academic**	**Behavior**	**Social-Emotional**
Tier 2: **Some Students** **Targeted/Supplemental** Strategies, Interventions, and Supports	• Intervention Counselor Conference • AVID instructional strategies that promote student engagement and academic confidence • Supplemental academic tutoring programs • IXL Math to rapidly develop student math skills • Desmos Math Classroom platform for small group instruction • Achieve 3000 to increase literacy skills • Empower ELA and Math support electives • BrainPOP tutorials to support student comprehension of course content • Khan Academy, instructional tutorials, and interactive activities • Utilization of Strategies for Academic Success curriculum • Refinement of GATE plan if applicable • Incorporation of Prescriptive Testing (PT) coursework to increase motivation and credit completion for qualifying students • Student Study Team (SST) • 504 Plan • Homeless & Foster Youth Liaison Case Management	• Intervention Counselor Conference • Behavior Intervention Plan • AI Ethical and Responsible Use Protocols • Community-based partnerships to support student needs • Recommendation to participate in Service Learning and/or Work Experience • Student mentoring opportunities • Student Study Team (SST) • 504 Plan • Homeless & Foster Youth Liaison Case Management	• Intervention Counselor Conference • AVID social-emotional curriculum • Community-based partnerships to support student needs • SEL Instruction: RISE Series • Utilization of SEL Curriculum • Utilization of Life Skills related courses • Student Study Team (SST) • 504 Plan • Homeless & Foster Youth Liaison Case Management • Mental health online coaching application systems • Healthy Youth School Therapist referral for short-term counseling • School Nurse outreach and support for pregnant/parenting students
Tier 3: **Few Students** **Intensive** Strategies, Interventions, and Supports	• Intervention Lead Conference • Individualized math and writing intervention and tutoring • Literacy groups • Ascend literacy intervention for Students with Disabilities	• Intervention Lead Conference • Community Assessment Team (CAT) Program Referral • Bus Pass Program for qualifying students • Healthy Youth Therapist Referral for individual counseling	• Intervention Lead Conference • Community Assessment Team (CAT) Program Referral • Healthy Youth Therapist Referral for individual counseling • Crisis response protocols

Appendix B: Mental Health Referral Form

Therapist Referral Form

* Referral Type

Mental Health

* Student First Name

* Student Last Name

Mental Health Referral Section

* Student Local ID

* Student Phone

* Student Email

* Does student/family have health insurance? Medi-Cal?

○ Medi-Cal ○ Health insurance other than Medi-Cal ○ No insurance ○ I don't know ○ Other

* Altus School (LEA)

○ Audeo ○ Audeo II ○ North County ○ Audeo Valley ○ CSSD ○ East County ○ Mirus ○ South Bay

* Resource Center

* Mental Health Therapist/Designee

* Does student have a 504 or IEP?

○ 504 ○ IEP ○ None

* Please choose the area that best describes reason for referral:

○ Suicide Attempt	○ Suicide Screening	○ Mental Health Hospital visit or stay	○ Depression	○ Anxiety	○ Grief/loss	○ School Stressors	○ Family Stressors	○ Drug and Alcohol	○ Eating Disorder	○ Othe

* Student's RC Schedule

* Notes: family language, best contact information for parent/guardian, anything else that may help us schedule contact.

* What Tier 1 MH supports Have been utilized with this student?

☐ Shared Hub resources

☐ Shared Soluna/ Brightlife App for MH Coaching

☐ Participated in RISE/assigned recorded lesson

☐ Assigned BrainPop Lesson

☐ Assigned SEL or MH Lesson from curriculum

☐ Select All

* Teacher/Staff Referring (Full Name)

* Preference: Hybrid or in-person (if possible)

○ Hybrid ○ In Person ○ No Preference

* Brief description of why you are referring the student

Altus
SCHOOLS

APPENDIX HH

PROOF OF 501 (C)(3) CORPORATION

RECEIVED AUG 0 8 2023

Department of the Treasury
Internal Revenue Service
Tax Exempt and Government Entities
PO Box 2508
Cincinnati, OH 45201

Date:
July 31, 2023
Employer ID number:
68-0463603
Form 990 required:
Yes
Person to contact:
Name: Mr. Scheuerle
ID number: 1000195228

ALTUS SCHOOLS SOUTHERN CALIFORNIA
% LYNNE H ALIPIO CBO & CFO
10170 HUENNEKENS ST
SAN DIEGO, CA 92121

Dear Sir or Madam:

We're responding to your request dated June 26, 2023, about your tax-exempt status.

We issued you a determination letter in October 2002, recognizing you as tax-exempt under Internal Revenue Code (IRC) Section 501(c)(3).

We also show you're not a private foundation as defined under IRC Section 509(a) because you're described in IRC Sections 509(a)(1) and 170(b)(1)(A)(vi).

Donors can deduct contributions they make to you as provided in IRC Section 170. You're also qualified to receive tax-deductible bequests, legacies, devises, transfers, or gifts under IRC Sections 2055, 2106, and 2522.

In the heading, we indicated whether you must file an annual information return. If you're required to file a return, you must file one of the following by the 15th day of the 5th month after the end of your annual accounting period.

- Form 990, Return of Organization Exempt From Income Tax
- Form 990-EZ, Short Form Return of Organization Exempt From Income Tax
- Form 990-N, Electronic Notice (e-Postcard) for Tax-Exempt Organizations Not Required to File Form 990 or Form 990EZ
- Form 990-PF, Return of Private Foundation or Section 4947(a)(1) Trust Treated as Private Foundation

According to IRC Section 6033(j), if you don't file a required annual information return or notice for 3 consecutive years, we'll revoke your tax-exempt status on the due date of the 3rd required return or notice.

You can get IRS forms or publications you need from our website at www.irs.gov/forms-pubs or by calling 800-TAX-FORM (800-829-3676).

If you have questions, call 877-829-5500 between 8 a.m. and 5 p.m., local time, Monday through Friday (Alaska and Hawaii follow Pacific time).

Thank you for your cooperation.

Sincerely,

Stephen A. Martin
Director, Exempt Organizations
Rulings and Agreements

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: OCT 16 2002

AUDEO CHARTER SCHOOL
C/O PAUL C MINNEY
7 PARK CENTER DRIVE
SACRAMENTO, CA 95825

Employer Identification Number:
68-0463603
DLN:
17053156075032
Contact Person:
FAYE NG ID# 31290
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
June 30
Form 990 Required:
Yes
Addendum Applies:
No

Dear Applicant:

Based on information supplied, and assuming your operations will be as stated in your application for recognition of exemption, we have determined you are exempt from federal income tax under section 501(a) of the Internal Revenue Code as an organization described in section 501(c)(3).

We have further determined that you are not a private foundation within the meaning of section 509(a) of the Code, because you are an organization described in sections 509(a)(1) and 170(b)(1)(A)(vi).

If your sources of support, or your purposes, character, or method of operation change, please let us know so we can consider the effect of the change on your exempt status and foundation status. In the case of an amendment to your organizational document or bylaws, please send us a copy of the amended document or bylaws. Also, you should inform us of all changes in your name or address.

As of January 1, 1984, you are liable for taxes under the Federal Insurance Contributions Act (social security taxes) on remuneration of $100 or more you pay to each of your employees during a calendar year. You are not liable for the tax imposed under the Federal Unemployment Tax Act (FUTA).

Since you are not a private foundation, you are not subject to the excise taxes under Chapter 42 of the Code. However, if you are involved in an excess benefit transaction, that transaction might be subject to the excise taxes of section 4958. Additionally, you are not automatically exempt from other federal excise taxes. If you have any questions about excise, employment, or other federal taxes, please contact your key district office.

Grantors and contributors may rely on this determination unless the Internal Revenue Service publishes notice to the contrary. However, if you lose your section 509(a)(1) status, a grantor or contributor may not rely on this determination if he or she was in part responsible for, or was aware of, the act or failure to act, or the substantial or material change on the

Letter 947 (DO/CG)

part of the organization that resulted in your loss of such status, or if he or she acquired knowledge that the Internal Revenue Service had given notice that you would no longer be classified as a section 509(a)(1) organization.

Donors may deduct contributions to you as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to you or for your use are deductible for federal estate and gift tax purposes if they meet the applicable provisions of Code sections 2055, 2106, and 2522.

Contribution deductions are allowable to donors only to the extent that their contributions are gifts, with no consideration received. Ticket purchases and similar payments in conjunction with fundraising events may not necessarily qualify as deductible contributions, depending on the circumstances. See Revenue Ruling 67-246, published in Cumulative Bulletin 1967-2, on page 104, which sets forth guidelines regarding the deductibility, as charitable contributions, of payments made by taxpayers for admission to or other participation in fundraising activities for charity.

In the heading of this letter we have indicated whether you must file Form 990, Return of Organization Exempt From Income Tax. If Yes is indicated, you are required to file Form 990 only if your gross receipts each year are normally more than $25,000. However, if you receive a Form 990 package in the mail, please file the return even if you do not exceed the gross receipts test. If you are not required to file, simply attach the label provided, check the box in the heading to indicate that your annual gross receipts are normally $25,000 or less, and sign the return.

If a return is required, it must be filed by the 15th day of the fifth month after the end of your annual accounting period. A penalty of $20 a day is charged when a return is filed late, unless there is reasonable cause for the delay. However, the maximum penalty charged cannot exceed $10,000 or 5 percent of your gross receipts for the year, whichever is less. For organizations with gross receipts exceeding $1,000,000 in any year, the penalty is $100 per day per return, unless there is reasonable cause for the delay. The maximum penalty for an organization with gross receipts exceeding $1,000,000 shall not exceed $50,000. This penalty may also be charged if a return is not complete, so be sure your return is complete before you file it.

You are required to make your annual information return, Form 990 or Form 990-EZ, available for public inspection for three years after the later of the due date of the return or the date the return is filed. You are also required to make available for public inspection your exemption application, any supporting documents, and your exemption letter. Copies of these documents are also required to be provided to any individual upon written or in person request without charge other than reasonable fees for copying and postage. You may fulfill this requirement by placing these documents on the Internet. Penalties may be imposed for failure to comply with these requirements. Additional information is available in Publication 557, Tax-Exempt Status for Your Organization, or you may call our toll free number shown above.

You are not required to file federal income tax returns unless you are subject to the tax on unrelated business income under section 511 of the Code. If you are subject to this tax, you must file an income tax return on Form 990-T, Exempt Organization Business Income Tax Return. In this letter we are not determining whether any of your present or proposed activities are unrelated trade or business as defined in section 513 of the Code.

You need an employer identification number even if you have no employees. If an employer identification number was not entered on your application, a number will be assigned to you and you will be advised of it. Please use that number on all returns you file and in all correspondence with the Internal Revenue Service.

If we have indicated in the heading of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

Because this letter could help resolve any questions about your exempt status and foundation status, you should keep it in your permanent records.

We have sent a copy of this letter to your representative as indicated in your power of attorney.

If you have any questions, please contact the person whose name and telephone number are shown in the heading of this letter.

Sincerely yours,

Lois G. Lerner

Lois G. Lerner
Director, Exempt Organizations

APPENDIX II

WORK EXPERIENCE APPROVAL LETTER

CALIFORNIA DEPARTMENT OF EDUCATION
TONY THURMOND
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
1430 N STREET, SACRAMENTO, CA 95814-5901 • 916-319-0800 • WWW.CDE.CA.GOV

January 27, 2024

Cathryn Rambo,
Administrator Curriculum, Professional Learning, and Accreditation
Audeo Valley Charter School
27130 Eucalyptus Ave, Suite A.
Moreno Valley, CA 92555

Dear Cathryn,

The Secondary District Plan for Work Experience Education (WEE) is approved. The administrator and the Work Experience Education teacher in your local educational agency are responsible for meeting the standards outlined in the Plan. This includes teaching the classroom component, establishing partnerships with employers and visiting jobsites, evaluating students and maintaining records as well as applying the criteria for granting credit as described in the Plan for each semester. The WEE teacher/coordinator and the administration should make sure that all applicable child labor laws and Education Code are followed so as to remain in compliance and prepared for Labor Commission and/or California Department of Education inspections.

This plan will remain in force until the next renewal occurs (normally every three years).

Sincerely,

Erle Hall

Erle Hall, M.S.
CTE Leadership Office
Career and College Transition Division

APPENDIX JJ

LEASE AGREEMENTS

FIFTH AMENDMENT TO LEASE CONTRACT

This FIFTH AMENDMENT TO LEASE (the **"Fifth Amendment"**) is hereby made as of September 17, 2021 by and between MCA STONERIDGE, LLC, a California limited liability company ("**Landlord**"), and AUDEO CHARTER SCHOOL, a California nonprofit public benefit corporation ("**Tenant**").

1. **Recitals**.

1.1 Landlord, as successor-in-interest to Weingarten Stoneridge, LLC, a California limited liability company (the "**Original Landlord**") and Tenant, as successor-in-interest to Audeo Charter School, Inc., are parties to that certain Lease Contract dated April 25, 2011 (the "**Original Lease**") as amended by that certain Lease Assignment, Assumption & First Amendment to Lease dated July 1, 2017 (the "**First Amendment**"), that certain Second Amendment to Lease Contract dated February 22, 2018 (the "**Second Amendment**"), that certain Third Amendment to Lease Contract dated October 1, 2018 (the "**Third Amendment**") and that certain Assignment, Assumption & Consent and Fourth Amendment to Lease Contract dated July 14, 2021 (the "**Fourth Amendment**" and together with the Original Lease, First Amendment, Second Amendment and Third Amendment, collectively, the "**Lease**") covering certain premises containing approximately 4,808 square feet with the street address of 27130 Eucalyptus Avenue, Suites A & F ("**Premises**") within the Stoneridge Towne Center located at the southwest corner of Highway 60 and Nason Street in Moreno Valley, California 92555 (the "**Shopping Center**"), as more particularly described in the Lease.

1.2 Landlord and Tenant desire by this Fifth Amendment to amend the Lease in order to: (i) extend the Lease Term, (ii) provide for a revised Minimum Annual Rent, and (iii) further amend, modify and supplement the Lease as set forth herein.

1.3 Accordingly, for good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, Landlord and Tenant hereby agree as follows.

2. **Lease Extension**.

2.1 Extension of Term. Landlord and Tenant acknowledge that the Term is scheduled to expire on June 30, 2022. Notwithstanding anything to the contrary contained in the Lease, Landlord and Tenant agree that the Term is hereby extended for a period of five (5) years (the "**Extension Term**") commencing on July 1, 2022 (the "**Extension Term Commencement Date**") and ending on June 30, 2027. Landlord and Tenant acknowledge and agree that, except as provided in Section 3 of this Fifth Amendment below, Tenant shall have no right or option to extend or otherwise renew the Term beyond the Extension Term. Any reference in the Lease to the "Lease Term," "the term of the Lease," the "Term" or words of similar import shall mean the Term (as previously extended) together with the Extension Term, and any reference in the Lease to the "Expiration Date" or words of similar import shall mean June 30, 2027 (the "**Expiration Date**").

2.2 Minimum Annual Rent for Extension Term. Notwithstanding anything to the contrary contained in the Lease, and in addition to all Additional Rent due and payable by Tenant in connection with the Lease to be paid in the manner specified therein, including, without limitation, Tenant's Common Area Payment, Tax Payment and Insurance Payment, Tenant shall, commencing on the Extension Term Commencement Date, pay in the manner specified in the Lease, Minimum Rent as follows:

Extension Term	Monthly Payments of Minimum Rent
7/1/2022 – 6/30/2023	$12,661.07
7/1/2023 – 6/30/2024	$13,040.90
7/1/2024 – 6/30/2025	$13,432.13
7/1/2025 – 6/30/2026	$13,835.09
7/1/2026 – 6/30/2027	$14,250.15

2.3 Minimum Annual Rent for Option Term. If Tenant exercises its Option in accordance with Section 3 below, in addition to all Additional Rent due and payable by Tenant in connection with the Lease to be paid in the manner specified therein, including, without limitation, Tenant's Common Area Payment, Tax Payment and Insurance Payment, Tenant shall, commencing on the Option Term Commencement Date, pay in the manner specified in the Lease, Minimum Rent as follows:

Option Term	Monthly Payments of Minimum Rent
7/1/2027 – 6/30/2028	$14,677.65
7/1/2028 – 6/30/2029	$15,117.98
7/1/2029 – 6/30/2030	$15,571.52
7/1/2030 – 6/30/2031	$16,038.66
7/1/2031 – 6/30/2032	$16,519.82

3. **Renewal Option**.

3.1 Option and Exercise. Subject to the provisions hereof, Landlord hereby grants to Tenant one (1) option (an "**Option**") to extend the Term for a period of five (5) years (the "**Option Term**"), commencing upon the expiration of the Extension Term. Subject to Section 3.2 below, Tenant shall exercise the Option, if at all, by delivering written notice to Landlord ("**Tenant's Notice of Exercise of Option**") not more than twelve (12) months, nor less than six (6) months, prior to the expiration of the Extension Term. Lease and all of the terms and conditions of this Lease shall continue in full force and effect (including, without limitation, Tenant's obligation to pay Additional Rent, as provided in this Lease, and Minimum Rent shall be as provided in Section 2.3 above. Upon Landlord's request, Tenant shall execute and deliver an amendment to this Lease reflecting the extension of the Term, in form and substance satisfactory to Landlord in Landlord's reasonable opinion. If Tenant fails to deliver Landlord written notice of the exercise of an Option within the prescribed time period, such Option shall lapse, and there shall be no further right to extend the term of this Lease.

3.2 Conditions to Exercise. The Option may be exercised by Tenant, and Tenant's exercise of the Option shall be effective, on the express conditions that: (i) at the time of the exercise of the Option, and at all times thereafter prior to the commencement of the Option Term, no event has occurred which with the giving of notice, the passage of time, or both, would constitute a default by Tenant under any of the provisions of the Lease; (ii) Landlord has not given to Tenant three (3) or more notices of default hereunder (whether or not the defaults are cured) within any twelve (12) month period of the Lease Term; (iii) Tenant has not been three (3) or more days late in the payment of rent more than a total of three (3)

times during the Lease Term; (iv) Tenant has not committed any incurable breach of the Lease; (v) Tenant is in possession of the entire Premises and is open for business with the public from the entire Premises for a use permitted by this Lease; and (vi) at the time of Tenant's exercise of the Option, there has been no material adverse change in Tenant's financial condition.

3.3 Option Personal to Tenant. The Option granted to Tenant in this Lease is personal to the Tenant named under this Fifth Amendment and may be exercised only by such Tenant and any successor to the Tenant's interest under this Lease pursuant to an Assignment approved by Landlord in accordance with Section 8 of the Original Lease, and may not be exercised or assigned, voluntarily or involuntarily, by or to any person or entity other than the Tenant named under this Fifth Amendment or such successor. The Option herein granted to Tenant is not assignable, separate and apart from this Lease, nor may the Option be separated from this Lease in any manner, either by reservation or otherwise. If Tenant subleases any portion of the Premises or assigns or otherwise transfers any interest under the Lease prior to the exercise of the Option (whether with or without Landlord's consent), the Option shall immediately lapse, and there shall be no further right to extend the term of this Lease. Notwithstanding the above, should Landlord approve a Tenant assignment of the Lease to affiliated entities "Student Success Programs" or "Mirus Education," such successor entity shall retain the Option rights granted in this Section 3 above.

4. **Landlord Concessions**.

4.1 Outstanding Balance. Landlord and Tenant acknowledge as of September 1, 2021, Tenant has an outstanding balance of Eighteen Thousand One Hundred Sixty-Two and 19/100 Dollars ($18,162.19) for under billed amounts of Rent due under the Lease (the "**Outstanding Balance**") for the period beginning May 1, 2019 through September 30, 2021 (the "**Outstanding Balance Period**").

4.2 Abatements. Subject to Tenant's obligations under this Section 4, Landlord shall permanently abate Tenant's obligation to pay (i) the Outstanding Balance, and (ii) Minimum Rent for the months of July 2022 and August 2022 (the "**Abatement**" and together with the Outstanding Balance, collectively the "**Landlord Concessions**").

4.3 Recapture of Landlord Concessions. In addition to all other remedies of Landlord, the Landlord Concessions granted in this Fifth Amendment shall be deemed conditioned upon Tenant's full performance of all of the terms, covenants and conditions of the Lease to be performed by Tenant during the remaining term of the Lease. Upon the occurrence of an event of default, in addition to any other remedies to which Landlord may be entitled, Landlord shall be entitled to recover the Landlord Concessions (i.e., the amount of the Landlord Concessions shall not be deemed to have been abated, but shall become immediately due and payable as unpaid Rent earned, but due at the time of such default).

5. **No Defaults**. Tenant hereby certifies and acknowledges that as of the date hereof Landlord is not in default in any respect under the Lease, and Tenant does not have any existing claims, defenses (personal or otherwise), or rights of set-off whatsoever with respect to its obligations under the Lease.

6. **Security Deposit**. Tenant has an $13,168.96 Security Deposit on file with Landlord.

7. **Brokers**. Landlord and Tenant each represent and warrant to the other that, except for CBRE, Inc. representing Tenant, it has had no dealings with any broker, finder or similar person who is or might be entitled to a commission or other fee in connection with this Fifth Amendment. Landlord shall pay the commission due Tenant's broker pursuant to a separate agreement between Landlord and Tenant's broker. Each party shall indemnify, defend, protect and hold harmless the other party from and against any and all obligations or liabilities to pay any real estate broker's commission, finder's fee, or other compensation to

any person or entity arising from or in connection with this Fifth Amendment which results from any act or agreement of such party.

8. **Miscellaneous Provisions.** Except as provided in this Fifth Amendment, Tenant's occupancy of the Premises shall be on the same terms and conditions as are in effect immediately prior to the date hereof. Each of the individuals signing this Fifth Amendment personally represents and warrants that she or he is duly authorized to execute this Fifth Amendment on behalf of the entity for which she or he is signing and that by her or his signature below, such entity is bound by this Fifth Amendment and the Lease of which it is a part. Any provision of this Fifth Amendment which shall be held invalid, void or illegal shall in no way affect, impair or invalidate any of the other provisions hereof and such other provisions shall remain in full force and effect. From and after the date hereof, any references to the Lease shall be deemed to mean the Lease as amended by this Fifth Amendment. Capitalized terms used in this Fifth Amendment but not defined have the meaning given in the Lease. Except as modified hereby, the Lease remains in full force and effect. This Fifth Amendment may be executed in multiple counterparts, each of which shall be deemed an original and all of which constitute one and the same agreement. Landlord and Tenant agree that this Fifth Amendment can be delivered by email and that electronic signatures (i.e., DocuSign) on this Fifth Amendment are their binding signatures.

IN WITNESS WHEREOF, the parties have executed this Fifth Amendment as of the date first above written.

"LANDLORD"

MCA STONERIDGE LLC,
a California limited liability company

By: MCA Realty, Inc.,
a California corporation,
its Manager

DocuSigned by:
By: PCH 9/27/2021
A7266EB69C2D4BE...
Name: Peter Cheng
Title: Vice President

"**TENANT**"

AUDEO CHARTER SCHOOL,
a California nonprofit public benefit corporation

DocuSigned by:
By: Lynne H. Alipio 9/27/2021
0E93F20DCFEB48A...
Name: Lynne H. Alipio
Title: Chief Business Officer/CFO

DocuSigned by:
By: Mary Searcy Bixby 9/27/2021
C27938BCA35E4CF...
Name: May Searcy Bixby
Title: Founder/President/CEO

SHOPPING CENTER LEASE

Between

Moreno Valley Marketplace LLC,

a California limited liability company,

Landlord

and

Altus Schools Southern California,

a California Non-Profit Public Corporation,

dba "Audeo Valley Charter",

Tenant

TABLE OF CONTENTS

PAGE

Article 1 Basic Lease Provisions 1
1. **Effective Date** 1
2. **Landlord** 1
3. **Tenant** 1
4. **Tenant's Trade Name** 1
5. **Shopping Center** 1
6. **Premises** 1
7. **Floor Area of Premises** 1
8. **Commencement Date** 1
9. **Rent Commencement Date** 1
10. **Term** 1
11. **Option Term** 1
12. **Base Rent** 1
13. **Construction Allowance** 1
14. **Tenant's Share** 1
15. **Use of Premises** 2
16. **Utilities** 2
17. **Security Deposit** 2
18. **Broker(s)** 2
19. **Notices** 2
20. **Zoning; Permits; Licenses; Approvals** 2
21. **Payment Upon Execution** 2
22. **Guaranty** 3

Article 2 Premises 3
1. **Premises** 3
2. **Reservation** 3
3. **Floor Area** 4
4. **Relocation** 4

Article 3 Term 4
1. **Term** 4
2. **Option to Extend Term** 4
3. **Extended Term Rental Adjustments** 4

Article 4 Possession and Construction 5
1. **Delivery Date** 5
2. **Delivery of Possession; Condition of Premises** 4

Article 5 Rental 5
3. **Base Rent** 5
4. **Adjustment to Base Rent** 5
5. **Additional Rent** 5
6. **Place of Payment** 5
7. **Late Payments** 6
8. **Payment of Rent** 6

Article 6 - Tenant Financial Data 6
1. **Financial Statements** 6

Article 7 - Taxes 6
1. **Real Property Taxes** 6
2. **Other Property Taxes** 7
3. **Contesting Taxes** 7

Article 8 – Utilities and Services 7

1. **Utilities** 7
2. **Maintenance/Janitorial Service Contracts** 8
3. **Tenant's Obligations** 9
Article 9 - Tenant's Use of the Premises and Conduct of Business 9
1. **Permitted Trade Name and Use** 9
2. **Covenant to Open and Operate** 11
3. **Hours of Business** 11
4. **Hours for Deliveries** 11
5. **Tenant's Signs** 11
6. **Prohibited Uses** 12
7. **Compliance with Laws** 12
8. **Parking** 13
9. **Rules and Regulations** 14
10. **Covenants** 14
Article 10 - Maintenance, Repairs and Alterations 15
1. **Landlord's Maintenance and Repair Obligations** 15
2. **Tenant's Maintenance and Repair Obligations** 16
3. **Alterations** 17
Article 11 - Common Area 18
1. **Definition of Common Area** 18
2. **Use of Common Area** 19
3. **Control of and Changes to Common Area** 19
4. **Common Area Expenses** 19
5. **Payment of Common Area Expenses** 20
6. **Environmental Protection Expense** 22
Article 12 - Assignment and Subletting 22
1. **Landlord's Consent Required** 22
2. **Procedures** 23
3. **Standard for Consent** 23
4. **No Release; Form** 24
5. **Transfer Rent** 24
Article 13 – Security Deposit 24
1. **Security Deposit** 4
Article 14 - Insurance 25
1. **Tenant's Insurance** 25
2. **Policy Form** 26
3. **Landlord's Insurance** 27
4. **Landlord's Liabililty; Indemnity** 27
5. **Waiver of Subrogation** 28
6. **Failure by Tenant to Maintain Insurance** 29
7. **Additional Insurance Obligations** 29
8. **Effect on Insurance** 29
Article 15 - Damage 29
1. **Landlord's Rights and Obligations** 29
2. **Tenant's Costs and Insurance Proceeds** 30
3. **Abatement of Rent** 30
4. **Inability to Complete** 30
5. **Damage to the Shopping Center** 31
6. **Damage Near End of Term** 31
7. **Waiver of Termination Right** 31
Article 16 - Condemnation 31
1. **Substantial or Partial Taking** 31
2. **Condemnation Award** 32
3. **Temporary Taking** 32
4. **Waiver** 32
Article 17 - Default by Tenant 32

1. **Events of Default** 32
2. **Landlord Remedies** 33
3. **Termination of Lease** 34
4. **Security Interest** 35
Article 18 - Defaults by Landlord 35
1. **Landlord's Liability** 35
2. **Mortgagee Protection** 36
3. **Health Requirements** 36
Article 19 – Subordination; Estoppel Certificate 37
1. **Subordination** 37
2. **Estoppel Certificates** 37
Article 20 - Quiet Enjoyment 38
1. **Quiet Enjoyment** 38
Article 21 - Title of Landlord 38
1. **Title of Landlord** 38
Article 22 – Notices 38
1. **Notices** 38
Article 23 - Brokers 39
1. **Broker** 39
Article 24 – Hazardous Materials 39
1. **Hazardous Materials** 39
2. **Landlord Audit** 41
3. **Tenant Remediation** 41
4. **Landlord's Consent for Tenant's Investigation** 41
Article 25 – Shopping Center Remodeling 42
5. **Shopping Center Remodeling** 42
Article 26 – Intentionally Omitted 43
Article 27 – Force Majeure 43
1. **Force Majeure** 43
Article 28 – Termination and Holding Over 43
1. **Termination and Holding Over** 43
Article 29 – Entry by Landlord 44
1. **Entry by Landlord** 44
Article 30 – General Terms 45
1. **Waiver** 45
2. **Amendment** 45
3. **Governing Law; Venue** 45
4. **Successors and Assigns** 45
5. **Time of the Essence** 45
6. **Authority** 45
7. **Rules and Regulations** 45
8. **Waiver of Redemption** 46
9. **Transfer by Landlord** 46
10. **Interest Rate** 46
11. **Mechanics' Liens** 46
12. **Attorneys' Fees** 46
13. **Roof Access** 46
14. **Reserved** 47
15. **Counterparts** 47
16. **Joint and Several Liability** 47
17. **Accessibility** 47
18. **Guaranty** 48
19. **Security** 48
20. **Exhibits** 48
21. **No Merger** 48
22. **Business Day** 49

23. **Nondisclusure of Lease Terms** 49
24. **OFAC** 49
25. **No Option** 49
26. **Prohibition Against Recording Lease** 49
27. **Marketing and Promotional Fund** 49
28. **Waiver of Trial by Jury** 50
29. **Lender Requirements** 50
30. **Voluntary Execution** 50

EXHIBIT "A" — SITE PLAN

EXHIBIT "A-1" — FLOOR PLAN

EXHIBIT "B" — TENANT WORK LETTER

EXHIBIT B-1" — LANDLORD'S WORK

EXHIBIT "C" — [INTENTIONALLY OMITTED]

EXHIBIT "D" — [INTENTIONALLY OMITTED]

EXHIBIT "E" — SIGN CRITERIA

EXHIBIT "F" — [INTENTIONALLY OMITTED]

EXHIBIT "G" — ESTOPPEL CERTIFICATE

SHOPPING CENTER LEASE

This Shopping Center Lease ("**Lease**") is entered into as of the date set forth in Section 1.1 below by and between Landlord and Tenant.

Article 1
Basic Lease Provisions

1. **Effective Date**. March 18, 2025

2. **Landlord**. Moreno Valley Marketplace LLC, a California limited liability company.

3. **Tenant**. Altus Schools Southern California, a California Non-Profit Public Corporation, dba "Audeo Valley Charter"

4. **Tenant's Trade Name**. Audeo Valley Charter. (Article 9 below)

5. **Shopping Center**. All property (real, personal or mixed) and improvements owned by Landlord as of the Effective Date located at 27140 Eucalyptus Avenue, Moreno Valley, California 92555 (the "**Shopping Center**"). The Shopping Center is part of a larger shopping center commonly known as Stoneridge Town Center, and depicted on the Site Plan attached hereto as **EXHIBIT "A"**. For purposes of this Lease, the term "**Shopping Center**" shall refer to only those portions of the Stoneridge Town Center owned by Landlord.

6. **Premises**: That certain Premises located at 27140 Eucalyptus Avenue, Suite E, Moreno Valley, California 92555, which Premises are located in a multi-tenant building located within the Shopping Center ("**Building**") as shown on the Final Floor Plan, a copy of which is attached hereto as **EXHIBIT "A-1"** and incorporated herein by reference.

7. **Floor Area of Premises**. Approximately 3,367 square feet of gross Floor Area. (Article 2 below)

8. **Commencement Date**. The Delivery Date (as further described in Section 4.1 below).

9. **Rent Commencement Date**. Tenant's obligation to pay Base Rent (Tenant acknowledging that Additional Rent shall be payable commencing on the Commencement Date, as opposed to the Rent Commencement Date) shall commence on the date that is the earliest of: (a) the date that is ninety (90) days following the date that the Approvals (as defined in Section 1.20 below) necessary for construction of Tenant's Work (as defined in the **Exhibit "B"** attached hereto) in the Premises are made available for pickup by the City (as defined in Section 1.20 below), or (b) Tenant's opening for business with a final certificate of occupancy for Tenant to open for business from the Premises, or (c) the date that is two hundred forty (240) days following the Delivery Date.

10. **Term**. Sixty (60) months from the Rent Commencement Date (the "**Expiration Date**").

11. **Option Term**. Tenant shall be granted one (1) option to extend the Lease Term for a period of sixty (60) months. (Article 3 below)

12. **Base Rent**. The Base Rent for the Term shall be as follows (Article 5 below):

Period (Months of Term)	Monthly Base Rent	Monthly Base Rent per Square Foot
Year 1* (1 – 12)	$8,417.50**	$2.50
Year 2 (13 – 24)	$8,670.03	$2.58
Year 3 (25 – 36)	$8,930.13	$2.65
Year 4 (37 – 48)	$9,198.03	$2.73
Year 5 (49 – 60)	$9,473.97	$2.81

* In the event the Commencement Date occurs on a day other than the first day of a calendar month, the days prior to the first day of the first full calendar month from and after the Commencement Date shall be included as part of Year 1.

**Subject to abatement of Base Rent as set forth in Section 5.1 below.

13. **Construction Allowance**. $84,175.00 (based upon $25.00 per rentable square foot of the Premises), payable as provided in **Exhibit "B"**.

14. **Tenant's Share**. The estimate for Tenant's initial share of NNN expenses (Common Area Expenses, insurance, and Taxes) is Three Thousand Seven Hundred Seventy-One and 04/100 Dollars ($3,771.04) per month (based upon Eighty-Five Cents ($1.12) per square foot of the Premises per month).

15. **Use of Premises**. The Premises shall be used and operated as a charter school that operates an independent study program and/or non-classroom-based teaching program, and, on an ancillary basis, as a tutoring and resource center ("**Permitted Use**"), and for no other purpose whatsoever without Landlord's prior written consent, such consent to be in Landlord's sole and absolute discretion. Tenant, at Tenant's sole cost and expense, shall procure all licenses and permits required for Tenant's particular use or occupancy of the Premises and the business being conducted therein. (Article 9 below)

16. **Utilities**. Tenant shall timely pay directly to the service provider the cost of separate or sub-metered electricity.

17. **Security Deposit**. $9,473.97.

18. **Broker(s)**. Meissner Commercial Real Estate Services ("**Landlord's Broker**") representing the Landlord and CBRE ("**Tenant's Broker**") representing Tenant. (Article 23 below)

19. **Notices**. (Article 22 below)

To Landlord: Moreno Valley Marketplace LLC

c/o Meissner CRES
ATTN: Eduardo Moehlecke
4995 Murphy Canyon Road, Suite 100
San Diego, CA 92123-4365
E-Mail: eduardom@meissnercres.com

With a copy to: Kami Hoss
9737 Aero Drive, Suite 150
San Diego, CA 92123

To Tenant: Audeo Valley Charter School
ATTN: Tiffany Yandell
10170 Huennekens Street
San Diego, CA 92121
tyandell@altusschools.net

With a copy to: Audeo Valley Charter School
ATTN: Tim Tuter
10170 Huennekens Street
San Diego, CA 92121
ttuter@altusschools.net

1.20. Zoning; Permits; Licenses; Approvals. Tenant, at Tenant's sole cost and expense, shall verify that Tenant's Permitted Use is permitted under the City of Moreno Valley, California ("**City**") zoning classification. Landlord's and Tenant's respective obligations under the Lease will be conditioned upon issuance by the City of all discretionary or ministerial permits, licenses, and approvals required by the City or other governmental agency with regulatory authority ("**Approvals**") for Tenant to operate the Permitted Use from the Premises (the "**Permit Contingency**"). If Tenant does not either (i) waive the Permit Contingency (by providing Landlord with written notice of such waiver) or (ii) obtain the Approvals (provided Tenant shall have used commercially reasonable efforts to obtain the Approvals as soon as possible) on or before the date that is one hundred twenty (120) days after the Effective Date of this Lease (the "**Permit Outside Date**"), then Tenant shall promptly notify Landlord of the failure to obtain the Approvals and either Landlord or Tenant (subject to the further provisions of this Section), may thereafter terminate this Lease by delivering written notice (the "**Permit Termination Notice**") to the other within fifteen (15) days following the Permit Outside Date, but prior to the date upon which Tenant actually satisfies or waives the Permit Contingency, in which case this Lease shall terminate as of the date of such Permit Termination Notice (the "**Permit Termination Date**"). Failure of Tenant or Landlord to exercise the termination rights in the manner provided in this Section shall constitute an unconditional and irrevocable waiver by such party of such termination right, and the Permitting Contingency shall be deemed conclusively to have been permanently satisfied and waived as of the expiration of the Permit Outside Date. Tenant shall use commercially reasonable efforts to keep Landlord fully informed as to the status of the Approvals as Landlord shall reasonably request. If this Lease is timely terminated as set forth above, then, effective as set forth above, this Lease shall terminate and be of no further force or effect and Landlord and Tenant shall be relieved of their respective obligations under this Lease, except for those obligations set forth in this Lease that specifically survive the expiration or earlier termination of this Lease. For avoidance of doubt, if this Lease is terminated pursuant to this Section, Tenant shall not receive any compensation from Landlord whatsoever except for a refund of the Security Deposit and the prepaid first month's Base Rent.

1.21. Payment Upon Execution. Upon execution of this Lease, Tenant shall pay to Landlord the Security Deposit ($9,473.97), the first month's Base Rent ($8,417.50) and the first month's Common Area Expenses ($3,771.04) totaling $21,662.51.

Article 2
Premises

1. Premises. Landlord leases to Tenant and Tenant leases from Landlord, for the "**Term**" (as defined in Article 3 below) and upon the covenants and conditions set forth in this Lease, the premises described in Section 1.6 above ("**Premises**") as depicted on the Site Plan. Notwithstanding anything contained in this Lease to the contrary, the Premises shall be deemed to include the roof, floor slab and foundations, and structural and exterior walls which are a part of or immediately adjacent to the Premises. Tenant acknowledges that: (a) Tenant has been advised by Landlord to satisfy Tenant with respect to the condition of the Premises (including, but not limited to, the electrical, fire sprinkler systems, security, environmental aspects, and compliance with applicable law), and their suitability for Tenant's intended use; (b) Tenant has made such investigation as Tenant deems necessary with reference to such matters and assumes all responsibility therefor as the same relate to Tenant's occupancy of the Premises; and (c) neither Landlord, Landlord's agents, nor any broker has made any oral or written representations or warranties with respect to said matters other than as set forth in this Lease. Tenant acknowledges and agrees that prior to the execution of this Lease, Tenant had the opportunity to inspect the Premises and has satisfied Tenant as to the Premises and its condition and suitability for Tenant's intended use. Except as expressly set forth in this Lease and except for Landlord's completion of the work listed on **EXHIBIT "B-1"** attached hereto ("**Landlord's Work**"), Tenant accepts possession of the Premises in its "AS IS", "where is" with all faults condition, without representation or warranty by Landlord. Except for Landlord's Work, Tenant acknowledges and agrees that there is no other work to be performed by Landlord required by this Lease. Tenant also acknowledges that neither Landlord nor any agent of Landlord has made any representation or warranty regarding the condition of the Premises, the Building, or the Shopping Center or with respect to the suitability of any of the foregoing for the conduct of Tenant's business except as expressly set forth herein. Tenant acknowledges that the Premises are in satisfactory condition.

2. Reservation. Landlord reserves the right to grant, without the consent of Tenant, such easements, rights of way, utility raceways and dedications and to use the exterior walls, floor, roof and plenum in, above and below the Premises for the repair, maintenance, use and replacement of pipes, ducts, utility lines and systems, structural elements serving the Shopping Center and for such other purposes as Landlord deems necessary. In exercising its rights reserved herein, Landlord shall not unreasonably interfere with the operation of Tenant's business on the Premises. Landlord reserves the right from time to time to do any of the following: (a) expand the Building and construct or alter and/or add other buildings or improvements to the Shopping Center; (b) make any changes, additions, improvements, maintenance, repairs or replacements in or to the Premises if and to the extent required to do so by any applicable Laws (as defined in Section 9.7 below), (c) perform any of the following: (i) maintenance, replacement and relocation of pipes, ducts, conduits, wires and meters and equipment above the ceiling surfaces, below the floor surfaces and within the walls of the Building; and (ii) changes in the location, size, shape and number of driveways, entrances, stairways, elevators, loading and unloading areas, ingress, egress, direction of traffic, landscaped areas and walkways, easements, parking spaces and parking areas, or (d) temporarily close the Common Area (as defined in Section 11.1 below) while making any such changes, improvements or repairs and perform such other acts and make such other changes with respect to the Shopping Center as Landlord shall deem appropriate.

3. **Floor Area**. The term "**Floor Area**", as used in this Lease, shall mean all areas designated by Landlord for the exclusive use of a tenant measured in accordance with the most current BOMA standards applicable to retail properties. Landlord and Tenant agree that the Premises contain approximately the number of square feet of Floor Area specified in Section 1.7 above. Landlord shall, in Landlord's sole discretion, have the right to cause the Floor Area of the Premises to be remeasured by a licensed architect in accordance with the most current BOMA standards. Upon determination of the actual Floor Area of the Premises in the manner set forth herein, the Base Rent and all other charges payable by Tenant under this Lease which are determined with reference to the Floor Area of the Premises shall be adjusted accordingly, but no less than the Base Rent paid by Tenant at that time.

4. **[Intentionally Omitted]**.

Article 3
Term

1. **Term**. This Lease shall be effective from and after the Effective Date specified in Section 1.1 above. The term of this Lease ("**Term**") shall commence on the Rent Commencement Date (as specified in Section 1.8 above). The Term shall continue, unless sooner terminated in accordance with the provisions of this Lease, for the number of months specified in Section 1.10 above from the first day of the month following the Rent Commencement Date (unless the Rent Commencement Date occurs on the first day of a calendar month, in which event the number of months in the Term shall include the month in which the Rent Commencement Date occurs). If the Rent Commencement Date falls on any day other than the first day of a calendar month, then the Term of this Lease will be measured from the first day of the month following the month in which the Rent Commencement Date occurs.

2. **Option to Extend Term**. Subject to Landlord's right to nullify same in accordance with this Section 3.2, Landlord hereby grants to the Tenant one (1) option to extend the Lease Term ("**Extension Option**") on all of the same terms and conditions contained in this Lease, except for Base Rent (which shall be adjusted as provided herein), with the Extension Option to be for a period of sixty (60) months ("**Extended Term**"). The Extension Option granted to Tenant pursuant to this Section 3.2 shall be exercised by Tenant giving written notice ("**Option Notice**") to Landlord no less than one hundred eighty (180) days prior and no more than three hundred sixty-five (365) days prior to the expiration of the Lease Term. Provided Tenant timely exercises the Extension Option, the Extended Term shall commence upon the expiration of the original Lease Term. The Extension Option is personal to the original Tenant executing this Lease and may be exercised only by the original Tenant executing this Lease while occupying the Premises. The Extension Option granted to Tenant under this Lease is not assignable separate and apart from this Lease, or may the Extension Option be separated from this Lease in any manner, either by reservation or otherwise. Tenant will have no right to exercise the Extension Option, notwithstanding any provision of the grant of option to the contrary, and Tenant's exercise of the Extension Option may be nullified by Landlord and deemed of no further force or effect if: (i) Tenant is in default under Section 17.1 below at the time of Tenant's exercise of the Extension Option or at any time after the exercise of any such Extension Option and prior to the commencement of the Extended Term; or (ii) Tenant has assigned the Lease to a party other than a party approved by Landlord; or (iii) except for weekends, holidays, shut-downs due to a Force Majeure event, Tenant is not open to the public for business on the date of giving the Option Notice or on the date the Extended Term is to commence. The Extension Option granted to Tenant is hereby deemed an economic term which Landlord, in its sole and absolute discretion, may or may not offer in conjunction with any future extensions of the Lease Term.

3.3. **Extended Term Rental Adjustments**. The Base Rent for the first year of the Option Term shall be adjusted as of the commencement of the Option Term to equal the then-prevailing Fair Market Rental (as defined below) for comparable space in comparable first-class shopping centers located in the Moreno Valley, California area; provided, however, in no event shall the Base Rent be less than one hundred three percent (103%) over the Base Rent payable monthly by Tenant during the twelve (12) months immediately preceding the commencement of the Option Term, with three percent (3%) annual increases thereafter.

The term "**Fair Market Rental**," as used herein, shall mean the annual amount per square foot and the amount and frequency of rental increases, projected during the relevant period, that a willing, comparable, non-equity tenant (excluding sublease and assignment transactions) would pay, and a willing, comparable landlord of a comparable first-class shopping center located in Moreno Valley, California, would accept, at arm's length, for space of comparable size and quality as the Premises, taking into account the age, quality and layout of the existing improvements in the Premises, and taking into account items that professional real estate brokers or professional real estate appraisers customarily consider including, but not limited to, rental rates, space availability, and tenant size and creditworthiness; provided, however, that in determining the Fair Market Rental, rental inducements and concessions then being offered only to prospective new (nonrenewable) tenants, and brokerage commissions payable by Landlord shall be disregarded.

Landlord shall provide written notice of Landlord's determination of the Fair Market Rental not later than thirty (30) days after Landlord's receipt of Tenant's exercise of the Extension Option ("**Landlord's Notice**"). If Tenant desires to exercise such Extension Option, Tenant shall provide Landlord written notice within five (5) business days after receipt of the Landlord's Notice ("**Tenant's Acceptance**"). Tenant's failure to deliver the Option Notice and Tenant's Acceptance on or before the dates specified above (time being of the essence) shall be deemed to constitute Tenant's election not to exercise the Extension Option and the Term shall terminate on the last day of the initial Term. If Tenant timely and properly exercises the Extension Option, the Term shall be extended for the Extended Term upon all of the terms and conditions set forth in this Lease, except that the rent for the Extended Term shall be the Fair Market Rental as indicated in Landlord's Notice.

Article 4
Possession and Construction

1. **Delivery Date**. Subject to Section 4.2 below, the term "**Delivery Date**", as used in this Lease, shall mean the date Landlord provides written notice to Tenant that Landlord has substantially completed Landlord's Work. At all times after the Delivery Date, Tenant shall be responsible to pay for all Additional Rent and for all utilities used by Tenant. In no event shall Landlord be liable for any delays in the construction of Landlord's Work or delays to the Delivery Date.

2. **Delivery of Possession; Condition of Premises**. Tenant shall accept possession of the Premises from Landlord upon the Delivery Date and to proceed with due diligence to (i) perform Tenant's Work as described in the Tenant Work Letter attached hereto as **Exhibit "B"**, at Tenant's own cost and expense (subject to the Construction Allowance), and (ii) fully equip the Premises with all fixtures, furniture, floor coverings, equipment, and any other items of personal property necessary for the completion of the Premises and the proper operation of Tenant's business. Tenant shall be responsible for the cost of any improvements required to the Building and/or the Shopping Center by reason of Tenant's Work. Tenant shall deliver to Landlord prior to the Delivery Date executed copies of policies of insurance or certificates thereof (as required under

Article 14 below). Except as expressly set forth herein and for Landlord's Work, Tenant agrees to accept possession of the Premises on the Delivery Date in its then "AS IS", "WHERE IS", with all faults condition, and shall, subject to the terms and conditions of this Lease, release and hold Landlord harmless from any liability or claims relating to the condition of the Premises. Tenant shall be solely responsible, at Tenant's sole cost and expense, for complying with the Americans with Disabilities Act ("**ADA**") requirements and for any repairs required in order to comply with ADA requirements with respect to the interior portions of the Premises. Tenant hereby acknowledges: (i) that Tenant has been advised to satisfy Tenant with respect to the condition of the Premises including, but not limited to, the HVAC, the electrical and fire sprinkler systems, security, environmental aspects, seismic and earthquake requirements, and compliance with the ADA, and applicable zoning, municipal, county, State and federal laws, ordinances and regulations and any covenants or restrictions of record and the present and future suitability of the Premises for Tenant's intended use; (ii) that Tenant has made such investigation as Tenant deems necessary with reference to such matters, is satisfied with reference thereto, and assumes all responsibility therefor as the same relates to Tenant's occupancy of the Premises and/or the terms of the Lease; (iii) that neither Landlord, nor any of Landlord's agents, has made any oral or written representations or warranties with respect to said matters, other than as expressly set forth in the Lease; and (iv) that Landlord has no obligation to perform any work whatsoever with respect to the Premises except as expressly set forth herein.

Article 5
Rental

1. **Base Rent**. Tenant shall pay the sum specified in Section 1.12 above ("**Base Rent**") in the monthly installments specified, in advance, on or before the first (1st) day of each month, without prior demand and without offset or deduction, commencing on the Rent Commencement Date. Should the Rent Commencement Date be a day other than the first (1st) day of a calendar month, then the monthly installment of Base Rent for the first partial month shall be equal to one-thirtieth (1/30th) of the monthly installment of Base Rent for each day from the Rent Commencement Date to the end of the partial month. Notwithstanding anything to the contrary contained in this Landlord agrees to abate Tenant's obligation to pay Base Rent for the second (2nd) full month of the initial Term (the "**Abatement Period**"). During the Abatement Period, Tenant shall still be responsible for the payment of all its other monetary obligations under this Lease. In the event of a default under this Lease beyond any applicable notice and cure period, the Base Rent abated hereunder shall become immediately due and payable.

2. **Adjustment to Base Rent**. The Base Rent payable under Section 1.12 above and this Article 5 shall be adjusted on each of the dates and to the amounts specified in Section 1.12 above.

3. **Additional Rent**. Tenant shall pay, as "**Additional Rent**," all sums required to be paid by Tenant to Landlord pursuant to this Lease in addition to Base Rent including, without limitation, Tenant's Share of Common Area Expenses and Taxes. Tenant's obligation to pay Additional Rent shall commence on the Commencement Date. Landlord shall have the same rights and remedies for the nonpayment of Additional Rent as it has with respect to the nonpayment of Base Rent. It is the intention of Landlord and Tenant that the Base Rent and Additional Rent to be paid hereunder shall be paid to Landlord absolutely net without deduction of any amount of any nature whatsoever, except as otherwise expressly and specifically provided in this Lease. Except as otherwise expressly stated in this Lease, Tenant shall pay all costs, charges, obligations and expenses of every kind and nature against or relating to the Premises which may arise or become

due during the Lease Term and which would or could have been payable by Landlord. The word "**Rent**" in this Lease shall include Base Rent and all such Additional Rent.

4. **Place of Payment**. Tenant shall pay Base Rent and Additional Rent to Landlord at the address specified in Section 1.19 above, or to such other address and/or person as Landlord may from time to time designate, in writing, to Tenant.

5. **Late Payments**. If Tenant fails to pay when the same is due any Base Rent or Additional Rent or any other amount due from Tenant, the unpaid amounts shall bear interest at the Interest Rate, as defined in Section 30.10 below, from the date the unpaid amount was initially due, to and including the date of payment. In addition, if any installment of Base Rent or Additional Rent is not received by Landlord from Tenant within three (3) days after such installment is due, Tenant shall immediately pay to Landlord a late charge equal to ten percent (10%) of the delinquent amount. Landlord and Tenant agree that this late charge represents a reasonable estimate of the costs and expenses Landlord will incur and is fair compensation to Landlord for its loss suffered by reason of late payment by Tenant.

6. **Payment of Rent**. Notwithstanding any alleged defense, counterclaim or off-set against Rent or a Force Majeure event (as defined in Section 27.1 below), Tenant shall continue to pay Landlord all Rent faithfully when due, including during the continuance of any dispute or legal action.

Article 6
Tenant Financial Data

1. **Financial Statements**. Within fifteen (15) days after Landlord's written request, Tenant shall furnish Landlord with financial statements or other reasonable financial information reflecting Tenant's current financial condition, certified by Tenant or Tenant's financial officer. If Tenant is a publicly-traded corporation, delivery of Tenant's last published financial information shall be satisfactory for purposes of this Section 6.1. Any information obtained from Tenant's financial statements shall be confidential and shall not be disclosed other than to carry out the purposes of this Lease; provided, however, Landlord shall incur no liability for the inadvertent disclosure of any such information. Landlord may divulge the contents of any financial statements in connection with any financing arrangement or sale of Landlord's interest in the Premises or Shopping Center or in connection with any administrative or judicial proceedings. At any time during the Lease Term, Landlord may require Tenant to provide Landlord with a current financial statement and financial statements of the two (2) years prior to the current financial statement year. Such statements shall be prepared in accordance with generally accepted accounting principles by an independent certified public accountant.

Article 7
Taxes

1. **Real Property Taxes**.

(a) As used in this Lease, the term "**Taxes**" shall include any form of tax or assessment, license fee, license tax, possessory interest tax, tax or excise on rental, or any other levy, charge, expense or imposition imposed by any Federal, state, county or city authority having jurisdiction, or any political subdivision thereof, or any school, agricultural, lighting, drainage or other improvement or special assessment district, special improvement district or local improvement district on any interest of Landlord or Tenant (including any legal or equitable

interest of Landlord or its mortgagee, if any) in the Premises, the remainder of the Shopping Center or the underlying realty. The term "**Taxes**" shall not include Landlord's general income taxes, inheritance, estate or gift taxes.

(b) From and after the Commencement Date, Tenant shall pay to Landlord, as Additional Rent, Tenant's Share of the Taxes pursuant to subparagraph (c) below. Taxes for any partial year shall be prorated. Landlord, at its option, may collect Tenant's payment of Tenant's Share of Taxes after the actual amount of Taxes are ascertained or in advance, monthly or quarterly, based upon estimated Taxes. If Landlord elects to collect Tenant's Share of Taxes based upon estimates, Tenant shall pay to Landlord from and after the Commencement Date, and thereafter on the first (1st) day of each month or quarter during the Term (as determined by Landlord), an amount estimated by Landlord to be the monthly or quarterly Taxes payable by Tenant. Landlord may periodically adjust the estimated amount. If Landlord collects Taxes based upon estimated amounts, then following the end of each calendar year or, at Landlord's option, its fiscal year, Landlord shall furnish Tenant with a statement covering the year just expired showing the total Taxes for the Shopping Center for such year, the total Taxes payable by Tenant for such year, and the payments previously made by Tenant with respect to such year, as set forth above. If the actual Taxes payable for such year exceed Tenant's prior payments, Tenant shall pay to Landlord the deficiency within ten (10) days after Tenant's receipt of the statement. If Tenant's payments exceed the actual Taxes payable for that year, Landlord shall refund to Tenant the amount of any overpayment.

(c) Tenant's Share of the Taxes shall be a fractional portion of the Taxes, the numerator of which is the gross Floor Area of the Premises, and the denominator of which is the gross Floor Area of all of the Building as of the commencement of the applicable calendar or fiscal year (as the case may be), excluding any premises in the Shopping Center whose tenant pays Taxes directly to the taxing authority. Notwithstanding anything contained in this Article 7 to the contrary, in the event Landlord reasonably determines that the improvements comprising the Premises have a value greater than the value of a majority of the other premises in the Shopping Center or within the land covered by the applicable tax bill, Landlord shall have the right to make such reasonable adjustments to Tenant's Share of the Taxes so that Tenant pays Taxes on the value of the improvements comprising the Premises which is in excess of the value of the majority of other premises in the Shopping Center or within the land covered by the applicable tax bill.

2. **Other Property Taxes**. Tenant shall pay, prior to delinquency, all taxes, assessments, license fees and public charges levied, assessed or imposed upon Tenant's business operation, trade fixtures, merchandise and other personal property in, on or upon the Premises. If any such items of property are assessed with property of Landlord, then the assessment shall be equitably divided between Landlord and Tenant.

3. **Contesting Taxes**. If Landlord elects to contest (either formally or informally through negotiations) any Taxes levied or assessed against the Shopping Center during the Term, Tenant shall not be required to pay any portion of the costs or expenses incurred by Landlord in connection with such contest. If, however, Landlord is successful in such contest (whether by settlement or otherwise), Landlord may deduct from the portion of any refund received which is payable to Tenant, Tenant's proportionate share of the costs and expenses incurred by Landlord in connection with such contest, determined pursuant to the formula set forth in Section 7.1(c) above for the allocation of Taxes. Landlord shall pay to Tenant that portion of the total refund remaining, if any, which is attributable to Tenant's Share of Taxes prorated in the same manner as set forth in Section 7.1(c) above.

7.4. **Property Tax Refund**. As of the Effective Date, Tenant is a 501(c)(3) Non-Profit Public Corporation recognized by the Internal Revenue Service and California Franchise Tax Board as a tax-exempt entity. From time-to-time throughout the Term, Tenant shall provide Landlord with documentation confirming same following receipt of written request from Landlord. If Tenant qualifies for a refund of Tenant's Share of Taxes under applicable Laws (and such abatement is required by Law to inure to the benefit of Tenant), and to the extent that Landlord is actually granted a refund in Taxes for Tenant's Share of Taxes, then Tenant shall receive Tenant's Share of the benefit of any actual refund in Taxes that are payable by Tenant hereunder. Tenant shall complete (and Landlord will reasonably cooperate with such completion, at no out-of-pocket cost to Landlord) any and all forms required by the applicable governmental authorities (including, without limitation, the County Assessor) annually and submit the form directly to such governmental authorities to receive an exemption from Taxes.

Article 8
Utilities and Services

8.1. **Utilities**. Tenant agrees to pay directly to the appropriate utility service provider all charges for utility services supplied to Tenant for which there is a separate meter and/or submeter to the Premises (and Landlord, at Tenant's sole cost and expense, shall have the right to install, or cause the installation of, any separate meters and/or submeters as Landlord deems necessary, in its sole discretion). The Premises shall be separately metered for electricity. Tenant agrees to pay to Landlord Tenant's share of all charges for utility services supplied to the Premises for which there is no separate meter or submeter or for any excess or after-hours service provided by Landlord upon billing by Landlord of Tenant's Share, as reasonably determined by Landlord based upon estimated actual usage. Tenant shall be solely responsible for and shall pay any and all charges levied by any governmental authority for utility hook-up to the Premises or the Building of which the Premises are a part including, without limitation, any use charges, meter fees, impact fees, connection fees, or capacity fees. In the event Landlord has heretofore paid any such fees, Tenant shall promptly, upon demand from Landlord, reimburse Landlord for such charges as are determined by Landlord. Landlord shall have no liability to Tenant for any interruption in utilities or services to be provided to the Premises when such failure is caused by all or any of the following: (a) accident, breakage or repairs; (b) strikes, lockouts or other labor disturbances or labor disputes of any such character; (c) governmental regulation, moratorium or other governmental action; (d) inability, despite the exercise of reasonable diligence, to obtain electricity, water or fuel; (e) service interruptions or any other unavailability of utilities resulting from causes beyond Landlord's control including, without limitation, any electrical power "brown-out" or "black-out"; (f) government imposed restrictions; or (g) any other cause beyond Landlord's reasonable control. In addition, in the event of any such interruption in utilities or services, Tenant shall not be entitled to any abatement or reduction of Rent (except as expressly provided in this Lease if such failure is a result of any casualty damage or taking described therein), no eviction of Tenant shall result, and Tenant shall not be relieved from the performance of any covenant or agreement in this Lease. In the event of any stoppage or interruption of services or utilities which are not caused directly by Tenant, Landlord shall exercise commercially reasonable efforts to resume such services or utilities as promptly as practicable. Tenant hereby waives the provisions of any applicable existing or future Law, ordinance or governmental regulation permitting the termination of this Lease due to an interruption, failure or inability to provide any services (including, without limitation, the provisions of California Civil Code Section 1932(1)). Landlord shall not be liable for any failure or interruption of any utility or service, unless such failure or interruption prevents Tenant from carrying on Tenant's business in the Premises for a period of seventy-two (72) hours after written notice from Tenant to Landlord describing, in detail, the interruption or failure, and provided such interruption or failure is directly attributable to the sole negligence, gross negligence or willful misconduct of Landlord or its agents

or employees. In the event such failure or interruption is the direct result of the gross negligence or intentional misconduct of Landlord or its agents or employees and continues for more than seventy-two (72) hours after the written notice from Tenant to Landlord described above, Tenant's sole and exclusive remedy under this Article 8 shall be an equitable abatement of Base Rent from and after such seventy-two (72) hour period until such failure or interruption is cured. If Landlord reasonably determines or is required under applicable laws to suspend or modify a service that Landlord is otherwise obligated to provide to Tenant pursuant to this Lease as a result of an epidemic, pandemic, or public health emergency (including, but not limited to, the COVID-19 pandemic), then such suspension or modification shall not be deemed a default or breach by Landlord hereunder, and Landlord shall have no liability for such suspension or modification.

2. **Maintenance/Janitorial Service Contracts**. Tenant shall, at Tenant's sole cost and expense, operate, maintain and repair, and enter into a regularly scheduled preventive maintenance/service contract with a maintenance contractor to service, all hot water, heating and air conditioning systems and equipment and/or swamp/evaporation cooling system (collectively "**HVAC**") within the Premises, or which serve the Premises exclusively including, without limitation, any rooftop package HVAC units, distribution lines and internal venting systems. All cleaning and janitorial services, including regular removal of trash and debris, for the Premises shall be performed and obtained, at Tenant's sole cost and expense, exclusively by or through Tenant or Tenant's janitorial contractors. The HVAC maintenance contractor and the contract for same must be reasonably approved, in writing, by Landlord in advance. All maintenance/service contracts shall include all services recommended by the equipment manufacturer within the operation/maintenance manual and shall become effective (and a copy thereof delivered to Landlord) within thirty (30) days following the date Tenant takes possession of the Premises. Landlord reserves the right, upon ten (10) days' written notice to Tenant (and Tenant's failure to procure the required service contract within such period) to procure and maintain any or all of such service contracts, and if Landlord so elects, Tenant shall reimburse Landlord, as Additional Rent, upon demand, for the cost therefor.

3. **Tenant's Obligations**. Tenant shall cooperate reasonably at all times with Landlord and abide by all reasonable regulations and requirements which Landlord may prescribe for the proper functioning and protection of the Building's services and systems. Neither Tenant, nor Tenant's employees, agents, contractors, licensees or invitees, shall at any time, enter, adjust, tamper with, touch or otherwise in any manner affect the mechanical installations or facilities of the Building outside of or not exclusively serving the Premises.

Article 9
Tenant's Use of the Premises and Conduct of Business

1. **Permitted Trade Name and Use**. Tenant shall use the Premises solely under the trade name specified in Section 1.4 above and shall not use the Premises under a different trade name without Landlord's prior written consent, which consent shall not be unreasonably withheld. Tenant shall use the Premises solely for the Permitted Use specified in Section 1.15 above and for no other use or purpose without Landlord's prior written consent, which consent may be withheld in Landlord's sole and absolute discretion. Tenant shall not use the Premises for any written exclusive use presently granted to another tenant in the Shopping Center or violate any of the use restrictions described in that certain Operation and Easement Agreement recorded on June 27, 2006, as Instrument No. 465183 in the Official Records of Riverside County (as amended), a copy of which has been provided to Tenant. Tenant shall be responsible for payment of all impact fees, connection fees, permitting fees and fees related to Tenant's use of the Premises. Except as herein expressly provided, Tenant shall procure, at Tenant's sole cost and expense, any and all Approvals

required by applicable Law for Tenant's use and occupancy of the Premises. Landlord does not represent or warrant that the Premises can be used for Tenant's intended use, and it is Tenant's sole responsibility to ascertain from all governmental agencies whether the Premises may be used for Tenant's intended use. Tenant shall continuously, and without interruption during the term hereof, conduct Tenant's business activity in the Premises, unless Tenant is prevented from doing so by strike, fire or other cause beyond Tenant's reasonable control, and except during reasonable periods for repairing, cleaning and decorating the Premises. Tenant shall: (i) at all times maintain an adequate staff for the service of Tenant's customers, (ii) keep the Premises and interior and exterior portions of windows, doors and other glass in a first class, neat, clean, sanitary and safe condition, (iii) keep display windows and signs well lighted during business hours, and (iv) store all trash in the areas designated by Landlord so as not to be visible to the public. Tenant shall observe and comply with the Rules and Regulations (as defined in Section 9.9 below) and all reasonable non-discriminatory modifications thereof and additions thereto from time to time put into effect and furnished to Tenant by Landlord which do not materially increase Tenant's obligations or decrease Tenant's rights hereunder or prevent the Permitted Use of the Premises. Landlord shall use commercially reasonable efforts to enforce the Rules and Regulations, but shall have no liability to Tenant for the violation or non-performance by any other tenant or occupant of any such Rules and Regulations. Tenant shall, at Tenant's sole cost and expense, observe and comply with all Laws and all requirements of any board of fire underwriters or similar body relating to the Premises now or hereafter in force relating to or affecting the condition, use, occupancy, alteration or improvement of the Premises; provided that Tenant shall not be responsible for any structural modifications to the Building or changes to the Common Area. Tenant shall not use or allow the Premises to be used for any unlawful purpose. Tenant shall not cause, maintain or permit any legal nuisance in, on or about the Premises, the Building, or the Shopping Center, or commit or suffer to be committed any waste in, on or about the Premises. Without limiting the foregoing, Tenant shall not allow any Tenant Parties (including, without limitation, students) to loiter, demonstrate or congregate outside the Premises or conduct themselves in a loud or boisterous manner audible from outside the Premises, and Tenant shall immediately comply with Landlord's requests concerning any Tenant Parties conducting themselves in such a manner, including, without limitation, requiring such Tenant Parties to immediately leave the Premises and the Shopping Center.

2. **Covenant to Open and Operate**. Tenant covenants and agrees to open and continuously operate as a business to the public with the Premises fully fixturized with items typically used in a charter school on the Rent Commencement Date and thereafter, subject to temporary closures for casualty, condemnation, remodel, or Force Majeure which prevents Tenant from conducting Tenant's normal business operations in the Premises, to operate the business described in Section 1.15 above continuously and uninterruptedly in the entirety of the Premises throughout the Term. If Tenant fails to conduct Tenant's business at the Premises for a period of one hundred twenty (120) consecutive days or more than one hundred eighty (180) days in any cumulative thirty-six (36) month period, except as a result of casualty, condemnation, remodeling, application of Law, Force Majeure event, regularly scheduled school vacations, or other factor beyond the control of Tenant (market conditions and financial inability excepted), then, at Landlord's option, Landlord may recapture the Premises upon thirty (30) days' written notice to Tenant, whereupon Tenant shall surrender the Premises in accordance with the terms of this Lease, and this Lease shall terminate as of such date. In the event Landlord does not exercise its right to terminate, Landlord shall be entitled to pursue all available legal and equitable remedies. Tenant's failure to comply with this Section 9.2 shall be a default under this Lease.

3. **Hours of Business**. Following the Delivery Date, Tenant shall, subject to Landlord's reasonable security requirements, Force Majeure, repairs and other de minimis interruptions, have access to the Premises twenty-four (24) hours per day, seven (7) days per week.

4. **Hours for Deliveries**. Tenant shall use Tenant's reasonable efforts to require all deliveries, (exclusive of United Parcel Service, Federal Express, and the U.S. Postal Service), loading, unloading and services to the Premises to be completed between 7:00 a.m. and 10:00 a.m. each day. All deliveries, loading, unloading and services to the Premises shall be accomplished within the service areas of the Shopping Center (or within such other locations as Landlord shall reasonably designate).

5. **Tenant's Signs**. Subject to Landlord's prior written approval, any association compliance with Landlord's sign criteria for the Shopping Center (attached hereto as **EXHIBIT "E"** and incorporated herein by reference) and Tenant obtaining all permits and approvals required by the City of Moreno Valley, California, and any other governmental authority with jurisdiction over the Shopping Center, Tenant, at Tenant's sole cost and expense, shall be permitted to install standard maximum storefront signage on the exterior facing façade of the building, with exact location to be approved by Landlord, the City of Moreno Valley, California, the Stoneridge Town Center, and any governmental authority with jurisdiction over the Shopping Center. Such signage shall be professionally prepared and maintained by Tenant, at Tenant's sole cost and expense, in a neat manner, in good condition and repair, and in compliance with Landlord's sign criteria, and all applicable Laws, ordinances and regulations. Tenant shall, at Tenant's sole cost and expense, maintain, repair and replace its signage. Tenant shall not affix upon the exterior (or interior windows or doors) of the Premises any sign, advertising placard, name, insignia, trademark, descriptive material or other like item (collectively, the "**Exterior Signs**"), unless the Exterior Signs: (i) comply with all governmental requirements; (ii) comply with the sign criteria for the Shopping Center and/or the Stoneridge Town Center as may from time to time be promulgated by Landlord; and (iii) are approved by Landlord, which approval shall not be unreasonably withheld. All of the Exterior Signs shall be fabricated, installed, maintained and repaired by Tenant, at Tenant's sole cost and expense. Any and all temporary signage shall be pre-approved by Landlord and any governmental agency with jurisdiction over such temporary signage. Landlord shall have the right to remove any signage installed without Landlord's prior written approval without being liable to Tenant and to charge the cost of such removal to Tenant as Additional Rent payable within twenty (20) days after written demand by Landlord. At the expiration or earlier termination of this Lease, Tenant, at Tenant's sole cost and expense, shall remove all signs installed for Tenant's benefit, and Tenant shall promptly repair all damage to the Premises and the Building resulting from such removal.

6. **Prohibited Uses**. Tenant shall not use any portion of the Premises or the Shopping Center: (a) to conduct or advertise any auction, bankruptcy, fire, distress, liquidation, relocation, close-out, going out of business, sheriff's or receiver's sale on or from the Premises, or any other sale that, in Landlord's reasonable opinion, adversely affects the reputation of the Shopping Center; (b) to sell any so-called "Army and Navy" surplus, or previously worn or "used" goods, as those terms are generally used at this time and from time to time hereafter, except for fine antique furniture and antique jewelry or fine vintage clothes; (c) to store, sell or display any merchandise or other objects outside the exterior walls, permanent doorways or roof of the Premises; (d) to damage, deface or overload the plumbing, electrical, HVAC or structural systems of the Premises; (e) to conduct any activity which may make void or voidable or increase the premium on any insurance coverage of the Shopping Center or parts thereof; (f) in a manner which is a public or private nuisance, including any that creates undue noise, sound, vibration, litter or odor; (g) for the placement of any aerial or antennae on the roof or exterior walls of the Premises; (h) to sell drug paraphernalia or as a marijuana dispensary; (i) for an adult book store; or other use which uses caustic chemicals on-site (other than chemicals typically used in Tenant's business); (k) any use which is not allowed by applicable Laws or ordinances or which would violate any applicable governmental permit; (l) any use not permitted or approved by Landlord, in Landlord's sole and absolute discretion; or (m) conduct any auction or bankruptcy sale except pursuant to court order

(together, the "**Prohibited Uses**"). Except as expressly permitted hereunder, Tenant shall not use the Common Area for any of the following purposes: (a) placement of any fence, wall, structure, or other obstruction of any kind, except to the extent permitted above; (b) keeping, displaying, advertising, promoting, storing or selling any merchandise or Tenant's personal property; (c) conducting business activities, beyond Tenant's Permitted Use, of any kind, without Landlord's prior written consent; (d) distributing handbills or other advertising matter; (e) overnight parking of vehicles of any type; or (f) permitting any of Tenant's agents or employees to use the Common Area for solicitations or demonstrations that would interfere with the conduct of business on the Shopping Center. Tenant shall not use any portion of the Premises for any of the prohibited uses set forth in any easements, covenants, conditions, restrictions, reservations, rights-of-way and other matters of record.

7. **Compliance with Laws**. Tenant, at Tenant's sole cost and expense, shall use and occupy the Premises in accordance with all applicable federal, state and local laws, statutes, orders, ordinances, codes, rules and regulations in effect from time to time during the Lease Term (collectively, "**Laws**") and shall keep the Premises in a clean, safe, and proper manner in compliance with all Laws. Tenant shall not use, or allow the Premises to be used, for any purpose other than as specified in this Lease and shall not use or permit the Premises to be used for any unlawful, disreputable, or immoral purpose or in any way that will injure the reputation of the Shopping Center. Tenant shall not permit any activities in the Premises which may create or cause noise levels which are audible outside the Premises and disturbing to neighboring properties, other tenants or their customers or employees. Tenant shall not permit the Premises to be occupied, in whole or in part, by any other person or entity. Tenant agrees to comply with the regulations, requirements and recommendations of any insurance underwriter, inspection bureau or similar agency, pertaining to the portion of the Premises installed by Tenant including, without limitation, those of the Pacific Fire Rating Bureau or similar organization. Tenant shall permit Landlord to comply with the regulations, requirements and recommendations pertaining to the portion of the Premises installed by Landlord. Tenant shall give Landlord any information within Tenant's knowledge or possession regarding the environmental condition of the Premises for Landlord to determine if Landlord must comply with any Laws pertaining to the environmental condition of the Premises or the Shopping Center, and for Landlord to accurately complete any form or otherwise provide any information required under any such Laws. Tenant shall, upon written notice from Landlord, discontinue any use or operation of the Premises which is declared by any governmental authority to be a violation of any Law.

8. **Parking**. During the Term, Tenant and Tenant's customers and employees shall be permitted to utilize, on an unreserved, non-exclusive basis, up to sixteen (16) parking spaces located within the parking areas for the Shopping Center as designated by Landlord from time to time, free of charge. Tenant acknowledges and accepts the current parking ratio for the Shopping Center. Landlord shall, at all times, have the right to establish and modify the nature and extent of the parking areas for the Building and Shopping Center (including whether such areas shall be surface, underground and/or other structures). Landlord may, in its discretion, designate any unreserved parking spaces as reserved parking. The terms and conditions for parking at the Shopping Center shall be as specified in the Rules and Regulations regarding parking, as the same may be modified by Landlord from time to time, which may include rules hereafter adopted by Landlord to designate and regulate employee parking. Tenant shall not use more parking spaces than Tenant's allotment and shall not use any parking spaces specifically assigned by Landlord to other tenants, if any, or for such other uses such as visitor, handicapped or other special purpose parking. Tenant's visitors shall be entitled to access to the parking areas in the Shopping Center designated for visitor use, subject to availability of spaces and the terms of this Section 9.8. Landlord shall, at all times during the term of this Lease, have the sole and exclusive control of the

automobile parking areas, driveways, entrances and exits and the sidewalks and pedestrian passageways and other Common Area, and may, at any time and from time to time during the term hereof, restrain any use or occupancy thereof. The rights of Tenant in and to the Common Area shall at all times be subject to the rights of Landlord, the other tenants of Landlord, and the other tenants of leased premises in the Shopping Center to use the same in common with Tenant, and Tenant shall keep said areas free and clear of any obstructions created or permitted by Tenant or resulting from Tenant's operation of Tenant's business. If, in the opinion of Landlord, unauthorized persons are using any of said areas by reason of the presence of Tenant in the Shopping Center, upon demand of Landlord, Tenant, shall restrain such unauthorized use by appropriate proceedings. Nothing herein shall affect the right of Landlord at any time to remove any such unauthorized person from the Common Area or to prohibit the use of any said areas by unauthorized persons. Tenant and Tenant's employees shall park their vehicles only in those portions of the Common Area from time to time designated for that purpose by Landlord. Tenant shall, upon request, furnish Landlord with a list of Tenant's employees' vehicle license numbers, and Tenant shall thereafter notify Landlord of any change in such list within five (5) days after each such change occurs. Tenant agrees to assume responsibility for compliance by Tenant's employees with the parking provisions contained herein. If Tenant or Tenant's employees park in other than such designated parking areas, then Landlord may charge Tenant, as Additional Rent, Ten Dollars ($10.00) per day for each day or partial day each such vehicle is parked in any of the Common Area other than as designated. Tenant hereby authorizes Landlord to tow away from the Shopping Center any vehicle belonging to Tenant or Tenant's employees parked in violation of these provisions, and/or to attach violation stickers or notices to such vehicle. Landlord may, at any time, prohibit all employees from parking on certain portions of the Common Area. In the event Landlord elects to limit or control parking by customers or invitees of the Shopping Center, whether by validation or parking tickets or any other method of assessment, Tenant agrees to participate in such validation or assessment program under such reasonable rules and regulations as are from time to time established by Landlord and applied uniformly to all tenants with respect thereto.

9.9. Rules and Regulations. Landlord shall have the right, from time to time, to establish, modify, amend and enforce the Rules and Regulations regarding the use and operation of the Shopping Center, provided that any such Rules and Regulations do not prevent Tenant's Permitted Use of the Premises. Tenant agrees to abide by and conform to such Rules and Regulations and to cause Tenant's employees, customers, contractors and invitees to comply with rules and regulations as Landlord may from time to time prescribe for the operation of the Shopping Center ("**Rules and Regulations**"). Landlord shall not be responsible to Tenant for non-compliance with the Rules and Regulations by other tenants in the Shopping Center.

9.10. Covenants.

(a) Trash. Tenant further agrees that Tenant shall store all trash and other waste within the Premises in odor and vermin proof containers, such containers to be kept in temperature-controlled areas of the Premises not visible to members of the public. Tenant shall, at Tenant's expense, attend to the frequent disposal of such materials, as provided below. Tenant understands and agrees that trash removal must be done by Tenant using containers approved by Landlord at such times and in such manner as Landlord may direct and subject to such rules and regulations in respect thereto as Landlord may, from time to time, adopt. Tenant further understands and agrees that such rules and regulations may be different than those which apply

to trash removal by other tenants. Tenant shall be responsible, at Tenant's sole cost and expense, for daily removal from the Premises and the Shopping Center of all garbage and refuse generated by the operation of Tenant's business, which removal shall be conducted in a clean and sanitary manner. In no event at any time shall Tenant leave or store any such refuse outside the Premises. Landlord shall have the right to specify the times and manner in which Tenant removes such garbage. In the event Landlord has or initiates a uniform trash removal program for the Shopping Center, Tenant agrees, at Tenant's expense, to participate in such program(s) and use Landlord's designated contractor(s), provided their prices are competitive with other contractors in the region. Landlord shall have the right to service the Shopping Center with solar generated or other renewable forms of electricity at cost competitive rates. Furthermore, Tenant agrees to cooperate with Landlord's obligations to comply with utility disclosure regulations and the collection of data relating to utility consumption at the Premises.

(b) Exclusive Use. In addition to the Prohibited Uses, Tenant acknowledges that it cannot use all or any portion of the Premises as a dental office or any existing exclusive use in any lease with tenants currently occupying space in the Shopping Center. For so long as Tenant is not in default of its obligations under this Lease, Landlord hereby agrees that, during the Term, Landlord shall not, without Tenant's prior written consent, enter into any lease for space in the Building to any entity who operate a charter school or tutoring center ("**Tenant's Exclusive**"). Landlord's agreement pursuant to this Section and Tenant's Exclusive is specifically subject to all existing and subsequently-adopted Laws that prohibit or modify such restriction and is not applicable to (i) any leases between Landlord and tenants of the Building that are in existence as of the Effective Date of this Lease, or (ii) any subleases from existing or future tenants of the Building to a proposed subtenant(s). In addition, the foregoing restriction shall be of no further force and effect if at any time during the Term, the Premises are not primarily used by Tenant for the Permitted Use. In the event Tenant defaults under the terms of this Lease, Tenant's Exclusive shall immediately become null and void and of no further force or effect. Additionally, notwithstanding anything to the contrary, in the event Tenant ceases operating in the Premises for the Permitted Use for a period of fifteen (15) consecutive days (not including days Tenant is temporarily not operating due to casualty, condemnation, or a bona fide assignment or sublease, or regularly scheduled school vacations), Tenant shall lose Tenant's Exclusive. Except as provided in this Section, Landlord reserves the absolute right to enter into such other leases and tenancies in the Building and the Shopping Center as Landlord shall determine in the exercise of its sole discretion; provided, however, Landlord shall not enter into any lease in the Building for the following uses: bar (except as incidental to a restaurant), nightclub, head shop, vape shop, adult book shop, adult movie house, tattoo or piercing parlor. Tenant further acknowledges and agrees that it is not relying on the fact, nor does Landlord represent, that any specific tenant or occupant or number of tenants, or types of tenants, or occupants shall during the Term occupy any space in the Shopping Center.

(c) Landlord Rights. If Tenant refuses or fails to comply with any of the provisions of this Section 9.10, then Landlord may, upon three (3) days' prior written notice to Tenant, arrange for the performance of the removal or proper storage of refuse, or such other actions as are consistent with the terms hereof, and Tenant shall pay Landlord the entire cost thereof, plus an administrative charge equal to ten percent (10%) of the cost thereof. Landlord's performance of such obligation of Tenant shall not release Tenant hereunder or shall the same be deemed to be a waiver by Landlord of Tenant's default for the failure to perform such obligation. If Landlord performs such obligations, Landlord shall not be liable to Tenant for any loss or damage that may accrue to Tenant's stock in trade or business by reason thereof including, without limitation, the loss of any revenues resulting from any required limitation or cessation of Tenant's business while Landlord is performing such tasks.

(d) [Intentionally Omitted].

(e) Covenants, Conditions and Restrictions. Tenant acknowledges that the Premises are part of a Shopping Center known as Stoneridge Town Center. Tenant further acknowledges that the Premises are subject to all easements, covenants, conditions, restrictions, reservations, rights-of-way and other matters of record. Tenant, at Tenant's sole cost and expense, shall, at all times, comply with all terms and conditions set forth in such documents.

Article 10
Maintenance, Repairs and Alterations

1. Landlord's Maintenance and Repair Obligations. Landlord shall maintain in good condition and repair the structural components and foundations, roofs and exterior surfaces of the exterior walls of all buildings (exclusive of doors, door frames, door checks, locks, windows, window frames and, unless Landlord elects to include cleaning of the storefronts and storefront awnings of tenants of the Shopping Center as part of Common Area maintenance pursuant to Section 11.4 below, storefronts and storefront awnings); provided, however, if any repairs or replacements are necessitated by the negligence or willful acts of Tenant or Tenant's employees, invitees or licensees or by reason of Tenant's failure to observe or perform any conditions or agreements contained in this Lease, or caused by faulty alterations, additions or improvements made by Tenant or Tenant's employees, invitees or licensees, the cost of same shall be the sole responsibility of Tenant. It is acknowledged by Tenant that the cost of Landlord's maintenance, repair and replacement obligations referenced in the preceding sentence shall be prorated and paid as Common Area Expenses. Notwithstanding anything to the contrary contained in this Lease, Landlord shall not be liable for failure to make repairs required to be made by Landlord under the provisions of this Lease unless Tenant has previously notified Landlord, in writing, of the need for such repairs and Landlord has failed to commence and complete the repairs within a reasonable period of time following receipt of Tenant's written notification. Tenant expressly waives the benefit of any statute now or hereafter in effect which would otherwise afford Tenant the right to make repairs at Landlord's expense or to terminate this Lease because of Landlord's failure to keep the Shopping Center in good order, condition and repair.

2. Tenant's Maintenance and Repair Obligations. Except for Landlord's obligations as set forth in Section 10.1 above, Tenant, at Tenant's sole cost and expense, shall keep, maintain, clean, repair, preserve, and replace the Premises, exterior signage, HVAC system, and all utility facilities and systems exclusively serving the Premises ("**Tenant Utility Facilities**") in first-class order, condition and repair and shall make all repairs and replacements necessary to keep the Premises and Tenant Utility Facilities in such condition. Tenant shall, at all times, and at Tenant's sole cost and expense, keep, maintain, clean, repair, preserve and replace, as necessary, the interior of the Premises and all non-structural parts thereof including, without limitation, all Alterations (as defined in Section 10.3 below), and all furniture, fixtures and equipment including, without limitation, all computer, fire protection systems, telephone and data cabling and equipment, Tenant's signs, if any, door locks, closing devices, security devices, interior of windows, window sashes, casements and frames, floors and floor coverings, shelving, kitchen, restroom facilities and/or appliances of any kind located within the Premises, if any, custom lighting, and any additions and other property located within the Premises so as to keep all of the foregoing elements of the Premises in good condition and repair, reasonable wear and tear and casualty damage excepted, and in compliance with all Laws. Tenant shall replace, at Tenant's expense, any and all plate and other glass in and about the Premises which is damaged or broken from any cause whatsoever except due to the gross negligence or willful misconduct of Landlord, its agents or employees. Such maintenance and repairs shall be performed with due diligence, lien-free and in a first-class and

workmanlike manner, by licensed contractor(s) that are selected by Tenant and approved by Landlord, which approval Landlord shall not unreasonably withhold or delay and shall not be necessary in the event of an emergency. If Tenant refuses or neglects to repair and maintain the Premises properly as required hereunder to the reasonable satisfaction of Landlord, then at any time following ten (10) days from the date on which Landlord makes a written demand on Tenant to effect such repair and maintenance, Landlord may enter upon the Premises and make such repairs and/or maintenance, and upon completion thereof, Tenant agrees to pay to Landlord, as Additional Rent, Landlord's costs for making such repairs within thirty (30) days after receipt from Landlord of a written itemized bill therefor. Any amounts not reimbursed by Tenant to Landlord within such thirty (30) day period will bear interest at the Interest Rate until paid by Tenant. All replacements shall be of a quality equal to or exceeding that of the original. Tenant waives the right to make repairs at Landlord's expense under Sections 1941 and 1942 of the California Civil Code and all other similar Laws now or hereafter in effect.

3. **Alterations**. After installation of any initial tenant improvements for the Premises, Tenant may, at Tenant's sole cost and expense, make alterations, additions, improvements and decorations to the Premises ("**Alteration(s)**") subject to and upon the following terms and conditions:

(a) Tenant shall not make any Alterations without Landlord's express prior written consent which: (i) affect any area outside the Premises including the outside appearance, character or use of any portions of the Building or other portions of the Shopping Center; (ii) affect the Building's roof, roof membrane, any structural component or any base Building equipment, services or systems (including fire and life/safety systems), or the proper functioning thereof or Landlord's access thereto; (iii) will violate or require a change in any occupancy certificate applicable to the Premises; (iv) would trigger a legal requirement which would require Landlord to make any alteration or improvement to the Premises, the Building or other aspect of the Shopping Center; or (v) cost more than Twenty Five Thousand and Zero/100 Dollars ($25,000.00) for any individual Alteration, or Fifty Thousand and Zero/100 Dollars ($50,000.00) in the aggregate for all Alterations in any calendar year during the Lease Term.

(b) Tenant may make any Alterations not prohibited by Section 10.3(a) above without Landlord's consent provided that such Alterations otherwise satisfy all other conditions set forth in this Section 10.3; and the making of such Alterations will not otherwise cause a default by Tenant under any provision of this Lease. Tenant shall deliver to Landlord final plans, specifications, working drawings, permits and approvals for such Alterations at least ten (10) days prior to commencement of the work thereof. In addition, before proceeding with any Alteration, Tenant's contractors shall obtain, on behalf of Tenant and at Tenant's sole cost and expense, all necessary governmental permits and approvals for the commencement and completion of such Alterations. Landlord's approval of any plans, contractor(s) and subcontractor(s) of Tenant shall not release Tenant or any such contractor(s) and/or subcontractor(s) from any liability with respect to such Alterations and will create no liability or responsibility on Landlord's part concerning the completeness of such Alterations or their design sufficiency or compliance with Laws.

(c) All Alterations shall be performed: (i) in accordance with the approved plans, specifications and working drawings, if any; (ii) lien-free and in a good and workmanlike manner; (iii) in compliance with all Laws; (iv) in such a manner so as not to unreasonably interfere with the occupancy of any other tenant, or impose any additional expense upon or delay Landlord in the maintenance and operation of the Building, (v) by licensed and bondable contractors and subcontractors selected by Tenant and reasonably approved by Landlord, and (v) at such times,

in such manner and subject to such rules and regulations as Landlord may from time to time reasonably designate, provided that Landlord may not require that such work be performed after hours. Tenant shall pay to Landlord, within ten (10) days after written demand, the costs of any increased insurance premiums incurred by Landlord to include such Alterations in the causes of loss-special form property insurance obtained by Landlord pursuant to this Lease, if Landlord elects, in writing, to insure such Alterations; provided, however, Landlord shall not be required to include the Alterations under such insurance. If the Alterations are not included in Landlord's insurance, Tenant shall insure the Alterations as provided by this Lease.

(d) Throughout the performance of the Alterations, Tenant shall obtain, or cause Tenant's contractors to obtain, workers compensation insurance and commercial general liability insurance in compliance with the insurance provisions of this Lease and such other insurance as Landlord may reasonably require.

(e) Tenant shall provide Landlord with not less than twenty (20) days' prior written notice of the commencement of any Alterations in the Premises and Landlord shall have the right to enter upon the Premises to post customary notices of non-responsibility with respect thereto. Tenant, at Tenant's sole cost and expense, shall obtain all required governmental permits and approvals for all Alterations and all such Alterations shall be performed strictly in accordance with all applicable Laws, ordinances, rules or regulations of any public authority, in a good and workmanlike manner and diligently prosecuted to completion to the end that the Premises shall at all times be a complete unit except during the period of work. Construction work in connection with any Alterations shall be performed in such manner as not to unreasonably obstruct the access to the Building or the Shopping Center or otherwise interfere with the operation of business by any other tenant or occupant of the Shopping Center. All Alterations to the Premises by Tenant shall be deemed to be the property of Landlord upon installation thereof, unless Landlord requires such Alterations to be removed by Tenant, at Tenant's sole cost and expense, upon the expiration or earlier termination of this Lease. Within thirty (30) days after the completion of any Alterations, Tenant shall deliver to Landlord a set of "as built" plans depicting the Alterations as actually constructed or installed. Any Alterations to the Premises or the Tenant Utility Systems which are required by reason of any present or future law, ordinance, rule, regulation or order of any governmental authority having jurisdiction over the Premises or the Shopping Center or of any insurance company insuring the Premises, and regardless of whether or not such Alteration pertains to the nature, construction or structure of the Premises or to the use made thereof by Tenant, shall be made at the sole cost of Tenant regardless of whether the work is performed by Landlord or Tenant.

Article 11
Common Area

11.1. **Definition of Common Area**. During the Term, Tenant shall have the non-exclusive right to use, in common with other tenants in the Shopping Center, and subject to the Rules and Regulations, those portions of the Shopping Center (the "**Common Area**") not leased or designated for lease to tenants that are provided for use in common by Landlord, Tenant and any other tenants of the Shopping Center (or by the sublessees, agents, employees, customers, invitees, guests or licensees of any such party), whether or not those areas are open to the general public. The Common Area shall include, without limitation, parking areas, loading and unloading areas, trash areas, roadways, sidewalks, walkways, parkways, driveways and landscaped areas appurtenant to the Building, fixtures, systems, decor, facilities and landscaping contained, maintained or used in connection with these areas, and shall be deemed to include any city sidewalks adjacent to the Shopping Center, any pedestrian walkway system, park or other facilities located within the

Shopping Center and open to the general public. During the Term, Tenant shall have the non-exclusive right to use, in common with other tenants in the Shopping Center, and subject to the Rules and Regulations, those portions of the Shopping Center not leased or designated for lease to tenants that are provided for use in common by Landlord, Tenant and any other tenants of the Shopping Center (or by the sublessees, agents, employees, customers, invitees, guests or licensees of any such party), whether or not those areas are open to the general public. The Common Area shall include, without limitation, all areas of the Building outside of the Premises and outside of any premises leased or designated for lease to tenants, the common entrances, lobbies, common restrooms, accessways, loading docks, ramps, drives and platforms and any passageways and serviceways thereto to the extent not exclusively serving another tenant or contained within another tenant's premises, and the common pipes, conduits, wires and appurtenant equipment serving the Premises, the parking areas, loading and unloading areas, trash areas, roadways, sidewalks, walkways, parkways, driveways and landscaped areas appurtenant to the Building, fixtures, systems, decor, facilities and landscaping contained, maintained or used in connection with those areas, and shall be deemed to include any city sidewalks adjacent to the Shopping Center, any pedestrian walkway system, park or other facilities located within the Shopping Center and open to the general public.

2. **Use of Common Area**. The use and occupancy by Tenant of the Premises shall include the non-exclusive use of the Common Area in common with Landlord and the other tenants of the Shopping Center and their customers and invitees.

3. **Control of and Changes to Common Area**. Landlord shall have the sole and exclusive control of the Common Area, and the right to make changes to the Common Area. Landlord's rights shall include, but not be limited to, the right to: (a) restrain the use of the Common Area by unauthorized persons; (b) utilize from time to time any portion of the Common Area for promotional, entertainment and related matters; (c) temporarily close any portion of the Common Area for repairs, improvements or alterations, to discourage noncustomer use, to prevent dedication or an easement by prescription or for any other reason deemed sufficient in Landlord's reasonable judgment; and (d) renovate, upgrade or change the shape and size of the Common Area, or add, eliminate or change the location of improvements to the Common Area including, without limitation, buildings, parking areas, roadways and curb cuts, and to construct buildings on the Common Area. Landlord, at any time, may change the shape, size, location, number and extent of the improvements and eliminate, add or relocate any improvements to any portion of the Shopping Center, and may add land to and/or withdraw land from the Shopping Center. Tenant hereby waives any and all claims and causes of action resulting directly or indirectly from Landlord’s exercise of any of its rights, reservations, licenses or easements as provided in this Section 11.3 including, by way of example, but without limitation, claims for business interference, lost profits, damage to or loss of personal property, loss of benefit of the Lease or the Premises, or otherwise resulting from or related to any such change in the Premises or the Shopping Center as provided in this Section 11.3 or any relocation as provided in Section 2.4 above.

11.4. **Common Area Expenses**. The term "**Common Area Expenses**", as used in this Lease, shall mean all costs and expenses incurred by Landlord in or for the operation, maintenance and repair of the Shopping Center, including by way of illustration but not limitation: (a) operating, managing, policing, insuring, repairing, replacing, administering, and maintaining the Common Area; (b) maintaining, repairing and replacing the exterior surface of exterior walls (and storefronts and storefront awnings if Landlord has elected to include the cleaning of same as part of Common Area maintenance) and maintaining, repairing and replacing the roof of the Building; (c) operating, insuring, repairing, replacing and maintaining all utility facilities and systems including, without limitation, sanitary sewer lines and systems, fire protection lines and systems, security lines and

systems and storm drainage lines and systems not exclusively serving the premises of any tenant or store ("**Common Utility Facilities**"); (d) seasonal and holiday decorations; (e) Common Area lighting fixtures; (f) Shopping Center signage monuments or pylons (but not the tenant identification signs thereon) and directional signage; (g) on-site personnel (whether employees of Landlord or third party contractors) to the extent employed in the management and operation of the Shopping Center; (h) expenses for maintenance, pest control, landscaping, repaving, resurfacing, repairs, replacements, painting, lighting, cleaning, trash removal, security (provided, however, Landlord shall determine, in its sole and absolute discretion, the level of security, if any, to be provided at the Shopping Center), management offices, nonrefundable contributions toward reserves for replacements, maintenance and/or repairs such as, but not limited to, parking lot repairs and repainting of buildings, fire protection and similar items; (i) depreciation or rental on equipment; (j) charges, surcharges and other levies related to the requirements of any federal, state or local governmental agency; (k) expenses related to the Common Utility Facilities; (l) Taxes on the improvements and land comprising the Common Area; (m) premiums for commercial general liability insurance on the Common Area; (n) premium for standard "special form — causes of loss" or "all risks" fire and extended coverage insurance with, at Landlord's option, an earthquake damage endorsement or terrorism endorsement covering the Common Area; (o) environmental insurance, in a form and issued by a carrier acceptable to Landlord, in its sole and absolute discretion; (p) the cost of any deductibles or self-insured retentions relating to the insurance maintained by Landlord pursuant hereto; (q) costs of management of the Shopping Center (whether such management services are provided by Landlord or a third party contractor); (r) an administration fee in an amount estimated to be ten percent (10%) of the gross Common Area Expenses for the Shopping Center; (s) Tenant's Share of insurance premiums pursuant to Article 14 below; (t) capital expenditures for the replacement of all or any portion of the Common Area; provided, however, Tenant shall only be obligated to pay for the cost of capital expenditures for replacing Common Area based on the cost of such replacement amortized on a straight line basis over the useful life of the Common Area item being replaced (with an interest factor reasonably determined by Landlord, but in no event in excess of the Interest Rate), which useful life shall be reasonably determined by Landlord; (u) any and all assessments imposed with respect to the Common Area and/or the Shopping Center pursuant to any covenants, conditions and restrictions affecting the Shopping Center to the extent such assessments would otherwise be included as an Operating Expense; (v) costs, levies or assessments resulting from statutes or regulations promulgated by any government authority in connection with the use or occupancy of the Shopping Center, the Building or the Premises; (w) all costs of utilities serving the Common Area and any costs of utilities for the Premises which are not separately metered, (x) waste disposal; (y) repair and maintenance of all non-structural portions of the Building, other than such portions as are maintained by Tenant, including the elevators (if any), restrooms, roof membrane and the plumbing, heating, ventilating, air-conditioning and electrical systems installed or furnished by Landlord and not maintained by Tenant pursuant to this Lease; (z) maintenance, costs and upkeep of all parking and Common Area; (aa) costs and expenses of landscaping; and (bb) personal property taxes levied on or attributable to personal property used in connection with the Common Area and/or the Shopping Center. Landlord shall have the right, from time to time, to equitably allocate some or all of the Common Area Expenses among different tenants of the Shopping Center based upon differing levels of use, demand, risk or other distinctions among such parties, premises, or the Building (the "**Cost Pools**"). Accordingly, in the event of such allocations into Cost Pools, Tenant's Share shall be appropriately adjusted to reflect such allocation.

11.5. Payment of Common Area Expenses. The Common Area Expenses shall be paid in the following manner:

(a) From and after the Delivery Date, Tenant shall pay to Landlord, on the first (1st) day of each calendar month, an amount estimated by Landlord to be the monthly amount of Tenant's Share of the Common Area Expenses, as such share is defined below. The estimated monthly charge may be adjusted periodically by Landlord on the basis of Landlord's reasonably anticipated costs. Tenant's Share of Common Area Expenses due hereunder shall be that amount which is a fraction (or expressed as a percentage), the numerator of which is the gross Floor Area of the Premises, and the denominator of which is the total gross Floor Area of the Building. Notwithstanding the foregoing, in the event any tenant in the Shopping Center pays real estate taxes directly, maintains its own building insurance, or pays any other expense directly, or in the event any particular expense should be attributed to fewer than all tenants of the Shopping Center, then, at Landlord's option, the gross Floor Area of such tenants shall not be included in the total gross Floor Area of the Shopping Center for the purpose of calculating Tenant's Share of such expenses.

(b) Following the end of each calendar year or, at Landlord's option, its fiscal year, Landlord shall furnish to Tenant a statement covering the calendar or fiscal year (as the case may be) just expired, showing by cost category the actual Common Area Expenses for that year, the amount of Tenant's Share of the Common Area Expenses for that year, and the monthly payments made by Tenant during that year for the Common Area Expenses. If Tenant's Share of the Common Area Expenses exceeds Tenant's prior payments, Tenant shall pay to Landlord the deficiency within ten (10) days after receipt of such annual statement. If Tenant's payments for the calendar year exceed Tenant's actual share of the Common Area Expenses, and provided Tenant is not in arrears as to the payment of any Base Rent or Additional Rent, Landlord shall pay Tenant such amount within thirty (30) days after Landlord provides the annual statement to Tenant.

(c) Other than damages or injuries arising from the gross negligence or intentional misconduct of Landlord, Landlord shall not be liable to Tenant or to any other person by reason of: (i) any theft, burglary, robbery, assault, trespass, unauthorized entry, vandalism, or any other act of any third person occurring in or about the Premises or the Shopping Center; or (ii) any claim that Landlord has provided inadequate security at the Shopping Center, and Tenant shall indemnify, defend and hold Landlord and Landlord's members, managers, employees and agents harmless from and against any and all losses, liabilities, judgments, costs and expenses (including, but not limited to, reasonable attorneys' fees and other costs of investigation or defense) which Landlord may suffer by reason of any claim asserted by any person arising out of, or related to, any of the foregoing, to the extent such damages or injuries arise from the use of the Premises by Tenant, default or breach of the Lease by Tenant, or from the failure of Tenant to keep the Premises in good condition and repair as provided by this Lease and to the extent such damages or injuries did not arise from the gross negligence or intentional misconduct of Landlord. Tenant's obligations under this Section 11.5(c) shall survive the expiration or earlier termination of this Lease.

(d) If the rentable area of the Shopping Center is not fully occupied during any fiscal year of the Term as determined by Landlord, an equitable adjustment, pro-rata, may be made, in Landlord's reasonable discretion, in computing the Common Area Expenses for such year so that Tenant pays an equitable portion of all variable items of Common Area Expenses, as reasonably determined by Landlord.

Notwithstanding anything to the contrary contained herein or elsewhere in this Lease or otherwise, Tenant shall be solely responsible, at Tenant's sole cost and expense, for any and all additional (meaning in addition to normal impositions in the form of taxes or similar assessments)

charges, costs and expenses imposed by any governmental authority for services to the Premises or the Shopping Center, to the extent resulting from activities, conduct, operations or other uses at the Premises or due to Tenant's particular use or operations at the Premises (as determined by the applicable governmental authority). Such charges, if billed directly to Tenant by the subject governmental authority, shall be paid to such governmental authority within ten (10) days following such billing. In the event Landlord is charged for such service(s), Tenant shall pay Landlord for such charge(s) within ten (10) days following written notice from Landlord, which written notice shall be accompanied by the subject bill from the subject governmental authority. Tenant's failure to timely make any such payment shall, at Landlord's option, constitute a material default under this Lease if such failure continues beyond any applicable notice and cure period provided in this Lease. In addition to the foregoing, to the extent that, in Landlord's reasonable opinion, the conduct of Tenant's business causes the need for security services or measures at the Shopping Center which are in addition to those otherwise provided by Landlord, if any, Tenant shall alone bear the costs for such services or measures. Such costs shall be paid by Tenant to Landlord within ten (10) days following written notice from Landlord. Any delay or failure by Landlord in delivering any estimate statement or actual statement pursuant to this Section 11.5 shall not constitute a waiver of its right to receive Tenant's payment of Tenant's Share of Common Area Expenses, or shall it relieve Tenant of Tenant's obligations to pay Common Area Expenses pursuant to this Section 11.5, except that Tenant shall not be obligated to make any payments based on such estimate or actual statement until fifteen (15) days after receipt of such statement.

11.6. Environmental Protection Expense. If, prior to or at any time during the term of this Lease, a law, regulation, or rule is adopted by any governmental authority requiring that monitoring equipment measuring air quality is installed in the Shopping Center, or assessing any charge, levy of tax against Landlord or the Shopping Center by reason of any use made of the Common Area or the Shopping Center or for any other environmental protection expense, Tenant shall pay to Landlord as Additional Rent, upon demand, Tenant's Share of the initial cost and maintenance and operating expense of such equipment. Additionally, if there is required extraordinary waste disposal services facilities or equipment or modifications of the existing waste treatment facilities and equipment of the Shopping Center, Tenant shall pay to Landlord, upon demand, as Additional Rent, Tenant's Share of the initial cost, and maintenance, and operating expenses thereof. Tenant shall extend to Landlord reasonable rights of entry to the Premises for purposes of testing air quality as may be required. Tenant acknowledges that Landlord may be required from time to time by governmental authority to reduce the energy consumption of the Shopping Center, to impose a parking or similar regulatory charge, to modify or restrict the hours of operation of Tenant's business, to limit access to the Shopping Center or to reduce the number of parking spaces available for Tenant's customers, or other limiting actions all of which actions shall be binding on Tenant if enacted or enforced by Landlord in accordance with the requirements of a governmental authority. No such action on the part of the Landlord shall be deemed to be a default or breach by Landlord of its obligations under this Lease or terminate or limit the Tenant's obligations. This Section 11.6 shall not in any way limit any right given Landlord under any other section of this Lease.

Article 12
Assignment and Subletting

12.1. Landlord's Consent Required. Tenant shall not assign, sublet, enter into franchise, license or concession agreements, change ownership or voting control, mortgage, encumber, pledge, hypothecate or otherwise transfer (including any transfer by operation of law) all or any part of this Lease or Tenant's interest in the Premises (collectively a "**Transfer**", and any such transferee shall hereinafter be referred to as a "**Transferee**") without first obtaining the written

consent of Landlord, which consent shall not be unreasonably withheld. In no event may Tenant encumber or hypothecate this Lease or the Premises. This prohibition against Transfers shall be construed to include a prohibition against any assignment or subletting by operation of law. Any Transfer without Landlord's consent shall constitute a default by Tenant under this Lease, and in addition to all of Landlord's other remedies at law, in equity or under this Lease, such Transfer shall be voidable at Landlord's election. For purposes of this Article 12, if Tenant is a corporation, partnership or other entity, any transfer, assignment, encumbrance or hypothecation of twenty-five percent (25%) or more (individually or in the aggregate) of any stock or other ownership interest in such entity, and/or any transfer, assignment, hypothecation or encumbrance of any controlling ownership or voting interest in such entity, shall be deemed an assignment of this Lease and shall be subject to all of the restrictions and provisions contained in this Article 12. Notwithstanding anything above to the contrary, Tenant may assign the Lease or sublease the Premises to: (i) an Affiliate of Tenant, (2) any corporation or other business entity that succeeds to the business of Tenant as a result of a merger, consolidation or other business reorganization, or (3) a Transferee resulting from a sale of all or substantially all of the assets of Tenant's business (each a "**Permitted Transfer**"). An "**Affiliate of Tenant**" is an entity that is controlled by, controls, or is under common control with Tenant. A Permitted Transfer shall not result in any change in the terms and conditions of this Lease and shall not release the original Tenant or any guarantor of this Lease from any obligations or liabilities under this Lease. Tenant shall notify Landlord, in writing, within two (2) business days of a Permitted Transfer by providing a copy of any assignment and the name and contact information of the Transferee. The right of Tenant to assign the Lease or sublease the Premises shall only apply to the original tenant under this Lease.

12.2. **Procedures**. Except for a Permitted Transfer, should Tenant desire to enter into a Transfer, Tenant shall request, in writing, Landlord's consent to the proposed Transfer at least thirty (30) days before the intended effective date of the proposed Transfer (accompanied by a payment of $2,500.00 to reimburse Landlord for costs incurred in connection with reviewing such proposed Transfer), which request shall include the following: (i) full particulars of the proposed Transfer, including its nature, effective date, terms and conditions; (ii) if the Transfer contemplates a change in the use of the Premises, the new proposed use and trade name of the proposed Transferee; (iii) a description of the identity, net worth and previous business experience of the proposed Transferee; (iv) a complete business plan prepared by the proposed Transferee; (v) current audited financial statements and the last three (3) years' tax returns of the proposed Transferee; and (vi) any further information relevant to the proposed Transfer which Landlord may reasonably request. In addition to the payment required above, Tenant shall be responsible for all reasonable attorneys' fees incurred by Landlord in connection with any such Transfer. Within ten (10) days after receipt of Tenant's request for consent to the proposed Transfer, together with all of the above-required information, Landlord shall respond and shall have the right to either: (a) consent to the proposed Transfer; or (b) refuse to consent to the proposed Transfer. Landlord's consent to a proposed Transfer shall only be given if and when Landlord has notified Tenant, in writing, that Landlord consents to such proposed Transfer.

12.3. **Standard for Consent**. Tenant agrees that where Landlord's consent is required, Landlord may refuse its consent to the proposed Transfer on any reasonable grounds, and (by way of example and without limitation) Tenant agrees that it shall be reasonable for Landlord to withhold its consent if any of the following situations exist or may exist: (i) the proposed Transferee proposes to change the use of the Premises from the permitted use pursuant to Section 9.1 above, and the new proposed use of the Premises: (a) is a non-retail use; or (b) is a use which would violate any exclusive use or other rights granted, in writing, to another tenant in the Shopping Center; (ii) the proposed Transferee's tangible net worth or liquidity is less than Tenant's tangible net worth as of the Effective Date or at the date of the request for consent, whichever is greater; (iii) the business

reputation or character of the proposed Transferee is not reasonably acceptable to Landlord; (iv) the proposed Transferee is not likely to conduct on the Premises a business of a quality substantially equal to that conducted by Tenant; (v) the use is not for the Permitted Use; or (vi) the business reputation or character of the proposed Transferee is not reasonably acceptable to Landlord. Any purported Transfer without Landlord's prior written consent shall be void and of no force or effect and shall not confer any estate or benefit on anyone. A consent to one (1) Transfer by Landlord shall not be deemed to be a consent to any subsequent Transfer to any other party.

4. **No Release; Form**. No Transfer shall relieve Tenant (hereinafter referred to in this Section 12.4 as "**Transferor**") or any guarantor of this Lease from its covenants and obligations under this Lease or the Guaranty. Transferor shall be bound by the following after any such Transfer: (i) any act of Landlord, or its successors or assigns, consisting of a waiver of any of the terms or conditions of this Lease, the giving of any consent to any matter or thing relating to this Lease, or the granting of any indulgence or extension of time to the Transferee may be done without notice to Transferor and without releasing Transferor from any of Tenant's obligations hereunder; (ii) the obligations of Transferor hereunder shall not be released by any modification of this Lease, regardless of whether Transferor consents thereto or receives notice thereof; and (iii) Transferor unconditionally guarantees, without deduction by reason of setoff, defense or counterclaim, to Landlord and its successors and assigns, the full and punctual payment, performance and observance by Tenant of all of the amounts, terms, covenants and conditions in this Lease contained on Tenant's part to be paid, kept, performed and observed. Any Transfer shall be evidenced by an instrument in form and content satisfactory to Landlord and executed by Tenant and the Transferee.

5. **Transfer Rent**. Except for a Permitted Transfer, if Tenant shall enter into a Transfer hereunder, Tenant shall pay to Landlord fifty percent (50%) of any "transfer premium" (as hereinafter defined). In the event of a subletting, "transfer premium" shall mean all rent, additional rent or other consideration payable by such subtenant to Tenant or on behalf of Tenant in connection with the subletting in excess of the rent, additional rent and other sums payable by Tenant under this Lease during the term of the sublease on a per square foot basis if less than all of the Premises is subleased. In the event of any Transfer other than a subletting, "transfer premium" shall mean any consideration paid by the Transferee to Tenant in connection with such Transfer which Landlord reasonably determines is allocable to the leasehold value of this Lease. If part of the transfer premium shall be payable by the Transferee or subtenant other than in cash, then Landlord's share of such non-cash consideration shall be in such form as is reasonably satisfactory to Landlord.

Article 13
Security Deposit

1. **Security Deposit**. The amount set forth in Section 1.17 above shall be deposited with Landlord as the Security Deposit under the terms of the Lease. The Security Deposit shall be held by Landlord as security for the faithful performance by Tenant of all of the terms, covenants and conditions of this Lease to be kept and performed by Tenant during the Lease Term. If Tenant defaults with respect to any provision of this Lease including, but not limited to, the provisions relating to the payment of Rent, Landlord may (but shall not be required to) use, apply or retain all or any part of the Security Deposit for the payment of any rent or any other sum in default or for the payment of any amount which Landlord may spend or become obligated to spend by reason of Tenant's default, or to compensate Landlord for any other loss or damage which Landlord may suffer by reason of Tenant's default. If any portion of the Security Deposit is so used or applied, Tenant shall, within five (5) days after written demand therefor, deposit cash with Landlord in an

amount sufficient to restore the Security Deposit to its original amount. Landlord shall not be required to keep the Security Deposit separate from its general funds, and Tenant shall not be entitled to receive interest on the Security Deposit. If Tenant shall fully and faithfully perform every provision of this Lease to be performed by it, the Security Deposit, or any balance thereof, shall be returned to Tenant within thirty (30) days following the termination or expiration of the Lease Term. Tenant hereby irrevocably waives and relinquishes any and all rights, benefits, or protections, if any, Tenant now has, or in the future may have, under Section 1950.7 of the California Civil Code, any successor statute, and all other provisions of law, now or hereafter in effect, including, but not limited to, any provision of law which: (i) establishes the time frame by which a landlord must refund a security deposit under a lease, or (ii) provides that a landlord may claim from a security deposit only those sums reasonably necessary to remedy defaults in the payment of rent, to repair damage caused by a tenant, or to clean the subject premises. Tenant acknowledges and agrees that: (a) any statutory time frames for the return of a security deposit are superseded by the express period identified in this Article 13, and (b) rather than be so limited, Landlord may claim from the Security Deposit: (i) any and all sums expressly identified in this Article 13, and (ii) any additional sums reasonably necessary to compensate Landlord for any and all losses or damages caused by Tenant's default of this Lease including, but not limited to, all damages or rent due upon termination of this Lease pursuant to Section 1951.2 of the California Civil Code.

Article 14
Insurance

1. **Tenant's Insurance**. Tenant, at Tenant's sole cost and expense, commencing on the Commencement Date and continuing throughout the Term, shall procure, pay for and keep in full force and effect the following types of insurance, in at least the amounts and in the forms specified below:

(a) Property insurance written on a Special Form basis, including fire and extended coverage, sprinkler leakage (including earthquake sprinkler leakage), vandalism, malicious mischief, plus terrorism and flood coverage upon property of every description and kind owned by Tenant and located in the Premises or the Building, or for which Tenant is legally liable or installed by or on behalf of Tenant including, without limitation, furniture, equipment and any other personal property, any Alterations, and such further and additional hazards of whatever kind or nature as are now or hereafter may be covered by standard extended coverage, (b) with "all risk" endorsements (including, but without limiting the generality of the foregoing, vandalism, malicious mischief and damage by water), (c) against flood disaster pursuant to the Flood Disaster Protection Act of 1973, 84 Stat. 572, 42 U.S.C. SS. 4001, if the Premises are located in an area identified by the United States Department of Housing and Urban Development as a flood hazard area, (d) [intentionally omitted], (e) against any other risk commonly insured against by persons operating properties similar to the operations conducted at the Premises, (f) containing demolition and increased cost of construction coverage, and (g) sprinkler leakage insurance in an amount not less than the full replacement cost thereof. In the event that there shall be a dispute as to the amount which comprises full replacement cost, the decision of Landlord, or any mortgagee of Landlord, shall be presumptive. Landlord shall be named as a loss payee.

All of the foregoing insurance shall be for the full replacement costs of the building alteration, building improvement and/or personal property in or to the Premises and shall contain such other endorsements as shall be reasonably requested by Landlord from time to time.

(b) Commercial general liability insurance, including Broad Form contractual liability with coverage limits of not less than Two Million Dollars ($2,000,000.00) per

occurrence, and Three Million Dollars ($3,000,000.00) in the aggregate per year for bodily injury, personal injury, death and property damage liability per occurrence insuring against any and all liability of the insureds with respect to the Premises or arising out of the maintenance, use or occupancy of the Premises or related to the exercise of any rights of Tenant pursuant to this Lease, subject to increases in an amount as Landlord may reasonably require from time to time to insure that the insurance maintained by Tenant hereunder is in amounts consistent with prudent practice in the shopping center industry. All such liability insurance shall specifically insure the performance by Tenant of the indemnity agreement as to liability for injury to or death of persons and injury or damage to property set forth in Section 14.4 below. Further, all such liability insurance shall include, but not be limited to, personal injury, blanket contractual, cross-liability and severability of interest clauses, broad form property damage, independent contractors, owned, non-owned and hired vehicles.

(c) Worker's compensation coverage with standard California mandated coverage and in an amount adequate to comply with law, and Employer's Liability coverage with a limit of not less than One Million Dollars ($1,000,000.00).

(d) Umbrella liability insurance on an occurrence basis, with coverage of not less than $3,000,000.00 in excess of and following the form of the underlying insurance described in Section 14.1(b) and the employer's liability coverage in Section 14.1(c) which is at least as broad as each and every area of the underlying policies. Such umbrella liability insurance shall provide that if the underlying aggregate is exhausted, the excess coverage will drop down as primary insurance, subject to customary commercially reasonable deductible amounts imposed on umbrella policies.

(e) Plate glass insurance covering all plate glass on the Premises at full replacement value.

(f) Business Interruption Insurance coverage, in adequate amounts to avoid co-insurance provisions, for not less than twelve (12) months, taking into consideration the reasonable time period required to rebuild and/or replace the insured property, including coverage for, but not limited to, loss and loss of use of Tenant's leasehold improvements, business fixtures, stock-in-trade and for "extra expense", as well as all Base Rent and Additional Rent required of Tenant pursuant to the terms of this Lease.

(g) Commercial Automobile Liability Insurance covering all owned, hired or non-owned vehicles with limits not less than One Million Dollars ($1,000,000.00) combined single limit for bodily injury and property damage.

(h) Boiler and Machinery insurance, including mechanical breakdown, covering the rooftop HVAC units, and any other units or machinery which serves only the Premises. Such coverage shall be for full replacement value of the units without deduction for depreciation, and shall name Landlord as loss payee.

(i) Tenant shall keep in effect a policy of insurance upon its fixtures, equipment, stock of goods and upon all of the plate glass in or around the Premises, including the front of the Premises.

14.2. Policy Form. All policies of insurance required of Tenant herein shall be issued by insurance companies with a general policy holder's rating of not less than "A" and a financial rating of not less than Class "X", as rated in the most current available version of "Best's Insurance

Reports (or the equivalent thereof if Best's Insurance Reports is no longer published), and which are qualified to do business in the State of California. All such policies, except for the Workers' Compensation coverage, shall name and shall be for the mutual and joint benefit and protection of Landlord, Tenant, Landlord's property manager, and Landlord's agents and mortgagee(s) or beneficiary(ies) as additional insureds. Landlord may request that any of the policies described above shall also name Landlord and Landlord's mortgagee(s) or beneficiary(ies) as loss payees. Landlord shall furnish to Tenant the names and addresses of such mortgagee(s) and beneficiary(ies). Executed copies of the policies of insurance, certificates thereof or, if requested by Landlord, an endorsement to the insurance policy, shall be delivered to Landlord prior to Tenant, Tenant's agents or employees entering the Premises for any purpose. Thereafter, executed copies of renewal policies, certificates thereof or, if requested by Landlord, an endorsement to the insurance policy, shall be delivered to Landlord within thirty (30) days prior to the expiration of the term of each policy. All policies of insurance delivered to Landlord must contain a provision that the company writing the policy will give to Landlord thirty (30) days' prior written notice of any cancellation or lapse or the effective date of any reduction in the amounts of insurance; if Tenant's insurance company does not offer notice to additional insureds, Tenant will notify Landlord immediately after it receives notice of any cancellation or lapse or the effective date of any reduction in the amounts of insurance. All policies required of Tenant herein shall be endorsed to read that such policies are primary policies and any insurance carried by Landlord or Landlord's property manager shall be noncontributing with such policies. No policy required to be maintained by Tenant shall have a deductible greater than Ten Thousand Dollars ($10,000.00) unless approved, in writing, by Landlord.

3. **Landlord's Insurance**. Landlord shall, at all times from and after the Commencement Date, at Landlord's discretion, maintain property insurance written on a Special Form basis covering the building of which the Premises are a part (including boiler and machinery) in an amount equal to the full replacement value (exclusive of the cost of excavations, foundations and footings) or the amount of insurance Landlord's mortgagee(s) or beneficiary(ies) may require Landlord to maintain, whichever is the greater, providing loss of rental income insurance, and such other additional insurance as covered in a standard form all risk insurance policy with sprinkler leakage coverage, with earthquake coverage insurance, terrorism insurance and/or environmental insurance if deemed necessary by Landlord, in Landlord's sole judgment, or if required by Landlord's mortgagee(s) or beneficiary(ies) or by any Federal, state, county, city or local authority. At Landlord's option, Landlord's obligation to carry this insurance may be brought within the coverage of any so-called blanket policy or policies of insurance carried and maintained by Landlord. From and after the Commencement Date, Tenant agrees to pay to Landlord, as Additional Rent, Tenant's Share of the cost to Landlord of this insurance. The cost of such insurance for any partial year of the Term shall be prorated. Payment of insurance premiums shall be made in the same manner as set forth for payment of Taxes in Section 7.1(c) above. Tenant acknowledges that Landlord shall have the right to maintain commercially reasonable deductibles and/or self-insured retentions in connection with any insurance carried by Landlord pursuant to this Lease, as determined by Landlord, in its reasonable business judgment. In the event of an insurance loss covered by the insurance carried by Landlord pursuant to this Lease, Tenant shall be required to pay Tenant's Share of such deductibles or self-insured retentions, as applicable.

4. **Landlord Liability; Indemnity**. "**Landlord**", for the purposes of this Section 14.4, shall mean and include Landlord and Landlord's partners, shareholders, directors, officers, managers, members, agents and employees. To the fullest extent permitted by law, Tenant covenants with Landlord that Landlord shall not be liable for any damage or liability of any kind or for any injury to or death of persons or damage to property of Tenant or any other person occurring from and after the Commencement Date and during the Term of this Lease from any cause

whatsoever related to the use, occupancy or enjoyment of the Premises by Tenant or any person thereon or holding under Tenant including, but not limited to, damages resulting from any labor dispute. Except as expressly set forth herein, and except to the extent such matter is not covered by the insurance required to be maintained by Tenant under this Lease and/or except to the extent such matter is attributable to the gross negligence or willful misconduct of Landlord or Landlord's agents, contractors or employees, Landlord shall not be liable to Tenant, or any of Tenant Parties (as defined in Section 24.1 below) for: (i) any damage to property of Tenant, or of others, located in, on or about the Premises, (ii) the loss of or damage to any property of Tenant or of others by theft or otherwise, (ii) any injury or damage to persons or property resulting from fire, explosion, falling ceiling tiles, masonry, steam, gas, electricity, water, rain or leaks from any part of the Premises or from the pipes, appliance of plumbing works or from the roof, street or subsurface or from any other places or by dampness or by any other cause of whatsoever nature, (iv) any such damage caused by other tenants or persons in the Premises, occupants of any other portions of the Shopping Center, or the public, or caused by operations in construction of any private, public or quasi-public work, or (v) any interruption of utilities and services. Landlord shall in no event be liable to Tenant or any other person for any consequential damages, special or punitive damages, or for loss of business, revenue, income or profits, and Tenant hereby waives any and all claims for any such damages. Notwithstanding anything to the contrary contained in this Section 14.4, all property of Tenant and Tenant Parties kept or stored on the Premises, whether leased or owned by any such parties, shall be so kept or stored at the sole risk of Tenant, and Tenant shall hold Landlord harmless from any claims arising out of damage to the same, including subrogation claims by Tenant's insurance carriers. Landlord or its agents shall not be liable for interference with light or other intangible rights. Tenant shall be liable for and pay for, defend (with an attorney reasonably approved by Landlord), indemnify, and hold Landlord and Landlord's members, managers, employees, and agents harmless against and from any real or alleged damage or injury and from all claims, judgments, liabilities, costs and expenses, including attorneys' fees and costs, arising out of or connected with Tenant's use of the Premises or the Shopping Center and its facilities, or any repairs, Alterations or improvements (including original improvements and fixtures) which Tenant may make or cause to be made upon the Premises, any default or breach of this Lease by Tenant, any act or omission of Tenant, and any loss or interruption of business or loss of rental income resulting from any of the foregoing; provided, however (and though Tenant shall in all cases accept any tender of defense of any action or proceeding in which Landlord is named or made a party and shall, notwithstanding any allegations of gross negligence or misconduct on the part of Landlord, defend Landlord as provided herein), Tenant shall not be liable for such damage or injury to the extent and in the proportion that the same is ultimately determined to be attributable to the gross negligence or willful misconduct of Landlord. Tenant's obligations to indemnify, defend and hold Landlord harmless set forth in this Section 14.4 shall include all attorneys' fees, litigation costs, investigation costs and court costs and all other costs, expenses and liabilities incurred by the indemnified party from the first notice that any claim or demand is to be made or may be made and shall survive the expiration or earlier termination of this Lease.

14.5. Waiver of Subrogation. Tenant hereby waives Tenant's rights against Landlord for any claims or damages or losses, including any deductibles and self-insured amounts, which are caused by or result from: (a) any occurrence insured under any property insurance policy carried by Tenant, or (b) any occurrence which would have been covered under any property insurance required to be obtained and maintained by Tenant under this Lease had such insurance been obtained and maintained as required. The foregoing waiver shall be in addition to, and not a limitation of, any other waivers or releases contained in this Lease. Landlord and Tenant shall each cause each property insurance policy carried and relating to the Shopping Center to provide that the insurer waives all rights of recovery by way of subrogation against Landlord or Tenant, as the case may be, in connection with any claims, losses and damages covered by such policy. If Tenant

or Landlord fails to maintain insurance for an insurable loss, such loss shall be deemed to be self-insured with a deemed full waiver of subrogation as set forth in the immediately preceding sentence. Landlord hereby waives its rights against Tenant for any claims or damages or losses including any deductibles and self-insured amounts, which are caused by or result from: (a) any occurrence insured under any property insurance policy carried by Landlord, or (b) any occurrence which would have been covered under any property insurance required to be obtained and maintained by Landlord under this Lease had such insurance been obtained and maintained as required. The foregoing waiver shall be in addition to, and not a limitation of, any other waivers or releases contained in this Lease.

6. **Failure by Tenant to Maintain Insurance**. If Tenant refuses or neglects to secure and maintain insurance policies complying with the provisions of this Article 14 or to provide copies of policies or certificates or copies of renewal policies or certificates within the time provided in Section 14.2 above, Landlord may, after providing written notice to Tenant of its intention to do so, secure the appropriate insurance policies and Tenant shall pay, upon ten (10) days following demand, the cost of same to Landlord, as Additional Rent.

7. **Additional Insurance Obligations**. Tenant shall carry and maintain during the entire Lease Term, at Tenant's sole cost and expense, increased amounts of the insurance required to be carried by Tenant pursuant to this Article 14 and such other reasonable types of insurance coverage and in such reasonable amounts covering the Premises and Tenant's operations therein, as may be reasonably requested by Landlord. In the event Tenant's specific use of the Premises increases the premium for the insurance hereinabove referred to over that charged for normal retail uses, (for example, if Tenant shall operate a restaurant which shall increase the rate of fire insurance), then Tenant shall also be responsible for the full amount of such increase in premium as such amount shall be determined by Landlord's insurance broker.

8. **Effect on Insurance**. Tenant shall not do anything which will violate or invalidate any insurance policy or coverage maintained by Landlord or Tenant hereunder. If Tenant's occupancy or conduct of Tenant's business in or on the Premises results in any increase in premiums for any insurance carried by Landlord with respect to the Building or the Shopping Center, Tenant shall either discontinue the activities affecting the insurance or pay such increase as Additional Rent within twenty (20) days after being billed therefor by Landlord. If any insurance coverage carried by Landlord pursuant to this Lease or otherwise with respect to the Building or the Shopping Center shall be cancelled or reduced (or cancellation or reduction thereof shall be threatened) by reason of the use or occupancy of the Premises other than as allowed by the Permitted Use by Tenant or by anyone permitted by Tenant to be upon the Premises, and if Tenant fails to remedy such condition within five (5) business days after notice thereof, Tenant shall be deemed to be in default under this Lease, and Landlord shall have all remedies provided in this Lease, at law or in equity, including, without limitation, the right (but not the obligation) to enter upon the Premises and attempt to remedy such condition at Tenant's cost.

Article 15
Damage

1. **Landlord's Rights and Obligations**. If the Premises or the Building is damaged by fire or other casualty not caused by the negligence or willful misconduct of Tenant ("**Casualty**") to an extent not exceeding twenty-five percent (25%) of the full replacement cost thereof, and Landlord's contractor estimates, in writing, delivered to the parties that the damage thereto is such that the Building and/or the Premises may be repaired, reconstructed or restored to substantially its condition immediately prior to such damage within two hundred forty (240) days from the date of

such Casualty, and Landlord will receive insurance proceeds sufficient to cover the costs of such repairs, reconstruction and restoration (including proceeds from Tenant and/or Tenant's insurance which Tenant is required to deliver to Landlord pursuant to this Lease), then Landlord shall exercise commercially reasonable efforts to commence and proceed with the work of repair, reconstruction and restoration and this Lease shall continue in full force and effect. If, however, the Premises or the Building is damaged to an extent exceeding twenty-five percent (25%) of the full replacement cost thereof or Landlord's contractor estimates that such work of repair, reconstruction and restoration will require longer than two hundred forty (240) days to complete from the date Landlord obtains permits required to repair the Casualty, or Landlord will not receive insurance proceeds (and/or proceeds from Tenant, as applicable) sufficient to cover the costs of such repairs, reconstruction and restoration, then Landlord may elect to either: (a) repair, reconstruct and restore the portion of the Premises or Building damaged by such Casualty, in which case this Lease shall continue in full force and effect; or (b) terminate this Lease effective as of the date which is thirty (30) days after Tenant's receipt of Landlord's election to so terminate. Under any of the conditions of this Section 15.1, Landlord shall give written notice to Tenant of its intention to repair or terminate within the later of sixty (60) days after the occurrence of such Casualty, or fifteen (15) days after Landlord's receipt of the estimate from Landlord's contractor or, as applicable, thirty (30) days after Landlord receives approval from Landlord's Mortgagee to rebuild. For avoidance of doubt, an epidemic, pandemic, or public health emergency shall not be considered a Casualty as such term is used herein.

2. **Tenant's Costs and Insurance Proceeds**. In the event of any damage or destruction of all or any part of the Premises, Tenant shall as soon as practicable: (a) notify Landlord thereof; and (b) deliver to Landlord all insurance proceeds received by Tenant with respect to any tenant improvements and Alterations (to the extent such items are not covered by Landlord's casualty insurance obtained by Landlord pursuant to this Lease) and with respect to Alterations in the Premises that Tenant is required to insure pursuant to this Lease, excluding proceeds for Tenant's furniture and other personal property, whether or not this Lease is terminated as permitted in Section 15.1 above, and Tenant hereby assigns to Landlord all rights to receive such insurance proceeds. If, for any reason (including Tenant's failure to obtain insurance for the full replacement cost of any Alterations which Tenant is required to insure pursuant to this Lease), Tenant fails to receive insurance proceeds covering the full replacement cost of such Alterations which are damaged, Tenant shall be deemed to have self-insured the replacement cost of such Alterations.

3. **Abatement of Rent**. If, as a result of any such damage, repair, reconstruction and/or restoration of the Premises or the Building, Tenant is prevented from using, and does not use, the Premises or any portion thereof (including if the Lease is terminated pursuant to Section 15.5), then Rent, to the extent and for the period insurance covers Landlord for lost rents, shall be abated or reduced, as the case may be, during the period that Tenant continues to be so prevented from using and does not use the Premises or portion thereof in the proportion that the square footage of the portion of the Premises that Tenant is prevented from using, and does not use, bears to the total square footage of the Premises. Notwithstanding the foregoing to the contrary, if the damage is due to the gross negligence or willful misconduct of Tenant or any of Tenant Parties (as defined in Section 24.1 below), there shall be no abatement of Rent. Except for abatement of Rent as provided hereinabove, Tenant shall not be entitled to any compensation or damages for loss of or interference with, Tenant's business or use or access of all or any part of the Premises resulting from any such damage, repair, reconstruction or restoration.

4. **Inability to Complete**. Notwithstanding anything to the contrary contained in this Article 15, if Landlord is obligated or elects to repair, reconstruct and/or restore the damaged portion of the Building or the Premises pursuant to Section 15.1 above, but is delayed from completing

such repair, reconstruction and/or restoration beyond the date which is one hundred eighty (180) days after the date estimated by Landlord's contractor for completion thereof pursuant to Section 15.1 above, by reason of any causes beyond the reasonable control of Landlord (including, without limitation, delays due to Force Majeure, and delays caused by Tenant or any of Tenant Parties), then Landlord may elect to terminate this Lease upon thirty (30) days' prior written notice to Tenant.

5. **Damage to the Shopping Center**. If there is a total destruction of the improvements within the Shopping Center or partial destruction of such improvements, the cost of restoration of which would exceed one-third (1/3) of the then replacement value of all improvements within the Shopping Center, by any cause whatsoever, whether or not insured against and whether or not the Premises are partially or totally destroyed, Landlord may within a period of one hundred eighty (180) days after the occurrence of such destruction, notify Tenant, in writing, that it elects not to so reconstruct or restore such improvements, in which event this Lease shall cease and terminate as of the date of such destruction.

6. **Damage Near End of Term**. In addition to its termination rights in Sections 15.1, 15.4 and 15.5 above, Landlord shall have the right to terminate this Lease if any damage to the Building or the Premises occurs during the last twelve (12) months of the Term and Landlord's contractor estimates, in writing, delivered to the parties that the repair, reconstruction or restoration of such damage cannot be completed within the earlier of: (a) the scheduled expiration date of the Term, or (b) sixty (60) days after the date of such Casualty.

15.7. **Waiver of Termination Right**. This Lease sets forth the terms and conditions upon which this Lease may terminate in the event of any damage or destruction. Accordingly, except as expressly provided herein, Tenant hereby waives any and all provisions of applicable Law that provide alternative rights for the parties in the event of damage or destruction (including, without limitation, to the extent the Premises are located in California, the provisions of California Civil Code Section 1932, Subsection 2, and Section 1933, Subsection 4 and any successor statute or laws of a similar nature).

Article 16
Condemnation

16.1. **Substantial or Partial Taking**. Subject to the provisions of Section 16.3 below, either party may terminate this Lease if any material part of the Shopping Center is taken or condemned for any public or quasi-public use under law, by eminent domain or private purchase in lieu thereof which renders the use of the Premises unfit for the Permitted Use (a "**Taking**"). Landlord shall also have the right to terminate this Lease if there is a Taking of any portion of the Building or the Shopping Center which would have a material adverse effect on Landlord's ability to profitably operate the remainder of the Building and/or the Shopping Center. The terminating party shall provide written notice of termination to the other party within thirty (30) days after it first receives notice of the Taking. The termination shall be effective as of the effective date of any order granting possession to, or vesting legal title in, the condemning authority. If this Lease is not terminated, Base Rent and all other elements of this Lease which are dependent upon the area of the Premises, the Building or the Shopping Center shall be appropriately adjusted to account for any reduction in the square footage of the Premises, the Building or the Shopping Center, as applicable. All compensation awarded for a Taking shall be the property of Landlord. The right to receive compensation or proceeds are expressly waived by Tenant, however, Tenant may file a separate claim for Tenant's furniture, fixtures, equipment and other personal property, Alterations, loss of goodwill and Tenant's reasonable relocation expenses, provided the filing of the claim does not diminish the amount of Landlord's award.

2. **Condemnation Award**. Subject to the provisions of Section 16.3 below, in connection with any Taking of the Premises or the Building, Landlord shall be entitled to receive the entire amount of any award which may be made or given in such taking or condemnation, without deduction or apportionment for any estate or interest of Tenant, it being expressly understood and agreed by Tenant that no portion of any such award shall be allowed or paid to Tenant for any so-called bonus or excess value of this Lease, and such bonus or excess value shall be the sole property of Landlord. Tenant shall not assert any claim against Landlord or the taking authority for any compensation because of such taking (including any claim for bonus or excess value of this Lease); provided, however, if any portion of the Premises is taken, Tenant shall be granted the right to recover from the condemning authority (but not from Landlord) any compensation as may be separately awarded or recoverable by Tenant for the taking of Tenant's furniture, fixtures, Alterations, equipment and other personal property within the Premises, for Tenant's relocation expenses, and for any loss of goodwill or other damage to Tenant's business by reason of such taking, provided such award to Tenant does not reduce or diminish Landlord's award.

3. **Temporary Taking**. In the event of a Taking of the Premises or any part thereof for temporary use: (a) this Lease shall be and remain unaffected thereby and Rent shall not abate, and (b) Tenant shall be entitled to receive such portion or portions of any award made for such use with respect to the period of the taking which is within the Term, provided that if such taking shall remain in force at the expiration or earlier termination of this Lease, Tenant shall perform Tenant's obligations with respect to surrender of the Premises and shall pay to Landlord the portion of any award which is attributable to any period of time beyond the Term expiration date. For purpose of this Section 16.3, a temporary taking shall be defined as a taking for a period of two hundred seventy (270) days or less.

16.4. **Waiver**. Tenant hereby waives any rights Tenant may have pursuant to any applicable Taking Laws (including, without limitation, any rights Tenant might otherwise have pursuant to Section 1265.130 of the California Code of Civil Procedure) and agrees that the provisions hereof shall govern the parties' rights in the event of any Taking.

Article 17
Default By Tenant

1. **Events of Default**. The occurrence of any of the following shall constitute a default and breach of the Lease by Tenant:

(a) Any failure by Tenant to pay the Rent or make any other payment required to be made by Tenant hereunder, where such failure continues for three (3) days after Tenant's receipt of written notice from Landlord, which notice shall be in lieu of and not in addition to any notice required under Section 1161, et seq., of the California Code of Civil Procedure;

(b) The abandonment of the Premises by Tenant;

(c) A failure by Tenant to observe and perform any other provision of this Lease to be observed or performed by Tenant where such failure continues for thirty (30) days after Tenant's receipt of written notice from Landlord; provided, however, that if the nature of such default is such that the same cannot reasonably be cured within such thirty (30) day period, Tenant shall not be deemed to be in default if Tenant shall within such thirty (30) day period commence such cure and thereafter diligently prosecute the same to completion within a commercially reasonable period of time; or

(d) The making by Tenant of any general assignment for the benefit of creditors; the filing by or against Tenant of a petition to have Tenant adjudged a bankrupt or of a petition for reorganization or arrangement under any law relating to bankruptcy (unless, in the case of a petition filed against Tenant, the same is dismissed within sixty (60) days); the appointment of a trustee or receiver to take possession of substantially all of Tenant's assets located at the Premises or of Tenant's interest in this Lease, where possession is not restored to Tenant within thirty (30) days; or the attachment, execution or other judicial seizure of substantially all of Tenant's assets located at the Premises or of Tenant's interest in this Lease, where such seizure is not discharged within thirty (30) days.

17.2. Landlord Remedies. In the event of any such default by Tenant, then in addition to any other remedies available to Landlord at law or in equity, Landlord shall have the immediate option, without further notice or demand of any kind to Tenant: (a) to declare the Term ended and to re-enter and take possession of the Premises and remove all persons and property therefrom (such property may be removed and stored in a public warehouse or elsewhere at the cost of and for the account of Tenant); (b) without declaring this Lease terminated and without terminating Tenant's right to possession, to re-enter the Premises and occupy the whole or any part for and on account of Tenant and to collect any unpaid rentals and other charges which have become payable or which may thereafter become payable, or (c) even though Landlord may have re-entered the Premises as provided in clause (b) above, to thereafter elect to terminate this Lease and all of the rights of Tenant in or to the Premises. In addition, Landlord has the remedy described in California Civil Code Section 1951.4 (Landlord may continue this Lease in effect after Tenant's breach and abandonment and recover rent as it becomes due or relet the Premises or any parts thereof for such term or terms and at such rent or rentals, and upon such other terms and conditions as Landlord, in its sole discretion, may deem advisable with the right to make alterations and repairs to the Premises, by and on behalf of Tenant), if Tenant had the right to sublet or assign, subject only to reasonable limitations. In any case in which Landlord shall re-enter and occupy the whole or any part of the Premises, by unlawful detainer proceedings or otherwise, Landlord, at its option, may repair, alter, subdivide or change the character of the Premises from time to time in such manner as Landlord deems best, may relet the Premises or any part thereof and receive the rents therefor, and none of such actions shall constitute a termination of this Lease or a release of Tenant from any liability hereunder. Landlord shall not be deemed to have terminated this Lease or the liability of Tenant to pay any Base Rent, Additional Rent or other charges later accruing by any re-entry of the Premises pursuant to Section 17.2(b) above, or by any action in unlawful detainer or otherwise to obtain possession of the Premises, unless Landlord shall have notified Tenant, in writing, that it has so elected to terminate this Lease.

In the event that Landlord shall elect to so relet as provided above, then rental received by Landlord from such reletting shall be applied: first, to the payment of any indebtedness other than rent due hereunder from Tenant to Landlord; second, to the payment of any cost of such reletting; third, to the payment of the cost of any alterations and repairs to the Premises; fourth, to the payment of rent due and unpaid hereunder; and the residue, if any, shall be held by Landlord and applied in payment of future rent as the same may become due and payable hereunder. Should that portion of such rental received from such reletting during any month, which is applied to the payment of rent hereunder, be less than rent payable during that month by Tenant hereunder, then Tenant shall pay such deficiency to Landlord. Such deficiency shall be calculated and paid monthly. Tenant shall also pay to Landlord, as soon as ascertained, any costs and expenses incurred by Landlord in such reletting or in making such alterations and repairs not covered by the rentals received from such reletting of the Premises.

No re-entry or taking possession of the Premises by Landlord pursuant to this Section 17.2 shall be construed as an election to terminate this Lease or shall it cause a forfeiture of rents or other charges remaining to be paid during the balance of the term hereof, unless a written notice of such intention be given to Tenant or unless the termination thereof be decreed by a court of competent jurisdiction. Notwithstanding any reletting without termination by Landlord because of any default by Tenant, Landlord may at any time after such reletting elect to terminate this Lease for any such default. Notwithstanding the foregoing, nothing contained in this Article 17 shall be construed to limit Landlord's right to indemnification with respect to liability arising out of bodily injury or property damage as otherwise provided in this Lease. The acceptance by Landlord of any partial payment of rent due hereunder after breach by Tenant will not constitute a waiver of such breach, unless a writing to that effect signed by Landlord has been delivered to Tenant.

Tenant shall pay to Landlord as Additional Rent all the expenses incurred by Landlord in connection with any default by Tenant hereunder or the exercise of any remedy by reason of any default by Tenant hereunder, including reasonable attorneys' fees and expenses. If Landlord shall be made a party to any litigation commenced against Tenant, at the option of Landlord, Tenant, at Tenant's expense, shall provide Landlord with legal counsel approved by Landlord and shall pay all costs incurred or paid by Landlord in connection with such litigation.

3. **Termination of Lease**. In the event that Landlord shall elect to terminate this Lease, then Landlord may recover from Tenant:

(a) The worth at the time of award of any unpaid rent which had been earned at the time of such termination; plus

(b) The worth at the time of award of the amount by which the unpaid rent which would have been earned after termination until the time of award exceeds the amount of such rental loss Tenant proves could have been reasonably avoided; plus

(c) The worth at the time of award of the amount by which the unpaid rent for the balance of the term after the time of award exceeds the amount of such rental loss that Tenant proves could be reasonably avoided; plus

(d) Any other amount necessary to compensate Landlord for all the detriment proximately caused by Tenant's failure to perform Tenant's obligations under this Lease or which, in the ordinary course of things, would be likely to result therefrom and including, but not limited to, any costs or expenses incurred by Landlord in maintaining or preserving the Premises after such default, the cost of recovering possession of the Premises, expenses of reletting, including necessary renovation or alteration of the Premises, Landlord's reasonable attorneys' fees and real estate commissions relating to such reletting, legal fees or other expenses incurred by Landlord in collection of amounts due by Tenant under this Lease, and the unamortized portion of any tenant improvement costs or broker's fees paid in connection with the Lease to Tenant.

(e) At Landlord's election, such other amounts, in addition to or in lieu of the foregoing, as may be permitted from time to time by applicable law.

For purposes of this Article 17 only, the term rent shall be deemed to be Rent. For the purpose of calculating any amount due under the provisions of Sections 17.3(a) and (b) above, the "worth at the time of award" is computed by allowing interest at the rate of ten percent (10%) per annum, or the maximum legal rate, whichever is the greater. As used in Section 17.3(c)

above, the "worth at the time of award" is computed by discounting such amount at the discount rate of the Federal Reserve Bank of San Francisco at the time of award, plus two percent (2%). Tenant hereby waives all rights now or hereafter existing including, without limitation, any rights under California Code of Civil Procedure Sections 1174 and 1179 and Civil Code Section 1950.7 to redeem by order or judgment of any court or by any legal process or writ, Tenant's right of occupancy of the Premises after any termination of this Lease.

Article 18
Defaults by Landlord

1. **Landlord's Liability**. Landlord shall not be in default hereunder unless Landlord fails to perform any of the covenants, provisions or conditions contained in this Lease on its part to be performed within thirty (30) days after Landlord's receipt of written notice of default; provided, however, if the nature of such default is such that the same cannot reasonably be cured within such thirty (30) day period, Landlord shall not be deemed to be in default if Landlord shall, within such thirty (30) day period, commence such cure and thereafter diligently prosecute the same to completion. Thereafter, Tenant may pursue any remedy at law or equity; provided, however, notwithstanding the foregoing, or anything to the contrary contained herein, Tenant shall not be entitled to terminate this Lease or abate Rent as a result of such Landlord default. Notwithstanding anything contained in this Lease to the contrary, it is expressly understood and agreed that any judgment against Landlord resulting from any default or other claim under this Lease shall be satisfied only out of Landlord's interest in the Shopping Center or any portion thereof, including the net rents, issues, profits and other income actually received from the operation of the Shopping Center, and Tenant shall have no claim against Landlord (as Landlord is defined in Section 14.4 above), Landlord's managers, members, shareholders, directors and officers, or any of Landlord's personal assets for satisfaction of any judgment with respect to this Lease. In the event of any sale, exchange or other conveyance of Landlord's interest in the Shopping Center or any portion or portions thereof by Landlord and an assignment by Landlord of this Lease, Landlord shall be and is hereby entirely freed and relieved of all liability under any and all of its covenants and obligations contained in or derived from this Lease arising out of any act, occurrence or omission relating to the Premises or this Lease occurring after the consummation of such sale, exchange or conveyance and assignment. No attachment, execution, writ or other process shall be sought or obtained, and no judicial proceeding shall be initiated by or on behalf of Tenant, against Landlord personally or Landlord's assets (other than Landlord's interest in the Shopping Center or any portion thereof) as a result of any such failure, breach or default, and neither they nor Landlord shall be liable for any deficiency. The provisions of this Section 18.1 shall survive the expiration and/or termination of this Lease. Notwithstanding anything to the contrary contained in this Lease, Landlord shall not be liable under any circumstances for injury or damage to, or interferences with Tenant's business including, but not limited to, loss of profits, loss of rents or other revenues, loss of business opportunity, loss of goodwill, or loss of use, in each case, however occurring.

2. **Mortgagee Protection**. Tenant agrees to give any mortgagee, trustee, or beneficiary under a deed of trust ("**Assignee**"), by registered mail, a copy of any notice of default served upon the Landlord, provided that prior to such notice Tenant has been notified, in writing, (by way of notice of assignments of rents and leases, or otherwise) of the address of such Assignee. If Landlord shall have failed to cure such default within thirty (30) days, the Assignee shall have an additional thirty (30) days within which to cure such default, or if such default cannot be cured within that time, then within such reasonable additional time as may be necessary to cure such default (including the time necessary to foreclose or otherwise terminate its lien, if necessary to effect such cure), and this Lease shall not be terminated so long as such remedies are being diligently pursued.

18.3. **Health Requirements**. Landlord reserves the right, exercisable in Landlord's reasonable discretion, to impose reasonable requirements on tenants of the Shopping Center, their employees and invitees, for the purpose of reducing the presence of bacteria, viruses, contagions, and diseases in the Shopping Center; provided, however, that in no event shall Landlord's enactment or enforcement of such requirements (or failure to do the same) impose any duty or liability on Landlord or imply any warranty made by Landlord in connection therewith. Without limiting the rights of Landlord otherwise set forth in this Lease, Landlord shall have the right, but not the obligation, to perform the following actions in each event as Landlord may reasonably deem necessary to preserve tenant safety and well-being during an epidemic, pandemic, or public health emergency (including, but not limited to, the COVID-19 pandemic) applicable to the jurisdiction in which the Shopping Center is located or as Landlord may be required by applicable laws to: (i) limit or otherwise restrict access to, and the operating hours of, the Shopping Center; (ii) amend or otherwise promulgate rules and regulations from time to time; (iii) reduce permitted elevator capacity; (iv) reduce permitted Shopping Center capacity; (v) reduce or otherwise modify the provision of any and all Shopping Center services on the part of Landlord to perform under this Lease; (vi) perform changes to the heating, ventilation, and air conditioning systems serving the Shopping Center; (vii) delineate passages of ingress and egress in common areas of the Shopping Center; and (viii) perform any other physical changes to the Shopping Center, including the interior thereof.

Article 19
Subordination; Estoppel Certificate

1. **Subordination**. This Lease shall be subject and subordinate to all present and future ground or underlying leases of the Shopping Center and to the lien of any mortgage, trust deed or other encumbrances now or hereafter in force against the Shopping Center or any part thereof, if any, and to all renewals, extensions, modifications, consolidations and replacements thereof, and to all advances made or hereafter to be made upon the security of such mortgages or trust deeds, unless the holders of such mortgages, trust deeds or other encumbrances, or the lessors under such ground lease or underlying leases, require, in writing, that this Lease be superior thereto. Tenant covenants and agrees in the event any proceedings are brought for the foreclosure of any such mortgage or deed in lieu thereof (or if any ground lease is terminated), to attorn, without any deductions or set-offs whatsoever, to the lienholder or purchaser or any successors thereto upon any such foreclosure sale or deed in lieu thereof (or to the ground lessor), if so requested to do so by such purchaser or lienholder or ground lessor, and to recognize such purchaser or lienholder or ground lessor as the lessor under this Lease, provided such lienholder or purchaser or ground lessor shall agree to accept this Lease and not disturb Tenant's occupancy, so long as Tenant timely pays the Base Rent, the Additional Rent, and all other charges due by Tenant under this Lease. Landlord's interest herein may be assigned as security at any time to any lienholder. Tenant shall, within five (5) business days of written request by Landlord, execute such further instruments or assurances as Landlord may reasonably deem necessary to evidence or confirm the subordination or superiority of this Lease to any such mortgages, trust deeds, ground leases or underlying leases. Tenant waives the provisions of any current or future statute, rule or law which may give or purport to give Tenant any right or election to terminate or otherwise adversely affect this Lease and the obligations of the Tenant hereunder in the event of any foreclosure proceeding or sale.

2. **Estoppel Certificates**. Within fifteen (15) days following a request in writing by Landlord, Tenant shall execute, acknowledge and deliver to Landlord an estoppel certificate, which, as submitted by Landlord, shall be substantially in the form as set forth in **EXHIBIT "G"** or such other form as may be required by Landlord or by any prospective mortgagee or purchaser of the

Shopping Center, or any portion thereof, indicating therein any exceptions thereto that may exist at that time, and shall also contain any other information reasonably requested by Landlord or Landlord's mortgagee or prospective mortgagee or purchaser. Any such certificate may be relied upon by any mortgagee, prospective mortgagee or purchaser of all or any portion of the Shopping Center. Tenant shall execute and deliver whatever other instruments may be reasonably required for such purposes. Failure of Tenant to timely execute, acknowledge and deliver such estoppel certificate or other instruments shall constitute an acceptance of the Premises and an acknowledgment by Tenant that statements included in the estoppel certificate are true and correct, without exception, and, if desired by Landlord, appoints Landlord as Tenant's attorney-in-fact to complete such estoppel certificate on Tenant's behalf. If Tenant fails to deliver such estoppel certificate as may be required by Landlord within said fifteen (15) day period, Tenant hereby appoints Landlord as Tenant's attorney-in-fact for the sole purpose of completing, executing and delivering the estoppel certificate to the person or firm requesting it, such failure shall be deemed to be a substantial material breach. Tenant hereby acknowledges that the failure to submit such estoppel certificate or financial statements in a timely manner will be deemed to be a breach of this Lease and will cause Landlord to incur costs not contemplated by this Lease, the exact amount of which will be extremely difficult to ascertain. Accordingly, in addition to all other legal and equitable remedies, Landlord may impose a monthly charge equal to the lesser of: (i) one (1) month's Base Rent, or (ii) One Thousand and 00/100 Dollars ($1,000.00) for failure of Tenant to timely submit such estoppel certificate which Landlord and Tenant agree represents a fair and reasonable estimate of the damage caused to Landlord by such failure. Acceptance of such charge shall not constitute a waiver of Tenant's default or breach or Landlord's ability to pursue all other legal and equitable remedies.

Article 20
Quiet Enjoyment

20.1. **Quiet Enjoyment**. Upon Tenant's timely payment of Base Rent and Additional Rent and Tenant's observation and performance of all of the covenants, terms and conditions of this Lease to be observed and performed by Tenant, Tenant shall peaceably and quietly hold and enjoy the Premises from and after delivery thereof to Tenant; subject, however, to: (i) the rights of the parties as set forth in this Lease; (ii) any deed of trust to which this Lease is subordinate; and (iii) all matters of record to which this Lease is subject; provided that none of the items specified in clause (iii) above shall materially diminish the rights or materially increase the obligations of Tenant under this Lease, or materially interfere with or prevent the use of the Premises for the use specified in Section 1.15 above.

Article 21
Title of Landlord

21.1. **Title of Landlord**. For purposes of this Lease, Tenant acknowledges that there may be liens or other encumbrances upon Landlord's estate including, without limitation: (i) covenants, conditions, restrictions, easements, ground leases, mortgages or deeds of trust currently of record (collectively, "**Encumbrances**"); (ii) the effect of any zoning laws of the city, county and state where the Shopping Center is situated; and (iii) general and special taxes not delinquent. Tenant agrees that: (a) as to Tenant's leasehold estate, Tenant and all persons in possession or holding under it will conform to, comply with, and will not violate the terms of the Encumbrances or any matters of record; and (b) this Lease is subordinate to the Encumbrances and any amendments or modifications thereto; provided, however, if the Encumbrances are not of record as of the date of this Lease, then this Lease shall automatically become subordinate to the Encumbrances upon recordation so long as the Encumbrances do not materially interfere with or prevent Tenant from

using the Premises for the use set forth in Section 1.15 above, and do not materially diminish the rights or materially increase the obligations of Tenant under this Lease. Tenant further agrees to execute and return to Landlord, within ten (10) days of written demand by Landlord, an agreement in recordable form subordinating this Lease to the Encumbrances.

Article 22
Notices

22.1. Notices. Every notice, demand or request (collectively "**Notice**") required hereunder or by law to be given by either party to the other shall be in writing. Every provision of this Lease which provides that either party shall notify the other of any particular matter shall be governed by this Section 22.1. Notices shall be given by United States certified or registered mail, postage prepaid by the sender, return receipt requested, or by same-day or overnight private courier (delivery charges prepaid by the sending party), or by e-mail transmission, addressed to the party to be served at the address indicated in Section 1.19 above or such other address as the party to be served may from time to time designate in a Notice to the other party. Notice personally served shall be effective when delivered to the party upon whom such Notice is served. If served by registered or certified U.S. mail, Notice shall be conclusively deemed served on the date shown on the return receipt, but if delivery is refused or the Notice is unclaimed, Notice shall conclusively be deemed given forty-eight (48) hours after mailing. If served by private courier, Notice to the addressee shall be conclusively deemed given as confirmed by the private courier service making delivery. Notice will be deemed sufficiently given by e-mail transmission on receipt when delivered by e-mail transmission to the recipient, provided that the sender: (a) promptly transmits a duplicate copy of the Notice to the recipient in one of the other manners set forth above in this Section 22.1; and (b) receives written confirmation from the recipient that the Notice was successfully received by the recipient. Any Notice given by e-mail transmission otherwise transmitted in accordance with this Section 22.1 will be deemed to have been received on the next business day if it is received on a day other than a business day or after 5:00 p.m. (recipient's time) on a business day. Copies of any Notice shall be sent to the addresses, if any, designated for service of copies of Notices in Section 1.19 above, but the inadvertent failure to serve a copy of a Notice, either to the address so designated or in the manner provided in this Section, shall not render service of Notice invalid if the original Notice is served in accordance with this Section 22.1.

Article 23
Brokers

23.1. Broker. Tenant represents and warrants that, except for Landlord's Broker and Tenant's Broker, Tenant has not had any dealings with any realtor, broker or agent in connection with the negotiation of this Lease, and Tenant hereby agrees to pay and to indemnify, defend and hold Landlord harmless from any cost, expense or liability for any compensation, commissions or charges claimed by any other realtor, broker or agent, with respect to this Lease and/or the negotiation thereof. Landlord shall be responsible for paying Landlord's Broker and Tenant's Broker a commission in respect to this Lease pursuant to a separate agreement between Landlord's Broker and Landlord. Landlord represents and warrants that, except for Landlord's Broker and Tenant's Broker, Landlord has not had any dealings with any other realtor, broker or agent, in connection with the negotiation of this Lease, and Landlord hereby agrees to pay and to indemnify, defend and hold Tenant harmless from any cost, expense or liability for any compensation, commissions or charges claimed by any other realtor, broker or agent, with respect to this Lease and/or the negotiation thereof.

Article 24
Hazardous Materials

24.1. Hazardous Materials. As used in this Lease, the term "**Environmental Law(s)**" means any present or future federal, state or local Law relating to: (a) the environment, human health or safety, including, without limitation, emissions, discharges, releases or threatened releases of Hazardous Materials (as defined below) into the environment (including, without limitation, air, surface water, groundwater or land), or (b) the manufacture, generation, refining, processing, distribution, use, sale, treatment, receipt, storage, disposal, transport, arranging for transport, or handling of Hazardous Materials. As used in this Lease, the term "**Hazardous Materials**" means and includes any hazardous or toxic materials, substances or wastes as now or hereafter designated or regulated under any Environmental Laws including, without limitation, asbestos, petroleum, petroleum hydrocarbons and petroleum based products, urea formaldehyde foam insulation, polychlorinated biphenyls ("**PCBs**"), and freon and other chlorofluorocarbons. Except for ordinary and general office supplies, such as copier toner, liquid paper, glue, ink and common household cleaning materials in compliance with all Environmental Laws (some or all of which may constitute Hazardous Materials), Tenant agrees not to cause or permit any Hazardous Materials to be brought upon, stored, used, handled, generated, released or disposed of on, in, under or about the Premises, the Building, the Common Area or any other portion of the Shopping Center by Tenant, Tenant's agents, officers, directors, shareholders, company members, managers, partners, employees, subtenants, assignees, licensees, or contractors (collectively, "**Tenant Parties**"), without the prior written consent of Landlord, which consent Landlord may withhold in its sole and absolute discretion. Upon the expiration or earlier termination of this Lease, Tenant agrees to promptly remove from the Premises, the Building and the Shopping Center, at Tenant's sole cost and expense, any and all Hazardous Materials, including any equipment or systems containing Hazardous Materials which are installed, brought upon, stored, used, generated or released upon, in, under or about the Premises, the Building and/or the Shopping Center or any portion thereof by Tenant or any of Tenant Parties. To the fullest extent permitted by law, Tenant agrees to promptly indemnify, protect, defend and hold harmless Landlord and Landlord's members, shareholders, partners, officers, directors, managers, employees, agents, contractors, successors and assigns (collectively, "**Landlord Parties**") from and against any and all claims, damages, judgments, suits, cause of action, losses, liabilities, penalties, fines, expenses and costs (including, without limitation, clean-up, removal, remediation and restoration costs, sums paid in settlement of claims, attorneys' fees, consultant fees and expert fees and court costs) which arise or result from the presence of Hazardous Materials on, in, under or about the Premises, the Building, or any other portion of the Shopping Center which were caused or facilitated by Tenant or any of Tenant Parties. Landlord represents and warrants to Tenant that as of the Effective Date of this Lease, to the actual knowledge of Landlord, Landlord has not received written notice from a governmental authority with jurisdiction indicating that the Premises contain Hazardous Materials in violation of Environmental Laws and that remediation is required. To the fullest extent permitted by law, Landlord agrees to promptly indemnify, protect, defend and hold harmless Tenant and Tenant Parties from and against any and all claims, damages, judgments, suits, causes of action, losses, liabilities, penalties, fines, expenses and costs (including, without limitation, clean-up, removal, remediation and restoration costs, sums paid in settlement of claims, attorneys' fees, consultant fees and expert fees and court costs) exclusive of any damages for loss of use of the Premises, which arise or result from the presence of Hazardous Materials on, in, under or about the Premises, the Building, or any other portion of the Shopping Center and which are not caused or permitted by Tenant or any of Tenant Parties. The provisions of this Article 24 will survive the expiration or earlier termination of this Lease. Tenant shall give Landlord written notice of any evidence of Mold, water leaks or water infiltration in the Premises promptly upon discovery of same. At Tenant's expense, Tenant shall investigate, clean up and remediate any Mold in the Premises

(unless Tenant demonstrates that the cause thereof arose from circumstances arising prior to the Delivery Date or such Mold was caused by Landlord, Landlord Parties, or other tenants in the Shopping Center) caused by Tenant or any Tenant Parties. Investigation, clean up and remediation may be performed only after Tenant has Landlord's written approval of a plan for such remediation, which shall not be unreasonably withheld, conditioned or delayed. All clean up and remediation shall be done in compliance with all applicable Laws and to the reasonable satisfaction of Landlord. As used in this Lease, "**Mold**" means mold, fungi, spores, microbial matter, mycotoxins and microbiological organic compounds which pose a threat to health or are in violation of Environmental Laws.

Notwithstanding the foregoing, Hazardous Material customarily used in the conduct of Tenant's particular business may be used at the Premises provided that such use is at all times in compliance with the manufacturer's instructions therefor and all applicable Laws. Tenant shall not discharge, leak or emit, or permit to be discharged, leaked or emitted, any material into the atmosphere, ground, sewer system, or any body of water, if that material (as is reasonably determined by the Landlord or any governmental authority) does or may pollute or contaminate the same, or may adversely affect: (1) the health, welfare or safety of persons, whether located on the Premises or elsewhere, or (2) the condition, use or enjoyment of the Premises, or any other real or personal property.

2. **Landlord Audit**. Tenant shall permit Landlord and Landlord's agents, representatives and employees including, without limitation, legal counsel and environmental consultants and engineers, access to the Premises, from time to time, during the Lease Term, for purposes of conducting an environmental assessment, inspection and sampling, during regular business hours upon Tenant having received at least one (1) business day's prior written notice, or during other hours either by agreement of the parties or in the event of an environmental emergency. Tenant shall not restrict access to any part of the Premises, and shall not impose any conditions to access. Landlord shall use reasonable efforts to avoid unreasonably interfering with Tenant's use of the Premises, and upon completion of Landlord's assessment, investigation and sampling, shall, to the extent reasonably practicable, repair and restore the affected areas of the Premises from any damage directly caused by the assessment, investigation and sampling to their similar pre 'Audit' condition.

3. **Tenant Remediation**. Should the assessment, investigation or sampling performed or any other assessment, investigation or sampling, reveal the existence of: (x) a discharge of Hazardous Materials; or (y) a discharge of other than sanitary waste to the sewerage system, then, in addition to being in default under this Lease and Landlord having all rights available to Landlord under this Lease and by law by reason of such default, Tenant shall, at Tenant's own expense, undertake all remediation required by Landlord, Landlord's environmental consultants, and any governmental authority including, without limitation, promptly: (i) preparing and submitting to the appropriate governmental authority, all required assessment, investigation, sampling and remedial action plans and reports; (ii) implementing, to the satisfaction of Landlord and the appropriate governmental authority, the approved assessment, investigation, sampling and remedial action plans and reports; (iii) removing from the Premises all such Hazardous Materials to the satisfaction of Landlord and the appropriate governmental authority; (iv) establishing a remediation funding source, which funding source shall be satisfactory to Landlord and the appropriate governmental authority; and (v) obtaining and delivering to Landlord an unconditional No Further Action Letter.

4. **Landlord's Consent for Tenant's Investigation**. In no event shall Tenant, or anyone on Tenant's behalf, undertake any environmental assessment or remediation of the Premises without prior written notice to, and the prior written consent of, Landlord. In the event

Landlord consents to an environmental assessment or remediation, then prior to undertaking any assessment or remediation, Tenant shall, or shall cause Tenant's engineers and consultants, as the case may be, to provide Landlord with a protocol outlining in detail the nature, scope, and location of all assessment or remediation to be undertaken and shall receive Landlord's written consent to such remediation. Landlord and Landlord's consultants, engineers and representatives shall have the right, without the obligation, to be present during such assessment or remediation, and shall have the right, at no expense to Landlord, to split all samples taken by Tenant or Tenant's consultants or engineers.

During the Term hereof, Tenant, at Tenant's expense, shall comply with all applicable statutes, ordinances, regulations, orders and requirements, foreseen and unforeseen, ordinary as well as extraordinary, of all governmental authorities having jurisdiction, and Tenant, at Tenant's sole cost and expense, shall make any repairs or alterations to the Premises required by any such applicable statutes, ordinances, regulations, orders or requirements. If Tenant shall fail, for a period of thirty (30) days after written notice to it, to comply with any such statute, ordinance, regulations, order or requirement with which it is obligated by this Section 24.4 to comply (or to commence to effect compliance therewith within such period and thereafter diligently continue its efforts to effect such compliance until completion thereof), Landlord shall have the right (but not the obligation) to do all things necessary to comply therewith. In the event of such compliance by Landlord, Tenant shall, on the first day of the calendar month next succeeding the calendar month in which such compliance shall have been completed by Landlord, pay to Landlord, as Additional Rent, the amount expended by Landlord in effecting such compliance, together with interest at the Lease Interest Rate from the time of such expenditure.

Article 25
Shopping Center Remodeling

25.1 **Shopping Center Remodeling**. Landlord shall have the right (but not the obligation) at any time and from time to time during the Term, upon not less than sixty (60) days' prior written notice to Tenant, to remodel, renovate or expand the Shopping Center or any portion thereof, or to change the shape, size, location, number and extent of the improvements, or eliminate or add or relocate any improvements within the Shopping Center in a manner that will not prevent the Permitted Use of the Premises. Landlord is permitted to undertake any such work at any time and, without any calendar year construction blackout periods, construction limitations or building restrictions. Tenant further acknowledges that such activities and work may disrupt the normal business activities of the Shopping Center. Tenant agrees that Tenant will not, through any act or omission on the part of Tenant, in any way hinder, impede or frustrate the efforts of Landlord in completing such remodeling in a timely fashion. If such work affects the façade of the building in which the Premises is located, Landlord shall remove Tenant's exterior signage, at Landlord's cost, and Landlord shall fabricate and install, at Landlord's cost, a temporary sign or banner. Landlord will remove the temporary signage, and Landlord will re-install Tenant's permanent signage permitted by this Lease, at Landlord's cost. In the event Landlord undertakes such a redevelopment, Tenant acknowledges that the redevelopment process may temporarily disrupt the normal business activities of the Shopping Center. Landlord will use commercially reasonable efforts to mitigate any material interference with the Permitted Use of the Premises in connection with such redevelopment. As used herein, the term "**Approvals**" shall mean all permits, approvals, variances, licenses and other determinations required under the provisions of applicable Federal, State, county and local municipal laws, ordinances, regulations and administrative rulings to redevelop the Shopping Center, including any tax increment financing approvals ("**TIF**"), if applicable. In the event Landlord undertakes such a redevelopment, Tenant acknowledges that **EXHIBITS "A" and "A-1"** attached to this Lease may not remain as shown,

and Landlord may relocate, increase, reduce or otherwise change the number, dimensions, or locations of buildings, parking areas, drives, exits, entrances, walks and other Common Areas of the Shopping Center, as may be necessary, whether in order to obtain the Approvals in a timely manner, or in the event changes to the layout of the Shopping Center need to be made to accommodate the redevelopment of the Shopping Center in general, or the development or redevelopment of other tenants' spaces at the Shopping Center, without any calendar year construction blackout periods, construction limitations or building restrictions.

Article 26
Intentionally Omitted

Article 27
Force Majeure

27.1. **Force Majeure**. If Tenant or Landlord is delayed or prevented from performing any of their respective non-monetary obligations under this Lease, and such delay is by reason of strike, lockout, labor troubles, material shortages, adjustment of any insurance claim, failure of power, riots, civil commotion, insurrection, war (whether declared or undeclared), warlike operations, acts of terrorism, cyber-attacks, acts of public enemy, acts of bioterrorism, plagues, epidemics, pandemics, outbreak of a communicable disease leading to extraordinary restrictions, including quarantine or movement of people or goods, invasion, rebellion, hostilities, military or usurped power, sabotage, government action, rain and other inclement weather, acts of God, power outages, inability to obtain any material, utility, or service because of governmental restrictions, inability to obtain building permits, hurricanes, floods, earthquakes, tornadoes, or other natural disasters, accident, emergency, mechanical breakdown, municipal delays (including delays in reviewing materials submitted by a party or issuing permits or approvals following such submittals), the act or failure to act of the other party, the default under the Lease by the other party; governmental preemption in connection with a national emergency, any rule, order, or regulation of any department or subdivision of any government agency, or any other cause reasonably beyond such party's control (where lack of funds, inability to obtain financing, and/or changes in economic condition shall not be a basis for delay or prevention of any obligation under the Lease) (any such event, a "**Force Majeure**"), then performance of such act shall be excused for the period of the delay or prevention, and the period of such delay or prevention shall be deemed added to the time period herein provided for the performance of any such obligation by the party so delayed or prevented, provided that the party claiming the benefit of this provision shall give written notice within not more than ten (10) days of such party becoming aware of the Force Majeure event in order to obtain the benefit of this Section 27.1, and provided further that this Section 27.1 will not excuse or delay the payment of money by either party or the obligation of Tenant to pay any Rent due under this Lease.

Article 28
Termination and Holding Over

28.1. **Termination and Holding Over**. This Lease shall terminate without further notice upon the expiration of the Term. Except as otherwise expressly provided for in this Lease, Tenant shall have no right to extend or renew this Lease upon the expiration of the Term or to remove any Alterations, tenant improvements, furniture, fixtures or equipment without Landlord's prior written consent. Upon the expiration or earlier termination of the Term, Tenant shall peaceably and quietly surrender the Premises broom-clean and in the same condition (including, at Landlord's option, the demolition and removal of any Alterations made by Tenant to the Premises, unless at the time Landlord gave its consent to such Alterations Landlord agreed, in writing, that Tenant would not

have to demolish and remove such Alterations upon the termination of this Lease) as the Premises were in upon delivery of possession of same to Tenant by Landlord, reasonable wear and tear excepted. Subject to the foregoing, at Landlord's option, Tenant, at Tenant's sole cost and expense, shall remove from the Premises all of Tenant's trade fixtures, furniture, equipment, signs, improvements, additions and Alterations to the extent such items are not permanently affixed to the Premises, and immediately repair any damage occasioned to the Premises by reason of such removal so as to leave the Premises in a neat and clean condition. Should Tenant hold over in the Premises beyond the expiration or earlier termination of this Lease, the holding over shall not constitute a renewal or extension of this Lease or give Tenant any rights under this Lease. In such event, Landlord may, in its sole discretion, treat Tenant as a tenant at sufferance, subject to all of the terms and conditions in this Lease, except that Base Rent shall be an amount equal to one hundred twenty percent (120%) of the sum of Base Rent applicable to the Premises immediately prior to the date of such expiration or earlier termination of this Lease. Any such holdover Rent shall be paid on a per month basis without reduction for partial months during the holdover. Acceptance by Landlord of Rent after such expiration or earlier termination shall not constitute consent to a hold over hereunder or result in an extension of this Lease. This Section 28.1 shall not be construed to create any express or implied right to holdover beyond the expiration of the Term or any extension thereof Tenant shall be liable, and shall pay to Landlord within ten (10) days after demand, for all losses incurred by Landlord as a result of such holdover, and shall indemnify, defend and hold Landlord and the Landlord Parties harmless from and against all liabilities, damages, losses, claims, suits, costs and expenses (including reasonable attorneys' fees and costs) arising from or relating to any such holdover tenancy including, without limitation, any claim for damages made by a succeeding tenant. Tenant's obligations hereunder shall survive the expiration or earlier termination of this Lease. The foregoing provisions of this Section 28.1 are in addition to, and do not affect, Landlord's right of re-entry or any other rights of Landlord hereunder or otherwise at law or in equity.

Article 29
Entry by Landlord

29.1. **Entry by Landlord**. Landlord and its agents, contractors and employees reserve the right, at any time in case of an emergency and at all reasonable times upon reasonable written notice to the Tenant, to enter the Premises to: (a) inspect them; (b) show the Premises to prospective purchasers, mortgagees or tenants, including being able to post signs on the Premises for lease; (c) post notices of non-responsibility; (d) alter, improve or repair the Premises or the Shopping Center, if necessary, to comply with current building codes or other applicable Laws, or for structural alterations, repairs or improvements to the Shopping Center; (e) to perform services required of Landlord under this Lease; (f) take possession due to any breach or default of this Lease in the manner provided herein; or (g) perform any covenants of Tenant which Tenant fails to perform after Tenant's receipt of written notice and expiration of the applicable cure period set forth in this Lease (except in the case of an emergency). Any such entries shall be without the abatement of Base Rent and Additional Rent and shall include the right to take such reasonable steps as required to accomplish the stated purposes, but shall not prevent the Permitted Use of the Premises. Tenant hereby waives any claims for damages or for any injuries or inconvenience to or interference with Tenant’s business, lost profits, any loss of occupancy or quiet enjoyment of the Premises, and any other loss occasioned thereby. For each of the above purposes, Landlord shall at all times have a key with which to unlock all the doors in the Premises, excluding Tenant’s vaults, safes and special security areas designated in advance by Tenant. In an emergency, Landlord shall have the right to use any means that Landlord may deem proper to open the doors in and to the Premises, at Landlord's cost, unless such entry was required as the result of activities by or omissions or negligence of Tenant, in which case, it will be at Tenant's cost. Any entry into the Premises in the

manner hereinbefore described shall not be deemed to be a forcible or unlawful entry into, or a detainer of, the Premises, or an actual or constructive eviction of Tenant from any portion of the Premises. If Landlord makes any repairs which Tenant is obligated to make pursuant to the terms of this Lease, Tenant shall pay the cost of such repairs to Landlord, as Additional Rent, promptly upon receipt of an invoice from Landlord for same.

Article 30
General Terms

1. **Waiver**. Any waiver by either party of a breach by the other party of a covenant of this Lease shall not be construed as a waiver of a subsequent breach of the same covenant. The consent or approval by either party to anything requiring such party's consent or approval shall not be deemed a waiver of such party's right to withhold consent or approval of any subsequent similar act. No breach of a covenant of this Lease shall be deemed to have been waived by the other party unless the waiver is in writing and is signed by such party.

2. **Amendment**. Except as provided herein to the contrary, the respective rights and remedies of the parties specified in this Lease shall be cumulative and in addition to any rights and remedies not specified in this Lease. It is understood that there are no oral or written agreements or representations between the parties hereto affecting this Lease and this Lease supersedes and cancels any and all previous negotiations, arrangements, representations, brochures, agreements and understandings, if any, between Landlord and Tenant. No provision of this Lease may be amended except by an agreement in writing signed by Landlord and Tenant. If any provision of this Lease or the application of such provision to any person, entity or circumstance is found invalid or unenforceable by a court of competent jurisdiction, such determination shall not affect the other provisions of this Lease and all other provisions of this Lease shall be deemed valid and enforceable.

3. **Governing Law; Venue**. This Lease shall be governed by and construed in accordance with the laws of the State of California without giving effect to the choice of law provisions thereof. Venue for any legal proceeding shall be in the State or Federal courts located in San Diego County, California.

4. **Successors and Assigns**. Subject to the terms of this Lease, all rights and obligations of Landlord and Tenant under this Lease shall extend to and bind the respective heirs, executors, administrators and the permitted concessionaires, successors, subtenants and assignees of the parties. If there is more than one (1) Tenant hereunder, each shall be bound jointly and severally by the terms, covenants and agreements contained in this Lease.

5. **Time of the Essence**. Except for the delivery of possession of the Premises to Tenant, time is of the essence of all provisions of this Lease of which time is an element.

6. **Authority**. If Tenant or Landlord is a corporation, partnership or limited liability company, each individual executing this Lease on behalf of the corporation, partnership or limited liability company (in his/her representative capacity only) represents and warrants that he or she is duly authorized to execute and deliver this Lease on behalf of the corporation, partnership or limited liability company and that this Lease is binding upon the corporation, partnership or limited liability company.

7. **Rules and Regulations**. Tenant shall observe faithfully and comply with, and shall cause Tenant's employees and invitees to observe faithfully and comply with, reasonable and

nondiscriminatory rules and regulations governing the Shopping Center as may from time to time be promulgated by Landlord.

8. **Waiver of Redemption**. Tenant waives any and all rights of redemption granted under any present and future laws in the event Landlord obtains the right to possession of the Premises by reason of the violation by Tenant of any of the covenants and conditions of this Lease or otherwise.

9. **Transfer by Landlord**. Should Landlord sell, exchange or assign this Lease (other than a conditional assignment as security for a loan), then Landlord, as transferor, shall be relieved of any and all obligations on the part of Landlord accruing under this Lease from and after the date of such transfer provided that Landlord's successor in interest shall assume such obligations from and after such date. Written notice of any such transfer shall be given to Tenant.

10. **Interest Rate**. Except where another rate of interest is specifically provided for in this Lease, any amount due from either party to the other under this Lease which is not paid when due, shall bear interest at the rate per annum ("**Interest Rate**") equal to the prime interest rate published from time to time by The Wall Street Journal plus two (2) percentage points (but in no event to exceed the maximum lawful rate) from the date such amount was originally due to and including the date of payment.

11. **Mechanics' Liens**. Tenant shall pay all costs for work performed by or on account of Tenant and shall keep the Premises and the Shopping Center free and clear of mechanics' liens or any other liens. Tenant shall give Landlord immediate notice of any lien filed against the Premises or the Shopping Center as a result of any work of improvement performed by or on behalf of Tenant. Tenant shall immediately cause any lien to be discharged or removed of record by either paying the amount thereof or recording a statutory lien release bond in an amount equal to one hundred fifty percent (150%) of the amount of said lien, or such other amount as may be adequate to cause the lien to be released as an encumbrance against the Premises and the Shopping Center. If Tenant fails to do so, Landlord shall have the right, but not the obligation, in addition to all other rights and remedies available to Landlord under this Lease, and after ten (10) days' prior written notice to Tenant, to either pay and discharge such lien, without regard to the validity thereof, or procure and cause to be recorded a statutory lien release bond and to: (i) collect from Tenant as Additional Rent; or (ii) deduct from any tenant improvement allowance or any other amount payable by Landlord to Tenant under this Lease: (A) all costs incurred by Landlord in paying and discharging such lien, or in procuring such bond; and (B) all expenses incurred by Landlord in connection with such lien, including attorneys' fees and costs, recording fees and administrative costs and expenses.

12. **Attorneys' Fees**. In the event that, at any time after the date of this Lease, either Landlord or Tenant shall institute any action or proceeding against the other relating to the provisions of this Lease, possession of the Premises or any default hereunder, the party not prevailing in such action or proceeding shall reimburse the prevailing party for its actual attorneys' fees, and all fees, costs and expenses incurred in connection with such action or proceeding, including, without limitation, expert witness fees, any post-judgment fees, costs or expenses incurred on any appeal or in collection of any judgment.

13. **Roof Access**. Tenant shall not be permitted any access to the roof of the building in which the Premises are located without Landlord's prior written consent. If such consent is granted, Tenant shall be required to utilize Landlord's roofing contractor in the event Tenant or Tenant's Agents desire to perform any work whatsoever on the roof or penetrate the roof or the roof

membrane of the Premises for any repairs, alterations or improvements permitted to be made to the Premises by Tenant pursuant to the terms of this Lease; provided, however, Tenant shall not perform any work that would invalidate any roof warranty. Subject to the above requirements upon seventy-two (72) hours' prior written notice to Landlord, Landlord permits Tenant to access the roof twice per month to maintain Tenant's water cooler and exhaust fans.

14. Reserved.

15. Counterparts. This Lease may be executed in counterparts with the same effect as if both parties hereto had executed the same document. Both counterparts shall be construed together and shall constitute a single lease.

16. Joint and Several Liability. If more than one person or entity executes this Lease as Tenant: (a) each of them is and shall be jointly and severally liable for the covenants, conditions, provisions and agreements of this Lease to be kept, observed and performed by Tenant; and (b) the act or signature of, or notice from or to, any one or more of them with respect to this Lease shall be binding upon each and all of the persons and entities executing this Lease as Tenant with the same force and effect as if each and all of them had so acted or signed, or given or received such notice.

17. Accessibility. Pursuant to the requirements of California Civil Code Section 1938, Landlord hereby notifies Tenant that the Premises has not been inspected by a California Certified Access Specialist (a "**CASp**"). As required by California Civil Code Section 1938(e), Tenant is hereby notified that:

> "A Certified Access Specialist (CASp) can inspect the subject premises and determine whether the subject premises comply with all of the applicable construction-related accessibility standards under state law. Although state law does not require a CASp inspection of the subject premises, the commercial property owner or lessor may not prohibit the lessee or tenant from obtaining a CASp inspection of the subject premises for the occupancy or potential occupancy of the lessee or tenant, if requested by the lessee or tenant. The parties shall mutually agree on the arrangements for the time and manner of the CASp inspection, the payment of the fee for the CASp inspection, and the cost of making any repairs necessary to correct violations of construction-related accessibility standards within the premises."

Should Tenant elect to have the Premises inspected by a CASp (the "**Inspection**"), the Inspection will be at Tenant's sole cost and expense, limited to the Premises and must be performed by a CASp who has been approved or designated by Landlord prior to the Inspection by a CASp. Any Inspection must be performed in a manner which minimizes the disruption of business activities in the Shopping Center and at a time mutually convenient to Landlord and Tenant. Landlord reserves the right to be present during the Inspection. Tenant agrees to: (i) promptly provide to Landlord a copy of the report or certification prepared by the CASp (the "**Report**"), (ii) keep the information contained in the Report confidential, except to the extent required by law or to the extent disclosure is needed in order to complete any necessary modifications or improvements required to comply with all applicable accessibility standards under state or federal law as well as any other improvements or alterations required by the Report or that may be otherwise required to comply with applicable Laws or accessibility requirements (the "**Access Improvements**"). In the event there is a need to perform Access Improvements, Tenant

agrees that Tenant will promptly complete all of the Access Improvements, at Tenant's sole cost and expense, in accordance with Plans approved by Landlord pursuant to this Lease. This Section 30.17 only applies to the Access Improvements and does not in any way amend or modify any other repair, maintenance, compliance with Law or other obligation of Landlord or Tenant under this Lease. Tenant shall, upon five (5) days' prior notice, provide to Landlord, at Tenant's sole cost and expense, a current CASp Report, prepared by a CASp approved or designated by Landlord, that evidences Tenant's compliance with Tenant's obligations under this Section 30.17.

18. [Intentionally Omitted].

19. Security. Tenant acknowledges that neither the Base Rent nor Tenant's Share of Common Area Expenses covers the cost of guard service or other security measures, and that Landlord shall have no obligation whatsoever to provide such guard service or security measures. Tenant assumes all responsibility for the protection of the Premises, Tenant, Tenant's agents, customers and invitees from the acts of third parties.

20. Exhibits. The following Exhibits are attached to this Lease and, by this reference, made a part of this Lease:

EXHIBIT "A" – Site Plan (the "**Site Plan**") of the Shopping Center. Landlord, at any time, may change the shape, size, location, number and extent of the improvements shown on **EXHIBIT "A"** and eliminate, add or relocate any improvements to any portion of the Shopping Center, and may add land to and/or withdraw land from the Shopping Center.

EXHIBIT "A-1" – Floor Plan

EXHIBIT "B" – Tenant Work Letter

EXHIBIT "B-1" – Landlord's Work

EXHIBIT "C" – [Intentionally Omitted]

EXHIBIT "D" – [Intentionally Omitted]

EXHIBIT "E" – Sign Criteria

EXHIBIT "F" – [Intentionally Omitted]

EXHIBIT "G" – Estoppel Certificate

21. No Merger. The voluntary or other surrender of this Lease by Tenant or a mutual termination thereof shall not work as a merger and shall, at the option of Landlord, either: (a) terminate all or any existing subleases, or (b) operate as an assignment to Landlord of Tenant's interest under any or all such subleases.

22. Business Day. A "business day" is Monday through Friday, excluding holidays observed by the United States Postal Service and reference to 5:00 p.m. is to the time zone of the recipient. Whenever action must be taken (including the giving of notice or the delivery of documents) under this Lease during a certain period of time (or by a particular date) that ends (or occurs) on a non-business day, then such period (or date) shall be extended until the immediately following business day.

23. **Nondisclosure of Lease Terms**. Tenant acknowledges and agrees that the terms of this Lease are confidential and constitute proprietary information of Landlord. Disclosure of the terms could adversely affect the ability of Landlord to negotiate other leases and impair Landlord's relationship with other tenants. Accordingly, Tenant agrees that Tenant, and Tenant's partners, officers, directors, shareholders, members, managers, employees, agents and attorneys, shall not intentionally and voluntarily disclose the terms and conditions of this Lease (but may otherwise disclose the existence of this Lease) to any newspaper or other publication or any other tenant or apparent prospective tenant of the Building, or real estate agent, either directly or indirectly, without the prior written consent of Landlord, provided, however, that Tenant may disclose the terms to prospective subtenants or assignees under this Lease and as required by applicable law.

24. **OFAC**. Tenant represents and warrants to Landlord that neither Tenant nor any affiliate or representative of Tenant: (i) is listed on the Specially Designated Nationals and Blocked Persons List maintained by the Office of Foreign Asset Control, Department of the Treasury ("**OFAC**") pursuant to Executive Order number 13224, 66 Federal Register 49079 (September 25, 2001) (the "**Order**"); (ii) is listed on any other list of terrorists or terrorist organizations maintained pursuant to the Order, the rules and regulations of the OFAC or any other applicable requirements contained in any enabling legislation or other executive orders in respect of the Order (the Order and such other rules, regulations, legislation or orders are collectively called the "**Orders**"); (iii) is engaged in activities prohibited in the Orders; or (iv) has been convicted, pleaded nolo contendere, indicted, arraigned or detained on charges involving money laundering or predicate crimes to money laundering.

25. **No Option**. The submission of this Lease for examination or execution by Tenant does not constitute a reservation of or option for the Premises and this Lease shall not become effective as a Lease until the final lease has been approved by any and all Mortgagee(s) and it has been executed by Landlord and delivered to Tenant.

26. **Prohibition Against Recording Lease**. Neither this Lease nor any memorandum thereof shall be recorded without the prior written consent of Landlord, such consent to be in Landlord's sole and absolute discretion. The recordation hereof by or on behalf of Tenant shall be deemed a material breach.

27. **[Intentionally Omitted]**.

28. **Waiver of Trial by Jury**. TO THE EXTENT PERMITTED BY LAW, LANDLORD AND TENANT EACH HEREBY WAIVES ANY RIGHT TO A TRIAL BY JURY IN ANY ACTION SEEKING SPECIFIC PERFORMANCE OF ANY PROVISION OF THIS LEASE, FOR DAMAGES FOR ANY BREACH UNDER THIS LEASE, OR OTHERWISE FOR ENFORCEMENT OF ANY RIGHT OR REMEDY HEREUNDER.

29. **Lender Requirements**. If, in connection with obtaining any loans including, but not limited to, a construction loan, permanent financing or refinancing for the Shopping Center, a lender shall request, in writing, reasonable modifications to this Lease as a condition to such financing, Tenant will not unreasonably withhold, delay, or defer Tenant's consent thereto, provided that such modifications do not materially increase the obligations of Tenant hereunder or materially adversely affect the leasehold interest hereby created or Tenant's rights hereunder. In the event Tenant unreasonably fails to consent to or execute any such amendment or modification, Landlord, at its option, and in addition to all other rights of Landlord by law, may cancel and terminate this Lease on thirty (30) days' written notice to Tenant.

30.30. Voluntary Execution. Landlord and Tenant each acknowledge that their execution hereof is voluntary, that they have been advised by their respective legal counsel (or had an opportunity to do so and elected not to) of all of the provisions hereof, and that, in executing this Lease, each is not relying on any inducements, promises, and representations made by the other party or his, her or its representatives except as may be expressly set forth herein.

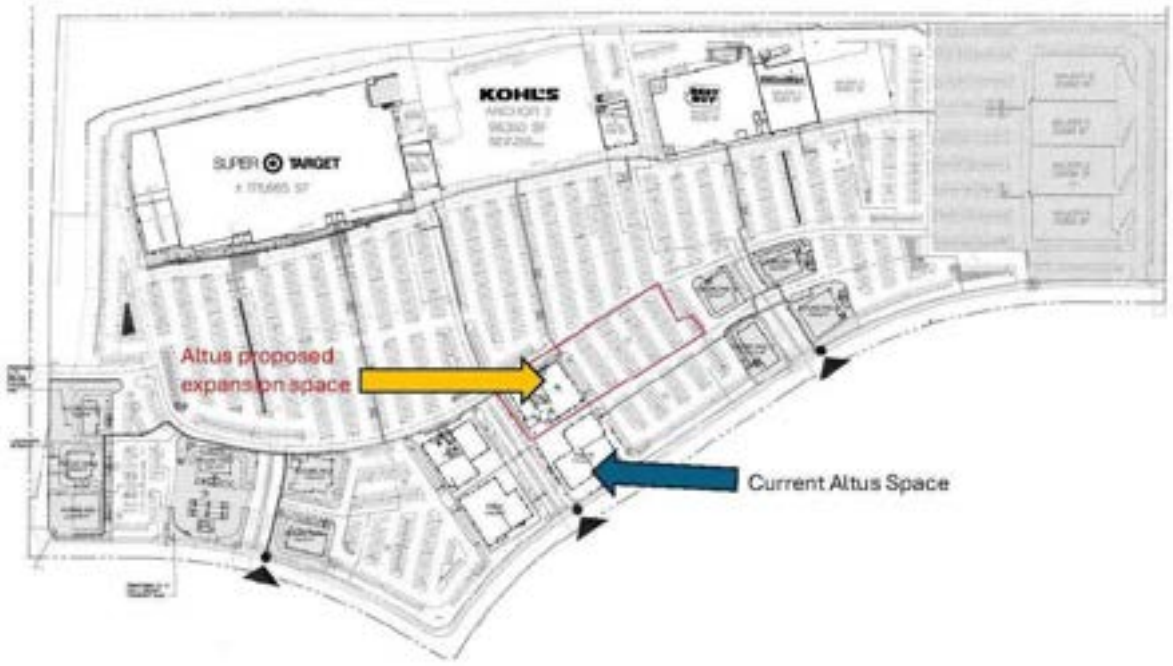
[SIGNATURES APPEAR ON THE FOLLOWING PAGE]

IN WITNESS WHEREOF, Landlord and Tenant have duly executed this Lease on the day and year first above written.

LANDLORD:	**TENANT**:
Moreno Valley Marketplace LLC, a California limited liability company By: Kami Hoss (Mar 18, 2025 05:45 PDT) Kami Hoss Title: Manager	Altus Schools Southern California, a California Non-Profit Public Corporation, dba "Audeo Valley Charter" By: DocuSigned by: Mary Searcy Bixby C27938BCA35E4CF... Name: Mary Searcy Bixby Title: Superintendent School Services and Founder By: DocuSigned by: Lynne H. Alipio 0E93E20DCFEB48A... Name: Lynne H. Alipio Title: Chief Business Officer, CFO & Founding Director

EXHIBIT "A"

SITE PLAN



THE PURPOSE OF THIS EXHIBIT IS TO SHOW THE APPROXIMATE LAYOUT AND LOCATION OF THE BUILDING, PARKING AND RELATED FACILITIES IN THE SHOPPING CENTER AND THE PREMISES. NOTHING CONTAINED IN THIS EXHIBIT SHALL BE DEEMED TO BE A WARRANTY, REPRESENTATION OR AGREEMENT ON THE PART OF THE LANDLORD THAT THE SHOPPING CENTER WILL REMAIN AS DEPICTED HEREON, OR THAT THE TENANT DEPICTED HEREON (IF ANY) ARE NOW IN OCCUPANCY OR WILL REMAIN IN OCCUPANCY AT ANY TIME DURING THE LEASE TERM. THE LANDLORD RESERVES THE RIGHT TO MAKE CHANGES IN AND TO THE SHOPPING CENTER AS SET FORTH IN THIS LEASE.

EXHIBIT "A-1"

FLOOR PLAN

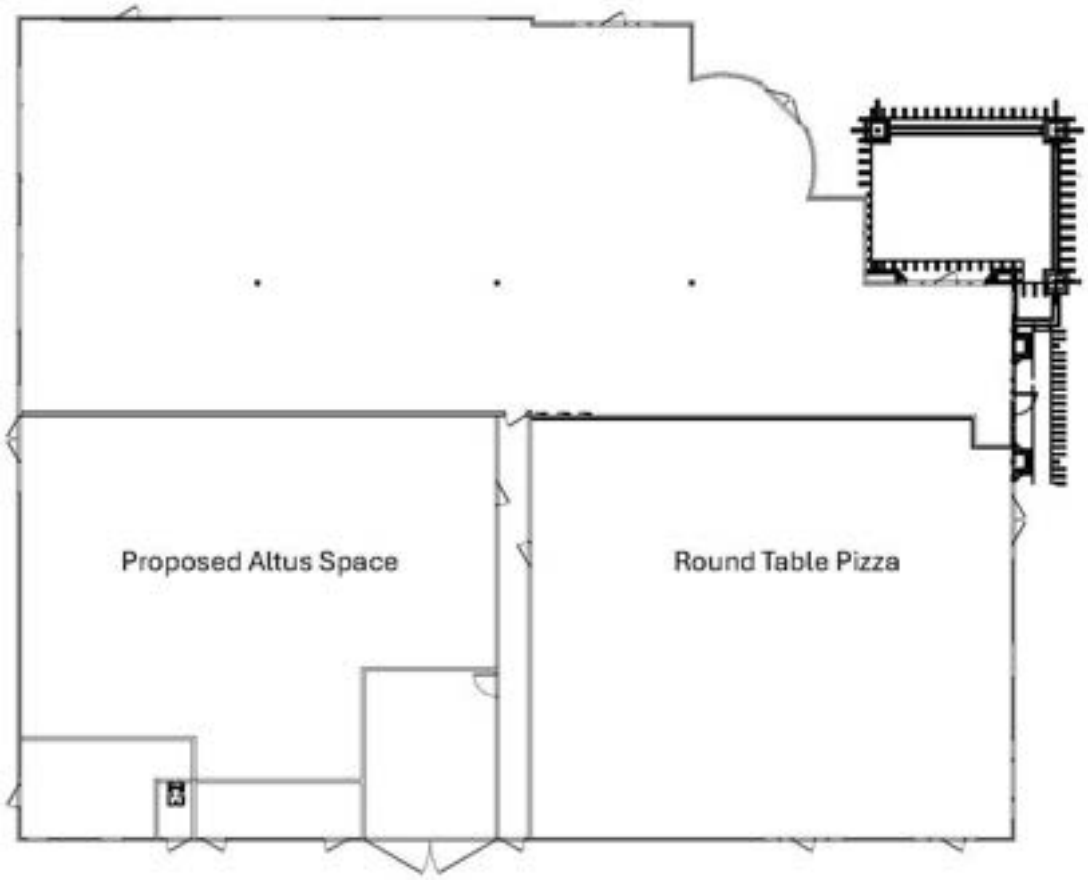


EXHIBIT "B"

TENANT WORK LETTER

1. TENANT'S WORK – GENERAL CRITERIA

2. Tenant's Work. Except for the completion of Landlord's Work as described in Exhibit B-1, Tenant shall construct all alterations and improvements within the Premises and install all necessary furniture, fixtures and equipment necessary for the Permitted Use ("**Tenant's Work**") subject to the terms of the Lease (including without limitation Section 10.3 thereof) and this Exhibit B.

3. DRAWINGS AND CITY SUBMITTALS

4. Drawings. Within thirty (30) days after the Effective Date, Tenant shall prepare its preliminary design drawings and specifications for Tenant's Work ("**Preliminary Drawings**") in accordance with this Exhibit B, and such other criteria as Landlord may from time to time furnish to Tenant. The Preliminary Drawings shall be subject to the advance written approval by Landlord in its reasonable discretion. Tenant's final drawings and specifications for Tenant's Work as approved for construction by Landlord, in its reasonable discretion, and all applicable governmental entities are herein referred to as the "**Final Drawings**". The Preliminary Drawings and Final Drawings are sometimes referred to as the "**Drawings**".

5. Drawing Requirements. Tenant shall, at its sole expense, utilize the services of an architect and, as required, engineers to prepare all Drawings. All Drawings shall be submitted to Landlord for approval in electronic AutoCAD format. The Drawings shall be prepared by a licensed architect and shall include interior floor plans, interior elevations, reflected ceiling plan(s) and storefront elevations.

6. Drawing Review and Approval. Landlord shall use reasonable efforts to send notification to Tenant that it approves or disapproves of the Drawings, which approval shall not be unreasonably withheld, no later than fifteen (15) days after receipt thereof. If Landlord disapproves of the Drawings, Tenant shall, within five (5) days after receipt of Landlord's comments, send Landlord revised Drawings addressing Landlord's comments. This procedure shall be repeated until Landlord has approved the Drawings. Landlord may give approval "as noted" in which event the changes noted by Landlord shall be deemed incorporated into the Drawings; provided, if Tenant notifies Landlord within five days thereafter that it does not accept said changes the Drawings shall be deemed disapproved on account of the absence of the changes Landlord had requested. The approval by Landlord or Landlord's representative of any Drawings shall not constitute a warranty, representation or certification by Landlord or Landlord's representative, as applicable, that the Drawings are accurate, sufficient, efficient or in compliance with insurance requirements, or any Laws, the responsibility for which belongs solely to Tenant.

7. Permit Submittals. Within ten (10) days after Landlord's approval of the Preliminary Drawings, Tenant shall submit the approved Preliminary Drawings to the City for the Permits and shall, within five days thereafter, provide Landlord a copy of the intake receipt from the City. Tenant shall furnish any additional information that may be required by the City or others as applicable, at Tenant's cost. All changes to the Preliminary Drawings requested by the City or such other governmental agency shall be subject to Landlord's written approval as provided in Section 2.3 above. Tenant shall pick up its Permits within five days after the City notifies Tenant that the Permits are ready to issue.

3. CONSTRUCTION OF TENANT'S WORK

1. Pre-Construction Meeting. A representative of Tenant shall meet with Landlord or Landlord's representative prior to the commencement of Tenant's Work to discuss construction-related items, and Tenant's representative shall contact Landlord in advance to schedule said meeting at a mutually agreeable time.

2. Construction Submittal Requirements. Prior to commencement of any Tenant's Work at the Premises, Tenant shall furnish Landlord the following: (a) the names, addresses, license numbers and telephone numbers of the general contractor and architect, and if applicable, all subcontractors Tenant intends to or has hired for Tenant's Work (together, "**Tenant's Contractors**") and the amount of the general contract and each subcontract; (b) if applicable, a copy of the executed contract between Tenant and Tenant's general contractor covering all of Tenant's obligations under this Exhibit B, which contract shall be in form satisfactory to Landlord; (c) certificates of insurance evidencing the insurance required of Tenant and Tenant's Contractors as provided in the Lease and this Exhibit B; (d) a copy of all Permits required for construction; (f) a detailed construction schedule; and (g) a detailed construction budget.

3. Construction Utilities. If Tenant requires water or other utility services during construction of Tenant's Work, then Tenant shall request the same of Landlord, which request shall be subject to Landlord's approval in its reasonable discretion. If Landlord agrees to furnish any such utilities, then Tenant shall reimburse Landlord for the cost thereof as Additional Rent.

4. Construction Trash Removal. Tenant shall furnish its own trash containers at its cost and shall maintain such containers at a location designated by Landlord in its reasonable discretion. Tenant shall provide trash removal service at Tenant's own cost from the pick-up areas unless Landlord elects to provide the trash removal service, in which case the cost thereof shall be payable Tenant as Additional Rent. Tenant shall not permit trash to accumulate within the Premises or in the corridor or Common Areas adjacent to the Premises and shall break down all boxes each day.

5. Landlord's Inspection. Upon completion of Tenant's Work, Tenant shall notify Landlord of the same in writing and provide Landlord with a certificate from Tenant's contractor stating that all of Tenant's Work has been performed in compliance with the Final Drawings, the Lease and this Exhibit B. In the event of any dispute as to work performed or required to be performed by Landlord or Tenant pursuant to this Exhibit B, the certificate of Landlord's architect or engineer shall be conclusive. Landlord or Landlord's representative shall have the right at any time to inspect the Premises to determine if Tenant's Work has been constructed in accordance with the Final Drawings, this Work Letter and the Lease. Tenant shall repair any noncompliance with the Final Drawings, Work Letter or Lease identified by Landlord in its reasonable discretion at Tenant's sole cost. Tenant shall furnish Landlord a copy of a certificate of occupancy for the Premises (or its equivalent) and any other Permit before it opens for business.

6. Delays. It is understood and agreed that Tenant's Contractors shall perform Tenant's Work in a manner and at times that does not impede or delay Landlord's completion of Landlord's Work and/or Landlord's operation of the Building and/or the Shopping Center. The Rent Commencement Date shall not be extended because Tenant is unable to substantially complete Tenant's Work by the Rent Commencement Date for any reason or no reason at all.

7. Tenant's Contractors' Insurance. Tenant shall cause Tenant's Contractors to maintain during the construction period the following insurance: (i) commercial general liability insurance,

including coverage for contractual liability, with limits of not less than $2,000,000 per occurrence (the portion of such coverage over $1,000,000 may be provided under an umbrella or excess liability policy) and not less than $2,000,000 in the annual aggregate, for personal injury, bodily injury or death or property damage or destruction, arising out of or relating to the contractor's work at or in connection with the Premises and completed operations for one (1) year following job completion and shall provide for a waiver of subrogation by the insurance company; (ii) workers' compensation insurance with respect to each contractor's workers at the site or involved in Tenant's Work in the amount required by statute; (iii) employer's liability insurance in the amounts of at least $1,000,000 per accident, $1,000,000 for disease each employee, and $1,000,000 disease policy limit; (iv) comprehensive automobile liability insurance covering all owned hired or non-owned vehicles, including the loading and unloading thereof, with limits of not less than $2,000,000 combined single limit for bodily injury and property damage and shall provide for a waiver of subrogation by the insurance company; (v) builder's risk property insurance upon the entire Tenant's Work to be full replacement cost value thereof; (vi) with respect to any design, architectural, engineering, surveying or other consultant services, professional liability insurance in the amount of at least $1,000,000 per occurrence; (vii) with respect to any asbestos removal, hazardous waste disposal (EPA No. required), exterior painting, landscaping services (including new, removal or replacement of landscaping), chemical cleaning, inspections or other similar work or services, pollution/environmental liability in the amount of at least $5,000,000 per occurrence; (viii) with respect to any interior carpentry, lighting repair, carpet cleaning, office machine installation, or other interior work, employee dishonesty insurance in the amount of at least $500,000 per occurrence; (ix) with respect to any pest control services, pesticide/herbicide applicator coverage in the amount of at least $5,000,000 per occurrence; and (x) umbrella or excess liability policy(ies) in the amount of at least $5,000,000 per occurrence and at least $5,000,000 in the annual aggregate. Landlord and such other parties designated by Landlord shall be additional insureds under clauses (i) and (iv) above. All insurance required hereunder shall be provided by responsible insurers rated at least A and VIII in the then current edition of Best's Key Rating Insurance Guide and shall be licensed in the State in which the Building is located. All insurance policy(ies) required under this Section 3.7 shall contain a provision that such policy and the coverage evidenced thereby shall be primary and non-contributing with respect to any policies carried by Landlord or other additional insureds and that any coverage carried by Landlord or other additional insureds shall be excess insurance. Tenant shall provide or cause Tenant's Contractors to provide such certificates prior to Tenant's Work being performed. Such certificates shall state that the coverage may not be changed or canceled without at least thirty (30) days' prior written notice to Landlord.

4. CONSTRUCTION ALLOWANCE

1. Requirements for Payment. Landlord shall pay to Tenant the Construction Allowance as provided in this Section 4, provided that in no event shall the Construction Allowance paid to Tenant exceed the actual costs of Tenant's Work (including space planning and Drawing preparation costs). Notwithstanding anything to the contrary herein or in the Lease, in no event shall any portion of the Construction Allowance be used for the cost of acquiring and/or installing any fixtures, trade fixtures, furniture or equipment of Tenant. The Construction Allowance shall be paid to Tenant within sixty (60) days after Landlord has received the following: (a) copies of all Permits, including a certificate of occupancy (or its equivalent); (b) an affidavit from Tenant certifying that Tenant has performed all of Tenant's Work in accordance with the Final Drawings, the Lease and this Exhibit B, including, but not limited to, the completion of all punch-list items; (c) an affidavit from Tenant listing all Tenant's Contractors whom Tenant has contracted with in connection with Tenant's Work, together with the cost of each applicable contract; (d) an affidavit from Tenant's general contractor (if applicable) listing all other Tenant's Contractor whom the

general contractor has contracted with in connection with Tenant's Work, together with the cost of each applicable contract; (e) a written representation from Tenant that all bills for labor and materials for Tenant's Work have been paid (with invoices or other back-up confirming all costs incurred by Tenant); (f) original, valid, unconditional mechanic's lien releases from Tenant's Contractors and suppliers covering all of Tenant's Work and such other evidence as Landlord may reasonably request to evidence that no liens can arise from Tenant's Work; (g) all electronic files in both AutoCAD and PDF formats; (h) Tenant shall not be in Default under the Lease beyond any applicable cure period (and Landlord reserves the right to withhold payment of any portion of the Construction Allowance should any event(s) leading to a Default remain unresolved); (i) the execution by Tenant of an estoppel certificate stating that Tenant reserves no rights for claims, offsets, or back-charges related to Tenant's Work or the Lease; (j) all certificates of insurance required under the Lease; (k) a completed Form W-9; (l) all approved storefront signage has been installed on the Premises; (m) Tenant has opened its business in the Premises to the public as and when required under the Lease; and (n) such other documents as may be reasonably required by Landlord, its mortgagee(s) or its title company.

2. Construction Allowance Withholding. Any Rent and any cost of Tenant's Work that remains unpaid at the time the Construction Allowance is otherwise payable shall be deducted from any Construction Allowance payment to Tenant, and Landlord may hold any portion of the Construction Allowance as security against any liens arising from Tenant's Work. Landlord may, but shall not be obligated to, pay any such unpaid costs on behalf of Tenant, in which event, Tenant shall pay to Landlord such amounts, plus an administrative fee of fifteen percent (15%) of the cost thereof, as Additional Rent.

3. Forfeiture of Construction Allowance. Tenant agrees that any portion of the Construction Allowance that remains undisbursed one hundred eighty (180) days after the Commencement Date shall be deemed forfeited by Tenant, and thereafter, Landlord shall have no further obligation to distribute the Construction Allowance to Tenant, and Tenant shall have no further rights to such Construction Allowance. Landlord shall have no obligation to notify Tenant if any portion of the Construction Allowance remains unpaid prior to the expiration of such one hundred eighty (180) day period.

EXHIBIT "B-1"

LANDLORD'S WORK

Landlord shall cause the following Landlord's Work to be performed per Landlord's specifications using Project-standard materials and finishes:

Landlord shall deliver space to tenant in a “vanilla shell/white box” condition. (which shall be limited to installing 2 ADA restrooms, new HVAC 1 ton per 300 square feet distributed to space, walls ready to be painted).

EXHIBIT "C"

[INTENTIONALLY OMITTED]

EXHIBIT "D"

[INTENTIONALLY OMITTED]

EXHIBIT "E"

SIGN CRITERIA

[see attached]

EXHIBIT "F"

[INTENTIONALLY OMITTED]

EXHIBIT "G"

ESTOPPEL CERTIFICATE

The undersigned ("**Tenant**") hereby certifies to Moreno Valley Marketplace LLC, a California limited liability company ("**Landlord**"), and _____ as follows:

1. Attached hereto is a true, correct and complete copy of that certain Shopping Center Lease dated _____between Landlord and Tenant (the "**Lease**"), which demises Premises which are located at _____ _____, Suite _____, Moreno Valley, California, _____. The Lease is now in full force and effect and has not been amended, modified or supplemented, except as set forth in Section 6 below.

2. The term of the Lease commenced on _____.

3. The term of the Lease is currently scheduled to expire on _____.

4. Tenant has no option to renew or extend the Term of the Lease except: _____ (_____) _____ (____)-year options to renew.

5. Tenant has no preferential right or option to purchase the Premises or any portion of the Building or the Shopping Center upon which the Premises are located, and Tenant has no rights or options to expand into other space in the Building except: _____ _____.

6. The Lease has: (*Initial One*)

( ) not been amended, modified, supplemented, extended, renewed or assigned.

( ) been amended, modified, supplemented, extended, renewed or assigned by the following described agreements, copies of which are attached hereto: _____.

7. Tenant has accepted and is now in possession of the Premises and has not sublet, assigned or encumbered the Lease, the Premises or any portion thereof except as follows: _____.

8. The current Base Rent is $_____.

9. Tenant's Monthly Common Area Expense charge currently payable by Tenant is $_____per month.

10. The amount of security deposit (if any) is $_____. No other security deposits have been made.

11. All rental payments payable by Tenant have been paid in full as of the date hereof. No rent under the Lease has been paid for more than thirty (30) days in advance of its due date.

12. All work required to be performed by Landlord under the Lease has been completed and has been accepted by Tenant, and all tenant improvement allowances have been paid in full, except as follows: _____
_____.

13. As of the date hereof, there are no defaults on the part of Landlord or Tenant under the Lease, except as follows: _____
_____.

14. Tenant has no defense as to its obligations under the Lease and claims no set-off or counterclaim against Landlord.

15. Tenant has no right to any concession (rental or otherwise) or similar compensation in connection with renting the space it occupies, except as expressly provided in the Lease.

16. All insurance required of Tenant under the Lease has been provided by Tenant and all premiums have been paid.

17. There has not been filed by or against Tenant a petition in bankruptcy, voluntary or otherwise, any assignment for the benefit of creditors, any petition seeking reorganization or arrangement under the bankruptcy laws of the United States or any state thereof, or any other action brought pursuant to such bankruptcy laws with respect to Tenant.

18. Tenant pays rent due Landlord under the Lease to Landlord and does not have any knowledge of any other person who has any right to such rents by collateral assignment or otherwise.

Dated: _____

TENANT:

_____

By: _____
_____

Title: _____

LEASE

MIRUS SECONDARY SCHOOL

TRADE NAME

ALTUS SCHOOLS SOUTHERN CALIFORNIA

TENANT

E168 and E169

UNIT NUMBER

THE SHOPS AT PALM DESERT

ARTICLE I 4
GRANT AND TERM 4
SECTION 1.01 CONDITIONS OF GRANT. 4
SECTION 1.02 TERM. 4
SECTION 1.03 [RESERVED]. 4
ARTICLE II 4
RENTAL 4
SECTION 2.01 MINIMUM ANNUAL RENTAL. 4
SECTION 2.02 [RESERVED]. 5
SECTION 2.03 [RESERVED]. 5
SECTION 2.04 ADDITIONAL RENT. 5
SECTION 2.05 TENANT'S TAX OBLIGATION. 5
SECTION 2.06 TRASH REMOVAL CHARGE. 6
SECTION 2.07 [RESERVED]. 6
SECTION 2.08 LATE CHARGE. 6
SECTION 2.09 TENANT'S PAYMENT OBLIGATIONS. 7
ARTICLE III 7
[RESERVED]. 7
ARTICLE IV 7
[RESERVED]. 7
ARTICLE V 7
CONSTRUCTION OF PREMISES. 7
SECTION 5.01 CONSTRUCTION OF PREMISES. 7
SECTION 5.02 CERTIFICATE OF OCCUPANCY 8
SECTION 5.03 CONDITION OF PREMISES. 8
ARTICLE VI 9
ALTERATIONS, CHANGES AND ADDITIONS 9
SECTION 6.01 ALTERATIONS BY TENANT. 9
SECTION 6.02 REMOVAL BY TENANT. 9
SECTION 6.03 CHANGES AND ADDITIONS. 10
SECTION 6.04 [RESERVED]. 10
ARTICLE VII 10
CONDUCT OF BUSINESS BY TENANT 10
SECTION 7.01 PERMITTED USE, EXCLUSIVE USE AND TERMINATION. 10

SECTION 7.02 OPERATION OF BUSINESS. 11
SECTION 7.03 HAZARDOUS MATERIALS. 12
SECTION 7.04 RADIUS. 15
COMMON AREAS 16
SECTION 7.05 OPERATION AND MAINTENANCE OF COMMON AREAS. 16
SECTION 7.06 USE OF COMMON AREAS. 16
SECTION 7.07 [RESERVED] 17
ARTICLE VIII 17
SIGNS 17
SECTION 8.01 TENANT'S SIGNS. 17
ARTICLE IX 18
MAINTENANCE OF PREMISES 18
SECTION 9.01 LANDLORD'S OBLIGATIONS FOR MAINTENANCE. 18
SECTION 9.02 TENANT'S OBLIGATIONS FOR MAINTENANCE. 18
ARTICLE X 19
INSURANCE AND INDEMNITY 19
SECTION 10.01 TENANT'S INSURANCE. 19
SECTION 10.02 LANDLORD'S INSURANCE. 21
SECTION 10.03 COVENANT TO HOLD HARMLESS. 22
SECTION 10.04 WAIVER OF RIGHT OF RECOVERY. 22
ARTICLE XI 23
UTILITIES 23
SECTION 11.01 UTILITY CHARGES. 23
ARTICLE XII 24
ESTOPPEL STATEMENT, ATTORNMENT AND SUBORDINATION 24
SECTION 12.01 ESTOPPEL STATEMENT. 24
SECTION 12.02 ATTORNMENT. 25
SECTION 12.03 SUBORDINATION. 25
SECTION 12.04 REMEDIES. 26
SECTION 12.05 NOTICE TO MORTGAGEE, BENEFICIARY OR GROUND LESSOR. 26
ARTICLE XIII 26
ASSIGNMENT AND SUBLETTING 26
SECTION 13.01 RESTRICTIONS ON TRANSFER. 26
SECTION 13.02 PROCEDURE FOR TRANSFER. 27

SECTION 13.03 TRANSFER RENT ADJUSTMENT. 29
SECTION 13.04 REQUIRED DOCUMENTS AND FEES. 29
SECTION 13.05 TRANSFER OF STOCK OR PARTNERSHIP INTEREST. 29
SECTION 13.06 ASSIGNMENT AND SUBLEASE RENTALS. 29
ARTICLE XIV 30
WASTE OR NUISANCE 30
SECTION 14.01 WASTE OR NUISANCE. 30
ARTICLE XV 31
TRADE NAME; PROMOTIONAL PROGRAM 31
SECTION 15.01 TRADE NAME. 31
SECTION 15.02 PROMOTIONAL PROGRAM. 31
ARTICLE XVI 32
DAMAGE AND DESTRUCTION 32
SECTION 16.01 RECONSTRUCTION OF DAMAGED PREMISES. 32
SECTION 16.02 LANDLORD'S OPTION TO TERMINATE LEASE. 33
ARTICLE XVII EMINENT DOMAIN 33
SECTION 17.01 TOTAL CONDEMNATION OF PREMISES. 33
SECTION 17.02 PARTIAL CONDEMNATION. 33
SECTION 17.03 LANDLORD AND TENANT DAMAGES. 34
ARTICLE XVIII DEFAULT 35
SECTION 18.01 RIGHTS UPON DEFAULT. 35
ARTICLE XIX BANKRUPTCY OR INSOLVENCY 37
SECTION 19.01 TENANT'S INTEREST NOT TRANSFERABLE. 37
SECTION 19.02 TERMINATION. 37
SECTION 19.03 TENANT'S OBLIGATION TO AVOID CREDITORS' PROCEEDINGS. 38
SECTION 19.04 ELECTION TO ASSUME LEASE. 38
SECTION 19.05 SUBSEQUENT BANKRUPTCY. 39
SECTION 19.06 ASSIGNMENT. 39
SECTION 19.07 OCCUPANCY CHARGES. 39
SECTION 19.08 CONSENT. 39
SECTION 19.09 ATTORNEY FEES. 39
SECTION 19.10 OTHER LAWS. 40
ARTICLE XX ACCESS BY LANDLORD 40
SECTION 20.01 RIGHT OF ENTRY. 40

ARTICLE XXI TENANT'S PROPERTY 40
SECTION 21.01 TAXES ON TENANT'S PROPERTY. 40
SECTION 21.02 LOSS AND DAMAGE. 41
SECTION 21.03 NOTICE BY TENANT. 41
ARTICLE XXII HOLDING OVER 41
SECTION 22.01 HOLDING OVER 41
SECTION 22.02 SUCCESSORS. 42
ARTICLE XXIII RULES AND REGULATIONS 42
SECTION 23.01 RULES AND REGULATIONS. 42
ARTICLE XXIV QUIET ENJOYMENT 42
SECTION 24.01 LANDLORD'S COVENANT. 42
ARTICLE XXV SECURITY DEPOSIT 42
SECTION 25.01 DEPOSIT. 42
ARTICLE XXVI MISCELLANEOUS 43
SECTION 26.01 WAIVER; ELECTION OF REMEDIES. 43
SECTION 26.02 ENTIRE AGREEMENT. 44
SECTION 26.03 INTERPRETATION; USE OF PRONOUNS; AUTHORITY. 44
SECTION 26.04 DELAYS; FORCE MAJEURE. 44
SECTION 26.05 NOTICES. 45
SECTION 26.06 CAPTIONS AND SECTION NUMBERS. 45
SECTION 26.07 BROKER'S COMMISSION. 46
SECTION 26.08 RECORDING. 46
SECTION 26.09 FURNISHING OF FINANCIAL STATEMENTS. 46
SECTION 26.10 WAIVER OF COUNTERCLAIM OR DEFENSES IN ACTION FOR POSSESSION. 46
SECTION 26.11 TRANSFER OF LANDLORD'S INTEREST. 46
SECTION 26.12 FLOOR AREA. 47
SECTION 26.13 INTEREST ON PAST DUE OBLIGATIONS. 47
SECTION 26.14 LIABILITY OF LANDLORD. 47
SECTION 26.15 ACCORD AND SATISFACTION. 48
SECTION 26.16 EXECUTION OF LEASE; NO OPTION. 48
SECTION 26.17 GOVERNING LAW. 48
SECTION 26.18 SPECIFIC PERFORMANCE OF LANDLORD'S RIGHTS. 48
SECTION 26.19 SURVIVAL OF TENANT'S OBLIGATIONS. 48
SECTION 26.20 CERTAIN RULES OF CONSTRUCTION. 48

SECTION 26.21 CONFIDENTIALITY. 49
SECTION 26.22 ATTORNEY FEES. 49
SECTION 26.23 INDEX. 50
SECTION 26.24 JUDICIAL REFERENCE. 51
SECTION 26.25 MORTGAGEE CHANGES. 51
SECTION 26.26 REAL ESTATE INVESTMENT TRUST. 51

Type text he

THE SHOPS AT PALM DESERT

City of Palm Desert
State of California

THIS LEASE is made as of this 31st day of August, 2023, by and between MARK ZETTL, not individually, but solely in his capacity as Court-appointed Receiver ("Receiver" and/or "Landlord") pursuant to that certain Stipulated Order regarding Substitution of Mark Zettl as Receiver in place of Gregory T. Maloney, dated January 26, 2023 ("Stipulated Order"), in the matter entitled Wells Fargo Bank, etc.*et al.* v. WEA Palm Desert, Case No. CVPS2103472 in the Superior Court of the State of California for the County of Riverside ("State Court Action") by and through its agent, Jones Lang LaSalle Americas, Inc. ("Agent" or "JLL") and ALTUS SCHOOLS SOUTHERN CALIFORNIA a California nonprofit corporation d/b/a Mirus Secondary School ("Tenant") whose address is 10170 Huennekens Street, San Diego, California 92101. Hereinafter, any reference to Receiver and/or Landlord means and applies to Receiver and/or Landlord and Agent in its capacity as agent for Receiver and/or Landlord.

Landlord, in consideration of the rent to be paid and the covenants to be performed by Tenant, does hereby, subject to the provisions of this Lease, demise and lease unto Tenant, and Tenant hereby rents and hires from Landlord, those certain premises located at 72810 & 72840 Highway 111 and 44430 and 27 44480 Town Center Way, Palm Desert, California 92260, Unit Nos. E168 and E169, being approximately 4,287 aggregate square feet (the Premises") which is in and part of the development commonly known as "**THE SHOPS AT PALM DESERT**" (the "Development" and/or "Shopping Center").

DATA SHEET

The following references furnish data to be incorporated in the specified sections of this Lease and shall be construed as if set forth in this Lease:

(1) **Section 1.02: Term:**

Date of Possession: Upon execution of this Lease or August 31, 2023, whichever occurs first. Tenant to execute Lease no later than August 31, 2023.

Rental Commencement Date: August 1, 2024.

Expiration Date of Term: July 31, 2031.

(2) **Section 2.01: Minimum Annual Rental:**

August 1, 2024 through July 31, 2026: Minimum annual rent shall be $87,883.50.

August 1, 2026 through July 31, 2027: Minimum annual rent shall be $89,641.17.

August 1, 2027 through July 31, 2028: Minimum annual rent shall be $91,441.71.

August 1, 2028 through July 31, 2029: Minimum annual rent shall be $93,242.25.

August 1, 2029 through July 31, 2030: Minimum annual rent shall be $95,128.53.

August 1, 2030 through July 31, 2031: Minimum annual rent shall be $97,014.81.

(3) **Section 2.02: Percentage Rental:**

Percentage Rental Rate: None

(4) **Section 2.03: [Reserved].**

(5) **Address for Rental Payments: Payee:** WEA Palm Desert LLC, PO Box 742257, Los Angeles, CA 90074-2257

(6) **Section 2.05: Trash Removal Charge:** Billed and paid directly by Tenant.

(7) **Section 6.01: Alterations by Tenant:** Tenant to take space in "AS IS" condition. Tenant shall perform a remodel of the Premises with new paint, carpet/tile and signage. Tenant shall repair any broken tiles and fixtures and perform general tenant improvements, including, in accordance with Article VI hereof, including, but not limited to, a new open space design with perimeter offices, new ceilings and new restrooms that are compliant with the Americans with Disabilities Act ("ADA"). All such improvements shall be approved in writing in advance by Landlord and shall be coordinated with Landlord's tenant coordinator and completed prior to the opening of the Premises for business which shall be on or before August 1, 2024.

(8) **Section 7.01: Permitted Use:** The exclusive rights, within the Shopping Center, for the use of a charter school serving students in grades 6 through 12. The Premises will be occupied and used only as a charter school that operates an independent study program and/or non-classroom based educational program and will be used as a tutoring and resource center, all associated uses and ancillary services, and for no other use or purpose whatsoever. Tenant shall have use of the Premises and access to the Premises twenty-four (24) hours a day, seven (7) days a week.

(9) **Section 16.01: Trade Name: MIRUS SECONDARY SCHOOL**

(10) **Section 16.02: [Reserved].**

(11) **Section 26.01: Security Deposit:** None.

(12) **Section 27.05: Legal Notice Address:**

Received:

Mark Zettl, Landlord – Palm Desert
c/o Jones Lang LaSalle Americas, Inc.
6365 Halcyon Way, Ste. 970

Tenant: None to the Premises instead to:

Altus Schools Southern California
10170 Huennekens Street
San Diego, California 92121
Attention: Lynne H. Alipio
Email: lalipio@altusschools.net

Alpharetta, GA 30005
Attention: Marcy Rende

Billing Address:
Altus Schools Southern California
10170 Huennekens Street
San Diego, California 92121
Attention: Lynne H. Alipio
Email: lalipio@altusschools.net

(13) **[Reserved]**

EXHIBITS

The following exhibits are attached hereto, and such exhibits, and documents prepared pursuant thereto, shall be deemed to be a part hereof:

EXHIBIT "A" .....ADDITIONAL INSURED ENTITIES
EXHIBIT "B" .....REPAIRS AND IMPROVEMENTS OF PREMISES

ARTICLE I

GRANT AND TERM

SECTION 1.01 CONDITIONS OF GRANT. The exterior walls, the floor above, the roof and the area beneath the Premises are not demised hereunder, and the use thereof, together with the right to locate, both vertically and horizontally, install, maintain, use, repair and replace pipes, utility lines, ducts, conduits, flues, refrigerant lines, drains, sprinkler mains and valves, access panels, wires and structural elements leading through the Premises serving other parts of the Development is hereby reserved unto Landlord. Landlord agrees to use reasonable efforts to locate any such items in locations that do not materially interfere with Tenant's use of the Premises.

SECTION 1.02 TERM. The "Term" of this Lease shall commence on the date (the "Commencement Date") of the execution of this Lease by Landlord and Tenant, and in no event later than August 31, 2023. Tenant's obligation for payment of Minimum Annual Rental and Additional Charges shall commence upon the date (the "Rental Commencement Date") that is August 1, 2024. Any occupancy of the Premises by Tenant following the Commencement Date and prior to the Rental Commencement Date shall be subject to all terms and conditions of this Lease other than payment of Rent. The Term of this Lease shall end on the expiration date set forth in the Data Sheet, unless sooner terminated in accordance with this Lease. Unless otherwise approved in writing by Landlord, Tenant shall open for business in the Premises to the public (with improvements pursuant to Exhibit B hereto completed and the Premises fully fixtured, stocked and staffed, with Tenant prepared to engage in services as provided pursuant to Article VII) by the Rental Commencement Date. For the purposes of this Lease, the first lease year shall be the period commencing on the Rental Commencement Date and ending on July 31 next following; after the first lease year, the term "lease year" shall mean a fiscal year of twelve (12) consecutive calendar months ending on July 31 of each calendar year.

SECTION 1.03 [RESERVED].

ARTICLE II

RENTAL

SECTION 2.01 MINIMUM ANNUAL RENTAL.

(a) From and after the Rental Commencement Date, Tenant shall pay to Landlord as the "Minimum Annual Rental" the sum set forth in the Data Sheet for each lease year during the Term in equal consecutive monthly installments in advance on or before the first day of each month, without prior demand or notice. Minimum Annual Rental, Additional Charges and all other sums payable to Landlord pursuant to this Lease shall be paid to Landlord in currency of the United States or other customary commercial manner at the address set forth in the Data Sheet under "Address for Rental Payments," or such other place as Landlord may designate, without any deductions or offsets whatsoever.

(b) Should the Rental Commencement Date occur on a day other than the first day of a calendar month, then the Minimum Annual Rental for such fractional month shall be one three hundred sixty-fifth ($1/365^{th}$) of the Minimum Annual Rental multiplied by the number of days

remaining in the month. Should any lease year contain less than twelve (12) calendar months, said Minimum Annual Rental shall be prorated.

SECTION 2.02 [RESERVED].

SECTION 2.03 [RESERVED].

SECTION 2.04 ADDITIONAL RENT.

In addition to Minimum Annual Rental , Tenant shall pay, as "Additional Rent" to Landlord, under this Lease, on the same date the Minimum Annual Rents is due, Additional Rent, as follows:

Charge Type	Start Date	End Date	Annual	Monthly	Annual PSF
HVAC Charge Fixed	08/01/2024	07/31/2031	$25,207.56	$2,100.63	$5.88
Water Charge Fixed	08/01/2024	07/31/2031	$500.00	$41.67	$0.12
Sprinkler/Fire Charge	08/01/2024	07/31/2031	$420.00	$35.00	$0.10

If such amounts or charges are not paid at the time and in the manner as provided in this Lease, they shall nevertheless be collectible as Additional Rent with the next installment of Minimum Annual Rental thereafter falling due, but nothing herein contained shall be deemed to suspend or delay the payment of any amount of money or charge at the time the same becomes due and payable hereunder or to limit any other remedy of Landlord. All amounts of Minimum Annual Rental and Additional Rent (also collectively referred to in this Lease as "Rental") payable in a given month shall be deemed to comprise a single rental obligation of Tenant to Landlord.

Tenant shall be responsible for its own electric, metered at Tenant’s expense and trash removal.

SECTION 2.05 TENANT'S TAX OBLIGATION.

(a) Commencing with the Rental Commencement Date, and continuing for the balance of the Term, Tenant shall not be required to pay a Tax charge.

(1) NONPROFIT PUBLIC CORPORATE STATUS: The parties acknowledge that Tenant is a 501 C (3) Nonprofit Public Corporation recognized by the Internal Revenue Service and the California Franchise Tax Board which may provide Landlord with an abatement commensurate with the percentage of occupancy of space in the Shopping Center by Tenant. Tenant shall fill out the form required by the County Tax assess annually and submit the form directly to the County Tax Assessor for property tax exemption. The County Tax Assessor shall

remit the property tax reimbursement directly to the Landlord. In the event that Landlord is rebated a portion of the property taxes or payable directly as a result of Tenant's status as a nonprofit entity, the amount of any such rebate shall be credited or turned over to tenant.

SECTION 2.06 TRASH REMOVAL CHARGE.

Tenant, at Tenant's expense, shall at all times keep the Premises (including, without limitation, the service areas adjacent to the Premises, display windows and signs) orderly, neat, safe, clean and free from rubbish and dirt, and shall store all trash and other solid waste within the Premises or in such areas as may be designated by Landlord for such storage. Tenant shall not bum any trash or garbage at any time in or about the Development. Landlord may direct the use of solid waste disposal contractors at such intervals as Landlord may require. Tenant shall be solely responsible for and shall promptly pay, in a manner and at the place provided in this Lease, all fees and charges for trash removal required to properly service the Premises irrespective of whether such charges are initially paid in advance by Landlord, or otherwise. Landlord, at its sole option, may elect to furnish any or all services required for trash removal from the Premises, the cost of which will be, at Landlord's election, either (1) paid as Additional Rent to Landlord (which payment shall include a fifteen percent (15%) administrative fee to Landlord), each calendar month during the Term of this Lease in the manner specified in Section 2.01 for the payment of Minimum Annual Rental, based upon Landlord's allocation thereof amongst Shopping Center occupants determined in its sole and absolute discretion, or (ii) included in Operating Costs and Expenses paid by Tenant pursuant to this Lease.

At any time during the Term hereof, Landlord may, upon thirty (30) days' prior written notice to Tenant, discontinue furnishing trash removal services to the Premises without thereby affecting this Lease in any manner or otherwise incurring any liability to Landlord except that Landlord will no longer be required to furnish trash removal services to the Premises. If Landlord does not provide such services, Tenant shall arrange for the regular pickup of all trash, garbage and other solid waste.

SECTION 2.07 [RESERVED].

SECTION 2.08 LATE CHARGE.

Unless specifically stated otherwise in this Lease, all Rental or other charges required to be paid by Tenant pursuant to this Lease shall be due and payable ten (10) days after demand, without any notice from Landlord and without any deductions or offsets whatsoever. The parties hereby agree that late payment by Tenant of any Rental owing under this Lease will cause Landlord to incur certain costs and expenses not contemplated under this Lease, the exact amount of which costs are extremely difficult and impracticable to fix. Such costs and expenses may include, for example, administrative and collection costs, and processing and accounting expenses. Therefore, in the event Tenant fails to pay any monthly installment of Rental on the date said payment is due, then Tenant shall pay a late charge of seven percent (7%) of the amount in default as liquidated damages for failure to make prompt payment. The parties hereby agree that such late charge represents a fair and reasonable estimate of the costs and expenses Landlord will incur by reason of late payment by Tenant. Acceptance of such late charge by Landlord shall in no event constitute a waiver of Tenant's default with respect to such overdue amount, nor prevent Landlord from

exercising any of the other rights and remedies granted in this Lease. In the event Tenant pays the late charge set forth hereunder but fails to pay contemporaneously therewith all unpaid amounts of Rental, Landlord's acceptance of this late charge payment shall not constitute a waiver of Tenant's default with respect to Tenant's nonpayment nor prevent Landlord from exercising all other rights and remedies available to Landlord under this Lease, at law or in equity.

SECTION 2.09 TENANT'S PAYMENT OBLIGATIONS.

(a) Landlord may, at its option and its sole discretion, apply any payments received from Tenant to any Rental, or other charges which are then due and payable. If Landlord shall not make any specific application of a payment received from Tenant, then any payment received from Tenant shall be applied first to the other charge, then to Rental which has been overdue for the longest period of time. No designation of any payment by Tenant for application to a specific portion of Tenant's financial obligations hereunder shall be binding upon Landlord. Any sums received by Landlord after termination of this Lease shall not constitute rent but shall be received only as reimbursement for use and occupancy of the Premises. Tenant covenants to pay all charges under this Lease, including, without limitation, Minimum Annual Rental and Additional Rent and other charges, independent of any obligation of Landlord. No breach of this Lease by Landlord shall relieve Tenant of its obligation and duty to pay all such charges when due under the terms of this Article II.

ARTICLE III

[RESERVED].

ARTICLE IV

[RESERVED].

ARTICLE V

CONSTRUCTION OF PREMISES.

SECTION 5.01 CONSTRUCTION OF PREMISES.

(a) Any improvements to be made to the Premises shall be substantially as set forth in Exhibit B attached hereto. Each of the parties hereto shall perform the obligations imposed upon such party in said Exhibit at the times and in the manner therein provided. It is understood and agreed by Tenant that any minor changes from any plans or specifications covering Landlord's Work as defined in said Exhibit shall not affect or change this Lease or invalidate the same.

(b) Without limiting the generality of the incorporation by reference of all exhibits and/or addenda to this Lease, Tenant's failure to furnish the plans and specifications required pursuant to Exhibit B ("Plans and Specifications") to Landlord within the time periods and in the form required by Exhibit B, or failure to perform any other obligation under Exhibit B, shall constitute a default under this Lease pursuant to Article XIX below, which shall entitle Landlord to all remedies set forth in Article XIX below. In addition, if Landlord determines that Landlord and Tenant are unable to agree upon the Plans and Specifications, Landlord may at its option,

terminate this Lease upon ten (10) days' notice to Tenant, in which event this Lease shall terminate on the date specified in such notice and Tenant shall remain liable as provided in this Lease. No deviation from the final Plans and Specifications, once approved by Landlord, shall be made by Tenant without Landlord's prior written consent. Approval of the final Plans and Specifications by Landlord shall not constitute the assumption of any responsibility by Landlord for their accuracy, efficacy or sufficiency, and Tenant shall be solely responsible for such items. Any occupancy of the Premises by Tenant prior to the Rental Commencement Date shall be solely for the purpose of inspection, measurement and obtaining information necessary to prepare Plans and Specifications and to construct its leasehold improvements, and shall be subject to all terms and conditions of this Lease applicable to such entry prior to the Rental Commencement Date pursuant to Section 1.02 above. Storefront barricades, reasonably acceptable to Landlord, attractively screening the Premises from view during construction shall be erected and maintained by Tenant at all times prior to Tenant's opening for business to the general public and shall be removed by Tenant prior to such opening.

SECTION 5.02 CERTIFICATE OF OCCUPANCY

Within the earlier of (a) ten (10) days after completion of construction of Tenant's Work in accordance with the final Plans and Specifications as approved by Landlord (as described in Section 5.01 and Exhibit B); or (b) ten (10) days after Tenant opens the Premises for business, Tenant shall deliver to Landlord the original of the Certificate of Occupancy for the Premises issued by the appropriate governmental agency, original execution copies of all mechanics' lien releases or other lien releases on account of Tenant's Work, notarized and unconditional, in such form as Landlord shall have approved, copies of all building permits indicating inspection and approval by the issuer of said permits, and an architect's certification that Tenant's Work has been constructed in accordance with the final Plans and Specifications and is fully complete in accordance with Exhibit B.

SECTION 5.03 CONDITION OF PREMISES.

Except as otherwise specifically provided in this Lease, Tenant hereby agrees that upon delivery of possession of the Premises to Tenant, Tenant shall accept such delivery of possession of the Premises in its then existing "AS IS" condition, and Tenant acknowledges (i) that Tenant shall have inspected the Premises and shall be fully aware of the condition of the Premises as of delivery of possession; (ii) that Landlord shall have no obligation to improve or alter the Premises for the benefit of Tenant; (iii) that, except as may be expressly provided in this Lease, neither Landlord nor any of Landlord 's employees, agents, representatives, contractors nor brokers has made any representation or warranty of any kind respecting (a) the condition of the Premises, Shopping Center and/or Development, (b) the suitability thereof for Tenant's use or the conduct of Tenant's business, or (c) occupancy or operation within the Shopping Center or Development by any other person or entity. Tenant irrevocably waives any claim based upon or related to any such claimed representation by Landlord or any claimed representation by Landlord as to traffic to be expected at the Premises or sales to be expected at the Premises. Tenant's taking possession of the Premises shall constitute Tenant's formal acceptance of the same and acknowledgment that the Premises are in the condition called for under this Lease, subject to all field conditions existing at the time of delivery of possession. In no event shall Landlord be liable for damages or otherwise

as a result of any failure to make the Premises available within the time and/or in the condition provided in this Lease and no such failure shall permit Tenant to rescind or terminate this Lease.

ARTICLE VI

ALTERATIONS, CHANGES AND ADDITIONS

SECTION 6.01 ALTERATIONS BY TENANT.

Tenant shall not make or cause to be made any alterations, additions or improvements to the Premises without the prior written approval of Landlord (for example, but without limiting the generality of the foregoing, Tenant shall not install or cause to be installed any signs, floor covering, interior or exterior lighting, plumbing fixtures, shades, canopies, awnings, electronic detection devices, antennas, mechanical, electrical or sprinkler systems, or make any changes to the storefront). However, Tenant may make such alterations, additions and improvements to the interior of the Premises as do not in the aggregate exceed in any lease year the amount set forth in the Data Sheet, provided (a) the same are cosmetic and not structural in nature, do not affect a utility system, the storefront or storefront sign and are not inconsistent with the final Plans and Specifications approved by Landlord; (b) that Tenant complies with the provisions concerning contractors, labor relations, compliance with law, reporting of costs and insurance and bonds and the provisions of Exhibit A; and (c) that Tenant shall submit to Landlord fifteen (15) days written notice prior to undertaking any of the foregoing. Tenant shall present to Landlord Plans and Specifications for any other alterations, additions or improvements at the time approval is sought, in accordance with criteria and procedures as provided in Exhibit B.

SECTION 6.02 REMOVAL BY TENANT.

All alterations, decorations, additions aid improvements made by Tenant shall be deemed to have attached to the Premises and to have become the property of Landlord upon such attachment. Upon the expiration or earlier termination of this Lease, Tenant shall not remove any of such alterations, decorations, additions and improvements, except that trade fixtures, equipment and other personal property installed by Tenant ("Property") and not affixed to the Premises may be removed if all Rental and other charges due hereunder are paid in full and Tenant is not otherwise in default hereunder; provided that Tenant immediately repairs any damage caused by such removal. Further, Landlord may designate by written notice to Tenant those alterations, decorations, additions and improvements which shall be removed by Tenant at the expiration or termination of this Lease, and Tenant shall, at its own cost and expense, promptly remove the same and immediately repair any damage to the Premises caused by such removal. If Tenant shall fail to remove any of its Property, Landlord may, at Landlord's option, retain either any or all of the property, and title thereto shall thereupon vest in Landlord without compensation to Tenant; or remove all or any portion of the Property from the Premises and dispose of the Property in any manner, without compensation to Tenant. In the latter event, Tenant shall, upon demand, pay to Landlord the actual expense of such removal and disposition and the repair of any damage to the Premises resulting from or caused by such removal. The obligations contained in this Section 6.02 shall survive the expiration or earlier termination of this Lease.

SECTION 6.03 CHANGES AND ADDITIONS.

(a) Landlord reserves the right at any time, and from time to time, to make alterations to, and to build additional stories on, the building in which the Premises is located, and to construct other buildings and improvements in the Shopping Center and/or the Development, including any modifications of the Common Areas in connection therewith, to enlarge or reduce the Shopping Center and/or the Development, to add decks or elevated parking facilities, and to sell or lease any part of the land comprising the Development, for the construction thereon of a building or buildings to be occupied by a Department Store which may or may not be part of the Development. Landlord also reserves the right at any time, and from time to time, to change, modify, or abolish any temporary off-site utility serving the Shopping Center and/or Development. Landlord reserves the right at any time to relocate, reduce, enlarge, or reconfigure the various buildings, parking areas and other common areas; provided, however, that no such changes shall reduce the parking areas below the number of parking spaces required by law.

(b) Landlord shall have the exclusive right to use all or any part of the roof of the Premises for any purpose; to erect additional stories or other structures over all or any part of the Premises; to erect in connection with the construction thereof temporary scaffolds and other aids to construction on the exterior of the Premises, provided that access to the Premises shall not be denied; and to install, maintain, use, repair and replace within the Premises pipes, ducts, conduits, wires and all other mechanical equipment serving other parts of the Shopping Center, the same to be in locations as will not unreasonably deny Tenant's use thereof. Landlord may make any use it desires of the side or rear walls of the Premises (including, without limitation, freestanding columns and footings for all columns), provided that such use shall not encroach on the interior of the Premises unless (i) all work carried on by Landlord with respect to such encroachment shall be done during hours when the Premises are not open for business and otherwise shall be carried out in such a manner as not to unreasonably interfere with Tenant's operations in the Premises, and (ii) Landlord, at its expense, shall repair all damage to the Premises resulting from such work.

SECTION 6.04 [RESERVED].

ARTICLE VII

CONDUCT OF BUSINESS BY TENANT

SECTION 7.01 PERMITTED USE, EXCLUSIVE USE AND TERMINATION.

(a) Tenant shall use the Premises as a charter school serving students in grades six (6) through twelve (12). The charter school shall operate as an independent study program and/or non-classroom based educational program and will be used for tutoring and as a resource center along with all associated and ancillary services and for no other use or purpose whatsoever.

(i) Tenant to use the Premises as a charter school serving students in grades six (6) through twelve (12) (“Exclusive Use”). The charter school shall operate as an independent study program and/or non-classroom based educational program and will be used for tutoring and as a resource center along with all associated and ancillary services ("Permitted Use").

(ii) If and so long as (A) this Lease has not been terminated; (B) Tenant is not in default of this Lease beyond applicable notice and cure periods; (C) Tenant is open to the public at the Premises and operating its business as the Exclusive Use and/or Permitted Use; and (D) after Tenant first opens to the public at the Premises it has not ceased operating its business (other than as a result of casualty), Landlord shall include a provision in the lease of every tenant, within the Shopping Center, prohibiting such tenant from operating a business within the Shopping Center, that devotes more than zero percent (0%) of its leased area to the Exclusive Use (the "Excluded Use Provision").

(iii) The Excluded Use Provision shall not apply to: (A) any tenant whose lease is in effect prior to the Effective Date; (B) any tenant under a lease with a successor to or assignee of any tenant whose lease is in effect prior to the Effective Date; or (C) any tenant leasing pursuant to a renewal, extension or modification of any lease in effect prior to the Effective Date.

(b) Tenant shall have the right to terminate this Lease if (A) Tenant gives Landlord ninety (90) days prior written notice of said termination along with documentation from the California Education Code that Tenant has been materially impacted by a legislative change requiring Tenant to stop operating its business for its Exclusive Use, or (B) if after the fifth (5^{th}) year of the Lease Term, Tenant's charter petition is not being renewed.

(c) Tenant shall have the right to terminate this Lease if after the fifth (5^{th}) year of the Lease Term, upon ninety (90) days prior written notice of said termination to Landlord that Tenant has lost its government charter.

SECTION 7.02 OPERATION OF BUSINESS.

(a) Tenant agrees to be open for business and to operate in all of the Premises during the entire Term following the Rental Commencement Date, and to actively and diligently conduct its business at all times in a first class and reputable manner, maintaining at all times a full staff of employees . Tenant shall install and maintain at all times a display of services in the display windows, if any, of the Premises and shall keep the same well lighted. Tenant shall have exclusive use of its Premises and shall have access to the Premises twenty-four (24) hours per day seven (7) days per week. Tenant shall be obligated to be open for business and to operate continuously during all hours established by Landlord as Shopping Center business hours. Tenant's obligation to be open for business shall include, but not be limited to, opening for business not more than fifteen (15) minutes late, closing for business not more than fifteen (l5) minutes early, and closing for business for not more than fifteen (15) minutes during Shopping Center business hours. If Tenant fails to comply with any of the provisions of this Section 7.02(a), then Tenant shall pay within ten (10) days of demand therefor by Landlord Additional Rent in the amount of One Hundred Fifty Dollars ($150.00) per day until such time as Tenant is in compliance with this Section 7.02(a). This remedy shall be in addition to any and all other remedies provided in this Lease or by law to Landlord. Failure by Tenant to be open for business and to operate shall entitle Landlord, in addition to other remedies provided in this Section 7.02, this Lease or by law, to mandatory injunctive relief. Without limiting the generality of the foregoing, in the event the hours during which the Shopping Center is legally permitted to be open to the public are regulated by any lawful authority, then Landlord shall be the sole judge of which hours and days shall be Shopping Center business hours.

(b) Tenant, at Tenant's expense, shall promptly comply with all present and future laws, ordinances, orders, rules, regulations and requirements of all governmental authorities having jurisdiction affecting or applicable to the Premises or the cleanliness, safety, occupancy and use of the same, whether or not any such law, ordinance, order, rule, regulation or requirement is substantial, or foreseen or unforeseen, or ordinary or extraordinary, or shall necessitate changes or improvements (other than structural changes or improvements) or interfere with the use and enjoyment of the Premises. Tenant shall not do or permit anything to be done in or about the Premises, nor bring anything therein, which will in any way conflict with any such law, ordinance, order, rule, regulation or requirement affecting the occupancy or use of the Premises, the Shopping Center or the Development which has been or may hereafter be enacted or promulgated by governmental authorities, or in any way obstruct or interfere with the rights of others, nor shall Tenant use or allow the Premises to be used for any improper, immoral or objectionable purposes or do any act tending to injure the reputation of the Shopping Center and/or the Development. Tenant shall not give samples, approach customers or otherwise solicit business in the parking or other Common Areas or any part of the Development other than in the Premises, nor shall Tenant distribute any handbills or other advertising matter in the parking area or other Common Areas or any part of the Development other than in the Premises.

(c) No auction, liquidation, going out of business, fire or bankruptcy sale may be conducted or advertised by sign or otherwise in the Premises. Tenant shall not permit the operation of any coin operated or vending machines or pay telephones in the Premises, other than in the areas reserved solely for the use of Tenant's employees. Tenant shall not sell or display any services within five feet of the storefront leaseline or opening unless such sale or display shall be expressly approved on the Plans and Specifications or otherwise approved by Landlord, in writing, except that Tenant shall be permitted to display services in the display windows, if any. Tenant shall not use the areas adjacent to the Premises for business purposes or any other purpose. Tenant shall not store anything in service or exit corridors. All receiving and delivery of goods for the Premises, and all removal of supplies, equipment, trash and debris and all storage of trash and debris from the Premises shall be made only by way of or in the areas provided by Landlord. Tenant shall be solely responsible for prompt disposal within the Premises or in such areas as may be provided for such disposal by Landlord of all trash and debris from the Premises. Tenant shall not use or permit the use of any portion of the Premises as sleeping quarters, lodging rooms, for any unlawful purpose, or for cooking, except as specifically permitted in Section 7.01. Tenant shall not install any radio, television, communication dish or other similar device or related equipment exterior to the Premises, shall not cause or make any penetration of the roof of the Premises or the building in which the Premises is located and shall not erect any aerial or antenna on the roof or exterior walls of any building within the Development.

If Tenant shall fail to comply with any of the provisions of this Section 7.02(b) then Tenant shall pay, within ten (10) days of demand therefor by Landlord, Additional Rent in the amount of One Hundred Dollars ($100.00) per day until such time as Tenant is in compliance. This remedy shall be in addition to any and all other remedies provided in this Lease or by law to Landlord.

SECTION 7.03 HAZARDOUS MATERIALS.

(a) For the purposes of this Section 7.03 the following terms shall have the following meanings: (i) the term "Hazardous Material" shall mean: (aa) any material or substance that,

whether by its nature or use, is subject to regulation under any Environmental Requirement, or (bb) any material, substance or waste which is toxic, ignitable, explosive, corrosive or reactive, or (cc) asbestos, or (dd) petroleum and petroleum-based products, or (ee) formaldehyde, or (ff) polychlorinated biphenyls (PCBs), (gg) freon and other chlorofluorcarbons or (hh) such other material as is designated in a notice from Landlord to Tenant (whether such notice is provided before or after Tenant first commences to use such material); (ii) the term "Environmental Requirement" shall include the Comprehensive Environmental Response, Compensation and Liability Act of 1980 (42 U.S.C. §9601 et seq.), the Hazardous Materials Transportation Act (49 U.S.C. §1801 et seq.), the Resource Conservation and Recovery Act (42 U.S.C. §6901 et seq.), the Toxic Substances Control Act (15 U.S.C. §2601 et seq.), the Clean Air Act (42 U.S.C. §7401 et seq.), the Federal Water Pollution Control Act (33 U.S.C. §1251 et seq.), all as presently in effect and as the same may hereafter be amended, any regulation pursuant thereto, or any other present or future law, ordinance, rule, regulation, order or directive addressing environmental, health or safety issues of or by any Governmental Authority; and (iii) the term "Governmental Authority" shall mean the Federal government, or any state or other political subdivision thereof, any local government, or any agency, court or body of the Federal government, any state or other political subdivision thereof, exercising executive, legislative, judicial, regulatory or administrative functions.

(b) Tenant hereby represents and warrants to Landlord that it will insure that (i) no Hazardous Material will be generated, manufactured, sold, transported or located at, on, in, under or about the Premises; (ii) no Hazardous Material will be generated, manufactured, sold, transported or located at, in, on, under or about the Premises in a manner which violates any Environmental Requirement, or which requires cleanup or corrective action of any kind under any Environmental Requirement and (iii) no Hazardous Material will be transported, released, emitted, sold, discharged, leached, dumped or disposed of from the Premises onto or into any other property. However, the above prohibition concerning Hazardous Materials shall not prevent Tenant from selling regular consumer products which contain small, safe amounts of such so Hazardous Materials or maintaining small, safe amounts of cleaning solutions at the Premises.

(c) Tenant shall comply and shall cause any other person on or about the Premises, including, without limitation, employees, invitees, contractors, subcontractors, licensees, subtenants or agents, to comply in all respects with all Environmental Requirements, and shall cause itself and its employees, invitees, contractors. subcontractors, licensees, subtenants or agents not to generate, store, handle, manufacture, process, sell, dispose of, transport or otherwise use Hazardous Materials at, in, on, under or about the Premises in a manner that could lead or potentially lead to the imposition on Landlord or the Shopping Center or the Development of any liability or lien of any nature whatsoever.

(d) Tenant shall (i) notify Landlord promptly in the event of any spill or other release of any Hazardous Material at, in, on, under or about the Premises which is required to be reported to a Governmental Authority under any Environmental Requirement; (ii) promptly forward to Landlord copies of any notices received by Tenant relating to the alleged violations of any Environmental Requirement; and (iii) promptly pay when due any fine or assessment against Tenant, Landlord or the Shopping Center or the Development relating to any Environmental Requirement or the existence of Hazardous Materials at the Premises.

(e) If, at any time, it is determined that the operation or use of the Premises violates any applicable Environmental Requirement, or that there are Hazardous Materials located at, in, on, under or about the Premises which require special handling in collection, storage, treatment or disposal, or any other form of cleanup or corrective action, Tenant shall within ten (10) days after receipt of notice thereof from any Governmental Authority or from Landlord take, at its sole cost and expense, such actions as may be necessary to fully comply in all respects with all Environmental Requirements; provided, however, that if such compliance cannot reasonably be completed within such ten (10) day period, Tenant shall commence such necessary action within such ten (10) day period and shall thereafter diligently and expeditiously proceed to fully comply in all respects and in a timely fashion with all Environmental Requirements. If Tenant fails to timely take, or to diligently and expeditiously proceed to complete in a timely fashion, any such action, Landlord may, in its sole and absolute discretion, make advances or payments towards the performance or satisfaction of the same, but shall in no event be under any obligation to do so. All sums so advanced or paid by Landlord (including, without limitation, counsel and consultant fees and expenses, investigation and laboratory fees and expenses, and fines or other penalty payments) and all sums advanced or paid in connection with any judicial or administrative investigation or proceeding relating thereto, will immediately, upon demand, become due and payable from Tenant. If Tenant fails to make such payment within ten (10) days of such demand, Tenant shall be in default under this Lease and Landlord may, without any further notice to Tenant terminate this Lease or resort to any other of its rights upon default set forth in Article XIX. Tenant will execute and deliver, promptly upon request, such instruments as Landlord may deem useful or necessary to permit Landlord to take such action, and such notes, mortgages, or other security as Landlord may require to secure all sums to be advanced or paid by Landlord.

(f) If a lien is filed against the Premises, the Development or the Shopping Center by any Governmental Authority resulting from the need to expend or the actual expending of monies arising from an Environmental Requirement, or a liability regarding Hazardous Materials related to an action or omission, whether intentional or unintentional, of Tenant or for which Tenant is responsible, then Tenant shall, within ten (10) days from the date that the Tenant is first given notice that such lien has been placed (or within such shorter period of time as may be specified by Landlord if such Governmental Authority has commenced steps to cause the property to be sold pursuant to such lien) either (i) immediately pay the claim and remove the lien, or (ii) immediately furnish a cash deposit, bond, or such other security with respect thereto as is satisfactory in all respects to Landlord and is sufficient to effect a complete discharge of such lien.

(g) If Landlord reasonably believes that (i) Tenant has permitted a Hazardous Material at the Premises, or (ii) that any other condition violates or threatens to violate any Environmental Requirement, Landlord may, at is option, cause an environmental site assessment of the Premises or portions thereof to be conducted to confirm Tenant's compliance with the provisions of this Section, and Tenant shall cooperate in all reasonable ways with Landlord in connection with any such environmental site assessment and shall pay all costs and expenses incurred in connection therewith.

(h) Tenant shall defend, indemnify, and hold harmless Landlord its affiliates, parent corporation, subsidiaries, partners, management company, successors and assigns, and the employees, agents, officers, directors of any of them from and against any and all loss, claims, demands, penalties, causes of action, fines, liabilities, settlements, damages, costs or expenses of

whatever kind or nature, known or unknown, foreseen or unforeseen, contingent or otherwise (including, without limitation, counsel and consultant fees and expenses, investigation and laboratory fees and expenses, court costs, and litigation expenses) directly or indirectly arising out of, or in any way related to (i) any breach by Tenant of any of the provisions of this Section 7.03; (ii) the presence, use, generation, transportation, disposal, spillage, discharge, emission, leakage, release, or threatened release of any Hazardous Material which is at, in, on, under, about, from or affecting the Premises, the Shopping Center or the Development including, without limitation, any damage or injury resulting from any such Hazardous Material to or affecting the Premises, the Shopping Center, the Development or any soil, water, air, vegetation, buildings, personal property, persons or animals; (iii) any personal injury (including wrongful death) or property damage (real or personal) arising out of or related to any such Hazardous Material; (iv) any lawsuit brought or threatened, settlement reached, or order or directive of or by any Governmental Authority relating to such Hazardous Material; or (v) any violation of any Environmental Requirement or any policy or requirement of Landlord hereunder. The indemnities set forth in this subparagraph (h) are limited to actions or omissions of Tenant, its contractors, subcontractors, licensees, concessionaires or others on the Premises at the request of or with the consent of Tenant. Tenant shall indemnify Landlord for all losses, including, but not limited to, damages occasioned by the inability of Landlord to relet the Premises or a reduction in the fair market and/or Rental value of the Premises, Shopping Center or Development.

This indemnification shall, notwithstanding any exculpatory or other provision of any nature whatsoever to the contrary set forth in the Lease, or any other document or instrument now or hereafter executed between Landlord and Tenant. constitute the personal recourse undertaking, obligation and liability of the Tenant and any guarantor. The obligations set forth in this Section 7.03 shall survive the termination of the Lease.

(i) If the Lease is assigned to, or assumed by another party, or in the event of a sublease, it shall be a condition of such assignment, assumption or sublease that the assignee, party assuming or sublessee shall assume the obligations of this Section 7.03 in addition to such obligations of Tenant continuing after and surviving such sublease, assignment or assumption. The obligations and liabilities of Tenant under this Section 7.03 shall survive and continue in full force and effect and shall not be terminated, discharged or released, in whole or in part, irrespective of any assignment, sublease or assumption and irrespective of any other fact or circumstance of any nature whatsoever.

(j) Tenant shall surrender the Premises to Landlord upon the expiration or earlier termination of the Lease free of Hazardous Materials and free of any violation of any Environmental Requirement. Upon surrender, Tenant shall provide Landlord with a report by experts acceptable to Landlord showing the Premises free of Hazardous Materials.

SECTION 7.04 RADIUS.

During the Term hereof Tenant or any person, firm, corporation or other entity who or which controls or is controlled by Tenant, or by any person, firm, corporation or other entity who or which controls Tenant, shall not directly, either individually or as a partner or stockholder or otherwise, own, operate or become financially interested in any business similar to or in

competition with the business of Tenant described in the Data Sheet, within a radius of seven (7) miles from the Shopping Center, excluding any locations existing as of the date of this Lease.

This Section 7.04 shall not apply to any such business or businesses open and in operation within said area as of the date of execution of this Lease.

COMMON AREAS

SECTION 7.05 OPERATION AND MAINTENANCE OF COMMON AREAS.

Following the Rental Commencement Date, Landlord shall cause to be operated and maintained during the Term all "Common Areas" (as defined below) at a level comparable to other regional shopping malls in the region in which the Development is located. The manner in which such areas and facilities shall be operated and maintained, and the expenditures therefor, shall be at the sole discretion of Landlord and the use of such areas and facilities shall be subject to such reasonable regulations as Landlord may make from time to time.

SECTION 7.06 USE OF COMMON AREAS.

The term "Common Area(s)", as used in this Lease, shall mean, to the extent provided by Landlord, all improved and unimproved areas within the Shopping Center and the Development including, without limitation: (i) parking structures, areas and facilities (collectively, "parking facilities"), traffic control and traffic information signs and equipment, roadways, pedestrian sidewalks, curbs, driveways, a monorail system, if any, public transportation loading and unloading facilities not devoted to a single tenant, truckways, delivery areas, landscaped areas, community rooms, office facilities, elevators, escalators, roofs, skylights, beams, stairs and ramps not contained within any Floor Area, public restrooms and comfort stations, service areas, service and fire exit corridors, passageways and other areas, amenities, facilities and improvements provided by Landlord, and (ii) those areas within the Development and areas adjacent to the Development containing parking facilities, signs, pylons or structures advertising the Development or which from time to time may be provided by the owners of such areas for the convenience and use of Landlord, the tenants of the Shopping Center and the Development, the owners and occupants of the Department Stores and their respective concessionaires, agents, employees, customers, invitees and any other licensees. The use and occupancy by Tenant of the Premises shall include the non-exclusive use of the Common Areas in common with Landlord and with all others for whose convenience and use the Common Areas have been or may hereafter be provided by Landlord or by the owners of Common Areas not within the Shopping Center or the Development as specified in the preceding sentence, subject, however, to such rules and regulations for the use thereof as may be prescribed from time to time by Landlord or the owner of such Common Areas, including the right of Landlord or such owner to impose parking charges, whether by meter or otherwise, and to determine the hours and mode of operation of the elevators and escalators serving the Development and the Shopping Center. In no event, however, shall Tenant, its agents or employees, use the Common Areas for the display or sale of its services.

Landlord shall have the right, but not the obligation, from time to time, to modify the Common Areas, remove portions of the Common Areas from common use, to permit entertainment events, advertising displays, educational displays and other displays in the Common

Areas that in Landlord's judgment tend to attract the public, to erect buildings or other improvements on the Common Areas, to lease kiosks and to establish, modify and enforce reasonable rules and regulations with respect to all Common Areas. Tenant shall not be entitled to any credit for income earned by Landlord with respect to the Common Area. Tenant and its employees shall not park their cars or any other vehicles in the parking facilities except in the areas specifically designated by Landlord for employee parking. Automobile license numbers of employees' cars shall be furnished by Tenant to Landlord upon Landlord's request. In the event any vehicle is parked by an employee of Tenant in a parking area not designated for employee parking, (a) Landlord shall have the right to cause the vehicle to be towed, at Tenant's expense, to a location designated by Landlord, and/or (b) Tenant shall pay to Landlord as Additional Rent the sum of Fifty Dollars ($50.00) per day per automobile parked by Tenant or an employee of Tenant in a parking area not designated for employee parking. Tenant shall indemnify, defend and hold harmless Landlord and its employees, agents, contractors and representatives from and against any and all claims of the employee and/or owner of any vehicle so towed. Prior to imposing any charge upon Tenant hereunder, Landlord shall give Tenant written notice of the first violation of this provision and Tenant shall have two (2) days thereafter within which to cause the violation to be discontinued; if the violation is not discontinued within said two-day period, then the per day fine shall commence without further action by Landlord. After notice of such first violation, no prior notice of any subsequent violation shall be required. All amounts due under the provisions of this paragraph shall be payable by Tenant within ten (10) days after demand therefor.

Landlord may at any time close any Common Area to make repairs or changes, to prevent the acquisition of public rights in such area or to discourage non-customer parking, to use areas for attendant or valet parking, and may do such other acts in and to the Common Areas as in its judgment may be desirable to improve the convenience thereof.

SECTION 7.07 [RESERVED]

ARTICLE VIII

SIGNS

SECTION 8.01 TENANT'S SIGNS.

Tenant shall affix a sign to the exterior surface of the storefront of the Premises located inside the Shopping Center. Tenant shall pay all costs of fabricating, constructing, operating and maintaining such sign including, without limitation, all charges for electricity. Tenant shall keep said sign well lighted during such hours as Landlord shall designate and shall maintain said sign in good condition and repair during the entire Term of this Lease. Said sign shall conform to the criteria for signs, and the size, content, design and location thereof shall be subject to the prior written approval of Landlord. Except as hereinabove mentioned, Tenant shall not place or cause to be placed, erected or maintained on any exterior door, wall, window or the roof of the Premises, or on the interior or exterior surface of the glass of any window or door of the Premises, or on any sidewalk or other location outside the Premises, or on or within any display window space in the Premises, or within five feet (5) of the front of the storefront leaseline, whether or not there is display window space in the Premises, or within any entrance to the Premises, any sign (flashing, moving, hanging, handwritten, or otherwise), decal, placard, decoration, flashing, moving or

hanging lights, lettering, or any other advertising matter of any kind or description; provided, however, that subject to the prior written approval of Landlord with respect to design and placement, Tenant may place decals for safety purposes on glass storefronts where warranted. No symbol, design, name, mark or insignia adopted by Landlord for the Shopping Center or the Development shall be used without the prior written consent of Landlord. No illuminated sign located in the interior of the Premises and visible from outside the Premises shall be permitted without the prior written approval of Landlord. All signs located in the interior of the Premises shall be in good taste so as not to detract from the general appearance of the Premises, the Shopping Center. In the event Tenant shall be in default of this Section 9.01, Tenant shall pay as Additional Rent the sum of One Hundred Dollars ($100.00) for each day of default in order to reimburse Landlord for the additional administrative expenses resulting therefrom.

ARTICLE IX

MAINTENANCE OF PREMISES

SECTION 9.01 LANDLORD'S OBLIGATIONS FOR MAINTENANCE.

Landlord shall keep and maintain the roof (excluding any skylights, Tenant rooftop HVAC units and/or roof penetrations made by Tenant, any of which shall only be permitted with Landlord's prior written consent), foundation and the exterior surface of the exterior walls of the building in which the Premises are located (exclusive of storefronts, doors, door frames, door checks, other entrances, windows and window frames which are not part of Common Areas) in good repair, except that Landlord shall not be called upon to make any such repairs occasioned by the act or omission or negligence of Tenant, its agents, employees, invitees, licensees or contractors. Landlord shall not be called upon to make any other improvements or repairs of any kind upon the Premises and appurtenances, except as may be required under Articles XVII and XVIII hereof, and nothing contained in this Section 10.01 shall limit Landlord's right to reimbursement from Tenant for maintenance, repair costs and replacement costs conferred elsewhere in this Lease. In no event shall Landlord be liable for consequential damages or Tenant's lost profits claimed to be caused by any failure of maintenance or repair by Landlord.

SECTION 9.02 TENANT'S OBLIGATIONS FOR MAINTENANCE.

(a) Except as provided in Section 10.01 of this Lease, Tenant, at Tenant's expense, shall keep and maintain in first-class appearance, in a condition equal to or better than that which existed when Tenant initially opened the Premises for business, reasonable wear and tear excepted, and in good condition and repair (including replacement of parts and equipment, if necessary), the Premises and every part thereof and any and all appurtenances thereto wherever located, including, without limitation, the interior surfaces of the exterior walls, the exterior and interior portion of all doors, door frames, door checks, other entrances, windows, window frames, plate glass, storefronts, all plumbing and sewage facilities within the Premises (including free flow to the main sewer line), fixtures, ventilation, heating and air conditioning and electrical systems exclusively serving the Premises (whether or not located in the Premises), sprinkler systems, walls, floors and ceilings (including floor and ceiling coverings), and all other repairs, replacements, renewals and restorations, interior and exterior, ordinary and extraordinary, foreseen and unforeseen, and all other work performed by or on behalf of Tenant.

(b) Tenant shall keep and maintain the Premises in a clean, sanitary and safe condition in accordance with applicable law and all directions, rules and regulations of the health officer, fire marshal, building inspector or other proper officials of the governmental agencies having jurisdiction and Tenant shall comply with all requirements of law, ordinances and otherwise, affecting the Premises, all at Tenant's sole cost and expense. Tenant also agrees to comply with requirements of any insurance underwriters, inspection bureaus or a similar agency designated by Landlord with respect to the Premises. At the end of the Term, Tenant shall surrender the Premises in good order, condition and repair, reasonable wear and tear excepted. Tenant, at its own expense, shall install and maintain such fire extinguishers and other fire protection devices as may be required from time to time by any agency having jurisdiction thereof or by the insurance underwriter insuring the building in which the Premises are located.

(c) Tenant shall keep the Premises and all other parts of the Development free from any and all liens so arising out of any work performed, materials furnished or obligations incurred by or on behalf of Tenant. Within ten (10) days after written request therefor by Landlord, Tenant shall (a) bond against or discharge any mechanics' or materialmens' lien or (b) furnish Landlord with a copy of the recorded waiver of lien, recorded release of lien, or of the recorded bond discharging such lien. Tenant shall reimburse Landlord as Additional Rent for any and all costs and expenses including, without limitation, attorneys' fees, which may be incurred by Landlord by reason of the filing of any such liens and/or removal of same, such reimbursement to be made within ten (10) days after receipt by Tenant from Landlord of a statement setting forth the amount of such costs and expenses such reimbursement to be paid to Landlord in the manner and at the place provided in this Lease. Tenant shall give Landlord at least fifteen (15) days' written notice prior to commencing or causing to be commenced any work on the Premises (whether prior or subsequent to the Commencement Date), so that Landlord shall have reasonable opportunity to file and post a notice of non-responsibility for Tenant's work.

(d) In the event Tenant fails, refuses or neglects to maintain the Premises as required hereunder or to commence and complete repairs promptly and adequately, to remove or bond against any lien, to pay any cost or expense, to reimburse Landlord, or otherwise to perform any act or fulfill any obligation required of Tenant pursuant to this Section 10.02, Landlord may, but shall not be required to, perform such maintenance or to make or complete any such repairs, remove or bond against such lien, pay such cost or perform such act or the like without prior notice to, but at the sole cost and expense of Tenant. Tenant shall reimburse Landlord, as Additional Rent, for all cost and expense of Landlord thereby incurred within ten (10) days after receipt by Tenant from Landlord of a statement setting forth the amount of such cost and expense.

ARTICLE X

INSURANCE AND INDEMNITY

SECTION 10.01 TENANT'S INSURANCE.

(a) Tenant, at its sole cost and expense, shall, during the entire Term hereof, procure and keep in force: (i) Commercial General Liability Insurance with respect to the Premises and the operations of Tenant in, on or about the Premises, in which the limits shall be not less than Three Million Dollars ($3,000,000.00) per occurrence combined single limit, broad form/extended

bodily injury, death and property damage, and business automobile liability insurance covering all owned, non-owned and hired or borrowed vehicles of Tenant used in connection with the operation of its business from the Premises, in which the limits shall be not less than One Million Dollars ($1,000,000.00) per occurrence combined single limit, insuring for bodily injury, death and property damage; (ii) plate glass insurance, at full replacement value; (iii) insurance against fire, extended coverage, vandalism, malicious mischief, water damage which does not exclude backup from sewers or drains and/or sprinkler leakage, and such other additional perils including earthquake and flood as now are or hereafter may be included in a standard extended coverage endorsement from time to time in general use in the county in which the Development is located, insuring Tenant's trade fixtures, furnishings, equipment and all other items of personal property of Tenant located on or in the Premises, including steam boiler insurance, if applicable, in an amount equal to the full replacement cost thereof; (iv) workers' compensation coverage as required by law and including Employer's Liability Insurance in the amount of Two Million Dollars ($2,000,000.00) each accident, Two Million Dollars ($2,000,000.00) each employee, by disease, Two Million Dollars ($2,000,000.00) policy aggregate by disease; (v) with respect to alterations, improvements and the like required or permitted to be made by Tenant under this Lease, contingent liability and builders' risk insurance, in an amount satisfactory to Landlord; and (vi) product liability coverage (including, without limitation, if this Lease covers Premises in which food and/or beverages are sold and/or consumed, liquor liability coverage for acts arising out of the serving and/or consumption of food and/or alcoholic beverages on or obtained at the Premises, to the extent obtainable), for not less than Three Million Dollars ($3,000,000.00) combined single limit, bodily injury, death and property damage. In addition, if Landlord deems it necessary to increase the amounts or limits of insurance required to be carried by Tenant hereunder, Landlord may reasonably increase said amounts or limits, and Tenant shall so increase the amounts or limits of the insurance required to be carried by Tenant hereunder and shall provide Landlord with policies or certificates indicating the increased amounts or limits as provided in this Section 11.01.

(b) All policies of insurance required to be carried by Tenant pursuant to this Section 11.01 shall be written by insurance companies of adequate financial capacity satisfactory to Landlord with a Best's rating and Financial Size Category of not less than A-/VII and authorized to do business in the state in which the Development is located. Any such insurance required of Tenant hereunder may be furnished by Tenant under any blanket policy carried by it or under a separate policy therefor. An insurance certificate (and endorsements where same become necessary) together with a copy of the policy declaration page from Tenant's insurer, certifying that such policy has been issued, provides the coverage required by this Section 11.01 and contains all of the provisions specified in this Section 11.01 (including, without limitation, naming of additional insured entities as required by Section 11.01(c) below and a statement that no deductible or self-insured retention applies to such policy), shall be delivered to Landlord , at the address set forth on the Data Sheet prior to the commencement of the Term of this Lease, and such insurance information shall also be provided in connection with all renewals, not less than thirty (30) days prior to the expiration of the term of each such policy. As often as any such policy shall expire or terminate, renewal or additional policies shall be procured and maintained by Tenant in like manner and to like extent. Landlord may, at any time, and from time to time, inspect and copy any and all insurance policies required to be procured by Tenant hereunder.

(c) Each policy evidencing insurance required to be carried by Tenant pursuant to this Section 11.01 shall contain the following clauses and provisions: (1) a provision that such policy

and the coverage evidenced thereby shall be primary and non-contributing with respect to any policies carried by Landlord and that any coverage carried by Landlord be excess insurance; (ii) a provision including Landlord and the parties set forth on Exhibit A of this Lease and any other parties designated by Landlord from time to time as additional insured entities; (iii) a waiver by the insurer of any right to subrogation against Landlord and other additional insured entities (as set forth on Exhibit A), its agents, employees and representatives which arises or might arise by reason of any payment under such policy or by reason of any act or omission of Landlord , its agents, employees or representatives; (iv) a severability of interest clause or endorsement; (v) a provision that the insurer will not cancel or change the coverage provided by such policy without giving Landlord thirty (30) days' prior written notice; and (vi) such policy shall be an "occurrence form" policy. Any policy of insurance required to be carried by Tenant that names the parties set forth in this Section 11.01 (c) (ii) as additional insured entities shall not be subject to a deductible or self-insured retention, it being the intent of the parties that such insurance shall fully and completely insure such additional insured entities for all loss or expense.

(d) In the event that Tenant fails to procure or to maintain, at the times and for the duration specified in this Section 11.01, any insurance required by this Section 11.01, or fails to carry insurance required by law or governmental regulation, Landlord may (but shall not be required to) at any time or from time to time, and without notice to Tenant, procure such insurance and pay the premiums therefor, and the cost of same, plus a fifteen percent (15%) administrative fee shall be deemed Additional Rent and shall be payable upon Landlord 's demand.

(e) Tenant will not do or suffer to be done, or keep or suffer to be kept, anything in, upon or about the Premises which will violate Landlord 's policies of hazard or liability insurance or which will prevent Landlord from procuring such policies in companies acceptable to Landlord. If anything done, omitted to be done or suffered by Tenant to be kept in, upon or about the Premises shall cause the rate of fire or other insurance on the Premises or on other property of Landlord or of others within the Shopping Center to be increased beyond the minimum rate from time to time applicable to the Premises or to any property for the use or uses made thereof, Tenant will pay, as Additional Rent, the amount of any such increase upon Landlord 's demand.

(f) In the event Tenant retains any security guard contractor to service the Premises, Tenant shall cause Landlord to receive a customary waiver of subrogation under the worker's compensation insurance policy covering such security guard. Tenant shall provide Landlord with written notice if any such security guard is to carry a firearm upon the Premises or Development, and in such event, Landlord shall have the right to impose additional reasonable insurance requirements upon Tenant and/or such security guard, which shall be complied with by Tenant and Tenant shall provide Landlord with evidence of such compliance prior to the posting of such security guard at the Premises. Notwithstanding the foregoing, Landlord shall have the sole and absolute right to prohibit any person (including any security guard) from carrying a firearm upon the Premises, Shopping Center and/or Development.

SECTION 10.02 LANDLORD'S INSURANCE.

During the Term following the Rental Commencement Date, Landlord shall provide (a) in amounts and coverages determined by Landlord (but not less than the replacement cost of the property so insured), with or without deductibles, insurance coverage in the form of an "all-risk"

type policy against loss or damage by fire, flood, windstorm, hail, explosion, damage from aircraft and vehicles and smoke damage, and such other risks as are from time to time included in a standard extended coverage endorsement, insuring the Shopping Center and the leasehold improvements to the Premises (exclusive of Tenant's trade fixtures, furnishings, equipment, plate glass, signs and all other items of personal property of Tenant); and (b) to the extent the same is available in the market during such period, rental interruption insurance, which insurance may be carried in amounts equal to Tenant's total Rental obligation for twenty-four (24) months under this Lease plus the total of the estimated costs to Tenant of Taxes and Operating Costs and Expenses for such twenty-four (24) months. Tenant shall submit to Landlord a statement setting forth the cost of Tenant's leasehold improvements promptly after completion thereof. Landlord at its option may carry a special extended coverage endorsement. The cost of all insurance maintained by Landlord pursuant to this Section shall be included as part of the costs set forth in Section 8.03 of this Lease.

SECTION 10.03 COVENANT TO HOLD HARMLESS.

Tenant covenants to defend and indemnify Landlord, its partners, shareholders, representatives, management company, agents and employees, and save them harmless (except to the extent of loss or damage resulting from the intentional or willful acts or omissions or the gross negligence of Landlord not required to be insured against by Tenant pursuant to this Article XI) from and against any and all claims, actions, demands, judgments, awards, fines, mechanics' liens or other liens, losses, damages, liability and expense, including attorneys' fees and court costs, in connection with all losses, including loss of life, personal injury and/or damage to property, arising from or out of any occurrence (or arising from or out of Tenant's failure to comply with any provision of this Lease) wholly or in part by any act or omission of Tenant, its concessionaires, agents, contractors, suppliers, employees, servants, customers or licensees and including any product liability claim or any labor dispute involving Tenant or its contractors and agents. In case Landlord or any other party so indemnified shall be made a party to any litigation commenced by or against Tenant, then Tenant shall defend, indemnify, protect and save them harmless and shall pay, as the same becomes due and payable, all costs, expenses and reasonable attorneys' fees and court costs incurred or paid by them in connection with such litigation.

SECTION 10.04 WAIVER OF RIGHT OF RECOVERY.

Except as otherwise provided in this Lease, neither Landlord nor Tenant shall be liable to the other or to any insurance company (by way of subrogation or otherwise) insuring the other party for any loss or damage to any building, structure or other tangible property, or any resulting loss of income, or losses under worker's compensation laws and benefits, even though such loss or damage might have been occasioned by the negligence of such party, its agents or employees. The provisions of this Section 11.04 shall not limit the indemnification for liability to third parties pursuant to Section 11.03.

ARTICLE XI

UTILITIES

SECTION 11.01 UTILITY CHARGES.

(a) Tenant shall be solely responsible for and shall promptly pay for all fees, deposits and charges, including use and/or connection fees, hook-up fees, standby fees, and/or penalties for discontinued or interrupted service, and the like, for water, gas, electricity, fire alarm, burglar alarm, telephone, cable television, sewer and sanitation, solid waste disposal and any other service or utility used in or upon or furnished to the Premises, including, without limitation, any services to be supplied by Landlord from a central utility plant or other utility system, irrespective of whether any of the foregoing are initially paid in advance by Landlord, or otherwise. Landlord, at its sole option, may elect to furnish any or all of such services with a separate charge therefor to Tenant, at a cost in excess of Landlord's cost, such charge to be based upon the services used by Tenant, as reflected by meter, submeter or otherwise. Tenant shall pay such charge, as Additional Rent, at such time and upon such terms as installments of Minimum Annual Rental are due.

(b) Except to the extent of Landlord's gross negligence, in no event shall Landlord be liable for damages or otherwise for any interruption, reduction, disruption, curtailment or failure in the supply, quality or character of electricity, services from a central utility plant or any other utility or other service, or if either the quantity, quality or character thereof supplied to or by Landlord is changed or is no longer available for Tenant's requirements, nor shall any such interruption, reduction, disruption, curtailment, failure or change in quantity, quality or character constitute or be deemed to constitute constructive eviction of Tenant, or excuse or relieve Tenant from its obligations under this Lease, including but not limited to the payment of Rental.

(c) Prior to the commencement of Tenant's occupancy of the Premises and/or at any time thereafter until the expiration of the Term, Landlord may, upon thirty (30) days' prior written notice to Tenant, elect to have Tenant obtain, and/or discontinue furnishing, as applicable, any utility to the Premises (including, without limitation, heating, ventilation and air conditioning services), without thereby affecting this Lease in any manner or otherwise incurring any liability to Tenant, and Landlord shall no longer be obligated to furnish such utility to the Premises. If Landlord shall give Tenant notice of intention to so have Tenant obtain, or for Landlord to cease furnishing, a utility to the Premises, Tenant may contract for and receive such utility directly from the public utility corporation then serving the Shopping Center, and if Tenant does so, Landlord shall permit Tenant, at Tenant's sole cost, to use Landlord's risers, wiring, electric and any other installations then serving the Premises for such purpose, if any, to the extent that the same are available, suitable and may be safely so used, consistent with concurrent and anticipated future use by Landlord and other tenants. If Landlord is the initial provider of a utility service to Tenant, Landlord agrees not to discontinue furnishing any utility to Tenant pursuant hereto until such time as Tenant shall be able to receive said utility service from an alternate source of supply. Tenant agrees to act diligently in connecting to such alternate source as soon as it becomes available. Landlord may from time to time during the Term elect to provide, or resume provision of, any utility to the Premises obtained or provided by Tenant pursuant hereto, and thereafter make an election for Tenant to provide such utility pursuant hereto, and thereafter re-elect again pursuant hereto on an ongoing basis.

(d) Notwithstanding any other provisions of this Article, to the extent utilities provided by Landlord are utilities which could be supplied to Tenant as a direct customer of a public utility, the value of such so utility used by Tenant shall be computed for the purposes of this Article so as not to exceed the rate schedules which would be applicable if Tenant were at the time a direct customer of such public utility corporation.

(e) Any obligation of Landlord to furnish light, power and services from a central utility plant shall be conditioned upon the availability of adequate energy sources. Landlord shall have the right to reduce heating, cooling and lighting within the Premises and the Common Areas as required by any mandatory or voluntary fuel or energy saving allocation, or similar statute, regulation, order or program.

(f) Tenant shall operate its heating, ventilating and air conditioning ("HVAC") system(s) serving the Premises so as to maintain comfortable conditions during regular Shopping Center business hours. Temperatures in the Premises shall be compatible with temperatures in the Shopping Center. Tenant's obligation to connect to the services supplied by Landlord, as set forth in this Section 11.01, as well as Tenant's installation, operation and maintenance of its HVAC system(s) within the Premises.

(g) If Tenant desires to install any equipment which shall exceed the capacity of any utility facilities or which shall require additional utility facilities, Tenant shall not have the right to do so without Landlord's prior written approval of Tenant's Plans and Specifications and specifications therefor. If such installation is approved by Landlord, and if Landlord provides such additional facilities to accommodate Tenant's installation, Tenant agrees to pay Landlord, on demand, the cost of providing such additional utility facilities or utility facilities of greater capacity. Tenant shall in no event use any of the utility facilities in anyway which shall overload or overburden the utility systems.

(h) Landlord reserves the right to cut off and discontinue furnishing any heating, ventilation, air conditioning or other utility services furnished or submetered by Landlord at any time after notice to Tenant of an event of default under this Lease by Tenant. Landlord shall not be liable for any damages resulting from or arising out of such discontinuance of utility services, and such discontinuance shall not constitute a termination of this Lease or an eviction of Tenant. Tenant hereby releases Landlord from any loss, damage or liability sustained by Tenant as a result of such discontinuance.

ARTICLE XII

ESTOPPEL STATEMENT, ATTORNMENT AND SUBORDINATION

SECTION 12.01 ESTOPPEL STATEMENT.

Within ten (10) days after request therefor by Landlord, Tenant shall execute, in recordable form, and deliver to Landlord a statement, in writing, certifying (a) that this Lease is in full force and effect, (b) the Commencement Date, the Rental Commencement Date and the expiration date of this Lease, (c) that Rental and all other charges hereunder are paid currently without any offset or defense thereto, (d) the amount of Rental and all other charges hereunder, if any, paid in advance, (e) whether this Lease has been modified and, if so, identifying the modifications, (f) that

there are no uncured defaults by Landlord or stating in reasonable detail those claimed by Tenant (provided that, in fact, such details are accurate and ascertainable), and (g) such other matters as may be reasonably requested by Landlord . Tenant's failure or refusal to execute timely such statement shall constitute an acknowledgment by Tenant that the statements contained in such statement are true and correct without exception, and may be relied upon by Landlord or by any prospective or existing transferee of all or any part of Landlord interest in the Development or this Lease or by any of Landlord's lenders.

SECTION 12.02 ATTORNMENT.

In the event any proceedings are brought for the foreclosure of, or in the event of exercise of the power of sale under any mortgage and/or deed of trust made by Landlord covering the Premises, or in the event Landlord sells, conveys or otherwise transfers its interest in the Shopping Center and/or the Development or any portion thereof containing the Premises, this Lease shall remain in full force and effect and Tenant hereby automatically attorns to the new owner. Tenant covenants and agrees, at such new owners request, to execute an instrument evidencing such attornment reasonably satisfactory to the new owner, recognizing the new owner as the Landlord under this Lease. Tenant acknowledges that such new owner shall not be bound by (i) any prepayment of more than one (1) month's Rent (except rental deposit but only to the extent received by said successor) or (ii) any material amendment of the Lease made after the later of the Commencement Date, or the date that such successor's lien or interest first arose, unless said successor shall have consented to such amendment or (iii) any claims, offsets or defenses of Tenant arising prior to such attornment, except for those specifically provided in the Lease. Payment by or performance of this Lease by any person, firm or corporation claiming an interest in this Lease or the Premises by, through or under Tenant without Landlord's consent in writing shall not constitute an attornment or create any interest in this Lease or the Premises. At Tenant's request, the new owner shall acknowledge in writing that, subject to the provisions of this Section, Tenant's interest in the Premises and rights under this Lease shall not be disturbed so long as Tenant is not in default under the terms of this Lease beyond the time permitted to cure such default.

SECTION 12.03 SUBORDINATION.

Tenant further agrees this Lease shall be subordinate to the lien of any mortgage, deed of trust or any ground lease that may be placed upon the Premises or the Shopping Center or the Development and to any and all advances to be made thereunder, and to the interest thereon, and all renewals, modifications, replacement and extensions thereof. The foregoing shall be self-operative and no further instruments shall be required to effect such subordination of this Lease. Tenant also agrees that any mortgagee, beneficiary or ground lessor may elect to have this Lease constitute a prior lien to its mortgage, deed of trust or ground lease, and in the event of such election and upon notification by such mortgagee, beneficiary or ground lessor to Tenant to that effect, this Lease shall be deemed a prior lien to such mortgage, deed of trust or ground lease, whether this Lease is dated prior to or subsequent to the date of said mortgage, deed of trust or ground lease. Tenant agrees that upon the demand of Landlord, or any mortgagee, beneficiary or ground lessor, Tenant shall, within ten (10) days of the receipt of said demand, execute whatever instruments may be required to carry out the intent of this Section 13.03 in the form requested by Landlord or such mortgagee, beneficiary or ground lessor, including, without limitation, an appropriate recordable subordination agreement. In the event Tenant fails to execute such instruments within ten (10)

days after demand, Tenant does hereby irrevocably appoint Landlord as its attorney-in-fact me) and in its place and stead so to do.

SECTION 12.04 REMEDIES.

Failure of Tenant to execute any statements or instruments necessary or desirable to effectuate the foregoing provisions of this Article within ten (10) days after written demand so to do by Landlord shall constitute a breach of this Lease. In the event of such failure, Landlord, in addition to any other rights or remedies it might have, shall have the right by not less than ten (10) days' notice to Tenant to declare this Lease terminated and the Term ended, in which event this Lease shall cease and terminate on the date specified in such notice with the same force and effect as though the date set forth in such notice were the date originally set forth in this Lease and fixed for the expiration of the Term; upon such termination Tenant shall vacate and surrender the Premises, but shall remain liable as provided in this Lease by reason of said breach.

SECTION 12.05 NOTICE TO MORTGAGEE, BENEFICIARY OR GROUND LESSOR.

If Tenant is given notice of the name and address of a mortgagee, beneficiary or ground lessor, then Tenant shall give written notice of any default by Landlord to such mortgagee, beneficiary or ground lessor specifying the default in reasonable detail. Tenant shall afford mortgagee, beneficiary or ground lessor the right to cure such default and if such mortgagee, beneficiary or ground lessor does perform on behalf of Landlord, such default shall be deemed cured.

ARTICLE XIII

ASSIGNMENT AND SUBLETTING

SECTION 13.01 RESTRICTIONS ON TRANSFER.

(a) Notwithstanding any provision contained herein to the contrary, Tenant agrees not to mortgage, encumber, pledge or hypothecate all or any part of this Lease, Tenant's interest in the Premises, or Tenant's business. Further, Tenant shall not transfer, assign, sublet, enter into franchise, license or concession agreements, change ownership or voting control of, all or any part of this Lease, Tenant's interest in the Premises or Tenant's business (collectively "Transfer") without first procuring the written consent of Landlord, which consent shall not be unreasonably withheld, subject to the terms, covenants and conditions contained in this Lease and to the right of Landlord to elect to terminate this Lease as provided in Section 14.02 below. Any attempted or purported Transfer without Landlord's prior written consent shall be void and of no force or effect and shall not confer any estate or benefit on anyone. Further, any such attempted or purported Transfer shall entitle Landlord immediately to terminate this Lease and all further obligations of Landlord hereunder. A consent to one Transfer by Landlord shall not be deemed to be a consent to any subsequent Transfer to any other party. No Transfer of this Lease or agreement entered into with respect thereto, whether with or without Landlord's consent, shall relieve Tenant or any guarantor from liability under this Lease.

(b) Landlord and Tenant agree that it shall not be unreasonable for Landlord to withhold its consent to any proposed Transfer for any of the following reasons, which are not exclusive:

(1) The contemplated use of the Premises by the proposed transferee, assignee or sublessee (hereinafter referred to as the "Transferee") is not substantially identical to the "Use of Premises" permitted under this Lease;

(2) The proposed use of the Premises by the proposed transferee is inconsistent with the retail tenant mix desired by Landlord;

(3) The net worth and/or financial stability of the Transferee is, or may become, inadequate to operate the business permitted to be conducted in the Premises in the manner required by this Lease and/or to meet all of Tenant's financial and other obligations under this Lease;

(4) The Transferee's reputation (or that of any of its affiliates) would have an adverse effect upon the reputation of the Shopping Center or the other businesses located therein;

(5) The Transferee would breach any covenant of Landlord respecting radius, location, use or exclusivity in any other lease, financing agreement or other agreement relating to the Shopping Center;

(6) Tenant is in default pursuant to this Lease;

(7) The nature of the Transferee's proposed or likely use of the Premises would involve any risk, greater than that of Tenant's, of the use, release, disposition or mishandling of "Hazardous Materials" (as defined in Section 7.03);

(8) The Transferee is not likely to conduct on the Premises a business of a quality substantially equal to that conducted by Tenant; or

(9) Any ground lessor or mortgagee whose consent to such transfer is required fails to consent thereto.

SECTION 13.02 PROCEDURE FOR TRANSFER.

Should Tenant desire to make a Transfer hereunder, Tenant shall, in each instance, give written notice of its intention to do so to Landlord at least ninety (90) days before the intended effective date of any such proposed Transfer, specifying in such notice whether Tenant proposes to assign or sublet, or enter into license, franchise or concession agreements, the proposed date thereof, and specifically identifying the proposed Transferee, the net worth and previous business experience of the proposed Transferee, including without limitation copies of the proposed Transferee's last two years' income statement, balance sheet and statement of changes in financial position (with accompanying notes and disclosures of all material changes thereto) in audited form, if available, and certified as accurate by the proposed Transferee. Such notice shall be accompanied, in the case of a proposed assignment, subletting, license, franchise or concession agreement, by a copy of the proposed assignment, sublease, license, franchise or concession agreement or, if same is not available, a letter of commitment or a letter of intent. In the case of a proposed sale of Tenant's business, Tenant shall provide a copy of the proposed sale and financing agreements.

Landlord shall, within sixty (60) days after its receipt of such notice of a proposed Transfer, by giving written notice to Tenant of its intention to do so: (a) withhold its consent to the Transfer; (b) consent to the Transfer; or (c) terminate this Lease, such termination to be effective thirty (30) days after receipt of such notice by Tenant. Failure of Landlord to give Tenant written notice of Landlord's action with respect to any request for Landlord's consent to a proposed Transfer shall not constitute or be deemed Landlord's consent to such Transfer. Landlord's consent to a proposed Transfer shall only be given if and when Landlord has notified Tenant in writing that Landlord consents to such proposed Transfer. If Landlord shall exercise its termination right hereunder, Landlord shall have the right to enter into a lease or other occupancy agreement directly with the proposed Transferee, and Tenant shall have no right to any of the rents or other consideration payable by such proposed Transferee under such other lease or occupancy agreement, even if such rents and other consideration exceed the rent payable under this Lease by Tenant. Landlord shall have the right to lease the Premises to any other tenant, or not lease the Premises, in its sole discretion. Tenant may, however, elect to nullify Landlord's election to terminate this Lease under clause (c) by furnishing Landlord with written notice of Tenant's election to withdraw its proposed Transfer within ten (10) days of Tenant's receipt of Landlord's notice of termination, in which event the Lease shall remain in effect with the existing Tenant. Landlord and Tenant specifically agree that Landlord's election to terminate this Lease under clause (c) may be made in Landlord's sole and absolute discretion and that no test of reasonableness shall be applicable thereto. Failure of Tenant to furnish Landlord notice of Tenant's election to nullify shall be deemed Tenant's

election to terminate this Lease without further liability of either party. If Landlord withholds its consent to any proposed Transfer pursuant hereto and if Tenant requests in writing within ten (10) days after Tenant's receipt of Landlord's written notice of such withholding of consent, Landlord shall provide to Tenant a statement of its reason(s) for withholding consent to the proposed Transfer within a reasonable time after Landlord's receipt of Tenant's request therefor. Tenant acknowledges and agrees that each of the rights of Landlord set forth herein in the event of a proposed Transfer is a reasonable restriction on Transfer for purposes of applicable laws. Landlord and Tenant agree that Tenant shall have the burden of proving that Landlord's consent to the proposed Transfer was withheld unreasonably. Landlord shall have no liability to Tenant or to any proposed Transferee in damages if it is adjudicated that Landlord's consent shall have been unreasonably withheld and/or that such unreasonable withholding of consent shall have constituted a breach of this Lease or other duty to Tenant, the proposed Transferee or any other person. In such event, Tenant's sole remedy shall be to have the proposed Transfer declared valid, as if Landlord's consent had been duly and timely given (although Tenant shall be entitled to reasonable attorneys' fees if it is the successful party in such litigation, in accordance with the terms of this Lease).

SECTION 13.03 TRANSFER RENT ADJUSTMENT.

If Tenant shall make a permitted Transfer hereunder, the Minimum Annual Rental specified in Section 2.01 shall be increased, effective as of the date of such Transfer, to the highest of: (a) the total rent payable by the Transferee pursuant to such Transfer, or (b) an amount equal to the total of the Minimum Annual Rental, plus Additional Rent, required to be paid by Tenant pursuant to this Lease during the 12-month period immediately preceding such Transfer; or (c) a sum equal to the then fair-market rental value of the Premises as reasonably determined by Landlord, the amount of which Landlord shall notify Tenant before the effective date of the Transfer. In no event shall the Minimum Annual Rental, after Transfer, be less than the Minimum Annual Rental immediately before Transfer.

SECTION 13.04 REQUIRED DOCUMENTS AND FEES.

Each Transfer to which Landlord has consented shall be evidenced by a written instrument in form satisfactory to Landlord, executed by Tenant and the Transferee, under which the Transferee shall agree in writing for the benefit of Landlord (except as otherwise agreed in writing by Landlord) to assume, perform and abide by all of the terms, covenants and conditions of this Lease to be done, kept and performed by Tenant, including the payment of all amounts due or to become due under this Lease directly to Landlord and the obligation to use the Premises only for the purpose specified in this Lease. Tenant shall reimburse Landlord for Landlord's reasonable attorneys' and administrative fees incurred in the processing of, and documentation for, each such requested Transfer, whether or not the Transfer is consummated.

SECTION 13.05 TRANSFER OF STOCK OR PARTNERSHIP INTEREST.

If Tenant is a corporation which, under the current laws, rules or guidelines promulgated by the governmental body or agency having jurisdiction and authority to promulgate the same, is not deemed a public corporation, or is an unincorporated association or partnership, the transfer, assignment or hypothecation, in the aggregate of more than a controlling interest of the total

outstanding stock or interest in such corporation, association or partnership shall be deemed a Transfer within the meaning and provisions of this Lease.

SECTION 13.06 ASSIGNMENT AND SUBLEASE RENTALS.

The following terms and conditions shall apply to any subletting by Tenant of all or any part of the Premises and shall be deemed included in all subleases under this Lease whether or not expressly incorporated therein:

(a) Tenant hereby assigns and transfers to Landlord all of Tenant's interest in all rentals and income arising from any sublease of all or a portion of the Premises heretofore or hereafter made by Tenant, and Landlord may collect such rent and income and apply same toward Tenant's obligations under this Lease; provided, however, that until a breach shall occur in the performance of Tenant's obligations under this Lease, Tenant may, except as otherwise provided in this Lease, receive, collect and enjoy the rents accruing under such sublease. Landlord shall not, by reason of this or any other assignment of such sublease to Landlord, nor by reason of the collection of the rents from a subtenant, be deemed liable to the subtenant for any failure of Tenant to perform and comply with any of Tenant's obligations to such subtenant under such sublease. Tenant hereby irrevocably authorizes and directs any such subtenant, upon receipt of a written notice from Landlord stating that a breach exists in the performance of Tenant's obligations under this Lease, to pay to Landlord the rents and other charges due and to become due under the sublease. The subtenant shall rely upon any such statement and request from Landlord and shall pay such rents and other charges to Landlord without any obligation or right to inquire as to whether such breach exists and notwithstanding any notice from or claim from Tenant to the contrary. Tenant shall have no right or claim against said subtenant, or, until the breach has been cured, against Landlord, for any such rents and other charges so paid by said subtenant to Landlord.

(b) In the event of a breach by Tenant in the performance of its obligations under this Lease, Landlord, at its option and without any obligation to do so, may require any subtenant to attorn to Landlord, in which event Landlord shall undertake the obligations of the Tenant, as subLandlord, under such sublease from the time of the exercise of said option to the expiration of such sublease; provided, however, Landlord shall not be liable for any prepaid rents or security deposit paid by such subtenant to Tenant or for any other prior defaults or breaches of Tenant as subLandlord under such sublease.

ARTICLE XIV

WASTE OR NUISANCE

SECTION 14.01 WASTE OR NUISANCE.

Tenant shall not commit nor permit any of its employees, invitees, contractors, subcontractors, licensees, subtenants or agents to commit any waste upon the Premises and shall not place a load upon the floor of the Premises which exceeds the floor load per square foot which such floor was designed to carry. Tenant shall not commit nor permit any of its employees, invitees, contractors, subcontractors, licensees, subtenants or agents to commit any nuisance or other act or thing which may impact Landlord's operation of the Development or disturb the quiet enjoyment of any other occupant or tenant of the Development. Tenant shall not use or permit to

be used any medium that might constitute a nuisance, such as loudspeakers, sound amplifiers, tape decks, compact disc players, radios, televisions, or any other sound producing or other device which will carry sound or odors outside the Premises and, upon written notice from Landlord, Tenant shall cause any such noise or odors to cease. Tenant agrees that business machines and mechanical equipment used by Tenant which cause vibration or noise that may be transmitted to the building or buildings comprising the Development or to the Premises to such a degree as to be reasonably objectionable to Landlord or to any occupant, shall be placed and maintained by Tenant at its expense in a manner sufficient to eliminate such vibrations or noise, such as by cork, rubber or spring-type vibration isolators. Tenant shall not allow any use of the Premises or any other portion of the Development in a manner which is a source of annoyance, disturbance or embarrassment to Landlord or to the other tenants of the Development or which is deemed by Landlord, in its sole discretion, as not in keeping with the character of the Development. The Premises shall not be used for any unlawful, immoral or other purpose deemed improper by Landlord.

ARTICLE XV

TRADE NAME; PROMOTIONAL PROGRAM

SECTION 15.01 TRADE NAME.

Tenant shall operate its business in the Premises under the name specifically set forth in the Data Sheet ("Trade Name") so long as the same shall not be held to be in violation of any applicable law, and shall not change the advertised name or character of the business operated in the Premises without the prior written approval of Landlord.

SECTION 15.02 PROMOTIONAL PROGRAM.

Landlord shall provide or cause to be provided a program of advertising and promotional events and services ("Promotional Program") which, in Landlord's sole judgment, will serve to promote the Shopping Center and/or the Development. Landlord shall not be obligated to spend more than is actually collected from tenants in providing the Promotional Program. Any promotional services and personnel provided shall be under the exclusive control and supervision of Landlord, who shall have the sole authority to employ and discharge personnel and to establish a budget for the Promotional Program. Tenant agrees to the mention or nonmention of Tenant's Trade Name in the general advertising and, in either event, Tenant shall, upon the request of Landlord, furnish copy, pictures or an example of its merchandise for promotion in such advertising.

ARTICLE XVI

DAMAGE AND DESTRUCTION

SECTION 16.01 RECONSTRUCTION OF DAMAGED PREMISES.

(a) In the event the Premises shall be partially or totally destroyed by fire or other casualty insured under the insurance carried by Landlord pursuant to Section 11.02 of this Lease so as to become partially or totally untenantable, then the damage to the Premises shall be promptly

repaired (unless Landlord shall elect not to rebuild as hereinafter provided), whereupon the Minimum Annual Rental and, to the extent reimbursed from the proceeds of insurance carried by Landlord under Section 11.02, Additional Rent payable by Tenant to Landlord shall be abated in proportion to the Floor Area of the Premises rendered untenantable, and the Annual Breakpoint and Quarterly Breakpoint shall likewise be proportionately reduced. Payment of full Minimum Annual Rental and Additional Rent so abated shall commence, and Tenant shall be obligated to reopen for business on the thirtieth (30th) day following the date that Landlord advises Tenant that the Premises are tenantable (which shall mean that Landlord shall have repaired, restored or reconstructed the Premises, including the leasehold improvements), unless Tenant opens at an earlier time or remains open following such damage or destruction. Tenant hereby waives the provisions of any statute or other law that may be in effect at the time of the occurrence of any such damage or destruction under which a lease is automatically terminated or pursuant to which a tenant is given the right to terminate a lease by reason of such an event of damage or destruction.

(b) Landlord shall be obligated to cause such repairs to be made unless Landlord, at its sole option, elects to cause Tenant to make such repairs to the leasehold improvements, in which event Tenant shall promptly complete the same and Landlord will make available to Tenant for the sole purpose of reconstruction of Tenant's leasehold improvements such portion of any insurance proceeds received by Landlord from its insurance carrier under a policy carried pursuant to Section 11.02 of this Lease as may be allocated to the leasehold improvements of the Premises by Landlord. In the event of any such repairs, restoration and reconstruction by Tenant, an architect duly registered in the state where the Premises is located (if such registration is required by applicable code or governmental authorities) shall be selected and appointed by Tenant to prepare any necessary drawings and specifications and to supervise the work and direct the payment of such insurance proceeds. Such insurance proceeds shall be payable to Tenant only upon being provided certificates by said architect stating that the payments specified therein are properly payable for the purpose of reimbursing Tenant for the expenditures actually made by Tenant in connection with such work. At the election of Landlord or Landlord's mortgagee, direct payments may be made to material suppliers and laborers upon written certification by said architect that such payments are due and payable. In making such repairs, restoration or reconstruction, Tenant, at its expense, shall comply with all laws, ordinances and governmental rules and regulations and shall perform all work or cause such work to be performed with due diligence and in a first-class manner. All permits required in connection with said repairs, restoration and reconstruction shall be obtained by Tenant at Tenant's sole cost and expense. Any amount expended by Tenant in excess of such insurance proceeds received by Landlord and made available to Tenant shall be the sole obligation of Tenant.

(c) In the event of repair, restoration or reconstruction by Landlord, any amount expended by Landlord in repairing the Premises in excess of the proceeds of insurance received by Landlord pursuant to Section 11.02 of this Lease which were allocated to the Premises shall be repayable by Tenant to Landlord within ten (10) days after receipt by Tenant of a statement setting forth the amount of such excess. The party required hereunder to repair, restore or reconstruct the damage to the Premises shall reconstruct such Premises in accordance with the Plans and Specifications originally approved by Landlord or new drawings prepared by Tenant's architect at Tenant's sole cost and expense and acceptable to Landlord and Tenant. In no event shall Landlord be required to repair or replace Tenant's trade fixtures, signs, furnishings, equipment or other items

of personal property, but the same shall be repaired or replaced promptly to a condition at least equal to that prior to the damage or destruction thereof by Tenant.

SECTION 16.02 LANDLORD'S OPTION TO TERMINATE LEASE.

If (i) more than thirty-five percent (35%) of the Floor Area of the building in which the Premises are located or of the Shopping Center or of the parking facilities or of the Common Areas, shall be damaged or destroyed by fire or other casualty at any time, or (ii) during the last three (3) years of the Term of this Lease, more than twenty-five percent (25%) of the Floor Area of the Premises or of the building in which the Premises are located or of the Shopping Center or of the parking facilities or of the Common Areas shall be damaged or destroyed by fire or other casualty, or (iii) all or any part of the Shopping Center or said building or the Premises or of the parking facilities or of the Common Areas is damaged or destroyed at any time by the occurrence of any risk not insured under the insurance carried by Landlord pursuant to Section 8.03 or Section 11.02, then Landlord either may elect that the building and/or Premises and/or Shopping Center and/or the parking facilities and/or the Common Areas, as the case may be, shall be repaired and rebuilt or, at its sole option, may terminate this Lease by giving written notice to Tenant of Landlord's election so to terminate, such notice to be given within ninety (90) days after the occurrence of such damage or destruction.

ARTICLE XVII
EMINENT DOMAIN

SECTION 17.01 TOTAL CONDEMNATION OF PREMISES.

If the whole of the Premises shall be taken by any public authority under the power of eminent domain or sold to a public authority under threat or in lieu of such taking, then the Term of this Lease shall cease as of the day upon which possession is taken by such public authority, and Minimum Annual Rental, Additional Rent and other charges shall be paid up to that day with a proportionate refund by Landlord of such Rental payments as may have been paid in advance for a period subsequent to the date of the taking.

SECTION 17.02 PARTIAL CONDEMNATION.

(a) If less than the whole but more than twenty percent (20%) of the Floor Area of the Premises or more than fifty percent (50%) of the square footage of the parking facilities or of the Common Areas shall be so taken under eminent domain, or sold to public authority under threat or in lieu of such taking, Tenant shall have the right either to terminate this Lease as of the day possession is taken by such public authority, or, subject to Landlord's right of termination as set forth in Section 18.02(c) of this Article, to continue in possession of the remainder of the Premises, upon notifying Landlord in writing within ten (l 0) days after such taking of Tenant's intention. In the event Tenant elects to remain in possession, all of the terms provided herein shall continue in effect, except that as of the day possession of such percentage of the Premises is taken by public authority, the Minimum Annual Rental and Additional Rent payable by Tenant to Landlord shall be reduced in proportion to the Floor Area of the Premises taken and the Annual Breakpoint and Quarterly Breakpoint shall likewise be proportionately reduced; thereafter, Landlord shall, at Landlord's cost and expense to the extent of any available condemnation award, make all the

necessary repairs or alterations to the basic building, so as to constitute the remaining Premises a complete architectural unit, and Tenant, at Tenant's sole cost and expense, shall similarly act with respect to Tenant's leasehold improvements, trade fixtures, furnishings and equipment.

(b) If twenty percent (20%) or Jess of the Floor Area of the Premises shall be so taken. the Term of this Lease shall cease, only on the part so taken, as of the day possession shall be taken by such public authority, and Tenant shall pay Rental and other charges up to that day; thereafter, the Minimum Annual Rental and Additional Rent payable by Tenant to Landlord shall be reduced in proportion to the Floor Area of the Premises so taken and the Annual Breakpoint and Quarterly Breakpoint shall likewise be proportionately reduced. Landlord shall, at Landlord's cost and expense to the extent of any available condemnation award, make all necessary repairs or alterations to the basic building, so as to constitute the remaining Premises a complete architectural unit, and Tenant, at Tenant's sole cost and expense, shall similarly act with respect to Tenant's leasehold improvements, trade fixtures, furnishings and equipment.

(c) If more than twenty-five percent (25%) of the Floor Area of the building in which the Premises are located, or more than twenty-five percent (25%) of the Premises, or more than twenty-five percent (25%) of the square footage of the Shopping Center or of the parking facilities or of the Common Areas shall be taken under power of eminent domain, or sold to public authority under threat or in lieu of such taking, Landlord may, by written notice to Tenant delivered on or before the tenth (10th) day following the date of surrender of possession to the public authority, terminate this Lease as of the date possession is taken by public authority. The Minimum Annual Rental, Additional Rent and other charges shall be paid up to the day possession is taken by public authority, with an appropriate refund by Landlord of such Rental payments as may have been paid in advance for a period subsequent to that date.

(d) A voluntary sale or transfer of interest of all or any part of the Premises or of the Common Area in the Shopping Center by Landlord to any public or quasi-public body, agency, person or other entity, corporate or otherwise, having the power of eminent domain, either under threat of condemnation or while condemnation proceedings are pending, shall be deemed to be a taking under the power of eminent domain for the purposes of this Article XVIII.

SECTION 17.03 LANDLORD AND TENANT DAMAGES.

All damages awarded for such taking under the power of eminent domain or proceeds from any sale under threat or m lieu of such a taking, whether for the whole or part of the Premises or leasehold improvements thereto, shall belong to and be the property of Landlord, irrespective of whether such damages shall be awarded or proceeds obtained as compensation for diminution in value to the leasehold improvements thereto, or to the fee of the Premises, and Tenant shall have no claim against either Landlord or the condemning authority with respect thereto; provided, however, that Landlord shall not be entitled to any award specifically designated as compensation for, depreciation to, and cost of removal of, Tenant's stock and trade fixtures, or (subject to the rights of any mortgagee or beneficiary of any mortgage or deed of trust made by Landlord covering the Premises or the Development) to any award specifically designated as compensation for the unamortized cost of Tenant's leasehold improvements less any Landlord contribution to Tenant's Work, such amortization to be calculated on a straight line basis over the Term of this Lease. Tenant hereby waives the provisions of any statute or other law that may be in effect at the time

of the occurrence of any such taking under which a lease is automatically terminated or pursuant to which a tenant is given the right to terminate a lease by reason of such a taking.

ARTICLE XVIII
DEFAULT

SECTION 18.01 RIGHTS UPON DEFAULT.

(a) Notwithstanding any provision herein to the contrary and irrespective of whether all or any rights conferred upon Landlord by this Article XIX are expressly or by implication conferred upon Landlord elsewhere in this Lease, in the event of (i) any failure of Tenant to pay any Minimum Annual Rental, or Additional Rent or any other charges or sums whatsoever due hereunder (including without limitation, amounts due as reimbursement to Landlord for costs incurred by Landlord in performing obligations of Tenant hereunder upon Tenant's failure so to perform) for more than five (5) days after written notice from Landlord to Tenant that such rental or any other charges or sums whatsoever due hereunder were not received on the date required for payment pursuant to this Lease, provided that such notice from Landlord shall be in lieu of, and not in addition to, any notice of default required by applicable laws, or (ii) any default or failure by Tenant to perform any other of the terms, conditions, or covenants of this Lease to be observed or performed by Tenant for more than twenty (20) days after written notice from Landlord to Tenant of such default (unless such default cannot be cured within said twenty (20) days in which event Tenant shall not be deemed to be in default hereunder if Tenant shall have commenced to cure said default promptly within twenty (20) days and shall thereafter proceed to prosecute such cure to completion with all reasonable dispatch and diligence, provided that in no event shall such cure period extend beyond one hundred twenty (120) days), provided that such notice from Landlord shall be in lieu of, and not in addition to, any notice of default required by applicable laws, or (iii) any failure by Tenant to move into the Premises and to initially open for business on or before the Rental Commencement Date, or (iv) any failure by Tenant to operate continuously in the manner and during the hours established by Landlord pursuant to Section 7.02(a) hereof or for the purpose specified in the Data Sheet (the Permitted Use), or (v) Tenant's abandonment of the Premises, or permitting this Lease to be taken under any writ of execution or similar writ or order, then Landlord, in addition to or in lieu of other rights or remedies it may have under this Lease or by law, shall have the following rights: Landlord may at its sole discretion: (A) immediately terminate this Lease and Tenant's right to possession of the Premises by giving Tenant written notice that this Lease is terminated, in which event, upon such termination, Landlord shall have the right to recover from Tenant the sum of (1) the worth at the time of award of the unpaid rental which had been earned at the time of termination; (2) the worth at the time of award of the amount by which the unpaid rental which would have been earned after termination until the time of award exceeds the amount of such rental loss that Tenant affirmatively proves could have been reasonably avoided; (3) the worth at the time of award of the amount by which the unpaid rental for the balance of the Term after the time of award exceeds the amount of such rental loss that Tenant affirmatively proves could be reasonably avoided; (4) any other amount necessary to compensate Landlord for all the detriment proximately caused by Tenant's failure to perform Tenant's obligations under this Lease or which in the ordinary course of things would be likely to result therefrom; and (5) all such other amounts in addition to or in lieu of the foregoing as may be permitted from time to time under applicable law; or (8) have this Lease continue in effect for so long as Landlord does not terminate this Lease and Tenant's right to possession of the Premises,

in which event Landlord shall have the right to enforce all of Landlord's rights and remedies under this Lease including the right to recover the Minimum Annual Rental, Additional Rent and other charges payable by Tenant under this Lease as they become due under this Lease; or (C) without terminating this Lease, Landlord may pay or discharge any breach or violation hereof which amount so expended shall be added to the next monthly incremental payment of Minimum Annual Rent and Additional Rent due and treated in the same manner as Rental hereunder; or (D) without terminating this Lease, make such alterat10ns and repairs as may be necessary in order to relet the Premises, and relet the Premises or any part thereof for such term or terms (which may be for a term extending beyond the Term) at such rental or rentals and upon such other terms and conditions as Landlord in its sole discretion may deem advisable.

(b) If Landlord proceeds under Section 19.01(a)(D) above, upon such reletting all Rental and other sums received by Landlord from such reletting shall be applied, first, to the payment of any indebtedness other than Rental due hereunder from Tenant to Landlord; second, to the payment of any costs and expenses of such reletting, including reasonable brokerage fees and attorney fees and of costs of such alterations and repairs; third, to the payment of Rental due and unpaid hereunder; and the residue, if any, shall be held by Landlord and applied in payment of future Minimum Annual Rental and Additional Rent payable by Tenant hereunder, as the same may become due and payable hereunder. If such Minimum Annual Rental, Additional Rent and other sums received from such reletting during any month are less than that to be paid during that month by Tenant hereunder, Tenant shall pay such deficiency to Landlord; if such rentals and sums shall be more, Tenant shall have no right to the excess. Such deficiency shall be calculated and paid monthly. No re-entry or taking possession of the Premises by Landlord shall be construed as an election on its part to terminate this Lease unless a written notice of such intention is given to Tenant or unless the termination thereof is decreed by a court of competent jurisdiction. Notwithstanding any such reletting without termination, Landlord may at any time thereafter elect to terminate this Lease for such previous breach and shall have the remedies provided herein. Should Landlord at any time terminate this Lease for any breach, in addition to any other remedies it may have, it may recover from Tenant all damages it may incur by reason of such breach, including the cost of recovering the Premises, all of which amount shall be immediately due and payable from Tenant to Landlord. Landlord shall use its reasonable efforts to mitigate its damages hereunder; however, the failure or refusal of Landlord to relet the Premises shall not affect Tenant's liability. The terms "entry" and "re-entry" are not limited to their technical meanings. If Tenant shall default hereunder prior to the date fixed as the commencement of any renewal or extension of this Lease, Landlord may cancel and terminate such renewal or extension agreement by written notice. In the event of re-entry by Landlord, Landlord may remove all persons and property from the Premises and such property may be stored in a public warehouse or elsewhere at the cost of, and for the account of Tenant, without notice or resort to legal process and without Landlord being deemed guilty of trespass, conversion or becoming liable for any loss or damage which may be occasioned thereby. In the event Tenant shall not remove its property from the Premises within ten (JO) days after Tenant has vacated the Premises, then such property shall be deemed abandoned by Tenant and Landlord may dispose of the same without Landlord having any liability to Tenant. If Landlord removes such property from the Premises and stores it at Tenant's risk and expense, and if Tenant fails to pay the cost of such removal and storage after written demand therefor and/or to pay any Rental then due, then after the property has been stored for a period of thirty (30) days or more Landlord may sell such property at public or private sale, in the manner and at such times and places as Landlord deems commercially reasonable following reasonable notice to Tenant of

the time and place of such sale. The proceeds of any such sale shall be applied first to the payment of the expenses for removal and storage of the property, the preparation for the conducting of such sale, and for attorneys' fees and other legal expenses incurred by Landlord in connection therewith, and the balance shall be applied as provided in this Section 19.01(b).

(c) At any time that Tenant has either failed to pay Rental or other charges within five (5) days after the same shall be due or shall have delivered checks to Landlord for payments pursuant to this Lease which shall have on at least three (3) occasions during the Term of this Lease (whether consecutive or not or whether involving the same check or different checks) been returned by Landlord's bank for any reason, Landlord shall not be obligated to accept any payment from Tenant unless such payment is made by cashier's check or in bank certified funds.

(d) For purposes of subclauses (1) and (2) of Section 19.01(a), "worth at the time of award" shall be computed by allowing interest at the maximum rate permitted by law (see Section 27.13) and for purposes of subclause (3) of Section 19.01(a), "worth at the time of award" shall be computed by discounting such amount at the discount rate of the Federal Reserve Bank whose jurisdiction includes the Development at the time of award, plus one percent (1%); the Rental reserved in this Lease shall be deemed to be a monthly rental arrived at (i) by adding to the monthly installment of Minimum Annual Rental payable under this Lease plus (ii) one twelfth (I/12th) of the annual average of all Additional Rent payable by Tenant hereunder (such as, by way of example, Tenant's share of Operating Costs and Expenses).

(e) Anything to the contrary notwithstanding, Landlord shall not be required to give notice under this Article XIX more than twice in any consecutive twelve month period.

ARTICLE XIX
BANKRUPTCY OR INSOLVENCY

SECTION 19.01 TENANT'S INTEREST NOT TRANSFERABLE.

Except as may specifically be provided pursuant to the Federal Bankruptcy Code, neither Tenant's interest in this Lease, nor any estate hereby created in Tenant nor any interest herein, shall pass to any trustee or Landlord or assignee for the benefit of creditors or otherwise by operation of law.

SECTION 19.02 TERMINATION.

In the event the interest or estate created in Tenant hereby shall be taken in execution or by other process of law, or if Tenant's guarantor, if any, or its executors, administrators, or assigns, if any, shall be adjudicated insolvent or bankrupt pursuant to the provisions of any state act or the Federal Bankruptcy Code or if Tenant is adjudicated insolvent by a court of competent jurisdiction other than the United States Bankruptcy Court, or if a Landlord or trustee of the property of Tenant or Tenant's guarantor, if any, shall be appointed by reason of the insolvency or inability of Tenant or Tenant's guarantor, if any, to pay its debts as the same become due or if any assignment shall be made of the property of Tenant or Tenant's guarantor, if any, for the benefit of creditors, then Landlord shall have the right to elect by written notice to Tenant to terminate this Lease and all rights of Tenant hereunder, and Tenant shall vacate and surrender the Premises but shall remain liable as herein provided.

SECTION 19.03 TENANT'S OBLIGATION TO AVOID CREDITORS' PROCEEDINGS.

Tenant or Tenant's guarantor, if any, shall not cause or give cause for the appointment of a trustee or Landlord of the assets of Tenant or Tenant's guarantor, if any, and shall not make any assignment for the benefit of creditors, or become or be adjudicated insolvent. The allowance of any petition under insolvency law except under the Federal Bankruptcy Code or the appointment of a trustee or Landlord of Tenant or Tenant's guarantor, if any, or of the assets of either of them, shall be conclusive evidence that Tenant caused, or gave cause therefor, unless such allowance of the petition, or the appointment of a trustee or Landlord, is vacated within sixty (60) days after such allowance or appointment. Any act or occurrence described in this Section 20.03 shall be deemed a material breach of Tenant's obligations hereunder, and providing Landlord with the right to elect by written notice to Tenant to terminate this Lease and all rights of Tenant hereunder, and Tenant shall vacate and surrender the Premises but shall remain liable as herein provided. Landlord does, in addition, reserve any and all other remedies provided in this Lease or by law.

SECTION 19.04 ELECTION TO ASSUME LEASE.

(a) This is a lease of real property in a shopping Center within the meaning of Section 365(b)(3) of the United States Bankruptcy Code, 11 U.S.C. Section 101et seq. (the "Bankruptcy Code").

(b) In the event that Tenant becomes a Debtor under Chapter 7, 11 or 13 of the Bankruptcy Code, and the Trustee or Tenant, as Debtor-In-Possession, elects to assume this Lease for the purpose of assignment to a third party or otherwise, such election and assignment, if any, may only be made if all of Landlord's conditions are met. If the Trustee or Tenant, as Debtor-In-Possession, fails to elect to assume or reject this Lease by the sixtieth (60th) day after the entry of the Order for Relief in a case under Chapter 7, 11 and 13 of the Bankruptcy Code, this Lease shall thereafter be deemed rejected and terminated in accordance with Section 365(d)(4) of the Bankruptcy Code. The Trustee or Tenant, as Debtor-In- Possession, shall thereupon immediately surrender possession of the Premises to Landlord and Landlord shall have no further obligation to Tenant or Trustee under the Lease. The acceptance of rent by Landlord after the sixtieth (60th) day shall not be deemed a waiver of Landlord's rights herein and under Section 365(d)(4) of the Bankruptcy Code, and Landlord's right to be compensated for damages in such bankruptcy case shall survive.

SECTION 19.05 SUBSEQUENT BANKRUPTCY.

In the event that this Lease is assumed by a Trustee appointed for Tenant or by Tenant as Debtor-In- Possession and thereafter Tenant is liquidated or files a subsequent Petition for reorganization or adjustment of debts under Chapter 11 or 13 of the Bankruptcy Code, then, and in either of such events, Landlord may, at its option, terminate this Lease and all rights of Tenant hereunder, by giving Tenant written notice of its election to so terminate, by no later than thirty (30) days after the occurrence of either of such events.

SECTION 19.06 ASSIGNMENT.

If the Trustee or Debtor-In-Possession has assumed this Lease pursuant to the terms and conditions of Sections 20.02 or 20.03, for the purpose of transferring Tenant's interest under this Lease or the estate created thereby, to any other person, such interest or estate may be so transferred only if Landlord shall acknowledge in writing that the intended transferee has provided "adequate assurance of future performance" of all of the terms, covenants and conditions of this Lease to be performed by Tenant.

SECTION 19.07 OCCUPANCY CHARGES.

When, pursuant to the Bankruptcy Code, the Trustee or Tenant, as Debtor-In-Possession shall be obligated to pay reasonable use and occupancy charges for the use of the Premises or any portion thereof, such charge shall not be less than the Minimum Annual Rental as defined in this Lease and other monetary obligations of Tenant for the payment of Additional Rent.

SECTION 19.08 CONSENT.

Neither Tenant's interest in this Lease, nor any lesser interest of Tenant herein, nor any estate of Tenant hereby created, shall pass to any trustee, Landlord, transferee for the benefit of creditors, or any other person or entity, or otherwise by operation of law under the laws of any state having jurisdiction of the person or property of Tenant unless Landlord shall consent to such transfer in writing. No acceptance by Landlord of Rental or any other payments from any such trustee, Landlord, transferee, person or other entity shall be deemed to have waived the need to obtain Landlord's consent for any transfer of Tenant's interest under this Lease.

SECTION 19.09 ATTORNEY FEES.

If, in the context of Tenant's bankruptcy case, Landlord is compelled at any time to incur any expense, including attorneys' fees, in enforcing or attempting to enforce the terms of this Lease or to enforce or attempt to enforce any actions required under the Bankruptcy Code to be taken by the Trustee or by Tenant, as Debtor-In-Possession, then the sum so paid by Landlord shall be awarded to Landlord by the Bankruptcy Court and shall be immediately due and payable by the Trustee or by Tenant's bankruptcy estate to Landlord in accordance with the terms of the order of the Bankruptcy Court.

SECTION 19.10 OTHER LAWS.

The provisions of this Article XX concerning the rights of Landlord, and the obligations of Trustee, Tenant, Debtor, Landlord, Debtor-In-Possession and assignee are in addition to such rights and obligations provided by law, including those applicable provisions of the Bankruptcy Code. Nothing contained in this Article XX shall limit or reduce in any manner whatsoever such rights and obligations which are otherwise provided by law.

ARTICLE XX
ACCESS BY LANDLORD

SECTION 20.01 RIGHT OF ENTRY.

Landlord and Landlord's agents shall have the right to enter the Premises for any reasonable purpose upon reasonable advance notice to Tenant. Landlord shall have the further right to enter the Premises to make such repairs, alterations, improvements or additions as Landlord may deem necessary or desirable, and Landlord shall be allowed to take all material into and upon the Premises that may be required therefor without the same constituting an eviction of Tenant in whole or in part, and Minimum Annual Rental, Additional Rent and other charges reserved hereunder shall not abate while said repairs, alterations, improvements or additions are being made, by reason of loss or interruption of business of Tenant, or otherwise. In exercising such right of entry, Landlord shall use every reasonable effort not to disrupt Tenant's business in the Premises. Landlord or Landlord's agents shall have the further right to enter the Premises at any time without notice in the event of emergency. During the six (6) months prior to the expiration of the Term of this Lease, Landlord may exhibit the Premises to prospective tenants and their representatives, including brokers, for purposes including but not limited to the inspection and measurement of the Premises.

ARTICLE XXI
TENANT'S PROPERTY

SECTION 21.01 TAXES ON TENANT'S PROPERTY.

Tenant shall be responsible for, and agrees to pay prior to delinquency, any and all Taxes or other taxes, assessments, levies, fees and other governmental charges and impositions of every kind or nature, regular or special, direct or indirect, presently foreseen or unforeseen or known or unknown, levied or assessed by municipal, county, state, federal or other governmental taxing or assessing authority, upon, against or with respect to (i) Tenant's leasehold interest in the Premises, (ii) all furniture , fixtures, equipment, inventory and any other personal property of any kind owned by, or placed, installed or located in, within, upon or about the Premises by Tenant, any concessionaire or any previous tenant or occupant, and (iii) all alterations, additions, or improvements of whatsoever kind or nature, if any, made to the Premises, by Tenant, any concessionaire or any previous tenant or occupant, irrespective of whether any such tax is assessed, real or personal, and irrespective of whether any such tax is assessed to or against Landlord or Tenant (collectively, "Tenant's Taxes"). Tenant shall provide Landlord with evidence of Tenant's timely payment of such Tenant's Taxes upon Landlord's request. If at any time any of such Tenant's Taxes are not levied and assessed separately and directly to Tenant (for example, if the same are levied or assessed to Landlord, or upon or against the building containing the Premises and/or the land underlying said building), Tenant shall pay to Landlord Tenant's share thereof as determined and billed by Landlord.

SECTION 21.02 LOSS AND DAMAGE.

Landlord shall not be responsible or liable to Tenant for any loss or damage that may be occasioned by or through the acts or omissions of persons occupying premises or any part of the premises adjacent to or connected with the Premises or any part of the building of which the Premises are a part, or any other area in the Development, or for any loss or damage resulting to Tenant or its property from bursting, stoppage or leaking of water, gas, sewer or steam pipes, or (without limiting the foregoing) for any damage or loss of property within the Premises from any cause whatsoever.

SECTION 21.03 NOTICE BY TENANT.

Tenant shall give immediate notice to Landlord in case of any damage to or destruction of all or any part of, or of accidents occurring within the Premises, or of defects therein or of any damage to or destruction of any inventory, fixtures or equipment within the Premises.

ARTICLE XXII
HOLDING OVER

SECTION 22.01 HOLDING OVER.

If bona fide negotiations have commenced between Landlord and Tenant for renewal of this Lease within one hundred eighty (180) days prior to the expiration of the Term of this Lease, any holding over after the expiration of the Term hereof with the consent of Landlord shall be construed to be a tenancy from month to month and the Minimum Annual Rental payable shall be at an amount equal to on twelfth (1/12th) of the Minimum Annual Rental required to be paid by Tenant for the last full year of the Term of this Lease, together with an amount estimated by Landlord for the monthly Additional Rent payable pursuant to this Lease, and shall otherwise be on the same terms and conditions as herein specified so far as applicable. Any other holding over after expiration of the Term hereof without the written consent of Landlord shall be construed to be a tenancy from month to month pursuant to the terms of this Lease at one-twelfth (1/12th) of an amount equal to twice the Minimum Annual Rental required to be paid by Tenant for the last full lease year of the Term of this Lease, together with an amount estimated by Landlord for the monthly Additional Rent payable pursuant to this Lease, and shall otherwise be on the same terms and conditions as herein specified so far as applicable. Any such holding over without Landlord's consent shall entitle Landlord to reenter the Premises as provided in Section 19.01 of this Lease. Tenant shall indemnify, defend and hold harmless Landlord from and against any and all loss, claims, demands, liabilities, damages (including, without limitation, consequential damages), costs and/or expenses (including, without limitation, attorneys' fees and expenses) resulting from any failure by Tenant to surrender the Premises in the manner and condition required by this Lease upon the expiration of the Term or earlier termination of this Lease, including, without limitation, any claims made by any proposed new tenant founded upon such failure.

SECTION 22.02 SUCCESSORS.

All rights and liabilities herein given to, or imposed upon, the parties to this Lease shall inure to and be imposed upon the respective heirs, executors, administrators, successors and assigns of the said parties; and if there shall be more than one Tenant, they shall all be bound jointly and severally by the terms, covenants and agreements herein. No rights, however, shall inure to the benefit of any assignee of Tenant unless the assignment to such assignee has been approved in advance by Landlord in writing or permitted by Article XIV.

ARTICLE XXIII
RULES AND REGULATIONS

SECTION 23.01 RULES AND REGULATIONS.

Tenant agrees to comply with and observe all rules and regulations established by Landlord from time to time, provided the same shall apply uniformly to all tenants of the Shopping Center. Tenant's failure to keep and observe said rules and regulations shall constitute a breach of the terms of this Lease in the same manner as if the rules and regulations were contained herein as covenants. In the case of any conflict between said rules and regulations and this Lease, this Lease shall be controlling.

ARTICLE XXIV
QUIET ENJOYMENT

SECTION 24.01 LANDLORD'S COVENANT.

Upon payment by Tenant of Rental herein provided and other charges payable by Tenant under this Lease, and upon the observance and performance of all the covenants, terms and conditions on Tenant's part to be observed and performed, Tenant shall peaceably and quietly hold and enjoy the Premises for the Term hereby demised without hindrance or interruption by Landlord or any other person or persons lawfully or equitably claiming by, through or under Landlord, subject nevertheless to the terms and conditions of this Lease, any mortgage and/or deed of trust to which this Lease is subordinated and any reciprocal easement agreement made between Landlord and tenants or others occupying the Department Stores.

ARTICLE XXV
SECURITY DEPOSIT

SECTION 25.01 DEPOSIT.

At or before Tenant's execution of this Lease, Tenant shall deposit with Landlord the sum set forth in the Data Sheet as a security deposit and payment and performance guaranty. Landlord shall retain said sum throughout the Term of this Lease as security for the faithful performance by Tenant of all of the terms, covenants and conditions of this Lease. (Such sum is occasionally referred to herein as the "deposit".) If Tenant defaults with respect to any provision of this Lease, including but not limited to the provisions relating to the payment of Rental, Landlord may use, apply or retain all or any part of the deposit for the payment of any Rental or any other sum in default, or for the payment of any loss or damage which Landlord may suffer by reason of Tenant's default, or to compensate Landlord for any other amount which Landlord may spend or become obligated to spend by reason of Tenant's default. In no event, except as specifically hereinafter provided, shall Landlord be obliged to apply the same to Rental or other charges in arrears or to damages for Tenant's failure to perform said covenants, conditions and agreements; however, Landlord may so apply the deposit, at its option. Landlord's right to bring a special proceeding to recover or otherwise to obtain possession of the Premises before or after Landlord's declaration of the termination of this Lease for non-payment of Rental or for any other reason shall not in any event be affected by reason of the fact that Landlord holds the deposit.

In the event that Landlord regains possession of the Premises, whether by special proceeding, reentry or otherwise, because of Tenant's default or failure to carry out the covenants, conditions and agreements of this Lease, Landlord may apply such deposit to all damages suffered through the date of said repossession and may retain the deposit to apply to such damages as may

be suffered or shall accrue thereafter by reason of Tenant's default or breach. In the event any bankruptcy, insolvency, reorganization or other creditor-debtor proceedings shall be instituted by or against Tenant, or its successors or assigns, or any guarantor of Tenant hereunder, such deposit shall be deemed to be applied first to the payment of any Rental and/or other charges due Landlord for all periods prior to the institution of such proceedings, and the balance, if any, of such deposit may be retained by Landlord in partial liquidation of Landlord's damages.

The deposit shall not constitute a trust fund. Landlord shall not be obligated to keep such deposit as a separate fund but may commingle the deposit with its own funds. Tenant shall not be entitled to interest on the deposit. In the event Landlord applies the deposit in whole or in part, Tenant shall, within five (5) days after written demand by Landlord, deposit sufficient funds to maintain the deposit in the initial amount. Failure of Tenant to deposit such additional funds shall entitle Landlord to avail itself of the remedies provided in this Lease for non-payment of Rental by Tenant. If Tenant fully and faithfully performs every provision of this Lease to be performed by it, the security deposit or any balance thereof, less any sums then due Landlord from Tenant under this Lease, shall be returned to Tenant (or, at Landlord's option to the last assignee of Tenant's interest thereunder) within thirty (30) days following the later of the expiration of the Term of this Lease or Tenant's vacating the Premises.

ARTICLE XXVI
MISCELLANEOUS

SECTION 26.01 WAIVER; ELECTION OF REMEDIES.

One or more waivers of any covenant or condition by Landlord shall not be construed as a waiver of a subsequent breach of the same covenant or condition, and the consent or approval by Landlord to or of any act by Tenant requiring Landlord's consent or approval shall not be deemed to render unnecessary Landlord's consent or approval to or of any subsequent similar act by Tenant. No breach by Tenant of a covenant or condition of this Lease shall be deemed to have been waived by Landlord unless such waiver is in writing signed by Landlord. The rights and remedies of Landlord under this Lease or under any specific Section, subsection or clause hereof shall be cumulative and in addition to any and all other rights and remedies which Landlord has or may have elsewhere under this Lease or at law or equity, whether or not such Section, subsection or clause expressly so states.

SECTION 26.02 ENTIRE AGREEMENT.

The Data Sheet and all exhibits and/or addendum(s), and/or rider(s), if any, attached to this Lease are hereby made a part of this Lease, with full force and effect as if set forth herein. This Lease supersedes all prior agreements between the parties and sets forth all the covenants, promises, agreements and conditions, and understandings between Landlord and Tenant concerning the Premises and there are no actual or implied covenants, promises, agreements, conditions or understandings, either oral or written, between them other than as are set forth herein and none thereof shall be used to interpret, construe, supplement or contradict this Lease. Landlord has made no representations or warranties regarding the profitability of the Premises, the Shopping Center or the Development, and Tenant has not entered into this Lease in reliance on any such representations, warranties or financial projections prepared or furnished to Tenant by Landlord.

Although the printed provisions of this Lease were drawn by Landlord, the parties hereto agree that this circumstance alone shall not create any presumption, canon of construction or implication favoring the position of either Landlord or Tenant. The parties agree that any deletion of language from this Lease prior to its mutual execution by Landlord and Tenant shall not be construed to have any particular meaning or to raise any presumption, canon of construction or implication, including, without limitation, any implication that the parties intended thereby to state the converse, obverse or opposite of the deleted language. No alteration, amendment, change or addition to this Lease shall be binding upon Landlord or Tenant unless reduced to writing and signed by each party. Tenant shall pay all of Landlord's costs, expenses and reasonable fees of its attorney(s) in connection with any assignment of this Lease, subletting of the Premises or amendment, change or addition to this Lease made at the request of or to accommodate Tenant.

SECTION 26.03 INTERPRETATION; USE OF PRONOUNS; AUTHORITY.

Nothing contained herein shall be deemed or construed by the parties hereto, nor by any third party, as creating the relationship of principal and agent or of partnership or of joint ventures between the parties hereto, it being understood and agreed that neither the method of computation of Rental, nor any other provision contained herein, nor any acts of the parties herein, shall be deemed to create any relationship between the parties hereto other than the relationship of Landlord and tenant. Whenever herein the singular number is used the same shall include the plural, and the masculine gender shall include the feminine and neuter genders. If this Lease is signed on behalf of a corporation, partnership or other entity, such entity is authorized to enter into and the signer is duly authorized to execute this Lease on behalf of such corporation, partnership or entity.

SECTION 26.04 DELAYS; FORCE MAJEURE.

In the event either party hereto shall be delayed in the performance of its initial construction, or maintenance and/or repair obligations, by reasons of strikes; lockouts; labor disputes; Acts of God; inability to procure labor, materials, or reasonable substitutes therefor; or shall at any time be so delayed by reason of the diminution of power or power failure(s); restrictive governmental laws or controls; judicial orders; enemy or hostile governmental action; civil commotion; fire or other casualty, or reasons of a similar nature not the fault of the party delayed in performing work or doing acts required under the terms of this Lease, then performance of such act shall be excused for the period of the delay and the period for the performance of any such act shall be extended for a period equivalent to the period of such delay; provided, however, that the time for performance shall in no event be extended due to financial or economic problems of either party, their architects, contractors, agents or employees, or delay caused by the inability of architects, contractors, suppliers or other employees and agents to meet deadlines, delivery or contract dates (unless such inability is caused by Acts of God, war, civil disobedience or strike). Notwithstanding anything to the contrary, the occurrence of any of the events of force ma1eure herein described shall not excuse Tenant's obligations to pay Minimum Annual Rental and Additional Rent (unless the provisions of Article XVII or Article XVIII apply) or excuse such obligations as this Lease may otherwise impose on the party to obey, remedy or avoid such event; moreover should the work performed by Tenant or Tenant's contractor result in a strike, lockout and/or labor dispute, such strike, lockout and/or labor dispute sha\\ not excuse Tenant's performance. Further, Landlord's reduction of heat, light, air conditioning, or any other services whatsoever to the Shopping Center and/or the Development because of any similar or dissimilar

event constituting a cause for excusable delay hereunder shall not relieve Tenant from its obligations pursuant to Article VU of this Lease. It shall be a condition of Tenant's right to claim an extension of time as a result hereof that Tenant notify Landlord in writing within ten (10) calendar days after the first occurrence of any such event, and the cause, specifying the nature thereof and the period of time contemplated or necessary for performance.

SECTION 26.05 NOTICES.

Notwithstanding the fact that certain descriptions elsewhere in this Lease of notices required to be given by one party to the other may omit to state that such notices shall be in writing, any notice, demand, request or other instrument which may be or is required to be given under this Lease shall be in writing and sent by (i) United States certified mail, return receipt requested, postage prepaid, (ii) telegram, mailgram, or other electronic medium using a third party carrier, (iii) United States express mail, (iv) air courier (such as Federal Express), (v) personal delivery or (vi) any other method creating a receipt, waybill or other indication of delivery, and shall be addressed (a) if to the Landlord, at the address set forth on the Data Sheet, or such other address or addresses as Landlord may designate by written notice, together with copies thereof to such other parties designated by Landlord and, (b) if to Tenant, at the Premises or the address set forth on the Data Sheet, or such other address or addresses as Tenant shall designate by written notice. Landlord may, at its sole discretion, provide such notice to Tenant solely to the Premises and such delivery of notice shall be conclusively presumed to be notice to the Tenant for all purposes under this Lease or applicable law.

SECTION 26.06 CAPTIONS AND SECTION NUMBERS.

The captions, section numbers, article numbers and index appearing in this Lease are inserted only as a matter of convenience and in no way define, limit, construe or describe the scope or intent of such sections or articles of this Lease nor in any way affect this Lease.

SECTION 26.07 BROKER'S COMMISSION.

Tenant represents and warrants to Landlord that there are and shall be no claims for brokerage commissions or finder's fees in connection with this Lease, and each party agrees to indemnify the other and hold it harmless from all liabilities arising from any claim for brokerage commissions and finder's fees in connection with this Lease. Such agreement shall survive the termination of this Lease.

SECTION 26.08 RECORDING.

Tenant shall not record this Lease or any short form or memorandum of this Lease. Tenant, upon the request of Landlord's ground lessor(s), mortgagee(s) or beneficiary(ies) under deed(s) of trust, shall execute and acknowledge a short form or memorandum of this Lease for recording purposes.

SECTION 26.09 FURNISHING OF FINANCIAL STATEMENTS.

Tenant has provided Landlord at or prior to the date of this Lease with statements reflecting its financial condition as of a date within the last twelve (12) months as an inducement to Landlord

to enter into this Lease, and Tenant hereby represents and warrants that its financial condition has not materially changed since the date of those statements. Upon Landlord's written request in connection with a proposed sale, transfer or financing transaction with respect to all or any portion of the Development, Tenant shall promptly furnish Landlord, from time to time, but not more frequently than once in any lease year, with financial statements reflecting Tenant's then current financial condition and written evidence of ownership of controlling stock interest if Tenant is a corporation or controlling partnership interest if Tenant is a partnership. Landlord shall treat such financial statements and information provided to it pursuant to Articles III and IV of this Lease confidentially, and shall not disclose them except to Landlord 's lenders or otherwise as reasonably necessary for the operation of the Development or administration of Landlord's business or unless disclosure is required by any judicial or administrative order or ruling.

SECTION 26.10 WAIVER OF COUNTERCLAIM OR DEFENSES IN ACTION FOR POSSESSION.

Landlord and Tenant agree that in any action brought by Landlord to obtain possession of the Premises, the parties desire an expeditious resolution of such litigation. Accordingly, Tenant shall not file and hereby waives the right to file any non-compulsory counterclaim in such action. Tenant also shall not file and hereby waives the right to file any defense to such action for possession other than the defense that the default alleged by Landlord did not occur.

SECTION 26.11 TRANSFER OF LANDLORD'S INTEREST.

In the event of any transfer or transfers of Landlord's interest in the Premises including a so-called sale-leaseback, the transferor shall be automatically relieved of any and all obligations on the part of Landlord accruing from and after the date of such transfer, provided that (a) the interest of the transferor, as Landlord, in any funds then in the hands of Landlord in which Tenant has an interest shall be turned over, subject to such obligations, to the then transferee; and (b) notice of such sale, transfer or lease shall be given to Tenant as required by law. Upon the transfer of any such lease in a sale-leaseback transaction prior to termination of this Lease, the former lessee thereunder shall become and remain liable as Landlord hereunder until a further transfer. No holder of a mortgage to which this Lease is or may be subordinate, and no lessor under a so-called sale-leaseback, shall be responsible in connection with the security deposited hereunder, unless such mortgagee or holder of such deed of trust or lessor shall have actually received the security deposited hereunder.

SECTION 26.12 FLOOR AREA.

(a) "Floor Area" as used in this Lease means with respect to any leasable area in the Shopping Center and/or the Development, the aggregate number of square feet of floor space of all floor levels therein, including any mezzanine space, measured from (i) the outside faces of all perimeter walls thereof other than any party wall separating such premises from other leasable premises, (ii) the center lines of any such party wall, (iii) the outside face of any interior wall, and (iv) the building and/or leaseline adjacent to any entrance to such premises.

(b) For the purpose of this Lease, in determining the gross leasable Floor Area or the gross leased and occupied Floor Area of the Shopping Center and/or the Development, there shall

be excluded therefrom the Floor Area of any premises leased for the operation of a U.S. Government Post Office facility or other governmental facility, and the total Floor Area utilized by Landlord for the operation of a child care center, community room, library, project offices and related rooms, parking facilities, Common Areas and project areas which shall be deemed amenities to the Shopping Center and/or the Development. No deduct10n or exclusion from Floor Area shall be made by reason of columns, ducts, stairs, elevators, escalators, shafts or other interior construction or equipment. The gross leased and occupied Floor Area in effect for the whole of any lease year shall be the average of the gross leased and occupied Floor Area in effect on the first day of each calendar month in such lease year.

SECTION 26.13 INTEREST ON PAST DUE OBLIGATIONS.

Any amount due from Tenant to Landlord hereunder which is not paid when due (including, without limitation, amounts due as reimbursement to Landlord for costs incurred by Landlord in performing obligations of Tenant hereunder upon Tenant's failure to so perform) shall bear interest at the lesser of (a) the "Prime Rate" as published in Wall Street Journal plus three percent (3%); or (b) the highest rate then allowed under the usury laws of the state where the Development is located from the date due until paid, unless otherwise specifically provided herein, but the payment of such interest shall not excuse or cure any default by Tenant under this Lease.

SECTION 26.14 LIABILITY OF LANDLORD.

If Landlord shall fail to perform any covenant, term or condition of this Lease upon Landlord's part to be performed, and if as a consequence of such default Tenant shall recover a money Judgment against Landlord, such judgment shall be satisfied only out of the proceeds of sale received upon execution of such judgment and levied thereon against the right, title and interest of Landlord in the Development and out of rents or other income from such property receivable by Landlord, or out of the consideration received by Landlord from the sale or other disposition of all or any part of Landlord's right, title and interest in the Development subject, nevertheless to the rights of Landlord's mortgagee, and neither Landlord nor any of the partners comprising the partnership which may be the Landlord herein shall be liable for any deficiency.

SECTION 26.15 ACCORD AND SATISFACTION.

Payment by Tenant or receipt by Landlord of a lesser amount than the Rental or other charges herein stipulated shall be deemed to be on account of the earliest Rental or other charges due from Tenant to Landlord. No endorsements or statement on any check or any letter accompanying any check or payment as Rental or other charges shall be deemed an accord and satisfaction, and Landlord shall accept such check or payment without prejudice to Landlord's right to recover the balance of any and all Rental or other charges due from Tenant to Landlord or to pursue any other remedy provided in this Lease or by law.

SECTION 26.16 EXECUTION OF LEASE; NO OPTION.

The submission of this Lease to Tenant shall be for examination purposes only, and does not and shall not constitute a reservation of an option for Tenant to lease, or otherwise create any interest by Tenant in the Premises or any other premises in the Development. Execution of this

Lease by Tenant and the return of same to Landlord shall not be binding upon Landlord, notwithstanding any time interval, until Landlord has executed and delivered this Lease to Tenant.

SECTION 26.17 GOVERNING LAW.

This Lease shall be governed by and construed in accordance with laws of the state where the Premises is situated. If any provision of this Lease or the application thereof to any person or circumstances shall, to any extent be invalid or unenforceable, such provision shall be adjusted rather than voided, if possible, in order to achieve the intent of the parties, to the extent possible; in any event, all other provisions of this Lease shall be deemed valid and enforceable to the full extent.

SECTION 26.18 SPECIFIC PERFORMANCE OF LANDLORD'S RIGHTS.

Landlord shall have the right to obtain specific performance of any and all covenants or obligations of Tenant under this Lease, and nothing contained in this Lease shall be construed as or shall have the effect of abridging such right.

SECTION 26.19 SURVIVAL OF TENANT'S OBLIGATIONS.

All obligations of Tenant under this Lease which cannot be ascertained to have been fully performed prior to the expiration or earlier termination of this Lease shall survive the expiration or earlier termination of this Lease.

SECTION 26.20 CERTAIN RULES OF CONSTRUCTION.

Time is of the essence in Tenant's performance of this Lease. Notwithstanding the fact that certain references elsewhere in this Lease to acts required to be performed by Tenant hereunder, or to breaches or defaults of this Lease by Tenant, omit to state that such acts shall be performed at Tenant's sole cost and expense, or omit to state that such breaches or defaults by Tenant are material, unless the context clearly implies to the contrary, each and every act to be performed or obligation to be fulfilled by Tenant pursuant to this Lease shall be performed or fulfilled at Tenant's sole cost and expense, and all breaches or defaults by Tenant hereunder shall be deemed material. Tenant shall be fully responsible and liable for the observance and compliance by concessionaires of and with all the terms and conditions of this Lease, which terms and conditions shall be applicable to concessionaires as fully as if they were the Tenant hereunder; and failure by a concessionaire fully to observe and comply with the terms and conditions of this Lease shall constitute a default hereunder by Tenant. Nothing contained in the preceding sentence shall constitute a consent by Landlord to any concession, subletting or other arrangement proscribed by Article XIV.

SECTION 26.21 CONFIDENTIALITY.

Any and all information contained in this Lease or provided to or by Tenant and/or Landlord by reason of the covenants and conditions of this Lease, economic or otherwise, shall remain confidential between Landlord and Tenant and shall not be divulged to third parties; provided, however Landlord shall be permitted to divulge the contents of statements and reports derived and received in connection with the provisions of Article III and Article IV in connection

with any contemplated sales, transfers, assignments, encumbrances or financing arrangements of Landlord's interest in the Shopping Center and/or the Development or in connection with any administrative or judicial proceedings in which Landlord is involved where Landlord may be required to divulge such information.

SECTION 26.22 ATTORNEY FEES.

If at any time after the date that this Lease has been executed by Landlord and Tenant, either Landlord or Tenant institutes any action or proceeding against the other relating to the provisions of this Lease or any default hereunder, the non-prevailing party in such action or proceeding shall reimburse the prevailing party for the reasonable expenses of attorneys' fees and all costs and disbursements incurred therein by the prevailing party, including, without limitation, any such fees, costs or disbursements incurred on any appeal from such action or proceeding. Subject to the provisions of local law, the prevailing party shall recover all such fees, costs or disbursements as costs taxable by the court or arbiter in the action or proceeding itself without the necessity for a cross-action by the prevailing party.

Notwithstanding anything to the contrary contained herein, if Landlord is compelled to engage the services of attorneys (either outside counsel or in-house counsel) to enforce the provisions of this Lease, to the extent that Landlord incurs any cost or expense (including such reasonable attorney fees for outside counsel or payroll and overhead expenses for in-house counsel, as the case may be) in connection with such enforcement, including instituting, prosecuting or defending its rights in any action, proceeding or dispute by reason of any default by Tenant, or as otherwise set forth in this Section 27.22 or elsewhere in this Lease, the sum or sums so paid or billed to Landlord, together with all interest, costs and disbursements, shall be deemed Additional Rent and shall be due from Tenant immediately upon receipt of an invoice therefor following the occurrence of such expenses.

SECTION 26.23 INDEX.

As used in this Lease, the term "Index" shall mean the Consumer Price Index For All Urban Consumers (1982-84=100), U.S. City Average, All Items, published by the Bureau of Labor Statistics of the U.S. Department of Labor. In the event such Index is not published by the Bureau of Labor Statistics or another governmental agency at any time during the Term of this Lease, the most closely comparable statistics on the purchasing power of the consumer dollar as published by a responsible financial authority and as selected by Landlord shall be used for making any computation under this Lease otherwise to be made on the basis of the Index. If during the Term the Consumer Price Index is changed or discontinued, Landlord shall choose a comparable index, formula or other means of measurement of the relative purchasing power of the dollar and such substitute index, formula or other means shall be utilized in place of the Consumer Price Index as if it had been originally designated in this Lease.

[INTENTIONALLY LEFT BLANK – SEE NEXT PAGE]

SECTION 26.24 JUDICIAL REFERENCE.

THE PARTIES HEREBY AGREE THAT ANY CLAIMS, CONTROVERSIES, DISPUTES, OR QUESTIONS OF INTERPRETATION, WHETHER LEGAL OR EQUITABLE, ARISING OUT OF, CONCERNING OR RELATED TO THIS AGREEMENT EXECUTED BY TENANT SHALL BE HEARD BY A SINGLE REFEREE BY CONSENSUAL GENERAL JUDICIAL REFERENCE PURSUANT TO THE PROVISIONS OF CALIFORNIA CODE OF CIVIL PROCEDURE SECTS 638 ET SEQ., WHO SHALL DETERMINE ALL ISSUES OF FACT OR LAW AND TO REPORT A STATEMENT OF DECISION. THE REFEREE SHALL ALSO HAVE THE POWER TO HEAR AND DETERMINE PROCEEDINGS FOR ANCILLARY RELIEF, INCLUDING, BUT NOT LIMITED TO, APPLICATIONS FOR ATTACHMENT, ISSUANCE OF INJUNCTIVE RELIEF, APPOINTMENT OF A LANDLORD, AND/OR CLAIM AND DELIVERY. THE COSTS OF THE PROCEEDING SHALL BE BORNE EQUALLY BY THE PARTIES TO THE DISPUTE, SUBJECT TO THE DISCRETION OF THE REFEREE TO ALLOCATE SUCH COSTS BASED ON **A DETERMINATION AS TO THE PREVAILING PARTY(IES) IN THE PROCEEDING. BY INITIALING BELOW THE PARTIES ACKNOWLEDGE THAT THEY HAVE READ AND UNDERSTAND THE FOREGOING JUDICIAL REFERENCE PROVISIONS AND UNDERSTAND THAT THEY ARE WAIVING THEIR RIGHT TO A JURY TRIAL.**

Mary Searcy Bixby

Tenant's Initials

Landlord's Initials

SECTION 26.25 MORTGAGEE CHANGES.

Tenant shall not unreasonably withhold its consent to changes or amendments to this Lease requested by any current or future ground lessor or holder of a mortgage or deed of trust or such similar financing instrument covering Landlord's fee or leasehold interest in the Premises, as the case may be, so long as such changes do not materially alter the economic terms of this Lease or otherwise materially diminish the rights or materially increase the obligations of Tenant.

SECTION 26.26 REAL ESTATE INVESTMENT TRUST.

If the ownership of the Development is in a Real Estate Investment Trust, then Landlord and Tenant agree that Minimum Annual Rental, and all Additional Rent paid to Landlord under this Lease (collectively referred to in this Section as "Rent") shall qualify as "rents from real property" within the meaning of Section 856(d) of the Internal Revenue Code of 1986, as amended (the "Code") and the U.S. Department of Treasury Regulations promulgated thereunder (the "Regulations"). Should the Code or the Regulations, or interpretations thereof by the Internal Revenue Service contained in Revenue Rulings, be changed so that any Rent no longer qualifies as "rent from real property" for the purposes of Section 856(d) of the Code and the Regulations promulgated thereunder, other than by reason of the application of Section 856(d)(2)(B) or 856(d)(5) of the Code or the Regulations relating thereto, such Rent shall be adjusted so that it will

so qualify; provided, however, that any adjustments required pursuant to this Section shall be made so as to produce the equivalent (in economic terms) Rent as payable prior to such adjustment.

[SIGNATURES ON FOLLOWING PAGE]

IN WITNESS WHEREOF, Landlord and Tenant, personally or by their duly authorized agents, have executed this Lease as of the day and year first above written.

RECEIVER:

**MARK ZETTL, not individually,
but solely in his capacity as Court-appointed
Receiver pursuant to that certain Stipulated
Order regarding Substitution of Mark Zettl as
Receiver in place of Gregory T. Maloney, dated
January 26, 2023, in the matter entitled Wells
Fargo Bank, etc., et al v. WEA Palm Desert,
Case No. CVPS2103472 in the Superior Court
of the State of California for the County of Riverside**

By: Jones Lang LaSalle Americas, Inc.,
its agent

By: _____
Name: Mark Zettl
Its: President Property Management

TENANT:

ALTUS SCHOOLS SOUTHERN CALIFORNIA,
a California nonprofit corporation

By: _____
Name: Mary Searcy Bixby
Its: President and Chief Executive Officer

By: _____
Name: Lynne H. Alipio
Its: Chief Business Officer and Chief Financial Officer

EXHIBIT A

ADDITIONAL INSURED ENTITIES

THE SHOPS AT PALM DESERT

MARK ZETTL, not individually, but solely in his capacity as Court-appointed Receiver("Receiver" and/or “Landlord”) pursuant to that certain Stipulated Order regarding Substitution of Mark Zettl as Receiver in place of Gregory T. Maloney, dated January 26, 2023 ("Stipulated Order"), in the matter entitled Wells Fargo Bank, etc.*et al.* v. WEA Palm Desert, Case No. CVPS2103472 in the Superior Court of the State of California for the County of Riverside, and any and all of their respective parent organizations, partners, subsidiaries and affiliates together with any mortgagee, as their interests may appear.

Jones Lang LaSalle Americas, Inc. and any and all of their respective parent organizations, partners, subsidiaries and affiliates together with any mortgagee, as their interests may appear.

Westfield America, Inc., Westfield Corporation, Inc., Westfield America Limited Partnership, Westfield America GP LLC, WEA Palm Desert LP, and any and all of their respective parent organizations, partners, subsidiaries and affiliates together with any mortgagee, as their interests may appear.

EXHIBIT B

REPAIRS AND IMPROVEMENTS OF PREMISES

This Exhibit B is part of the lease (the "Lease") between Landlord and Tenant.

I. DEFINITIONS

A. The term "Landlord's Work" shall mean Landlord's total responsibilities (or any portion thereto) for the construction and improvement of the Shopping Center building ("building") and the Premises. The cost of Landlord's Work shall be borne as set forth under Article III and Article IV of this Exhibit B

B. . Landlord's Work, if any, shall be of a design, type, size, location, elevation and quantity as may be selected by Landlord. Any item of work required to complete the Premises which is not hereinafter specifically made the responsibility of Landlord, shall be considered to be a part of Tenant's Work.

C. The term "Tenant's Work " shall mean Tenant's total responsibilities (or any portion thereof) for the construction and improvement of the Premises. Tenant's Work shall be performed at Tenant's sole cost and expense. Tenant's Work shall include, but not be limited to, all work necessary and/or required to complete the Premises. except those items of work specifically set forth as Landlord's Work.

D. The term "leasehold improvements" shall mean all of Tenant's work described and performed pursuant to this Exhibit B for the purpose of the Lease (except for removable trade fixtures, and items of personal property).

II. GENERAL REQUIREMENTS AND PROVISIONS

A. Tenant's Work shall be subject to Landlord's prior approval and shall be designed and constructed to comply with the requirements set forth in the most current edition of Landlord's criteria for the Shopping Center (the "Tenant Criteria Manual"). All details and information contained in the Tenant Criteria Manual. whether appearing on Tenant's plans or not. shall be considered a pan of Tenant's plans and construction requirements. By this reference, the Tenant Criteria Manual is incorporated herein and made a part of this Lease. This Exhibit B and the Tenant Criteria Manual are hereinafter collectively referred to as "Tenant's Construction Requirements".

B. The design and construction of Tenant's Work must comply with the following requirements:

1. This Exhibit B;

2. The Tenant Criteria Manual;

3. Tenant's Final Working Drawings , as approved by Landlord;

4. All applicable laws, ordinances, codes, regulations and the requirements of all jurisdictional authorities; and

5. All applicable standards of the American Insurance Association, the National Electrical Code (latest edition), the American Society of Heating, Refrigeration and Air Conditioning Engineer's Guide (latest edition), Landlord's insurance carrier, the local building regulations and all local authorities having jurisdiction.

In the event of a conflict between any of the above-referenced items, the most stringent requirement shall govern each increment of Tenant's Work. Notwithstanding anything to the contrary contained herein. in the event of a conflict between the Lease, this Exhibit B, or Tenant's Landlord approved Final Working Drawings. Tenant's Final Working Drawing as approved by Landlord shall prevail (except as to the scope of work of Landlord and Tenant, which scope of work shall in any event be governed by the provisions of the Lease and Exhibit B).

C. Tenant's Work shall be performed in a first-class and workmanlike manner, and shall be in good and usable condition on the date of completion thereof. All materials used in Tenant's construction of the Premises and installations made by Tenant as a part of Tenant's Work shall be of new, commercial grade and first-class quality.

D. After Tenant's initial construction of the Premises, any and all elective remodeling proposed by Tenant or any and all remodeling required of Tenant by Landlord under the applicable provisions of this Lease shall be performed in accordance with all requirements set forth in this Exhibit Band the most current edition of the Tenant Criteria Manual.

III. LANDLORD'S WORK AT LANDLORD'S EXPENSE

A. Landlord's Work to be performed or provided at Landlord's sole cost and expense shall be limited to the following:

1. A basic building structure, with finished Common Areas, to Landlord specifications.

2. Any building frontage above the storefront lines. and, where required in Landlord's sole determination, building frontage vertical neutral strips centered upon the lease lines of the Premises.

3. Common use service corridors, located as required by code or as selected by Landlord. with such corridor walls finished on the corridor side only.

4. All building finishes outside of the Premises which are not specifically made the responsibility of Tenant or another occupant of the Shopping Center.

5. A main electrical service distribution system of a type and capacity set forth in the Tenant Criteria Manual and consisting of the following facilities:

(a) A remote electrical service area outside the Premises;

(b) Main electrical service distribution equipment within the remote electrical service area, from which Tenant's main electrical service will be available.

6. A main telephone service terminal board located outside the Premises, from which Tenant's main telephone service shall be available.

7. A domestic water service main for the Premises from which Tenant's domestic water service shall be available.

8. A sanitary sewer service main for the Premises, from which Tenant's sanitary sewer service shall be available.

9. A fire sprinkler service main, or branch line, for the Premises from which Tenant's fire sprinkler service shall be available.

B. Landlord may provide additional items of construction or utility services for the Premises as a part of Landlord's Work. If applicable, such additional items of construction or utility services shall be provided in accordance with the provisions of the Tenant Criteria Manual.

IV. LANDLORD'S WORK AT TENANT'S EXPENSE

A. The following items of Landlord's Work, if performed and/or provided, will be at Tenant's sole cost and expense and shall include but not necessarily be limited to the installation of a temporary construction barricade along the storefront lease line of the Premises, if the same shall not have timely been installed by Tenant.

Tenant shall reimburse Landlord for the cost of the above items of work and/or services. Tenant shall be billed at a rate equal to the actual cost of said construction not to exceed $35.00 per lineal foot. Such amount shall be due and payable by Tenant to Landlord upon receipt of Landlord 's invoice therefor.

B. Upon Tenant's requests, Landlord may provide items of construction. work or services for the Premises as a part of Landlord's Work at Tenant's Expense. If applicable, such additional items of Landlord's Work at Tenant's Expense shall be provided in accordance with the provisions of the Tenant Criteria Manual and previously requested by Tenant.

C. Tenant's plans and specifications must be designed to accommodate and provide access to any ducts, pipes. or conduits installed within the Premises that serve the Shopping Center or any part thereof, including, but not limited to, the premises of any occupant. If there is a conflict and relocation of any mechanical or electrical component is necessary, Tenant must submit to Landlord for approval, all plans, details and specifications required by Landlord for such relocation. If approved, the complete relocation shall be performed as directed by Landlord. and at Tenant's sole cost and expense.

V. TENANT'S WORK

A. Tenant's Work shall include, but not necessarily be limited to, the following:

1. Tenant shall perform a remodel of the Premises with new paint, carpet/tile and signage. Tenant shall fix any broken tiles and/or fixtures and perform a general tenant improvement which shall include, but is not limited to, a new open space design with perimeter offices, new ceilings and new ADA compliant restrooms.

2. Installation of a finished ceiling throughout the sales area of the Premises (or as may otherwise be currently located approved by Landlord and all jurisdictional authorities).

3. Installation of fire rated partitioning and/or enclosures throughout the Premises as may be required by Landlord, all governing codes and all jurisdictional authorities.

4. Installation of interior partitioning throughout the Premises, as may be required to complete the Premises.

5. Installation of all construction and finish materials throughout the Premises and the storefront of the Premises which are not specifically made the responsibility of Landlord. Such material installations shall include, but not be limited to, all wall coverings, floor coverings, ceiling materials and Tenant's storefront construction.

6. Where required by any applicable codes, ordinances or jurisdictional authorities. Tenant shall provide a trash storage room of adequate capacity and fire rating; or, if such a room is not required, Tenant shall provide a designated area within the Premises which is adequate in Landlord's judgment, to store Tenant's trash.

7. Tenant shall construct, where applicable, a recessed doorway to provide access from the Premises to a service area or egress corridor.

8. Installation of all interior doors and associated hardware as may be required to complete the Premises. Such doors and hardware shall comply with all required fire ratings, where applicable.

9. Installation of all furniture, fixtures, cabinetwork, shelving, personal property and equipment as may be required to complete the Premises.

10. Tenant shall ensure that all roof and slab penetrations made as a part of Tenants Work are property sealed and remain watertight to prevent possible damage. Failure to do so shall be at the sole risk and expense of Tenant in the event damages occurs.

Design, fabrication and installation of Tenant's sign(s) shall be performed by Tenant as a part of Tenant's Work and shall comply with the following provisions:

B. Design, fabrication and installation of Tenant's sign(s) shall be performed by Tenant as a part of Tenant's Work and shall comply with the following provisions:

1. Tenant's sign(s) shall be subject to the prior approval of Landlord, and where applicable, the prior approval of all jurisdictional authorities.

2. Tenant shall submit all required plans, details and specifications necessary to obtain Landlord's approval for Tenant's sign(s), prior to fabrication and installation of the sign(s).

3. Tenant's sign(s) shall be designed and constructed to comply with the standard tenant sign criteria established by Landlord for the Shopping Center.

VI. **PLANS**

A. Landlord shall furnish to Tenant or, at Tenant's direction, to Tenant's agent, certain design and construction information pertinent to the Premises, including, but not limited to, one (1) copy of the Tenant Criteria Manual.

B. Within fifteen (15) calendar days after the date of this Lease, or such other date as may be required by Landlord for Tenant to achieve its Rental Commencement Date, Tenant shall, at Tenant's sole cost and expense:

1. Engage the services of a licensed architect and licensed mechanical, electrical and sprinkler system engineers ("Tenant's Architect and Engineers"), for the purpose of preparing plans and specifications for Tenant's Work.

2. Notify Landlord of the identity of Tenant's Architect and Engineers.

Notwithstanding anything to the contrary contained in this Exhibit 8, unless the services of a licensed architect and licensed mechanical, electrical and sprinkler system engineers are specifically required by law, Tenant's construction department personnel may act as Tenant's architect and engineer.

C. Tenant shall pay all fees of its Architect.

D. Within sixty (60) calendar days, after the day of this Lease, or such other date as may be required by Landlord for Tenant to achieve its Rental commencement Date. Tenant shall, at Tenant's sole costs and expense prepare and deliver to Landlord for Landlord's approval, the following:

1. One (1) sample board of Tenant's final storefront and interior materials and colors;

2. One (1) colored rendering or 8" x 10" colored photograph of Tenant's final storefront design; and

3. One (1) complete sepia set and one (1) blue line print of preliminary drawings for Tenant's Work, containing all applicable architectural, structural, electrical, mechanical (HVAC and plumbing) and sprinkler system details and specifications. in accordance with the Tenant Criteria Manual. To evidence Tenant's approval, such preliminary drawings shall have been initialed by Tenant.

E. Tenant covenants and agrees that the preliminary drawings have been prepared in strict accordance with Tenant's Construction Requirements. Landlord shall promptly review the preliminary drawings and notify Tenant's Architect of the matters, if any, in which the preliminary drawings fail to meet with Landlord's approval. Within ten (10) calendar days after receipt of any such notice from Landlord. Tenant or Tenant's Architect shall cause the preliminary drawings to be revised in such manner as is required to obtain Landlord's approval and shall submit the revised preliminary drawings for Landlord's approval. Upon Landlord's approval of the preliminary drawings, Landlord shall cause one (1) set to be initialed on Landlord's behalf, thereby evidencing Landlord's approval. Landlord shall return such set to Tenant or Tenant's Architect. The preliminary drawings bearing Landlord's approval shall become and are hereinafter referred to as the "Preliminary Plans".

F. Within fifteen (15) calendar days after the date of Landlord's approval of the Preliminary Plans, or such other date as may be required by Landlord for Tenant to achieve its Rental Commencement Date, Tenant shall, at Tenant's sole cost and expense, cause Tenant's Architect and Engineers to coordinate, prepare and deliver to Landlord, in one package, one (1) complete sepia set and one (1) set of blue line prints of all applicable final architectural, structural, mechanical (HVAC and plumbing), electrical and sprinkler system working drawings and specifications. To evidence Tenant's approval, such working drawings and specifications shall have been initialed by Tenant.

G. Tenant covenants and agrees that the final working drawings set forth in Paragraph F above have been prepared in conformity to the Preliminary Plans and in strict accordance with Tenant's Construction Requirements. Landlord shall promptly review the final working drawings and notify Tenant's Architect of the matters, if any, in which such final working drawings and specifications fail to conform to the Preliminary Plans and Tenant's Construction Requirements. Within ten (10) calendar days after receipt of any such notice from Landlord, Tenant or Tenant's Architect shall cause the final working drawings and specifications to be revised in such manner as is required to obtain Landlord's approval and shall submit one (1) complete sepia set and one (1) set of blue line prints of the revised final working drawings and specifications for Landlord's approval. Upon Landlord's determination that the final working drawings and specifications conform to the Preliminary Plans and Tenant's Construction Requirements. Landlord shall cause one (1) set of the final working drawings and specifications, or the revised final working drawings and specifications, as the case may be. to be initialed on Landlord's behalf, thereby evidencing Landlord's approval thereof. Landlord shall return such set to Tenant or

Tenant's Architect. The final working drawings and specifications bearing Landlord's final approval shall become and are hereinafter referred to as the "Final Working Drawings". Tenant shall not commence Tenant's Work promptly after Landlord's approval of the Final Working Drawings, but not prior to the date that the Premises are in the condition for delivery by Landlord.

After Landlord's approval of the Final Working Drawings, no changes shall be made in the Final Working Drawings except with the prior written approval of Land lo rd. However , in the course of construction Landlord may make such changes in, on or about the building or the Premises as may be required as a result of "as built" conditions. During all phases of plan development and prior to bidding plans or commencing construction, Tenant or Tenant's Architect and Engineers shall make a physical on-site inspection of the Premises to verify the "as built" location. conditions and physical dimensions of the Premises and conformance of the Final Working Drawings. Failure to do so shall be at the sole risk and expense of Tenant. Landlord's review and approval of Tenant's plans, working drawings and specifications is for compliance with Landlord 's criteria only. and this approval does not relieve Tenant of responsibility for compliance with the Lease, field verification of dimensions and existing conditions, discrepancies between Final Working Drawings and "as built" conditions of the Premises, coordination with other trades, job conditions and compliance with all governing codes and regulations applicable to Tenant's Work. No responsibility for proper engineering, safety, design of facilities or compliance with all applicable governing codes and regulations is implied or inferred on the part of Landlord by any such approval.

VII. GENERAL BUILDING SPECIFICATIONS

A. Tenant shall engage the services of a licensed general contractor ("Tenant's General Contractor") for the purpose of constructing the Premises and performing related services as required to complete Tenant's Work. Tenant's General Contractor shall be bondable and insured as required under the provisions of this Lease. By this reference, Tenant agrees not to act as its own general contractor.

B. Each contractor and subcontractor participating in the construction of Tenant's Work shall be duly licensed, and each contract and subcontract shall contain the guaranty of the contractor or subcontractor that the portion of Tenant's Work covered thereby will be free from any and all defects in workmanship and materials for the period of time which customarily applies in good contracting practices, but in no event less than one (1) year after the completion of Tenant's Work. The aforesaid guaranty shall include the obligations to repair or replace in a first-class and workmanlike manner. and without any additional charge, any and all of Tenant's Work done or furnished by said contractor or subcontractor, or by any of his subcontractors, employees or agents, which shall be or become defective because of faulty materials or workmanship within the period covered by such guaranty (and of which notice is given to such contractor or subcontractor within such period): and the correction. as aforesaid. of any such matter shall include, without any additional charge therefor, all expenses and damages in connection with the removal, replacement or repair in a first-class manner of any other part of Tenant's Work which may be damaged or disturbed thereby. All warranties or guarantees as to materials or workmanship on or with respect to Tenant's Work shall be written so that they shall inure to the benefit of Landlord

and Tenant as their respective interests may appear and can be directly enforced by either, and Tenant shall give to Landlord any assignments or other assurance necessary to effectuate the same.

C. Tenant shall submit to Landlord at least five (5) days prior to the commencement of construction the following information:

1. The name and address of the General Contractor Tenant intends to engage for the construction of the Premises, including names and telephone numbers of on-site and off- site representatives.

2. The names and addresses of Tenant's mechanical, electrical and plumbing subcontractors, including names and telephone numbers of on-site and off-site representatives.

3. A schedule setting forth key dates relating to Tenant's construction.

4. Copies of insurance certificates required by Article IX below.

D. The following provisions with respect to construction procedures and materials shall apply to Tenant's Work at Tenant's expense:

1. Tenant and Tenant's General Contractor participating in Tenant's Work shall:

(a) Prior to the commencement of Tenant's construction, submit one (I) full set of Final Working Drawings, endorsed with the approval stamp and permit number of the local municipality's building department, local fire marshal or other governmental entity having jurisdiction over Tenant's construction or other evidence that the Tenant has received building department approval. to Landlord's tenant construction coordinator.

(b) Provide a full-time supervisor or representative, representing either Tenant's General Contractor or Tenant, who will be present at all times when work is being performed in the Premises.

(c) Make appropriate arrangements as directed by Landlord for temporary utility connections if available within the Shopping Center. Landlord does not represent that any temporary utility services will be available for Tenant's use. Tenant must verify the availability of such services with Landlord prior to the commencement of Tenant's Work. If temporary services are not available, Tenant must install permanent utility services for the Premises immediately upon the commencement of Tenant's Work. If temporary services are available, Tenant shall pay the cost of all connections, proper maintenance and the removal of such temporary services. Tenant shall pay all utility charges incurred by Tenant's General Contractor and any subcontractor.

(d) Store all building materials, tools and equipment within the Premises or such other locations as may be specifically designated by Landlord's tenant construction coordinator. In no event shall any material be stored in the Common Areas or service corridors.

(e) During Tenant's construction of the Premises, Tenant shall store all trash, debris and rubbish as directed by Landlord and upon completion of Tenant's Work, shall remove all temporary structures, surplus materials, debris and rubbish of whatever kind remaining in the Premises, the building or the Shopping Center. No debris shall be deposited in the Common Areas except as directed by Landlord.

(f) Properly protect Tenant's Work with lights, guard rails and barricades and secure all parts of Tenant's Work against accident, storm and any other hazard. Tenant's Work must be performed within the Premises, behind a temporary construction barricade. The design and construction of any temporary construction barricade shall comply with the Landlord's standard criteria for such installations and shall be subject to Landlord's approval prior to installation.

2. Tenant's Work shall be coordinated with all work being performed or to be performed by Landlord and other occupants of the Shopping Center to the extent that Tenant's Work will not interfere with or delay the completion of any other work. No contractor or subcontractors participating in Tenant's Work shall at any time damage, injure, interfere with or delay the completion of the building or any other construction within the Shopping Center, and each of them shall comply with all procedures and regulations prescribed by Landlord for the integration of Tenant's Work with the work to be performed in connection with the building and all other construction within the Shopping Center.

Recognizing that Landlord shall be employing such contractors, Tenant agrees to engage the services of contractors whose employees employed at the job site are members of, or represented by, organizations for the purpose of collective bargaining, to the end that there shall be no labor dispute which would interfere with the operation, construction and completion of the Shopping Center or any other work, and Tenant further agrees to enforce the same condition upon all contractors engaged by Tenant with respect to their subcontractors which may be engaged by any such contractors.

E. During construction Tenant's General Contractor shall be required to comply with the following:

1. The work of Tenant's General Contractor and subcontractors shall be subject to inspection by Landlord and its supervisory personnel. Any defects and/or deviations from the Final Working Drawings shall be rectified by Tenant's General Contractor and/or subcontractors at no expense to Landlord.

2. Unless otherwise approved by Landlord, Tenant shall cause its General Contractor and/or subcontractors to limit their access to the Premises via the rear entrances and no access will be allowed from or to the Shopping Center Common Areas.

3. Repair of damage caused to Landlord's Work by Tenant's General Contractor or subcontractors shall be at Tenant's expense. Landlord will carry out necessary repairs without notice and Tenant shall pay for the cost of such repairs upon demand.

4. Tenant's General Contractor will be required to abide by certain Construction Rules and Regulations, copies of which will be provided prior to the commencement of Tenant's Work, and to make certain refundable deposits (not to exceed $3,000.00) with and/or payments to Landlord. Notwithstanding such requirements, Tenant shall indemnify and protect Landlord with respect to any breach of such Construction Rules and Regulations by Tenant's General Contractor or the failure of Tenant's General Contractor to make such deposits or payments.

F. Landlord shall have the right to perform, on behalf of and for the account of Tenant, which shall be subject to reimbursement of the cost thereof by Tenant, any and all of Tenant's Work which Landlord determines in its sole discretion should be performed immediately and on an emergency basis for the best interest of the project, including without limitation work which pertains to structural components, mechanical, sprinkler and general utility systems, roofing and removal of unduly accumulated construction material and debris. The cost of such Tenant's Work carried out by Landlord on behalf of Tenant shall be the cost paid by Landlord and based on the cost of similar work and to include any loading for overtime or any other loading as a result of carrying out emergency work. Except for an emergency, Landlord shall not perform any work on behalf or for the account of Tenant until Landlord has notified Tenant of the need for such work and Tenant fails to perform such work within ten (10) days. Whenever Landlord shall have elected to perform any or all of Tenant's Work, whether pursuant to this Paragraph For any other provision of the Lease, Landlord may revoke such election by written notice to Tenant. In such event, full responsibility for such work shall revert to Tenant.

VIII. COMPLETION OF CONSTRUCTION

A. Tenant shall not be permitted to, and shall not, open for business in the Premises until the "Opening Requirements" set forth below are met. In order that Landlord shall have assurance that the Premises shall be in a good and safe condition, in compliance with all laws, that adequate insurance has been obtained, that the Premises has been constructed in accordance with the Final Working Drawings and that Tenant's obligations under the Lease have been performed, the following requirements (the "Opening Requirements") shall be satisfied:

1. At least five (5) days prior to the opening of the Premises for business, Tenant shall deliver to Landlord (a) insurance certificates; (b) mechanics' or construction lien waivers as the case may be, as required by the Lease including this Exhibit B; (c) a permanent certificate of occupancy or its equivalent; (d) certificate by Tenant's

Architect certifying that the construction of the Premises has been completed in accordance with all plans and specifications approved by Landlord; and (e) all evidence typically required in the jurisdiction where the Shopping Center is located to provide evidence of compliance with all applicable building and fire codes and all other government requirements.

2. Tenant shall give Landlord at least five (5) days' notice of the date of completion of Tenant's Work in the Premises, and Landlord shall have inspected the Premises to determine whether Tenant's Work is complete in accordance with the requirements of the Lease and Landlord shall have approved all such work;

3. Tenant shall pay Landlord all Minimum Annual Rental and Additional Rent which has then accrued under the Lease.

No approval by Landlord shall make Landlord responsible for the condition of the Premises or constitute a representation by Landlord of compliance with any applicable requirements or constitute a waiver of any rights and remedies that Landlord may have under this Lease or at law or in equity. If Tenant shall open the Premises in violation of the requirements of this Article VIII. such action by Tenant shall constitute a material default under this Lease. On the date Tenant opens for business in the Premises, Tenant shall be deemed to have accepted the Premises and agrees that it is in the condition. with respect to any of Landlord's obligations. which is required under this Lease. The Opening Requirements shall apply not only to Tenant's initial construction. but to any subsequent opening after any temporary closure, casualty, damage or permitted alterations.

B. Upon completion of Tenant's Work, Tenant shall deliver to Landlord the following:

1. Tenant's final notarized original affidavit that Tenant's Work has been completed to Tenant's satisfaction and in strict accordance with the Final Working Drawings and Tenant's Construction Requirements, which affidavit may be relied on by Landlord. Any deliberate or negligent misstatement, or any false statement made by Tenant therein, shall constitute a breach of this Lease.

2. The final notarized original affidavit of Tenant's General Contractor performing Tenant's Work stating that Tenant's Work has been completed in accordance with the Final Working Drawings and that all subcontractors. laborers and material suppliers engaged **in** furnishing materials or renderit1g services for Tenant's Work have been paid in full.

3. A final notarized original, unconditional waiver of lien with respect to the Premises executed by Tenant's General Contractor and, if requested by Landlord, final notarized original, unconditional waiver of liens executed by each subcontractor, laborer and material supplier engaged in or supplying materials or services for

Tenant's Work. All waiver of lien documents must, **in** every circumstance, be totally unconditional releases.

Notwithstanding anything to the contrary contained in the Lease, Exhibit B or Addendum to Exhibit B, in the even Tenant is required to submit the same affidavit(s), statement(s), waiver of lien document(s) and/or certificate(s) pursuant to the Lease, Exhibit B and the addendum to Exhibit B, Tenant's initial delivery of said required affidavit(s), statements(s), waiver of lien documents(s), certificates(s) shall be deemed to satisfy the requirements of the Lease, Exhibit B and the Addendum to Exhibit B.

IX. INSURANCE

A. Tenant shall secure, pay for and maintain, or cause Tenant's General Contractor to secure, pay for and maintain, for all periods of construction and fixturing work within the Premises. all of the insurance policies required in the amounts as set forth herein below. Tenant shall not permit its General Contractor to commence any work until all required insurance has been obtained and certificates evidencing such insurance have been delivered to Landlord.

B. Tenant's General Contractor's and Subcontractor's Required Minimum Coverages and Limits to Liability.

1. Worker's Compensation, as required by State law, and including Employer's Liability Insurance with a limit of not less than Two Million Dollars ($2,000.000.00) each accident, Two Million Dollars ($2,000,000.00) each employee by disease, Two Million Dollars ($2,000,000.00) policy aggregate by disease, and any insurance required by any Employee Benefit Acts or other statutes applicable where the work is to be performed as will protect Tenant's General Contractor and subcontractors from any and all liability under the aforementioned acts.

2. Commercial General Liability Insurance (including contractor's Protective Liability) in which the limits shall be not less than Two Million Dollars ($2,000,000.00) per occurrence combined single limit, bodily injury and property damages. Such insurance will provide for explosion, collapse and underground coverage. Such insurance shall insure Tenant's General Contractor and all subcontractors against any and all claims for bodily injury, including death resulting therefrom and damages to the property of others causes by accident and arising from its operations under the Contract and whether such operations are performed by the General Contractor, subcontractors or by anyone directly or indirectly employed by any of them.

3. Comprehensive Automobile Liability Insurance, including the ownership, maintenance and operation of any automotive equipment, owned, hired and non-owned, in the minimum amount of Two Million Dollars ($2,000,000.00) combined single limit, bodily injury and property damage. such insurance shall insure Tenant's General Contractor and all subcontractors against any and all claims for bodily injury, including death resulting therefrom and damage to the property of

others caused by accident and arising from its operations under the Contract and whether such operations are performed by the General contractor, subcontractors or by anyone directly or indirectly employed by any of them.

C. Tenant's Protective Liability Insurance - Tenant shall provide Owner's Protective Liability Insurance insuring Tenant against any and all liability to third parties for damages because of bodily injury (or death resulting therefrom) and property damage liability of others or a combination thereof which may arise from work in connection with the Premises, and any other liability for damages which Tenant's General Contractor and/or subcontractors are required to insure against under any provisions herein. Said insurance shall provide policy limits which shall provide. at a minimum. coverage of Three Million Dollars ($3,000,000.00) combined single limit. bodily injury and property damage.

D. Tenant's Builder's Risk Insurance - Completed Value Builders' Risk Material Damage Insurance policy covering the work to be performed for Tenant in the Premises as it relates to the building within which the Premises is located. The policy shall include as insureds Tenant. its General Contractor, all subcontractors and Landlord, as their interests may appear. The amount of insurance to be provided shall be at eighty percent (80%) of the replacement costs.

E. All such insurance policies required under this Exhibit, except as noted above, shall include Landlord. its Architect, its Consultant. its General Contractor, subcontractors, and parties set forth in the Lease and any other parties designated by Landlord from time to time as additional insured entities, except the Worker's Compensation Insurance; further provided. said Worker's Compensation Insurance shall contain an endorsement waiving all rights of subrogation against Landlord. its Architect, its Consultant, its General Contractor and subcontractors.

F. Certificates of insurance shall provide that no reduction in the amounts or limits of liability or cancellation of such insurance coverage shall be undertaken without thirty (30) days prior written notice to Landlord.

G. The insurance required under this Exhibit shall be in addition to the insurance required to be procured by Tenant pursuant to the Lease.

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

LEASE

BETWEEN

Milan LQ One XI, LLC
and Milan LQ Tuscany, LLC
each a Delaware limited liability company
as tenants-in-common ("**Landlord**")

and

ALTUS SCHOOLS SOUTHERN CALIFORNIA
a California nonprofit corporation
as "**Tenant**"

111 La Quinta

February 5, 2026

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

TABLE OF CONTENTS

PAGE

ARTICLE 1 - BASIC LEASE PROVISIONS 1

ARTICLE 2 - PREMISES 4

ARTICLE 3 - LEASE TERM 4

ARTICLE 4 - POSSESSION AND CONSTRUCTION 5

ARTICLE 5 - RENTAL 5

ARTICLE 6 - TENANT FINANCIAL DATA 6

ARTICLE 7 - TAXES 6

ARTICLE 8 - UTILITIES 8

ARTICLE 9 - TENANT'S CONDUCT OF BUSINESS 9

ARTICLE 10 - MAINTENANCE, REPAIRS AND ALTERATIONS 11

ARTICLE 11 - COMMON AREA 13

ARTICLE 12 - ASSIGNMENT AND SUBLETTING 16

ARTICLE 13 - PROMOTIONAL CHARGE; ADVERTISING 19

ARTICLE 14 - INSURANCE 19

ARTICLE 15 - DAMAGE 22

ARTICLE 16 - EMINENT DOMAIN 23

ARTICLE 17 - DEFAULTS BY TENANT 24

ARTICLE 18 - SUBORDINATION, ATTORNMENT AND TENANT'S CERTIFICATE 25

ARTICLE 19 - MATTERS OF RECORD 25

ARTICLE 20 - MISCELLANEOUS 26

ADDENDUM TO LEASE

Exhibit A - Site Plan
Exhibit A-1 - Legal Description of the Shopping Center
Exhibit A-2 - Legal Description of Landlord's Parcels
Exhibit B - Floor Plan of the Premises
Exhibit C - Construction Provisions
Exhibit D - Intentionally Omitted
Exhibit E - Form of Tenant's Certificate.
Exhibit F - Rules and Regulations
Exhibit G -Shopping Center Sign Criteria
Exhibit H - Exclusive and Restricted Uses
Exhibit I - CC&Rs Description
Exhibit J - Contractor Rules and Regulations
Exhibit K - Form SNDA
Exhibit L - Kohl's Consent Letter dated November 21, 2025

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

LEASE

This Lease ("Lease") is entered into as of the date set forth in Section 1.1 by and between Landlord and Tenant.

ARTICLE 1- BASIC LEASE PROVISIONS

1.1	**Effective Date:**	February 5, 2026	
1.2	**Landlord:**	Milan LQ One XI, LLC and Milan LQ Tuscany, LLC each a Delaware limited liability company as tenants-in-common	
1.3	**Tenant:**	ALTUS SCHOOLS SOUTHERN CALIFORNIA, a California nonprofit corporation	
1.4	**Tenant's Trade Name:**	Altus Schools Coachella Valley	(Article 9)
1.5	**Shopping Center / Landlord's Parcels:**	The Premises (as hereinafter defined) are part of a shopping center, which is defined as that certain real property located in La Quinta, California, commonly known as "**One Eleven La Quinta Center**" and more particularly described on Exhibit A-1 attached hereto ("**Shopping Center**"). Tenant acknowledges that, as the Effective Date, Landlord owns that certain portion of the Shopping Center containing approximately 149,563 square feet of Floor Area on the property identified as "**Landlord's Parcels**" on the Site Plan attached as Exhibit A and more particularly described in Exhibit A-2 ("**Landlord's Parcels**"), and that the remaining portion of the Shopping Center as shown on the site plan attached as Exhibit A is not owned by Landlord.	(Exhibit "A") (Exhibit "A-1")
1.6	**Premises:**	That certain space shown on the Site Plan attached hereto as Exhibit "A" containing approximately five thousand eleven (5,011) square feet of Floor Area and having an address of 78900 CA-111, La Quinta, CA 92253 as more particularly detailed in Exhibit "B".	(Article 2) (Exhibit "B")
1.7	**Lease Term:**	The Lease Term shall commence on the Commencement Date and shall continue for five (5) full Lease Years thereafter. Notwithstanding the foregoing, if the expiration date of the fifth (5th) full Lease Year does not fall on June 30, the Lease Term shall be automatically extended to expire on the next succeeding June 30.	(Article 3)
1.8	**Option(s) to Extend:**	One (1) five (5) Year Option Term as further detailed in the Addendum attached hereto.	(Addendum)

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

1.9	**Commencement Date:**	The date which is the earlier of: (i) ninety (90) days following the date on which the appropriate governmental authorities issue all building permits required for the constructions of Tenant's Work (as defined in Exhibit C); or (ii) the date Tenant first opens the Premises for business to the public following issuance of a final certificate of occupancy/completion (or its local equivalent) for the Premises; provided however, that in no event shall the Commencement Date occur later than two hundred seventy (270) days after the Effective Date.	(Article 3)
1.10	**Base Rent:**	One Hundred Fourteen Thousand Two Hundred Fifty and 80/100 Dollars ($114,250.80) per annum (based upon $22.80 per square foot per year of "Floor Area" (as defined in Section 2.3) within the Premises), payable in twelve (12) equal monthly installments of Nine Thousand Five Hundred Twenty and 90/100 Dollars ($9,520.90) for Lease Year 1. Commencing on the first day of Lease Year 2, and annually thereafter throughout the remainder of the initial Lease Term, the Base Rent then in effect shall be increased by two and one half percent (2 ½ %) per annum.	(Article 5)
1.11	**Percentage Rent**	Intentionally Omitted	(Article 5)
1.12	**Radius Restriction Area:**	Intentionally Omitted	(Article 9)
1.13a	**Permitted Use:**	Permitted Use shall apply solely to the operation of an Altus Charter School. The right to conduct the Permitted Use is personal to Altus and shall not run with the lease in the event of a Transfer except in strict compliance with the Kohl's approval letter set forth in Exhibit L. Subject to (i) the existing exclusives and prohibited uses set forth in Exhibit H attached hereto, and (ii) compliance with all applicable laws, Tenant shall use and occupy the Premises solely for the operation of a charter school offering an independent study program and/or non-classroom-based instructional program, together with use as a tutoring and learning center, and any associated or ancillary services customarily incidental thereto, and for no other purpose, use, or trade name whatsoever. In no event shall Tenant use, or permit the use of, the Premises in any manner that would (a) violate or conflict with any covenant, restriction, or obligation of Landlord under any lease, financing agreement, or other agreement encumbering the Shopping Center, or (b)	(Article 9)

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

		breach, infringe upon, or otherwise affect any exclusive use rights or restrictions set forth in Exhibit H or granted to other tenants of the Shopping Center.	
1.13b	**Exclusive Use**	Subject to Article 9 below, the operation of a charter school and/or tutoring center within Landlord's Parcels located east of Simon Drive.	(Article 9)
1.14	**Initial Promotional Assessment:**	Intentionally Omitted	(Article 13)
1.15	**Promotional Charge:**	Intentionally Omitted	(Article 13)
1.16	**Insurance Limits:**	Two Million Dollars ($2,000,000.00)	(Article 14)
1.17	**Security Deposit and Advanced Rent:**	The Security Deposit due and payable by Tenant to Landlord upon mutual execution of this Lease shall equal Fifteen Thousand and 0/100 Dollars ($15,000.00). In addition, Tenant shall pay upon mutual execution of this Lease, the first months Base Rent in the amount of Nine Thousand Five Hundred Twenty and 90/100 Dollars ($9,520.90) and estimated Common Area Costs of Three Thousand Six Hundred Fifty-Eight and 03/100 Dollars ($3,658.03) totaling Thirteen Thousand One Hundred Seventy-Eight and 93/100 Dollars ($13,178.93). The total security deposit and advanced rent due and payable to Landlord from Tenant upon mutual execution of this lease is Twenty-Eight Thousand One Hundred Seventy-Eight and 93/100 Dollars ($28,178.93). Should Tenant fail to deliver to Landlord the security deposit and advanced rent within five (5) business days of Tenant's execution of this Lease, this Lease and all terms herein shall be null and voided and of no force and effect notwithstanding that Landlord and/or Tenant may have executed it.	(Article 20)
1.18	**Guarantor:**	Intentionally Omitted	(Exhibit "D")
1.19	**Broker(s):**	Landlord: SRS Real Estate Partners Casey Mahony and Terrison Quinn Tenant: CBRE - Brad Jones	(Article 20)

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

1.20 **Notices:**

To Landlord:	To Tenant:
Milan LQ One XI, LLC and Milan LQ Tuscany, LLC C/O Milan Capital Management, Inc. 701 S. Parker Street Suite 5200 Orange, CA 92868	Lynne H. Alipio 10170 Huennekens Street, San Diego, CA 92121
Phone: (714) 687 – 0000	Tenant Email Address: lalipio@altusschools.net

ARTICLE 2- PREMISES

2.1 Premises. Landlord leases to Tenant and Tenant leases from Landlord, for the "Lease Term" (as defined in Article 3) and upon the covenants and conditions set forth in this Lease, the premises described in Section 1.6 ("Premises"). Notwithstanding anything contained in this Lease to the contrary, the Premises shall be deemed to include the roof, floor slab and foundations, and structural and exterior walls which are a part of or immediately adjacent to the Premises.

2.2 Reservation. Landlord reserves the right to use the exterior walls, floor, roof and plenum in, above and below the Premises for the repair, maintenance, use and replacement of pipes, ducts, utility lines and systems, structural elements serving the Shopping Center and for such other purposes as Landlord deems necessary. In exercising its rights reserved herein, Landlord shall not unreasonably or materially interfere with the operation of Tenant's business on the Premises and shall use commercially reasonable efforts to minimize disruption to the operation of Tenant's business on the Premises.

2.3 Floor Area. The term "Floor Area", as used in this Lease, shall mean all areas designated by Landlord for the exclusive use of a tenant measured from the exterior surface of exterior walls (and extensions, in the case of openings) and from the center of interior demising walls, and shall include, but not be limited to, restrooms, mezzanines, warehouse or storage areas, clerical or office areas and employee areas. The Premises contain approximately the number of square feet of Floor Area specified in Section 1.6. Landlord or Tenant shall have the right during the first ninety (90) days following the "Turnover Date" (as hereinafter defined) to cause the Floor Area of the Premises to be remeasured by a licensed architect. Upon determination of the actual Floor Area of the Premises in the manner set forth above, the Base Rent and all other charges payable by Tenant under this Lease which are determined with reference to the Floor Area of the Premises shall be adjusted accordingly.

ARTICLE 3- LEASE TERM

3.1 Commencement of Term. The covenants and undertakings of Landlord and Tenant under this Lease shall be effective as of the Effective Date set forth in Article 1 and shall continue thereafter for the period of the Lease Term set forth in Section 1.7, unless sooner terminated as hereinafter provided. The Lease Term shall be computed from the first day of the first full calendar month immediately following the Commencement Date or from the Commencement Date, if the Commencement Date occurs on the first day of the month. Except as otherwise specifically stated in this Lease, the "Lease Term" shall include the initial term and any extension, renewal or holdover thereof. The term "Lease Year" shall mean each consecutive twelve (12) month period from and after the Commencement Date until expiration of the Lease Term. Any extension of the Lease Term pursuant to Section 1.7 shall constitute a stub period and shall not be deemed a Lease Year.

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

ARTICLE 4- POSSESSION AND CONSTRUCTION

4.1 Substantial Completion / Turnover Date. Subject to Tenant's satisfaction of the Conditions Precedent set forth in Section 4.2, the term "Turnover Date" shall mean the earlier of: (a) thirty (30) days following Tenant's receipt of all building permits required for the construction of Tenant's Work, provided Tenant has delivered the Conditions Precedent to Landlord prior to or concurrently with such receipt of permits, or (b) May 1, 2026.

Landlord shall notify Tenant in writing when the Premises are available for Tenant's contractor to commence Tenant's Work, and upon such notice Landlord's Work shall be deemed substantially complete (subject to punch list items). If Tenant has not satisfied the Conditions Precedent by the date in clause (a) or (b) above, the Turnover Date shall automatically be extended until the date that is thirty (30) days after all Conditions Precedent have been satisfied; provided, however, that such extension shall not delay the scheduled Commencement Date unless otherwise expressly agreed by Landlord in writing. Landlord shall cause Landlord's Work to be Substantially Complete (subject to punch-list items) no later than the Turnover Date, and delivery of possession to Tenant on the Turnover Date shall constitute conclusive evidence of such Substantial Completion.

4.2 Delivery of Possession; Conditions Precedent. As conditions precedent to Landlord's obligation to deliver possession, Tenant shall deliver to Landlord:

(i) evidence of insurance required under Article 14;

(ii) "Final Plans" approved pursuant to Exhibit B; and

(iii) a copy of Tenant's building permit or proof of issuance approval if not yet in Tenant's possession.

Upon satisfaction of all Conditions Precedent and subject to Section 4.1, Landlord shall deliver possession of the Premises to Tenant on the Turnover Date. Tenant may not commence Tenant's Work until such permits and insurance are in place. Tenant shall pay the Security Deposit, first month's Base Rent, and first month's estimated Common Area Costs upon execution of this Lease.

4.3 Tenant's Construction. Tenant shall commence construction of Tenant's Work upon the Turnover Date and delivery of possession of the Premises to Tenant, and shall diligently prosecute same to completion. Tenant shall deliver to Landlord a copy of the certificate of occupancy for the Premises issued by the appropriate governmental agency upon completion of Tenant's Work.

ARTICLE 5 - RENTAL

5.1 Base Rent. Tenant shall pay the sum specified in Section 1.10 ("Base Rent") in the monthly installments specified, in advance, on or before the first (1st) day of each month, without prior demand and without offset or deduction (except as expressly and specifically provided in this Lease), commencing on the Commencement Date. Should the Commencement Date be a day other than the first (1st) day of a calendar month, then the monthly installment of Base Rent for the first partial month shall be equal to one-thirtieth (1/30th) of the monthly installment of Base Rent for each day from the Commencement Date to the end of the partial month. Subject to Section 5.2 below, the Base Rent payable under Section 1.10 and this Article 5 shall be adjusted on each of the dates and to the amounts specified in Section 1.10. Further, and without in any manner waiving Tenant's default or limiting Landlord's remedies in equity or at law, should two (2) or more payments made by check by Tenant be returned to Landlord due to insufficient funds or otherwise during the Lease Term, then Landlord may, in Landlord's sole discretion, require Tenant to make payments using cashier's checks for the balance of the Lease Term. In addition, and without waiving Landlord's rights set forth in the preceding sentence, Tenant shall reimburse Landlord for any fees and/or costs incurred by Landlord in connection with the returned checks within five (5) days following Landlord's request therefor. In the event Tenant fails to so reimburse Landlord for such fees and/or costs, Landlord shall have all of its rights and remedies set forth in this Lease, in equity and at law in connection with such failed reimbursement.

5.2 Adjustment to Base Rent. The Base Rent payable under Section 1.10 and this Article 5 shall be adjusted on each of the dates and to the amounts specified in Section 1.10.

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

5.3 [INTENTIONALLY DELETED].

5.4 Additional Rent. Tenant shall pay, as "Additional Rent", without offset or deduction, all sums required to be paid by Tenant to Landlord pursuant to this Lease in addition to Base Rent. Landlord shall have the same rights and remedies for the nonpayment of Additional Rent as it has with respect to the nonpayment of Base Rent.

5.5 Place of Payment. Tenant shall pay Base Rent and Additional Rent to Landlord at Milan LQ One XI, LLC and Milan LQ Tuscany, LLC, C/O Milan Capital Management, Inc. 701 S. Parker Street, Suite 5200, Orange, CA 92868, or to such other address and/or person as Landlord may from time to time designate in writing to Tenant pursuant to Section 20.1.

5.6 Late Payments. If Tenant fails to pay when the same is due any Base Rent or Additional Rent, the unpaid amounts shall bear interest at the Interest Rate, as defined in Section 20.9(k), from the date the unpaid amount was initially due, to and including the date of payment. In addition, if any installment of Base Rent or Additional Rent is not received by Landlord from Tenant within five (5) days after the date when due, Tenant shall immediately pay to Landlord a late charge equal to ten percent (10%) of the delinquent amount.

Notwithstanding the foregoing, if Tenant in good faith disputes a portion of Base Rent or Additional Rent, Tenant shall: (a) pay the undisputed portion when due, and (b) deliver written notice of the dispute, including the basis therefor, to Landlord on or before the payment due date. Tenant shall reimburse Landlord for Landlord's reasonable attorneys' fees incurred related to the collection of amounts that are determined to be due after resolution of such dispute.

Landlord and Tenant agree that the late charge and attorneys' fees described herein represent a reasonable estimate of the costs and expenses Landlord will incur and are fair compensation for the loss suffered by reason of Tenant's late payment.

ARTICLE 6- TENANT FINANCIAL DATA

6.1 Intentionally Deleted

6.2 Books and Records. For a period of three (3) years following the close of each calendar year, Tenant shall keep full and accurate books of account and records relative to transactions from the Premises in accordance with generally accepted accounting principles consistently applied.

6.3 Intentionally deleted

6.4 Financial Statements. Within fifteen (15) days after Landlord's written request, Tenant shall furnish Landlord with financial statements or other reasonable financial information reflecting Tenant's and Guarantor's current financial condition, certified by Tenant or its financial officer. If Tenant or Guarantor is a publicly-traded corporation, delivery of Tenant's or Guarantor's, as the case may be, last published financial information shall be satisfactory for purposes of this Section 6.4.

ARTICLE 7 - TAXES

7.1 Real Property Taxes.

(a) As used in this Lease, the term "Taxes" shall include any form of tax or assessment, license fee, license tax, possessory interest tax, tax or excise on rental, or any other levy, charge, expense or imposition imposed by any Federal, state, county or city authority having jurisdiction, or any political subdivision thereof, or any school, agricultural, lighting, drainage or other improvement or special assessment district on any interest of Landlord or Tenant in the Shopping Center. The term "Taxes" shall not include Landlord's general income taxes, inheritance, estate or gift taxes. Taxes shall include the reasonable costs of any third-party consultant retained by Landlord to verify that the Taxes being assessed by the governmental agency are correct.

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

(b) From and after the Commencement Date, Tenant shall pay to Landlord a share of the Taxes pursuant to subparagraph (c) below. Taxes for any partial year shall be prorated. Landlord, at its option, may collect Tenant's payment of its share of Taxes after the actual amount of Taxes are ascertained or in advance, monthly or quarterly, based upon estimated Taxes. If Landlord elects to collect Tenant's share of Taxes based upon estimates, Tenant shall pay to Landlord from and after the Commencement Date, and thereafter on the first (1st) day of each month or quarter during the Lease Term (as determined by Landlord), an amount estimated by Landlord to be the monthly or quarterly Taxes payable by Tenant. Landlord may periodically adjust the estimated amount. If Landlord collects Taxes based upon estimated amounts, then following the end of each calendar year or, at Landlord's option, its fiscal year, Landlord shall furnish Tenant with a statement covering the year just expired showing the total Taxes for the Shopping Center for such year, the total Taxes payable by Tenant for such year, and the payments previously made by Tenant with respect to such year, as set forth above. If the actual Taxes payable for such year exceed Tenant's prior payments, Tenant shall pay to Landlord the deficiency within ten (10) days after its receipt of the statement. If Tenant's payments exceed the actual Taxes payable for that year, Tenant shall be entitled to offset the excess against the next payment(s) of Taxes and/or other Additional Rent that become due to Landlord; provided that Landlord shall refund to Tenant the amount of any overpayment for the last year of the Lease Term.

(c) Tenant shall be obligated to pay its share of all Taxes assessed against Landlord on tax parcel 643-080-003 in Riverside County, California. The allocation of Taxes to the Premises shall be a fractional portion of the Taxes assessed against Landlord, the numerator of which shall be the Floor Area of the Premises and the denominator of which is the number of square feet of Floor Area in the Building which are occupied and open for business from time to time as of the commencement of the applicable calendar or fiscal year (as the case may be), exclusive of the Floor Area of the Other Stores and exclusive of the "Joint Use Facilities" (as hereinafter defined); provided, however, in no event shall such denominator be less than eighty-five percent (85%) of the Floor Area located within the Building as of the commencement of the applicable calendar or fiscal year (as the case may be), exclusive of the Floor Area of the Other Stores and exclusive of the Joint Use Facilities. Notwithstanding anything contained in this Article 7 to the contrary, for purposes of calculating Tenant's share of Taxes, Landlord shall exclude from the denominator the gross floor area of any premises located on parcels which are separately assessed for Tax purposes.

Notwithstanding anything herein to the contrary, Tenant represents that it is currently recognized by the Internal Revenue Service and the California Franchise Tax Board as a tax-exempt 501(c)(3) public benefit corporation operating a California public school (the "**Tax-Exempt Status**"). Tenant may apply, at Tenant's sole cost and expense, for any property tax exemption (each, an "**Exemption**") available under Applicable Laws with respect to the Premises.

If (and only if) an Exemption is actually approved and results in a reduction in Taxes paid or payable by Landlord attributable to the Premises, Landlord shall credit Tenant for such net reduction within thirty (30) days after Landlord's receipt of the benefit. Any such credit shall exclude reductions attributable to (a) any portion of the Project other than the Premises, or (b) penalties, interest or professional fees incurred by Landlord.

Tenant shall timely prepare and submit all filings required for the Exemption, and shall deliver copies of all such submissions and approvals to Landlord concurrently with filing or receipt. Landlord shall reasonably cooperate with Tenant in executing or providing such information as may be required in connection therewith, at no cost to Landlord.

If at any time (i) the Exemption is denied or revoked, (ii) Tenant fails to maintain the Tax-Exempt Status, or (iii) Tenant fails to properly file for the Exemption, Tenant shall be solely responsible for the full amount of Taxes payable with respect to the Premises, including any retroactive assessments, interest or penalties arising therefrom.

7.2 Other Property Taxes. Tenant shall pay, prior to delinquency, all taxes, assessments, license fees and public charges levied, assessed or imposed upon Tenant's trade fixtures, merchandise, equipment and other personal property located in or upon the Premises, including those arising from the conduct of Tenant's business operations in the Premises.

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

If any such items of Tenant's personal property are assessed together with property of Landlord, the assessment shall be equitably allocated between Landlord and Tenant based on the taxable value of each, and Tenant shall pay to Landlord its allocated share within thirty (30) days after receipt of reasonable documentation of such assessment and payment by Landlord.

To the extent Tenant qualifies for and properly obtains a personal property tax exemption under Applicable Laws, Tenant shall be entitled to the actual net amount of any tax reduction or refund received by Landlord that is directly attributable to such Tenant personal property, and Landlord shall remit such amount within thirty (30) days after receipt.

Tenant shall be solely responsible for the preparation and submission of any filings required to obtain such exemption and shall provide Landlord with copies of all filed applications and approvals contemporaneously with submission or receipt. Should any exemption be denied, revoked or reduced, or should Tenant fail to timely file required documentation, Tenant shall be responsible for the full amount of such taxes, including any resulting penalties, interest or retroactive assessments.

7.3 Contesting Taxes. If Landlord elects to contest (either formally or informally through negotiations) any Taxes levied or assessed against the Shopping Center during the Lease Term, Tenant shall not be required to pay any portion of the costs or expenses incurred by Landlord in connection with such contest. However, if Landlord is successful in such contest (whether by settlement or otherwise), Landlord may deduct from the portion of any refund received which is payable to Tenant, Tenant's proportionate share of the costs and expenses incurred by Landlord in connection with such contest, determined pursuant to the formula set forth in Section 7.1(c) for the allocation of Taxes. Landlord shall pay to Tenant that portion of the total refund remaining, if any, which is attributable to Tenant's proportionate share of Taxes prorated in the same manner as set forth in Section 7.1(c).

ARTICLE 8- UTILITIES

Commencing on the Turnover Date, Tenant shall pay directly to the appropriate utility provider, prior to delinquency, all charges for utility services supplied to the Premises for which there is a separate meter or submeter. For utilities supplied to the Premises for which there is no separate meter or submeter, Tenant shall pay to Landlord Tenant's proportionate share thereof, as reasonably estimated by Landlord or based on submeters installed at Landlord's election; provided that the cost of installing any such meters or submeters shall not exceed Five Thousand Dollars ($5,000.00) to Tenant, and costs in excess thereof shall be borne by Landlord. Tenant shall also pay all sewer connection and/or hook-up fees and any other governmental charges imposed in connection with the commencement of utility service to the Premises.

Landlord may, at any time and from time to time, elect to furnish or procure any utility service to the Premises, including electricity generated by solar arrays or other alternative energy systems located at the Shopping Center or procured from a public utility or private provider (collectively, an "**Alternative Provider**"). In such event, Tenant shall purchase its utility requirements from Landlord or Landlord's Affiliated Entity, as applicable, so long as the total charges therefor, including any administrative or service fees, do not exceed the aggregate rates and charges (including administrative fees) then imposed by the local regulated public utility for comparable service.

Regardless of the utility provider, Landlord may elect to bill Tenant based on monthly estimates of utility costs, subject to annual reconciliation. Tenant shall pay such estimated charges within the time and manner required for Base Rent under this Lease.

Except in the case of Landlord's gross negligence or willful misconduct, Landlord shall not be liable for any damages arising from or relating to any interruption or failure of utility service. In the event any interruption in utility service to the Premises results from Landlord's gross negligence or willful misconduct and continues for more than forty-eight (48) consecutive hours after written notice from Tenant, Tenant shall be entitled to an abatement of Base Rent and Additional Rent to the extent that such interruption materially and adversely affects Tenant's ability to operate from the Premises, and such abatement shall be Tenant's sole and exclusive remedy. In no event shall any interruption in utility service entitle Tenant to terminate this Lease.

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

ARTICLE 9- TENANT'S CONDUCT OF BUSINESS

9.1 Permitted Trade Name and Use. Tenant acknowledges that Landlord's agreement to enter into this Lease is expressly conditioned upon Tenant operating the Premises solely as an Altus Charter School, operated by Altus Charter Schools (or its existing corporate parent), as approved in the Kohl's Consent Letter dated November 21, 2025 attached as Exhibit L (the "**Kohl's Consent Letter**"). Tenant shall use the Premises only under the trade name "Altus Charter Schools", and shall not change the trade name or operate under any other trade name, DBA, or school brand without Landlord's prior written approval, which Landlord may withhold in its sole and absolute discretion to ensure continued compliance with the Kohl's Approval and the CCRs.

In no event shall the Premises be used or branded in any manner that would cause the use approved in the Kohl's Consent Letter to lapse, cease, or be deemed modified. If Altus Charter Schools ceases to operate the Premises for any reason, Tenant shall be deemed in violation of the CCRs and in default under this Lease, and Landlord shall have all rights and remedies available at law and in equity.

9.2 Covenant to Open and Operate. Tenant covenants to open for business to the public on or before the Rent Commencement Date, subject to temporary closures for casualty, condemnation, remodel, or Force Majeure (as defined in Section 20.7) which prevents Tenant from conducting its normal business operations in the Premises, to operate continuously and uninterruptedly in the entirety of the Premises throughout the Lease Term the business described in Section 1.13a other than scheduled school holidays and school closures.

9.3 Hours of Business. From and after the Commencement Date, Tenant shall keep the entire Premises continuously open for business during those days and hours as are customary and usual for the type of business operated by Tenant.

9.4 Hours for Deliveries. Tenant shall use its reasonable efforts to require all deliveries, (exclusive of United Parcel Service and U.S. Postal Service), loading, unloading and services to the Premises to be completed between 7:00 a.m. and 10:00 a.m. each day. All deliveries, loading, unloading and services to the Premises shall be accomplished within the service areas of the Shopping Center (or within such other locations as Landlord shall reasonably designate).

9.5 Tenant's Signs. Tenant shall be permitted to use the standard interior window signage, subject to all governmental requirements, per the "Sign Criteria" (as hereinafter defined) and Landlord's prior written approval, which approval shall not be unreasonably withheld; provided, however, such signage shall be professionally prepared and maintained in a neat manner and shall not, at any time, occupy more than twenty-five percent (25%) of the storefront windows or doors. Tenant shall not affix upon the exterior (or interior windows or doors) of the Premises any sign, advertising placard, name, insignia, trademark, descriptive material or other like item (collectively, the "Exterior Signs"), unless the Exterior Signs (i) comply with all governmental requirements, (ii) comply with the city approved sign program (the "Sign Criteria") for the Shopping Center, (iii) comply with the Shopping Center Sign Criteria attached thereto as Exhibit G, and such other sign criteria for the Shopping Center as may be promulgated by Landlord from time to time, and (iv) are approved by Landlord, which approval shall not be unreasonably withheld. All of the Exterior Signs shall be erected by Tenant at its sole cost and expense, and Tenant shall maintain all of its Exterior Signs in good condition and repair during the Lease Term (which obligation shall include replacement to the extent necessary to keep such Exterior Signs in a first-class condition). Tenant agrees to have its Exterior Signs installed and operational prior to the Commencement Date. At any time during the Term, if Tenant does not have its Exterior Signs installed and operational, Tenant shall be obligated to pay to Landlord, upon demand, Two Hundred Fifty Dollars ($250.00) per day for each day that Tenant remains open for business without installation of its Exterior Signs. Upon expiration or termination of this Lease, Tenant shall promptly remove all such Exterior Signs at its own expense and repair and repaint any damage and discoloration caused by such removal or original installation. In no event shall Tenant be allowed to use advertising media such as, without limitation, sign twirlers or bicycle advertising at the Shopping Center. No A-frame, sandwich board or other removable signs shall be permitted without Landlord's prior written consent.

9.6 Radius Restriction. Intentionally Omitted.

9.7 Compliance With Law. Tenant, at Tenant's sole expense, shall comply with all applicable local, state and federal statutes, regulations, rules, codes, including building codes, ordinances and other requirements of governmental authorities now or hereafter in effect (the "Applicable Laws") pertaining to its use or condition of the Premises and the conduct of Tenant's business. Tenant shall give to Landlord immediate written notice upon Tenant's becoming aware that the use or condition of the Premises are in violation of any Applicable Laws.

9.8 Exclusive Use.

(a) Provided that Tenant is open for business and continuously operating in the entire Premises for their Permitted Use, and is not in material default under this Lease beyond any applicable notice and cure period, Landlord agrees that it shall not, during the Term, enter into any new lease, license, or similar agreement for space located within Landlord's Parcels situated east of Simon Drive (the "**Exclusive Area**") to any other tenant or occupant whose Primary Use (as defined below) is the operation of a charter school and/or tutoring center (each, a "**Competitive Store**", and collectively, the "**Exclusive Use**").

(b) The Exclusive Use shall not apply to:

(i) any leases, occupancies, or rights existing as of the Effective Date (including renewals, extensions, expansions, relocations, or assignments thereof), provided however Landlord shall not consent to any change of use by an existing tenant or occupant that would violate Tenant's Exclusive Use, to the extent Landlord has the contractual right to withhold or condition such consent under the applicable lease or other occupancy agreement. Landlord shall not be deemed in breach of this Section if an existing tenant exercises a use right expressly granted in its lease that Landlord has no right to deny;

(iii) any "**Rogue Tenant**" (as defined below); and

(iv) incidental, accessory, or de minimis tutoring or educational activities by another tenant or occupant, provided such activities do not constitute the tenant's or occupant's Primary Use.

(c) For purposes of this Section:

(i) "**Primary Use**" shall mean that thirty-five percent (35%) or more of the gross leasable area of the applicable premises is devoted to operation as a charter school and/or tutoring center.

(ii) "**Rogue Tenant**" shall mean a tenant, subtenant, licensee, or other occupant whose operations within its premises (A) are not expressly authorized under its lease, license, or occupancy agreement, or (B) arise out of a violation, breach, or default of such agreement. Landlord shall have no liability to Tenant for any such Rogue Tenant, provided Landlord does not intentionally and affirmatively approve or consent to such unauthorized use.

(d) Tenant acknowledges and agrees that Landlord's sole obligation under this Section is not to knowingly approve or consent to the use of space in the Exclusive Area by a Competitive Store, subject to the carve-outs above. Landlord shall not be deemed in default hereunder if any Rogue Tenant engages in activities inconsistent with this Section, provided Landlord uses commercially reasonable efforts to enforce the terms of its leases following receipt of written notice from Tenant of such activities.

(e) Remedies.

(i) Violation by Landlord. In the event Landlord affirmatively grants a lease, license, or other right of occupancy in the Exclusive Area to a Competitive Store in violation of this Section (other than as permitted under the carve-outs in subsection (b)), and such violation is not cured within thirty (30) days after written notice from Tenant, then beginning on the first (1st) day of the calendar month following the expiration of such thirty (30)-day period, Tenant's obligation to pay Base Rent shall be reduced by fifty percent (50%). If Landlord fails to cure such violation within three hundred sixty-five (365) days after Landlord's receipt of Tenant's notice, Tenant shall have the right, as its sole and exclusive additional remedy, to terminate this Lease upon not less than thirty (30) days' prior written notice to Landlord. In the event Tenant terminates this Lease pursuant to this Section, Landlord shall reimburse Tenant for the unamortized portion of (A) the hard costs of Tenant's initial

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

Tenant Work, and (B) the hard costs of any other permanent, Landlord-approved (if required) improvements to the Premises performed in accordance with this Lease (including required architectural, engineering, permit and inspection fees related thereto), amortized on a straight-line basis over the initial Term. Tenant shall provide reasonable documentation evidencing such reimbursable costs as a condition precedent to payment.

(ii) Rogue Tenants. In the event a Rogue Tenant engages in activities that would otherwise constitute a violation of this Section, Tenant shall first deliver written notice to Landlord specifying the alleged violation. Landlord shall thereafter have one hundred fifty (150) days to exercise commercially reasonable efforts to cause such Rogue Tenant to cease such activities. If such Rogue Tenant continues such activities after such one hundred fifty (150)-day period, then beginning on the first (1st) day of the calendar month following the expiration of such one hundred fifty (150)-day period, Tenant's obligation to pay Base Rent shall be reduced by fifty percent (50%) until such violation is cured. Tenant shall have no right to terminate this Lease by reason of any Rogue Tenant violation, and Landlord's sole obligation with respect thereto shall be to exercise commercially reasonable efforts to enforce the terms of such Rogue Tenant's lease or occupancy agreement.

(iii) Exclusive Remedy. Tenant acknowledges and agrees that the rent abatement (and, solely in the case of an uncured violation by Landlord as described in subsection (i), the termination right) set forth in this subsection (e) shall be Tenant's sole and exclusive remedies for any violation of this Section 9.8, and Tenant hereby waives any and all other rights or remedies at law or in equity with respect to such matters.

ARTICLE 10- MAINTENANCE, REPAIRS AND ALTERATIONS

10.1 Landlord's Maintenance Obligations. Landlord shall maintain in good condition and repair the structural components and foundations, roofs, roof structures, and exterior surfaces of the exterior walls of the improvements located on Landlord's Parcels, exclusive of doors, door frames, door checks, windows, window frames and, unless expressly included as part of Common Area maintenance pursuant to Section 11.4, storefronts and storefront awnings. Landlord shall also maintain, repair and replace utility facilities and systems that exclusively serve Landlord's Parcels or that serve the Premises in common with other premises within Landlord's Parcels, and shall be responsible for compliance with the Americans with Disabilities Act with respect to the Common Areas, and with respect to any ADA compliance obligations applicable to the Premises solely to the extent directly and solely triggered by Landlord-performed structural alterations required by law, and not by Tenant's use, improvements, or operations. In no event shall Landlord be responsible for ADA compliance within the Premises relating to Tenant's specific use or programmatic requirements. It is acknowledged by Tenant that the cost of some of Landlord's maintenance obligations referenced in the preceding sentence shall be prorated and paid as Common Area Costs. In connection with the foregoing, Landlord shall have the right, upon reasonable notice to Tenant, to require Tenant to close for business for a maximum period of five (5) days per year so that Landlord may tent or otherwise fumigate the Premises to attempt to eradicate any insects or pests of which Landlord becomes aware but Landlord shall not require Tenant to close during regular school hours or days, and will work with Tenant to identify days for closure that minimize impact to Tenant's students.

10.2 Landlord's Right of Entry. Landlord, its agents, contractors, servants and employees may enter the Premises following reasonable notice to Tenant and Landlord's good faith efforts to coordinate such entry with Tenant's on-site management so as to minimize interference with Tenant's business operations (except in a case of emergency): (a) to examine the Premises; (b) to perform any obligation or exercise any right or remedy of Landlord under this Lease; (c) to make repairs, alterations, improvements or additions to the Premises or to other portions of the Shopping Center as Landlord deems necessary or desirable; (d) to cure any Tenant default (after Landlord has provided Tenant notice and an opportunity to cure such default pursuant to Article 17); (e) to perform work necessary to comply with laws, ordinances, rules or regulations of any public authority or of any insurance underwriter; (f) to perform work that Landlord deems necessary to prevent waste or deterioration in connection with the Premises should Tenant fail to commence such repairs or, after commencing same, fail to diligently pursue such repairs to completion within three (3) days after written demand by Landlord; and (g) to show the Premises to prospective purchasers, tenants and/or occupants. If Landlord makes any repairs which Tenant is obligated to make pursuant to the terms of this Lease, Tenant shall pay the cost of such repairs to Landlord promptly upon receipt of a bill from Landlord for same. Landlord shall be entitled to obtain an administration fee of fifteen percent (15%) on all such repairs billed to Tenant. In exercising its right of entry herein provided, Landlord shall not materially and unreasonably interfere with the operation of Tenant's business on the Premises. In addition, during the last one hundred eighty (180) days of the Term or earlier termination of this Lease, Landlord

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

shall have the right to go upon the Premises to show same to prospective tenants during normal business hours and upon reasonable notice to Tenant.

If Landlord or any of Landlord's agents, contractors or other representatives will be performing work within the Premises during periods when students are present and such personnel are expected to have regular and direct contact with students without Tenant supervision, then Tenant shall have the right to require that such personnel comply with the background check requirements of California Education Code Section 45125.1 to the extent applicable. Tenant shall be responsible for advising Landlord in writing at least two (2) business days prior to such entry if Tenant believes any personnel may be subject to such requirements and shall identify the specific requirements applicable. When Landlord's entry requires compliance with the background check requirements referenced in this Section, Landlord shall provide Tenant with at least three (3) business days' advance notice of such entry, except in the case of emergency or where shorter notice is otherwise permitted under this Lease.

Notwithstanding the foregoing, Landlord and its personnel shall not be required to comply with such background check requirements if Tenant elects to supervise such personnel at all times while within student-occupied areas. Tenant shall be responsible for maintaining student supervision and ensuring that students are not placed in an area where Landlord's representatives are performing work if the foregoing requirements have not been satisfied.

10.3 Tenant's Maintenance Obligations. Except for the portions and components of the Premises to be maintained by Landlord as set forth in Section 10.1, Tenant, at its expense, shall keep the Premises and all utility facilities and systems exclusively serving the Premises ("Tenant Utility Facilities") in first-class order, condition and repair and shall make replacements necessary to keep the Premises and Tenant Utility Facilities in such condition; provided, however, Tenant shall have no right to spray paint the exterior or interior of the windows or doors without Landlord's prior written consent. All replacements shall be of a quality equal to or exceeding that of the original. Tenant shall contract with a service company approved by Landlord for the regular (but not less frequently than quarterly) maintenance, repair and/or replacement (when necessary) of the heating, ventilating and air conditioning equipment serving the Premises (the "HVAC System") and shall provide Landlord with a copy of any service contract within ten (10) days following its execution Tenant shall be required to utilize Landlord's roofing contractor in the event Tenant desires to penetrate the roof of the Premises or for any repairs, alterations or improvements permitted to be made to the roof of the Premises by Tenant pursuant to the terms of this Lease; provided, however, if Landlord and Tenant reasonably determine that Landlord's roofing contractor's rates are not reasonably competitive, Tenant shall have the right to utilize any other licensed and reputable roofing contractor reasonably acceptable to Landlord. As part of its maintenance obligations hereunder, Tenant shall keep the Premises free of mold, and any conditions that could reasonably be expected to give rise to mold on the Premises, including without limitation, observed or suspected instances of water leakage or mold growth ("Mold Conditions"). Tenant shall promptly repair and properly remove any Mold Conditions occurring within the Premises, and Tenant shall, at Landlord's request, provide Landlord with copies of all maintenance schedules, reports and notices prepared by, for or on behalf of Tenant concerning Mold Conditions.

Notwithstanding anything to the contrary contained herein, Landlord shall be responsible, at its sole cost and expense (and not as part of Expenses), for the remediation and repair of any Mold Conditions located within or on the roof and/or structural components of the Building to the extent directly caused by Landlord's failure to maintain such components in good condition and repair as required under this Lease. All other Mold Conditions within the Premises, including, without limitation, mold affecting or arising from interior finishes, Tenant's furniture, fixtures, equipment or improvements, or caused by Tenant's acts, omissions, operations, or failure to promptly notify Landlord of water intrusion, shall remain Tenant's sole responsibility. All replacements shall be of a quality equal to or exceeding that of the original.

Tenant shall promptly notify Landlord in writing upon becoming aware, or when Tenant reasonably should have become aware, of any water intrusion, roof leak or Mold Condition affecting any Building structural components or requiring Landlord's action under this Lease. Landlord shall not be responsible for any increased cost of remediation, or any Mold Conditions within the Premises, to the extent such increased cost or condition results from Tenant's failure to provide timely notice as required herein.

10.4 Alterations. After initially opening the Premises for business, Tenant shall not make or cause to be made to the Premises or the Tenant Utility Facilities any addition, renovation, alteration, reconstruction or

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

change (collectively, "Alterations") (i) costing in excess of Fifty Thousand Dollars ($50,000.00), (ii) involving structural changes or additions, (iii) affecting the exterior storefront, fire sprinkler systems, exterior walls, floor slab, or roof of the Premises, or (iv) requiring or resulting in any penetration of the roof (including, without limitation, the installation of satellite dishes or other rooftop communication devices), demising walls or floor slab of the Premises, without first obtaining the written consent of Landlord, which consent shall not be unreasonably withheld, conditioned or delayed. Tenant shall provide Landlord with not less than ten (10) days prior written notice of the commencement of any Alterations in the Premises and Landlord shall have the right to enter upon the Premises to post customary notices of non-responsibility with respect thereto. Subject to Section 20.8, all improvements to the Premises by Tenant including, but not limited to, light fixtures, floor coverings and partitions and other items comprising Tenant's Work pursuant to Exhibit B, but excluding trade fixtures and signs, shall be deemed to be the property of Landlord upon installation thereof. Within thirty (30) days after the completion of any Alterations, Tenant shall deliver to Landlord a set of "as built" plans depicting the Alterations as actually constructed or installed. If Tenant shall make any permitted Alterations, Tenant shall carry “Special Form – Causes of Loss” or "Builder's All Risk" insurance in an amount reasonably determined by Landlord covering the construction of such Alterations and such other insurance as Landlord may reasonably require. Any Alterations to the Premises or the Tenant Utility Systems which are required by reason of any present or future law, ordinance, rule, regulation or order of any governmental authority having jurisdiction over the Premises or the Shopping Center or of any insurance company insuring the Premises, and regardless of whether or not such Alteration pertains to the nature, construction or structure of the Premises or to the use made thereof by Tenant, shall be at the sole cost of Tenant regardless of whether the work is performed by Landlord or Tenant

10.5 Trash Removal; Pest Control; Odor and Noise Control. Tenant shall deposit trash and rubbish only within receptacles approved by Landlord. Tenant shall cause trash receptacles to be emptied at Tenant’s cost and expense; provided, however, at Landlord’s option, Landlord may provide trash removal services, the cost of which shall be paid for by Tenant either (a) as a Common Area Cost, or (b) pursuant to an equitable proration of said costs by Landlord. If any event of pest or vermin infestation is found in the Premises or anywhere else in the Shopping Center that may be directly or indirectly related to Tenant’s or Tenant’s employees or customers use of the Premises or the operation of Tenant’s business, Tenant, at Tenant’s expense, shall have a bonded professional pest and sanitation control operator immediately remedy such event of infestation. Throughout the Term Tenant shall, at Tenant’s sole expense, maintain the Premises in a clean, sanitary and quiet manner and shall take such steps as may be necessary, in the reasonable discretion of Landlord, to keep the Premises and/or contiguous other tenant-occupied premises and the Shopping Center free of nuisances, odors and loud sounds, including music associated with Tenant’s business or from the operation of any instrument, apparatus, equipment, radio, television or amplification system. Upon Tenant’s receipt of notice of any complaint of odor or noise that may be resulting from, directly or indirectly, the operation of Tenant’s business, Tenant, at Tenant’s sole expense, shall take such steps as may be necessary to immediately remedy such odor or noise.

10.6 Food User Maintenance Requirements. Intentionally Deleted.

ARTICLE 11- COMMON AREA

11.1 Definition of Common Area. The term "Common Area", as used in this Lease, shall mean all areas within the exterior boundaries of the Shopping Center (or areas immediately adjacent to the Shopping Center such as, but not limited to, landscaped medians), now or later made available for the general use of Landlord and other persons entitled to occupy Floor Area in the Shopping Center.

11.2 Use of Common Area. The use and occupancy by Tenant of the Premises shall include the non-exclusive use of the Common Area (except those portions of the Common Area on which have been constructed or placed permanent or temporary kiosks, displays, carts and stands and except areas used in the maintenance or operation of the Shopping Center) in common with Landlord and the other tenants of the Shopping Center and their customers and invitees.

11.3 Control of and Changes to Common Area. Landlord shall have the sole and exclusive control of the Common Area, and the right to make changes to the Common Area. Landlord's rights shall include, but not be limited to, the right to (a) restrain the use of the Common Area by unauthorized persons; (b) utilize from

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

time to time any portion of the Common Area for promotional, entertainment and related matters; (c) place permanent or temporary kiosks, displays, carts and stands in the Common Area and to lease same to tenants; (d) temporarily close any portion of the Common Area for repairs, improvements or Alterations, to discourage non-customer use, to prevent dedication or an easement by prescription or for any other reason deemed sufficient in Landlord's reasonable judgment; and (e) renovate, upgrade or change the shape and size of the Common Area or add, eliminate or change the location of improvements to the Common Area including, without limitation, buildings, parking areas, roadways and curb cuts, and to construct buildings on the Common Area. Landlord, at any time, may change the shape, size, location, number and extent of the improvements shown on Exhibit A and eliminate, add or relocate any improvements to any portion of the Shopping Center, and may add land to and/or withdraw land from the Shopping Center, provided that Landlord shall not make any permanent changes to the Common Area that materially and adversely impair (i) Tenant's pedestrian and vehicular access to the Premises, (ii) the number of parking spaces required to be provided for Tenant under this Lease, (iii) Tenant's visibility of its main storefront from the primary drive aisles serving the Premises or (iv) the Permitted Use; temporary closures or construction activities shall be permitted so long as Landlord uses commercially reasonable efforts to minimize interference with Tenant's operations.

11.4 Common Area Costs. The term "Common Area Costs", as used in this Lease, shall mean all costs and expenses incurred by Landlord in (a) operating, managing, policing, insuring, repairing, replacing and maintaining the Common Area and the on-site management and/or security offices, nonprofit community buildings and child care centers as may be located in the Shopping Center from time to time (which offices, buildings and center shall hereinafter be referred to as the "Joint Use Facilities"), (b) maintaining, repairing and replacing the exterior surface of exterior walls (and storefronts and storefront awnings if Landlord has elected to include the cleaning of same as part of Common Area maintenance) and maintaining, repairing and replacing roofs of the buildings from time to time constituting the Landlord's Parcels, and (c) operating, insuring, repairing, replacing and maintaining all utility facilities and systems including, without limitation, sanitary sewer lines and systems, fire protection lines and systems, security lines and systems and storm drainage lines and systems not exclusively serving the premises of any tenant or store ("Common Utility Facilities"), mall furniture and equipment, seasonal and holiday decorations, Common Area lighting fixtures, Shopping Center sign monuments or pylons (but not the tenant identification signs thereon) and directional signage. Common Area Costs shall include the actual costs incurred by Landlord for personnel (whether employees of Landlord or third party contractors) employed in the management and operation of the Shopping Center. Common Area Costs shall include, without limitation, the following: Expenses for maintenance, landscaping, repaving, resurfacing, repairs, replacements, painting, lighting, cleaning, trash removal, security (provided, however, Landlord shall determine in its sole and absolute discretion the level of security, if any, to be provided at the Shopping Center), management offices, non-refundable contributions toward reserves for replacements, maintenance and/or repairs such as, but not limited to, major parking lot repairs and repainting of buildings, fire protection and similar items; depreciation or rental on equipment; charges, surcharges and other levies related to the requirements of any Federal, state or local governmental agency; expenses related to the Common Utility Facilities; intentionally deleted; comprehensive or commercial general liability insurance on the Common Area; standard "special form – causes of loss" or "all risks" fire and extended coverage insurance with, at Landlord's option, an earthquake damage endorsement or "terrorism" endorsement covering the Common Areas; environmental insurance, in a form and issued by a carrier acceptable to Landlord in its sole and absolute discretion; the cost of any deductibles or self-insured retentions relating to the insurance maintained by Landlord pursuant hereto; costs of management of the Shopping Center (whether such management services are provided by Landlord or a third party contractor), Tenant's share of Taxes pursuant to Section 7.1 and Tenant's share of insurance premiums pursuant to Section 14.4. Common Area Costs shall specifically include capital expenditures for the replacement of Common Areas; provided, however, Tenant shall only be obligated to pay for the cost of capital expenditures for replacing Common Areas based on the cost of such replacement amortized over the useful life of the Common Area item being replaced (with an interest factor reasonably determined by Landlord, but in no event in excess of the Interest Rate), which useful life shall be reasonably determined by Landlord in its reasonable discretion and consistent with Internal Revenue Service guidelines (provided, however, if Tenant's share of the cost of the capital expenditure would not exceed five percent (5%) of its Base Rental, Landlord shall not be obligated to amortize such capital expenditure). If Landlord or Landlord's Affiliated Entity elects, in their sole discretion, to furnish any utility services to the Common Area (which utility service, in the case of electricity, may be, but is not required to be, generated from solar panels or other alternative energy equipment located at the Shopping Center), the costs thereof shall be Common Area Costs, but Landlord shall not have the right to include in such costs rates that are not competitive with those offered directly by the local public utility. Common Area Costs shall also include all costs incurred by Landlord in (i) developing, implementing, maintaining, and operating any In-House Energy Program for the

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

Shopping Center, and (ii) maintaining, repairing, and replacing any solar panels and/or other equipment relating thereto. In addition, in the event Landlord elects, in its sole discretion, to purchase any electricity used in connection with the Common Area from Landlord's Affiliated Entity or a private party (as opposed to a regulated public utility company) (which utility service may be, but is not required to be, generated by solar panels or other alternative energy equipment located at the Shopping Center), so long as the total charges therefor, including any administrative or service fees, do not exceed the aggregate rates and charges (including administrative fees) then imposed by the local regulated public utility for comparable service.

Landlord shall maintain the Common Areas located on Landlord's Parcels in a first-class manner consistent with comparable retail shopping centers in the region, but otherwise nothing herein shall limit Landlord's discretion in determining the scope, timing and manner of such maintenance, nor shall it limit Landlord's right to include all reasonable costs thereof in Common Area Costs in accordance with this Section.

11.5 Proration of Common Area Costs. The Common Area Costs shall be prorated in the following manner:

(a) From and after the Commencement Date, Tenant shall pay to Landlord, on the first (1st) day of each calendar month, an amount estimated by Landlord to be the monthly amount of Tenant's share of the Common Area Costs. The estimated monthly charge may be adjusted periodically by Landlord on the basis of Landlord's reasonably anticipated costs.

(b) Following the end of each calendar year or, at Landlord's option, its fiscal year, Landlord shall furnish to Tenant a statement covering the calendar or fiscal year (as the case may be) just expired, showing by cost category the actual Common Area Costs for that year, the total Floor Area of the Shopping Center, the amount of Tenant's share of the Common Area Costs for that year, and the monthly payments made by Tenant during that year for the Common Area Costs. If Tenant's share of the Common Area Costs exceeds Tenant's prior payments, Tenant shall pay to Landlord the deficiency within ten (10) days after receipt of such annual statement. If Tenant's payments for the calendar year exceed Tenant's actual share of the Common Area Costs, and provided Tenant is not in arrears as to the payment of any Base Rent or Additional Rent, (provided, however, in the event Tenant is in arrears as to the payment of any Base Rent or Additional Rend, Landlord shall have the right to offset such excess against such amounts in arrears),Tenant may offset the excess against payments of Common Area Costs next due Landlord. An appropriate proration of Tenant's share of the Common Area Costs as of the Commencement Date and the expiration date of the Lease Term shall be made.

(c) Portions of the Shopping Center are, or may be, owned or leased from time to time by various persons or entities occupying freestanding facilities or other facilities which maintain, repair and replace their own facilities and, therefore, contribute to the Common Area Costs on a basis other than that described herein (collectively, "Other Stores"). The contributions received from the Other Stores towards the Common Area Costs shall be credited against the total Common Area Costs and the balance thereof shall be prorated in the following manner: Tenant's share of the Common Area Costs shall be determined by multiplying the Common Area Costs that remain after applying the contributions paid by the Other Stores by a fraction, the numerator of which is the number of square feet of Floor Area in the Premises and the denominator of which is the number of square feet of Floor Area in the Shopping Center which are occupied and open for business from time to time as of the commencement of the applicable calendar or fiscal year (as the case may be), exclusive of the Floor Area of the Other Stores and exclusive of the Joint Use Facilities; provided, however, in no event shall such denominator be less than eighty-five percent (85%) of the Floor Area of the Shopping Center as of the commencement of the applicable calendar or fiscal year (as the case may be), exclusive of the Floor Area of the Other Stores and exclusive of the Joint Use Facilities. Notwithstanding the foregoing, if any owner or tenant of a portion of the Shopping Center separately maintains its own Common Area, Common Area Costs shall not include costs relating to the Common Area so maintained by such owner or tenant, and the Floor Area on such owner's or tenant's parcel shall not be included in the denominator for purposes of calculation of Tenant's share of Common Area Costs.

(d) Notwithstanding anything contained in this Section 11.5 to the contrary, at Landlord's option: (i) Landlord shall have the right to allocate certain Common Area Costs to less than all of the occupants

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

in the Shopping Center, in which event Tenant's share of such costs (the "Cost Pool") shall be as follows: (A) in the event Tenant is one of the occupants participating in such Cost Pool, its share of such Common Area Costs shall be calculated in the manner set forth in Section 11.5(c), but the denominator used to determine such share shall exclude those occupants not participating in such Cost Pool; or (B) in the event Tenant is not one of the occupants participating in such Cost Pool, its share of such Common Area Costs shall be calculated in the manner set forth in Section 11.5(c), but the denominator used to determine such share shall exclude those occupants participating in such Cost Pool; or (ii) Landlord shall have the right to cause Tenant to directly pay for any extraordinary expenses resulting from Tenant's operations from the Premises (e.g., a restaurant user with an outdoor patio may be directly responsible for the extraordinary costs incurred by Landlord in cleaning the Common Area directly adjacent to such outdoor patio area).

(e) Under no circumstances shall Landlord be liable to Tenant or to any other person by reason of (i) any theft, burglary, robbery, assault, trespass, unauthorized entry, vandalism, or any other act of any third person occurring in or about the Premises or the Shopping Center or (ii) any claim that Landlord has provided inadequate security at the Shopping Center, and Tenant shall indemnify, defend and hold Landlord harmless from claims, injuries, damages, liabilities, losses and expenses to the extent arising from Tenant's use or occupancy of the Premises, or the acts, omissions or presence of Tenant, its employees, contractors, students, invitees or other occupants of the Premises except where caused in whole or in part by the active negligence or intentional misconduct of Landlord or Landlord's employees, contractors, agents, or invitees.

(f) Notwithstanding anything to the contrary contained herein or elsewhere in this Lease or otherwise, Tenant shall be solely responsible, at Tenant's sole cost and expense, for any and all additional (meaning in addition to normal impositions in the form of taxes or similar assessments) charges, costs and expenses imposed by any governmental authority to the extent directly attributable to Tenant's operations, use of the Premises, or the conduct of Tenant's employees, students, invitees or contractors, and which are in excess of charges normally assessed against comparable retail or educational uses in the Shopping Center. For example, if the local police or other public safety department imposes a fee for service calls resulting from activities occurring at or attributable to the Premises, Tenant shall be solely responsible for such charges. Such charges, if billed directly to Tenant by the subject governmental authority, shall be paid to such governmental authority within ten (10) days following such billing. In the event Landlord is charged for such service(s), Tenant shall pay Landlord for such charge(s) within ten (10) days following written notice from Landlord, which written notice shall be accompanied by the subject bill from the subject governmental authority. Tenant's failure to timely make any such payment shall, at Landlord's option, constitute a material default under this lease, without any further need for notice under this Lease.

(g) In addition to the foregoing, to the extent that, in Landlord's reasonable opinion, the conduct of Tenant's business causes the need for security services or measures at the Shopping Center which are in addition to those otherwise provided by Landlord, Tenant shall alone bear the incremental costs for such services or measures. Such costs shall be paid by Tenant to Landlord within ten (10) days following written notice from Landlord.

(h) **Cap on Controllable Expenses**. Beginning with the calendar year 2028, and for each calendar year thereafter during the Term, in no event shall Controllable Common Area Costs increase by more than five percent (5%) per calendar year on a cumulative, compounding basis. For purposes hereof, "Controllable Common Area Costs" shall exclude, without limitation, the following: utilities, property taxes, insurance premiums, trash removal, the costs of restriping and reslurrying the parking lot (no more often than once every three [3] years), security, and building painting (no more often than once every five [5] years).

Notwithstanding the foregoing, in the event Tenant exercises any option or right to extend or renew the Term, the cap on Controllable Common Area Costs shall be recalculated and reset based upon the actual Controllable Common Area Costs incurred during the final calendar year of the immediately preceding Term, and such reset amount shall thereafter be subject to the annual increase limitation set forth above.

ARTICLE 12- ASSIGNMENT AND SUBLETTING

12.1 Landlord's Consent Required. Tenant shall not assign, sublet, enter into franchise, license or concession agreements, change ownership or voting control, mortgage, encumber, pledge, hypothecate or

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

otherwise transfer (including any transfer by operation of law) all or any part of this Lease or Tenant's interest in the Premises (collectively, a "Transfer"; and any such transferee shall hereinafter be referred to as a "Transferee") without first procuring the written consent of Landlord, which consent shall not be unreasonably withheld, subject to the terms, covenants and conditions contained in this Lease and to the right of Landlord to elect to terminate this Lease as provided in Section 12.2. Any attempted or purported Transfer (except a "Permitted Transfer" [as defined in Section 12.4]) without Landlord's prior written consent shall be void and of no force or effect and shall not confer any estate or benefit on anyone. Furthermore, any such attempted or purported Transfer shall entitle Landlord immediately to terminate this Lease.

12.2 Procedures. Should Tenant desire to enter into a Transfer, other than any Transfer which is expressly stated in this Article 12 not to require the prior written consent of Landlord, Tenant shall request, in writing, Landlord's consent to the proposed Transfer at least sixty (60) days before the intended effective date of the proposed Transfer (which request shall be accompanied by a payment of Two Thousand Five Hundred and 0/100 Dollars ($2,500.00) to reimburse Landlord for costs incurred in connection with reviewing such proposed Transfer), which request shall include any information reasonably requested by Landlord to evaluate the proposed Transfer. It shall be reasonable for Landlord to require, and Tenant shall provide, at minimum, the following information in connection with Tenant's request for Landlord's prior written consent to a proposed Transfer: (a) the name of the proposed Transferee, (b) the effective date, terms and conditions of the proposed Transfer, (c) detailed financial information regarding the proposed Transferee, including, but not limited to, a complete financial packet with the prior three years (i) tax returns, (ii) income statements and balance sheet in audited form, and certified by an authorized representative of the proposed Transferee as accurate, (iii) a certified statement of proposed Transferee's net worth, and (iv) a signed authorization to run a credit check on the proposed Transferee, (d) a description of the previous business experience of the proposed Transferee, (e) in the event of a sale of Tenant's business, Tenant shall provide a copy of the proposed purchase and sale agreement and the sale/financing agreements, or if not yet available, a letter of commitment or letter of intent, (f) a complete business plan prepared by the proposed Transferee for the Premises, (g) the Transferee's business, marketing, and advertising plans for the Premises and the region for three (3) years after the effective date of the proposed Transfer, and (h) the location of the five (5) closest stores in operation by the proposed Transferee. In addition, Tenant shall be responsible for all attorneys' fees incurred by Landlord in connection with any such Transfer. Within thirty (30) days after receipt of Tenant's request for consent to the proposed Transfer together with all of the above-required information, Landlord shall respond and shall have the right either to: (i) consent to the proposed Transfer; (ii) refuse to consent to the proposed Transfer; or (iii) terminate this Lease, such termination to be effective thirty (30) days after Tenant's receipt of Landlord's notice electing to so terminate. If Landlord shall exercise its termination right hereunder, Landlord shall have the right to enter into a lease or other occupancy agreement directly with the proposed Transferee, and Tenant shall have no right to any of the rents or other consideration payable by such proposed Transferee under such other lease or occupancy agreement. A consent to one (1) Transfer by Landlord shall not be deemed to be a consent to any subsequent Transfer to any other party.

12.3 Standard for Consent. Tenant agrees that Landlord may refuse its consent to the proposed transfer on any reasonable grounds, and (by way of example and without limitation) Tenant agrees that it shall be reasonable for Landlord to withhold its consent if any of the following situations exist or may exist: (a) the proposed Transferee proposes to change the use of the Premises from the permitted use pursuant to Section 9.1, and the new proposed use of the Premises (i) is a non-retail use; or (ii) is a use which would breach any exclusive use rights granted in writing to another tenant in the Shopping Center; or (iii) is a use which would duplicate the primary use of any other tenant or occupant occupying Floor Area substantially equal to or in excess of the Floor Area of the Premises (unless the proposed change is (1) to a use for which it is customary for multiple stores selling the same type of merchandise to be located within the same Shopping Center, and (2) such change, if permitted, would not cause an excessive concentration of such use in the Shopping Center), or (iv) in Landlord's reasonable opinion, is inconsistent with the tenant mix in the Shopping Center at the time of the request for Landlord's consent (excepting the use specified in Section 1.13a above); (b) the proposed Transferee's financial condition, net worth or liquidity is less than the financial condition, net worth or liquidity of Tenant as of the Effective Date or the date of the request for transfer, whichever is greater, or is inadequate to support all of the financial and other obligations of Tenant under this Lease; (c) the business reputation or character of the proposed Transferee is not reasonably acceptable to Landlord; or (d) the proposed Transferee is not likely to conduct on the Premises a business of a quality substantially equal to that conducted by Tenant; (e) Tenant is in default under this Lease; (f) the projected gross receipts payable by the proposed Transferee are not expected to exceed the gross receipts of the Tenant; (g) Landlord has received unacceptable references from prior landlords regarding the proposed Transferee; or (h)

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

the proposed Transferee has a past history of litigation, bankruptcy or other insolvency proceedings. The presence of one negative factor among the items enumerated above shall be deemed reasonable justification for Landlord's withholding consent. Furthermore, Landlord reserves the right to condition its consent under this Section 12.3 on receipt of a signed guaranty of lease from the principals of any entity that is the proposed Transferee.

12.4 Permitted Transfer. Notwithstanding Section 12.1, Tenant may, without Landlord's prior consent, assign this Lease or sublease all (but not less than all) of the Premises to (i) Altus Schools Southern California, or (ii) any entity that controls, is controlled by, or is under common control with Tenant and continues to operate an Altus Charter School as the Permitted Use, provided that any such Transfer is in full compliance with that certain Kohl's Consent Letter.

Any Transfer that does not satisfy the foregoing requirements shall be void and of no force or effect and shall constitute a prohibited use under the CCRs.

A change in control of Tenant that satisfies the foregoing requirements shall not constitute a Transfer requiring Landlord consent; provided Tenant provides Landlord written notice of such transaction within ten (10) days following the effective date thereof.

12.5 No Release; Form. No Transfer or Permitted Transfer, whether with or without Landlord's consent, shall relieve Tenant (hereinafter referred to in this Section 12.5 as "Transferor") from its covenants and obligations under this Lease. Transferor shall be bound by the following after any Transfer or Permitted Transfer: (a) Any act of Landlord, or its successors or assigns, consisting of a waiver of any of the terms or conditions of this Lease, the giving of any consent to any matter or thing relating to this Lease, or the granting of any indulgence or extension of time to the Transferee may be done without notice to Transferor and without releasing Transferor from any of its obligations hereunder; (b) the obligations of Transferor hereunder shall not be released by any modification of this Lease, regardless of whether Transferor consents thereto or receives notice thereof; and (c) Transferor unconditionally guarantees, without deduction by reason of setoff, defense or counterclaim, to Landlord and its successors and assigns the full and punctual payment, performance and observance by Tenant, of all of the amounts, terms, covenants and conditions in this Lease contained on Tenant's part to be paid, kept, performed and observed. Any Transfer shall be evidenced by an instrument in form and content satisfactory to Landlord and executed by Tenant and the Transferee and no Transfer shall be effective, at Landlord's sole discretion, until the Transferee delivers to Landlord certificates of insurance sufficient to satisfy the requirements of Article 14.

12.6 Transfer Rent. Except for a Permitted Transfer, if Tenant shall enter into a Transfer hereunder, (a) the Base Rent specified in Section 1.10 shall be increased, effective as of the date of such Transfer, to an amount equal to the total of the Base Rent, plus Percentage Rent, required to be paid by Tenant pursuant to this Lease during the twelve (12) month period immediately preceding such Transfer, and (b) Tenant shall pay to Landlord fifty percent (50%) of any "transfer premium" (as hereinafter defined). In the event of a subletting, "transfer premium" shall mean all rent, additional rent or other consideration payable by such subtenant to Tenant or on behalf of Tenant in connection with the subletting in excess of the rent, additional rent and other sums payable by Tenant under this Lease during the term of the sublease on a per square foot basis if less than all of the Premises is subleased, less the reasonable costs actually incurred by Tenant to secure the sublease. In the event of any Transfer other than a subletting, "transfer premium" shall mean any consideration paid by the assignee to Tenant in connection with such Transfer which Landlord reasonably determines is allocable to the leasehold value of this Lease, less the reasonable costs actually incurred by Tenant to secure the Transfer. If part of the transfer premium shall be payable by the Transferee or subtenant other than in cash, then Landlord's share of such non-cash consideration shall be in such form as is reasonably satisfactory to Landlord.

12.7 Notwithstanding anything to the contrary contained herein, (i) any assignment, sublease, or other Transfer must comply with the terms and limitations of that certain approval letter issued by Kohl's dated November 21, 2025 (attached hereto as Exhibit L), and (ii) any Transfer to a party other than Altus Schools Southern California (or any entity controlling, controlled by, or under common control with Altus that continues to operate an Altus Charter School as the Permitted Use) shall constitute a prohibited use under the CCRs and shall be void and of no force or effect.

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

Any purported Transfer in violation of this Section shall be null and void and shall constitute a material, non-curable default, entitling Landlord to exercise all remedies under this Lease.

ARTICLE 13- PROMOTIONAL CHARGE; ADVERTISING

13.1 Initial Promotional Assessment. Intentionally Omitted.

13.2 Promotional Charge. Intentionally Omitted.

13.3 Advertising. Intentionally Omitted. .

ARTICLE 14- INSURANCE

14.1 Tenant's Insurance. Tenant, at its sole cost and expense, commencing on the earlier of the date of the Turnover Date, or the date Tenant is given earlier access to the Premises, and continuing during the Lease Term, shall procure, pay for and keep in full force and effect the following types of insurance, in at least the amounts and in the forms specified below:

(a) Comprehensive or commercial general liability insurance with coverage limits of not less than the combined single limit for bodily injury, personal injury, death and property damage liability per occurrence specified in Section 1.16 or the limit carried by Tenant, whichever is greater, insuring against any and all liability of the insureds with respect to the Premises or arising out of the maintenance, use or occupancy of the Premises or related to the exercise of any rights of Tenant pursuant to this Lease, subject to increases in amount as Landlord may reasonably require from time to time. All such liability insurance shall specifically insure the performance by Tenant of the indemnity agreement as to liability for injury to or death of persons and injury or damage to property set forth in Section 14.5. Further, all such liability insurance shall include, but not be limited to, personal injury, blanket contractual, cross-liability and severability of interest clauses, broad form property damage, independent contractors, owned, non-owned and hired vehicles and, if alcoholic beverages are served, sold, consumed or obtained in the Premises, liquor law liability.

(b) Worker's compensation coverage in an amount adequate to comply with law, and employer's liability coverage with a limit of not less than One Million Dollars ($1,000,000.00) and, by endorsement, waiver by Tenant's insurer of any right of subrogation against Landlord and Landlord's property manager by reason of any payment pursuant to such coverage.

(c) Business interruption or loss of income insurance in amounts sufficient to insure Tenant's business operations for a period of not less than one (1) year.

(d) Plate glass insurance covering all plate glass on the Premises at full replacement value. Tenant shall have the option either to insure this risk or to self-insure.

(e) Insurance covering all of Tenant's Work, Tenant's leasehold improvements (or any other leasehold improvements or mechanical, electrical, plumbing, utility or HVAC System facilities located within the Premises) and Alterations permitted under Article 10 and all furniture, fixtures, equipment and other personal property located in or at the Premises, in an amount not less than their full replacement value from time to time, including replacement cost endorsement, providing protection against any peril included within the classification Fire and Extended Coverage, sprinkler damage, vandalism, malicious mischief, earthquake, flood (and special flood if the Shopping Center is located within a 100 year flood zone) and such other additional perils as covered in a "special form – causes of loss" or "all risks" standard insurance policy. Any policy proceeds shall be used for the repair or replacement of the property damaged or destroyed unless this Lease shall cease and terminate under the provisions of Article 15.

(f) Any insurance policies designated necessary by Landlord with regard to Tenant's, or Tenant's contractors', construction of Tenant's Work, as well as with regard to the construction of Alterations including, but not limited to, contingent liability and "all risks" builders' risk insurance, in amounts acceptable to Landlord.

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

(g) Commercial Automobile Liability Insurance with a limit of not less than One Million Dollars ($1,000,000.00), covering owned, non-owned and hired vehicles.

14.2 Policy Form. All policies of insurance required of Tenant under this Lease shall be issued by insurance companies authorized to do business in the State of California with a general policyholder's rating of not less than A-:VIII in the most current A.M. Best rating guide; provided, however, Tenant may satisfy its insurance obligations through participation in a qualified Joint Powers Authority or similar public entity risk-sharing pool that maintains coverage levels customarily carried by charter school operators in the State of California.

All such policies or programs, except Workers' Compensation, shall name Landlord, Landlord's management company, and Landlord's mortgagee(s) or beneficiary(ies), as designated in writing by Landlord, as additional insureds on a primary and non-contributory basis using ISO CG 20 26 1185 (or its equivalent) additional insured endorsement (or the closest equivalent available under a JPA program).

If coverage is provided through a JPA or risk-sharing pool, Tenant shall deliver evidence reasonably satisfactory to Landlord that (i) such program provides coverage at least equivalent in scope to the coverage required under this Lease and (ii) Tenant's coverage shall respond to and defend claims asserted against the additional insureds to the same extent as if covered by a commercial insurer.

The policies described in subparagraphs (c) and (d) of Section 14.1 shall also name Landlord and Landlord's mortgagee(s) or beneficiary(ies) as loss payees (in a form acceptable to Landlord or Landlord's lender) and Landlord shall furnish to Tenant the names and addresses of such mortgagee(s) and beneficiary(ies). Prior to Tenant, its agents or employees entering the Premises for any purpose, Tenant shall furnish certificates of insurance evidencing the required insurance, as well as the required additional insured and waiver of subrogation endorsements (along with executed copies of the insurance policies if requested by Landlord). Thereafter, executed copies of renewal policies or certificates thereof shall be delivered to Landlord within thirty (30) days prior to the expiration of the term of each policy. All policies of insurance delivered to Landlord must contain a provision that the company writing the policy will give to Landlord thirty (30) days' prior written notice of any cancellation or lapse or the effective date of any reduction in the amounts of insurance. All policies required of Tenant herein shall be endorsed to read that such policies are primary policies and any insurance carried by Landlord or Landlord's property manager shall be noncontributing with such policies. No policy required to be maintained by Tenant shall have a deductible greater than Twenty-Five Thousand Dollars ($25,000.00) unless approved in writing by Landlord.

14.3 Blanket Policies. Notwithstanding anything to the contrary contained in this Article 14, Tenant's obligation to carry insurance may be satisfied by coverage under a so-called blanket policy or policies of insurance; provided, however, that the coverage afforded Landlord will not be reduced or diminished and the requirements set forth in this Lease are otherwise satisfied by such blanket policy or policies.

14.4 Increased Premiums Due to Permitted Use. Tenant shall not do any act in or about the Premises which will tend to increase the insurance rates upon the Premises or the Shopping Center of which the Premises are a part. Tenant agrees to pay to Landlord, upon demand, the amount of any increase in premium for insurance resulting from Tenant's use of the Premises, whether or not Landlord shall have consented to the act on the part of Tenant. If Tenant installs upon the Premises any electrical equipment which constitutes an overload of the electrical lines servicing the Premises, Tenant, at its own expense, shall make whatever changes are necessary to comply with the requirements of the insurance underwriters and any appropriate governmental authority.

14.5 Reimbursement of Insurance Premiums by Tenant. Landlord, at all times from and after the Turnover Date, shall maintain in effect during the Lease Term a policy or policies of insurance covering the building of which the Premises are a part (including boiler and machinery) in an amount not less than ninety percent (90%) of the full replacement cost or the amount of insurance Landlord's mortgagee(s) or beneficiary(ies) may require Landlord to maintain, whichever is the greater, providing protection against any peril generally included in the classification "Special Form – Causes of Loss" or "Fire and Extended Coverage", loss of rental income insurance and such other additional insurance as covered in a "special form – causes of loss" or "all risks" standard insurance policy, with earthquake coverage insurance, terrorism insurance and/or environmental insurance if deemed necessary by Landlord in Landlord's sole judgment or if required by Landlord's mortgagee(s) or beneficiary(ies)

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

or by any Federal, state, county, city or local authority. Landlord's obligation to carry this insurance may be brought within the coverage of any so-called blanket policy or policies of insurance carried and maintained by Landlord. From and after the Commencement Date, Tenant agrees to pay to Landlord its share of the cost to Landlord of this insurance. The cost of such insurance for any partial year of the Lease Term shall be prorated. Payment shall be made in the same manner set forth for payment of Taxes in Section 7.1(b). Tenant's share of the premiums for this insurance shall be a fractional portion of the premiums, the numerator of which shall be the Floor Area of the Premises and the denominator of which is the number of square feet of Floor Area covered by this insurance which are occupied and open for business from time to time as of the commencement of the applicable calendar or fiscal year (as the case may be), exclusive of the Floor Area of the Other Stores and exclusive of the Joint Use Facilities; provided, however, in no event shall such denominator be less than eighty-five percent (85%) of the Floor Area covered by this insurance as of the commencement of the applicable calendar or fiscal year (as the case may be), exclusive of the Floor Area of the Other Stores and exclusive of the Joint Use Facilities. Tenant acknowledges that Landlord shall have the right to maintain commercially reasonable deductibles and/or self-insured retentions in connection with any insurance carried by Landlord pursuant to this Lease, as determined by Landlord in its reasonable business judgment. In the event of an insurance loss covered by the insurance carried by Landlord pursuant to this Lease, Tenant shall be required to pay its share of such deductibles or self-insured retentions, as determined pursuant to this Section 14.4 or Section 11.5, as applicable.

14.6 Indemnity. "Landlord" for the purposes of this Section 14.5 shall mean and include Landlord and Landlord's directors, officers, shareholders, agents and employees. Except to the extent caused by the gross negligence or willful misconduct of Landlord or its authorized agents in the operation, maintenance, or repair of the Common Areas, structural components of the Building outside the Premises or any portion of the Premises for which operations, maintenance or repair are the responsibility of Landlord under this Lease (and then only to the extent of such gross negligence or willful misconduct), Tenant shall indemnify, defend, and hold Landlord harmless To the fullest extent permitted by law, Tenant covenants with Landlord that Landlord shall not be liable for any damage or liability of any kind or for any injury to or death of persons or damage to property of Tenant or any other person occurring from and after the Turnover Date (or such earlier date if Tenant is given earlier access to the Premises) from any cause whatsoever related to the use, occupancy or enjoyment of the Premises by Tenant or any person thereon or holding under Tenant. Tenant shall pay for, defend (with an attorney approved by Landlord), indemnify, and save Landlord harmless against and from any real or alleged damage or injury and from all claims, judgments, liabilities, costs and expenses, including attorney's fees and costs, arising out of or connected with Tenant's use of the Premises and its facilities, or any repairs, Alterations or improvements (including original improvements and fixtures specified as Tenant's Work) which Tenant may make or cause to be made upon the Premises, any breach of this Lease by Tenant and any loss or interruption of business or loss of rental income resulting from any of the foregoing; provided, however (and though Tenant shall in all cases accept any tender of defense of any action or proceeding in which Landlord is named or made a party and shall, notwithstanding any allegations of negligence or misconduct on the part of Landlord, defend Landlord as provided herein), Tenant shall not be liable for such damage or injury to the extent and in the proportion that the same is ultimately determined to be attributable to the gross negligence or intentional misconduct of Landlord. Landlord shall pay for, defend, indemnify, and save Tenant harmless against and from any and all claims, judgments, liabilities, costs and expenses, including attorneys' fees and costs, resulting from any such damage or injury attributable to the gross negligence or intentional misconduct of Landlord. The obligations to indemnify set forth in this Section 14.5 shall include all attorneys' fees, litigation costs, investigation costs and court costs and all other costs, expenses and liabilities incurred by the indemnified party from the first notice that any claim or demand is to be made or may be made. All indemnity obligations under this Section 14.5 shall survive the expiration or termination of this Lease.

14.7 Exemption of Lessor from Liability. Except to the extent caused by the gross negligence or willful misconduct of Landlord in the operation, maintenance or repair of the Common Areas or structural components of the Building outside the Premises or any portion of the Premises for which operations, maintenance or repair are the responsibility of Landlord under this Lease (and then only to the extent of such gross negligence or willful misconduct), Landlord shall not be liable for injury or damage to the person or goods, wares, merchandise or other property of Tenant, Tenant's employees, contractors, invitees, customers, or any other person in or about the Premises, whether such damage or injury is caused by or results from fire, steam, electricity, gas, water, or rain, or from the breakage, leakage, obstruction or other defects of pipes, fire sprinklers, wires, appliances, plumbing, HVAC, or lighting fixtures, death, acts of God, or from any other cause, whether the said injury or damage results from conditions arising upon the Premises or upon other portions of the Shopping Center, or from other sources or places. Landlord shall not be liable for any damages arising from

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

any act or neglect of any other tenant or Landlord nor from the failure of Landlord to enforce the provisions of any other lease in the Shopping Center. In no event shall Landlord be liable for injury to Tenant's business or for any lost profits, or consequential damages, notwithstanding anything to the contrary contained herein.

14.8 Waiver of Subrogation. Landlord and Tenant each waive any rights each may have against the other on account of any loss or damage occasioned to Landlord or Tenant, as the case may be, their respective property, the Premises or its contents, or to other portions of the Shopping Center arising from any liability, loss, damage or injury caused by fire or other casualty for which property insurance is carried or required to be carried pursuant to this Lease. The insurance policies obtained by Landlord and Tenant pursuant to this Lease shall contain endorsements waiving any right of subrogation which the insurer may otherwise have against the non-insuring party. If Landlord has contracted with a third party for the management of Landlord's Parcels, the waiver of subrogation by Tenant herein shall also run in favor of such third party.

14.9 Failure by Tenant to Maintain Insurance. If Tenant refuses or neglects to secure and maintain insurance policies complying with the provisions of this Article 14, or to provide copies of policies or certificates or copies of renewal policies or certificates within the time provided in Section 14.2, Landlord may, after providing written notice to Tenant of its intention to do so, secure the appropriate insurance policies and Tenant shall pay, upon thirty (30) days following demand, the cost of same to Landlord.

ARTICLE 15- DAMAGE

15.1 Insured Casualty. In the case of damage by fire or other perils covered by the insurance specified in Section 14.4, the following provisions shall apply:

(a) Within a period of sixty (60) days after all applicable permits have been obtained (which permits Landlord shall promptly apply for and diligently seek), Landlord shall commence such repair, reconstruction and restoration of the Premises as Landlord, in its reasonable business judgment, deems necessary, and shall diligently prosecute the same to completion; provided, however, that Tenant, at its cost, shall replace its stock in trade, trade fixtures, furniture, furnishings and equipment. Tenant shall commence this work promptly upon delivery of possession of the Premises to Tenant and shall diligently prosecute same to completion.

(b) Notwithstanding the foregoing, if the Premises is totally destroyed, or if the Landlord's Parcels are destroyed to an extent of at least fifty percent (50%) of the then full replacement cost thereof as of the date of destruction, then (i) if the destruction occurs during the last two (2) years of the Lease Term, or at any time if it is reasonably estimated that repair or restoration after a casualty which Landlord is obligated under this Lease to undertake will take more than two hundred seventy (270) days after the issuance of the building permit for such work to complete, Landlord and Tenant shall each have the right to terminate this Lease, and (ii) if the destruction occurs prior to the last two (2) years of the Lease Term, regardless of the estimated repair or restoration time, Landlord shall have the right to terminate this Lease. In each case, the termination right shall be exercised by the terminating party giving written notice to the other party within thirty (30) days after the date of destruction. If Landlord terminates this Lease pursuant to (ii) above, then Landlord shall be entitled to retain any insurance proceeds payable by reason of such destruction except for proceeds related to Tenant's personal property.

15.2 Uninsured Casualty. If the Premises or Landlord's Parcels are damaged as a result of any casualty not covered by the insurance specified in Section 14.4, Landlord, within ninety (90) days following the date of such damage, shall commence repair, reconstruction or restoration of the Premises to the extent provided herein and shall diligently prosecute the same to completion, or Landlord may elect within said ninety (90) days not to so repair, reconstruct or restore the damaged property, in which event, at Landlord's option, this Lease shall cease and terminate upon the expiration of such ninety (90) day period. In the event Landlord elects to restore the Premises, Tenant shall have the same repair, restoration and replacement obligations it has pursuant to Section 15.1(a).

15.3 Distribution of Proceeds. In the event of the termination of this Lease pursuant to this Article 15, all proceeds from the Fire and Extended Coverage insurance carried pursuant to Article 14 and all insurance covering Tenant's Work and Tenant's leasehold improvements, but excluding proceeds for trade fixtures, merchandise, signs and other personal property, shall be disbursed and paid to Landlord.

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

15.4 Abatement. In the event of repair, reconstruction and restoration, as provided in this Article 15, and provided Tenant has maintained the business interruption or loss of income insurance required pursuant to Article 14, to the extent that the proceeds of such business interruption or loss of income insurance may be exhausted during the period of repair, reconstruction and restoration, the Base Rent payable hereunder shall be thereafter abated proportionately with the degree to which Tenant's use of the Premises is impaired during the remainder of the period of repair, reconstruction and restoration; provided, however, the amount of Base Rent and Additional Rent abated pursuant to this Section 15.4 shall in no event exceed the amount of loss of rental income insurance proceeds actually received by Landlord. Tenant shall continue the operation of its business on the Premises during any such period to the extent reasonably practicable from the standpoint of prudent business management and the obligation of Tenant to pay Percentage Rent and Additional Rent shall remain in full force and effect but only to the extent, proportionally, that Tenant is able to operate in the Premises. Tenant shall not be entitled to any compensation or damages from Landlord for loss of use of the whole or any part of the Premises or the building of which the Premises are a part, Tenant's personal property or any inconvenience or annoyance occasioned by such damage, repair, reconstruction or restoration.

15.5 Waiver of Termination. Tenant waives any statutory rights of termination which may arise by reason of any partial or total destruction of the Premises.

ARTICLE 16- EMINENT DOMAIN

16.1 Taking. The term "Taking", as used in this Article 16, shall mean an appropriation or taking under the power of eminent domain by any public or quasi-public authority or a voluntary sale or conveyance in lieu of condemnation but under threat of condemnation.

16.2 Total Taking. In the event of a Taking of the entire Premises or the entire Common Area, this Lease shall terminate and expire as of the date possession is delivered to the condemning authority and Landlord and Tenant shall each be released from any liability accruing pursuant to this Lease after the date of such termination.

16.3 Partial Taking. If there is a Taking of a material portion of the Premises or the Common Area and, regardless of the amount taken, the Premises is not, in Tenant's sole but reasonable business judgment, suitable for the continued operation of Tenant's business, either Landlord or Tenant may terminate this Lease, upon giving notice in writing of such election to the other party within thirty (30) days after receipt by Tenant from Landlord of written notice that a portion of the Premises and/or the Common Area has been so appropriated or taken. In each case, the termination of this Lease shall be effective as of the date Tenant is required to vacate all or a portion of the Premises and/or the Common Area.

16.4 Award. The entire award or compensation in any such condemnation proceeding, whether for a total or partial Taking, or for diminution in the value of the leasehold or for the fee, shall belong to and be the property of Landlord. Without derogating the rights of Landlord under the preceding sentence, Tenant shall be entitled to recover from the condemning authority such compensation as may be separately awarded by the condemning authority to Tenant or recoverable from the condemning authority by Tenant in its own right for the taking of trade fixtures and equipment owned by Tenant and for the expense of removing and relocating its trade fixtures and equipment.

16.5 Continuation of Lease. In the event of a Taking, if Landlord and Tenant elect not to terminate this Lease as provided above (or have no right to so terminate), Landlord agrees, at Landlord's cost and expense as soon as reasonably possible after the Taking, to restore the Premises and/or the Common Area necessary for Tenant to reasonably operate from the Premises (to the extent of the condemnation proceeds) on the land remaining to a complete unit of like quality and character as existed prior to the Taking and, thereafter, Base Rent and Additional Rent payable by Tenant hereunder shall be reduced on an equitable basis, taking into account the relative value of the portion taken as compared to the portion remaining, and Landlord shall be entitled to receive the total award or compensation in such proceedings.

16.6 Waiver of Right to Terminate. Tenant hereby waives the provisions of any Applicable Laws, which allow Tenant to terminate this Lease in the event of a partial Taking of the Premises.

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

ARTICLE 17- DEFAULTS BY TENANT

17.1 Events of Default. Should Tenant at any time be in default with respect to any payment of Base Rent, Additional Rent or any other charge payable by Tenant pursuant to this Lease for a period of three (3) days after written notice from Landlord to Tenant, or should Tenant be in default in the prompt and full performance of any other of its promises, covenants or agreements herein contained for more than ten (10) days (provided, however, if the default cannot be rectified or cured within such ten (10) day period, the default shall be deemed to be rectified or cured if Tenant, within such ten (10) day period, shall have commenced to rectify or cure the default and shall thereafter diligently and continuously prosecute same to completion) after written notice thereof from Landlord to Tenant specifying the particulars of the default, then Landlord may treat the occurrence of any one (1) or more of the foregoing events as a breach of this Lease and, in addition to any or all other rights or remedies of Landlord by law provided, Landlord shall have the right, at Landlord's option, without further notice or demand of any kind to Tenant or any other person, (a) to declare the Lease Term ended and to re-enter and take possession of the Premises and remove all persons therefrom, or (b) without declaring this Lease terminated and without terminating Tenant's right to possession, to re-enter the Premises and occupy the whole or any part for and on account of Tenant and to collect any unpaid rentals and other charges which have become payable or which may thereafter become payable, or (c) even though it may have re-entered the Premises as provided in clause (b) above, to thereafter elect to terminate this Lease and all of the rights of Tenant in or to the Premises. In addition, Landlord has the remedy described in California Civil Code Section 1951.4 (Landlord may continue this Lease in effect after Tenant's breach and abandonment and recover rent as it becomes due), if Tenant had the right to sublet or assign, subject only to reasonable limitations. Any notice required to be given by Landlord above shall be in lieu of, and not in addition to, any notice required under the laws of the State of California.

17.2 Landlord Remedies. Should Landlord elect to terminate this Lease pursuant to the provisions of Sections 17.1(a) or (c) above, Landlord may recover from Tenant, as damages, the following: (a) The worth at the time of award of any unpaid rental which had been earned at the time of the termination, plus (b) the worth at the time of award of the amount by which the unpaid rental which would have been earned after termination until the time of award exceeds the amount of rental loss Tenant proves could have been reasonably avoided, plus (c) the worth at the time of award of the amount by which the unpaid rental for the balance of the Lease Term after the time of award exceeds the amount of rental loss that Tenant proves could be reasonably avoided, plus (d) any other amounts necessary to compensate Landlord for all the detriment proximately caused by Tenant's failure to perform its obligations under this Lease or which, in the ordinary course of things, would be likely to result therefrom plus, at Landlord's election, any other amounts in addition to or in lieu of the foregoing as may be permitted from time to time by the laws of the State of California, and must mitigate its damages in good faith using commercially reasonable efforts. As used in subparagraphs (a) and (b) above, the "worth at the time of award" is computed by allowing interest at the Interest Rate. As used in subparagraph (c) above, the "worth at the time of award" is computed by discounting such amount at the discount rate of the Federal Reserve Bank situated nearest to the location of the Shopping Center at the time of award plus one percent (1%). In addition to the foregoing rights and remedies, Landlord shall have the right, but not the obligation, without further notice to Tenant, to incur any expense necessary to perform the obligations of Tenant which Tenant has failed to perform or to otherwise cure Tenant's default, and Tenant shall pay to Landlord the cost thereof upon written demand by Landlord. Additionally, Landlord shall have the right to remedy any default of an emergency nature in the event Tenant fails to commence to cure any default creating an emergency situation promptly upon being given notice which is reasonable under the circumstances, and Landlord shall have the right to remedy such a default without notice (if the giving of notice is not reasonably practicable) in the event of an emergency. Landlord's right to perform Tenant's obligations pursuant to this Section shall not be deemed to: (i) impose any obligation on Landlord to do so; (ii) render the Landlord liable to the Tenant or any third party for an election not to do so; (iii) relieve the Tenant from any performance obligation hereunder; (iv) relieve the Tenant from any indemnity obligation as provided in this Lease, or (v) cure Tenant's default or limit in any manner any of Landlord's rights and remedies under this Lease including, without limitation, Landlord's right to terminate this Lease due to such default by Tenant.

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

17.3 Definition of Rental. For purposes of this Article 17 only, the term "rental" shall be deemed to be Base Rent, Additional Rent and all other sums required to be paid by Tenant pursuant to the terms of this Lease. All sums, other than Base Rent, shall, for the purpose of calculating any amount due under the provisions of Section 17.2(c) above, be computed on the basis of the average monthly amount accruing during the immediately preceding sixty (60) month period, except that if it becomes necessary to compute these sums before the sixty (60) month period has occurred, then these sums shall be computed on the basis of the average monthly amount accruing during the shorter period.

17.4 Form of Payment after Default. If Tenant fails to timely pay any amount due under this Lease and Landlord serves a notice of default, Landlord shall have the right to require that any subsequent amounts paid by Tenant to Landlord under this Lease (to cure a default or otherwise) be paid in the form of a money order, cashier's or certified check drawn on an institution acceptable to Landlord, or other form approved by Landlord, despite any prior practice of accepting payments in a different form. Landlord may accept Tenant's payments without waiving any rights under this Lease, including rights under a previously served notice of default. If Landlord accepts payments after serving a notice of default, Landlord may, nevertheless, commence and/or pursue an action to enforce Landlord's rights and remedies under the previously served notice of default without giving Tenant any further notice or demand.

ARTICLE 18- SUBORDINATION, ATTORNMENT AND TENANT'S CERTIFICATE

18.1 Subordination. This Lease is subject and subordinate to all present and future ground or underlying leases of the Shopping Center and to the lien of any mortgages or trust deeds, now or hereafter in force against the Shopping Center, if any, and to all renewals, extensions, modifications, consolidations and replacements thereof, and to all advances made or hereafter to be made upon the security of such mortgages or trust deeds. Within ten (10) days of written request of Landlord, Landlord's mortgagee, the beneficiary of a deed of trust of Landlord or a lessor of Landlord, Tenant shall execute such further instruments or assurances as such party may reasonably deem necessary to evidence or confirm the subordination or superiority of this Lease to any such mortgages, trust deeds, ground leases or underlying leases. Tenant hereby irrevocably authorizes Landlord to execute and deliver in the name of Tenant any such instrument or instruments if Tenant fails to do so, provided that such authorization shall in no way relieve Tenant from the obligation of executing such instruments of subordination or superiority. Tenant waives the provisions of any current or future statute, rule or law which may give or purport to give Tenant any right or election to terminate or otherwise adversely affect this Lease and the obligations of the Tenant hereunder in the event of any foreclosure proceeding or sale.

18.2 Attornment. Tenant covenants and agrees that in the event any proceedings are brought for the foreclosure of any such mortgage or deed of trust, or in the event of the exercise of the power of sale under any mortgage or deed of trust made by Landlord encumbering the Premises, or should a lease in which Landlord is the lessee be terminated, Tenant shall attorn to the purchaser or lessor under such lease upon any foreclosure, sale or lease termination and recognize the purchaser or lessor as Landlord under this Lease, provided that the purchaser or lessor shall acquire and accept the Premises subject to this Lease.

18.3 Estoppel Certificates. Within ten (10) days after the Commencement Date and at any other time during the Lease Term within ten (10) days following request in writing by Landlord, Tenant will execute and deliver to Landlord a certificate substantially in the form of Exhibit E attached hereto indicating therein any exception thereto which may exist at that time. Failure of Tenant timely to execute and deliver such certificate shall constitute an acceptance of the Premises and an acknowledgement by Tenant that the statements included in Exhibit E are true and correct, without exception.

ARTICLE 19- MATTERS OF RECORD

Tenant agrees that (a) as to its leasehold estate, it and all persons in possession or holding under it will conform to and will not violate the terms of any covenants, conditions, restrictions, easements, ground leases, mortgages or deeds of trust currently of record (collectively, "Agreements"), and (b) this Lease is subordinate to the Agreements and any amendments or modifications thereto; provided, however, if the Agreements are not of

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

record as of the date of this Lease, then this Lease shall automatically become subordinate to the Agreements upon recordation so long as the Agreements do not materially interfere with or prevent Tenant from using the Premises for the Permitted Use, and do not materially diminish the rights or materially increase the obligations of Tenant under this Lease. Tenant further agrees to execute and return to Landlord, within twenty (20) days of written demand by Landlord, an agreement in recordable form subordinating this Lease to the Agreements.

ARTICLE 20- MISCELLANEOUS

20.1 Notices. All notices and other communications given pursuant to this Lease shall be in writing and shall be either (1) mailed by first class, United States Mail, postage prepaid, certified, with return receipt requested, and addressed to the parties hereto at the address specified in Section 1.20, or such other address as the party to be served may from time to time designate in a Notice to the other party; (2) hand delivered to the intended address, (3) sent by a nationally recognized overnight courier service, or (4) sent by e-mail or facsimile transmission during normal business hours, concurrently followed by a "hard" copy of same delivered to the party by mail, personal delivery or overnight delivery pursuant to clauses (1), (2) or (3) hereof. All notices shall be effective upon delivery to the address of the addressee. Notices given by counsel to Landlord shall be deemed given by Landlord and notices given by counsel to Tenant shall be deemed given by Tenant. The parties hereto may change their addresses by giving notice thereof to the other in conformity with this provision.

20.2 Security Deposit. The Security Deposit shall be held by Landlord as security for the faithful performance by Tenant of all of the terms, covenants and conditions of this Lease to be kept and performed by Tenant during the Lease Term. If Tenant defaults with respect to any provision of this Lease, including but not limited to the provisions relating to the payment of rent, Landlord may (but shall not be required to) use, apply or retain all or any part of the Security Deposit for the payment of any rent or any other sum in default (either past or future rent or other sum in default) or for the payment of any amount which Landlord may spend or become obligated to spend by reason of Tenant's default, or to compensate Landlord for any other loss or damage which Landlord may suffer by reason of Tenant's default. If any portion of the Security Deposit is so used or applied, Tenant shall, within five (5) days after written demand therefor, deposit cash with Landlord in an amount sufficient to restore the Security Deposit to its original amount. Landlord shall not be required to keep the Security Deposit separate from its general funds, and Tenant shall not be entitled to interest on the Security Deposit. If Tenant shall fully and faithfully perform every provision of this Lease to be performed by it, the Security Deposit, or any balance thereof, shall be returned to Tenant (or, at Landlord's option, to the last assignee of Tenant's interest hereunder) within thirty (30) days following the expiration of the Lease Term. **Tenant hereby waives any and all rights with respect to the Security Deposit set forth in California Civil Code Section 1950.7(c), or any similar, related or successor provision of law.** The Security Deposit is not to be characterized as rent unless and until so applied by Landlord in respect of a default. In the event Tenant fails to occupy the Premises in accordance with the terms of this Lease, Landlord's remedies shall include, without limitation thereto, retention of all sums deposited herewith or otherwise paid pursuant to this Lease. In the event of bankruptcy or other debtor-creditor proceedings against Tenant, Landlord may elect to apply such Security Deposit first to all attorneys' fees and costs incurred by Landlord and then either to (i) the payment of rent and other sums due Landlord for all periods prior to the filing of bankruptcy proceedings, or (ii) the payment of rent and other sums due to Landlord for all periods after the filing of bankruptcy proceedings.

20.3 Relocation. Intentionally Deleted.

20.4 Hazardous Materials. Tenant, at its sole cost and expense, shall comply with all federal, state and local laws and regulations relating to the storage, use, handling and disposal of hazardous, toxic or radioactive matter (collectively, "Hazardous Materials") and all laws, regulatory standards and guidelines (including, but not limited to, Landlord's elected guidelines) applicable to the presence of Mold Conditions. Tenant shall notify Landlord and provide to Landlord a copy or copies of any environmental entitlements or inquiries related to the Premises. The clean-up and disposal of any Hazardous Materials or Mold Conditions located or released onto or about the Shopping Center by Tenant or its agents, contractors or employees shall be performed by Tenant at Tenant's sole cost and expense and shall be performed in accordance with all applicable laws, rules, regulations and ordinances, pursuant to a site assessment and removal/remediation plan prepared by a licensed and qualified geotechnical engineer and submitted to and reasonably approved in writing by Landlord prior to the commencement of any work. The foregoing notwithstanding, Landlord in Landlord's sole and absolute discretion may elect, by written notice to Tenant, to perform the clean-up and disposal of such Hazardous Materials or Mold

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

Conditions from the Premises and/or the Shopping Center. In such event, Tenant shall pay to Landlord the actual cost of same upon receipt from Landlord of Landlord's written invoice therefor. Notwithstanding any other term or provision of this Lease, Tenant shall permit Landlord or Landlord's agents or employees to enter the Premises at any time, upon reasonable notice, to inspect, monitor and/or take emergency or long-term remedial action with respect to Hazardous Materials or Mold Conditions on or affecting the Premises or to discharge Tenant's obligations hereunder with respect to such Hazardous Materials or Mold Conditions when Tenant has failed, after demand by Landlord, to do so. All costs and expenses incurred by Landlord in connection with performing Tenant's obligations hereunder shall be reimbursed by Tenant to Landlord within thirty (30) days of Tenant's receipt of written request therefor. In all events, Tenant shall indemnify Landlord in the manner elsewhere provided in this Lease from any release of Hazardous Materials or Mold Conditions on the Premises occurring while Tenant is in possession, or elsewhere if caused by Tenant or persons acting under Tenant. The within covenants shall survive the expiration or earlier termination of the Term.

20.5 Shopping Center Remodeling. Landlord shall have the right, at any time and from time to time during the Lease Term, upon not less than sixty (60) days' prior written notice to Tenant, to remodel, renovate or expand the Shopping Center or a portion thereof which work may include the addition or removal of shops and/or the addition or removal of buildings to, or from, the Shopping Center.

20.6 Failure to Deliver Premises. Intentionally Deleted.

20.7 Force Majeure. The term "Force Majeure" shall mean any prevention, delay or stoppage due to strikes, lockouts, labor disputes, acts of God, terrorism, inability to obtain labor or materials or reasonable substitutes therefor, governmental restrictions, governmental regulations, governmental controls, judicial orders, enemy or hostile governmental action, civil commotion, fire or other casualty, and other causes (except financial) beyond the reasonable control of the party obligated to perform, shall excuse the performance by that party for a period equal to the prevention, delay or stoppage, except the obligations imposed with regard to Base Rent and Additional Rent to be paid by Tenant pursuant to this Lease. With respect to Landlord's obligations under this Lease, Force Majeure Events shall be deemed to include lawsuits or administrative proceedings filed against Landlord or the governmental entity with jurisdiction over the Shopping Center challenging the discretionary entitlements and/or approvals for the Shopping Center.

20.8 Termination and Holding Over. Upon the expiration or earlier termination of the Term, Tenant shall peaceably and quietly surrender the Premises broom clean and in the same condition as the Premises were upon delivery of the same to Tenant by Landlord, reasonable wear and tear and any damage to the Premises which Tenant is not required to repair pursuant to Article 15 or Article 16 excepted. Unless otherwise instructed in writing by Landlord, Tenant, at its sole cost, shall (i) remove from the Premises all of Tenant's trade fixtures, furniture, equipment, personal property, and any other improvement to the Premises installed by, or on behalf of Tenant and/or unique or specific to Tenant's use of the Premises, such as, but not limited to, skylights, counters and cabinets, roof top exhaust and equipment, the hood and cooking equipment, automated teller machine(s), security deposit boxes, and a vault or other built-in safe; (ii) remove its Exterior Signs as required pursuant to Section 9.5; (iii) demolish and remove any and all improvements, additions and Alterations (unless at the time Landlord gives its consent to such Alterations, Landlord expressly agrees in writing that Tenant does not have to demolish and remove such Alterations upon termination of this Lease), including any improvements which may be affixed to the Premises and considered permanent in nature; and (iv) immediately repair any damage occasioned to the Premises, including repairs to the roof and roofing membrane, such repairs to be performed under the direction of a Landlord approved structural engineer utilizing a Landlord approved, licensed, roofing contractor, by reason of such demolition and/or removal so as to leave the Premises in the condition required herein. All of Tenant's work under this Section shall be subject to Landlord's prior written approval, which shall not be unreasonably withheld, conditioned or delayed. At Landlord's election, any property left in the Premises by Tenant after the expiration or earlier termination of the Term shall become the property of Landlord without any cost to Landlord, or Landlord may remove same from the Premises and dispose of all or any portion of such property, in which latter event Tenant shall, upon demand, pay to Landlord the actual expense of such removal and disposition together with the cost of repair of any and all damage to the Premises resulting from or caused by such removal. Unless and only to the extent otherwise prohibited by any law (including, but not limited to, common law), rule or regulation of California, Tenant waives any and all rights it may have under any law (including, but not limited to, common law), rule or regulation of the California (including, but not limited to, California Civil Code §1980 et seq. and any successor statute) to the extent any such law (including, but not limited to common law), rule or regulation of the California which conflicts with the terms set forth in this Section 20.8. Should Tenant hold

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

over in the Premises beyond the expiration or earlier termination of this Lease, the holding over shall not constitute a renewal or extension of this Lease or give Tenant any rights under this Lease. In such event, Landlord may, in its sole discretion, treat Tenant as a tenant at will, subject to all of the terms and conditions in this Lease, except that Base Rent shall be an amount equal to one and one-half (1-1/2) times the sum of Base Rent which was payable by Tenant immediately preceding the expiration or earlier termination of this Lease, and either party shall have the right to terminate this Lease upon no less than thirty (30) days written notice to the other party.

20.9 Attorneys' Fees. The following terms shall govern this Lease with regard to attorneys' fees:

(a) In the event of any litigation regarding any rights and obligations under this Lease, the prevailing party shall be entitled to recover all of its reasonable attorneys' fees, court costs and expenses, all of which, whether incurred prior to or after commencement of such proceedings, shall be deemed to have accrued on the date of commencement of such proceedings, and shall include post-judgment fees, costs or expenses incurred on any appeal, or in collection of any judgment, in addition to any other relief which may be granted. Attorneys' fees shall not be computed in accordance with any court fee schedule, but shall be such as to fully reimburse the prevailing party for all attorneys' fees incurred. The term "prevailing party" shall mean the party receiving substantially the relief desired, whether by settlement, summary judgment or other pretrial motion, judgment, arbitrator's award, referee's decision, appeal or otherwise.

(b) If Landlord, without fault on Landlord's part, is made a party to any litigation instituted by Tenant or by any third party against Tenant, or by or against any transferee or other occupant of the Premises, or otherwise arising out of or resulting from any act or transaction of Tenant or of any transferee or occupant, Tenant shall reimburse Landlord upon demand for all costs and expenses, including reasonable attorneys' fees, incurred by Landlord in connection with such litigation. Tenant shall fully reimburse Landlord for any and all reasonable fees, costs and expenses that Landlord may incur in the event Landlord is required to become a witness in, be required to produce documents in connection with, or otherwise be required to participate in any litigation or other proceeding (including bankruptcy and reorganization proceedings) by, against or otherwise involving Tenant, and such fees, costs and expenses shall be deemed Additional Rent for the purposes of this Lease.

(c) In the event that Landlord places the enforcement of this Lease or pursues the collection of any rental due or to become due hereunder, or places the recovery of possession of the Premises in the hands of an attorney, whether or not suit is commenced or judgment entered, or due to any bankruptcy petition filed by Tenant or Tenant's guarantor, if any, Tenant shall pay to Landlord upon demand all of Landlord's reasonable attorneys' fees and costs, and failure to pay shall be deemed a material default. Landlord shall be entitled to include in any default notice a demand for payment of attorneys' fees and costs, and the parties agree that Three Hundred Fifty and No/100 Dollars ($350.00) is a reasonable minimum amount for each occurrence. However, the actual attorneys' fees and costs shall be due upon demand.

20.10 Miscellaneous Provisions.

(a) No provision of this Lease shall be deemed waived by Landlord or Tenant unless such waiver is in writing signed by the waiving party. The waiver by Landlord or Tenant of any breach of any of the provisions of this Lease shall not be deemed a waiver of such provision or of any subsequent breach of the same or any other provision of this Lease. No delay or omission in the exercise of any right or remedy of Landlord upon any default by Tenant, no matter how long the same may continue, shall impair such right or remedy or be construed as a waiver. Landlord's acceptance of any payments of rental due under this Lease shall not be deemed a waiver of any default by Tenant under this Lease (including Tenant's recurrent failure to timely pay rental), other than Tenant's nonpayment of the accepted sums, and no endorsement or statement on any check or accompanying any check or payment shall be deemed an accord and satisfaction. Landlord's or Tenant's consent to or approval of any act requiring Landlord's or Tenant's consent or approval shall not be deemed to waive or render unnecessary Landlord's or Tenant's consent to or approval of any subsequent act. No act or conduct of Landlord, including, without limitation, the acceptance of the keys to the Premises, shall constitute an acceptance of the surrender of the Premises by Tenant before the expiration of the initial Term, or extended Term, as applicable. Only a written notice from Landlord to Tenant shall constitute acceptance of the surrender of the Premises and accomplish a termination of this Lease.

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

(b) It is understood that there are no oral or written agreements or representations between the parties hereto affecting this Lease and this Lease supersedes and cancels any and all previous negotiations, arrangements, representations, brochures, agreements and understandings, if any, between Landlord and Tenant. No provision of this Lease may be amended except by an agreement in writing signed by Landlord and Tenant. This Lease may be executed in any number of counterparts, each of which shall be deemed an original, but all of which, taken together, shall constitute one and the same instrument, and any party or signatory hereto may execute this Lease by signing any such counterpart. The parties acknowledge and agree that, notwithstanding any law or presumption to the contrary, an electronic or telefaxed signature of either party on this Lease shall be deemed valid and binding and admissible by either party against the other as if the same were an original ink signature.

(c) This Lease shall be governed by and construed in accordance with the laws of the State of California without giving effect to the choice of law provisions thereof.

(d) Subject to the terms of this Lease, all rights and obligations of Landlord and Tenant under this Lease shall extend to and bind the respective heirs, executors, administrators and the permitted concessionaires, successors, subtenants and assignees of the parties. If there is more than one (1) Tenant hereunder, each shall be bound jointly and severally by the terms, covenants and agreements contained in this Lease.

(e) If Tenant or Landlord is a corporation, partnership or limited liability company, each individual executing this Lease on behalf of the corporation, partnership or limited liability company (in his/her representative capacity only) represents and warrants that he or she is duly authorized to execute and deliver this Lease on behalf of the corporation, partnership or limited liability company and that this Lease is binding upon the corporation, partnership or limited liability company. or other entity and that this Lease is binding upon such entity. Tenant shall, at Landlord's request, deliver a certified copy of its organizational documents or an appropriate certificate authorizing or evidencing the execution of this Lease. Furthermore, Tenant and its authorized officer(s) represent that the corporation, limited liability company, partnership, or other entity (as the case may be) is in good standing with the Secretary of State where incorporated and is authorized to do business in the State in which the Shopping Center is located.

(f) Tenant shall observe faithfully and comply with, and shall cause its employees and invitees to observe faithfully and comply with, reasonable and nondiscriminatory rules and regulations governing the Shopping Center as may from time to time be promulgated by Landlord.

(g) Tenant waives any and all rights of redemption granted under any present and future laws in the event Landlord obtains the right to possession of the Premises by reason of the violation by Tenant of any of the covenants and conditions of this Lease or otherwise.

(h) Tenant represents and warrants that it has not had any dealings with any realtors, brokers or agents in connection with the negotiation of this Lease, except as may be specifically set forth in Section 1.19, and agrees to pay any realtors, brokers or agents not referenced in Section 1.19 and to hold Landlord harmless from the failure to pay any realtors, brokers or agents and from any cost, expense or liability for any compensation, commission or charges claimed by any other realtors, brokers or agents claiming by, through or on behalf of Tenant with respect to this Lease and/or the negotiation hereof.

(i) Neither this Lease nor any memorandum hereof shall be recorded by either party hereto.

(j) Should Landlord sell, exchange or assign this Lease (other than a conditional assignment as security for a loan), then Landlord, as transferor, shall be relieved of any and all obligations on the part of Landlord accruing under this Lease from and after the date of such transfer provided that Landlord's successor in interest shall assume such obligations from and after such date, and in the case of the Security Deposit, Landlord shall not be relieved unless it has transferred the Security Deposit to Landlord's successor. Written notice of any such transfer shall be given to Tenant.

(k) Except where another rate of interest is specifically provided for in this Lease, any amount due from either party to the other under this Lease which is not paid when due, shall bear interest at the rate per

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

annum ("Interest Rate") equal to the prime interest rate published from time to time by the Wall Street Journal plus two (2) percentage points (but in no event to exceed the maximum lawful rate) from the date such amount was originally due to and including the date of payment.

(l) If Landlord fails to perform any of the covenants, provisions or conditions contained in this Lease on its part to be performed within thirty (30) days after written notice of default or if more than thirty (30) days shall be required because of the nature of the default, and if Landlord shall fail to diligently proceed to commence to cure the default after written notice and thereafter diligently prosecute such cure to completion, then Landlord shall be liable to Tenant for all damages sustained by Tenant as a direct result of Landlord's breach and Tenant shall not be entitled to terminate this Lease as a result thereof. Notwithstanding the foregoing or anything contained in this Lease to the contrary, it is expressly understood and agreed that any judgment against Landlord resulting from any default or other claim under this Lease shall be satisfied only out of the net rents, issues, profits and other income actually received from the operation of Landlord's Parcels, and Tenant shall have no claim against Landlord (as Landlord is defined in Section 14.5) or any of Landlord's personal assets for satisfaction of any judgment with respect to this Lease. Notwithstanding the foregoing, provided that (i) such default relates solely to Landlord's obligations within the interior of the Premises (and does not involve the structure, roof, exterior walls, Building systems not exclusively serving the Premises, Common Areas, or any other portion of the Shopping Center), (ii) Tenant has delivered written notice of such default to Landlord specifying the action required to cure, (iii) Landlord has failed to commence and diligently pursue such cure within the applicable notice and cure period, and (iv) Tenant first provides Landlord with reasonable advance notice of its intent to exercise self-help, Tenant may perform such work within the Premises only. Tenant may offset the reasonable, out-of-pocket costs actually incurred by Tenant in performing such work against Base Rent, not to exceed four (4) months of Base Rent in the aggregate. Tenant shall provide reasonable documentation of such costs upon request. Any self-help work shall be performed (A) using licensed and insured contractors, (B) in a good and workmanlike manner and in compliance with all Laws, (C) pursuant to contracts that do not exceed commercially reasonable rates, and (D) with delivery to Landlord of final lien waivers upon completion. Tenant shall not be entitled to offset any amounts that are the subject of a good-faith dispute, and any disputed amounts shall be paid under protest and resolved in accordance with this Lease. In no event shall Tenant's self-help rights apply to the Common Areas, structural elements, roof, Building systems, or any work requiring a governmental permit, nor shall Tenant be entitled to consequential, special, or punitive damages , and Tenant shall indemnify Landlord from any claims arising from Tenant's performance of such self-help work.

(m) If any part of the Premises is at any time subject to a first mortgage or a first deed of trust, and this Lease or the rentals due from Tenant hereunder are assigned by Landlord to a mortgagee, trustee or beneficiary ("Assignee" for purposes of this clause (m) only) and Tenant is given written notice of the assignment including the post office address of Assignee, then Tenant shall also give written notice of any default by Landlord to Assignee, specifying the default in reasonable detail and affording Assignee a reasonable opportunity to make performance for and on behalf of Landlord. If and when Assignee has made performance on behalf of Landlord, the default shall be deemed cured.

(n) Tenant shall pay all costs for work performed by or on account of it and shall keep the Premises and the Shopping Center free and clear of mechanics' liens or any other liens. Tenant shall give Landlord immediate notice of any lien filed against the Premises or the Shopping Center as a result of any work of improvement performed by or on behalf of Tenant. Tenant shall immediately cause any lien to be discharged or removed of record by either paying the amount thereof or recording a statutory lien release bond in an amount equal to one hundred fifty percent (150%) of the amount of said lien, or such other amount as may be adequate to cause the lien to be released as an encumbrance against the Premises and the Shopping Center. If Tenant shall fail to do so within five (5) days after written demand by Landlord to cause the effect of said claim, stop notice or lien to be removed, rescinded or dismissed, in addition to such other remedies it may have, Landlord shall have the right (but not the obligation) to use whatever means in its discretion it may deem appropriate to cause said claim, stop notice, or lien to be rescinded, discharged, compromised, dismissed or removed including, without limitation, (a) posting a bond pursuant to California Civil Code Sections 8424 and/or 8510; or (b) paying a sum sufficient to discharge, in full, any and all such claims, demands, or liens. Any such sums paid by Landlord, including attorneys' fees and bond premiums, shall be immediately due and payable to Landlord by Tenant.

(o) Landlord and Tenant desire and intend that any disputes arising between them with respect to or in connection with this Lease be subject to expeditious resolution in a court trial without a jury. Therefore, Landlord and Tenant each hereby waive the right to trial by jury of any cause of action, claim,

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

counterclaim or cross-complaint in any action, proceeding or other hearing brought by either Landlord against Tenant or Tenant against Landlord on any matter whatsoever arising out of, or in any way connected with, this Lease, the relationship of Landlord and Tenant, Tenant's use or occupancy of the Premises or any claim of injury or damage, or the enforcement of any remedy under any law, statute, or regulation, emergency or otherwise, now or hereafter in effect.

(p) Tenant shall be required to utilize Landlord's roofing contractor in the event Tenant or Tenant's Agents desire to penetrate the roof of the Premises for any repairs, alterations or improvements permitted to be made to the Premises by Tenant pursuant to the terms of this Lease; provided, however, if Landlord and Tenant reasonably determine that Landlord's roofing contractor's rates are not reasonably competitive, Tenant shall have the right to utilize any other licensed and reputable roofing contractor reasonably acceptable to Landlord.

(q) Landlord reserves the absolute right to effect such other tenancies in the Shopping Center as Landlord, in the exercise of its sole business judgment, shall determine to best promote the interests of the Shopping Center. Tenant does not rely on the fact, nor does Landlord represent, that any specific tenant or number of tenants shall, during the Term of this Lease, occupy any space in the Shopping Center (notwithstanding the depiction of any tenants on any of the exhibits attached hereto).

(r) Intentionally Deleted.

(s) Tenant shall have the non-exclusive right to use the Common Area parking during its business hours at no cost to Tenant, provided that such use shall remain subject to Landlord's reasonable parking rules and regulations, including Landlord's right to establish loading zones, short-term parking stalls, ADA spaces, traffic-calming measures, or other parking controls. Tenant agrees to cooperate to the extent reasonably possible with all present or future programs intended to manage parking, transportation or traffic in and around the Shopping Center or Premises (and, shall fully comply with all such parking, transportation and traffic programs which are non-voluntary obligations of the Premises or Shopping Center as imposed by any governmental entity or authority or implemented by Landlord) and in connection therewith, Tenant shall use reasonable efforts and take responsible action for the transportation planning and management of all employees located at the Premises by working directly with Landlord, any governmental transportation management organization or any other transportation-related committees or entities. Such programs may include, without limitation: (i) restrictions on the number of peak-hour vehicle trips generated by Tenant or its employees; (ii) increased vehicle occupancy; (iii) implementation of an in-house ridesharing program and an employee transportation coordinator; (iv) working with employees and any Shopping Center or area-wide ridesharing program manager; (v) instituting employer-sponsored incentives (financial or in-kind) to encourage employees to rideshare; (vi) the requirement that Tenant supply Landlord annually with an employee survey, in the form required by the applicable governing authority, (vii) the requirement that Tenant provide information to its employees on carpooling, bus routes and schedules, and bicycling information. Tenant agrees to pay its proportionate share of the costs of any transportation management program adopted by the Shopping Center pursuant to the requirements of any governmental entity or authority (including, but not limited to, any transportation management fees), which proportionate share shall be reasonably determined by Landlord for each category of costs incurred in connection with such program based on the number of employees of Tenant in relation to the number of employees of all tenants or occupants participating in the transportation management program.

(t) Landlord shall have the right to design and install "Coming Soon" signs for Tenant to be displayed in or about the Shopping Center prior to Tenant's opening for business from the Premises. In the event Landlord displays "Coming Soon" signs on Tenant's behalf, Tenant agrees to reimburse Landlord the reasonable cost of such sign(s) within thirty (30) days following receipt of reasonable evidence thereof; provided, however, in no event shall Tenant be required to pay for more than two (2) signs or more than Two Hundred Dollars ($200.00) per sign.

(u) As used in this Lease, the term "Index" shall mean the Consumer Price Index published by the United States Department of Labor, Bureau of Labor Statistics (the "Bureau") "All Items" for All Urban Consumers in the Los Angeles-Anaheim-Riverside metropolitan area, (1982-84=100). Should the Bureau discontinue the publication of the Index, publish the same less frequently or alter the same in some other manner, the most nearly comparable index or procedure as determined by Landlord shall be substituted therefor.

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

(v) All of the exhibits referenced in this Lease are incorporated herein by this reference.

(w) The Tenant herein covenants by and for itself, its successors and assigns, and all persons claiming under or through them, and this lease is made and accepted upon and subject to the following conditions: That there shall be no discrimination against or segregation of any person or group of persons, on account of sex, marital status, race, color, religion, creed, handicap, national origin, or ancestry in the leasing, subleasing, renting, transferring, use, occupancy, tenure or enjoyment of the land or premises herein leased, nor shall Tenant itself, or any person claiming under or through it, establish or permit such practice or practices of discrimination or segregation with reference to the selection, location, number, or occupancy of tenants, subtenants, or vendees, in the land or premises herein leased.

(x) Accessibility Disclosure. A Certified Access Specialist ("CASp") can inspect the Premises and determine whether the Premises complies with all of the applicable construction-related accessibility standards under state law. Although state law does not require a CASp inspection of the Premises, Landlord may not prohibit Tenant from obtaining a CASp inspection of the Premises for the occupancy or potential occupancy of Tenant, if requested by the Tenant. The parties shall mutually agree on the arrangements for the time and manner of the CASp inspection, the payment of the fee for the CASp inspection, and the cost of making any repairs necessary to correct violations of construction-related accessibility standards within the Premises. As of the [Commencement Date] of this Lease, the Premises has not been inspected by a CASp, pursuant to California Civil Code §1938.

(y) Landlord advises Tenant hereby that the purpose of this Article is to provide to the Landlord information and assurances to enable Landlord to comply with the law relating to OFAC.

Tenant hereby represents, warrants and covenants to Landlord, either that (i) Tenant is regulated by the SEC, FINRA or the Federal Reserve (a "Regulated Entity") or (ii) neither Tenant nor any person or entity that directly or indirectly (a) controls Tenant or (b) has an ownership interest in Tenant of twenty-five percent (25%) or more, appears on the list of Specially Designated Nationals and Blocked Persons ("OFAC List") published by the Office of Foreign Assets Control ("OFAC") of the U.S. Department of the Treasury.

If, in connection with this Lease, there is one or more Guarantors of Tenant's obligations under this Lease, then Tenant further represents, warrants and covenants either that (i) any such Guarantor is a Regulated Entity or (ii) neither Guarantor nor any person or entity that directly or indirectly (a) controls such Guarantor or (b) has an ownership interest in such Guarantor of twenty-five percent (25%) or more, appears on the OFAC List.

Tenant covenants that during the term of this Lease to provide to Landlord information reasonably requested by Landlord including without limitation, organizational structural charts and organizational documents which Landlord may deem to be necessary ("Tenant OFAC Information") in order for Landlord to confirm Tenant's continuing compliance with this section. Tenant represents and warrants that the Tenant OFAC Information it has provided or to be provided to Landlord or Landlord's Broker in connection with the execution of this Lease is true and complete.

(z) All of the exhibits referenced in this Lease are attached hereto and incorporated herein by this reference.

(aa) **Submission.** The Submission of this Lease to Tenant, Tenant's agent or attorney for review or signature does not constitute an offer to Tenant. This Lease shall have no binding force or effect until it is signed and delivered by both Landlord and Tenant with the security deposit and advanced rent required by Tenant to be paid pursuant to Section 1.17 delivered to Landlord. Each party shall bear its own costs and expenses (including attorney's fees and costs) in connection with negotiating and entering into this Lease.

IN WITNESS WHEREOF, Landlord and Tenant have duly executed this Lease on the day and year first above written.

LANDLORD:	**TENANT:**
Milan LQ One XI, LLC and Milan LQ Tuscany, LLC each a Delaware limited liability company as tenants-in-common	ALTUS SCHOOLS SOUTHERN CALIFORNIA a California nonprofit corporation
By: Milan Capital Management, Inc its managing agent	By: Mary Searcy Bixby Name: Mary Searcy Bixby Its: Superintendent of School Services and Founder DocuSign Email: mbixby@altusschools.net
By: Christopher Nichelson Name: Christopher Nichelson Its: Presient DocuSign Email: chris@milancap.com	By: Lynne H. Alipio Name: Lynne H. Alipio Its: Chief Business Officer and Founding Director DocuSign Email: lalipio@altusschools.net

IF TENANT SHALL BE A CORPORATION, THE AUTHORIZED OFFICERS MUST SIGN ON BEHALF OF THE CORPORATION. THE LEASE MUST BE EXECUTED BY THE PRESIDENT OR VICE-PRESIDENT AND THE SECRETARY OR ASSISTANT SECRETARY, UNLESS THE BY-LAWS OR A RESOLUTION OF THE BOARD OF DIRECTORS SHALL OTHERWISE PROVIDE, IN WHICH EVENT, THE BY-LAWS OR A CERTIFIED COPY OF THE RESOLUTION, AS THE CASE MAY BE, MUST BE FURNISHED. ALSO, THE APPROPRIATE CORPORATE SEAL MUST BE AFFIXED.

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

ADDENDUM TO LEASE

THIS ADDENDUM TO LEASE ("**Addendum**") is attached to and constitutes a part of that certain Lease by and between Milan LQ One XI, LLC, and Milan LQ Tuscany, LLC, each a Delaware limited liability company, as tenants-in-common, as "**Landlord**," and ALTUS SCHOOLS SOUTHERN CALIFORNIA, a California nonprofit corporation, as "**Tenant**." Landlord and Tenant agree that notwithstanding anything contained in the Lease to the contrary, the Lease as modified by the provisions set forth in this Addendum represents the full negotiated agreement of the parties, and the provisions of this Addendum will be deemed to be a part of the Lease and will supersede any contrary or conflicting provision in the Lease and prevail and control for all purposes. This Addendum, together with the Lease itself, and all other Exhibits, Riders and Addenda attached thereto represents the fully integrated and binding agreement of the parties. All references in the Lease and in this Addendum to "**Lease**" are to be construed to mean the Lease as amended and supplemented by this Addendum. All terms used in this Addendum, unless specifically defined in this Addendum, have the same meaning as such terms have in the Lease.

The following new Paragraphs are hereby added to the Lease, which provide in their entirety as follows:

21. Option to Extend:

(a) Subject to the terms of this Paragraph 21 and Paragraph 22 below, Landlord hereby grants to Tenant one (1) successive option ("**Extension Option**") to extend the original Lease Term as to the entire Premises for an additional period of five (5) years (an "**Option Term**"), on the same terms, covenants and conditions as provided for in the Lease for the original Lease Term, except that the economic Lease terms during each Option Term shall be as set forth in this Paragraph 21.

(b) Base Rent at the beginning of the Option Term shall be increased by two and one half percent (2 ½ %) with two and one half percent (2 ½ %) annual increases each year thereafter through the Option Term.

(c) The Extension Option must be exercised, if at all, by written notice ("**Extension Notice**") delivered by Tenant to Landlord no later than the date which is one hundred eighty (180) days prior to the expiration of the initial Lease Term.

22. Options:

(a) Definition. As used in this Paragraph, the word "**Option**" means the Extension Option contained in Paragraph 21.

(b) Options Personal. The Option granted to Tenant is personal to the original Tenant executing this Lease, or any successor corporation that continues to operate the same charter school program in the Premises, provided such successor is approved pursuant to Section 12 and complies with all restrictions in the Kohl's approval letter, and may be exercised only by the original Tenant or such approved successor while occupying the entire Premises and without the intent of thereafter assigning this Lease or subletting the Premises. The Option may not be exercised or assigned, voluntarily or involuntarily, by any person or entity other than the original Tenant executing this Lease or such approved successor. The Option granted to Tenant under this Lease is not assignable separate and apart from this Lease, nor may the Option be separated from this Lease in any manner, either by reservation or otherwise.

(c) Effect of Default on Option. Tenant will have no right to exercise the Option, notwithstanding any provision of the grant of option to the contrary, and Tenant's exercise of Option may be nullified by Lessor and deemed of no further force or effect, if (i) Tenant is in default of any

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

monetary obligation or material non-monetary obligation under the terms of this Lease (or if Tenant would be in such default under this Lease but for the passage of time or the giving of notice, or both) as of Tenant's exercise of the applicable Option or at any time after the exercise of such Option and prior to the commencement of the Option event, or (ii) Lessor has given Tenant two (2) or more notices of default, whether or not such defaults are subsequently cured, during any twelve (12) consecutive month period of this Lease.

23. **Tenant.** Landlord shall provide to Tenant a one-time tenant improvement allowance (the "**Tenant Allowance**") in the amount of Twenty and 00/100 Dollars ($20.00) per rentable square foot of the Premises (as the Premises may be remeasured pursuant to this Lease), which is currently estimated to equal One Hundred Thousand Two Hundred Twenty and 00/100 Dollars ($100,220.00). The Tenant Allowance shall be disbursed in a single lump sum within thirty (30) days following the last to occur of the following, provided Tenant is not then in default under this Lease beyond any applicable notice and cure period:

(a) Tenant has delivered to Landlord (i) a final unconditional lien waiver and release, in form and substance reasonably acceptable to Landlord and sufficient to satisfy all applicable statutory requirements, executed and acknowledged by the general contractor performing Tenant's Work, and (ii) such additional lien waivers, releases or other evidence as Landlord may reasonably require to confirm that all subcontractors, suppliers, and laborers engaged in Tenant's Work have been paid in full;

(b) Tenant has delivered to Landlord paid invoices and reasonably detailed evidence of the costs of the improvements for which reimbursement is sought, together with copies of all applicable permits and a certificate of occupancy / completion (or its functional equivalent) issued by the appropriate governmental authority; and

(c) Tenant has opened for business to the public in the Premises.

(d) Tenant has provided Landlord with a copy of the as-building plans and a soft copy of the CAD files for the city approved plans for the Premises.

The Tenant Allowance shall be used solely for the hard costs of alterations, improvements, fixtures, and equipment that are permanently affixed to the Premises and that are not removable by Tenant upon the expiration or earlier termination of this Lease. In no event shall any portion of the Tenant Allowance be applied toward trade fixtures, furniture, furnishings, signage, inventory, moving expenses, working capital, or other items of personal property. Any portion of the Tenant Allowance not requested by Tenant in accordance with this Section within twelve (12) months following the Rent Commencement Date shall be deemed waived by Tenant and shall revert to Landlord, and Tenant shall have no further rights with respect thereto.

24. **TENANT'S CONDITIONAL RIGHT OF TERMINATION.**

Tenant shall have the right to terminate this Lease prior to the expiration of the Term only in strict accordance with the conditions set forth below:

(a) Tenant shall deliver to Landlord not less than one hundred twenty (120) days' prior written notice of termination ("**Termination Notice**"). Each Termination Notice must be accompanied by payment to Landlord of a "**Termination Fee**" equal to (i) the aggregate unamortized transaction costs incurred by Landlord in connection with this Lease, including without limitation leasing commissions, reasonable legal fees, and improvement costs, calculated on a straight-line basis over a five (5) year amortization period, plus (ii) an additional amount equal to three (3) months of the then-current Base Rent and Additional Rent. The Termination Fee shall be in addition to, and not in lieu of, all Base Rent and other sums due and payable through the effective date of termination. Any Termination Notice not accompanied by full payment of the Termination Fee shall be null and void.

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

(b) Each Termination Notice must also be accompanied by written documentation (a "**Termination Letter**") evidencing that Tenant has been legally compelled to cease or has been prevented from commencing operations due solely to a governmental prohibition described in subsections (i) or (ii) below as a result of either: (i) a legislative change under the California Education Code that materially and directly prohibits Tenant from operating its charter school resource center(s), or (ii) a final, non-appealable decision by Tenant's charter authorizing district revoking, denying or not renewing Tenant's charter petition, in each case with an effective date prior to the expiration of the Term. Any Termination Notice not accompanied by a Termination Letter meeting these requirements shall be null and void.

(c) As a condition to exercising its termination right, Tenant shall demonstrate to Landlord's reasonable satisfaction that Tenant (i) timely sought and diligently pursued approval and, where applicable, renewal of its charter authorization with the applicable chartering authority; and (ii) used commercially reasonable efforts to maintain and continue its operations under such charter authorization.

(d) For the avoidance of doubt, Tenant shall have no right to terminate this Lease due to general economic conditions, a government shutdown, a public health emergency, pandemic-related restrictions, or any event of force majeure not expressly described in subsection (b) above.

(e) Option Term Costs. In the event Tenant exercises any option to extend the Term of this Lease, then, in addition to the amounts described in subsection (a) above, Tenant shall also be obligated to reimburse Landlord for the transaction costs incurred by Landlord in connection with such extension, including, without limitation, leasing commissions, reasonable legal fees, and any improvement allowance or other costs funded by Landlord in connection with the any option term ("**Option Term Costs**"). If Tenant delivers a Termination Notice prior to the commencement of any option term, Tenant shall reimburse Landlord one hundred percent (100%) of the Option Term Costs as part of the Termination Fee. If Tenant delivers a Termination Notice after commencement of the Option Term, then such Option Term Costs shall be amortized on a straight-line basis over the option term period, and the unamortized balance thereof as of the effective date of termination shall be included in the Termination Fee.

25. **Change in Zoning**. If, after execution of this Lease, the City of La Quinta (or other applicable governmental authority) does not permit Tenant to operate in the Premises for the Permitted Use expressly permitted herein, due solely to a change in zoning ordinances (and not due to Tenant's acts, omissions, or failure to timely obtain or maintain required approvals), then Landlord shall have the right, in its sole discretion, to relocate Tenant to a reasonably comparable premises within the Shopping Center that is permitted for such use. If Landlord is unable to deliver such substitute premises within a reasonable period of time (not less than two hundred (200) days after receiving written notice from Tenant of the governmental prohibition), then Tenant may elect, as its sole and exclusive remedy, to terminate this Lease by providing Landlord with not less than sixty (60) days' prior written notice. Tenant shall remain fully liable for all Base Rent and Additional Rent and other obligations through the effective date of termination.

Notwithstanding anything to the contrary herein, Tenant's obligation to pay Base Rent and Additional Rent pursuant to this Section shall commence only upon delivery of possession of the Premises to Tenant and completion of Landlord's Work. If, due solely to a change in zoning or other governmental prohibition occurring after Tenant has obtained all required governmental approvals but prior to Tenant's initial opening for business, Tenant is legally prohibited from operating the Permitted Use, then Tenant may terminate this Lease as provided herein and Base Rent shall not commence prior to such termination. However, following delivery of possession of the Premises and completion of Landlord's Work, Tenant shall remain responsible for Base Rent and Additional Rent through the effective date of termination, notwithstanding that Tenant has not yet opened for business.

26. **Tenant Code Compliance Improvements.** In the event the City of La Quinta (or any other governmental authority) requires Tenant to perform interior improvements to the Premises in order to obtain or maintain any certificate of occupancy, conditional use permit, or other approval required for Tenant's Permitted Use, Tenant may perform such improvements at its sole cost and expense, subject to the following conditions: (i) all such improvements shall be subject to Landlord's prior written review and

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

approval, all such improvements shall be subject to Landlord's prior written review and approval, which approval shall not be unreasonably withheld, conditioned, or delayed; and (ii) all such improvements shall be performed in compliance with the requirements of this Lease. Landlord shall have no obligation to reimburse Tenant for any such improvements, nor shall Landlord be liable for any delay, cost, or condition arising from governmental requirements applicable to Tenant's use.

27. **Property Tax Exemption**. Tenant represents and warrants that it is a duly organized and validly existing 501(c)(3) non-profit public benefit corporation, recognized as tax-exempt by the Internal Revenue Service and the California Franchise Tax Board. If and to the extent Tenant qualifies for a property tax exemption, abatement, or refund with respect to the Premises, the following shall apply:

(a) **Tenant's Responsibility.** Tenant shall be solely responsible, at its sole cost and expense, for preparing, filing, and maintaining all applications, forms, and other documentation required by the County Assessor, County Tax Collector, or any other governmental authority in connection with such exemption, abatement, or refund attributable to Tenant's occupancy of the Premises.

(b) **Direct Payment.** If the County Tax Collector or other governmental authority remits any refund, credit, or rebate directly to Tenant, such payment shall belong exclusively to Tenant.

(c) **Payment to Tenant.** If any refund, credit, or rebate is issued to Landlord solely as a result of Tenant's qualification for tax-exempt status and directly attributable to the Premises, Landlord shall promptly remit to Tenant the net amount actually received by Landlord (without interest or markup), provided that (i) Tenant is not then in default under this Lease beyond any applicable notice and cure period, and (ii) Tenant has timely complied with all filing and documentation requirements.

(d) **No Landlord Obligation.** Landlord shall not be required to initiate, prepare, or pursue any application or administrative process to obtain such exemption, abatement, or refund, nor shall Landlord have any liability if the exemption is reduced, denied, delayed, or revoked.

(e) **Proportionate Share.** Any rebate, exemption, or refund shall apply only to the portion of the property tax assessment directly allocable to the Premises or Tenant's share of the Common Areas and attributable to Tenant's exemption, and shall not affect Tenant's obligation to pay its share of property taxes not abated.

(f) **Termination of Exemption.** If Tenant ceases to qualify as a tax-exempt entity, or fails to timely comply with any applicable filing or documentation requirements, Tenant shall remain fully liable for all property taxes attributable to the Premises regardless of the reason the exemption terminates in accordance with this Lease, and Landlord shall have no further obligation to remit or rebate any property tax amounts.

(g) **Indemnity.** Tenant shall indemnify, defend, and hold Landlord harmless from and against any and all claims, liabilities, penalties, interest, costs, or expenses (including reasonable attorneys' fees) incurred by Landlord arising out of or related to (i) Tenant's failure to qualify for or maintain tax-exempt status, or (ii) Tenant's failure to timely and properly file, maintain, or comply with any documentation or requirements associated with any such exemption, abatement, or refund.

28. **Prohibited Uses.**

(a) **Alcohol Sales.** Landlord shall not permit any portion of the Exclusive Area to be used primarily for the operation of a liquor store or any other establishment whose principal business is the sale of alcoholic beverages for off-premises consumption within three hundred (300) feet of the Premises. Notwithstanding the foregoing, Tenant acknowledges and agrees that Landlord shall not be restricted from leasing space within the Shopping Center to (i) a traditional specialty retailer such as BevMo!, Total Wine, or any other comparable established retailer, (ii) a supermarket or grocery store, or (iii) any other

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

nationally or regionally recognized retailer whose business customarily includes the sale of alcoholic beverages for off-premises consumption as part of its merchandise mix, even if such sales account for fifty percent (50%) or more of gross sales.

(b) **Cannabis.** Landlord shall not permit any portion of the Exclusive Area to be used for the sale, distribution, or on-site consumption of marijuana/cannabis or cannabis-related products, whether for medical or recreational use.

(c) **Other Detrimental Uses.** Landlord shall not knowingly lease space within the Exclusive Area to any tenant whose primary business is the operation of a marijuana/cannabis dispensary, adult bookstore, smoke shop, liquor store, or any other use reasonably deemed by Landlord to be detrimental to the operation of a charter school within three hundred (300) feet of the Premises.

29. **Permit Contingency**. This Lease is conditioned upon Tenant, at its sole cost and expense, obtaining all governmental permits, approvals, and/or entitlements necessary for Tenant to operate the Premises for the Permitted Use (collectively, the "**Approvals**") within one hundred sixty (160) days following the Effective Date (the "**Approval Period**"). If Tenant demonstrates to Landlord's reasonable satisfaction, prior to the expiration of the Approval Period, that Tenant has made diligent efforts but requires additional time, Tenant may extend the Approval Period once for up to twenty (20) additional days by written notice to Landlord (the "**Extended Approval Period**").

If, despite Tenant's diligent efforts, Tenant is unable to obtain the Approvals by the end of the Approval Period (as extended, if applicable), then either party may elect to terminate this Lease by written notice delivered to the other party within ten (10) days after the expiration of the Approval Period (as extended, if applicable), whereupon Landlord shall promptly return the Security Deposit and advanced rent to Tenant, and neither party shall have further obligations hereunder, except for obligations that expressly survive termination.

Landlord shall reasonably cooperate, at no material cost or expense to Landlord, by executing customary applications or consents reasonably required in connection with Tenant's pursuit of the Approvals; provided, however, Landlord shall not be required to (i) incur any expense, (ii) modify the Shopping Center or the Premises, (iii) agree to any restriction or condition on Landlord's property, or (iv) join in any application or undertaking other than providing customary owner's consent.

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

Exhibit "A"
Site Plan

The purpose of this Exhibit is to show the approximate location of the Premises. It shall not be deemed to be a warranty, representation or agreement on the part of Landlord that Shopping Center will be, or will remain, as depicted hereon, or that the tenants shown hereon (if any) are now, or will be, in occupancy at any time during the Lease Term.

Building

Premises

Landlord's Parcels

Shopping Center

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

Exhibit A-1

Legal Description of Shopping Center

PARCELS A, 1 THROUGH 7, AND 9 THROUGH18 OF PARCEL MAP NO. 25865 BEING A SUBDIVISION OF A PORTION OF THE SOUTHEAST QUARTER OF SECTION 19 AND OF A PORTION OF THE NORTHEAST QUARTER OF SECITON 30, TOWNSHIP 5 SOUTH, RANGE 7 EAST, SAN BERNARDINO MERIDIAN.

SAID PARCEL MAP 25865 RECORDED IN BOOK 172, PAGES 21 THROUGH 27, INCLUSIVE OF PARCEL MAPS, RECORDS OF RIVERSIDE COUNTY.

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

EXHIBIT A-2

Legal Description of Landlord's Parcels

THE LAND REFERRED TO HEREIN IS SITUATED IN THE STATE OF CALIFORNIA, COUNTY OF RIVERSIDE, CITY OF LA QUINTA AND DESCRIBED AS FOLLOWS:

PTR PARCEL A:

PARCELS 1, 2 AND 3 OF PARCEL MAP NO. 30147, AS SHOWN BY MAP ON FILE IN BOOK 202 PAGE(S) 98-101, INCLUSIVE, OF PARCEL MAPS, RECORDS OF RIVERSIDE COUNTY, CALIFORNIA.
(APN: 643-220-017-5, 643-220-018-6, 643-220-019-7, 643-220-020-7, 643-220-021-8, 643-220-022-9)

PTR PARCEL B:

THAT PORTION OF PARCEL 13 OF PARCEL MAP NO. 25865, IN THE CITY OF LA QUINTA, AS SHOWN BY MAP ON FILE IN BOOK 172 PAGE(S) 21-27, INCLUSIVE, OF PARCEL MAPS, RECORDS OF RIVERSIDE COUNTY, CALIFORNIA, DESCRIBED AS FOLLOWS:

BEGINNING AT THE MOST EASTERLY CORNER OF THE LAND DESCRIBED AS PARCEL 13 IN THE CERTIFICATE OF COMPLIANCE AND WAIVER OF PARCEL MAP RECORDED AUGUST 30, 1993 AS INSTRUMENT NO. 93-339738 OF OFFICIAL RECORDS;

THENCE SOUTH 41°07'57" EAST 251.28 FEET ALONG THE SOUTHEASTERLY PROLONGATION OF THE NORTHEASTERLY LINE OF SAID PARCEL 13 TO THE TRUE POINT OF BEGINNING;

THENCE CONTINUING SOUTH 41°07'57" EAST 100.87 FEET;

THENCE SOUTH 45°37'39" EAST 53.77 FEET TO THE SOUTHEASTERLY LINE OF PARCEL 13 OF SAID PARCEL MAP NO. 25865;

THENCE SOUTH 48°51'51" WEST 158.90 FEET ALONG SAID SOUTHEASTERLY LINE TO THE SOUTHWESTERLY LINE OF SAID PARCEL 13 OF SAID PARCEL MAP NO. 25865;

THENCE NORTH 40°39'11" WEST 180.77 FEET ALONG SAID SOUTHWESTERLY LINE;

THENCE NORTH 49°20'49" EAST 60 FEET;

THENCE SOUTH 40°39'11" EAST 25 FEET;

THENCE NORTH 49°20'49" EAST 93.38 FEET TO THE TRUE POINT OF BEGINNING.

SAID LAND IS ALSO SHOWN AS PARCEL C ON LOT LINE ADJUSTMENT NO. 95-189 AS DESCRIBED IN A DOCUMENT RECORDED MAY 1, 1995 AS INSTRUMENT NO. 95-136275 OF OFFICIAL RECORDS. (APN: 643-080-037-1)

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

PTR PARCEL D:

THAT PORTION OF PARCEL 9 OF PARCEL MAP 25865, AS SHOWN BY MAP ON FILE IN BOOK 172 PAGE(S) 21-27, INCLUSIVE, OF PARCEL MAPS, RECORDS OF RIVERSIDE COUNTY, CALIFORNIA, DESCRIBED AS FOLLOWS:

PORTIONS OF PARCELS 3 AND 4 OF CERTIFICATE OF COMPLIANCE IN THE CITY OF LA QUINTA, RECORDED APRIL 22, 1994 AS INSTRUMENT NO. 94-178098 OF OFFICIAL RECORDS, DESCRIBED AS FOLLOWS:

THAT PORTION OF SAID PARCELS 3 AND 4 LYING WESTERLY OF A LINE BEGINNING AT THE WESTERLY TERMINUS OF THAT CERTAIN COURSE IN THE SOUTHERLY BOUNDARY OF SAID PARCEL 4 SHOWN AS NORTH 61°20'41" WEST, 124.02 FEET ON SAID CERTIFICATE;

THENCE NORTH 61°20'41" WEST, 20 FEET;

THENCE NORTH 16°40'44" EAST 189.29 FEET TO THE NORTHERLY LINE OF SAID PARCEL 3.

NOTE: SAID LAND IS DESCRIBED AND DELINEATED AS LOT 1 IN THAT CERTAIN LOT LINE ADJUSTMENT NO. 95-197 RECORDED AUGUST 11, 1995 AS INSTRUMENT NO. 95-263682 OF OFFICIAL RECORDS. (APN: 643-080-047-0)

PTR PARCEL E:

NON-EXCLUSIVE EASEMENT FOR INGRESS AND EGRESS, PARKING, AND INCIDENTAL PURPOSES, OVER THE COMMON AREA, AS DEFINED AND FURTHER PROVIDED FOR IN THAT CERTAIN DOCUMENT ENTITLED DECLARATION OF COVENANTS, RESTRICTIONS AND EASEMENTS, RECORDED AUGUST 27, 1991 AS INSTRUMENT NO. 91-296214 OF OFFICIAL RECORDS, AND THAT CERTAIN DOCUMENT ENTITLED DECLARATION OF RESTRICTIONS AND GRANT OF EASEMENTS, RECORDED MARCH 19, 1992 AS INSTRUMENT NO. 92-96709 OF OFFICIAL RECORDS, AND THAT CERTAIN DOCUMENT ENTITLED DECLARATION OF COVENANTS, CONDITIONS AND RESTRICTIONS AND RECIPROCAL EASEMENTS, RECORDED AUGUST 28, 1991 AS INSTRUMENT NO. 91-298878 OF OFFICIAL RECORDS, AND THAT CERTAIN DOCUMENT ENTITLED CONSTRUCTION, OPERATION AND RECIPROCAL EASEMENT AGREEMENT, RECORDED APRIL 22, 1992 AS INSTRUMENT NO. 92-144381 OF OFFICIAL RECORDS.

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

PTR PARCEL F:

THAT PORTION OF PARCELS 1 AND 19, PARCEL MAP NO. 25865, AS SHOWN BY MAP ON FILE IN BOOK 172 PAGE(S) 21-27, OF PARCEL MAPS, RECORDS OF RIVERSIDE COUNTY, CALIFORNIA, DESCRIBED AS PARCELS A AND E IN DEED RECORDED FEBRUARY 24, 1992 AS INSTRUMENT NO. 92-60860 OF OFFICIAL RECORDS, DESCRIBED AS FOLLOWS:

THAT PORTION OF PARCEL F AS SHOWN ON LOT LINE ADJUSTMENT NO. 92-164, AS DISCLOSED IN DEED RECORDED OCTOBER 5, 1992 AS INSTRUMENT NO. 92-375460 OF OFFICIAL RECORDS OF RIVERSIDE COUNTY, CALIFORNIA,
DESCRIBED AS FOLLOWS:

BEGINNING AT THE MOST SOUTHERLY CORNER OF SAID PARCEL F;

THENCE NORTH 44°09'00" EAST, 318.90 FEET;

THENCE SOUTH 46°04'04" EAST 23.25 FEET;

THENCE NORTH 43°55'56" EAST 137.00 FEET;

THENCE NORTH 46°04'04" WEST 7.00 FEET;

THENCE NORTH 43°55'56" EAST 108.61 FEET TO A POINT ON THE NORTHEASTERLY LINE OF SAID PARCEL F, SAID POINT BEING THE BEGINNING OF A NON-TANGENT CURVE CONCAVE SOUTHWESTERLY AND HAVING A RADIUS OF 2000.00 FEET, A RADIAL TO SAID POINT BEARS NORTH 42°48'04" EAST;

THENCE NORTHWESTERLY 630.49 FEET ALONG SAID CURVE AND SAID NORTHEASTERLY LINE THROUGH A CENTRAL ANGLE OF 18°03'44" TO THE MOST NORTHERLY CORNER OF SAID PARCEL F;

THENCE SOUTH 0°17'55" EAST 73.83 FEET ALONG THE WESTERLY LINE OF SAID PARCEL F;

THENCE NORTH 89°42'05" EAST 60.45 FEET ALONG THE NORTHEASTERLY LINE OF PARCEL G OF SAID LOT LINE ADJUSTMENT;

THENCE ALONG SAID NORTHEASTERLY LINE SOUTH 61°44'35" EAST 65.71 FEET;

THENCE SOUTH 52°55'19" EAST 66.87 FEET TO THE BEGINNING OF A TANGENT CURVE CONCAVE SOUTHWESTERLY AND HAVING A RADIUS OF 80.00 FEET;

THENCE SOUTHEASTERLY 70.71 FEET ALONG SAID CURVE THROUGH A CENTRAL ANGLE OF 50°38'28";

THENCE SOUTH 02°16'51" EAST 72.66 FEET TO THE SOUTHEAST CORNER OF SAID
PARCEL G;

THENCE SOUTH 02°16'51" EAST 43.55 FEET TO THE BEGINNING OF A TANGENT CURVE CONCAVE EASTERLY HAVING A RADIUS OF 248.00 FEET;

THENCE SOUTHERLY 100.91 FEET ALONG SAID CURVE THROUGH A CENTRAL ANGLE OF 23°18'51";

THENCE SOUTH 44°09'12" WEST 117.74 FEET TO THE WESTERLY LINE OF SAID PARCEL F;

THENCE SOUTH 45°51'00" EAST 12.40 FEET;

THENCE SOUTH 00°17'55" EAST 123.11 FEET;

THENCE SOUTH 89°42'05" WEST 155.61 FEET;

THENCE SOUTH 00°17'55" EAST 21.23 FEET TO THE SOUTHWESTERLY CORNER OF SAID PARCEL F, SAID SOUTHWESTERLY CORNER BEING THE BEGINNING OF A NON-TANGENT CURVE CONCAVE SOUTHWESTERLY AND HAVING A RADIUS OF 2470.00
FEET, A RADIAL TO SAID CORNER BEARS NORTH 34°38'48" EAST;

THENCE SOUTHEASTERLY 144.34 FEET ALONG SAID CURVE THROUGH A CENTRAL ANGLE OF 03°20'53" TO THE POINT OF BEGINNING.

(SAID LAND IS SHOWN AND DESCRIBED AS PARCEL 1 IN THAT CERTAIN CERTIFICATE OF COMPLIANCE NO. 99-016, APPROVED BY THE CITY OF LA QUINTA, AS DISCLOSED IN DEED RECORDED MARCH 19, 1999 AS INSTRUMENT NO. 99- 114746 OF OFFICIAL RECORDS)
(APN: 604-050-037-3)

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

PTR PARCEL G:

THAT PORTION OF PARCEL 2 OF PARCEL MAP 25865, AS SHOWN BY MAP ON FILE IN BOOK 172 PAGE(S) 21-27, OF PARCEL MAPS, RECORDS OF RIVERSIDE COUNTY, CALIFORNIA, DESCRIBED AS FOLLOWS:

THAT PORTION OF PARCEL C AS SHOWN ON LOT LINE ADJUSTMENT NO. 91-156, AS DISCLOSED IN DEED RECORDED FEBRUARY 24, 1992 AS INSTRUMENT NO. 92-60860 OF OFFICIAL RECORDS OF RIVERSIDE COUNTY, CALIFORNIA, DESCRIBED AS FOLLOWS:

BEGINNING AT THE MOST NORTHERLY CORNER OF SAID PARCEL C;

THENCE SOUTHEASTERLY ALONG THE NORTH LINE OF SAID PARCEL C, SOUTH 46°04'04" EAST, 63.20 FEET;

THENCE DEPARTING SAID NORTH LINE, SOUTH 43°55'56" WEST, 246.00 FEET TO THE SOUTHEASTERLY PROLONGATION OF THE NORTHWESTERLY LINE OF PARCEL C SHOWN AS NORTH 46°04'04" WEST, 62.00 FEET ON SAID LOT LINE ADJUSTMENT NO. 91-156;
THENCE NORTHWESTERLY ALONG SAID SOUTHEASTERLY PROLONGATION, NORTH 46°04'04" WEST, 70.20 FEET;

THENCE ALONG THE NORTHWESTERLY LINES OF SAID PARCEL C, THE FOLLOWING 3 COURSES AND DISTANCES:
1. NORTH 43°55'56" EAST, 137.00 FEET;
2. SOUTH 46°04'04" EAST, 7.00 FEET;
3. NORTH 43°55'56" EAST, 109.00 FEET TO THE NORTH LINE OF SAID PARCEL C AND POINT OF BEGINNING.
SAID LAND IS SHOWN AND DESCRIBED AS PARCEL A IN THAT CERTAIN CERTIFICATE OF COMPLIANCE 98-297, APPROVED BY THE CITY OF LA QUINTA, AS DISCLOSED IN DEED RECORDED MARCH 19, 1999 AS INSTRUMENT NO. 99-114745 OF OFFICIAL RECORDS.

PTR PARCEL H:

PARCEL 5 OF PARCEL MAP NO. 25865, AS SHOWN BY MAP ON FILE IN BOOK 172 PAGE(S) 21-27, OF PARCEL MAPS, RECORDS OF RIVERSIDE COUNTY, CALIFORNIA. (APN: 643-080-003-0)

PTR PARCEL I:

PARCEL 4 OF PARCEL MAP NO. 30147, AS SHOWN BY MAP ON FILE IN BOOK 202 PAGE(S) 98-101, OF PARCEL MAPS, RECORDS OF RIVERSIDE COUNTY, CALIFORNIA.
(APN: 643-220-023-0 AND 643-220-024-1)

PTR PARCEL J:

NON-EXCLUSIVE EASEMENT FOR INGRESS AND EGRESS, PARKING, AND INCIDENTAL PURPOSES, OVER THE COMMON AREA, AS DEFINED AND FURTHER PROVIDED FOR IN THAT CERTAIN DOCUMENT ENTITLED DECLARATION OF COVENANTS, RESTRICTIONS AND EASEMENTS, RECORDED AUGUST 27, 1991 AS INSTRUMENT NO. 91-296214 OF OFFICIAL RECORDS, AND THAT CERTAIN DOCUMENT ENTITLED DECLARATION OF RESTRICTIONS AND GRANT OF EASEMENTS, RECORDED MARCH 19, 1992 AS INSTRUMENT NO. 92-96709 OF OFFICIAL RECORDS, AND THAT CERTAIN DOCUMENT ENTITLED DECLARATION OF COVENANTS, CONDITIONS AND RESTRICTIONS AND RECIPROCAL EASEMENTS, RECORDED AUGUST 28, 1991 AS INSTRUMENT NO. 91-298878 OF OFFICIAL RECORDS, AND THAT CERTAIN DOCUMENT ENTITLED CONSTRUCTION, OPERATION AND RECIPROCAL EASEMENT AGREEMENT, RECORDED APRIL 22, 1992 AS INSTRUMENT NO. 92-144381 OF OFFICIAL RECORDS.

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

Exhibit “B”
Floor Plan of the Premises

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

Exhibit "C"
Construction Provisions

A. LANDLORD'S WORK.

Landlord shall deliver the Premises to Tenant in its current "AS-IS" condition, without representation or warranty of any kind, express or implied, except that Landlord shall, at its sole cost, (i) deliver existing utility service lines (water, sewer, and electric) to the point of connection at the Premises in good working order as of the Turnover Date, (ii) provide heating, ventilation and air conditioning rooftop equipment (not distributed) serving the Premises with capacity of approximately one (1) ton per 300 rentable square feet of Floor Area the Premises in good working order and repair, and (iii) deliver the existing two (2) restrooms located within the Premises in good working order. Landlord shall provide Tenant with such information as Landlord has in its possession regarding the location and capacity of the existing utility service lines to the Premises (collectively, "**Landlord's Work**"). Other than Landlord's Work, Tenant acknowledges that Landlord has no obligation to construct or improve the Premises, and Tenant accepts the Premises on an "AS-IS, WHERE-IS" basis, with all faults.

B. TENANT'S WORK.

following the delivery of the Premises by Landlord and the full and final execution and delivery of this Lease and all prepaid rental required hereunder, shall have the right to perform alterations and improvements in the Premises in order to prepare the Premises for the operation of Tenant's business ("**Tenant's Work**"). Notwithstanding the foregoing, Tenant and its contractors shall not have the right to perform Tenant's Work in the Premises unless and until (1) Tenant has complied with all of the terms and conditions of this Lease, and (2) Landlord has approved of the final plans for the Tenant's Work and the contractors to be retained by Tenant to perform such Tenant's Work, which approval shall not be unreasonably withheld, conditioned or delayed. Tenant shall be responsible for all elements of the design of Tenant's plans (including, without limitation, compliance with law, functionality of design, the structural integrity of the design, the configuration of the premises and the placement of Tenant's furniture and equipment), and Landlord's approval of Tenant's plans shall in no event relieve Tenant of the responsibility for such design. The parties agree that Landlord's approval of the general contractor to perform the Tenant's Work shall not be considered to be unreasonably withheld if any such general contractor (i) does not have trade references reasonably acceptable to Landlord, (ii) does not maintain insurance reasonably acceptable to Landlord, (iii) is not licensed as a contractor in the state/municipality in which the Premises is located. Tenant acknowledges the foregoing is not intended to be an exclusive list of the reasons why Landlord may reasonably withhold its consent to a general contractor. Tenant hereby covenants and agrees that the Tenant's Work shall be performed in a good and workmanlike manner, in accordance with the approved plans, and in accordance with all applicable laws, codes and ordinances. All costs of Tenant's Work which exceed the Tenant Allowance shall be the sole responsibility of Tenant.

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

Exhibit “D”

Intentionally Omitted

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

Exhibit "E"

Form of Tenant's Certificate

The undersigned as Tenant under that certain lease dated and made as of _____, 20___, by and between Milan LQ One XI, LLC, a Delaware limited liability company, and Milan LQ Tuscany, LLC, a Delaware limited liability company, as tenants-in-common, a Delaware limited liability company, as Landlord, and the undersigned, as Tenant, for Premises in La Quinta, California (the "Lease"), certifies as follows:

1. The undersigned has commenced, and is currently in, occupancy of the Premises described in the Lease.

2. The Lease is in full force and effect and has not been assigned, modified, supplemented or amended in any way except as follows (if "none," so state): _____ _____ _____.

3. The Lease represents the entire agreement between the parties as to the Premises, except as provided in item no. 2.

4. Base Rent became payable on _____.

5. The Lease Term expires on _____.

6. All conditions of the Lease to be performed by Landlord necessary to the enforceability of the Lease have been satisfied.

7. No rent has been paid in advance and no security has been deposited with Landlord except as provided in the Lease.

8. As of the date hereof, there is no existing defense or offset of the undersigned which precludes enforcement of the Lease by Landlord, except as otherwise stated in a written notice from Tenant to Landlord.

9. Base Rent in the amount of $_____ for the month of_____ has been paid.

10. Tenant is in full compliance with all provisions of the Lease respecting Hazardous Materials.

11. The undersigned acknowledges that this Certificate may be delivered to Landlord's mortgagee, or prospective lender or purchaser, and acknowledges that it recognizes that said mortgagee, or prospective lender or purchaser will be relying upon the statements contained herein in making the loan or acquiring the property of which the Premises are a part, and in accepting an assignment of the Lease as collateral security, and that receipt by it of this Certificate is a condition of making the loan or acquisition of such property.

Executed at _____ , on the ____ day of _____, _____.

TENANT:

By:
Its:

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

Exhibit "F"
Rules and Regulations

1. Exterior doors shall not remain braced open while the HVAC is functioning. Doors which are braced must use door stops or hooks made expressly for that purpose.

2. Except as otherwise permitted by Landlord in writing, the following signs are prohibited: Hand-make signs; "Yes We Are Open" signs; signs attached directly to any exterior or interior window glass; adhesive stickers applied to any exterior or interior store front or glass (including credit card stickers, brand name stickers or other similar stickers); "For Sale", "For Lease", "Fire Sale", "Discount" or "Going Out Of Business" signs; or signs, advertising media or changes to the Premises which may be seen from the outside of the Premises. All exterior signs and Alterations to the Premises will be set forth in Tenant's plans and specifications made a part hereof. Upon request, Tenant shall immediately remove any sign, advertising material, lettering or any other object placed in, on, or about the Premises contrary to the foregoing rules and regulations. If Tenant fails to do so, Landlord may without liability enter the Premises and remove same at Tenant's expense.

3. Tenant shall not use the Common Area for display racks, tables, sign standards, boxes or other purposes. Loud speakers, televisions, phonographs, radios, flashing lights or other similar devices may not be audible or visible outside the Premises. No handbills or other printed matter may be distributed in the parking area or Common Area. Neither Tenant nor its agents shall solicit, peddle or canvass business, display or sell merchandise, place carts, portable signs, devices or stands, or conduct truck sales or sidewalk sales outside the premises or in the hallways, parking area or Common Area.

4. Tenant shall promptly remove all trash and garbage to collection areas designated by Landlord. The Common Area shall not be used by Tenant for temporary trash storage nor shall Common Area trash containers be used for trash disposal.

5. Tenant shall not allow animals other than seeing eye dogs in the Shopping Center (except in pet stores).

6. Neither Tenant nor its customers shall use market shopping carts for any reason other than for personal shopping. Tenant will be charged $25 per cart as a rental fee for usage in violation of this rule.

7. Intentionally Deleted.

8. All Tenant deliveries shall be accepted as quickly as possible in the designated loading zones.

9. Tenant shall keep its Premises at temperatures sufficiently high to prevent freezing of water pipes and fixtures.

10. Plumbing facilities shall not be used for any purpose other than for which they are constructed. No foreign substance of any kind shall be deposited therein. The expense of breakage, stoppage or damages resulting from a violation of this rule shall be borne by Tenant. Restaurant tenants shall be responsible for the cost of installation, regular maintenance, repair and cleaning of the grease traps and garbage disposals servicing their Premises.

11. Tenant shall, at its sole cost and expense, keep the premises pest free. If, in Landlord's opinion, pest problems cannot be resolved other than by a comprehensive plan of pest control, Tenant shall join in such plan as established by Landlord.

12. Intentionally Deleted.

13. Intentionally Deleted.

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

14. Intentionally Deleted.

15. Intentionally Deleted.

16. Entrance doors to the Premises shall remain locked when the Premises are not in use. Tenant shall maintain control of and responsibility for all Premises keys.

17. Tenant shall not invite to the Premises, nor permit the visit of, persons in numbers or under conditions which interfere with the use and enjoyment of the Common Areas by other tenants.

18. Intentionally Deleted.

19. Unless special arrangements are made, freight, furniture and other heavy or bulky materials shall be delivered to and removed from the Premises only at times and through entranced and corridors designated by Landlord.

20. Tenant shall keep display windows and signs well lighted at night for the periods prescribed by any applicable policies or regulations adopted, from time to time, by any utility or governmental agency.

21. Employees of Tenant must park at periphery stall locations of the site as designated by Landlord at Landlord's sole and absolute discretion, but which will include sufficient parking spots to accommodate all of Tenant's employees who work on the Premises. Should Landlord receive complaints regarding employee vehicles parked in stalls reserved for patrons of the shopping center, Landlord reserves the right to tow vehicles at Tenant's sole cost and expense.

22. Tenant agrees that these rules and regulations are for the benefit of the property, its guests, and other Tenants. These rules and regulations are subject to modification and addition at any time at the sole and absolute discretion of Landlord, but may not be modified or added to in a manner that interferes with Tenant's Permitted Use.

23. Tenant agrees to pay Landlord $200 as minimum damages for each separate violation of these rules.

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

Exhibit “G”
Shopping Center Sign Criteria

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

June 28, 2024

Ms. Monese Nthabeleng
Inland Signs Inc.
1715 S Bon View Ave
Ontario, CA 91761

SUBJECT: SIGN PROGRAM AMENDMENT 2024-0001
111 LA QUINTA SHOPPING CENTER

Dear Ms. Nthabeleng:

The Design and Development Department has reviewed and approved your request for an amendment to the 111 La Quinta Shopping Center Sign Program, for revisions to the major tenants and shops tenants wall signs. The approval is subject to Conditions of Approval attached to the staff report. The appeal period for this decision is 15 days and will end July 15, 2024.

Should you have any questions, please feel free to contact me at (760) 777-7086.

Sincerely,

Sijifredo Fernandez
Associate Planner
Design and Development

Enclosures:

- Staff Report

Altus Lease Exhibit G
Shopping Center Sign Criteria

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

STAFF REPORT

DATE: JUNE 28, 2024

CASE NO: SIGN PROGRAM AMENDMENT 2024-0001 (SA 02-668 AMENDMENT 4)

APPLICANT: INLAND SIGNS INC, FIVE BELOW

PROPERTY OWNER: MILAN CAPITAL

REQUEST: APPROVE A SIGN PROGRAM AMENDMENT FOR THE ONE ELEVEN LA QUINTA SHOPPING CENTER AND FIND THE PROJECT EXEMPT FROM THE CALIFORNIA ENVIRONMENTAL QUALITY ACT

CEQA: THE PLANNING DIVISION HAS DETERMINED THAT THIS PROPOSAL IS CATEGORICALLY EXEMPT FROM ENVIRONMENTAL REVIEW PURSUANT TO PROVISIONS OF SECTION 15301 (g) OF THE CALIFORNIA ENVIRONMENTAL QUALITY ACT (CEQA), IN THAT THIS PROPOSAL INCLUDES ON-PREMISE SIGNS.

LOCATION: 78950 HIGHWAY 111

EXECUTIVE SUMMARY

- The applicant proposes to amend the One Eleven La Quinta Shopping Center Sign Program (Program) to allow for additional signs and sign area for a new Five Below retail store.

BACKGROUND

In 2002 the Planning Commission approved the first Program amendment for the One Eleven Shopping Center (Center). This amendment establishes new sign allowances for the major tenants and shop tenants within the Center, to supplement the Program's allowances for the other existing tenants.

PROPOSAL AND ANALYSIS

The applicant requests a fourth amendment to the Sign Program (Attachment 1). The proposed amendment changes sign allowances for the Five Below retail store, located at 78950 Highway 111 along with the other major tenants and shop tenants in the center. The proposal is to allow a 138.47 square foot sign for Five Below, to identify the new retail store. The sign will be blue and white to match the major retailers' branding. The proposed sign program amendment also provides allowances for window signs to screen the stock area which is located on the right side of the store. Building D major

Altus Lease Exhibit G
Shopping Center Sign Criteria
Exhibit 1 - 408 of 1971

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

tenants are also allowed to have 100 square feet of sign area as identified on page 2. Building D will be renovated with a new façade at a later date.

The proposed sign program amendment will not substantially alter the aesthetics of the commercial center and will provide increased visibility to the new and existing retail tenants. This proposed sign program amendment is consistent with other sign programs along the Highway 111 corridor, allowing for additional sign visibility for buildings that are north of Highway 111. Future signs for this location shall be submitted under the general sign permit process as they are identified and reviewed against the parameters of this approval.

ENVIRONMENTAL REVIEW

The Design and Development Department has determined that this project is exempt from environmental review pursuant to Section 15301 (g) (Existing Facilities) of the California Environmental Quality Act in that the proposed project includes on-premise signs.

Report prepared by: Sijifredo Fernandez, Associate Planner

Attachment: 1. Proposed Final Sign Program

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

FINDINGS

1. Sign program amendments are authorized by the Zoning Code and the proposed sign program amendment is consistent with the purpose and intent of Chapter 9.160.

2. The sign program amendment would allow more square footage and visibility for individual signs in order to overcome a disadvantage as a result of the location of the commercial building and to increase visibility for patrons traveling on Washington Street and Highway 111. The sign program amendment is in harmony with and visually related to:

    a. All signs within the planned sign program, via the incorporation of several common design elements such as materials, letter style, colors, illumination, sign type or sign shape. The new tenant signs would be similar in design with the existing tenant signs.
    b. The buildings they identify. This may be accomplished by utilizing materials, colors, or design motif included in the building being identified. The amendment allows for larger identification for major tenants.
    c. Surrounding development. Implementation of the planned sign program will not adversely affect surrounding land uses or obscure adjacent conforming signs.

3. The sign program allows additional area in order to:
    a. Achieve an effect which is essentially architectural. The monument sign and building signs provides compatible and reasonable architectural designs.
    b. Allow a sign compatible with other conforming signs in the vicinity. The new sign will be similar in design with the other tenant signs on the building.
    c. To allow a sign to be in proper scale with its building or use. The individual business will be allowed signs and monument sign will be approved for a business.
    d. To allow a sign compatible with other conforming signs in the vicinity.

4. As conditioned, approval of the application will not create conditions materially detrimental to the public health, safety and general welfare or injurious to or incompatible with other properties or land uses in the vicinity. The proposed sign program amendment design elements are consistent in size and scale with the existing signage in surrounding commercial centers.

CONDITIONS OF APPROVAL

1. The applicant agrees to defend, indemnify and hold harmless the City of La Quinta ("City"), its agents, officers and employees from any claim, action or proceeding to attack, set aside, void, or annul the approval of this Sign Program Amendment. The City shall have sole discretion in selecting its defense counsel. The City shall promptly notify the applicant of any claim, action or proceeding and shall cooperate fully in the

Altus Lease Exhibit C
Shopping Center Sign Criteria
Exhibit C - Page 110 of 119

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

defense.

2. Any changes to the sign program, including sign size, sign placement and/or sign design, will require a sign program amendment application to be filed with the Design and Development Department.

3. Tenants shall obtain sign permits for signage permitted under this sign program.

Altus Lease Exhibit G
Shopping Center Sign Criteria

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

PLANNING APPROVAL
ADMINISTRATIVE

CASE #	SAPR2024-0001
EXHIBIT #	
INITIAL :	sfernandez
DATE :	06/28/2024 1:13:42PM

INLAND SIGNS

Altus Lease Exhibit G
Shopping Center Sign Criteria

1715 S. BON VIEW AVE., ONTARIO CA 91761 • WWW.INLANDSIGNS.COM

05-08-2024

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

TABLE OF CONTENTS

DESCRIPTION:	PAGE:
SITE MAP / AERIAL PHOTO	01-02
PURPOSE & INTENT	03
GENERAL SIGN REGULATIONS	04-05
SIGN DESIGN & STYLE	06
SIGN CONSTRUCTION	07
PROHIBITED SIGNAGE	08
ILLUMINATED SIGN TYPE SECTION DETAILS	09
MAJOR WALL SIGNS - BLDG. B	10
TENANT WALL SIGN PLACEMENT- BLDG. B	11-14
SHOP WALL SIGNS - BLDG. D	15
MAJOR WALL SIGNS - BLDG. D	16
TENANT WALL SIGN PLACEMENT- BLDG. D	17-19

ADDRESS:
Highway 111 - La Quinta Shopping Center
La Quinta, CA

CITY OF LA QUINTA

78-495 Calle Tampico/ PO Box 1504
La Quinta, CA 92253

Ph: (760) 777-7125
Fax: (760) 777-7011

Altus Lease Exhibit G
Shopping Center Sign Criteria

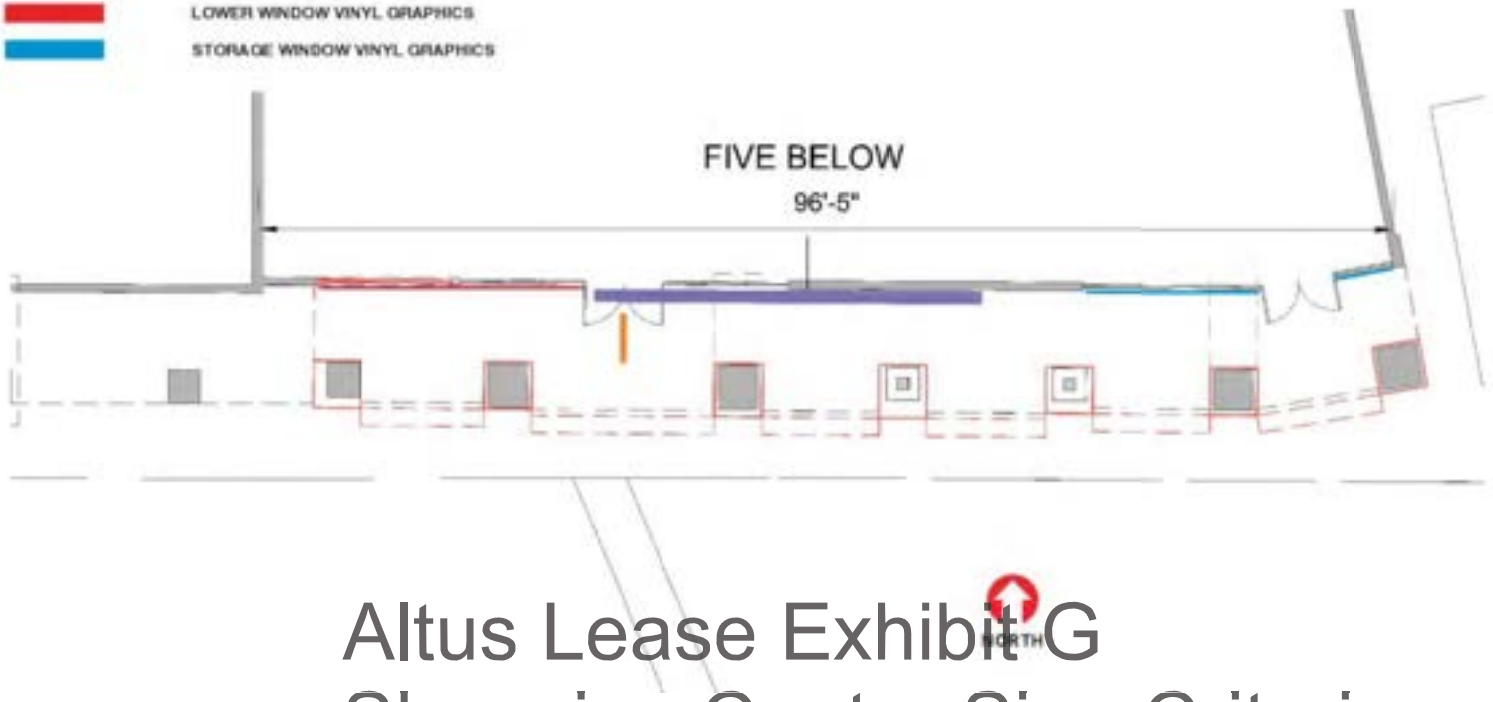
Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

SITE MAP

PLOT PLAN; BUILDING B RENOVATION
SIGN PLACEMENT

LEGEND:

- EXISTING STRUCTURE
- NEW CONSTRUCTION
- TO BE DEMOLISHED
- MAJOR TENANT SIGNAGE
- D/F UNDER CANOPY HANGING SIGN
- LOWER WINDOW VINYL GRAPHICS
- STORAGE WINDOW VINYL GRAPHICS



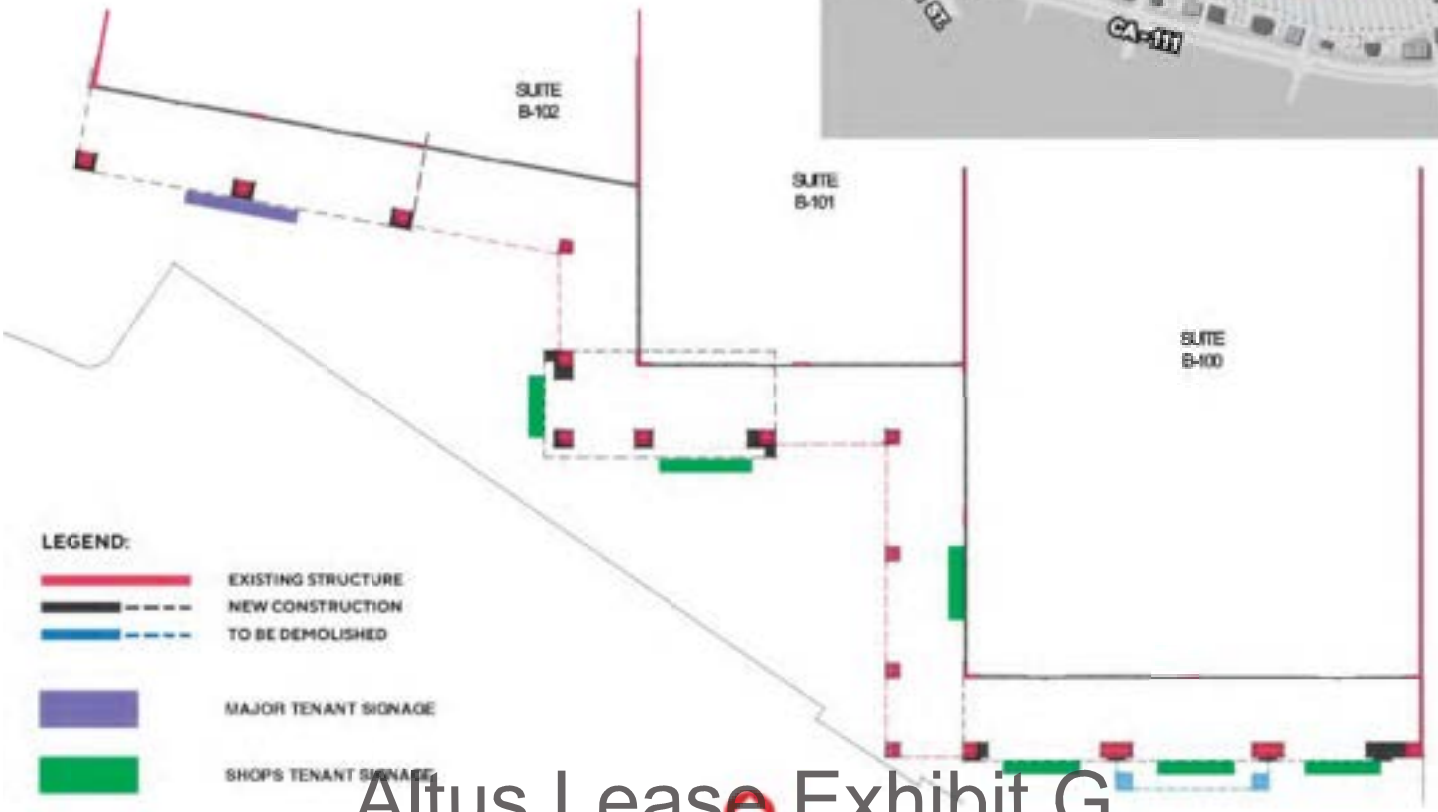
PARTIAL PLOT PLAN; FIVE BELOW SUITE
NOT TO SCALE

AERIAL PHOTO

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

SITE MAP

PLOT PLAN; BUILDING D RENOVATION
SIGN PLACEMENT



PLOT PLAN
NOT TO SCALE

AERIAL PHOTO

Altus Lease Exhibit G
Shopping Center Sign Criteria

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

PURPOSE & INTENT

GENERAL:

- These criteria have been established for the purpose of maintaining signage continuity of quality and aesthetics of the La Quinta Shopping Center for the mutual benefit of all Owners or Tenants, and to comply with the regulations of the City of La Quinta.
- The sign specifications will offer optimum Owner identity when designated in conformance with the design standards.
- Conformance will be strictly enforced, and any installed non-conforming or unapproved signs will be removed at Owner's expense.
- All provisions of the City of La Quinta code requirements shall be applicable in addition to these sign criteria. Where these criteria and the City both are in effect, the most restrictive provisions of either shall be applicable.
- No sign shall be installed without the Milan Capital Association (hereinafter referred to as "Landlord") written approval and the required City permits.

GENERAL SIGN REGULATIONS

A. REQUIREMENTS FOR SIGNAGE IMPLEMENTATION:

1. Each Tenant shall provide a minimum of one primary identification wall sign in accordance with the approved Sign program.

2. The tenant shall be responsible for the following expenses relating to signage for Tenant's store:
   - Permit processing and application fees.
   - Fabrication and installation of signage.
   - Maintenance and repair.
   - All costs relating to signage removal, including repair of any damage to building.

3. The Tenant agrees to abide by all provisions; guidelines and criteria contained within this City of La Quinta approved Master Sign Program. Only those sign types provided for and specifically approved in writing by the Landlord will be allowed. The Landlord may, at his sole discretion, and at the Tenants expense, correct, replace or remove any sign that is installed without his written approval and/or that is deemed not to be in conformance with the plans as submitted and with requirements and documents referenced herein. All signs shall be submitted to the City of La Quinta, California for approval before installation of sign.

4. The Tenant shall maintain all storefront in a like-new condition. The Landlord may, at his sole discretion and the Tenant's expenses, replace, refurbish or remove any sign that has become deteriorated. Landlord may, at his sole discretion, maintain a service contract for Tenant's sign subject to reimbursement by Tenant.

Altus Lease Exhibit G
Shopping Center Sign Criteria

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

GENERAL SIGN REGULATIONS

B. SUBMITTALS AND APPROVALS

Prior to sign fabrication, Tenant or his sign contractor shall submit for Landlord approval three (3) sets of complete and fully dimensioned and detailed shop drawings reflecting the concept design to the Landlord. These drawings shall include:

1. Elevation of storefront showing design, location, size and layout of sign, drawn to scale, indicating dimensions, attachment devices and construction detail.
2. Section through letter showing the dimensioned projection of the face of the letter and the illumination.

Within ten (10) business days after receipt of Tenant's drawings, Landlord shall either approve the submittal contingent upon modifications or disapprove Tenant's sign submittal. Approval or disapproval shall remain the sole right and discretion of the Landlord. Tenant must continue to resubmit rejected plans until approval is obtained. Landlord must approve a full set of final plans in writing prior to permit application or sign fabrication. All re-submittals shall be within a ten (10)-business day period following the day of rejection by the Landlord.

Following Landlord's approval of proposed signage, Tenant or his agent shall submit to the City of La Quinta, California three (3) sets of sign plans and one set of plans approved by Landlord, together with application for all permits for fabrication and installation by sign contractor. Tenant shall furnish Landlord with a copy of said permits prior to installation of Tenant's sign(s).

Fabrication and installation of all signs shall be performed in accordance with the standards and specifications outlined in these criteria and in the final approved plan and shop drawings. Landlord may, at his option, perform an in-shop inspection of the signage prior to installation. Any work deemed unacceptable shall be rejected and shall be corrected or modified at the Tenant's expense as required by the Landlord, the City or its agent.

Not withstanding anything of the above- the Landlord at his cost, has the right to require any sign to be replaced or altered if it is found to not conform to this master sign program or to be in nonconformance with the overall design intent, MSP, or local code and/ or AHJ requirements, even after original approval.

C. TENANT SIGN GUIDELINES

Each tenant is allowed one (1) sign each. One (1) sign per building elevation. The approved MSP requires lighted signs that only consist of internally illuminated channel letters. Length of the sign is permitted to be up to 75% of the leased building/ space frontage, up to a maximum of 50 square feet per tenant. Maximum sign height for Major tenants is 30" and a max. sign height for Shop tenants.

Relationship to City of La Quinta Zoning Ordinance:
If any of the regulations contained herein conflict with the existing provision of the City regulations, the criteria contained in the City of La Quinta Municipal Code shall take precedence.

Page 1417 of 1971

Altus Lease Exhibit G

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

GENERAL SIGN REGULATIONS

D. ACCEPTABLE SIGN TREATMENTS

1. Standard Channel Letters
   - Standard channel letters shall be 5" deep with 3/16' thick acrylic faces. Varied construction types include;
     - Front-lit internally illuminated channel letters / logos or icons.
     - Back-lit / Halo internally illuminated reverse pan channels letters, logos or icons.
     - Front & Back-lit internally illuminated channel letters, logos or icons.
   - Trim caps color can vary by sign branding design needs. Painted or standard Jewelite colors are acceptable.
     * Note; Exceptions may apply for Nationally recognized and established sign logos and letter marks.

2. Window Graphics
   - Each tenant will be allowed the following window graphics for their store entry.
   - Their store name and/or store logo, together with the hours of operation
   - The maximum area will be 2'-6" x 2'-6" and the copy must be white vinyl precision cut letters installed on the second surface.
   - The location of the graphics will be on the display window s adjacent to the entry and/ or on the entry doors to the premises.
   - The bottom of the graphics must be 3'-0" above the sidewalk level.
   - Building B storage windows to be allowed 100% coverage to obscure view of inner storage contents. Lower section window graphic vinyl film allowed to promote National logo branding guidelines.

3. Non-Illuminated Double faced under Canopy Hanging Signs
   - Standard blade sign shall be max. size 24" hight by min. 36" width. Cannot exceed 6 sq.ft. per side. Shape may vary.
     - Aluminum frame construction with aluminum cladding.
     - Panel suspends with aircraft cables & eye-hooks inserted onto top of blade sign. Locking style carabineer attachments.

E. SIGN COLORS

The following guidelines are to be adhered to in selecting colors for tenant signage:

- Signs can incorporate regionally and nationally recognized logo colors.
- Sign colors should be selected to provide sufficient contrast against building background colors.
- Sign colors should be compatible with building background colors.
- Color of letter returns can vary by sign branding design needs. Painted or standard aluminum coil colors are acceptable. Colors should contrast with face color & maintain good daytime readability.

All sign colors are subject to review and approval by the Landlord as part of the tenant sign submittal.

Type styles and logos:

- The use of logos and distinctive type styles is encouraged for all tenant signs. Tenants may adapt established type styles, logos and/or images that are in use on similar buildings operated by them in California, provided that said images are architecturally compatible and approved by the Landlord. Type may be arranged in one or two lines of copy and may consist of upper and/or lower case letters.

Altus Lease Exhibit G
Shopping Center Sign Criteria

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

SIGN DESIGN & STYLE

STANDARDS:

The intent of this criteria is to insure a standardized uniform style throughout the center while encouraging the creativity of typographical and iconic elements to develop interest and style. Signs must be architecturally compatible with the entire center.

STOREFRONT SIGNS

The following types of construction will be allowed:

- Front-lit internally illuminated channel letters / logos or icons.
- Back-lit / Halo internally illuminated reverse pan channels letters, logos or icons.
- Front & Back-lit internally illuminated channel letters, logos or icons.

In order to allow creativity and artistic designs, ascending and descending shapes will be allowed to extend beyond the envelope limits, provided that the overall allocated square footage is not exceeded. In other words, these areas shall be calculated individually and added to the "boxed" area for the main sign body. (See diagram A below):

Diagram A

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

SIGN CONSTRUCTION

GENERAL PROVISIONS AND CONSTRUCTION REQUIREMENTS:

1. Maintaining and adhering to the maximum square footage specified for copy area allowances. Signs and typography in all cases shall appear balanced and in scale within the context of the sign space and the building as a whole. Thickness, height, and color of sign lettering shall be visually balanced and in proportion to other signs on the building.
2. Dimensional letters shall be affixed without visible means of attachment.
3. All sign fabrication work shall be of excellent quality. All logo images and type styles shall be accurately reproduced. Lettering that approximates type styles shall not be acceptable. The landlord reserves the right to reject any fabrication work deemed to be below standard.
4. Signs must be made of durable non-corrosion materials that are appropriate and complementary to the building.
5. All ferrous and non-ferrous metals shall be separated with non-conductive gaskets to prevent electrolysis. In addition to gaskets, stainless steel fasteners shall be used to secure ferrous to non-ferrous metals.
6. Threaded rods or anchor bolts shall be used to mount sign letters that are spaced out from background panel. Angle clips attached to letter sides will not be permitted.
7. Paint colors and finishes must be reviewed and approved by the landlord. Color coatings shall exactly match the colors specified on the approved plans.
8. Joining of materials shall be finished in such a way as to be unnoticeable. Visible welds shall be ground smooth and finished with auto body filler. Rivets, screws and other fasteners that extend to visible surfaces shall be flush, filled, and finished so as to be unnoticeable.
9. Finished surfaces of metal shall be free from canning and warping. All sign finishes shall be free of dust, orange peel, drips and runs and shall have a uniform surface conforming to the highest standards of the industry.
10. Signs illuminated with neon shall use 30 m.a. transformers.
11. Surface brightness of all illuminated materials shall be consistent in all letters and components of the sign. Light leaks will not be permitted.
12. All conduit, wireways, crossovers, wiring, ballast boxes, transformers, and other equipment necessary for sign connection shall be concealed. All bolts, fastenings and clips shall consist of enameling iron with porcelain enamel finish; stainless steel, anodized aluminum, brass or bronze: or carbon-bearing steel with painted finish. No black iron materials will be allowed.
13. Sign circuits provided from the shopping centers common area panel should power electrical signs.
14. Underwriter's Laboratory approved labels shall be affixed to all electrical fixtures, one per sign only. Fabrication and installation of electrical signs shall comply with all national and local building and electrical codes.
15. Penetrations into building walls, where required, shall be made waterproof.
16. Location of all openings for conduit sleeves and support in sign panels and building walls shall be indicated by the sign contractor on drawings submitted to the landlord. Sign contractor shall install same in accordance with the approved drawings.
17. In no case shall any manufacturers label, stamp, or decal be visible from the street or from normal viewing angles.
18. Each tenant must submit color samples of acrylic and/or vinyl contained in the sign to the Landlord for a permanent inclusion in the Landlord's file.
19. Landlord reserves the right to change the sign criteria.

Attn: Lease Exhibit G

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

PROHIBITED SIGNAGE

The Regulations and control of the location, size, type, and number of signs permitted shall be grated by the provisions of the City of La Quinta Municipal Code. Additionally, the following shall apply.

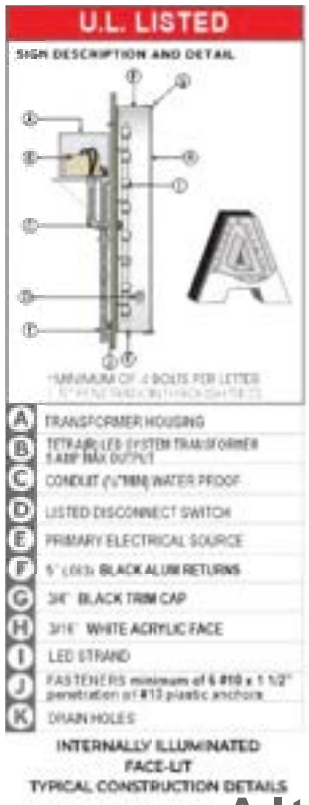
The following are prohibited:

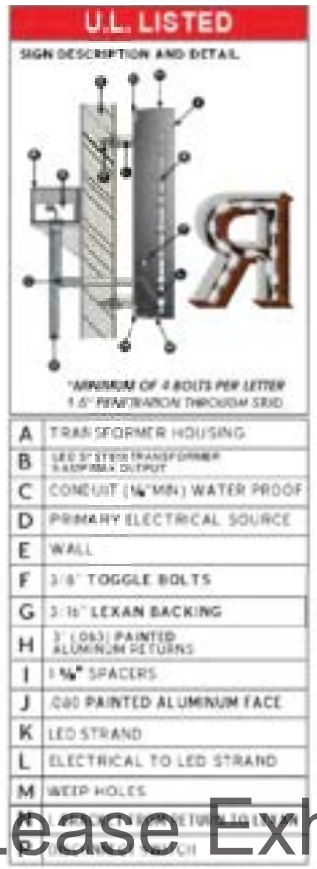
1. Pennants, flags, inflatable displays or sandwich boards are prohibited.
2. Human signs, temporary wall signs and banners are prohibited unless specifically approved by the Landlord and City.
3. Window signs except where specifically approved by the Landlord.
4. Exposed junction boxes, transformers, lamps, tubing, conduits, raceways or neon crossovers of any type.
5. Pre-manufactured signs, such as franchise signs that have not been modified to meet the criteria.
6. Paper, cardboard, or Styrofoam signs, stickers, or decals hung around, on or behind storefronts.
7. Exposed fastenings, unless fastenings make an intentional statement.
8. Simulated materials (i.e. wood grained plastic laminates, etc.) or wall covering.
9. Animated lights or other "moving" sign components.
10. Signs consisting solely of a rectangular cabinet.
11. Rooftop signs, signs projecting above rooflines or parapets, signs on mansard roofs or equipment screens.
12. Advertising or promotional signs on parked vehicles.

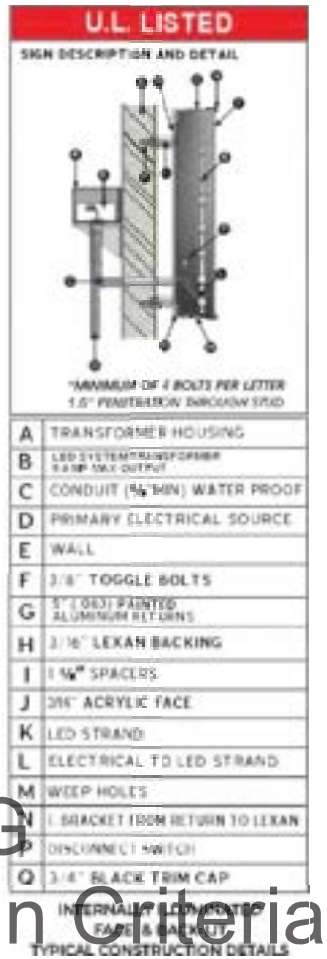
Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

TYPICAL ILLUMINATED LETTER & LOGO SECTION DETAILS

SIGN CONSTRUCTION

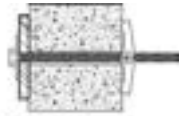




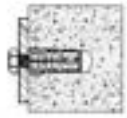


ATTACHMENT METHODS

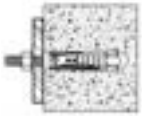
Based on Wall Material



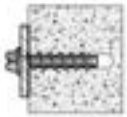
TOGGLE BOLT
NON CORROSIVE TYPE



LAG BOLT & SHIELD
NON CORROSIVE TYPE



EXPANSION BOLT
NON CORROSIVE TYPE



CONCRETE TEK SCREWS;
SELF TAPPING
NON CORROSIVE TYPE

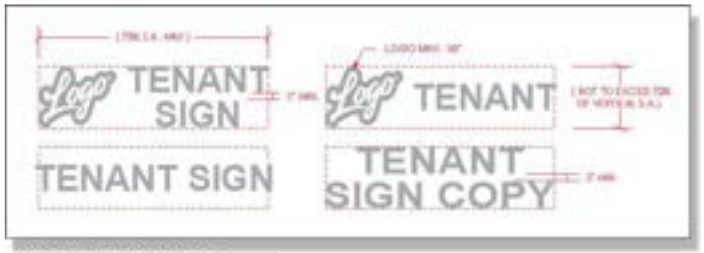
Altus Lease Exhibit G
Shopping Center Sign Criteria

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

MAJOR WALL SIGNAGE

MAJOR TENANT OWNER WALL SIGNS - BUILDING B TYPICAL

Quantity:	Each in-line owner's business shall be allowed 1 wall sign per store building frontage.
Sign Area:	Sign areas shall be calculated individually and added to the "boxed" area for the main sign body. (See diagram A, pg 01). Max. Sign area allowed per tenant is calculated as 160 sq.ft. per tenant.
Width:	Not to exceed 75% of tenant sign area width.
Height:	Maximum logo height is 4'-0" inches. Maximum overall (stacked) sign height not to exceed 70% of overall vertical sign area, with a minimum of 3 inches between lines of copy.
Construction:	Internally Illuminated Channel letters / logo. Acceptable types are Face-lit channel letters/logo, Back-lit or Halo reverse pan channel letters/logo, and Face & Back-lit channel letters/logo.
Content:	Owner name as it appears on Owner's D.B.A., and optional logo. Subject to Landlord approval.
Colors & Typeface:	Signs can incorporate regionally and nationally recognized logo colors & typefaces. Colors and typefaces are open to the specific needs of tenant branding guidelines given they provide sufficient contrast and conformity to building background colors. Subject to landlord approval.
Location:	Sign placement to be centered left & right inside designated sign area.
Logos:	All Logos Shall Be Dimensional.



ALTERNATE EXAMPLES

TYPICAL SHOP TENANT SIGNAGE
NOT TO SCALE

Page 1423 of 1971

Altus Lease Exhibit G
Shopping Center Sign Criteria

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

TENANT WALL SIGNS

TENANT WALL SIGN PLACEMENT - BUILDING B

SOUTH ELEVATION; SIGN PLACEMENT

SCALE: 3/32" = 1'-0"

SOUTH ELEVATION; SIGN PLACEMENT

SCALE: 3/32" = 1'-0"

Altus Lease Exhibit G
Shopping Center Sign Criteria

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

TENANT WALL SIGNS

FIVE BELOW TENANT SIGNS - BUILDING B

FRONT-LIT CHANNEL LETTERS/ ALUM. BACKER **138.47 SQ.FT.** **SIDE VIEW**

SCALE: 1/4" = 1'-0"

A. (EFIS) EXTERIOR INSULATION & FINISH SYSTEM; PAINTED BACKER. PAINTED TO MATCH LOGO
B. 0.090" ALUMINUM PANEL. PAINTED TO MATCH (ARLON 2500-67 TRANS. "BRIGHT BLUE" / PANTONE 2935c).
C. FRONT-LIT CHANNEL LETTERS. .177 THK. # 7328 WHITE ACRYLIC FACES W/ 0.040" RETURNS PRE-FINISHED SILVER METALLIC. 1" TRIM CAPS; PAINTED TO MATCH RETURNS.

Colors & Finishes:

Interior Of All Letters To Be Finished White

- **FACE:** #7328 White
- **RETURNS:** Pre-finished Silver Metallic
- **TRIM CAP:** To Match Returns
- **BACKS:** Pre-finished White

Altus Lease Exhibit G
Shopping Center Sign Criteria

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

TENANT WINDOW SIGNS

TENANT WINDOW VINYL PLACEMENT - BUILDING B

SOUTH ELEVATION; PROPOSED VINYL GRAPHICS - NTS

SOUTH ELEVATION; SIGN PLACEMENT

SCALE: 3/32" = 1'-0"

Page 1426 of 1971

Altus Lease Exhibit G
Shopping Center Sign Criteria

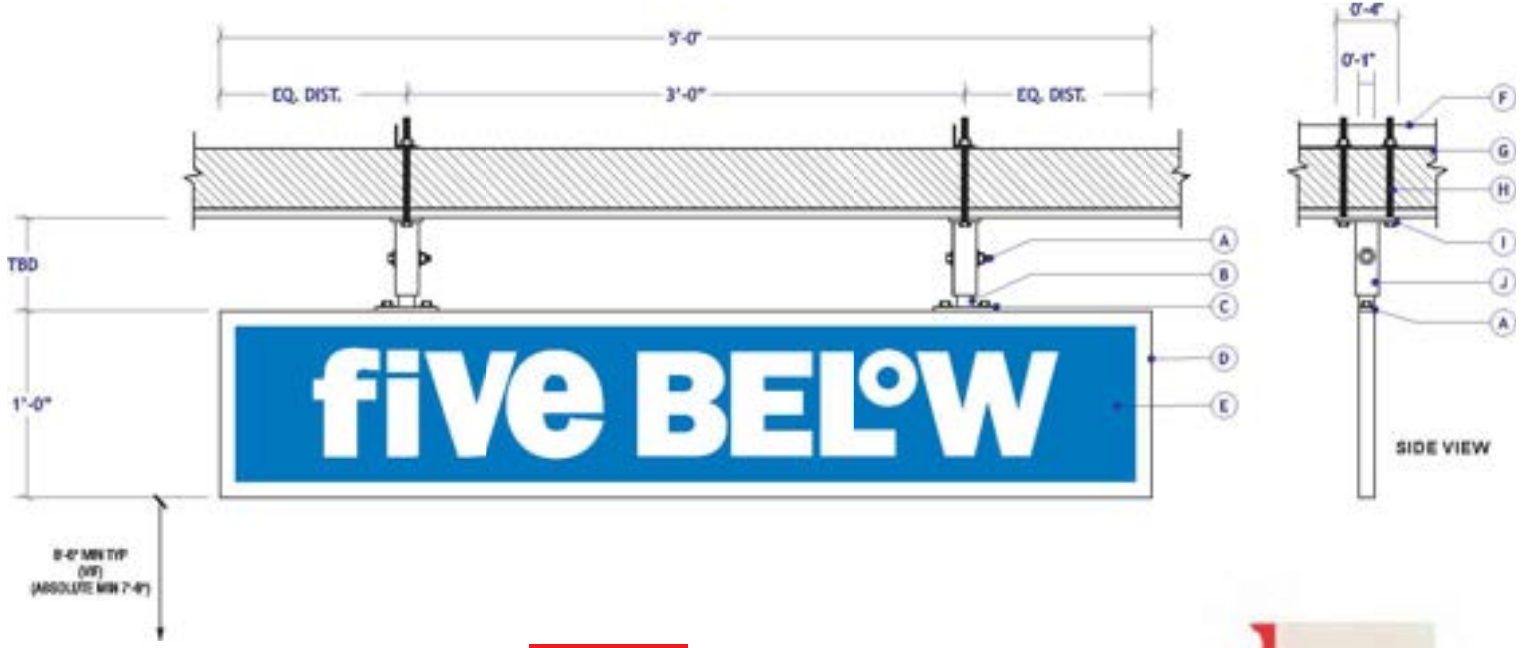
p.13

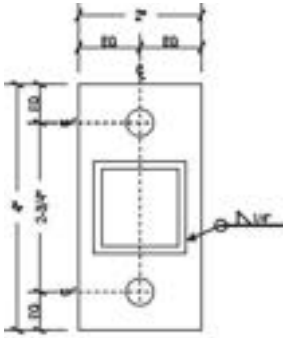
Exhibit G 20 of 145

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

TENANT WALL SIGNS

FIVE BELOW TENANT SIGNS CONTINUED - BUILDING B



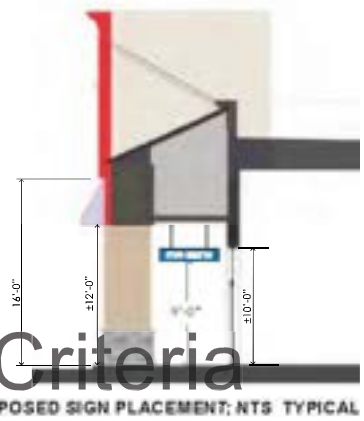


CEILING MOUNTING PLATE; DETAIL N.T.S.

NON-ILLUMINATED; D/F UNDER CANOPY HANGING SIGN **5 SQ.FT.**

SCALE: 1 1/2" = 1'-0"

A. 1/4" Ø PAINTED HARDWARE.
B. 1/8" x 1" x 1" ALUMINUM TUBING; PAINTED TO MATCH.
C. 1/4" x 1" x 4" ALUMINUM FLAT BAR; PAINTED TO MATCH.
D. FABRICATED ALUMINUM TUBE FRAME; 3/4" x 3/4" x 1/2" PAINTED TO MATCH. 0.090" ALUMINUM FACES ADHERED TO ALUMINUM FRAME. 1/4"Ø RIV NUTS IN TOP OF FRAME FOR MOUNTING.
E. 0.090" ALUMINUM FACE DECORATED W/ GRAPHICS; 1ST SURFACE ARLON 2500-67 TRANSLUCENT "BRIGHT BLUE" VINYL FILM.
F. ANGLE; 1/8" x 1 1/2" x 1 1/2" SPANING MIN. (2) STRUCTURAL MEMBERS.
G. EXISTING CEILING STRUCTURE.
H. 3/8" Ø NON-CORROSIVE HARDWARE; PTM (2) PER PLATE.
I. 1/4" x 2" x 4" ALUMINUM FLAT BAR. PTM.
J. 1/8" x 1 1/2" x 1 1/2" X 4 3/4" LONG ALUMINUM TUBING. PTM. * NOTE LENGTH TO BE DETERMINED



PROPOSED SIGN PLACEMENT; NTS TYPICAL

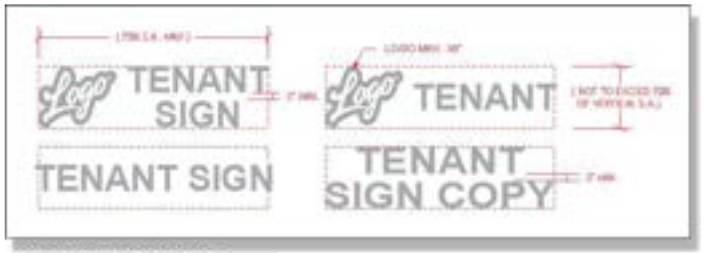
Altus Lease Exhibit G
Shopping Center Sign Criteria

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

SHOP WALL SIGNAGE

SHOP TENANT OWNER WALL SIGNS - BUILDING D TYPICAL

Quantity:	Each in-line owner's business shall be allowed 1 wall sign per store building frontage.
Sign Area:	Sign areas shall be calculated individually and added to the "boxed" area for the main sign body. (See diagram A, pg 02). Max. Sign area allowed per tenant is calculated as 50 sq.ft. per tenant.
Width:	Not to exceed 75% of tenant sign area width.
Height:	Maximum logo height is 2'-6" inches. Maximum overall (stacked) sign height not to exceed 70% of overall vertical sign area, with a minimum of 3 inches between lines of copy.
Construction:	Internally Illuminated Channel letters / logo. Acceptable types are Face-lit channel letters/logo, Back-lit or Halo reverse pan channel letters/logo, and Face & Back-lit channel letters/logo.
Content:	Owner name as it appears on Owner's D.B.A., and optional logo. Subject to Landlord approval.
Colors & Typeface:	Signs can incorporate regionally and nationally recognized logo colors & typefaces. Colors and typefaces are open to the specific needs of tenant branding guidelines given they provide sufficient contrast and conformity to building background colors. Subject to landlord approval.
Location:	Sign placement to be centered left & right inside designated sign area.
Logos:	All Logos Shall Be Dimensional.



ALTERNATE EXAMPLES

TYPICAL SHOP TENANT SIGNAGE

Page 1428 of 1971

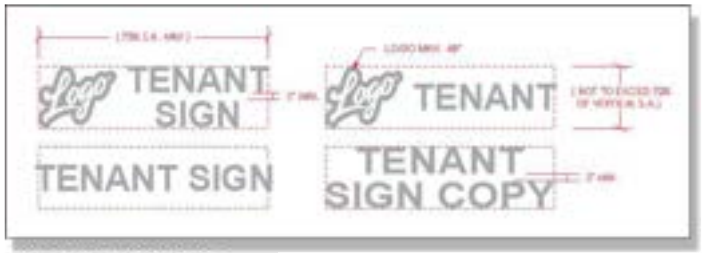
Altus Lease Exhibit G
Shopping Center Sign Criteria

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

MAJOR WALL SIGNAGE

MAJOR TENANT OWNER WALL SIGNS - BUILDING D TYPICAL

Quantity:	Each in-line owner's business shall be allowed 1 wall sign per store building frontage.
Sign Area:	Sign areas shall be calculated individually and added to the "boxed" area for the main sign body. (See diagram A, pg 02). Max. Sign area allowed per tenant is calculated as 100 sq.ft. per tenant.
Width:	Not to exceed 75% of tenant sign area width.
Height:	Maximum logo height is 4'-0" inches. Maximum overall (stacked) sign height not to exceed 70% of overall vertical sign area, with a minimum of 3 inches between lines of copy.
Construction:	Internally Illuminated Channel letters / logo. Acceptable types are Face-lit channel letters/logo, Back-lit or Halo reverse pan channel letters/logo, and Face & Back-lit channel letters/logo.
Content:	Owner name as it appears on Owner's D.B.A., and optional logo. Subject to Landlord approval.
Colors & Typeface:	Signs can incorporate regionally and nationally recognized logo colors & typefaces. Colors and typefaces are open to the specific needs of tenant branding guidelines given they provide sufficient contrast and conformity to building background colors. Subject to landlord approval.
Location:	Sign placement to be centered left & right inside designated sign area.
Logos:	All Logos Shall Be Dimensional.



ALTERNATE EXAMPLES

TYPICAL SHOP TENANT SIGNAGE
NOT TO SCALE

Page 1429 of 1971

Altus Lease Exhibit G
Shopping Center Sign Criteria

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

TENANT WALL SIGNS

TENANT WALL SIGN PLACEMENT - BUILDING D

SOUTH ELEVATION; SIGN PLACEMENT

SCALE: 3/32" = 1'-0"

SOUTH ELEVATION; SIGN PLACEMENT - CONTINUED

SCALE: 3/32" = 1'-0"

Altus Lease Exhibit G
Shopping Center Sign Criteria

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

TENANT WALL SIGNS

TENANT WALL SIGN PLACEMENT - BUILDING D - CONTINUED

WEST ELEVATION; SIGN PLACEMENT - CONTINUED

SCALE: 3/32" = 1'-0"

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

TENANT WALL SIGNS

TENANT WALL SIGN PLACEMENT - BUILDING D - CONTINUED

BUILDING B - SUITE 100

FUTURE TENANT OCCUPYING ALL THREE SUITES

SOUTH ELEVATION; SIGN PLACEMENT - CONTINUED

SCALE: 3/32" = 1'-0"

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

La Quinta
CALIFORNIA

July 28, 2021

Ms. Barbara Cohen
1160 Railroad Street
Corona, CA 92882

SUBJECT: SIGN PROGRAM AMENDMENT 2021-0003
111 LA QUINTA SHOPPING CENTER

Dear Ms. Cohen:

The Design and Development Department has reviewed and approved your request for an amendment to the 111 La Quinta Shopping Center Sign Program, for revisions to an existing Stater Brothers. The approval is subject to Conditions of Approval attached to the staff report. The appeal period for this decision is 15 days and will end on August 12, 2021.

Should you have any questions, please feel free to contact me at (760) 777-7069.

Sincerely,

Carlos Flores
Senior Planner

Enclosures:

- Staff Report

Altus Lease Exhibit G
Shopping Center Sign Criteria
Exhibit 1437 of 1971

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

STAFF REPORT

DATE: JULY 28, 2021

CASE NO: SIGN PROGRAM AMENDMENT 2021-0003 (SA 02-668 AMENDMENT 2)

APPLICANT: ARCHITECTURAL DESIGN AND SIGNS, C/O STATER BROTHERS

PROPERTY OWNER: STATER BROTHERS

REQUEST: APPROVE A SIGN PROGRAM AMENDMENT FOR THE ONE ELEVEN LA QUINTA SHOPPING CENTER AND FIND THE PROJECT EXEMPT FROM THE CALIFORNIA ENVIRONMENTAL QUALITY ACT

CEQA: THE PLANNING DIVISION HAS DETERMINED THAT THIS PROPOSAL IS CATEGORICALLY EXEMPT FROM ENVIRONMENTAL REVIEW PURSUANT TO PROVISIONS OF SECTION 15301 OF THE CALIFORNIA ENVIRONMENTAL QUALITY ACT (CEQA), IN THAT THIS PROPOSAL INCLUDES ON-PREMISE SIGNS.

LOCATION: NORTH OF HIGHWAY 111, EAST OF WASHINGTON ST

EXECUTIVE SUMMARY

- The applicant proposes to amend the One Eleven La Quinta Shopping Center Sign Program (Program) to allow for additional signs and sign area for existing Stater Brothers commercial business.

BACKGROUND

In 2002 the Planning Commission approved the first Program amendment for the One Eleven Shopping Center (Center). This amendment established sign allowances for the major tenants within the Center, to go with the Program's allowances for minor tenants.

PROPOSAL AND ANALYSIS

The applicant requests a second amendment to the Program (Attachment 1). The proposed amendment changes sign allowances for the existing Stater

Altus Lease Exhibit G
Shopping Center Sign Criteria
Exhibit G Page 28 of 49

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

Brothers, located at 78630 Highway 111. The proposal is to increase the total amount of square footage for the front elevation from 180 square feet to 225 square feet, for a 245 foot wide buliding. This includes allowing two additional signs along this front elevation ("Full Service" and "Fresh"), similar to other grocery stores along Highway 111. The proposal also includes allowance for a 173 square foot sign on the northwest corner of the building, facing Washington Street.

The proposed sign program amendment will not substantially alter the aesthetics of the commercial center and will provide increased visibility to the existing major tenant. This proposed sign program amendment is consistent with other sign programs along the Highway 111 corridor, allowing for additional sign visibility for buildings that are north of Highway 111. Future signs for this location shall be submitted under the general sign permit process as they are identified and reviewed against the parameters of this approval.

ENVIRONMENTAL REVIEW

The Design and Development Department has determined that this project is exempt from environmental review pursuant to Section 15301 (Existing Facilities) of the California Environmental Quality Act in that the proposed project includes on-premise signs.

Report prepared by: Carlos Flores, Senior Planner

Attachment: 1. Proposed Final Sign Program

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

CONDITIONS OF APPROVAL - APPROVED JULY 28, 2021
SIGN PROGRAM AMENDMENT 2021-0003 (SA2002-668, AMENDMENT 2)
ONE ELEVEN LA QUINTA SHOPPING ENTER SIGN PROGRAM AMENDMENT

FINDINGS

1. Consistency with General Plan
The project site is designated General Commercial on the General Plan land use map and the proposed sign program amendment further promotes Regional commercial uses at the center.

2. Consistency with Zoning Code
Sign program amendments are authorized by the Zoning Code and the proposed sign program amendment is consistent with the purpose and intent of Chapter 9.160.

The sign program amendment is in harmony with and visually related to:

a. All signs within the planned sign program, via the incorporation of several common design elements such as materials, letter style, colors, illumination, sign type or sign shape. The new tenant signs would be similar in design with the existing tenant signs.
b. The buildings they identify. This may be accomplished by utilizing materials, colors, or design motif included in the building being identified. The amendment allows for larger identification for major tenants.
c. Surrounding development. Implementation of the planned sign program will not adversely affect surrounding land uses or obscure adjacent conforming signs.

The sign program amendment would allow more square footage and visibility for individual signs in order to overcome a disadvantage as a result of the location of the commercial building and to increase visibility for patrons traveling on Washington Street and Highway 111.

The sign program allows additional area in order to:
a. Achieve an effect which is essentially architectural. The monument sign and building signs provides compatible and reasonable architectural designs.
b. Allow a sign compatible with other conforming signs in the vicinity. The new sign will be similar in design with the other tenant signs on the building.
c. To allow a sign to be in proper scale with its building or use. The individual business will be allowed signs and monument sign will be approved for a business.

Altus Lease Exhibit G
Shopping Center Sign Criteria
Exhibit 1430 of 1971
Page 1436 of 1971

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

d. To allow a sign compatible with other conforming signs in the vicinity.

3. Compliance with California Environmental Quality Act (CEQA)
The Design and Development Department has determined that this project is exempt from environmental review pursuant to Section 15301 of the California Environmental Quality Act in that the proposed project can be characterized as an existing facility.

4. Surrounding Uses
As conditioned, approval of the application will not create conditions materially detrimental to the public health, safety and general welfare or injurious to or incompatible with other properties or land uses in the vicinity. The proposed sign program amendment design elements are consistent in size and scale with the existing signage in surrounding commercial centers.

GENERAL

1. The applicant agrees to defend, indemnify and hold harmless the City of La Quinta ("City"), its agents, officers and employees from any claim, action or proceeding to attack, set aside, void, or annul the approval of this Sign Program Amendment. The City shall have sole discretion in selecting its defense counsel. The City shall promptly notify the applicant of any claim, action or proceeding and shall cooperate fully in the defense.

2. Any changes to the sign program, including sign size, sign placement and/or sign design, will require a sign program amendment application to be filed with the Design and Development Department.

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

FAX TRANSMISSION

PLANNING APPROVAL
ADMINISTRATIVE
CASE# SAPR2021-0003
EXHIBIT#
INITIAL cflores
DATE 07/28/2021 3:47:33 PM

CITY OF LA QUINTA
COMMUNITY DEVELOPMENT DEPARTMENT
78-495 Calle Tampico/PO Box 1504
La Quinta, CA 92253
Ph: 760-777-7125
Fax: 760-777-1233

To: George Crossan **Date:** 9/22/98; 3:45 PM

Fax #: 310-343-4345 **Pages:** 4; including this sheet

From: Wally Nesbit

Subject: Sign program information for 111 La Quinta Center

COMMENTS / INSTRUCTIONS:

In regard to your earlier inquiry, the following provisions govern signs in the subject shopping center:

The approved sign program requires 24" or 30" high Helvetica style lettering. Lighted signs may only consist of internally illuminated channel letters. Length of the sign is permitted to be up to 75% of the leased building/space frontage, up to a maximum of 50' per tenant. Freestanding pad buildings with only one tenant are permitted 2 sign locations, which can split the maximum allowed sign length; only one sign is permitted per lease space in any multi-tenant building. Regional or national tenants with 5 or more outlets may request approval to use their corporate sign/logo, but the application must be approved by the Planning Commission. The fee for a sign application is $100.00; an application form is attached.

You may reach me at 760-777-7069 with any further questions.

IF YOU DO NOT RECEIVE ALL PAGES, PLEASE CALL 760-777-7125

Altus Lease Exhibit G
Shopping Center Sign Criteria
Exhibit G - 32 of 145

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

ONE ELEVEN-LA QUINTA
PLANNED SIGN PROGRAM

FILE COPY

This is most current copy, but still not correct. 3 pgs need revision SB 2/4/92

PREPARED FOR:

WASHINGTON ADAMS L.P.
2377 CRENSHAW BOULEVARD SUITE 300
TORRANCE, CALIFORNIA 90501-3325
(213) 618-3620

SUBMITTED TO:

CITY OF LA QUINTA
P.O. BOX 1504
78-105 CALLE ESTADO
LA QUINTA, CALIFORNIA 92253
(619) 564-2246

RECEIVED
MAY 24 1991
CITY OF LA QUINTA
PLANNING & DEVELOPMENT DEPT.

Note: 4-13 future bldg in Hwy (N 18' unless expl.

Do Not Remove

MCG
McClellan / Cruz / Gaylord & associates
Architecture - Planning - Interiors
18201 Von Karman Ave. Ste. 250-Irvine, CA. 92715-1028 (714) 553-1117

Counter Copy

APRIL, 1991
SIGN PROGRAM 89156.04

Altus Lease Exhibit G
Shopping Center Sign Criteria
Exhibit G Page 1 of 15

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

ONE ELEVEN-LA QUINTA
PLANNED SIGN PROGRAM

PURPOSE:

The purpose of this sign program is to insure a continuity in graphic elements throughout the One Eleven-La Quinta project.

It is the intent of this sign program to provide individual tenants maximun sign exposure, without visual clutter and in a manner that will enhance the overall image of the project.

Signs shall be submitted to the City and Washington Adams L.P. (Developer) for review and approval. Developer shall determine specific location and spacing of signs.

CONDITIONS:

Each tenant is responsible for providing their own sign.

Each tenant is responsible for obtaining all required sign and building permits from the City of La Quinta.

Signs as outlined in this sign program are the only signs allowed.

The criteria in this sign program shall be strictly enforced.

APPROVAL PROCESS:

Each tenant sign must be submitted to Developer and The City of La Quinta Planning Dept. for approval. The drawings to be submitted must clearly indicate sign size, color, construction material, location, message and type face per the specifications identified in this program.

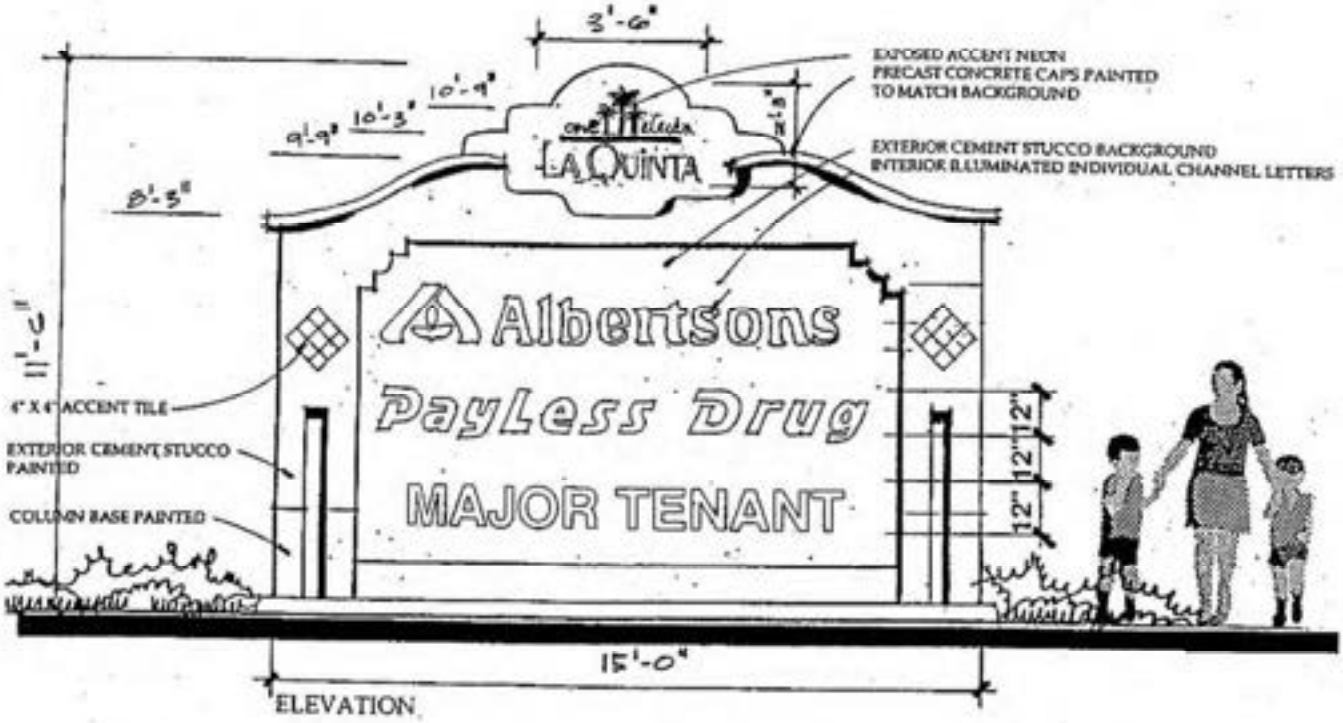
Deviations from this program may require approval by City's Design Review Board and/or Planning Commission.

Altus Lease Exhibit C
Shopping Center Sign Criteria

Exhibit C 24 of 45
Page 1440 of 1971

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

ONE ELEVEN-LA QUINTA
PLANNED SIGN PROGRAM



CENTER I.D. SIGN SCALE: 1/4"=1'-0"

DOUBLE FACED SIGN WITH 12" HT. INDIVIDUAL INTERNALLY ILLUMINATED PLEXIGLASS LETTERS EXTERIOR CEMENT STUCCO.

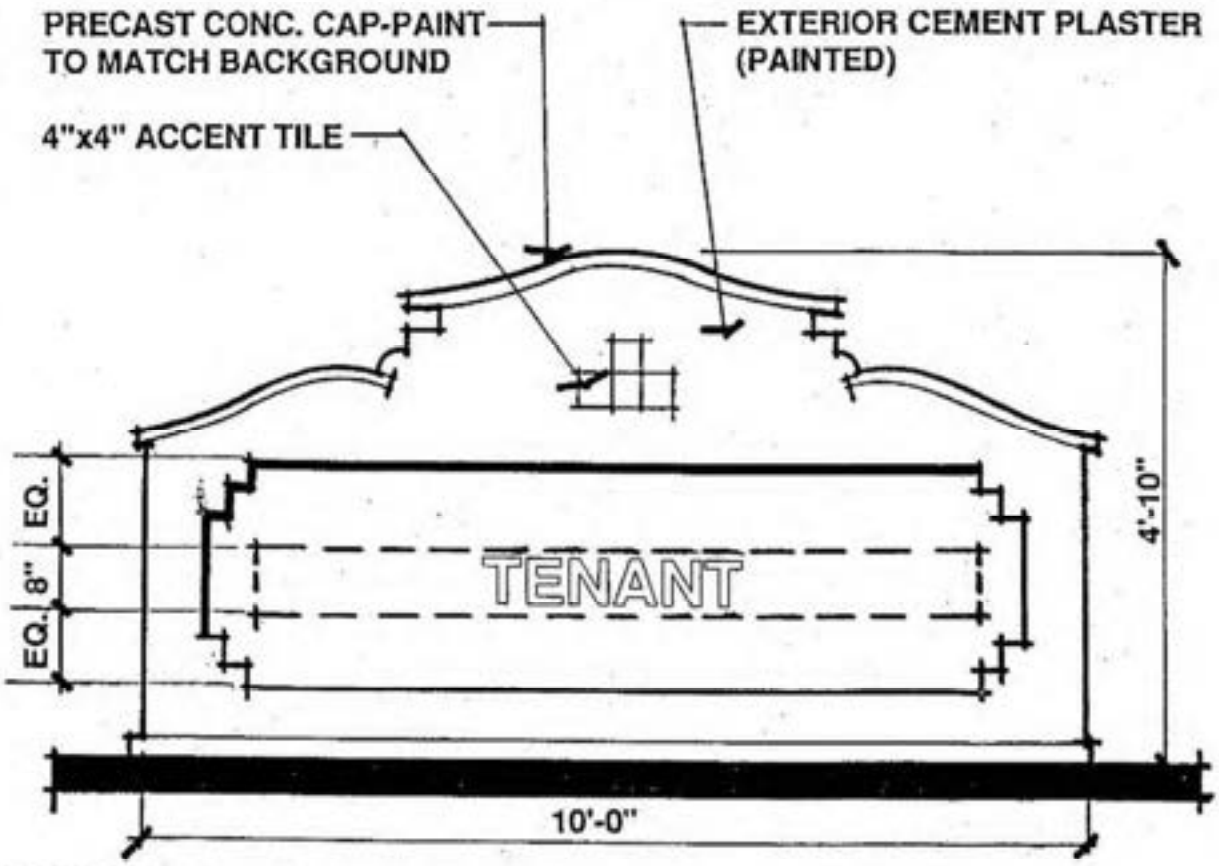
THREE MAJOR TENANT NAMES MAXIMUM ARE ALLOWED. TENANT LETTER COLORS & STYLE TO MATCH THEIR BUILDING SIGNS.

PURPOSE: PROJECT IDENTIFICATION
QUANTITY: 4
SIGN AREA: 150 S.F. PER SIGN
LOGO COLOR: GREEN & PINK NEON
BACKGROUND COLOR: BEIGE & CREAM WITH TAN BASE
MATERIAL: EXTERIOR CEMENT STUCCO

Altus Lease Exhibit G
Shopping Center Sign Criteria

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

ONE ELEVEN-LA QUINTA
PLANNED SIGN PROGRAM



MONUMENT SIGN SCALE: 3/8"=1'-0"

DOUBLE FACED SIGN WITH 8" HT. INDIVIDUAL INTERNALLY ILLUMINATED PLEXIGLASS LETTERS EXTERIOR CEMENT STUCCO.

LOCATION AND LETTERING TO BE APPROVED BY DEVELOPER & CITY AS PART OF C.U.P. PROCESS. This sign replaces building wall sign which would face street or plot plan

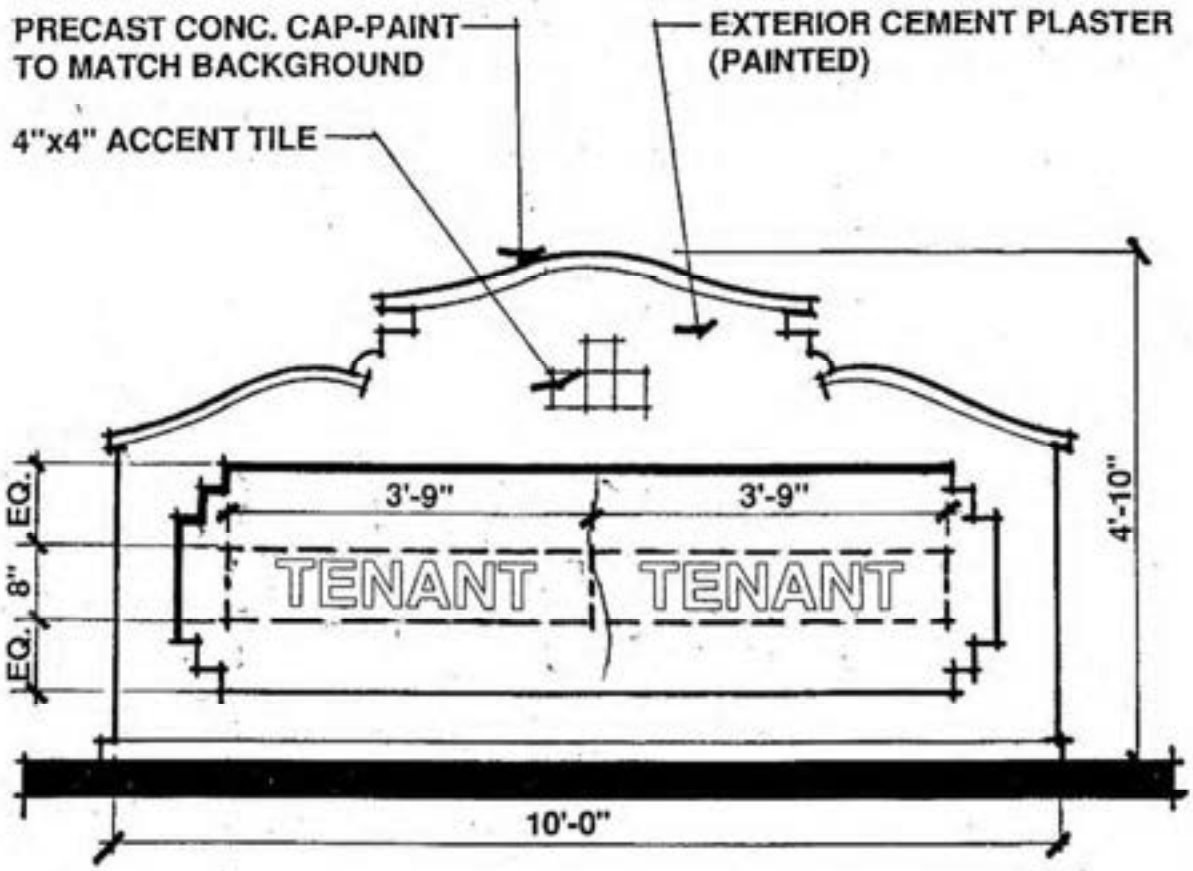
PURPOSE: TENANT IDENTIFICATION
QUANTITY: 4
SIGN AREA: 50 S.F. PER SIGN
LETTER STYLE: TENANT TO SUBMIT FOR SPECIFIC APPROVAL AS PART OF C.U.P. ~~PROCESS~~ or plot plan process
LETTER COLOR: TENANT LETTER COLOR TO MATCH THEIR BUILDING SIGNS.
BACKGROUND COLOR: BEIGE & CREAM WITH TAN BASE
MATERIAL: EXTERIOR CEMENT STUCCO

SCHEME 1
OPTIONAL

Altus Lease Exhibit G
Shopping Center Sign Criteria
Exhibit G 36 of 145

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

ONE ELEVEN-LA QUINTA
PLANNED SIGN PROGRAM



MONUMENT SIGN SCALE: 3/8"=1'-0"

DOUBLE FACED SIGN WITH 8" HT. INDIVIDUAL INTERNALLY ILLUMINATED PLEXIGLASS LETTERS EXTERIOR CEMENT STUCCO.

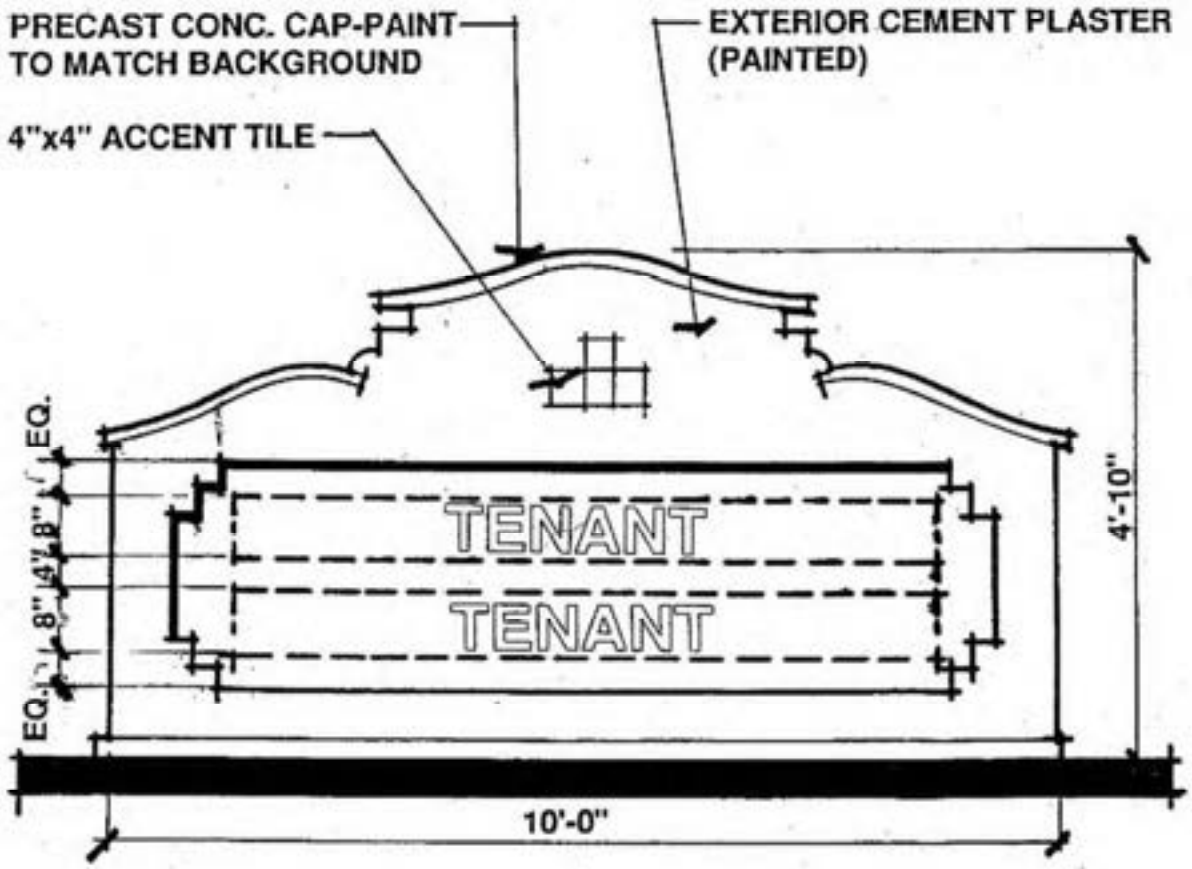
SCHEME 2
OPTIONAL

4b

Altus Lease Exhibit G
Shopping Center Sign Criteria
Exhibit G 37 of 145

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

ONE ELEVEN-LA QUINTA
PLANNED SIGN PROGRAM



MONUMENT SIGN SCALE: 3/8"=1'-0"

DOUBLE FACED SIGN WITH 8" HT. INDIVIDUAL INTERNALLY ILLUMINATED PLEXIGLASS LETTERS EXTERIOR CEMENT STUCCO.

SCHEME 3
OPTIONAL

4c

Altus Lease Exhibit G
Shopping Center Sign Criteria
Exhibit G 28 of 145

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

PLANNING COMMISSION
STAFF REPORT

DATE: OCTOBER 10, 2002

CASE NO.: SIGN APPLICATION 2002-668

APPLICANT: BILL MOORE & ASSOCIATES (FOR ROSS DRESS FOR LESS)

REQUEST: AMENDMENT TO 111 LA QUINTA SHOPPING CENTER SIGN PROGRAM TO ALLOW REVISED SIGN FOR A 30,000+SQUARE FOOT COMMERCIAL BUILDING

LOCATION: NORTH SIDE OF HIGHWAY 111, EAST OF WASHINGTON STREET WITHIN THE ONE-ELEVEN LA QUINTA SHOPPING CENTER

GENERAL PLAN/ ZONING: M/RC (MIXED REGIONAL COMMERCIAL) / RC (REGIONAL COMMERCIAL)

ENVIRONMENTAL DETERMINATION: THE LA QUINTA COMMUNITY DEVELOPMENT DEPARTMENT HAS DETERMINED THAT THE REQUEST HAS BEEN ASSESSED IN CONJUNCTION WITH ENVIRONMENTAL ASSESSMENT 89-150 (STATE CLEARINGHOUSE NUMBER 90020162), PREPARED FOR SPECIFIC PLAN 89-014, WHICH WAS CERTIFIED ON APRIL 17, 1990. NO CHANGED CIRCUMSTANCES OR CONDITIONS ARE PROPOSED, OR NEW INFORMATION HAS BEEN SUBMITTED WHICH WOULD TRIGGER THE PREPARATION OF A SUBSEQUENT ENVIRONMENTAL REVIEW.

BACKGROUND:

The project site is located east of Stater Brothers Supermarket, adjacent to the recently constructed Staples building. The specific location is a vacant graded pad area north of Carl's Jr (Attachment 1). The parking lot has been installed to the north and south of the site. The land to the east is a vacant pad site approved for a Big 5 sporting goods store on June 25, 2002.

At the request of the property owner (Michael Shovlin), the Planning Commission approved the building plans for ROSS DRESS FOR LESS on March 12, 2002. At that time, a "ROSS DRESS FOR LESS" wall sign of approximately 64.5 square feet

Altus Lease Exhibit G
Shopping Center Sign Criteria

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

(maximum 17.5 feet long and 5 feet high) was approved as shown on the plans (Attachment 2). Construction has not yet begun on the building.

REVISED SIGN PROPOSAL:

The applicants are proposing an amendment to the existing sign program to allow a larger main sign for the approved 30,187 square foot one story building, as well as three small pedestrian signs under the arcade (Attachment 3). The architecture of the building is similar to the existing buildings to the west and approved building to the east. The building has a flat roof of heights varying from 27 feet over a mansard tiled arcade at the front, to 42 feet over the main part of the building at the square entry tower where the sign is to be placed. The recently constructed Staples building is 24 feet high with the round entry tower at 35'-6" high where their sign is located. The Big 5 building has a flat roof of heights varying from 23'-4" feet over a stucco covered arcade at the front, to 29'-5" feet over the main part of the building at the arched entry tower where their sign is to be placed.

The approved sign is an internally illuminated channel letter wall sign reading "ROSS DRESS FOR LESS" on two lines. The sign is designed in the corporate style and blue color of the company. The approved and proposed sign sizes are as follows:

Approved-	"ROSS" -	2'-6" high by 10' long
	"DRESS FOR LESS" -	1'-6" high by 17'-6"
		64.5 square feet including blank spaces for the 160 foot wide building
Proposed-	"ROSS" -	5' high by 20' long
	"DRESS FOR LESS" -	2'-6" high by 30' long
		209 square feet including blank spaces for the 160 foot wide building

For comparison, the approved sign sizes of major nearby businesses are as follows:

"STAPLES" -	**82 square feet** (3'-3" high by 17 feet long) for a 134 foot wide building.
"STATER BROTHERS" -	**180 square feet** (4' high by 45 feet long) for a 245 foot wide building.
"BIG 5 SPORTING GOODS" -	**66 square feet** (2'-9" high by 23'-6" long) for a 80 foot wide building.

Altus Lease Exhibit G
Shopping Center Sign Criteria

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

The applicant justifies their request by stating the sign letter size is consistent with the corporate sign standards currently used by ROSS Stores on comparable elevations in their locations around the country. They state the approved planned sign program allows major tenants to use their standard signs, subject to review by the developer and City. The developer has approved the revised sign. They feel the letter size they are proposing is more harmonious with the approved elevations, than the letter size previously approved. They feel the letter height is appropriate because Albertsons (now Stater Brothers) and Wal-Mart have 5 foot high letters. For the record, only Albertsons "A" logo was 5 feet high. The balance of the letters were 3 or 4 feet high. Also, the current Stater Brothers sign uses 4 feet high letters.

STAFF COMMENTS:

The original sign approved for Ross Dress for Less compared with approvals for surrounding major businesses is relatively small. An amendment of the sign program to allow a larger sign and the pedestrian signs is appropriate. The sign size should be based on compatibility with the structure and surrounding development. At the size proposed, the sign would be larger than that for Stater Brothers, a considerably larger and wider structure than the Ross building. A height of 3'-9" for the "ROSS" letters with the balance of the sign proportionate would be more appropriate.

FINDINGS:

The revised signs (main and pedestrian) for ROSS DRESS FOR LESS, as recommended by Staff, would be consistent with the purpose and intent of the Zoning Code. Furthermore, it will be in harmony and visually related to the signs in the center, including those in the surrounding area. The signs will be compatible with the building it is proposed for.

RECOMMENDATION:

Adopt Minute Motion 2002-_____,approving an amendment to the approved sign program and the revised signs, subject to the following conditions:

1. The "ROSS" letter heights shall be 3'-9" in height with balance of sign proportionally reduced in size.

2. The revised sign plans shall be submitted to the Community Development Department for approval prior to issuance of building permit for the structure.

Altus Lease Exhibit G
Shopping Center Sign Criteria

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

Attachments:

1. Location Map
2. Previously approved sign plan
3. Revised sign plan

Prepared by:

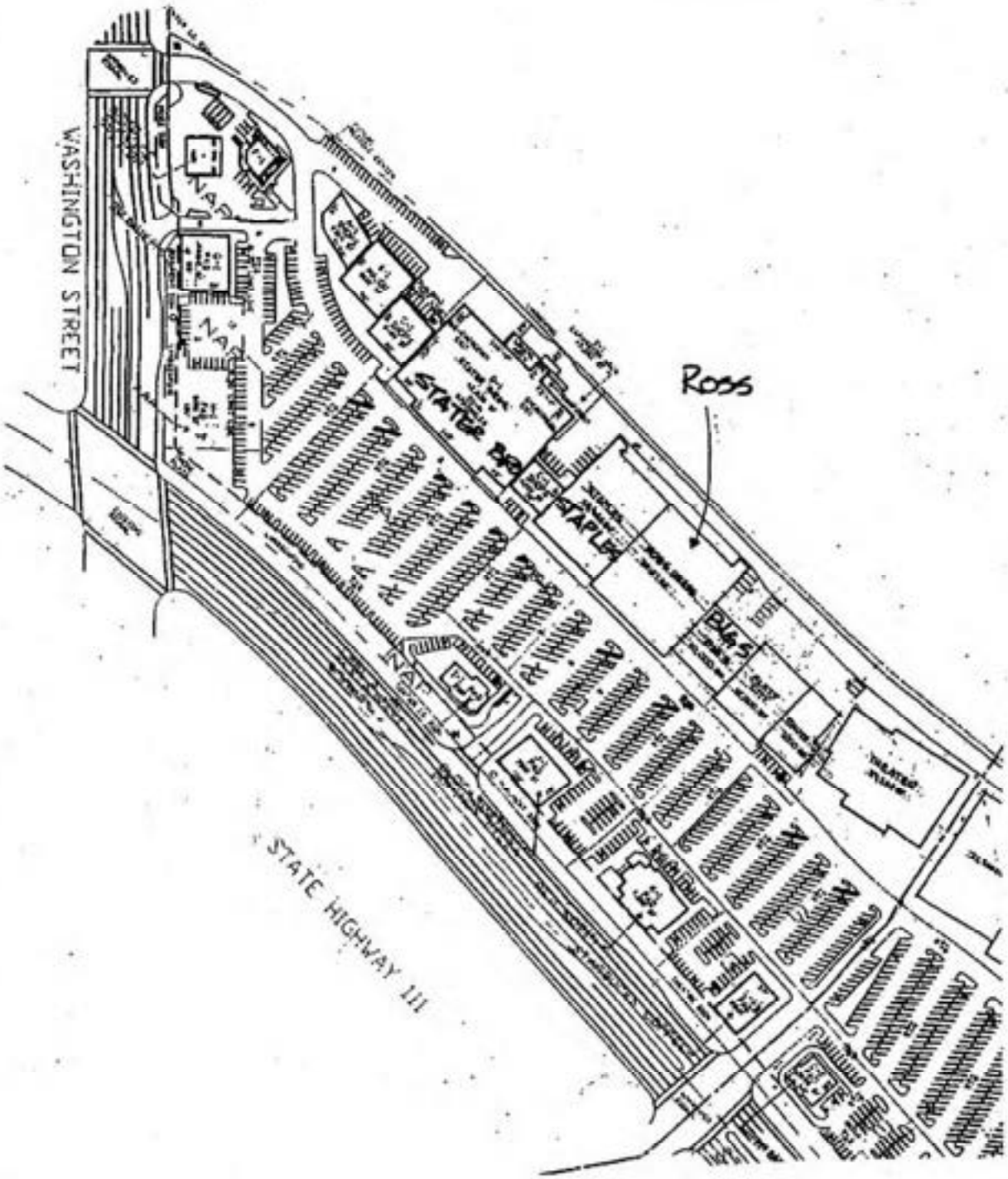
Stan B Sawa

Stan B. Sawa, Principal Planner

Altus Lease Exhibit G
Shopping Center Sign Criteria

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

ATTACHMENT #1



CASE MAP

CASE No. SA 2002-668

SITE DEVEL PERMIT 2002-729

SHOVLIN

NORTH

SCALE:

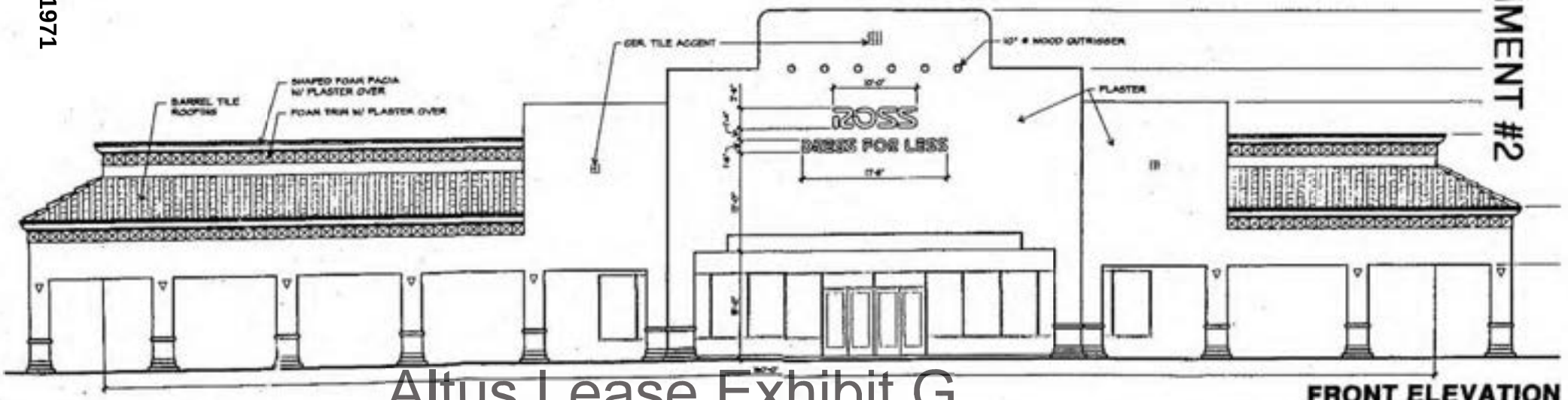
NTS

Altus Lease Exhibit G
Shopping Center Sign Criteria

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

APPROVED SIGN

ATTACHMENT #2

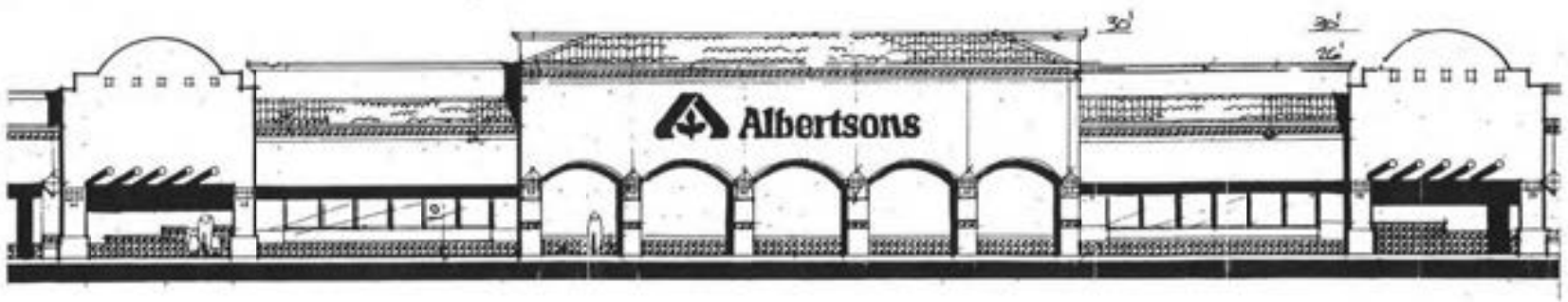


FRONT ELEVATION

Altus Lease Exhibit G
Shopping Center Sign Criteria

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

ONE ELEVEN-LA QUINTA
PLANNED SIGN PROGRAM



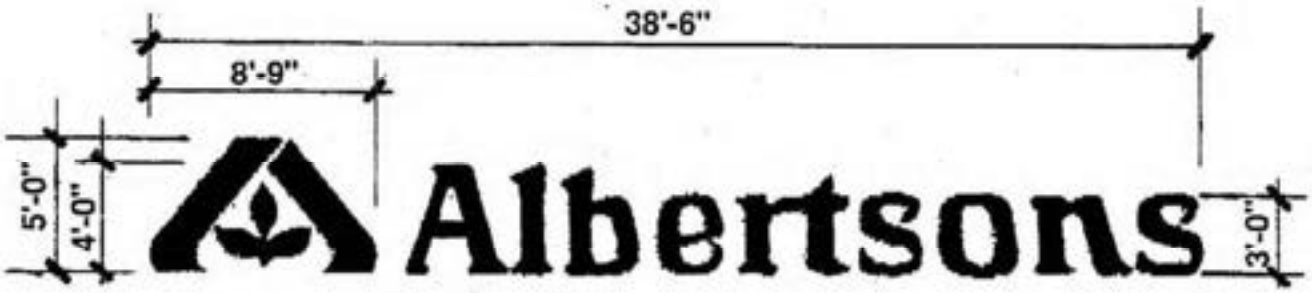
MAJOR SIGNS
PHASE I

6

Altus Lease Exhibit G
Shopping Center Sign Criteria

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

ONE ELEVEN-LA QUINTA
PLANNED SIGN PROGRAM



INDIVIDUAL ILLUMINATED LETTER SIGN
2" DEEP FORMED PLEXIGLAS FACES #2114 BLUE AND #2648 BLUE.
DARK BRONZE SHEET METAL LETTER SIDES, BRONZE TRIM CAP EDGES.
WHITE NEON 60 M.A. ILLUMINATION.

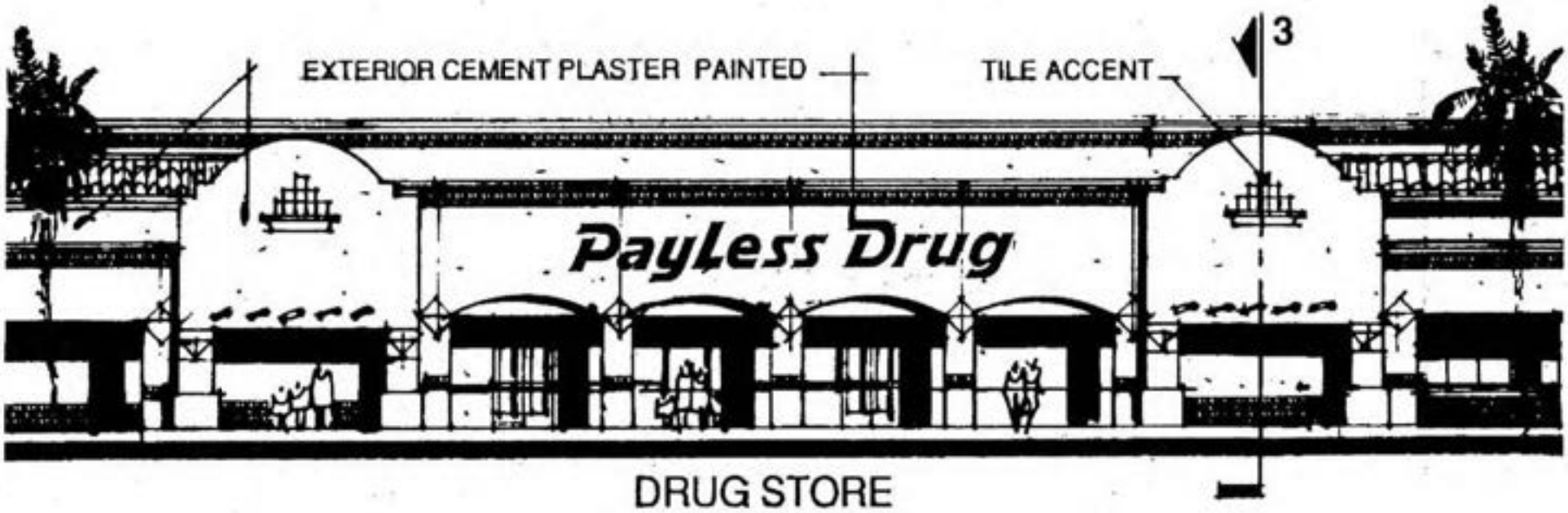
SQUARE FOOTAGE:

ALBERTSON = 122 S.F.
INCLUDES LOGO

Altus Lease Exhibit G
Shopping Center Sign Criteria

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

ONE ELEVEN-LA QUINTA
PLANNED SIGN PROGRAM



DRUG STORE

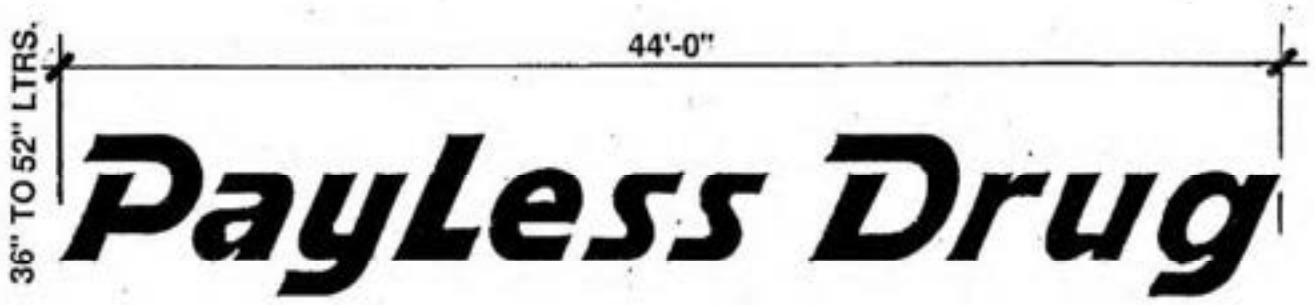
8

MAJOR SIGNS
PHASE I

Altus Lease Exhibit G
Shopping Center Sign Criteria
Exhibit G 47 of 145

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

ONE ELEVEN-LA QUINTA
PLANNED SIGN PROGRAM



INDIVIDUAL ILLUMINATED LETTER SIGN
CANNELUME CONSTRUCTION 8" DEPTH, CUT OUT PLASTIC LTR. FACES
INTERNALLY ILLUMINATED WITH TWO TUBE 60 M.A. NEON.
COLOR: STANDARD PAYLESS DRUG RED COLOR

SQUARE FOOTAGE:

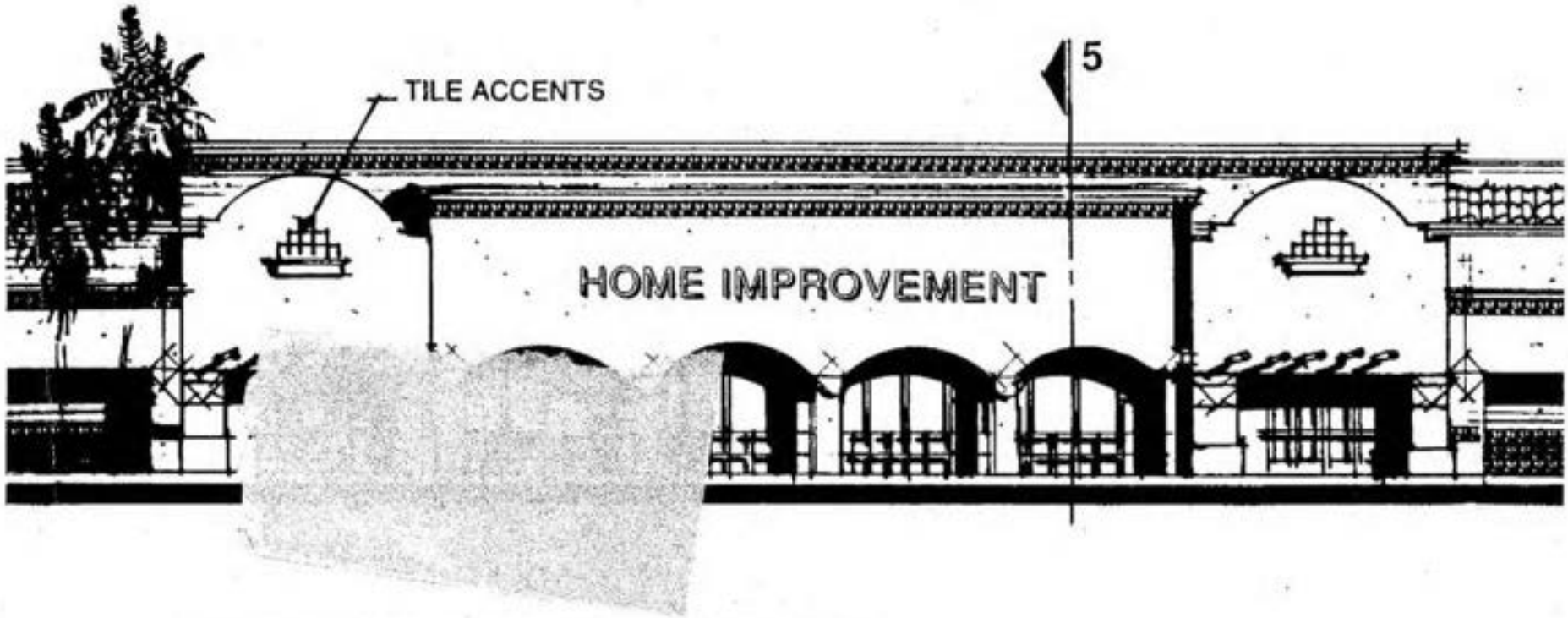
PAYLESS = 94 S.F.
DRUG = 60 S.F.

TOTAL SIGN AREA = 154 S.F.

Altus Lease Exhibit G
Shopping Center Sign Criteria

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

ONE ELEVEN-LA QUINTA
PLANNED SIGN PROGRAM



LETTER SIZE, STYLE, COLOR AND LOGO TO BE THE MAJOR TENANT'S STANDARD, SUBJECT TO REVIEW AND APPROVAL BY DEVELOPER AND ~~CITY. CITY APPROVAL PROCESS REQUIRED IF NOT GENERALLY CONSISTENT WITH THIS PROGRAM.~~

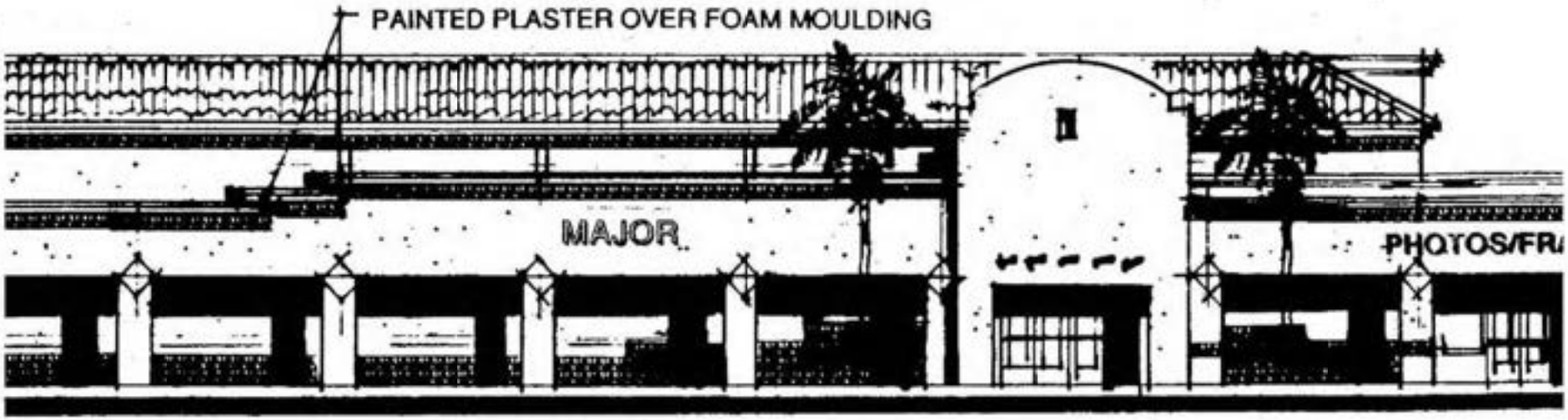
~~Design Review Board~~ & Planning Commission

MAJOR SIGNS
PHASE I (TYPICAL LOCATION)

Altus Lease Exhibit G
Shopping Center Sign Criteria

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

ONE ELEVEN-LA QUINTA
PLANNED SIGN PROGRAM



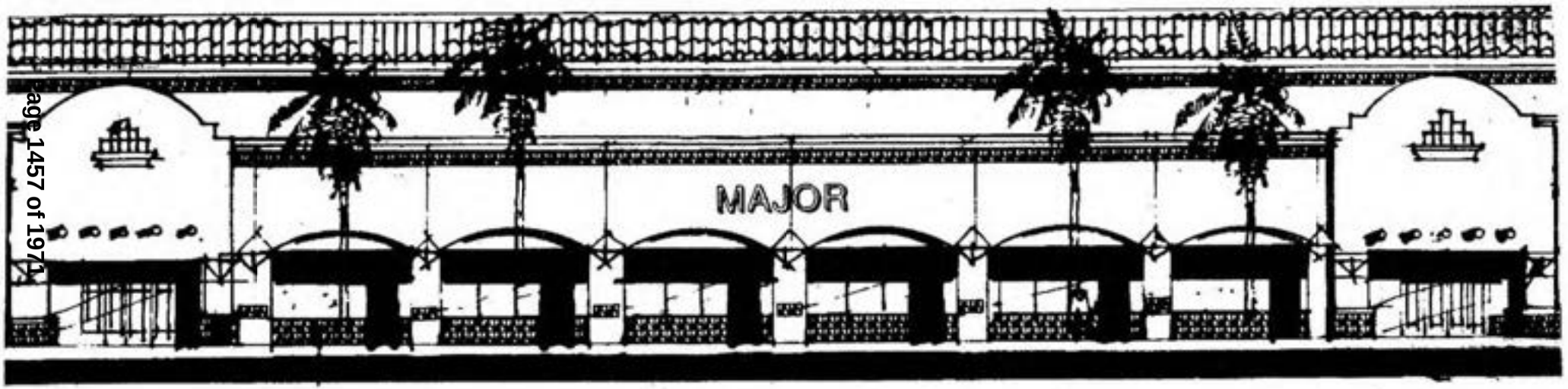
Page 1456 of 1971

Altus Lease Exhibit G
Shopping Center Sign Criteria

MAJOR SIGNS
PHASE II (TYPICAL LOCATION)

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

ONE ELEVEN-LA QUINTA
PLANNED SIGN PROGRAM



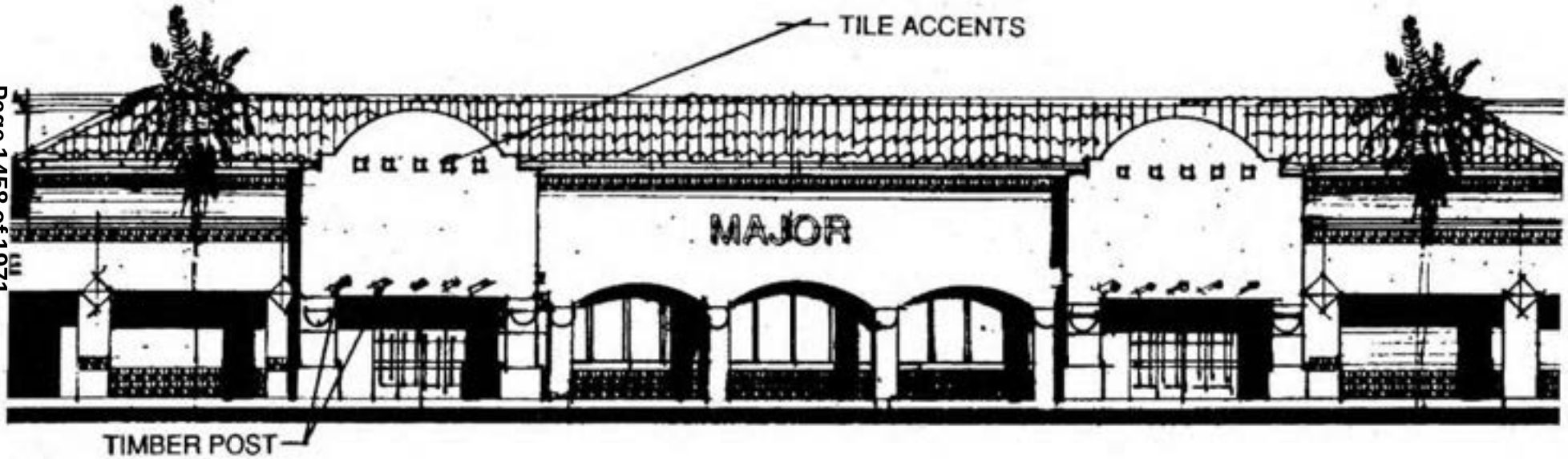
Page 1457 of 1971

MAJOR SIGNS
PHASE II (TYPICAL LOCATION)

Altus Lease Exhibit G
Shopping Center Sign Criteria
Exhibit G 51 of 145

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

ONE ELEVEN-LA QUINTA
PLANNED SIGN PROGRAM



Page 1458 of 1971

Altus Lease Exhibit G
Shopping Center Sign Criteria

MAJOR SIGNS
PHASE II (TYPICAL LOCATION)

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

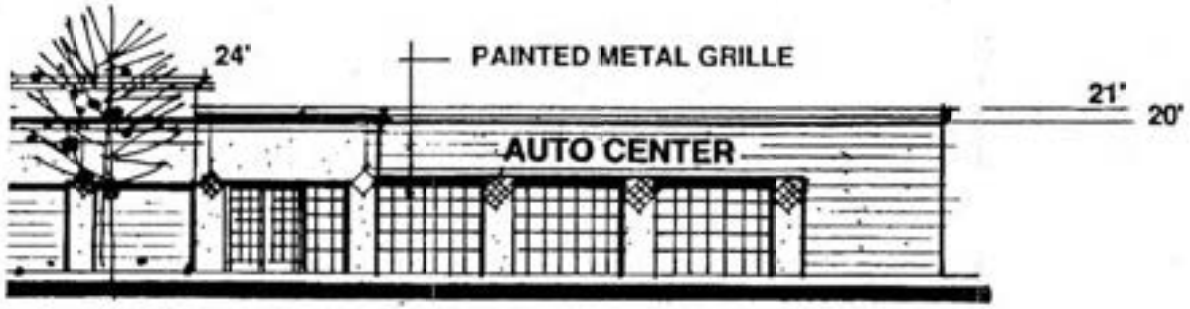
ONE ELEVEN-LA QUINTA
PLANNED SIGN PROGRAM

Page 1459 of 1971

MAJOR SIGNS
PHASE III

Altus Lease Exhibit G
Shopping Center Sign Criteria

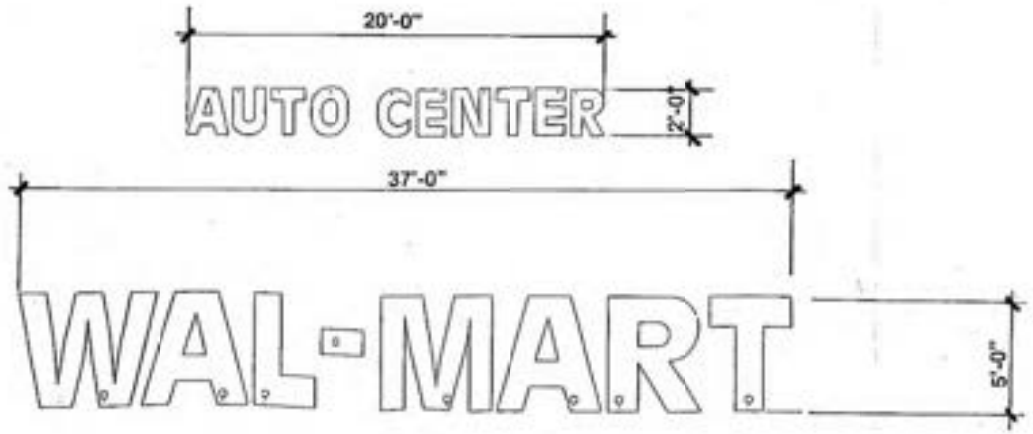
Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690



Altus Lease Exhibit G
Shopping Center Sign Criteria

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

ONE ELEVEN-LA QUINTA
PLANNED SIGN PROGRAM



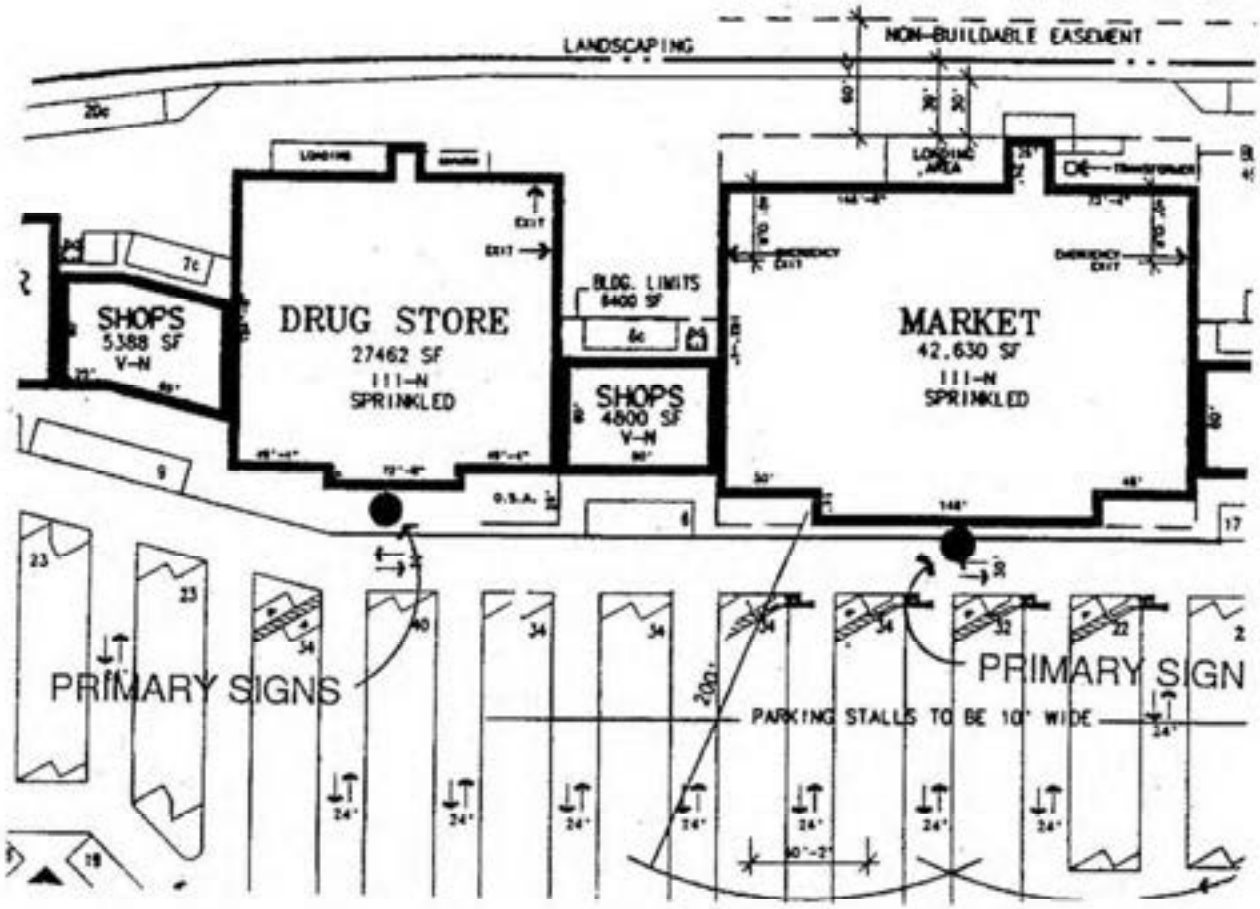
INDIVIDUAL INTERNALLY ILLUMINATED PLEXIGLAS SIGNS - COLOR WHITE PER WAL-MART STANDARD.

16

Altus Lease Exhibit G
Shopping Center Sign Criteria

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

ONE ELEVEN-LA QUINTA
PLANNED SIGN PROGRAM

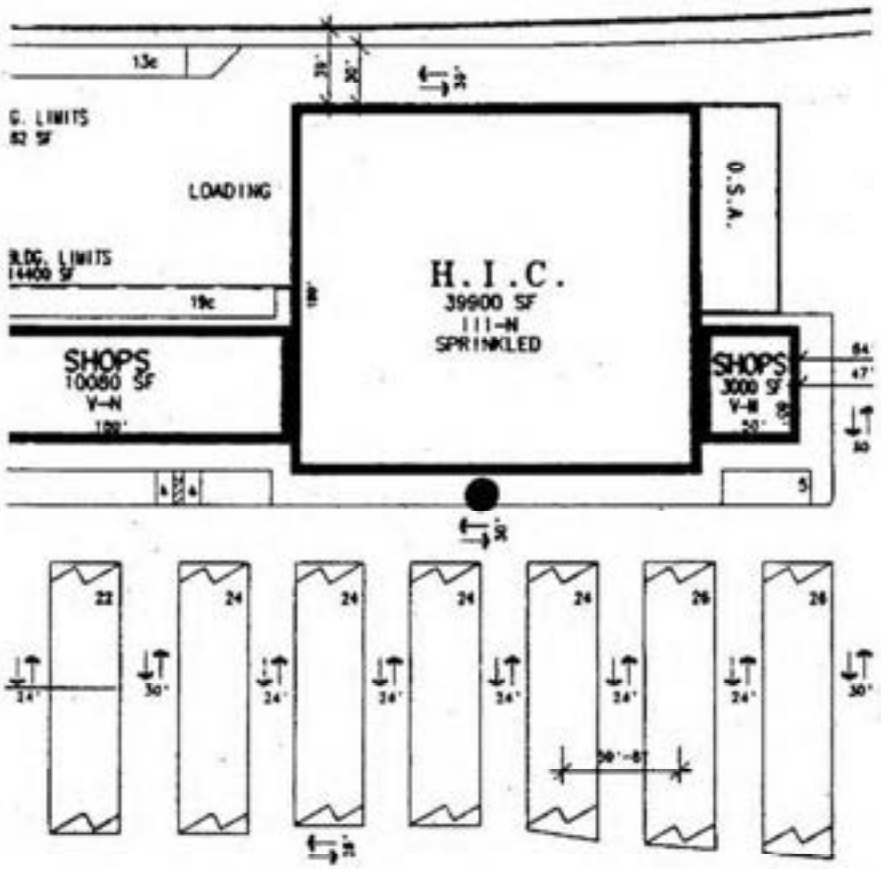


PHASE I
MAJOR SIGNS
(LOCATION)

Altus Lease Exhibit G
Shopping Center Sign Criteria

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

ONE ELEVEN-LA QUINTA
PLANNED SIGN PROGRAM

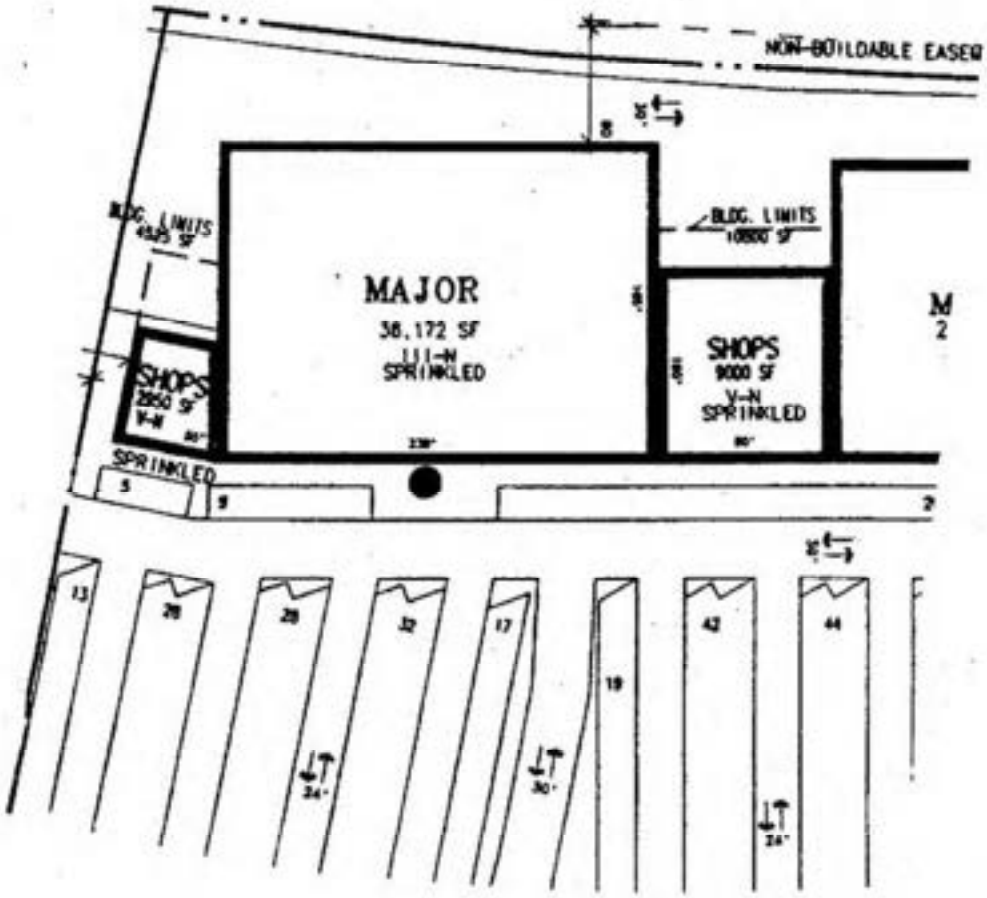


PHASE I
MAJOR SIGNS
(TYP. LOCATION)

Altus Lease Exhibit G
Shopping Center Sign Criteria

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

ONE ELEVEN-LA QUINTA
PLANNED SIGN PROGRAM

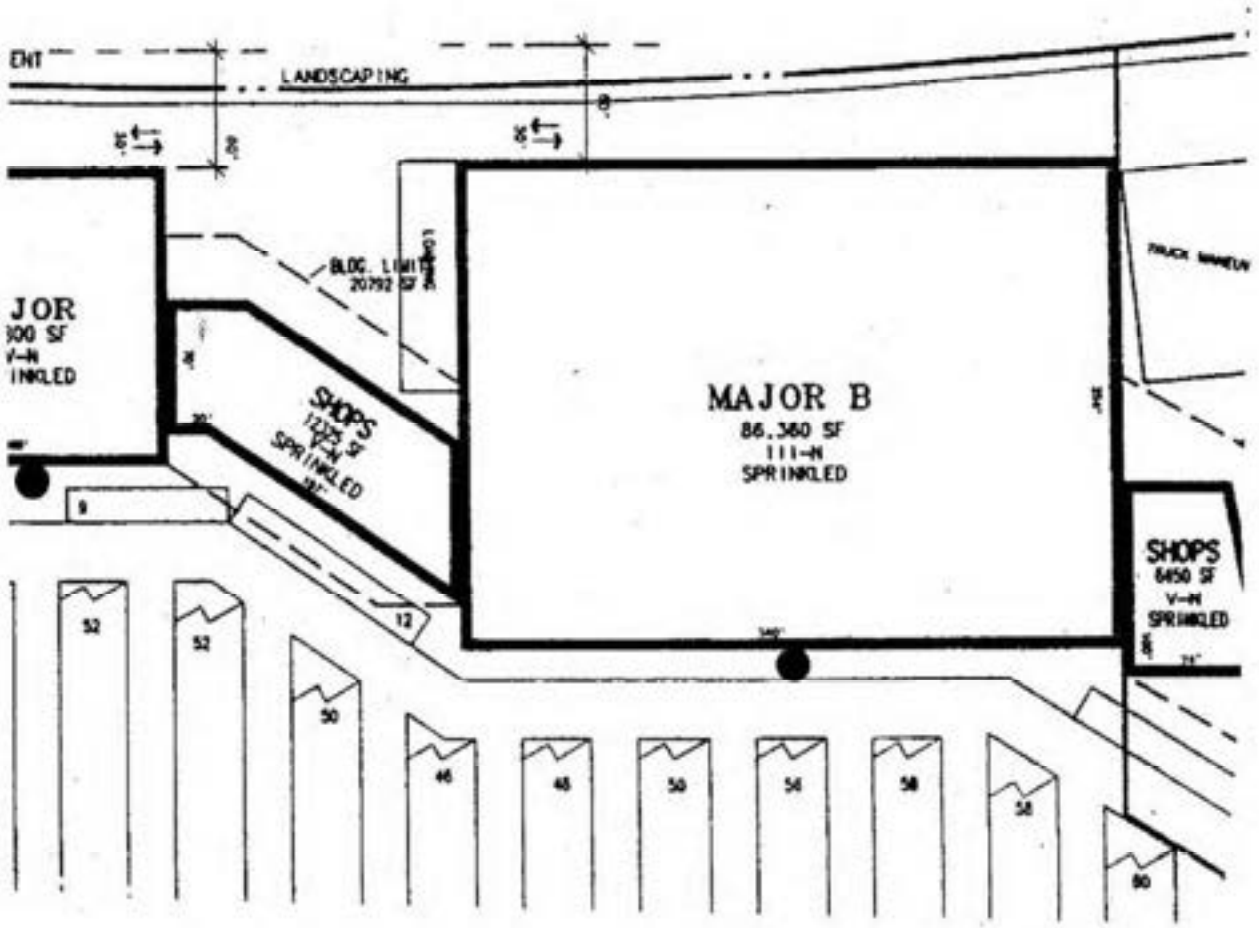


PHASE II
MAJOR SIGNS
(TYP. LOCATION)

Altus Lease Exhibit G
Shopping Center Sign Criteria

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

ONE ELEVEN-LA QUINTA
PLANNED SIGN PROGRAM

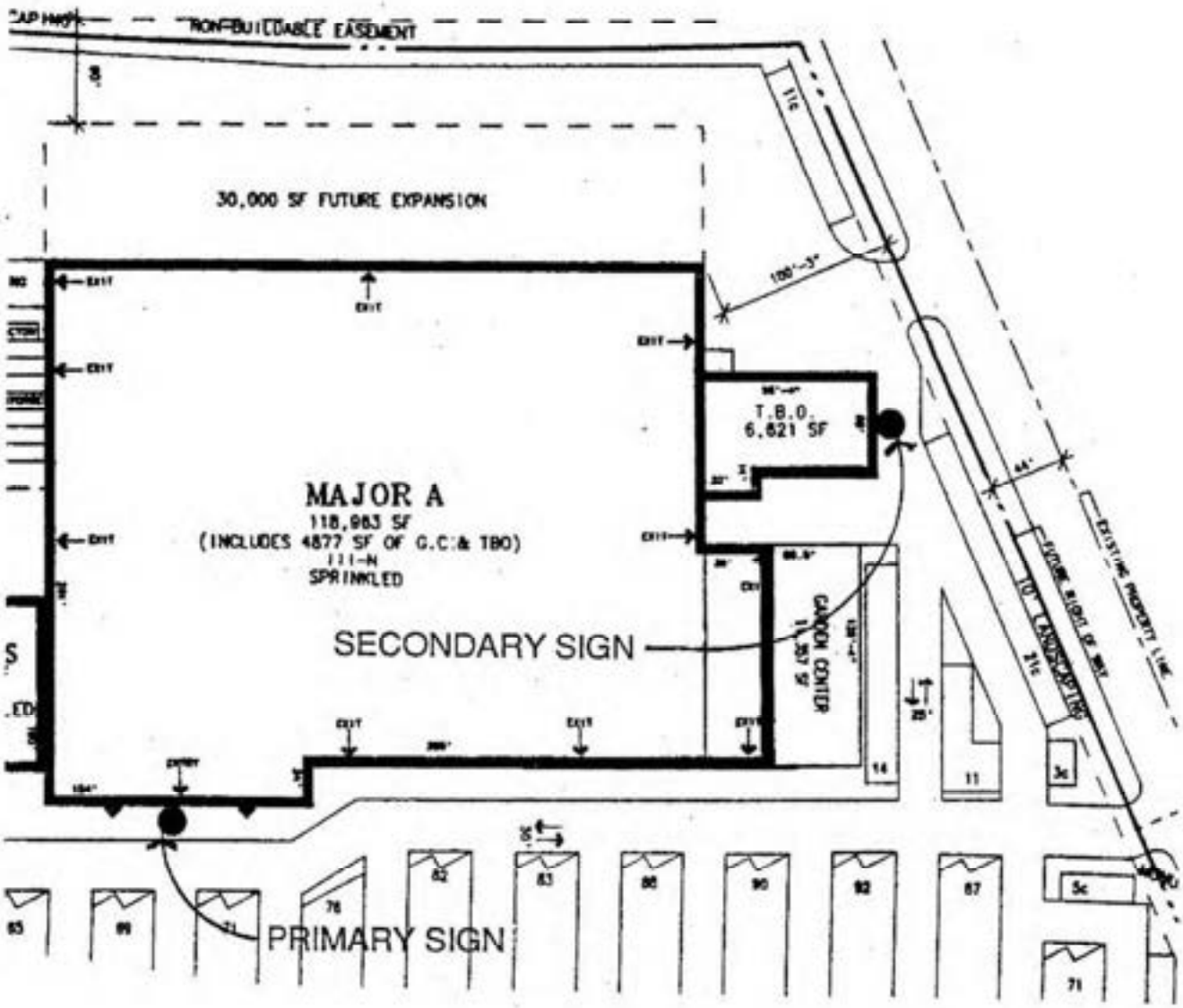


PHASE II
MAJOR SIGNS
(LOCATION)

Altus Lease Exhibit G
Shopping Center Sign Criteria

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

ONE ELEVEN-LA QUINTA
PLANNED SIGN PROGRAM



PHASE III
MAJOR SIGNS
(LOCATION)

Altus Lease Exhibit G
Shopping Center Sign Criteria

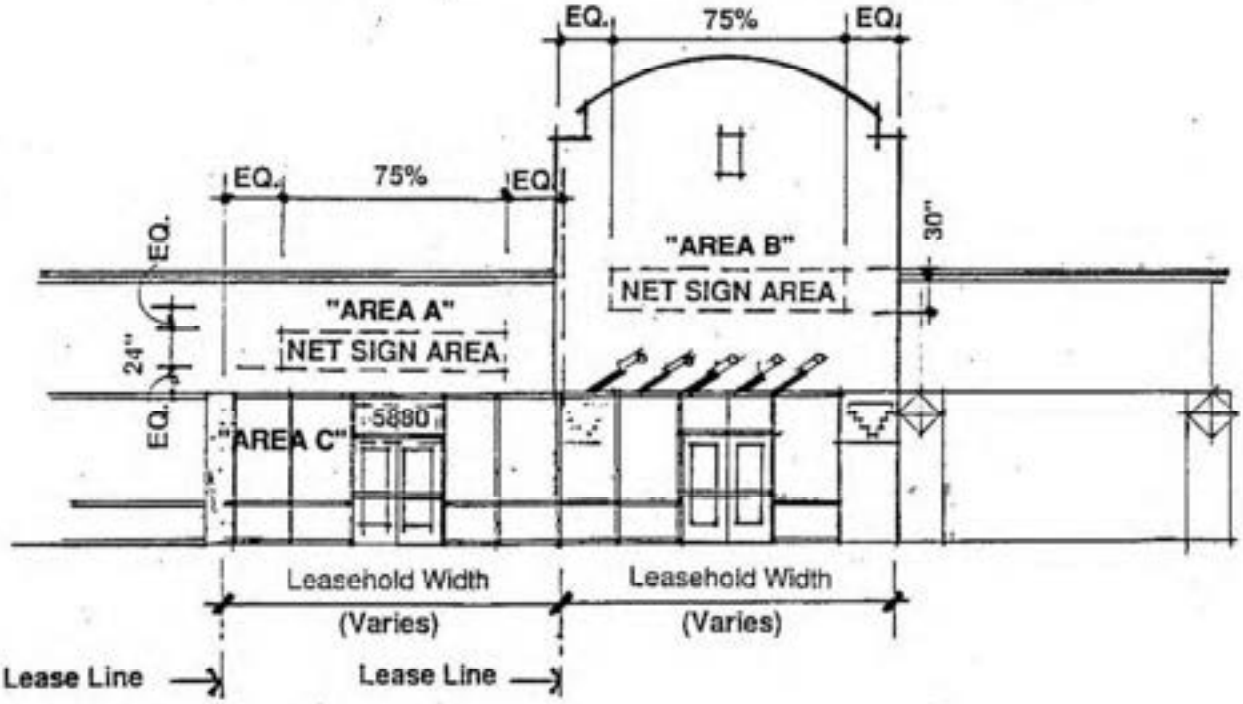
Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

ONE ELEVEN-LA QUINTA
PLANNED SIGN PROGRAM

MONUMENT SIGNS-	CENTER I.D. SIGN	pg. 3
	TENANT MONUMENT SIGN	pg. 4a-c
	LOCATION MAP	pg. 5
MAJOR TENANTS	ELEVATION -	
	PAYLESS	pg. 8-9
	ALBERTSON'S	pg. 6-7
	H.I.C./SOFT GOODS	pg. 10-13
	WAL-MART	pg. 14-16
	SECONDARY SIGN LOCATION	
	LOCATION MAP	
SHOPS	TYPICAL ELEVATIONS	
	TYPICAL SECTIONS	
	LOCATION MAP	
PAD/SHOPS	TYPICAL ELEVATIONS	
	TYPICAL SECTIONS	
	LOCATION MAP	

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

ONE ELEVEN-LA QUINTA
PLANNED SIGN PROGRAM



MINOR TENANT SIGNS (PRIMARY)

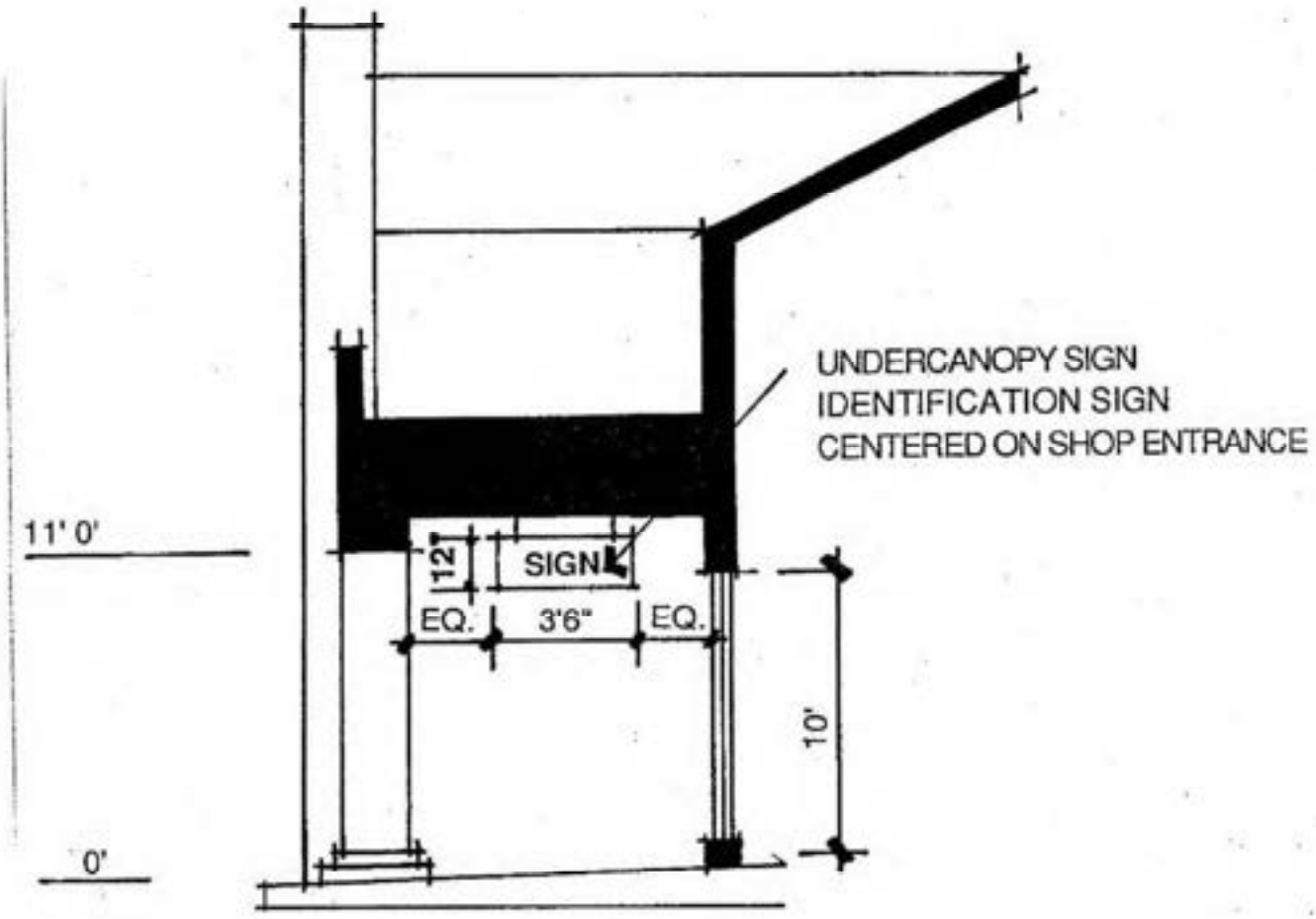
PURPOSE: MAJOR IDENTIFICATION
QUANTITY: ONE PER LEASE AREA FRONTAGE.
CORNER END ~~OR SEPERATE TENANT~~ SPACES MAY SPLIT ALLOWABLE FRONTAGE SIGN AREA AMONG TWO SIGNS. ← SIGNS TO BE SEPARATED BY 20' WHEN ON CORNER (ONE ON EACH FACE).
NET SIGN AREA A: AS DEFINED ABOVE, NOT TO EXCEED 50 S.F. MAX.* (INCLUDING TENANT LOGO) ← MAX 25% OF AREA
NET SIGN AREA B: AS DEFINED ABOVE (TOWER LOCATIONS), NOT TO EXCEED 50 S.F. MAX.* - INCLUDING TENANT LOGO
LETTER STYLE: HELVETICA LIGHT OR AS APPROVED BY CITY AND DEVELOPER.*
COLORS: WHITE/RED/BLUE/GREEN/YELLOW OR AS APPROVED BY DEVELOPER.*
MATERIAL: PLEXIGLAS FACE, MATTE BLACK PAINTED ALUMINUM CAN. INTERNALLY ILLUMINATED INDIVIDUAL LETTERS.
2 LINES OF COPY OK
NET SIGN AREA C (ADDRESS):
LETTER STYLE: 6" HELVETICA LIGHT
COLORS: "FRAZEE", CZ-5880W
MATERIAL: DIECUT FACED LETTERS

* NATIONAL OR REGIONAL TENANTS WITH MORE THAN 5 OUTLETS WILL BE ALLOWED TO USE THEIR STANDARD SIGN. NO TWO ADJACENT SEPERATE TENANT SIGNS SHALL BE THE SAME COLOR WITHOUT CITY APPROVAL. ONE COLOR ONLY PER SIGN OTHER THAN LOGO UNLESS APPROVED BY CITY. ~~TENANT SIGNS SHALL BE~~ REQUIRE PLANNING COMMISSION approval.

Altus Lease Exhibit C
Shopping Center Sign Criteria

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

ONE ELEVEN LA QUINTA
PLANNED SIGN PROGRAM



MINOR TENANT SIGNS (SECONDARY)

PURPOSE: SHOP IDENTIFICATION
QUANTITY: ONE PER LEASE SPACE
SIGN AREA : 3.5 S.F.
LETTER STYLE: HELVETICA LIGHT
COLORS: WHITE/RED/BLUE/GREEN/YELLOW TO MATCH PRIMARY SIGN OR AS APPROVED BY DEVELOPER AND CITY.
MATERIAL: WOOD OR WOOD LIKE MATERIAL

UNDERCANOPY SIGN OPTIONAL PER DEVELOPER

Altus Lease Exhibit G
Shopping Center Sign Criteria

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

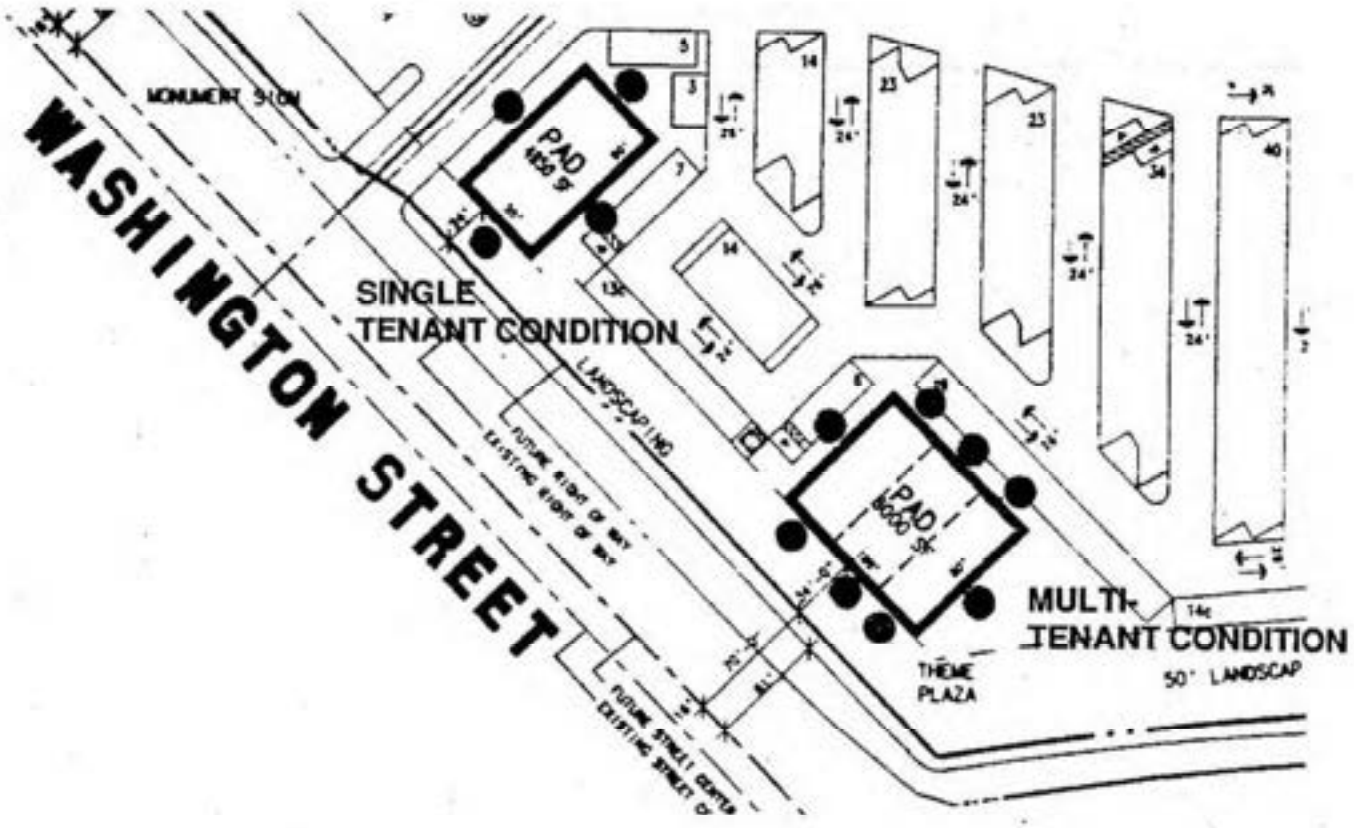
ONE ELEVEN-LA QUINTA
PLANNED SIGN PROGRAM

PHASE I
SHOP SIGNS
(LOCATION) TYPICAL

Altus Lease Exhibit G
Shopping Center Sign Criteria
Exhibit 1470 of 1971

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

ONE ELEVEN-LA QUINTA
PLANNED SIGN PROGRAM



NOTE: CRITERIA IS SAME AS FOR "MINOR TENANT SIGNS (PRIMARY)" ON PAGE 22 EXCEPT LETTER SIZE IS 24" AND SIGN AREA FOR EACH SIGN IS ONE S.F. PER LINEAR FOOT OF LEASE AREA WIDTH UP TO MAXIMUM OF 50 S.F. PER EXTERIOR FRONTAGE TO STREET OR PARKING AREA. DEVIATIONS REQUIRE CITY APPROVAL.

ONE SIGN PER BUILDING SIDE PER TENANT WILL BE ALLOWED UNDER THIS SIGN PROGRAM.

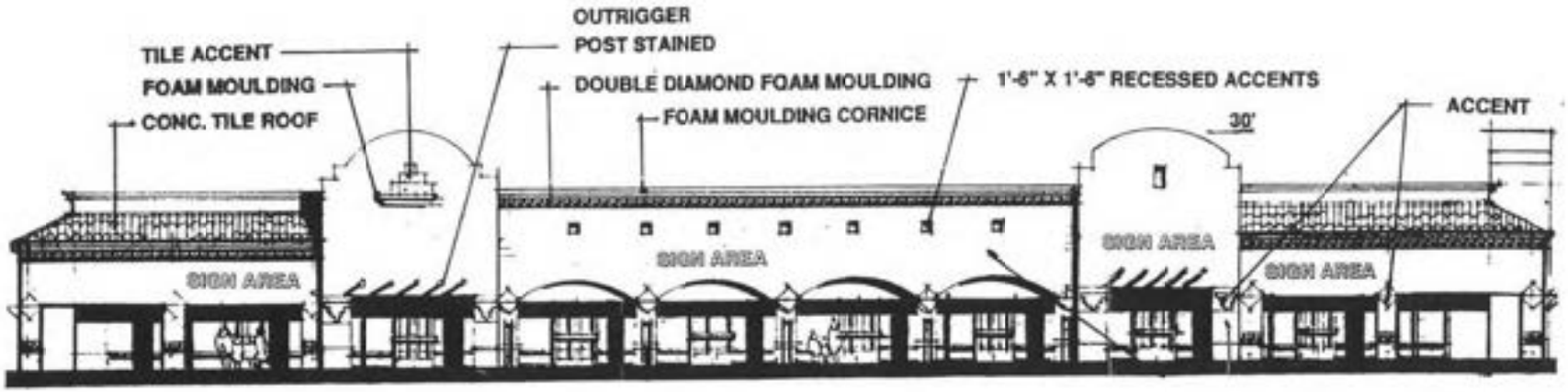
SERVICE STATION PRICE SIGNS - ONE SIGN PER STATION, DETAILSSUBJECT TO CITY AND OTHER AGENCY APPROVALS.

PHASE I
PAD SIGNS
(LOCATION) TYPICAL

Altus Lease Exhibit G
Shopping Center Sign Criteria

Exhibit 4 795 of 1457

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

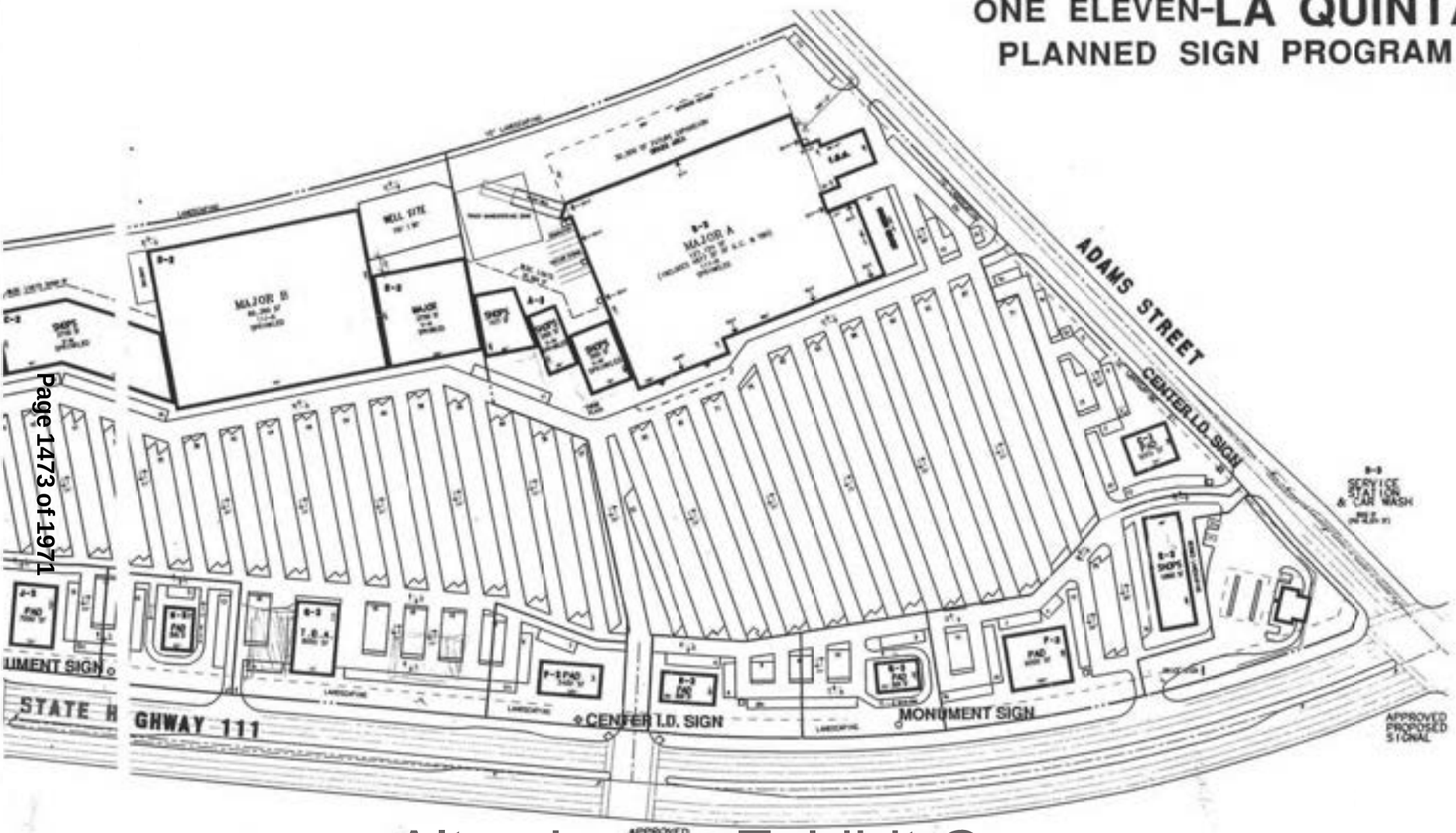


PAD SIGNS
TYPICAL

Altus Lease Exhibit G
Shopping Center Sign Criteria

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

ONE ELEVEN-LA QUINTA
PLANNED SIGN PROGRAM

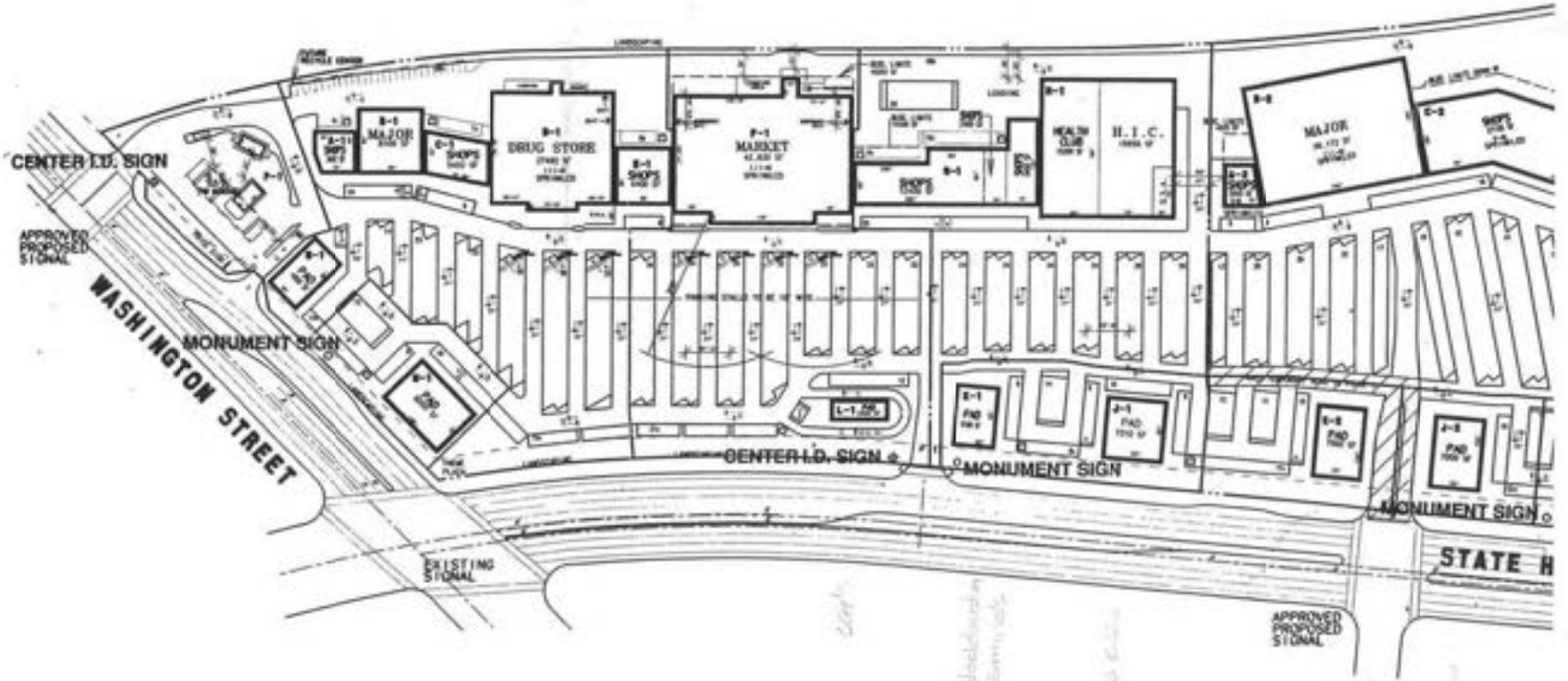


FREE-STANDING SIGN LOCATIONS

Page 1473 of 1971

Altus Lease Exhibit G
Shopping Center Sign Criteria

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690



Altus Lease Exhibit G
Shopping Center Sign Criteria

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

Revision

City of La Quinta

P.O. Box 1504
78-495 Calle Tampico
La Quinta, California 92253

(760) 777-7000
(TDD) (760) 777-1227

September 28, 2000

Mr. Robby Seeds
1ST Choice Signs
610 Rocksprings Rd.
Escondido, Calif. 92025

SUBJECT: Sign Application 2000-515

Dear Mr. Seeds,

The Planning Commission at its meeting of September 26, 2000, approved your request for two new signs to replace the Airtouch signs at 78742 Highway 111, per the attached exhibits. The approval is subject to following conditions:

1. Obtain a building permit prior to any work on the sign being started.

2. Final plans shall be reviewed by the Community Development Department prior to obtaining building permit.

3. The signs shall be spaced evenly between the existing signs on each side.

This action is final unless appealed to the City Council within 15 days of the action. Please contact me should you wish to appeal.

Should you have any questions, please call me at (760) 777-7064.

Very truly yours,

JERRY HERMAN
COMMUNITY DEVELOPMENT DIRECTOR

Stan B. Sawa

STAN B. SAWA
Principal Planner

encl.

c: Nickie Gormley, Building and Safety Department

p:\stan\ltr app sa 2000-515 verizon.wpd

Altus Lease Exhibit G
Shopping Center Sign Criteria

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

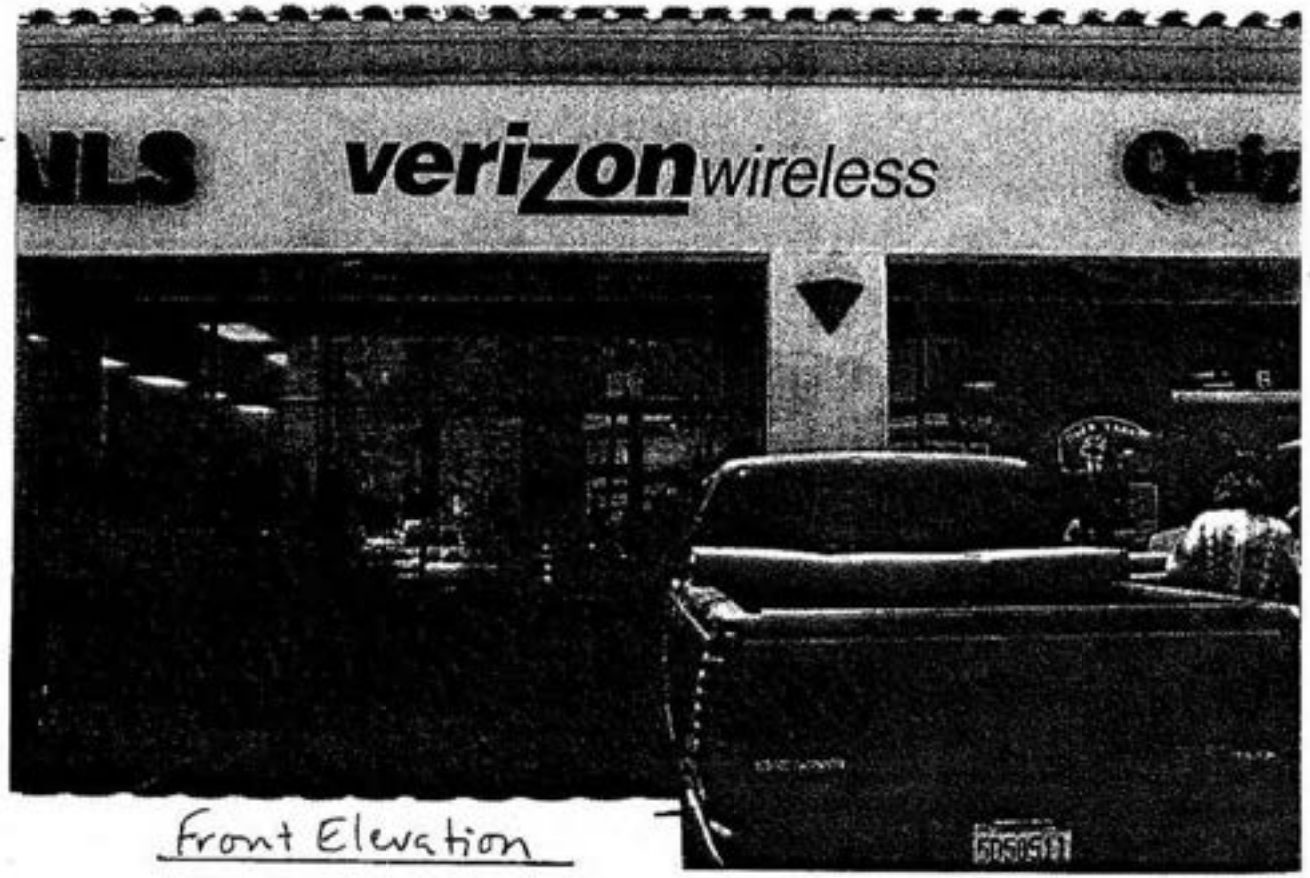
78-742 HWY. 111
LA QUINTA, CA

Store 18'-0" Frontage

14'-6 7/8"

15"

4'-0"



Front Elevation

EXHIBIT 5A CASE NO. 2000-515

LA QUINTA PLANNING COMMISSION
APPROVED
DATE 9/26/00

BLAIR Sign Co.
5107 KISSELL AVE
ALTOONA, PA 16601
(814) 949-8287 FAX (814) 949-8293
E-MAIL: [illegible]

verizon wireless

M# 67319

CONCEPTUAL ARTWORK

PK CHANNEL LETTERS - I.D.#1

Drafter	RJS
Manager	BW

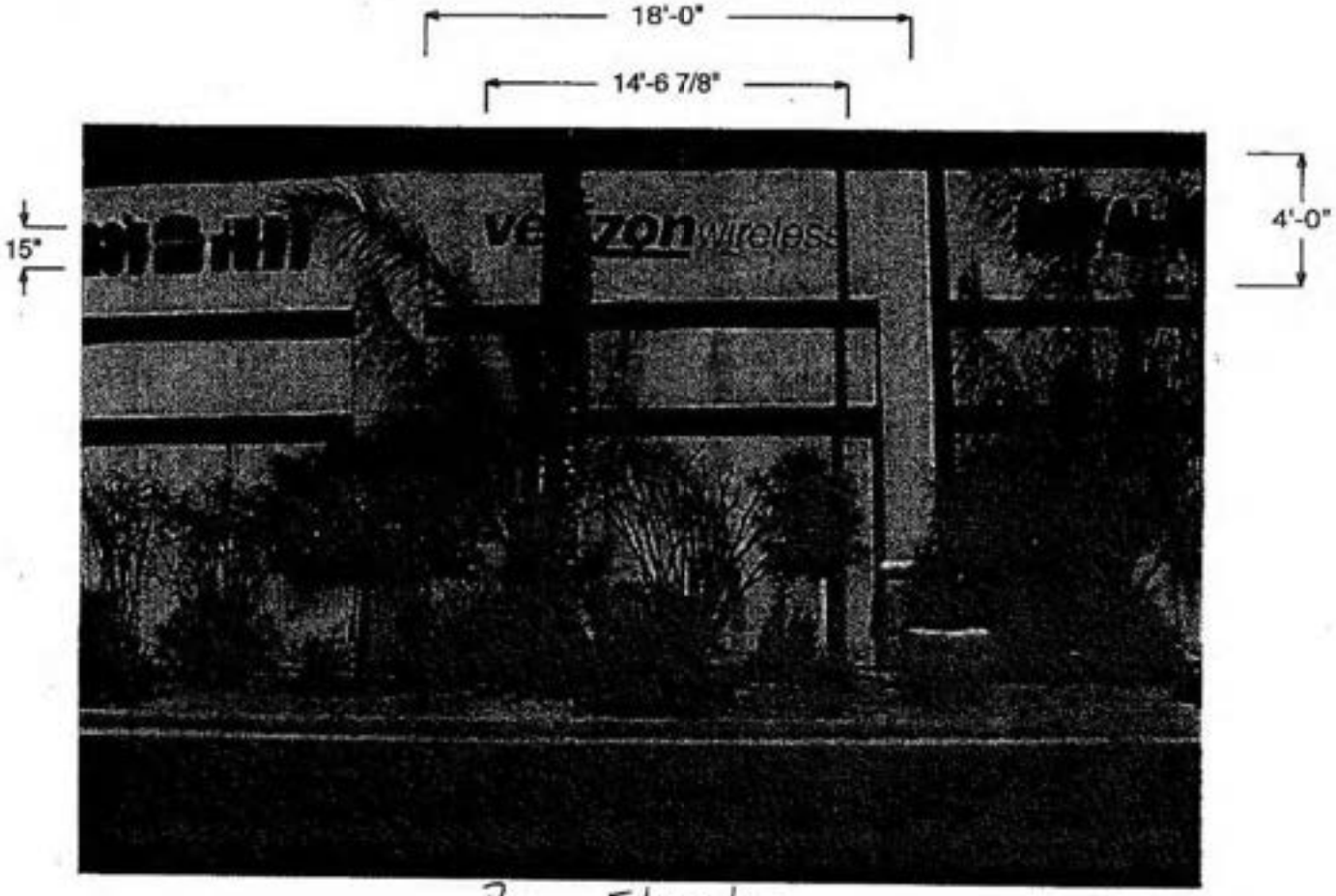
Page 1476 of 1971

Altus Lease Exhibit G
Shopping Center Sign Criteria

Exhibit G 70 of 145

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

78-742 HWY. 111
LA QUINTA, CA



Rear Elevation

PK CHANNEL LETTERS – [illegible]

BLAIR Sign Co.
5107 KISSELL AVE
ALTOONA, PA 16601
(814) 949-8287 FAX (814) 949-8293
E-MAIL: [illegible]@blairsign.com

verizon wireless

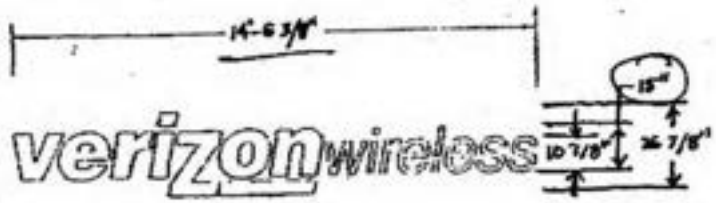
M# 67319

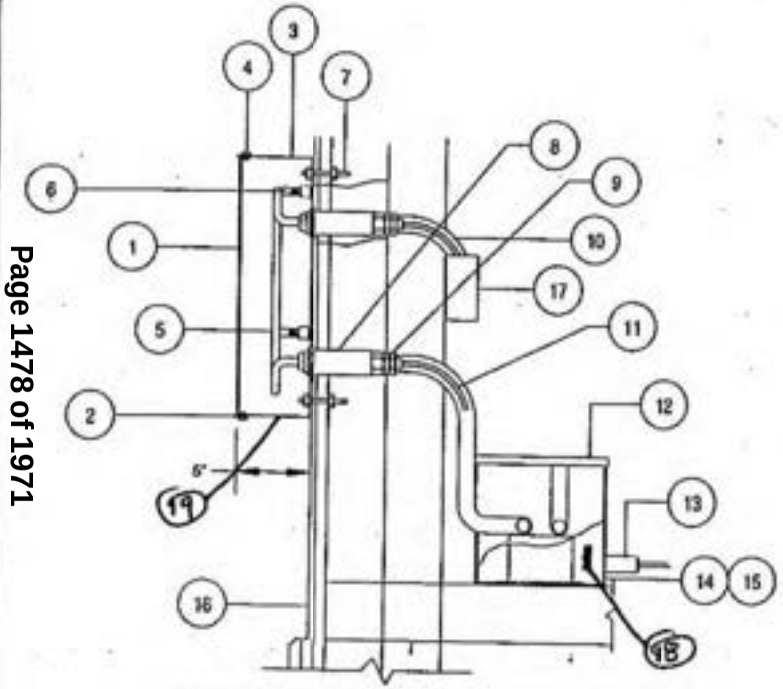
CONCEPTUAL ARTWORK

Altus Lease Exhibit G
Shopping Center Sign Criteria

Page 1477 of 1671

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690





SECTION THRU SIGN / FASCIA

1. PLEXIGLAS FACE: 3/16"
2. 1" TRIM CAP
3. METAL LETTER-.040" ALUM POP RIVET CONSTR
4. FACE RETAINING SCREW
5. NEON TUBE
6. NEON TUBE SUPPORT
7. MOUNTING FASTENER/HDW
8. P-K ELECTRODE HOUSING-UL APPROVED
9. CONDUIT COUPLING
10. FLEXIBLE CONDUIT W/CONNECTOR
11. GTO WIRE
12. TRANSFORMER BOX(S)-INSTALLED IN A CONVENIENT LOCATION
13. 110 V LEAD-IN
14. TRANSFORMER
15. GROUNDING SCREW
16. FASCIA
17. HI VOLT CONNECTOR
18. Disconnect Switch
19. Drain Holes

COLOR SCHEDULE:
1. FACE (Z): WHITE #7328 W
   RED VINYL OVERLAY #3630-43 'TOMATO RED'
   FACE (LETTERS): CYROPLEX #1124-1P95
2. TRIM CAP: BLACK
3. METAL LETTER: DMC #921 BLACK SEMI-GLOSS
4. NEON TUBE (Z): RED (13MM CLEAR/NEON)
   NEON TUBE (LETTERS): WHITE (13MM VTC. 'SNWTE'/ARGON)
5. INTERIOR METAL LTR.: WHITE (MAX. LIGHT REFLECTION)

NOTE: 8" MIN. CLEARANCE REQUIRED BEHIND FASCIA FOR ELECTRICAL CONNECTIONS.

LOCATION:
INTERIOR | EXTERIOR X

TRANSFORMER:
30ma X | 60ma

SHEET OF
SCALE

DO NOT SCALE DRAWING
DIMENSIONS SUPERSEDE
NOTE-INSTALLER AND/OR
MUST CHECK AND VERIFY ALL
AND CONDITIONS AS INDICATED HEREON
THE FIELD PRIOR TO PROCEEDING
NECESSARY WORK
OR PROBLEMS MUST

As Per N.E.C. U.L. Listed.

CHG.	DATE	DWN.	CHKD.	APP'D.	DESCRIPTION

INFORMATION SHOWN ON THIS DRAWING IS PROPRIETARY TO BLAIR SIGN CO. AND IS NOT TO BE COPIED, DISCLOSED OR LOANED TO OTHERS WITHOUT WRITTEN PERMISSION FROM BLAIR SIGN CO. AND FOR ANY PURPOSE NOT SPECIFICALLY AUTHORIZED BY BLAIR SIGN CO.

67319

BLAIR Sign Co.
5197 KISSELL AVENUE
ALTOONA, PENNSYLVANIA 16601
(814) 949-4287 FAX (814) 949-8290

TITLE: VERIZON WIRELESS
LA C CA

DRAWING NO.

SIZE C | CHG. N/C

Altus Lease Exhibit G
Shopping Center Sign Criteria
Exhibit G 72 of 145

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

ADMINISTRATIVE
CASE# SAPR2021-0003
EXHIBIT#
INITIAL cflores
DATE 07/28/2021 3:49:09 PM

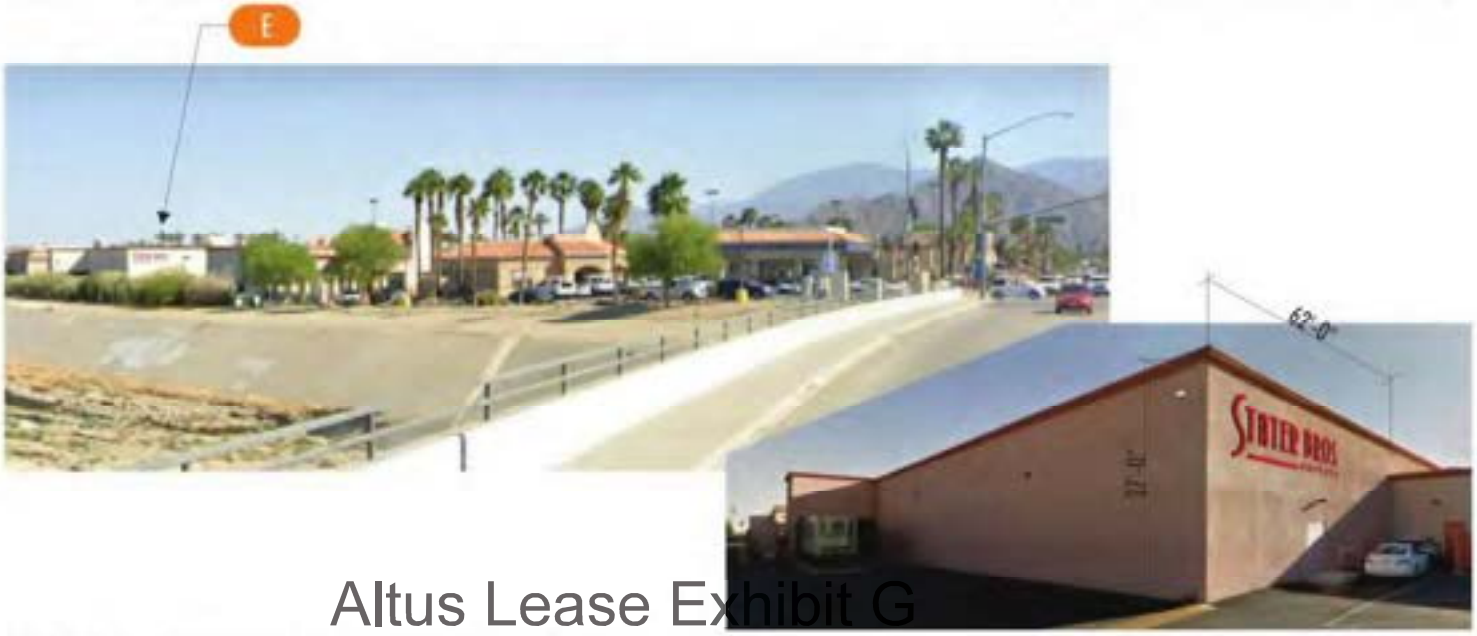
Stater Bros. Exhibit
Sheet 1 of 2
2021-06-25

See Sheet 2 of 2 for additional details of signage

1 Stater Bros.' Brand Standard Building Signage
SCALE: 3/16" = 1' - 0"

2 FRONT/ENTRY ELEVATION (SW Facing Highway 111)
SCALE: 1/32" = 1' - 0"

Total Sign Area: 224.89 Sq.Ft.
Includes existing "WellsFargo" partner signage.



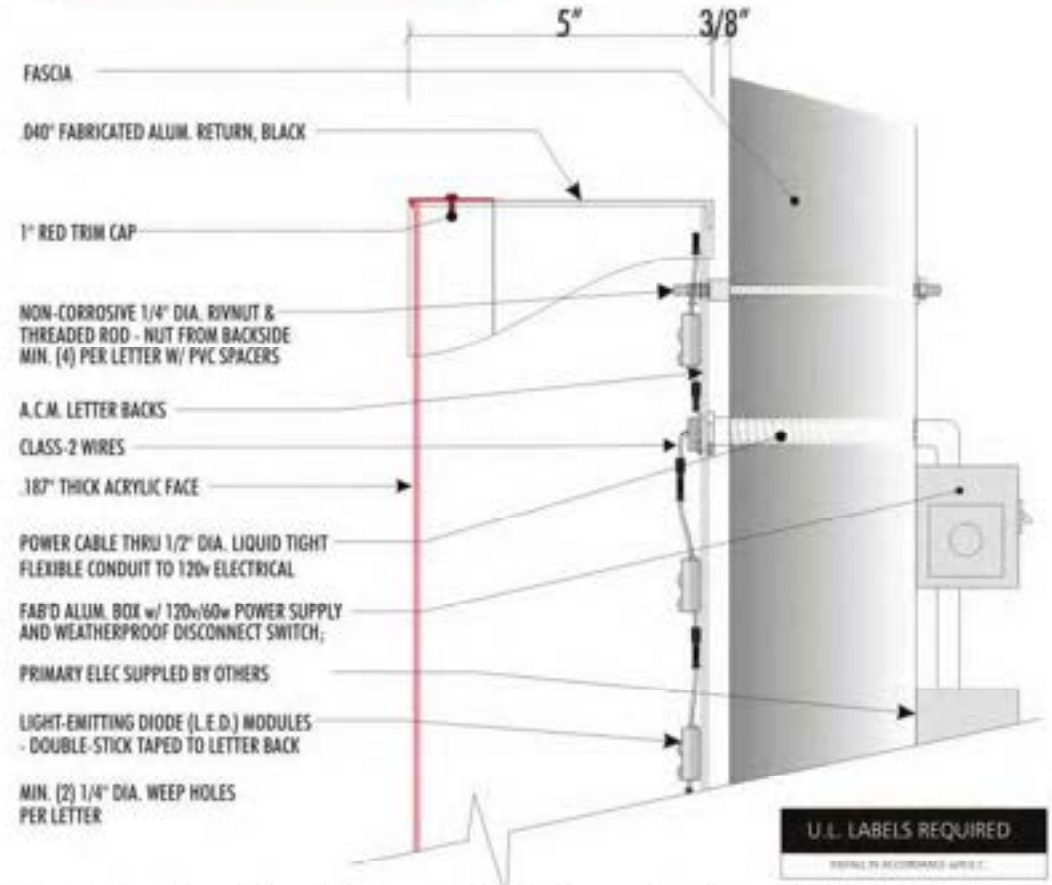
3 SIDE ELEVATION (NW Facing SB Washington St. traffic)
SCALE: NTS

Total Sign Area: 173.64 Sq.Ft.
Northwest Elevation Detail at North corner

Altus Lease Exhibit G
Shopping Center Sign Criteria

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

PLANNING APPROVAL
ADMINISTRATIVE
CASE# SAPR2021-0003
EXHIBIT#
INITIAL cflores
DATE 07/28/2021 3:49:03 PM



4 Stater Bros. Channel Letter, typical Side Section View (cutaway)
SCALE: NTS

LETTER SPECIFICATIONS:

- 5" deep internally illuminated channel letters.
- Returns to be .040" painted Satin Black on outside/ Spraylat Star-Brite Light Enhancing Paint on inside.
- Faces to be 3/16" thick Red (2793) acrylic.
- Trim cap to be 1" Red Jewelite.
- Illumination to be Red LED.

Sample Isometric View:
Red Face, Red Trim Cap,
Black Returns

REQUIREMENTS FOR ELECTRICAL ILLUMINATION:

1 Dedicated 20 Amp Circuit at 120 Volts

E-Note #1: All requirements not in sign company's scope of work must be in place prior to installation.

E-Note #2: Electrical to be brought to base of sign (by others) and not in sign company's scope of work.

E-Note #3: Timers and/or photocells for signs to be furnished and installed by the customer's electrician, who should also ensure that the completed electrical system is code compliant.

ALL COMPONENTS TO BE UL APPROVED
ALL SIGNS TO BE UL LISTED

Altus Lease Exhibit G
Shopping Center Sign Criteria

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

See also Kess Dyess for [illegible] report

FAX TRANSMISSION

CITY OF LA QUINTA
COMMUNITY DEVELOPMENT DEPARTMENT
78-495 Calle Tampico/PO Box 1504
La Quinta, CA 92253
Ph: 760-777-7125
Fax: 760-777-1233

To:	George Crossan	**Date:**	9/22/98; 3:45 PM
Fax #:	310-343-4345	**Pages:**	4; including this sheet
From:	Wally Nesbit		
Subject:	Sign program information for 111 La Quinta Center		

COMMENTS / INSTRUCTIONS:

In regard to your earlier inquiry, the following provisions govern signs in the subject shopping center:

The approved sign program requires 24" or 30" high Helvetica style lettering. Lighted signs may only consist of internally illuminated channel letters. Length of the sign is permitted to be up to 75% of the leased building/space frontage, up to a maximum of 50' per tenant. Freestanding pad buildings with only one tenant are permitted 2 sign locations, which can split the maximum allowed sign length; only one sign is permitted per lease space in any multi-tenant building. Regional or national tenants with 5 or more outlets may request approval to use their corporate sign/logo, but the application must be approved by the Planning Commission. The fee for a sign application is $100.00; an application form is attached.

You may reach me at 760-777-7069 with any further questions.

IF YOU DO NOT RECEIVE ALL PAGES, PLEASE CALL 760-777-7125

Altus Lease Exhibit G
Shopping Center Sign Criteria
Exhibit 4 Page 35 of 145

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

ONE ELEVEN-LA QUINTA
PLANNED SIGN PROGRAM

FILE COPY

This is most current copy, but still not correct. 3 pgs had revision SB 2/4/92

PREPARED FOR:

WASHINGTON ADAMS L.P.
2377 CRENSHAW BOULEVARD SUITE 300
TORRANCE, CALIFORNIA 90501-3325
(213) 618-3620

SUBMITTED TO:

CITY OF LA QUINTA
P.O. BOX 1504
78-105 CALLE ESTADO
LA QUINTA, CALIFORNIA 92253
(619) 564-2246

RECEIVED
MAY 24 1991
CITY OF LA QUINTA
PLANNING & DEVELOPMENT DEPT.

Note: 4-13 future bldg on Hwy 111 18' unless expl.

Do Not Remove

MCG
McClellan / Cruz / Gaylord & associates
Architecture - Planning - Interiors
18201 Von Karman Ave. Ste. 250-Irvine, CA. 92715-1028 (714) 553-1117

Counter Copy

Altus Lease Exhibit G
Shopping Center Sign Criteria
Exhibit 1 Page 76 of 145

APRIL, 1991
SIGN PROGRAM 89156.04

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

ONE ELEVEN-LA QUINTA
PLANNED SIGN PROGRAM

PURPOSE:

The purpose of this sign program is to insure a continuity in graphic elements throughout the One Eleven-La Quinta project.

It is the intent of this sign program to provide individual tenants maximun sign exposure, without visual clutter and in a manner that will enhance the overall image of the project.

Signs shall be submitted to the City and Washington Adams L.P. (Developer) for review and approval. Developer shall determine specific location and spacing of signs.

CONDITIONS:

Each tenant is responsible for providing their own sign.

Each tenant is responsible for obtaining all required sign and building permits from the City of La Quinta.

Signs as outlined in this sign program are the only signs allowed.

The criteria in this sign program shall be strictly enforced.

APPROVAL PROCESS:

Each tenant sign must be submitted to Developer and The City of La Quinta Planning Dept. for approval. The drawings to be submitted must clearly indicate sign size, color, construction material, location, message and type face per the specifications identified in this program.

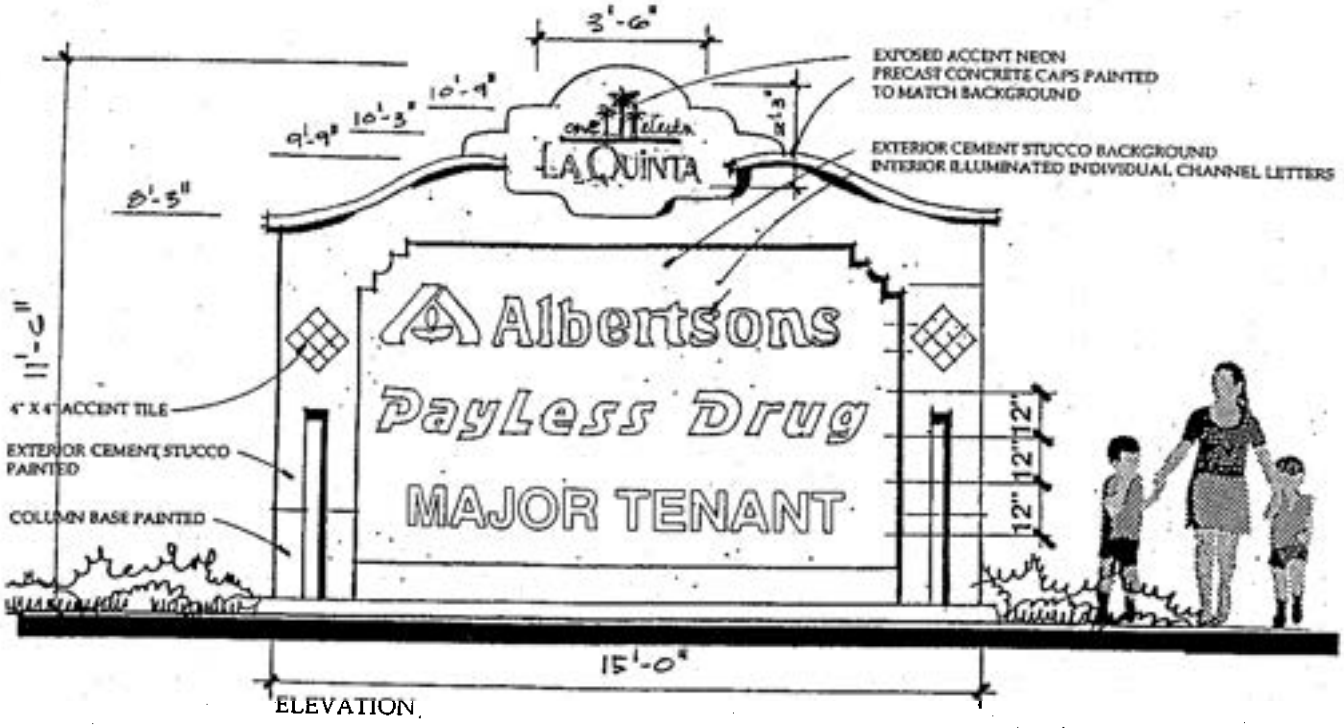
Deviations from this program may require approval by City's Design Review Board and/or Planning Commission.

Altus Lease Exhibit C
Shopping Center Sign Criteria

Exhibit 1 37 of 45

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

ONE ELEVEN-LA QUINTA
PLANNED SIGN PROGRAM



CENTER I.D. SIGN SCALE: 1/4"=1'-0"

DOUBLE FACED SIGN WITH 12" HT. INDIVIDUAL INTERNALLY ILLUMINATED PLEXIGLASS LETTERS EXTERIOR CEMENT STUCCO.

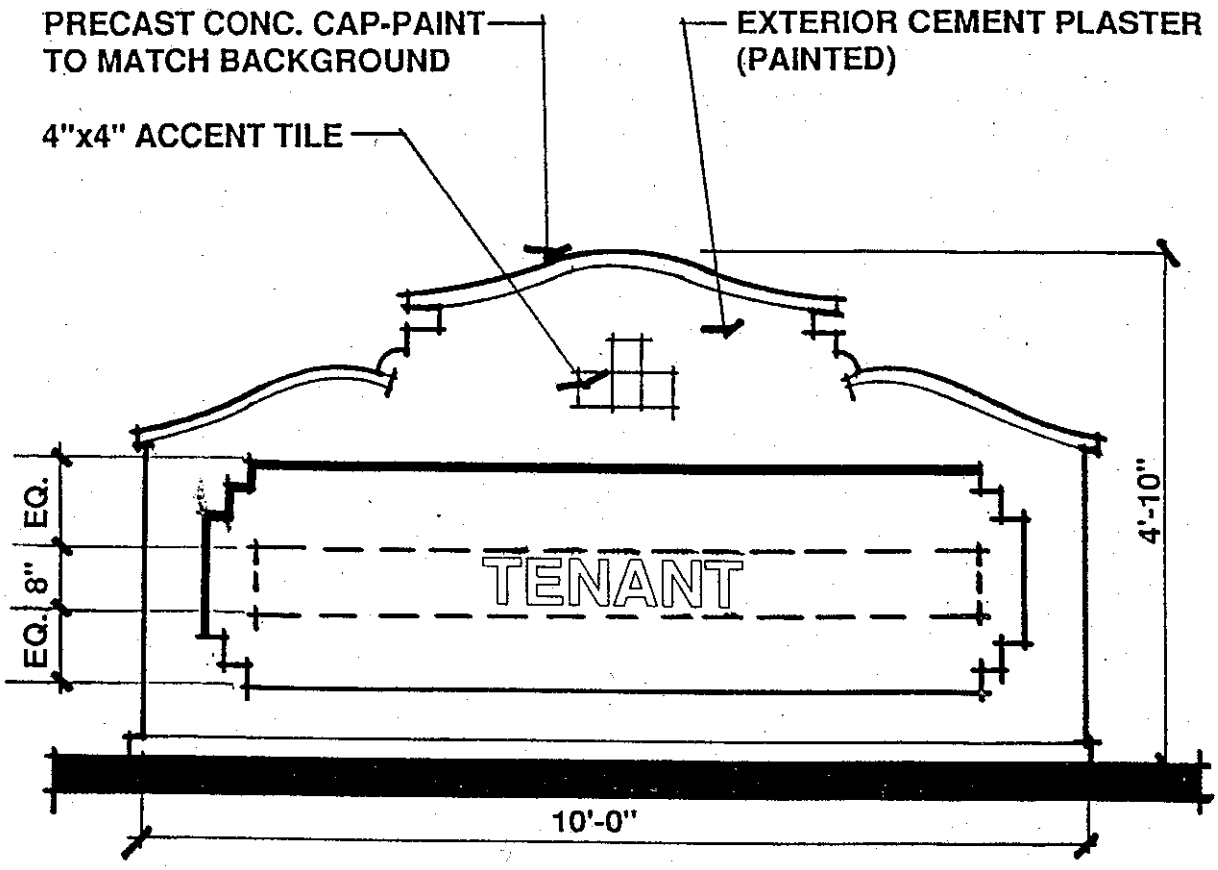
THREE MAJOR TENANT NAMES MAXIMUM ARE ALLOWED. TENANT LETTER COLORS & STYLE TO MATCH THEIR BUILDING SIGNS.

PURPOSE: PROJECT IDENTIFICATION
QUANTITY: 4
SIGN AREA: 150 S.F. PER SIGN
LOGO COLOR: GREEN & PINK NEON
BACKGROUND COLOR: BEIGE & CREAM WITH TAN BASE
MATERIAL: EXTERIOR CEMENT STUCCO

Altus Lease Exhibit G
Shopping Center Sign Criteria

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

ONE ELEVEN-LA QUINTA
PLANNED SIGN PROGRAM



MONUMENT SIGN SCALE: 3/8"=1'-0"

DOUBLE FACED SIGN WITH 8" HT. INDIVIDUAL INTERNALLY ILLUMINATED PLEXIGLASS LETTERS EXTERIOR CEMENT STUCCO.

LOCATION AND LETTERING TO BE APPROVED BY DEVELOPER & CITY AS PART OF C.U.P. PROCESS. This sign replaces building wall sign which would face street or plot plan

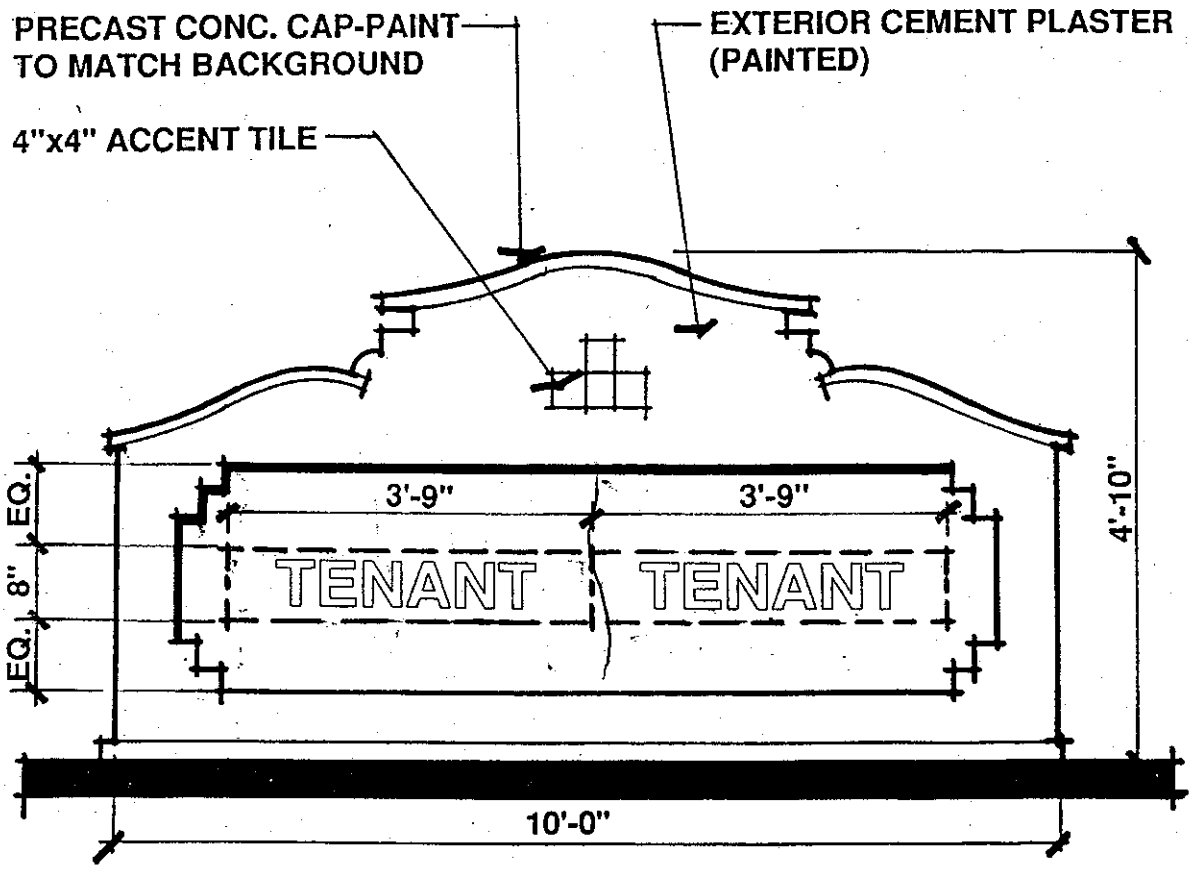
PURPOSE: TENANT IDENTIFICATION
QUANTITY: 4
SIGN AREA: 50 S.F. PER SIGN
LETTER STYLE: TENANT TO SUBMIT FOR SPECIFIC APPROVAL AS PART OF C.U.P. ~~PROCESS~~ or plot plan process
LETTER COLOR: TENANT LETTER COLOR TO MATCH THEIR BUILDING SIGNS.
BACKGROUND COLOR: BEIGE & CREAM WITH TAN BASE
MATERIAL: EXTERIOR CEMENT STUCCO

SCHEME 1
OPTIONAL

Altus Lease Exhibit G
Shopping Center Sign Criteria
Exhibit G Page 39 of 45

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

ONE ELEVEN-LA QUINTA
PLANNED SIGN PROGRAM



MONUMENT SIGN SCALE: 3/8"=1'-0"

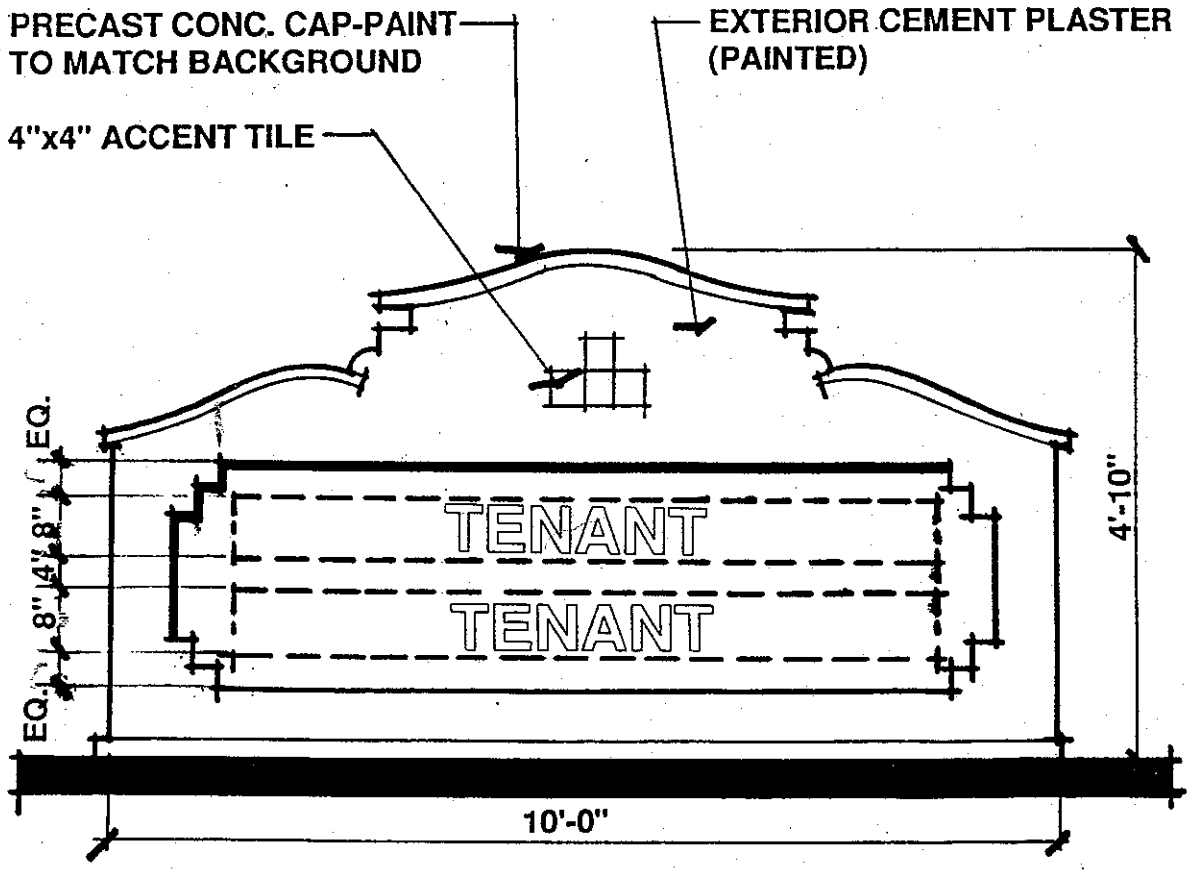
DOUBLE FACED SIGN WITH 8" HT. INDIVIDUAL INTERNALLY ILLUMINATED PLEXIGLASS LETTERS EXTERIOR CEMENT STUCCO.

SCHEME 2
OPTIONAL

Altus Lease Exhibit G
Shopping Center Sign Criteria

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

ONE ELEVEN-LA QUINTA
PLANNED SIGN PROGRAM



MONUMENT SIGN SCALE: 3/8"=1'-0"

DOUBLE FACED SIGN WITH 8" HT.
INDIVIDUAL INTERNALLY ILLUMINATED
PLEXIGLASS LETTERS EXTERIOR CEMENT
STUCCO.

SCHEME 3
OPTIONAL

Altus Lease Exhibit G
Shopping Center Sign Criteria

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

PLANNING COMMISSION
STAFF REPORT

DATE: OCTOBER 10, 2002

CASE NO.: SIGN APPLICATION 2002-668

APPLICANT: BILL MOORE & ASSOCIATES (FOR ROSS DRESS FOR LESS)

REQUEST: AMENDMENT TO 111 LA QUINTA SHOPPING CENTER SIGN PROGRAM TO ALLOW REVISED SIGN FOR A 30,000+SQUARE FOOT COMMERCIAL BUILDING

LOCATION: NORTH SIDE OF HIGHWAY 111, EAST OF WASHINGTON STREET WITHIN THE ONE-ELEVEN LA QUINTA SHOPPING CENTER

GENERAL PLAN/ ZONING: M/RC (MIXED REGIONAL COMMERCIAL) / RC (REGIONAL COMMERCIAL)

ENVIRONMENTAL DETERMINATION: THE LA QUINTA COMMUNITY DEVELOPMENT DEPARTMENT HAS DETERMINED THAT THE REQUEST HAS BEEN ASSESSED IN CONJUNCTION WITH ENVIRONMENTAL ASSESSMENT 89-150 (STATE CLEARINGHOUSE NUMBER 90020162), PREPARED FOR SPECIFIC PLAN 89-014, WHICH WAS CERTIFIED ON APRIL 17, 1990. NO CHANGED CIRCUMSTANCES OR CONDITIONS ARE PROPOSED, OR NEW INFORMATION HAS BEEN SUBMITTED WHICH WOULD TRIGGER THE PREPARATION OF A SUBSEQUENT ENVIRONMENTAL REVIEW.

BACKGROUND:

The project site is located east of Stater Brothers Supermarket, adjacent to the recently constructed Staples building. The specific location is a vacant graded pad area north of Carl's Jr (Attachment 1). The parking lot has been installed to the north and south of the site. The land to the east is a vacant pad site approved for a Big 5 sporting goods store on June 25, 2002.

At the request of the property owner (Michael Shovlin), the Planning Commission approved the building plans for ROSS DRESS FOR LESS on March 12, 2002. At that time, a "ROSS DRESS FOR LESS" wall sign of approximately 64.5 square feet

Altus Lease Exhibit G
Shopping Center Sign Criteria
Exhibit G - 2 of 15

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

(maximum 17.5 feet long and 5 feet high) was approved as shown on the plans (Attachment 2). Construction has not yet begun on the building.

REVISED SIGN PROPOSAL:

The applicants are proposing an amendment to the existing sign program to allow a larger main sign for the approved 30,187 square foot one story building, as well as three small pedestrian signs under the arcade (Attachment 3). The architecture of the building is similar to the existing buildings to the west and approved building to the east. The building has a flat roof of heights varying from 27 feet over a mansard tiled arcade at the front, to 42 feet over the main part of the building at the square entry tower where the sign is to be placed. The recently constructed Staples building is 24 feet high with the round entry tower at 35'-6" high where their sign is located. The Big 5 building has a flat roof of heights varying from 23'-4" feet over a stucco covered arcade at the front, to 29'-5" feet over the main part of the building at the arched entry tower where their sign is to be placed.

The approved sign is an internally illuminated channel letter wall sign reading "ROSS DRESS FOR LESS" on two lines. The sign is designed in the corporate style and blue color of the company. The approved and proposed sign sizes are as follows:

Approved-	"ROSS" -	2'-6" high by 10' long
	"DRESS FOR LESS" -	1'-6" high by 17'-6"
		64.5 square feet including blank spaces for the 160 foot wide building
Proposed-	"ROSS" -	5' high by 20' long
	"DRESS FOR LESS" -	2'-6" high by 30' long
		209 square feet including blank spaces for the 160 foot wide building

For comparison, the approved sign sizes of major nearby businesses are as follows:

"STAPLES" -	**82 square feet** (3'-3" high by 17 feet long) for a 134 foot wide building.
"STATER BROTHERS" -	**180 square feet** (4' high by 45 feet long) for a 245 foot wide building.
"BIG 5 SPORTING GOODS" -	**66 square feet** (2'-9" high by 23'-6" long) for a 80 foot wide building.

Altus Lease Exhibit G
Shopping Center Sign Criteria

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

The applicant justifies their request by stating the sign letter size is consistent with the corporate sign standards currently used by ROSS Stores on comparable elevations in their locations around the country. They state the approved planned sign program allows major tenants to use their standard signs, subject to review by the developer and City. The developer has approved the revised sign. They feel the letter size they are proposing is more harmonious with the approved elevations, than the letter size previously approved. They feel the letter height is appropriate because Albertsons (now Stater Brothers) and Wal-Mart have 5 foot high letters. For the record, only Albertsons "A" logo was 5 feet high. The balance of the letters were 3 or 4 feet high. Also, the current Stater Brothers sign uses 4 feet high letters.

STAFF COMMENTS:

The original sign approved for Ross Dress for Less compared with approvals for surrounding major businesses is relatively small. An amendment of the sign program to allow a larger sign and the pedestrian signs is appropriate. The sign size should be based on compatibility with the structure and surrounding development. At the size proposed, the sign would be larger than that for Stater Brothers, a considerably larger and wider structure than the Ross building. A height of 3'-9" for the "ROSS" letters with the balance of the sign proportionate would be more appropriate.

FINDINGS:

The revised signs (main and pedestrian) for ROSS DRESS FOR LESS, as recommended by Staff, would be consistent with the purpose and intent of the Zoning Code. Furthermore, it will be in harmony and visually related to the signs in the center, including those in the surrounding area. The signs will be compatible with the building it is proposed for.

RECOMMENDATION:

Adopt Minute Motion 2002-_____,approving an amendment to the approved sign program and the revised signs, subject to the following conditions:

1. The "ROSS" letter heights shall be 3'-9" in height with balance of sign proportionally reduced in size.

2. The revised sign plans shall be submitted to the Community Development Department for approval prior to issuance of building permit for the structure.

Altus Lease Exhibit G
Shopping Center Sign Criteria

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

Attachments:

1. Location Map
2. Previously approved sign plan
3. Revised sign plan

Prepared by:

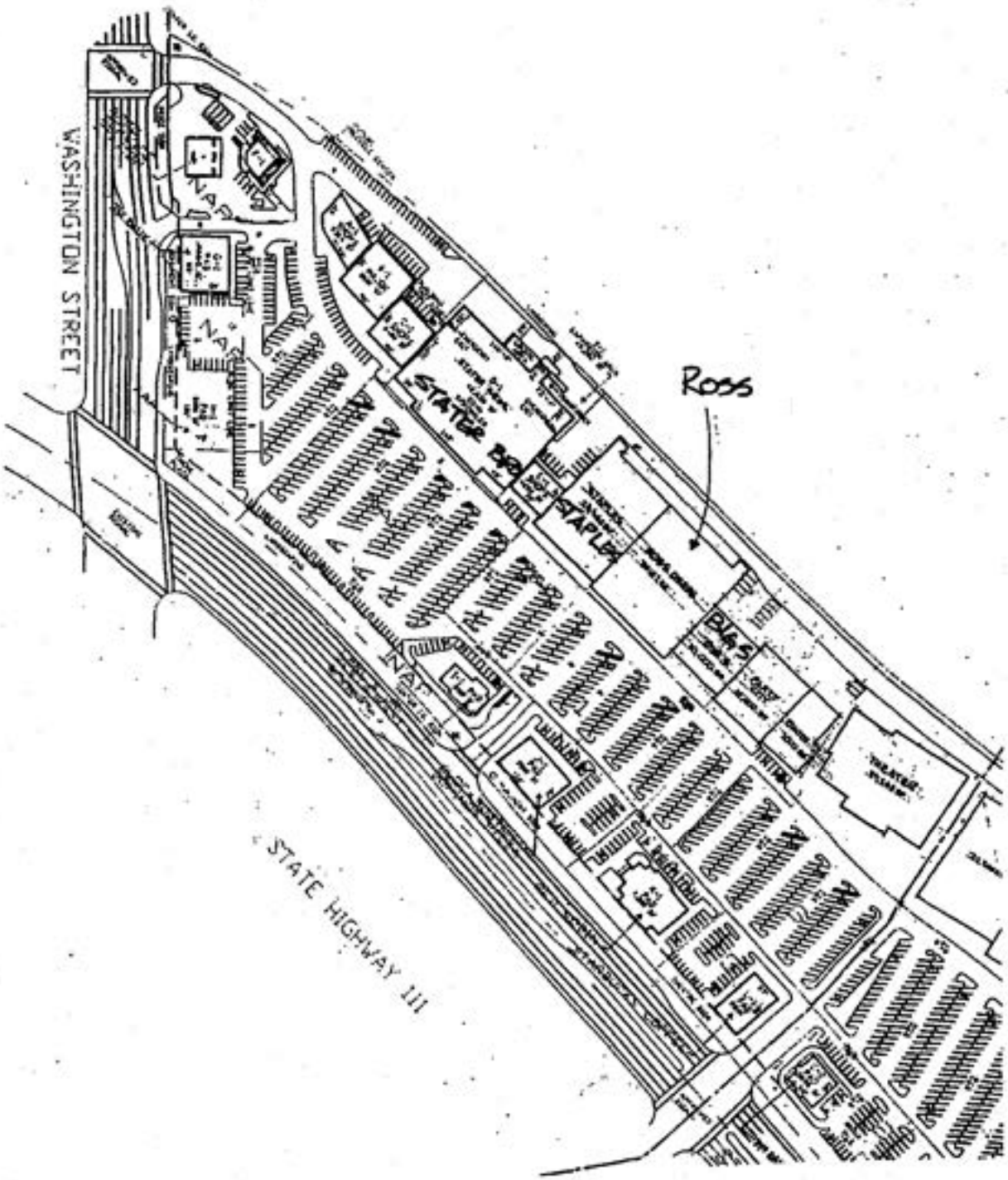
Stan B Sawa

Stan B. Sawa, Principal Planner

Altus Lease Exhibit G
Shopping Center Sign Criteria

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

ATTACHMENT #1



CASE MAP

CASE No. SA 2002-668

SITE DEVEL PERMIT 2002-729

SHOVLIN

NORTH

SCALE:

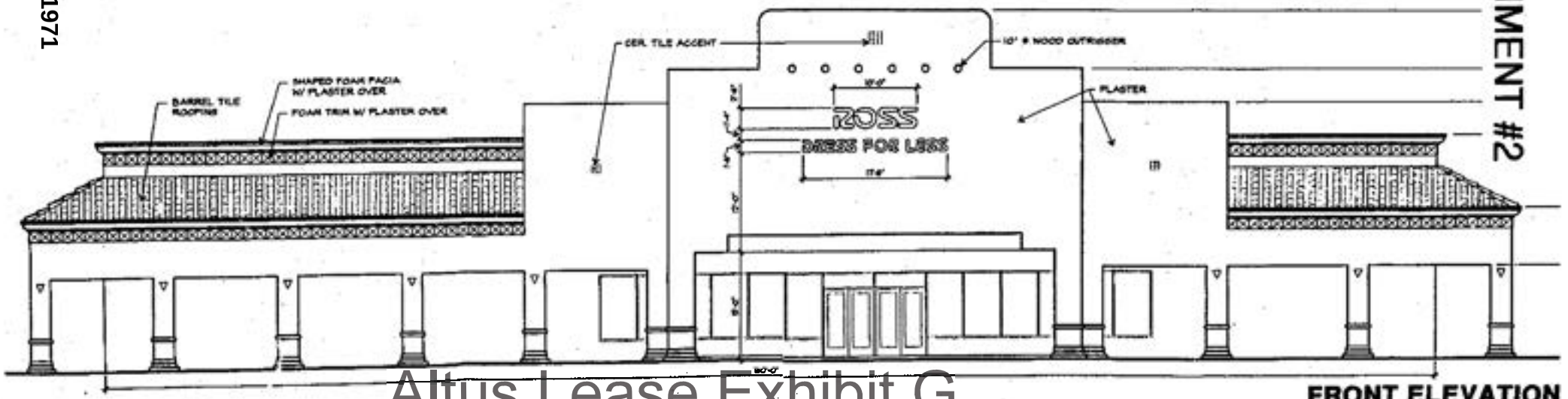
NTS

Altus Lease Exhibit G
Shopping Center Sign Criteria

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

APPROVED SIGN

ATTACHMENT #2



FRONT ELEVATION

Altus Lease Exhibit G
Shopping Center Sign Criteria

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

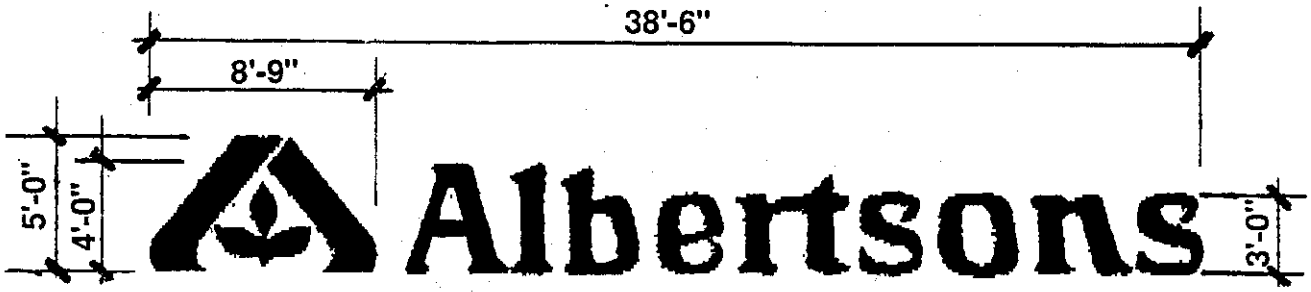
MAJOR SIGNS
PHASE I

Page 1494 of 1971

Altus Lease Exhibit G
Shopping Center Sign Criteria

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

ONE ELEVEN-LA QUINTA
PLANNED SIGN PROGRAM



INDIVIDUAL ILLUMINATED LETTER SIGN
2" DEEP FORMED PLEXIGLAS FACES #2114 BLUE AND #2648 BLUE.
DARK BRONZE SHEET METAL LETTER SIDES, BRONZE TRIM CAP EDGES.
WHITE NEON 60 M.A. ILLUMINATION.

SQUARE FOOTAGE:

ALBERTSON = 122 S.F.
INCLUDES LOGO

Altus Lease Exhibit G
Shopping Center Sign Criteria

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

ONE ELEVEN-LA QUINTA
PLANNED SIGN PROGRAM

DRUG STORE

Page 1496 of 1971

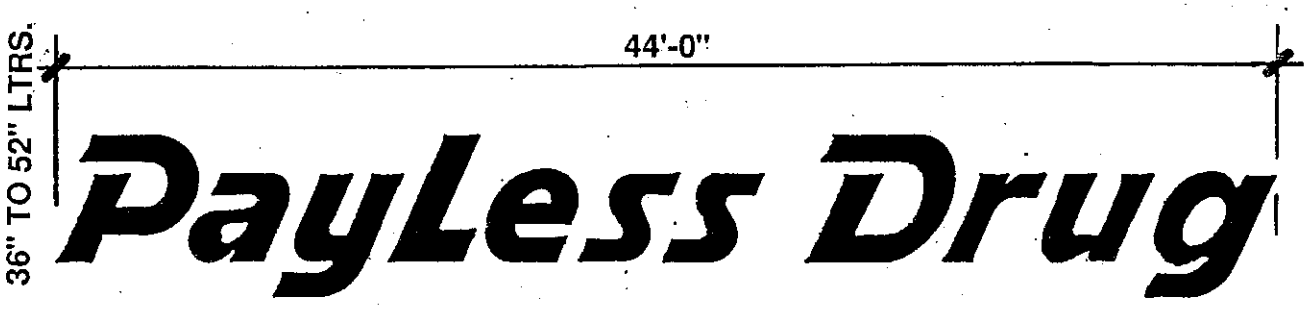
8

MAJOR SIGNS
PHASE I

Altus Lease Exhibit G
Shopping Center Sign Criteria

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

ONE ELEVEN-LA QUINTA
PLANNED SIGN PROGRAM



INDIVIDUAL ILLUMINATED LETTER SIGN
CANNELUME CONSTRUCTION 8" DEPTH, CUT OUT PLASTIC LTR. FACES
INTERNALLY ILLUMINATED WITH TWO TUBE 60 M.A. NEON.
COLOR: STANDARD PAYLESS DRUG RED COLOR

SQUARE FOOTAGE:

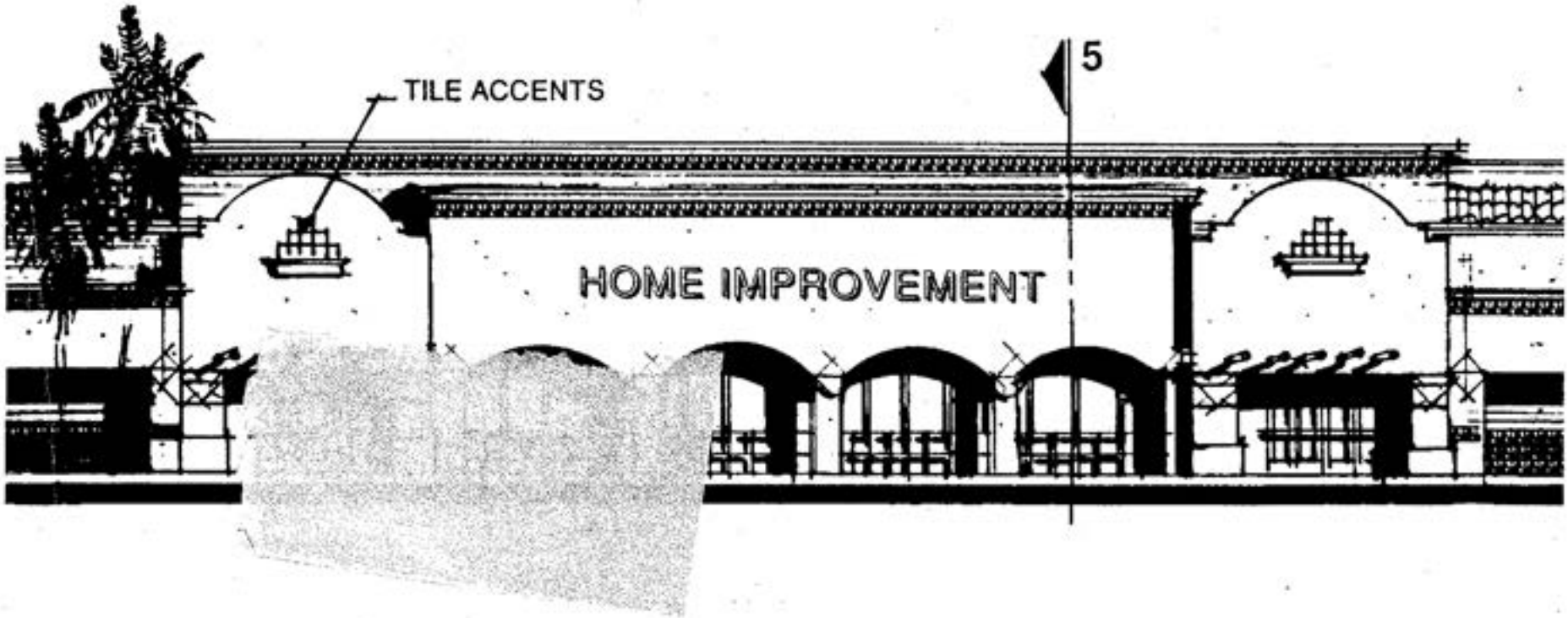
PAYLESS = 94 S.F.
DRUG = 60 S.F.

TOTAL SIGN AREA = 154 S.F.

Altus Lease Exhibit G
Shopping Center Sign Criteria

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

ONE ELEVEN-LA QUINTA
PLANNED SIGN PROGRAM



LETTER SIZE, STYLE, COLOR AND LOGO TO BE THE MAJOR TENANT'S STANDARD, SUBJECT TO REVIEW AND APPROVAL BY DEVELOPER AND ~~CITY. CITY APPROVAL PROCESS REQUIRED IF NOT GENERALLY CONSISTENT WITH THIS PROGRAM.~~ Design Review Board & Planning Commission

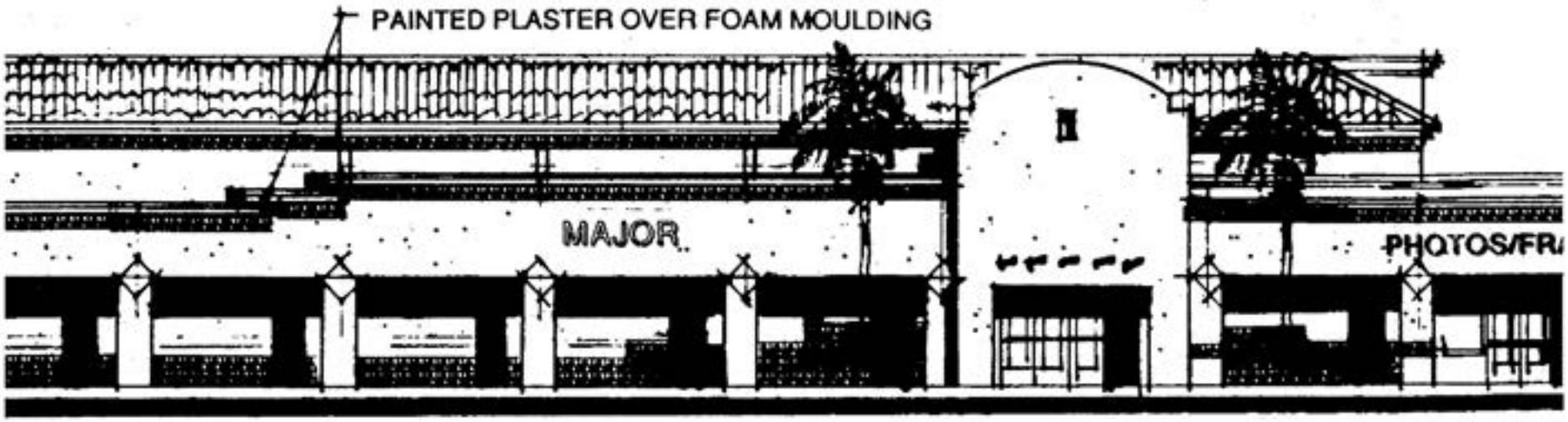
MAJOR SIGNS
PHASE I (TYPICAL LOCATION)

Altus Lease Exhibit G
Shopping Center Sign Criteria

Page 1498 of 1971

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

ONE ELEVEN-LA QUINTA
PLANNED SIGN PROGRAM



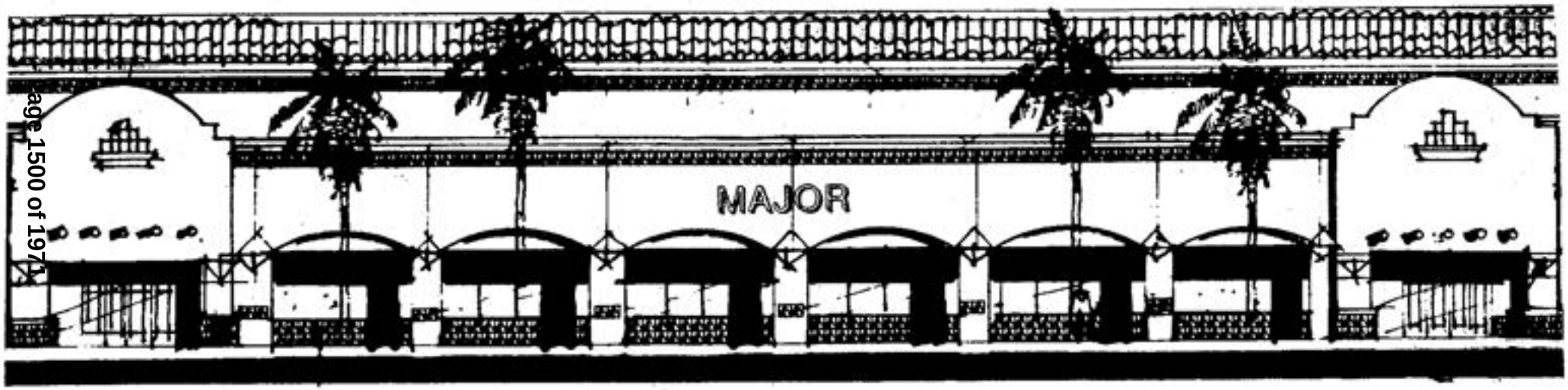
Page 1499 of 1971

Altus Lease Exhibit G
Shopping Center Sign Criteria

MAJOR SIGNS
PHASE II (TYPICAL LOCATION)

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

ONE ELEVEN-LA QUINTA
PLANNED SIGN PROGRAM



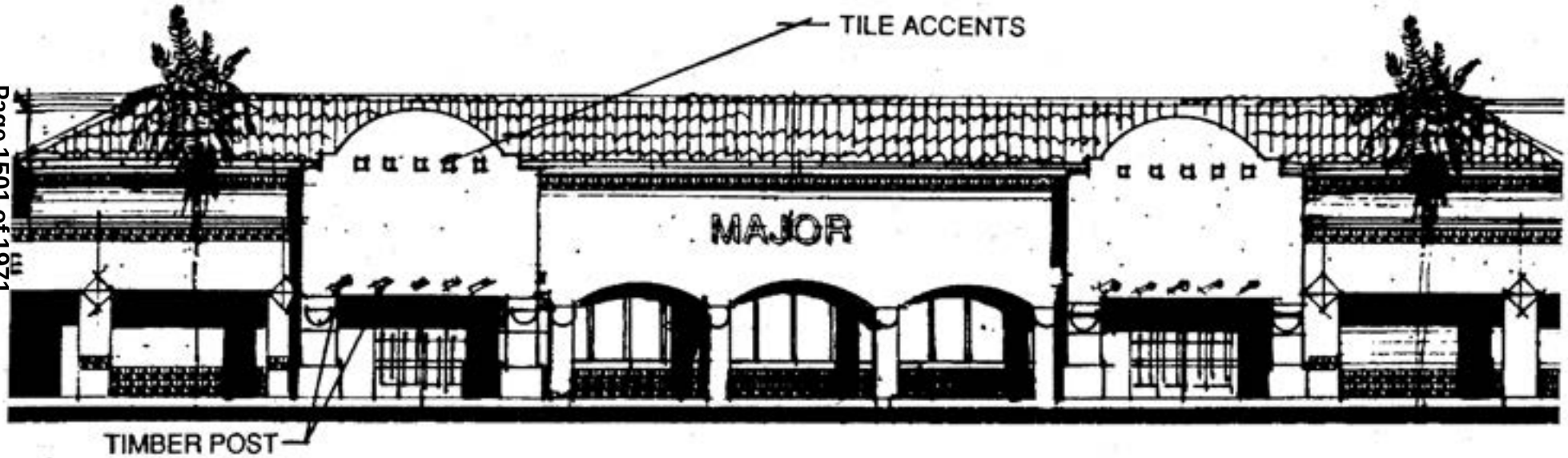
Page 1500 of 1971

MAJOR SIGNS
PHASE II (TYPICAL LOCATION)

Altus Lease Exhibit G
Shopping Center Sign Criteria

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

ONE ELEVEN-LA QUINTA
PLANNED SIGN PROGRAM



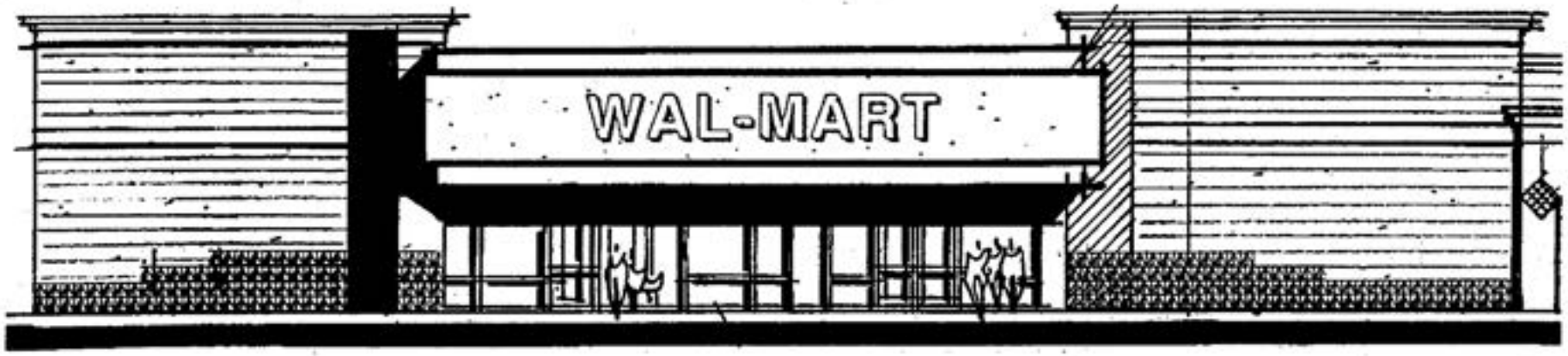
Page 1501 of 1971

Altus Lease Exhibit G
Shopping Center Sign Criteria

MAJOR SIGNS
PHASE II (TYPICAL LOCATION)

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

ONE ELEVEN-LA QUINTA
PLANNED SIGN PROGRAM



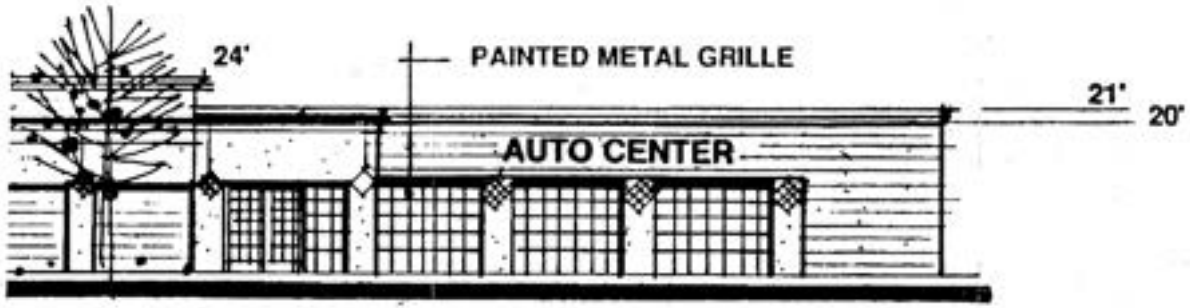
Page 1502 of 1971

Altus Lease Exhibit G
Shopping Center Sign Criteria

MAJOR SIGNS
PHASE III

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

ONE ELEVEN-LA QUINTA
PLANNED SIGN PROGRAM

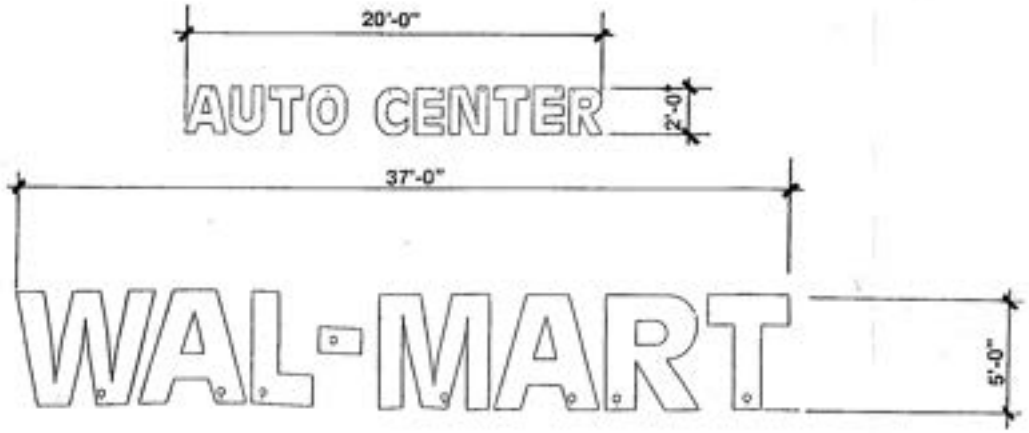


Page 1503 of 1971

Altus Lease Exhibit G
Shopping Center Sign Criteria

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

ONE ELEVEN-LA QUINTA
PLANNED SIGN PROGRAM



INDIVIDUAL INTERNALLY ILLUMINATED PLEXIGLAS SIGNS - COLOR WHITE PER WAL-MART STANDARD.

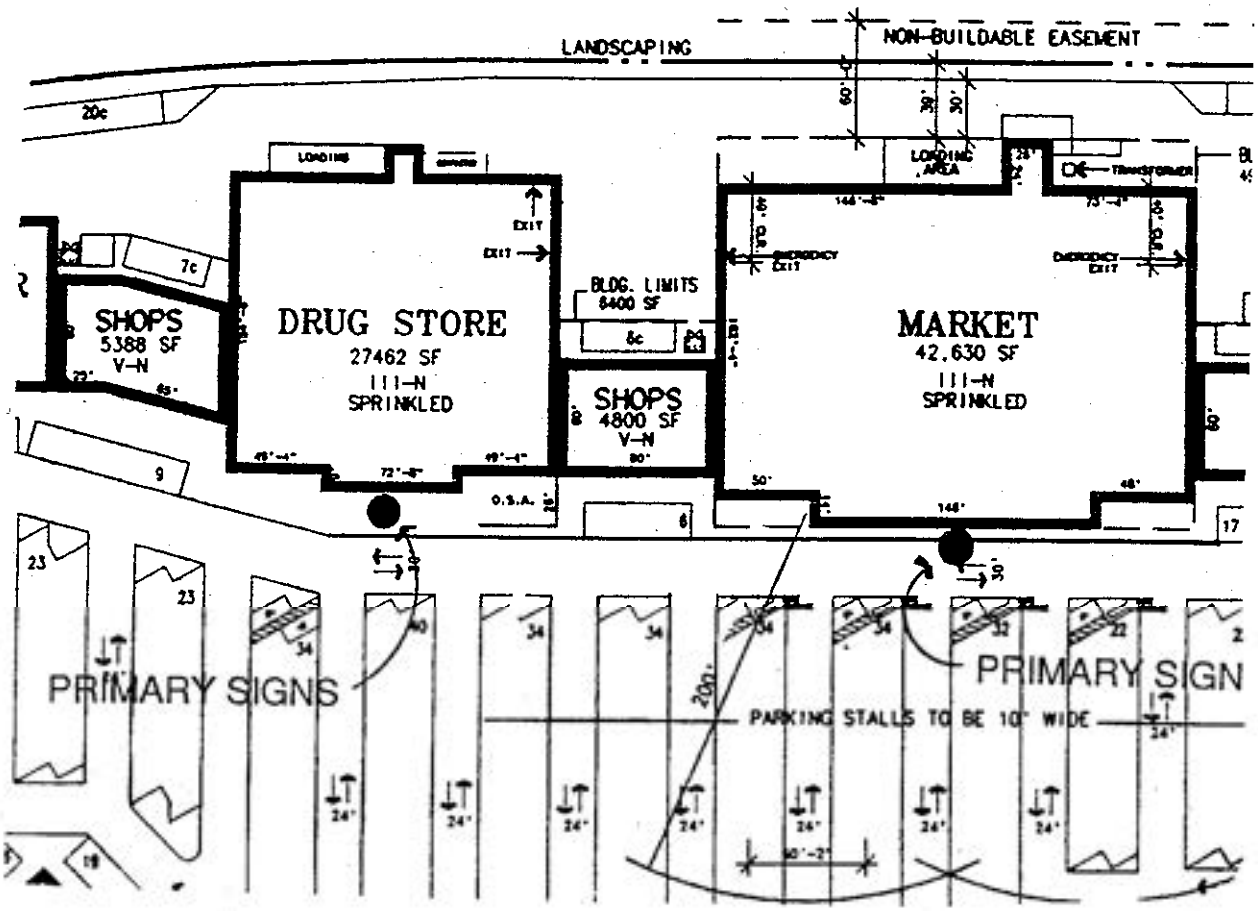
16

Page 1504 of 1971

Altus Lease Exhibit G
Shopping Center Sign Criteria

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

ONE ELEVEN-LA QUINTA
PLANNED SIGN PROGRAM

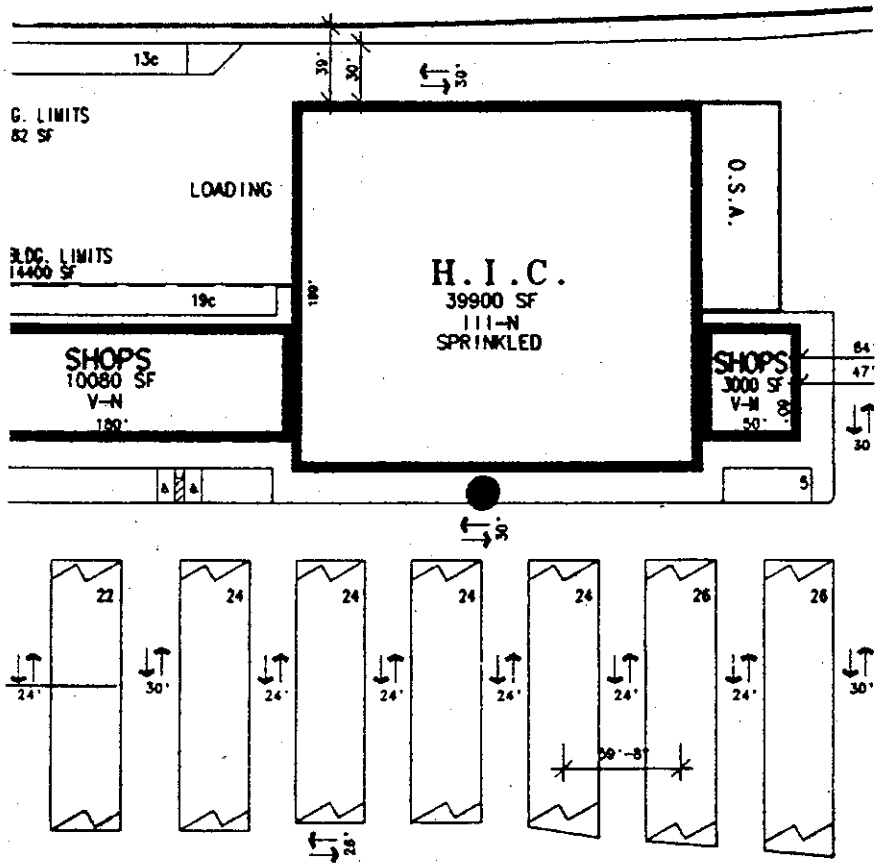


PHASE I
MAJOR SIGNS
(LOCATION)

Altus Lease Exhibit G
Shopping Center Sign Criteria

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

ONE ELEVEN-LA QUINTA
PLANNED SIGN PROGRAM

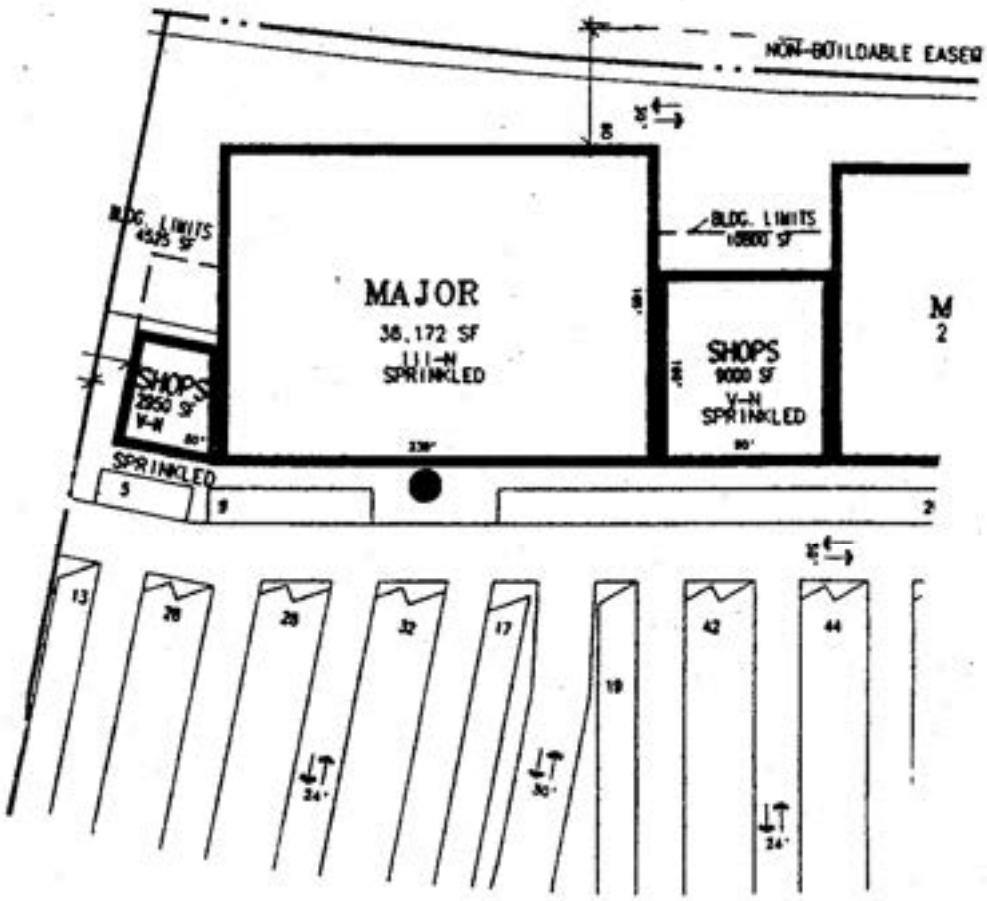


PHASE I
MAJOR SIGNS
(TYP. LOCATION)

Altus Lease Exhibit G
Shopping Center Sign Criteria
Exhibit G 100 of 197

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

ONE ELEVEN-LA QUINTA
PLANNED SIGN PROGRAM

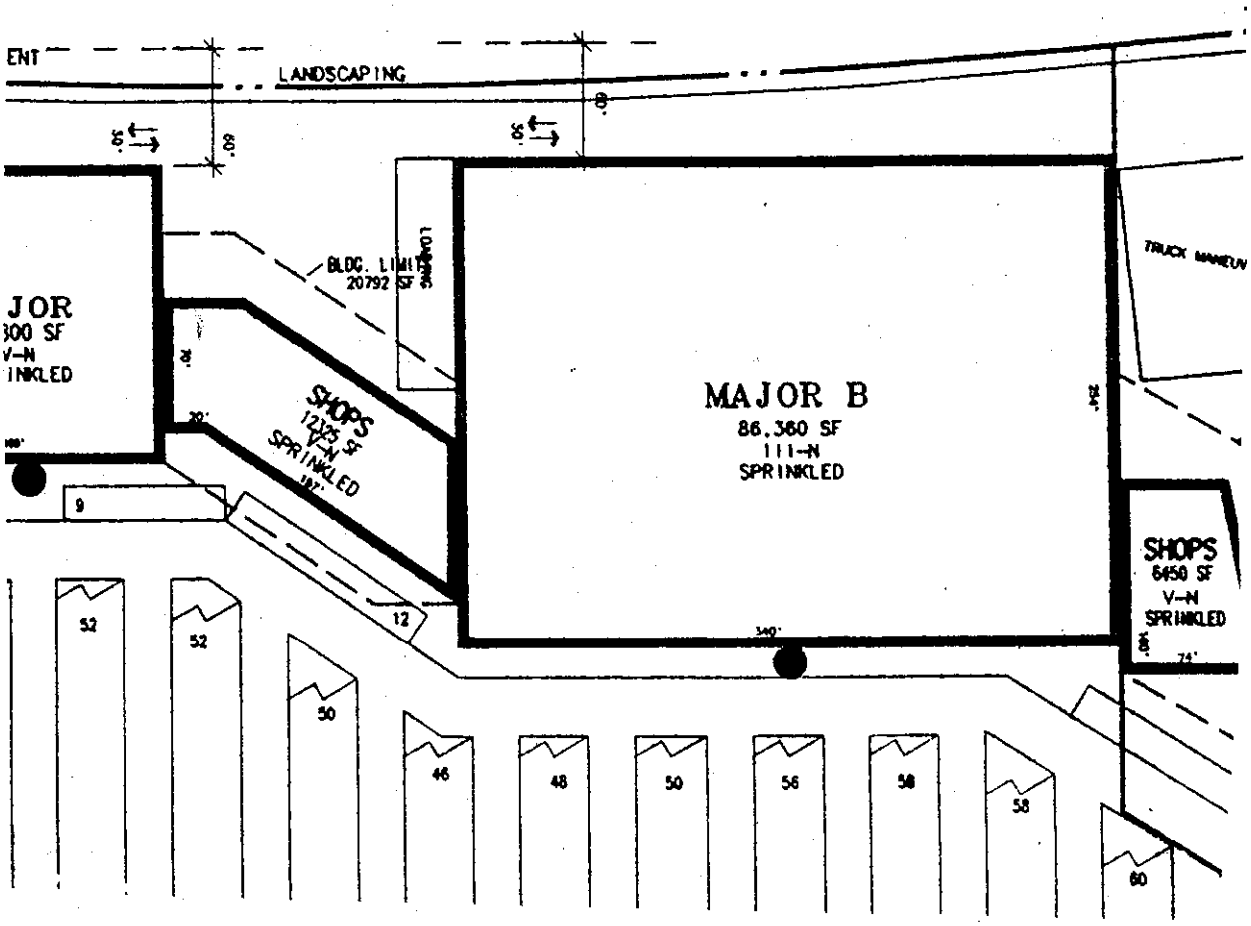


PHASE II
MAJOR SIGNS
(TYP. LOCATION)

Altus Lease Exhibit G
Shopping Center Sign Criteria

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

ONE ELEVEN-LA QUINTA
PLANNED SIGN PROGRAM

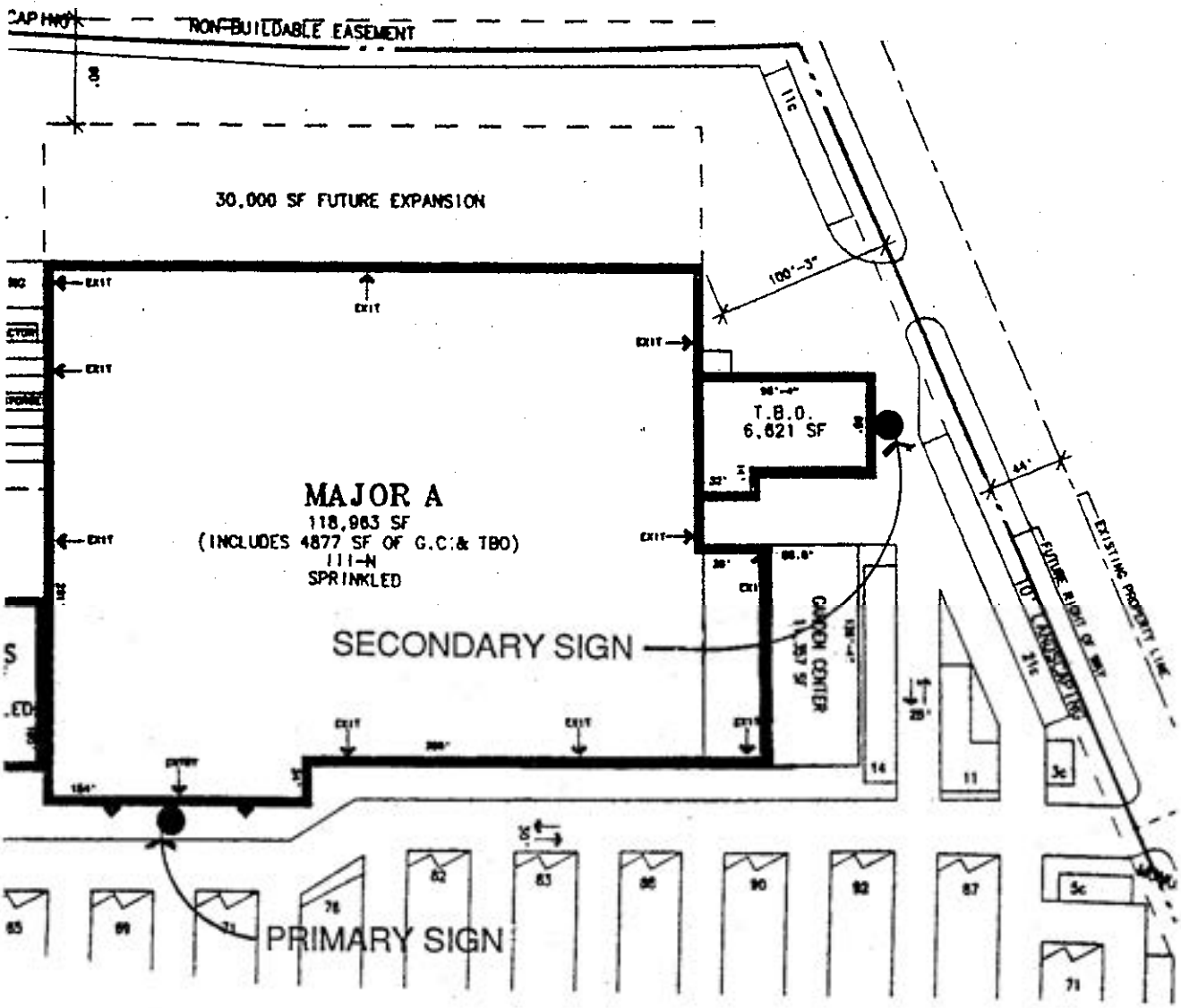


PHASE II
MAJOR SIGNS
(LOCATION)

Altus Lease Exhibit G
Shopping Center Sign Criteria

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

ONE ELEVEN-LA QUINTA
PLANNED SIGN PROGRAM



PHASE III
MAJOR SIGNS
(LOCATION)

Altus Lease Exhibit G
Shopping Center Sign Criteria

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

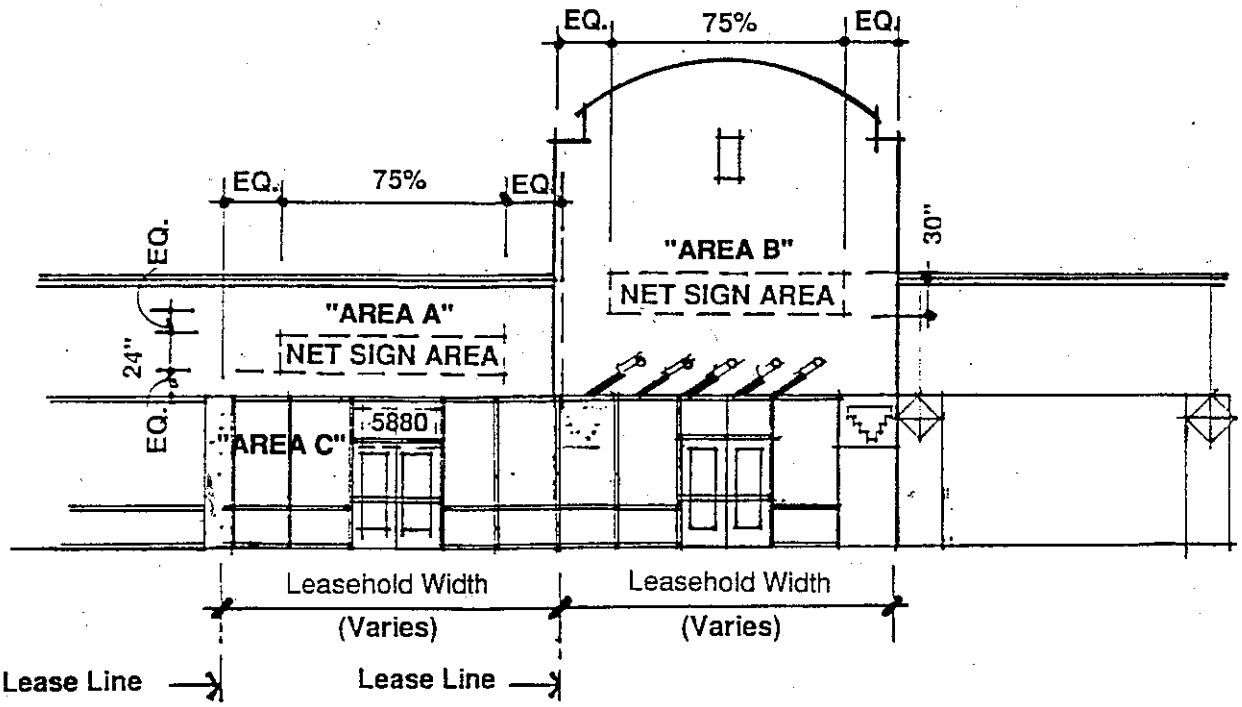
ONE ELEVEN-LA QUINTA
PLANNED SIGN PROGRAM

MONUMENT SIGNS-	CENTER I.D. SIGN	pg. 3
	TENANT MONUMENT SIGN	pg. 4a-c
	LOCATION MAP	pg. 5
MAJOR TENANTS	ELEVATION -	
	PAYLESS	pg. 8-9
	ALBERTSON'S	pg. 6-7
	H.I.C./SOFT GOODS	pg. 10-13
	WAL-MART	pg. 14-16
	SECONDARY SIGN LOCATION	
	LOCATION MAP	
SHOPS	TYPICAL ELEVATIONS	
	TYPICAL SECTIONS	
	LOCATION MAP	
PAD/SHOPS	TYPICAL ELEVATIONS	
	TYPICAL SECTIONS	
	LOCATION MAP	

Altus Lease Exhibit G
Shopping Center Sign Criteria

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

ONE ELEVEN-LA QUINTA
PLANNED SIGN PROGRAM



MINOR TENANT SIGNS (PRIMARY)

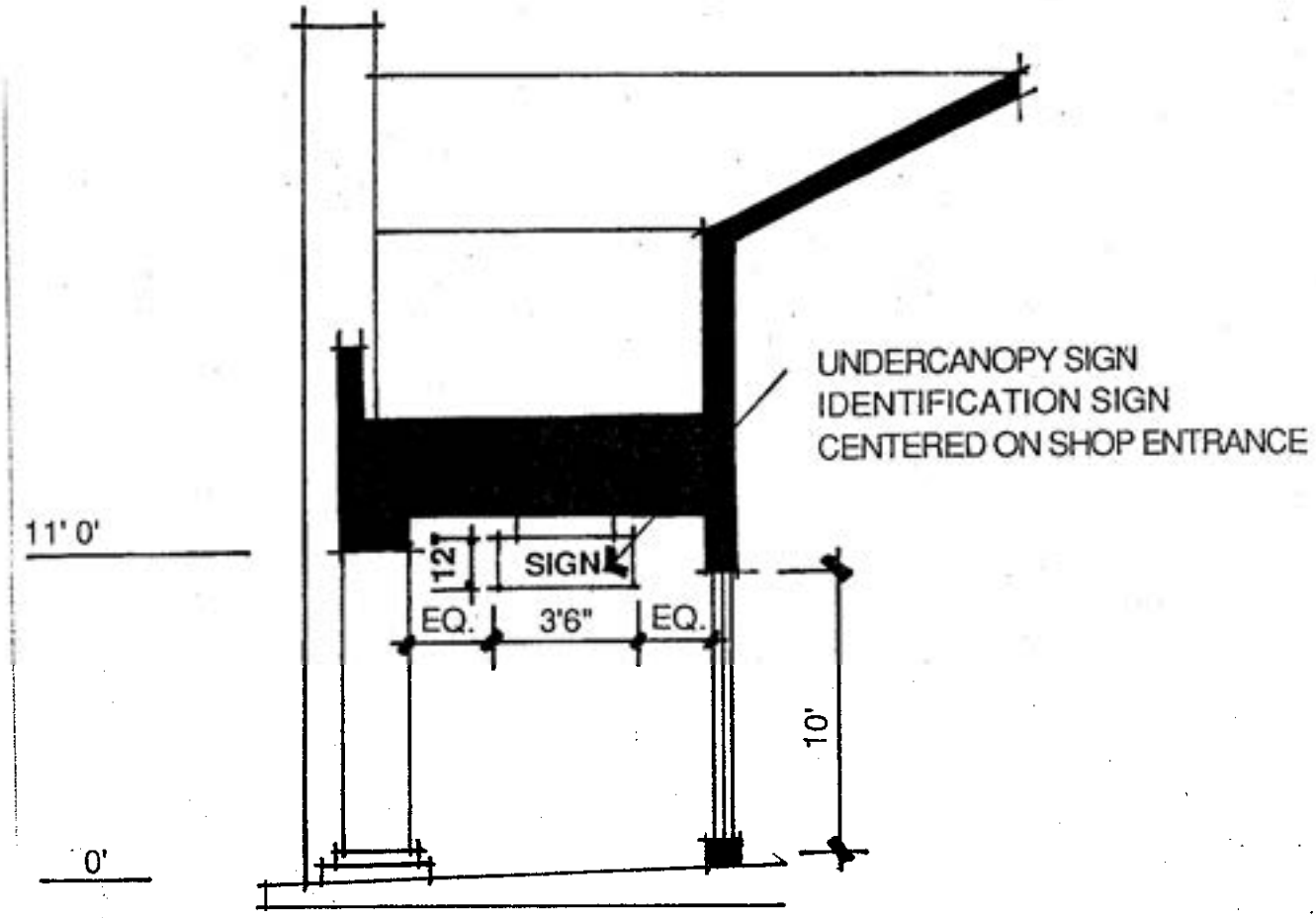
PURPOSE: MAJOR IDENTIFICATION
QUANTITY: ONE PER LEASE AREA FRONTAGE.
CORNER END ~~OR SEPERATE TENANT~~ SPACES MAY SPLIT ALLOWABLE FRONTAGE SIGN AREA AMONG TWO SIGNS. ← SIGNS TO BE SEPARATED BY 20' WHEN ON CORNER (ONE ON EACH FACE).
NET SIGN AREA A: AS DEFINED ABOVE, NOT TO EXCEED 50 S.F. MAX.* (INCLUDING TENANT LOGO) ← MAX 25% OF AREA
NET SIGN AREA B: AS DEFINED ABOVE (TOWER LOCATIONS), NOT TO EXCEED 50 S.F. MAX.* - INCLUDING TENANT LOGO
LETTER STYLE: HELVETICA LIGHT OR AS APPROVED BY CITY AND DEVELOPER.*
COLORS: WHITE/RED/BLUE/GREEN/YELLOW OR AS APPROVED BY DEVELOPER.*
MATERIAL: PLEXIGLAS FACE, MATTE BLACK PAINTED ALUMINUM CAN. INTERNALLY ILLUMINATED INDIVIDUAL LETTERS.
2 LINES OF COPY OK
NET SIGN AREA C (ADDRESS):
LETTER STYLE: 6" HELVETICA LIGHT
COLORS: "FRAZEE", CZ-5880W
MATERIAL: DIECUT FACED LETTERS

* * NATIONAL OR REGIONAL TENANTS WITH MORE THAN 5 OUTLETS WILL BE ALLOWED TO USE THEIR STANDARD SIGN. NO TWO ADJACENT SEPERATE TENANT SIGNS SHALL BE THE SAME COLOR WITHOUT CITY APPROVAL. ONE COLOR ONLY PER SIGN OTHER THAN LOGO UNLESS APPROVED BY CITY. THESE PROVISIONS REQUIRE PLANNING COMMISSION APPROVAL.

Altus Lease Exhibit G
Shopping Center Sign Criteria

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

ONE ELEVEN LA QUINTA
PLANNED SIGN PROGRAM



MINOR TENANT SIGNS (SECONDARY)

PURPOSE: SHOP IDENTIFICATION
QUANTITY: ONE PER LEASE SPACE
SIGN AREA : 3.5 S.F.
LETTER STYLE: HELVETICA LIGHT
COLORS: WHITE/RED/BLUE/GREEN/YELLOW TO MATCH PRIMARY SIGN OR AS APPROVED BY DEVELOPER AND CITY.
MATERIAL: WOOD OR WOOD LIKE MATERIAL

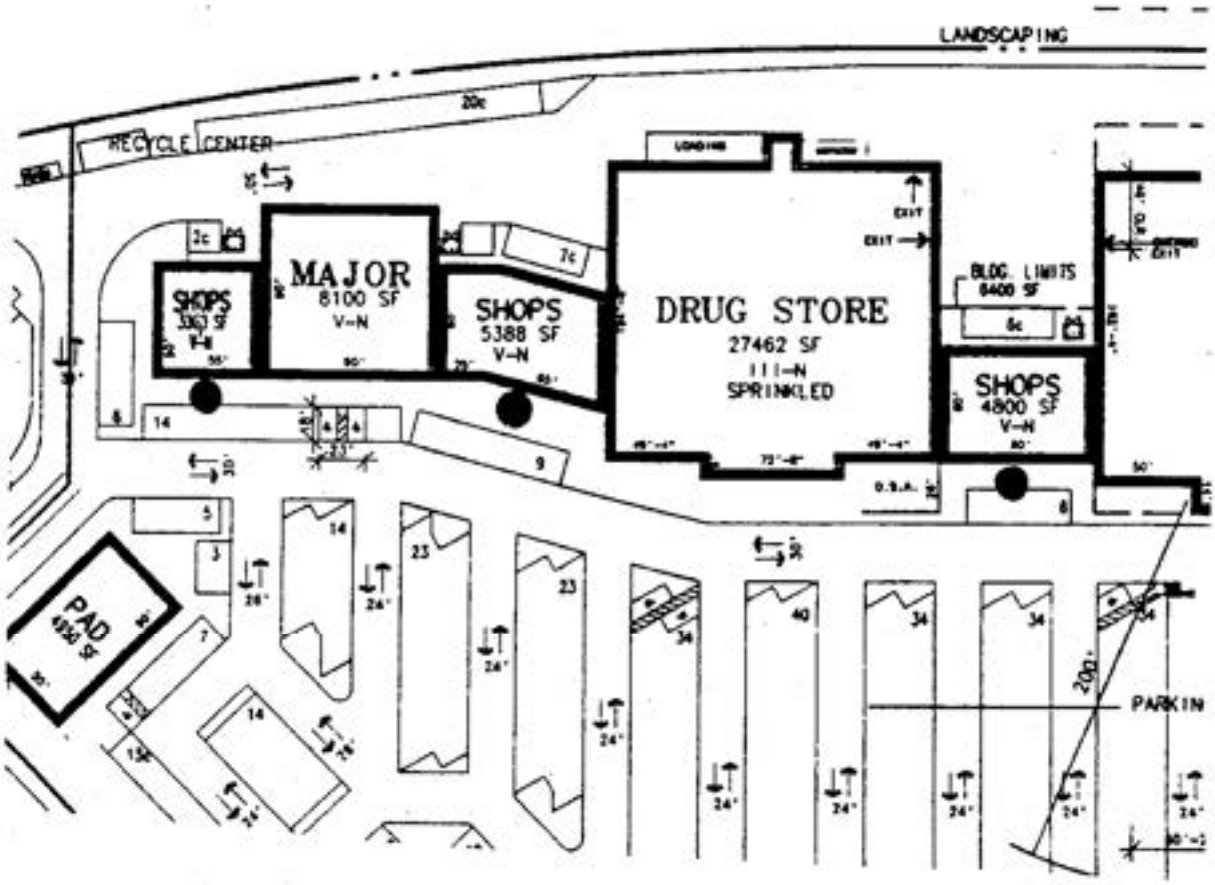
UNDERCANOPY SIGN OPTIONAL PER DEVELOPER

Altus Lease Exhibit G
Shopping Center Sign Criteria

Exhibit G 126 of 197

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

ONE ELEVEN-LA QUINTA
PLANNED SIGN PROGRAM

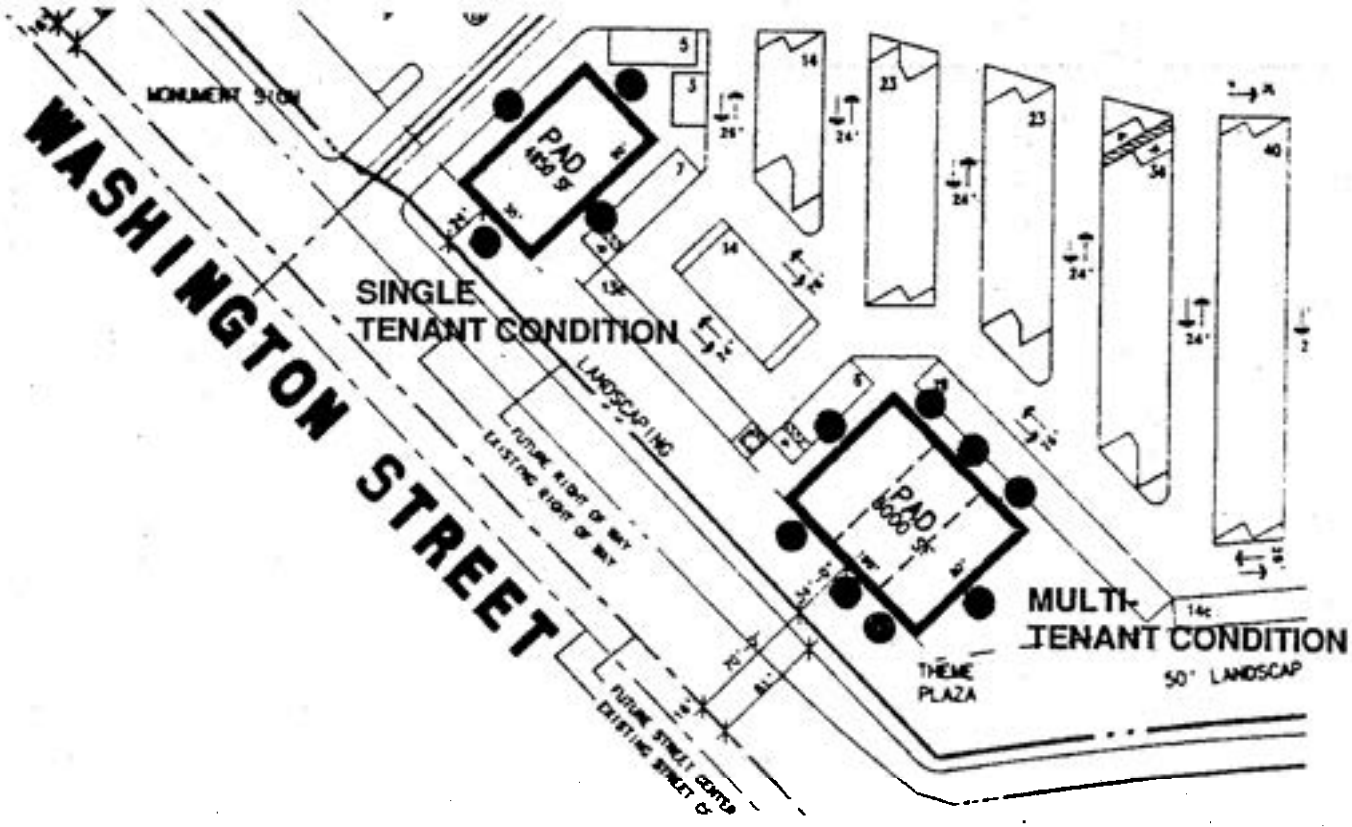


PHASE I
SHOP SIGNS
(LOCATION) TYPICAL

Altus Lease Exhibit G
Shopping Center Sign Criteria
Exhibit G 197 of 197

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

ONE ELEVEN-LA QUINTA
PLANNED SIGN PROGRAM



NOTE: CRITERIA IS SAME AS FOR "MINOR TENANT SIGNS (PRIMARY)" ON PAGE 22 EXCEPT LETTER SIZE IS 24" AND SIGN AREA FOR EACH SIGN IS ONE S.F. PER LINEAR FOOT OF LEASE AREA WIDTH UP TO MAXIMUM OF 50 S.F. PER EXTERIOR FRONTAGE TO STREET OR PARKING AREA. DEVIATIONS REQUIRE CITY APPROVAL.

ONE SIGN PER BUILDING SIDE PER TENANT WILL BE ALLOWED UNDER THIS SIGN PROGRAM.

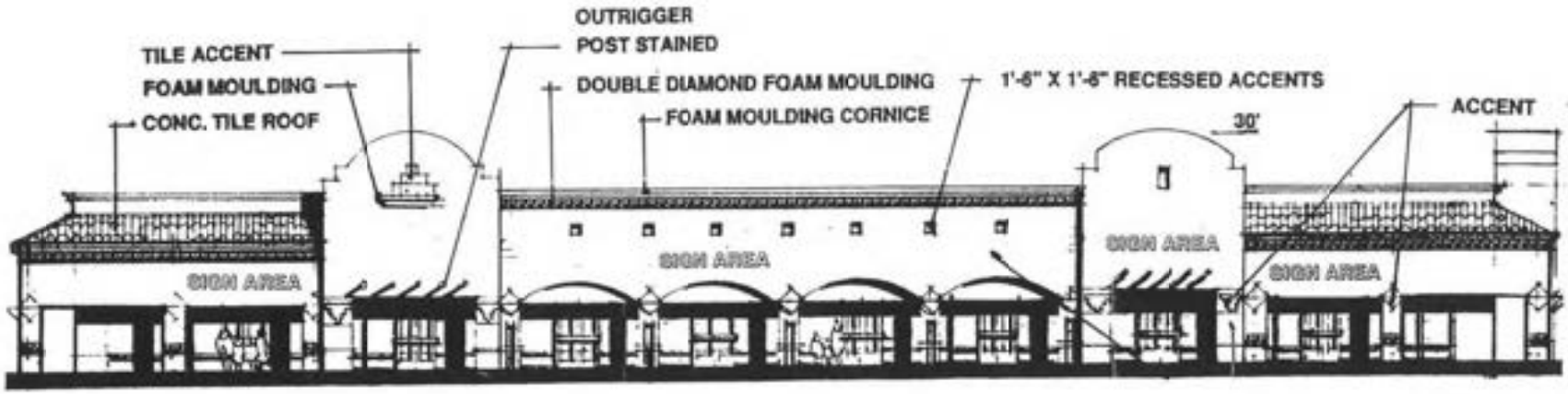
SERVICE STATION PRICE SIGNS - ONE SIGN PER STATION, DETAILSSUBJECT TO CITY AND OTHER AGENCY APPROVALS.

PHASE I
PAD SIGNS
(LOCATION) TYPICAL

Altus Lease Exhibit G
Shopping Center Sign Criteria

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

ONE ELEVEN **LA QUINTA**
PLANNED SIGN PROGRAM



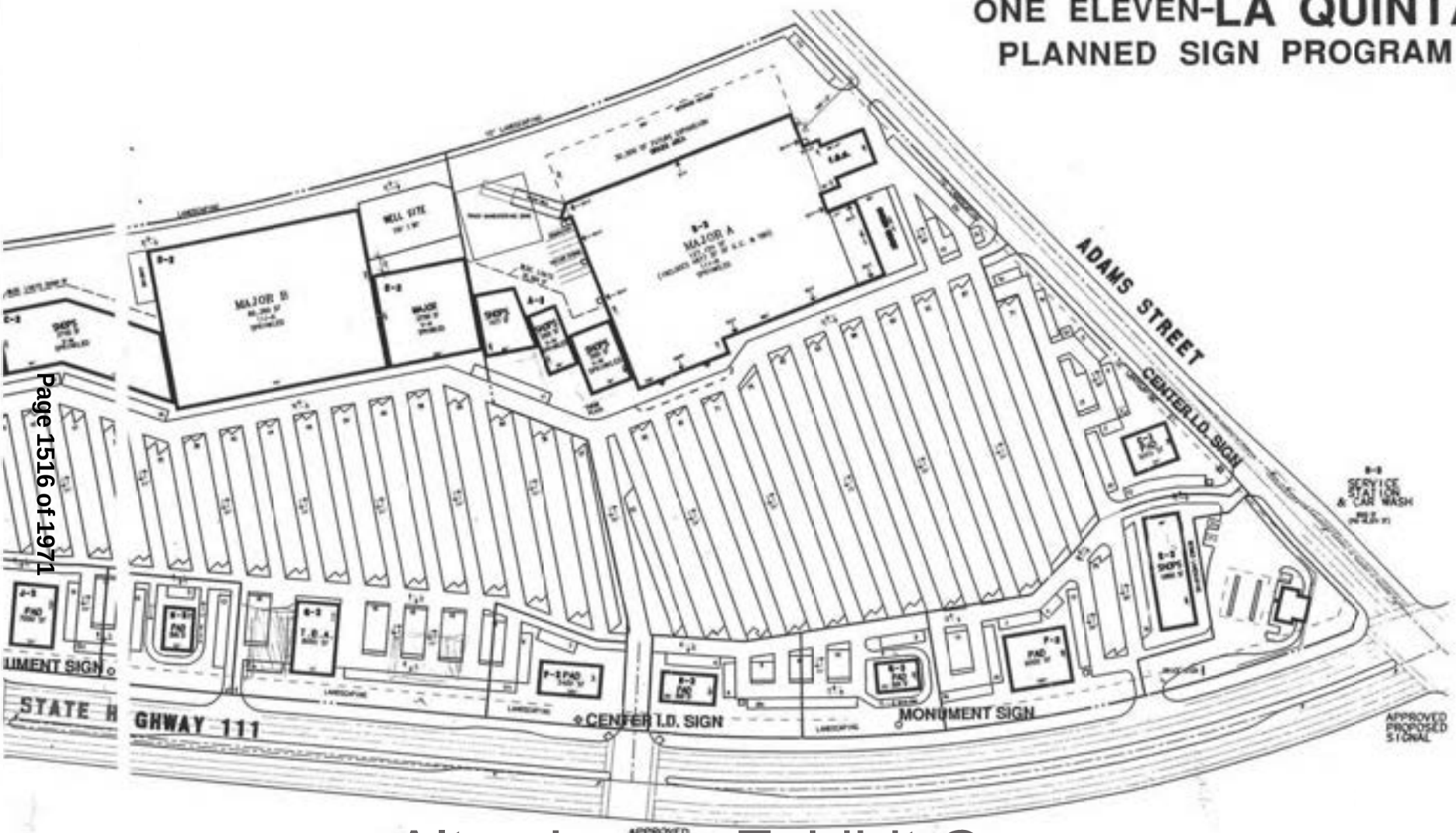
PAD SIGNS
TYPICAL

26

Altus Lease Exhibit G
Shopping Center Sign Criteria

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

ONE ELEVEN-LA QUINTA
PLANNED SIGN PROGRAM

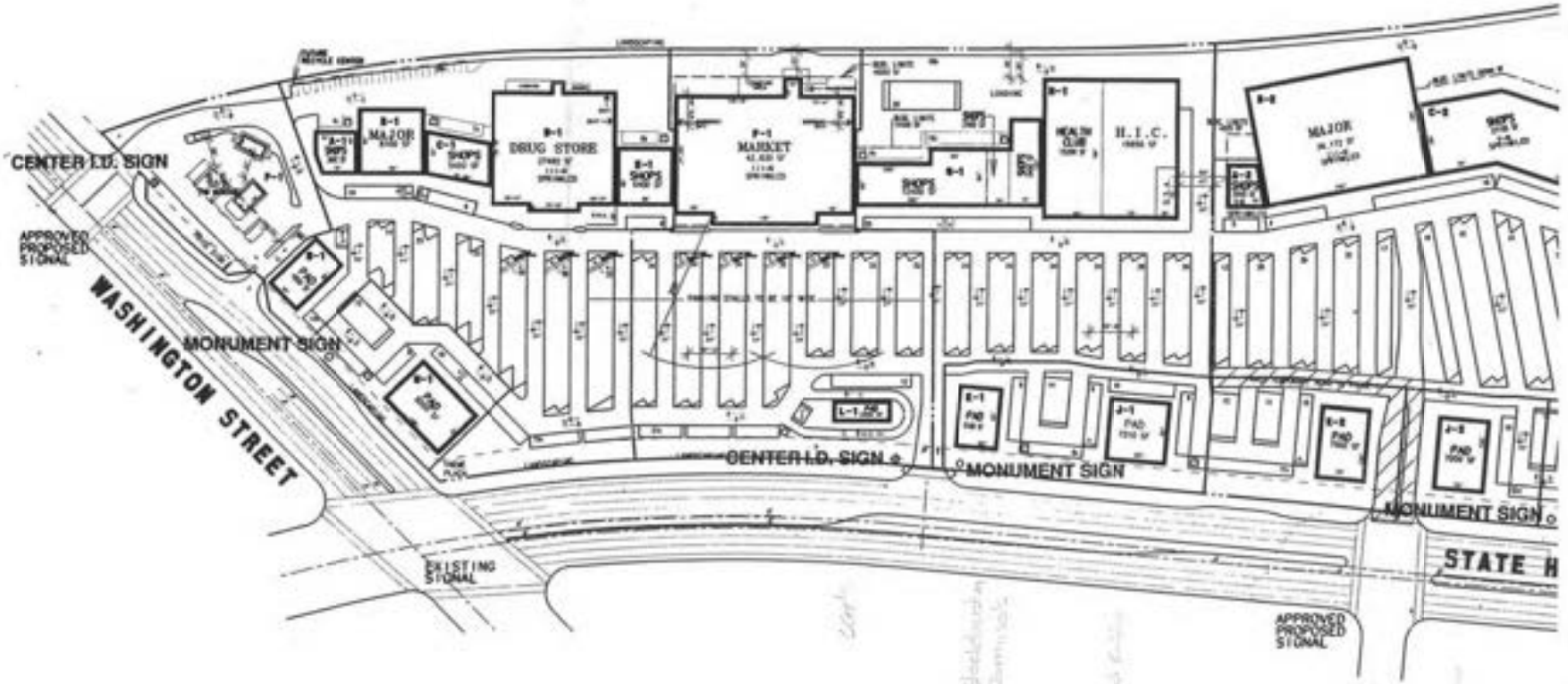


Page 1516 of 1971

Altus Lease Exhibit G
Shopping Center Sign Criteria

FREE-STANDING SIGN LOCATIONS

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690



Altus Lease Exhibit G
Shopping Center Sign Criteria

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

City of La Quinta

P.O. Box 1504
78-495 Calle Tampico
La Quinta, California 92253

(760) 777-7000
(TDD) (760) 777-1227

September 28, 2000

Mr. Robby Seeds
1ST Choice Signs
610 Rocksprings Rd.
Escondido, Calif. 92025

SUBJECT: Sign Application 2000-515

Dear Mr. Seeds,

The Planning Commission at its meeting of September 26, 2000, approved your request for two new signs to replace the Airtouch signs at 78742 Highway 111, per the attached exhibits. The approval is subject to following conditions:

1. Obtain a building permit prior to any work on the sign being started.

2. Final plans shall be reviewed by the Community Development Department prior to obtaining building permit.

3. The signs shall be spaced evenly between the existing signs on each side.

This action is final unless appealed to the City Council within 15 days of the action. Please contact me should you wish to appeal.

Should you have any questions, please call me at (760) 777-7064.

Very truly yours,

JERRY HERMAN
COMMUNITY DEVELOPMENT DIRECTOR

Stan B. Sawa

STAN B. SAWA
Principal Planner

encl.

c: Nickie Gormley, Building and Safety Department

Altus Lease Exhibit G
Shopping Center Sign Criteria

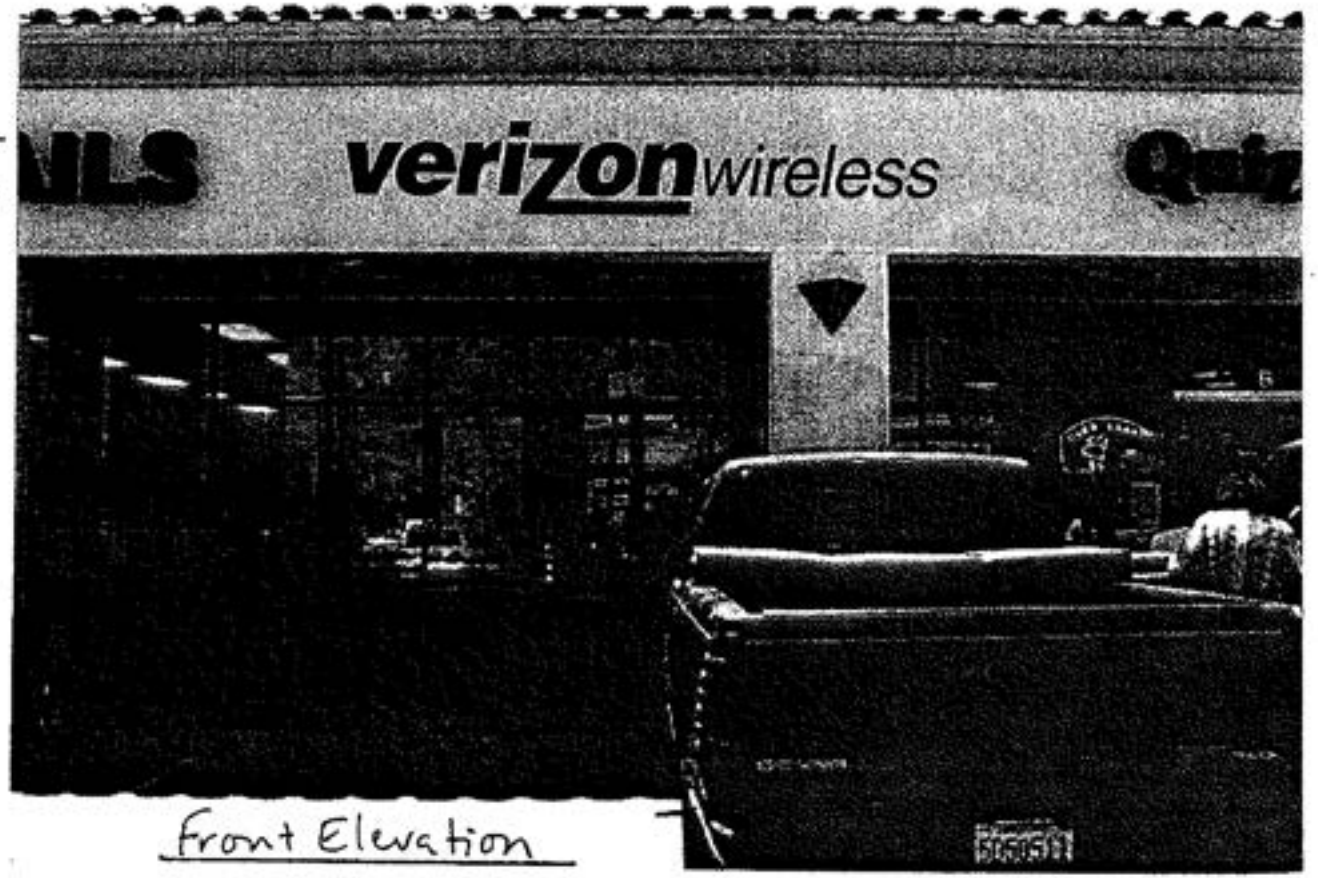
Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

78-742 HWY. 111
LA QUINTA, CA

Store 18'-0" Frontage

14'-6 7/8"

15"



4'-0"

Front Elevation

EXHIBIT SA CASE NO. 2000-515

LA QUINTA PLANNING COMMISSION
APPROVED
DATE 9/26/00

Page 1519 of 1971

Altus Lease Exhibit G
Shopping Center Sign Criteria

PK CHANNEL LETTERS - I-7-F

Drafter	RJS
Manager	BW

BLAIR Sign Co.
5107 KISSELL AVE
ALTOONA, PA 16601
(814) 949-8287 FAX (814) 949-8293
E-MAIL: [illegible]

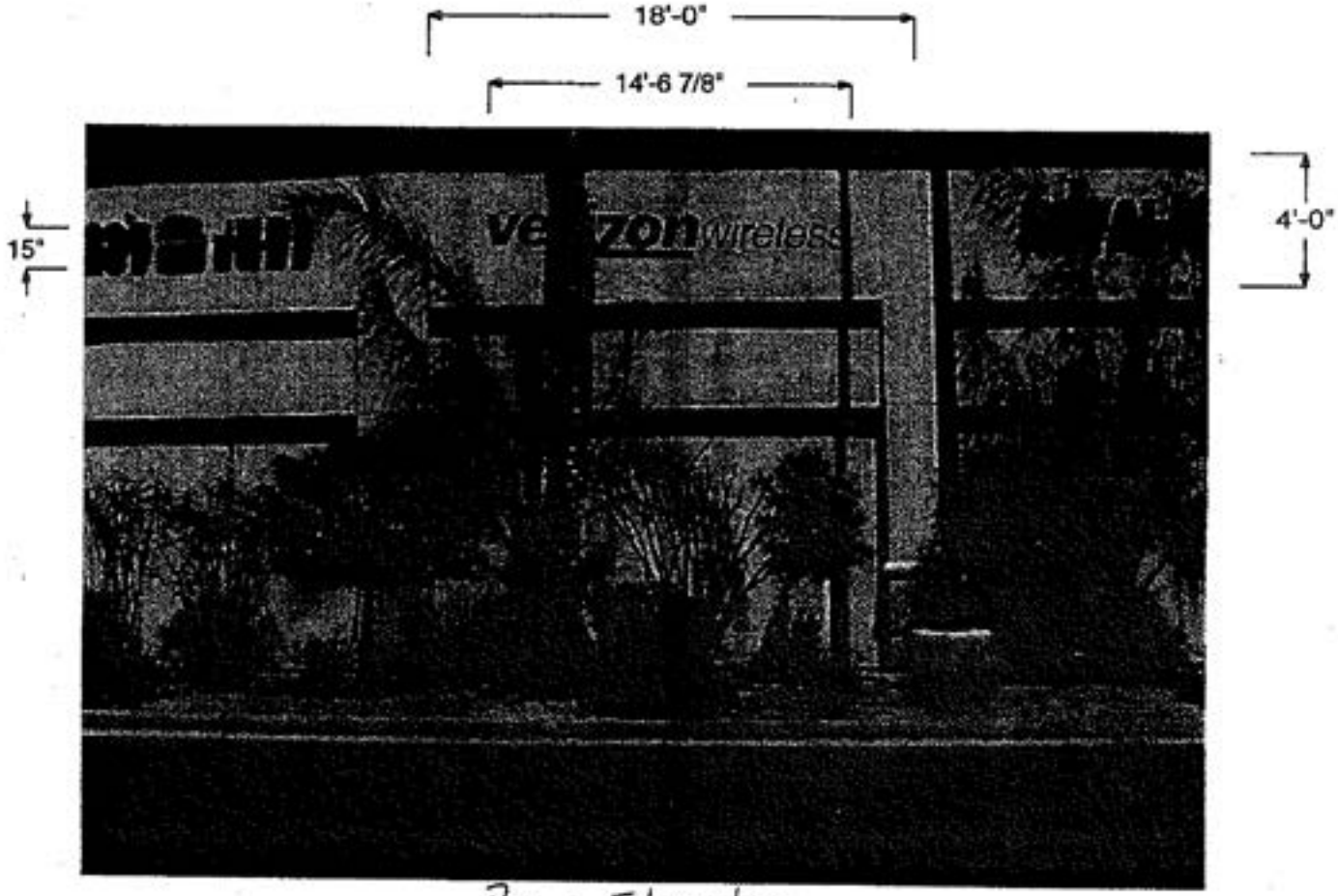
verizon wireless

M# 67319

CONCEPTUAL ARTWORK

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

78-742 HWY. 111
LA QUINTA, CA



Rear Elevation

PK CHANNEL LETTERS – 47.60 SF

Drafter: RDS
Manager: BW

BLAIR Sign Co.
5107 KISSELL AVE
ALTOONA, PA 16601
(814) 949-8287 FAX (814) 949-8293
E-MAIL: [illegible]@blairsign.com

verizon wireless

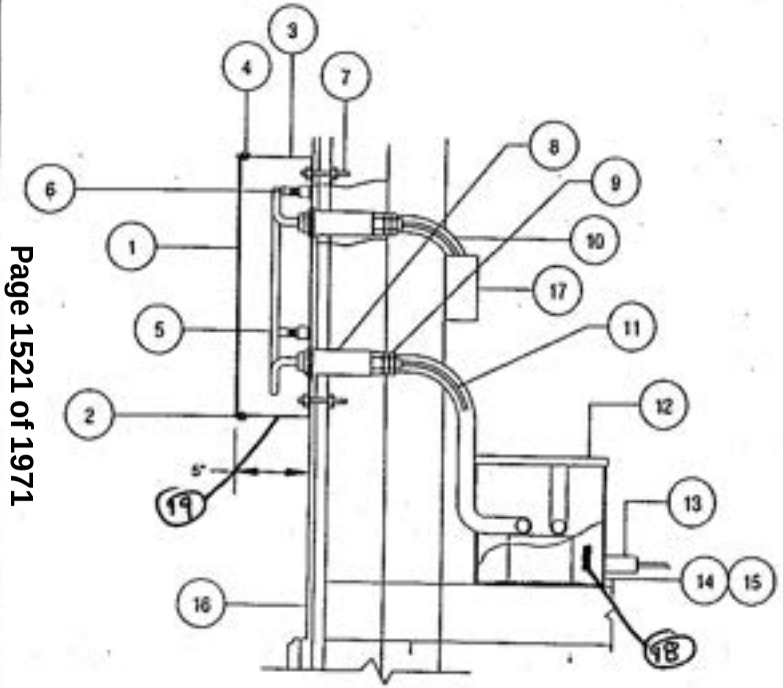
M# 67319

CONCEPTUAL ARTWORK C[illegible]

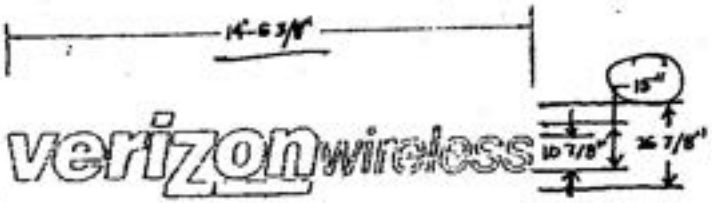
Altus Lease Exhibit G
Shopping Center Sign Criteria

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

Page 1521 of 1971



SECTION THRU SIGN / FASCIA



1. PLEXIGLAS FACE: 3/16"
2. 1" TRIM CAP
3. METAL LETTER-.040" ALUM-POP RIVET CONSTR
4. FACE RETAINING SCREW
5. NEON TUBE
6. NEON TUBE SUPPORT
7. MOUNTING FASTENER/HDW
8. P-K ELECTRODE HOUSING-UL APPROVED
9. CONDUIT COUPLING
10. FLEXIBLE CONDUIT W/CONNECTOR
11. GTO WIRE
12. TRANSFORMER BOX(S)-INSTALLED IN A CONVENIENT LOCATION
13. 110 V LEAD-IN
14. TRANSFORMER
15. GROUNDING SCREW
16. FASCIA
17. HI VOLT CONNECTOR
18. Disconnect Switch
19. Drain Holes

COLOR SCHEDULE:
1. FACE (Z): WHITE #7328 W
   RED VINYL OVERLAY #3630-43 'TOMATO RED'
   FACE (LETTERS): CYROPLEX #1124-1P95
2. TRIM CAP: BLACK
3. METAL LETTER: DMC #921 BLACK SEMI-GLOSS
4. NEON TUBE (Z): RED (13MM CLEAR/NEON)
   NEON TUBE (LETTERS): WHITE (13MM VTC. 'SNWTE'/ARGON)
5. INTERIOR METAL LTR.: WHITE (MAX. LIGHT REFLECTION)

NOTE: 6" MIN. CLEARANCE REQUIRED BEHIND FASCIA FOR ELECTRICAL CONNECTIONS.

Altus Lease Exhibit G
Shopping Center Sign Criteria
Exhibit G 115 of 145

As Per N.E.C. U.L. Listed.

DO NOT SCALE DRAWING
DIMENSIONS SUPERSEDE
NOTE-INSTALLER AND/OR
MUST CHECK AND VERIFY ALL
AND CONDITIONS AS INDICATED HEREON
THE FIELD PRIOR TO PROCEED
NECESSARY. WORK
OR PROBLEMS MUST

CHG.	DATE	DWN.	CHK'D.	APP'D.	DESCRIPTION

INFORMATION SHOWN ON
DRAWING IS PROPRIETARY
THE SOLE PROPERTY
CO. AND IS NOT TO
SUBMITTED TO OTHERS
ANY PURPOSE NO

67319
M NUMBER

BLAIR Sign Co.
5107 KISSELL AVENUE
ALTOONA, PENNSYLVANIA 16601
(814) 949-8287 FAX (814) 949-8290

LOCATION:
INTERIOR | EXTERIOR X

TRANSFORMER:
30ma X | 60ma

SHEET OF
SCALE

TITLE: VERIZON WIRELESS
LA C CA

DRAWING NO.

SIZE C | CHG. N/C

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

ONE ELEVEN-LA QUINTA
PLANNED SIGN PROGRAM

FILE COPY

This is most current copy, but still not correct. 3 pgs had revision. SB 2/4/92

PREPARED FOR:

WASHINGTON ADAMS L.P.
2377 CRENSHAW BOULEVARD SUITE 300
TORRANCE, CALIFORNIA 90501-3325
(213) 618-3620

SUBMITTED TO:

CITY OF LA QUINTA
P.O. BOX 1504
78-105 CALLE ESTADO
LA QUINTA, CALIFORNIA 92253
(619) 564-2246

RECEIVED
MAY 24 1991
CITY OF LA QUINTA
PLANNING & DEVELOPMENT DEPT.

NOTE: 4-13 future bldg on Hwy 111 18' unless exptl.

Approved by:	Date	Reso #
☐ Planning Commission		
☐ City Council		
☒ Community Dev. Dept.	2/4/92	
Initials SB		
Case No. SP 89-014		
Exhibit		
☐ With Conditions		

MCG
McClellan / Cruz / Gaylord & associates
Architecture - Planning - Interiors
18201 Von Karman Ave. Ste. 250-Irvine, CA. 92715-1028 (714) 553-1117

Altus Lease Exhibit G
Shopping Center Sign Criteria

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

ONE ELEVEN-LA QUINTA
PLANNED SIGN PROGRAM

PURPOSE:

The purpose of this sign program is to insure a continuity in graphic elements throughout the One Eleven-La Quinta project.

It is the intent of this sign program to provide individual tenants maximun sign exposure, without visual clutter and in a manner that will enhance the overall image of the project.

Signs shall be submitted to the City and Washington Adams L.P. (Developer) for review and approval. Developer shall determine specific location and spacing of signs.

CONDITIONS:

Each tenant is responsible for providing their own sign.

Each tenant is responsible for obtaining all required sign and building permits from the City of La Quinta.

Signs as outlined in this sign program are the only signs allowed.

The criteria in this sign program shall be strictly enforced.

APPROVAL PROCESS:

Each tenant sign must be submitted to Developer and The City of La Quinta Planning Dept. for approval. The drawings to be submitted must clearly indicate sign size, color, construction material, location, message and type face per the specifications identified in this program.

Deviations from this program may require approval by City's Design Review Board and/or Planning Commission.

Altus Lease Exhibit G
Shopping Center Sign Criteria

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

ONE ELEVEN-LA QUINTA
PLANNED SIGN PROGRAM

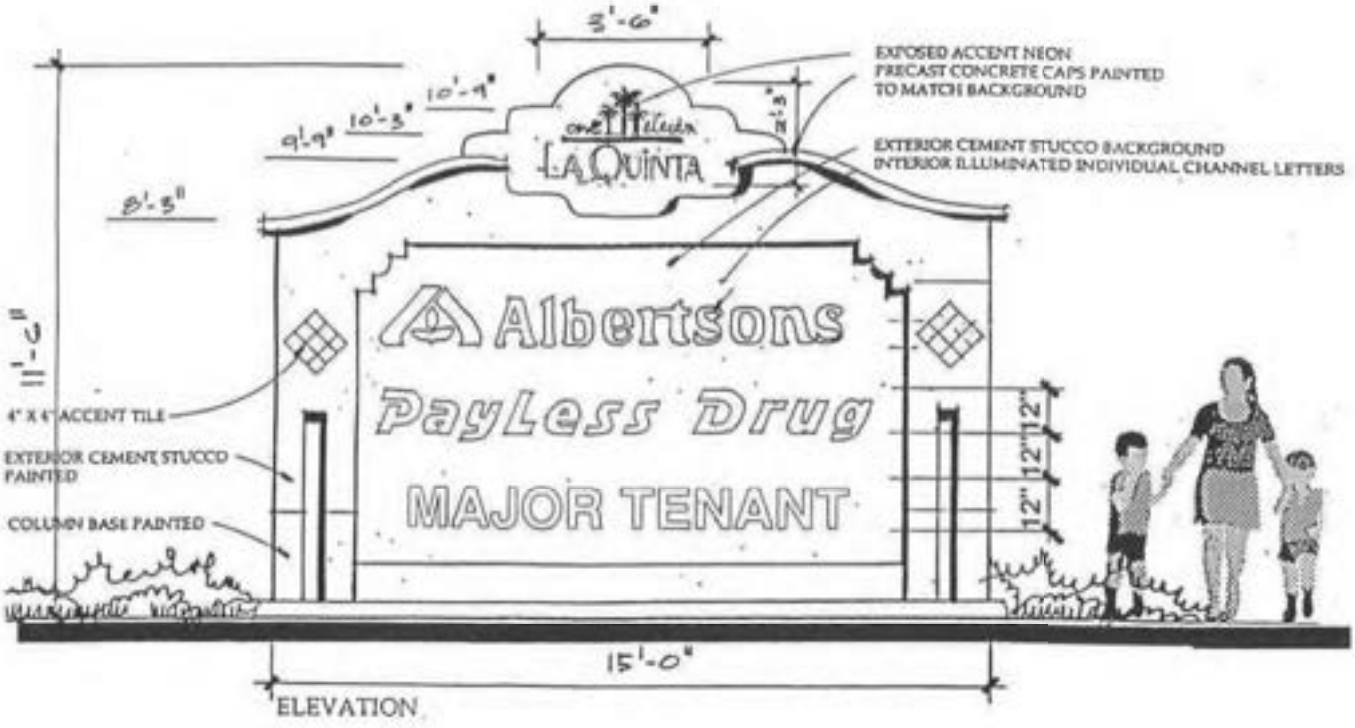
MONUMENT SIGNS-	CENTER I.D. SIGN	pg. 3
	TENANT MONUMENT SIGN	pg. 4a-c
	LOCATION MAP	pg. 5
MAJOR TENANTS	ELEVATION -	
	PAYLESS	pg. 8-9
	ALBERTSON'S	pg. 6-7
	H.I.C./SOFT GOODS	pg. 10-13
	WAL-MART	pg. 14-16
	SECONDARY SIGN LOCATION	
	LOCATION MAP	
SHOPS	TYPICAL ELEVATIONS	
	TYPICAL SECTIONS	
	LOCATION MAP	
PAD/SHOPS	TYPICAL ELEVATIONS	
	TYPICAL SECTIONS	
	LOCATION MAP	

Altus Lease Exhibit G
Shopping Center Sign Criteria

Exhibit 5248 of 1971

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

ONE ELEVEN-LA QUINTA
PLANNED SIGN PROGRAM



CENTER I.D. SIGN SCALE: 1/4"=1'-0"

DOUBLE FACED SIGN WITH 12" HT. INDIVIDUAL INTERNALLY ILLUMINATED PLEXIGLASS LETTERS EXTERIOR CEMENT STUCCO.

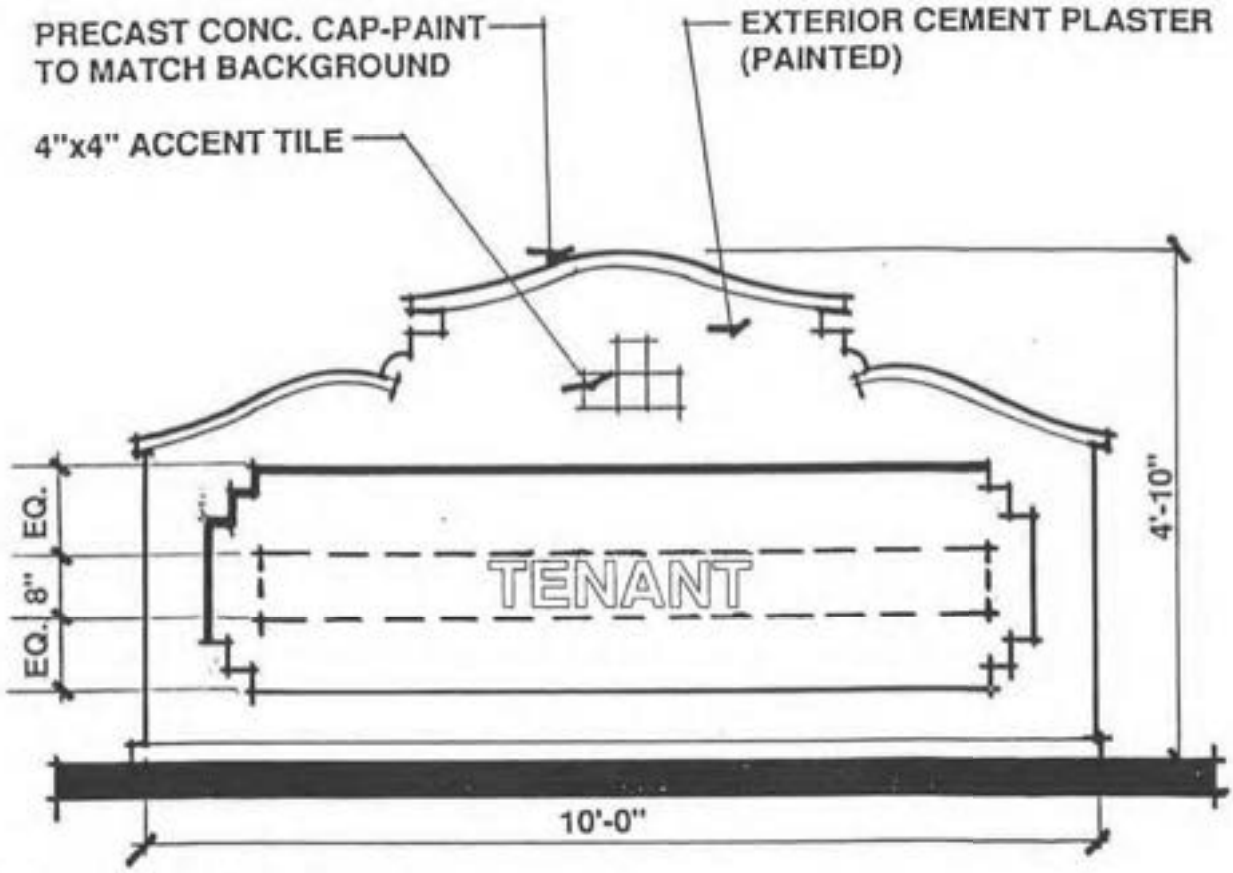
THREE MAJOR TENANT NAMES MAXIMUM ARE ALLOWED. TENANT LETTER COLORS & STYLE TO MATCH THEIR BUILDING SIGNS.

PURPOSE: PROJECT IDENTIFICATION
QUANTITY: 4
SIGN AREA: 150 S.F. PER SIGN
LOGO COLOR: GREEN & PINK NEON
BACKGROUND COLOR: BEIGE & CREAM WITH TAN BASE
MATERIAL: EXTERIOR CEMENT STUCCO

Altus Lease Exhibit G
Shopping Center Sign Criteria

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

ONE ELEVEN-LA QUINTA
PLANNED SIGN PROGRAM



MONUMENT SIGN SCALE: 3/8"=1'-0"

DOUBLE FACED SIGN WITH 8" HT. INDIVIDUAL INTERNALLY ILLUMINATED PLEXIGLASS LETTERS EXTERIOR CEMENT STUCCO.

LOCATION AND LETTERING TO BE APPROVED BY DEVELOPER & CITY AS PART OF C.U.P. PROCESS. This sign replaces building wall sign which would face street or plot plan

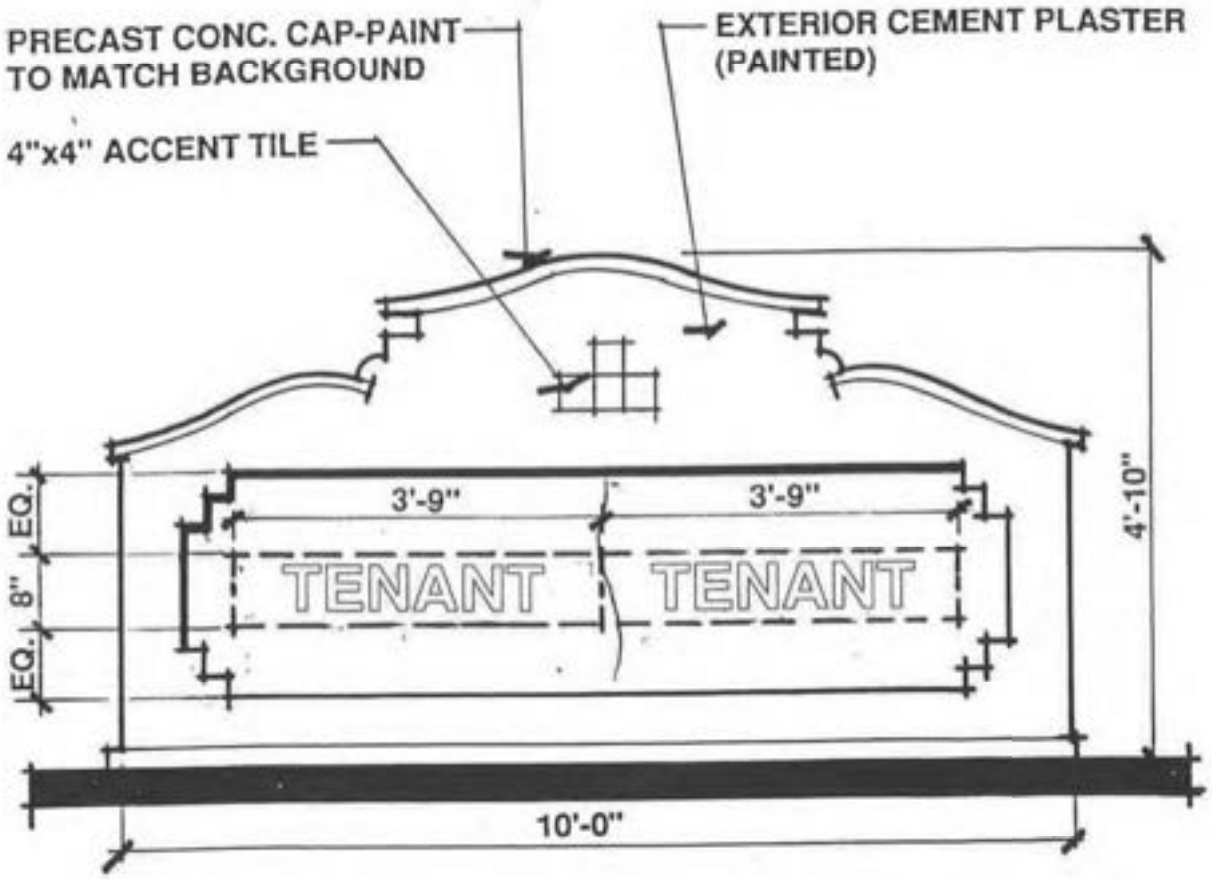
PURPOSE: TENANT IDENTIFICATION
QUANTITY: 4
SIGN AREA: 50 S.F. PER SIGN
LETTER STYLE: TENANT TO SUBMIT FOR SPECIFIC APPROVAL AS PART OF C.U.P. ~~PROCESS~~ or plot plan process
LETTER COLOR: TENANT LETTER COLOR TO MATCH THEIR BUILDING SIGNS.
BACKGROUND COLOR: BEIGE & CREAM WITH TAN BASE
MATERIAL: EXTERIOR CEMENT STUCCO

SCHEME 1
OPTIONAL

Altus Lease Exhibit G
Shopping Center Sign Criteria

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

ONE ELEVEN-LA QUINTA
PLANNED SIGN PROGRAM



MONUMENT SIGN SCALE: 3/8"=1'-0"

DOUBLE FACED SIGN WITH 8" HT.
INDIVIDUAL INTERNALLY ILLUMINATED
PLEXIGLASS LETTERS EXTERIOR CEMENT
STUCCO.

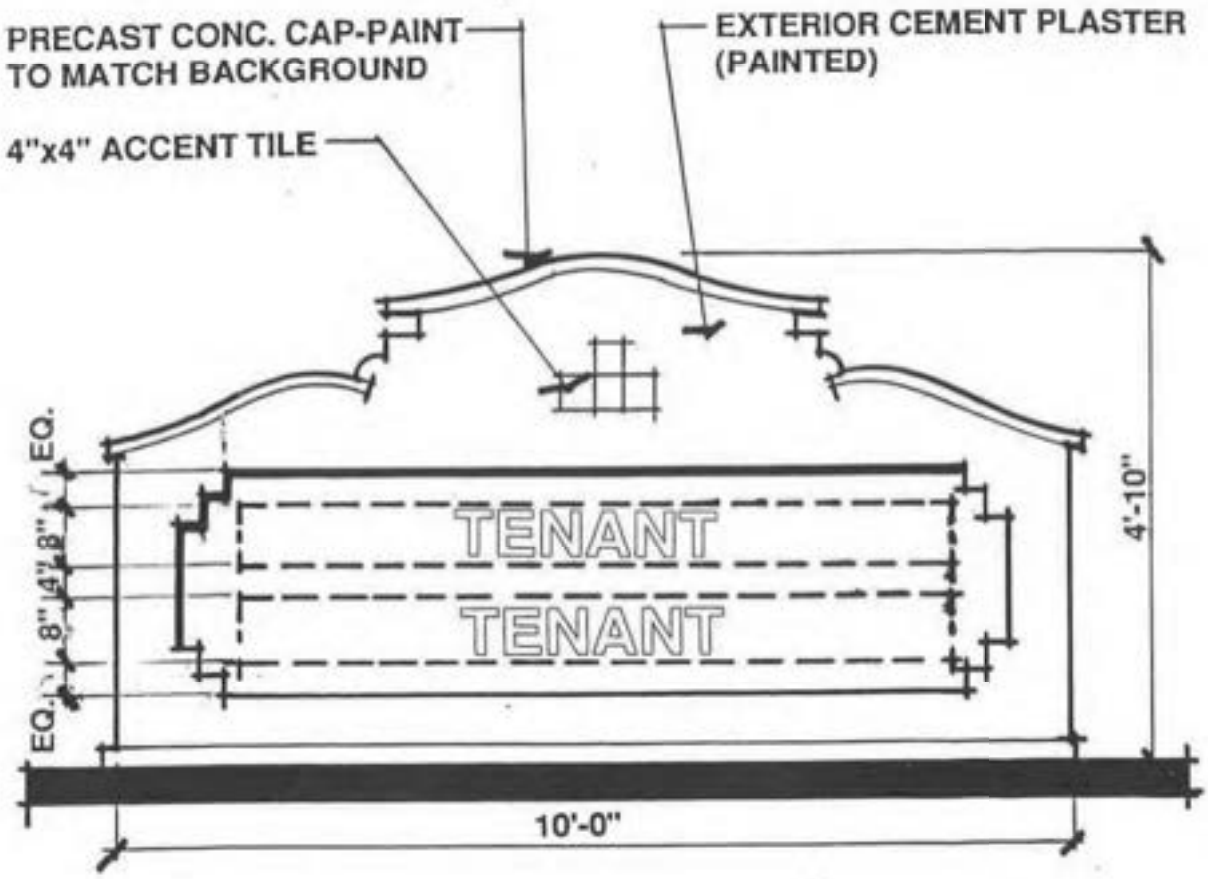
SCHEME 2
OPTIONAL

Altus Lease Exhibit G
Shopping Center Sign Criteria

4b

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

ONE ELEVEN-LA QUINTA
PLANNED SIGN PROGRAM



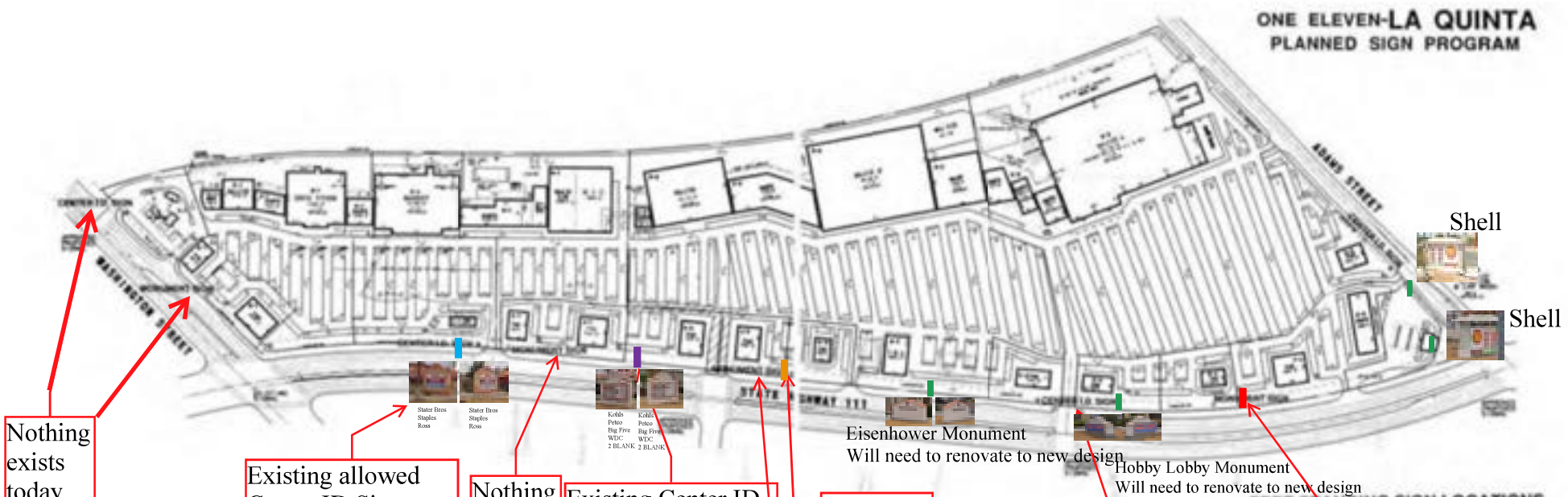
MONUMENT SIGN SCALE: 3/8"=1'-0"

DOUBLE FACED SIGN WITH 8" HT.
INDIVIDUAL INTERNALLY ILLUMINATED
PLEXIGLASS LETTERS EXTERIOR CEMENT
STUCCO.

SCHEME 3
OPTIONAL

Altus Lease Exhibit G
Shopping Center Sign Criteria

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690



Nothing exists today. Lets preserve our rights to build in the future

Existing allowed Center ID Sign. Renovate to new design

Nothing exists today. Lets preserve our rights to build in the future

Existing Center ID Sign not shown on Sign Program. Add Center ID Sign location to program and renovate to new design

Proposed new Center ID Sign in Orange

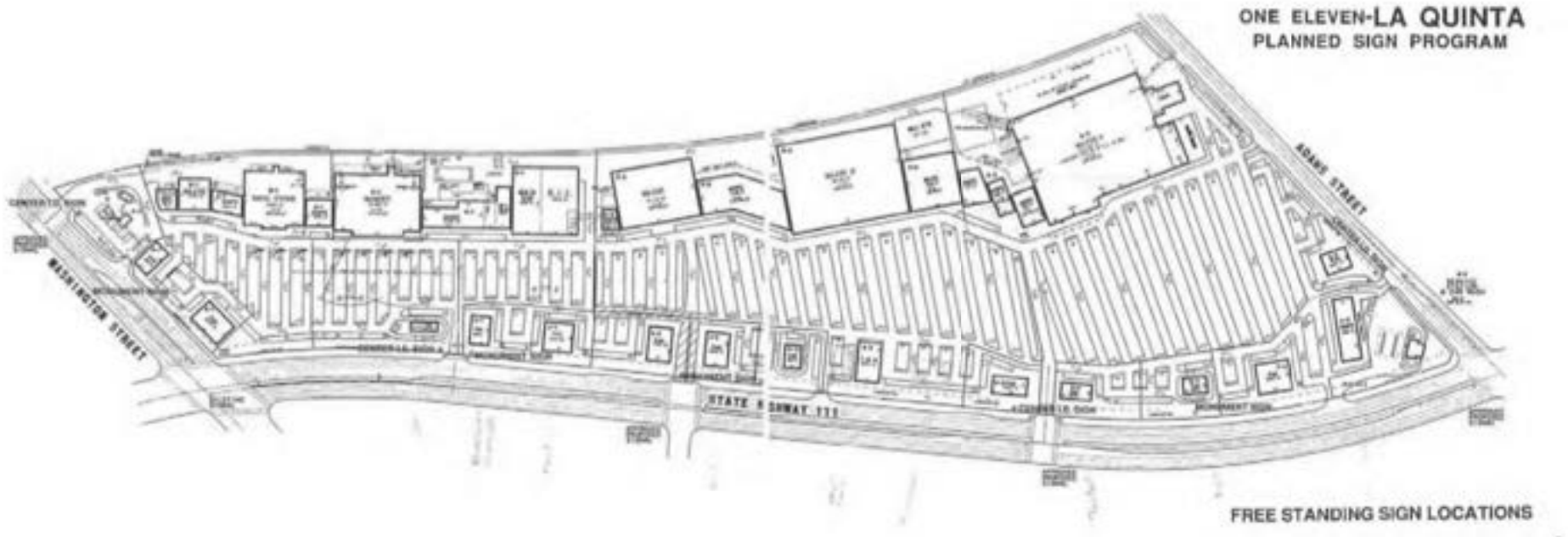
Propose to replace Monument sign location with Center ID Sign location shown in Orange

Current program shows Center ID Sign here but Hobby Lobby Monument sign constructed. Need to update program

Monument sign allowed here. We would like to construct

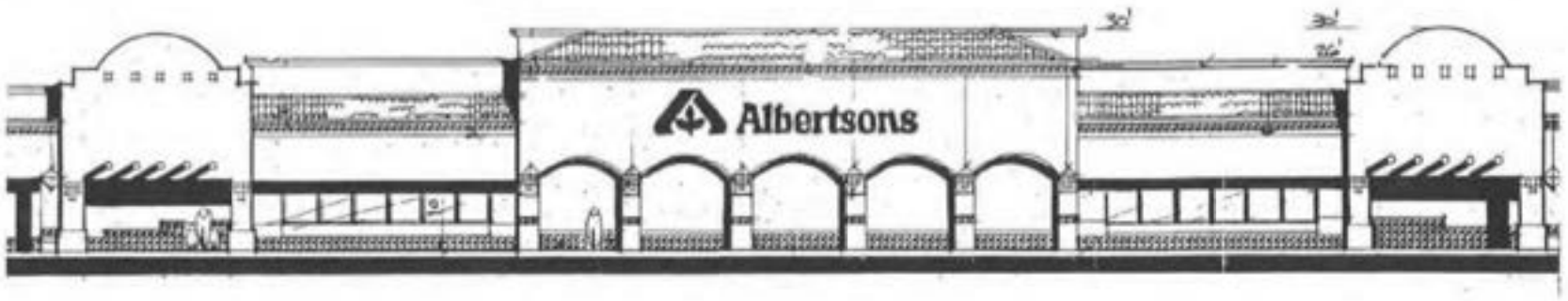
Altus ease Exhi
Shopping Center Criteria

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690



Altus Lease Exhibit G
Shopping Center Sign Criteria

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690



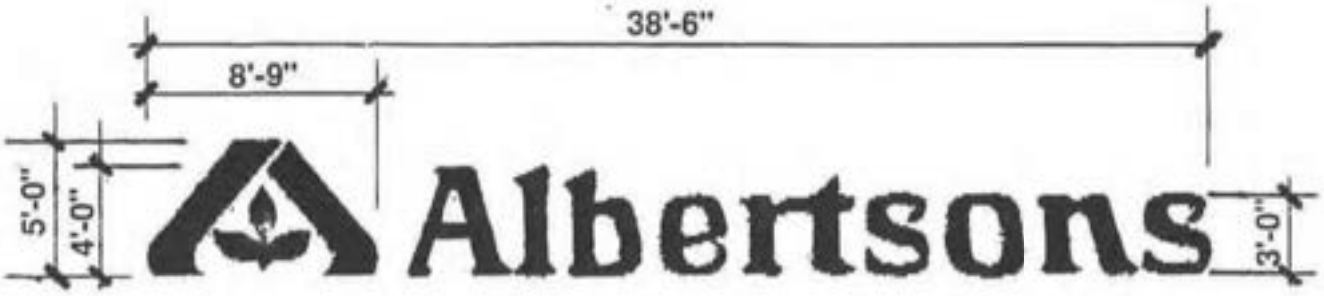
MAJOR SIGNS
PHASE I

Page 1531 of 1971

Altus Lease Exhibit G
Shopping Center Sign Criteria

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

ONE ELEVEN-LA QUINTA
PLANNED SIGN PROGRAM



INDIVIDUAL ILLUMINATED LETTER SIGN
2" DEEP FORMED PLEXIGLAS FACES #2114 BLUE AND #2648 BLUE.
DARK BRONZE SHEET METAL LETTER SIDES, BRONZE TRIM CAP EDGES.
WHITE NEON 60 M.A. ILLUMINATION.

SQUARE FOOTAGE:

ALBERTSON = 122 S.F.
INCLUDES LOGO

Altus Lease Exhibit G
Shopping Center Sign Criteria

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

ONE ELEVEN-LA QUINTA
PLANNED SIGN PROGRAM

DRUG STORE

Page 1533 of 1971

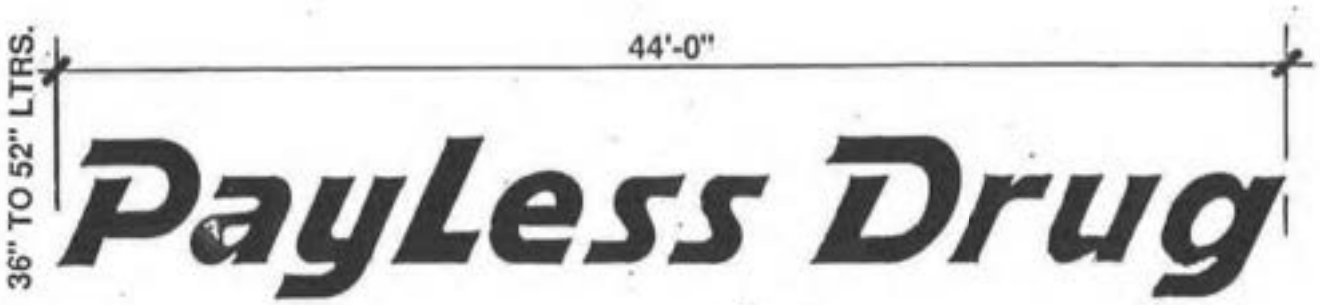
8

MAJOR SIGNS
PHASE I

Altus Lease Exhibit G
Shopping Center Sign Criteria

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

ONE ELEVEN-LA QUINTA
PLANNED SIGN PROGRAM



INDIVIDUAL ILLUMINATED LETTER SIGN
CANNELUME CONSTRUCTION 8" DEPTH, CUT OUT PLASTIC LTR. FACES
INTERNALLY ILLUMINATED WITH TWO TUBE 60 M.A. NEON.
COLOR: STANDARD PAYLESS DRUG RED COLOR

SQUARE FOOTAGE:

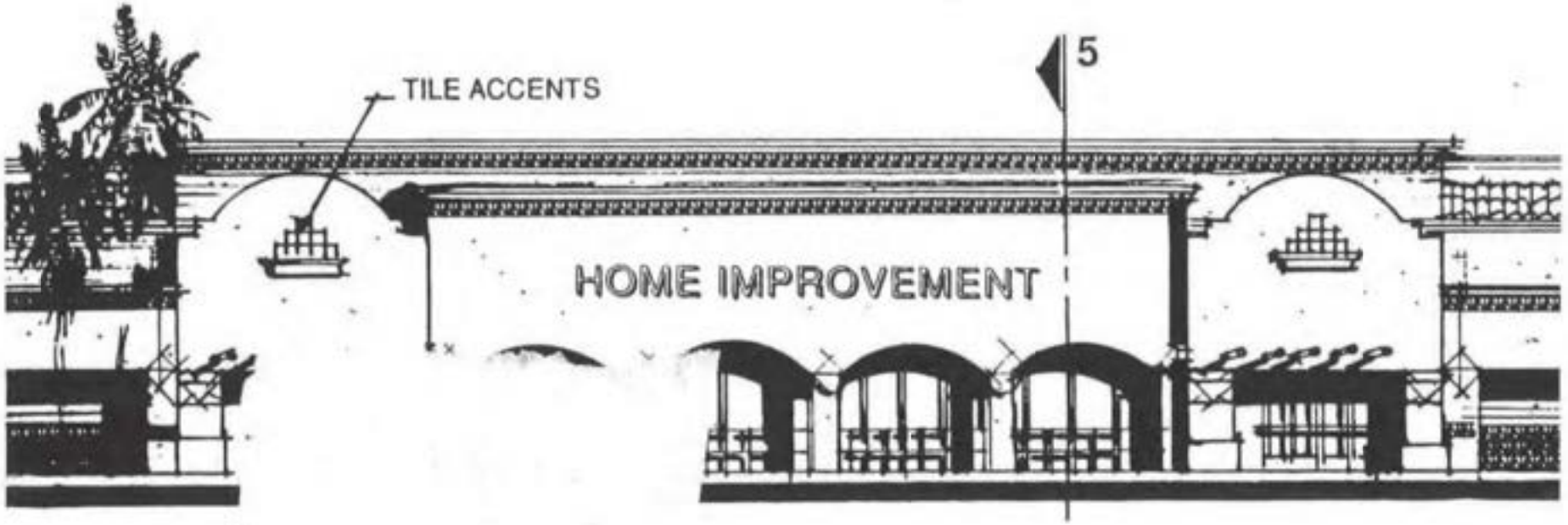
PAYLESS = 94 S.F.
DRUG = 60 S.F.

TOTAL SIGN AREA = 154 S.F.

Altus Lease Exhibit G
Shopping Center Sign Criteria

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

ONE ELEVEN-LA QUINTA
PLANNED SIGN PROGRAM



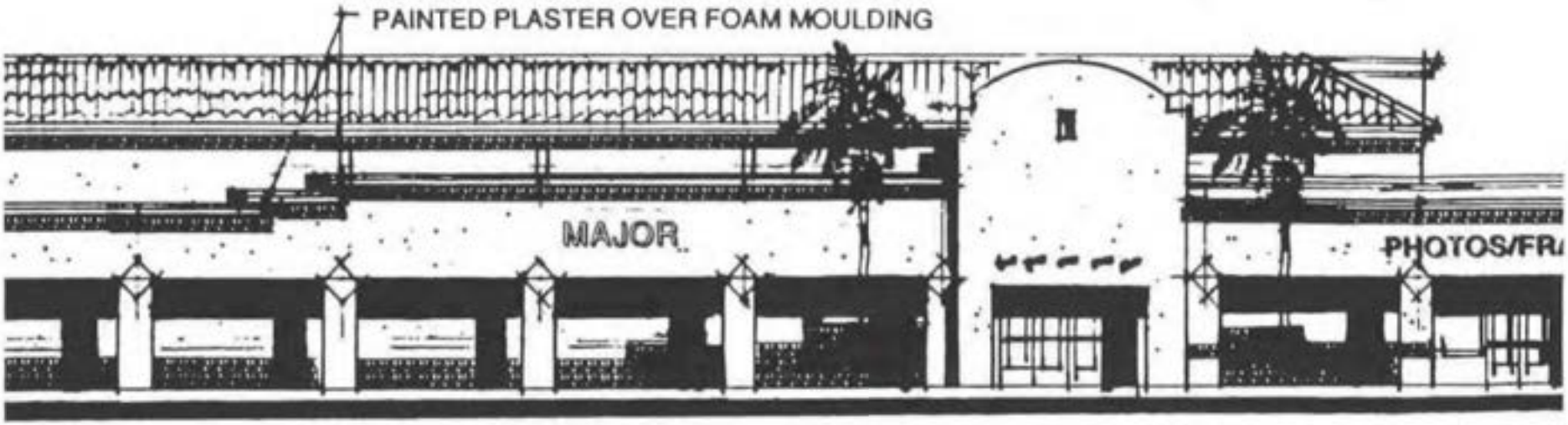
LETTER SIZE, STYLE, COLOR AND LOGO TO BE THE MAJOR TENANT'S STANDARD, SUBJECT TO REVIEW AND APPROVAL BY DEVELOPER AND ~~CITY. CITY APPROVAL PROCESS REQUIRED IF NOT GENERALLY CONSISTENT WITH THIS PROGRAM.~~ Design Review Board & Planning Commission

MAJOR SIGNS
PHASE I (TYPICAL LOCATION)

Altus Lease Exhibit G
Shopping Center Sign Criteria

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

ONE ELEVEN-LA QUINTA
PLANNED SIGN PROGRAM



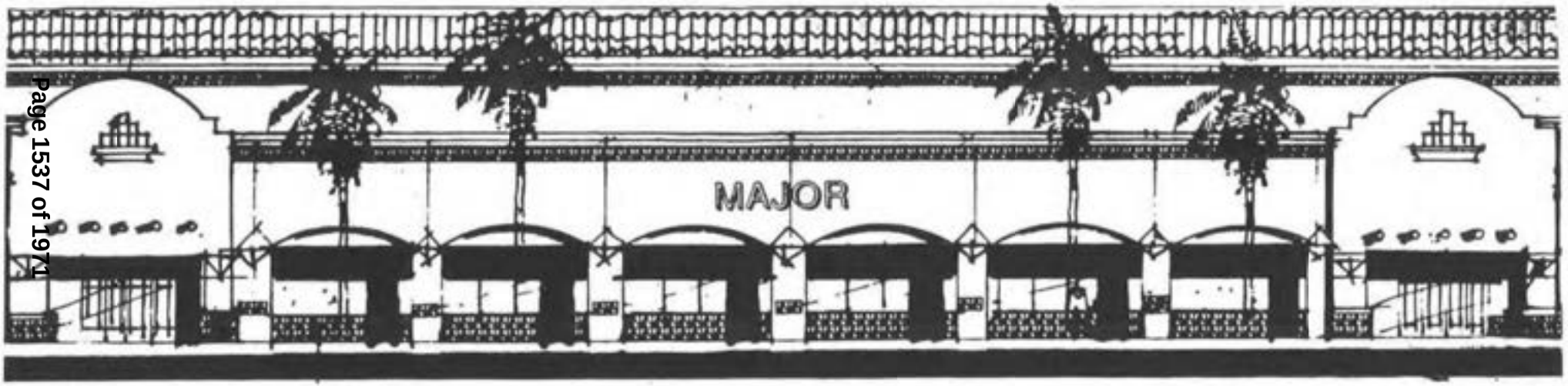
Page 1536 of 1971

Altus Lease Exhibit G
Shopping Center Sign Criteria

MAJOR SIGNS
PHASE II (TYPICAL LOCATION)

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

ONE ELEVEN-LA QUINTA
PLANNED SIGN PROGRAM



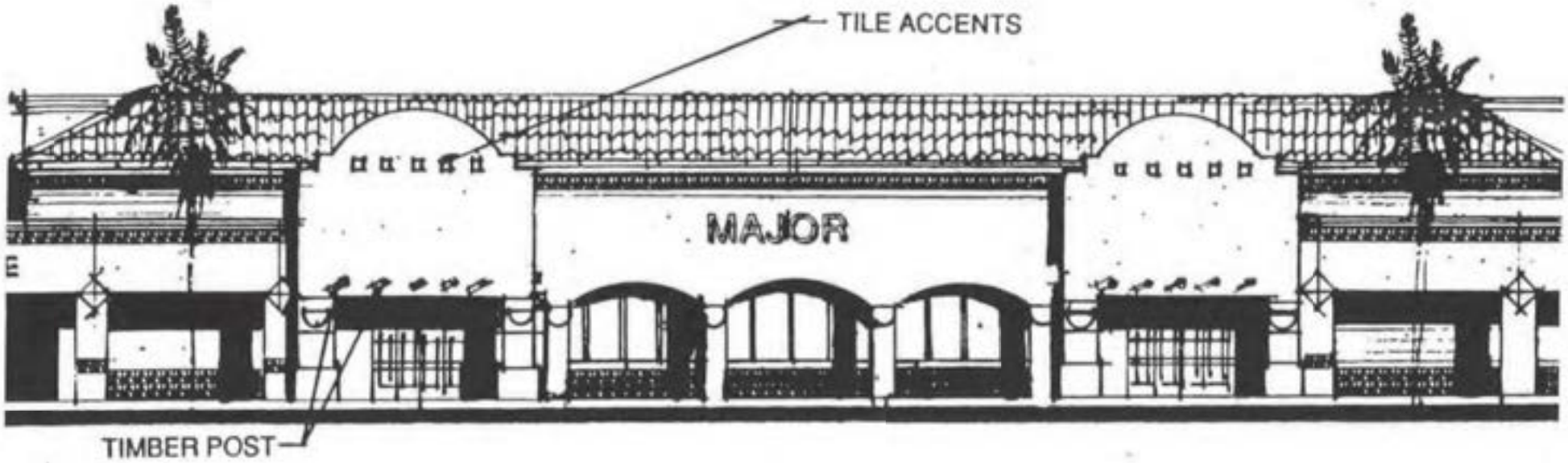
Page 1537 of 1971

MAJOR SIGNS
PHASE II (TYPICAL LOCATION)

Altus Lease Exhibit G
Shopping Center Sign Criteria
Exhibit G 131 of 145

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

ONE ELEVEN-LA QUINTA
PLANNED SIGN PROGRAM



Page 1538 of 1971

Altus Lease Exhibit G
Shopping Center Sign Criteria

MAJOR SIGNS
PHASE II (TYPICAL LOCATION)

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

ONE ELEVEN-LA QUINTA
PLANNED SIGN PROGRAM

Page 1539 of 1971

MAJOR SIGNS
PHASE III

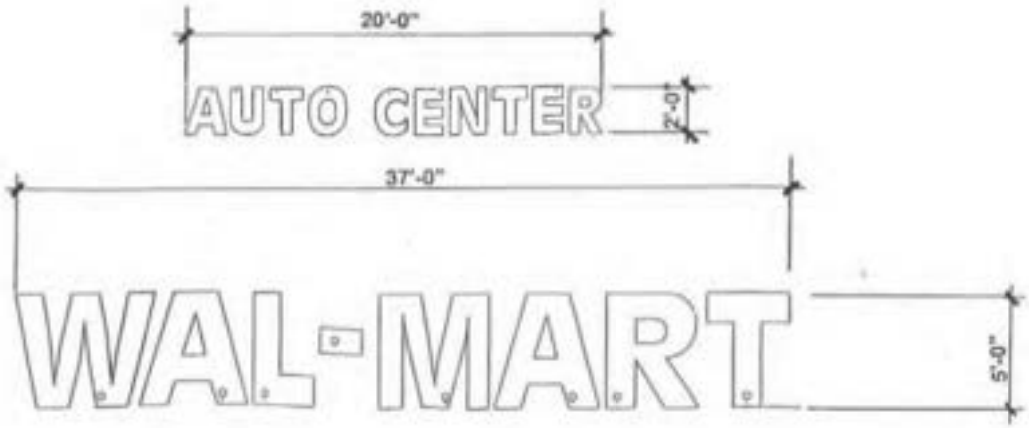
Altus Lease Exhibit G
Shopping Center Sign Criteria

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

Page 1540 of 1971

Altus Lease Exhibit G
Shopping Center Sign Criteria

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690



INDIVIDUAL INTERNALLY ILLUMINATED PLEXIGLAS SIGNS - COLOR WHITE PER WAL-MART STANDARD.

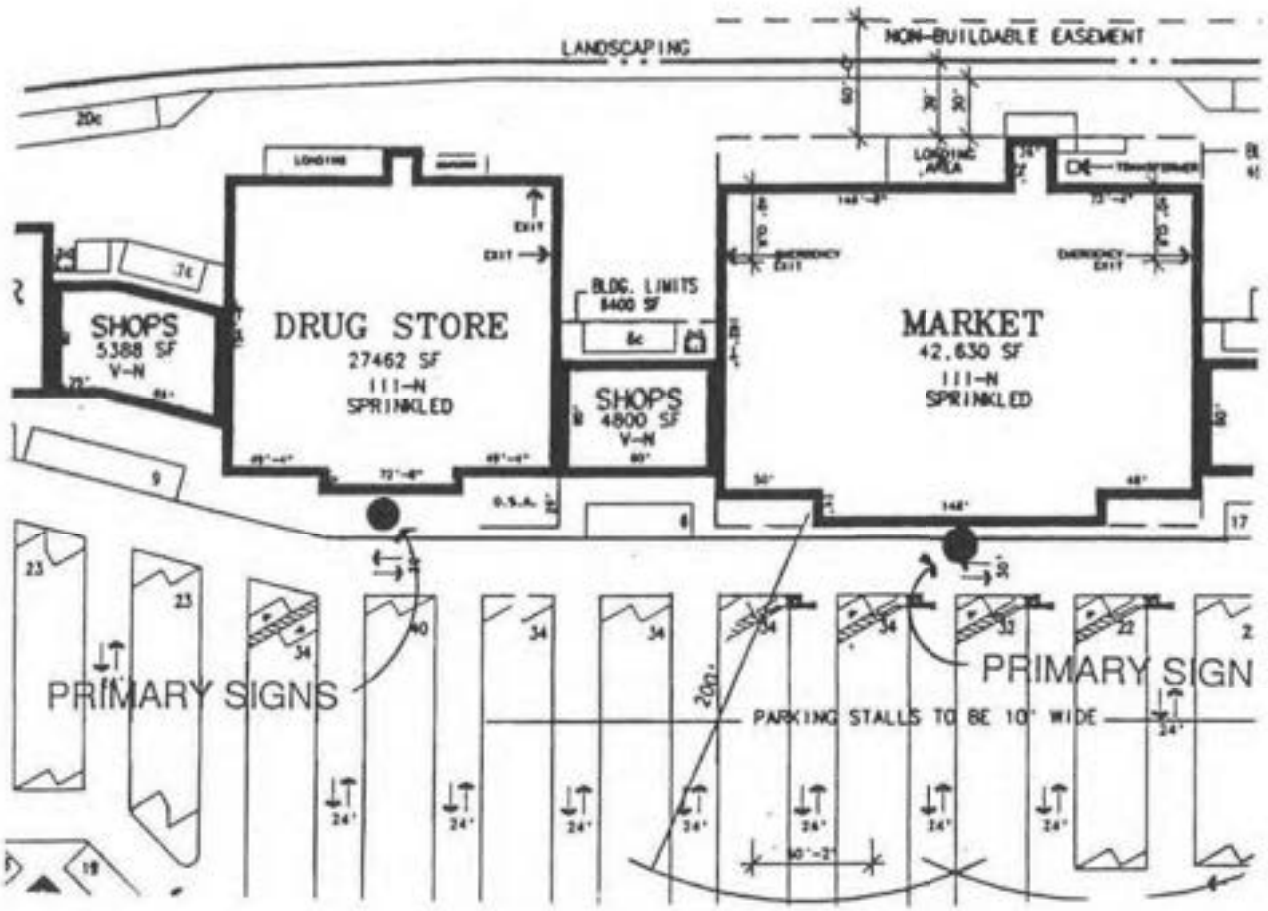
Page 1541 of 1971

Altus Lease Exhibit G
Shopping Center Sign Criteria

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

ONE ELEVEN-LA QUINTA

PLANNED SIGN PROGRAM



PHASE I

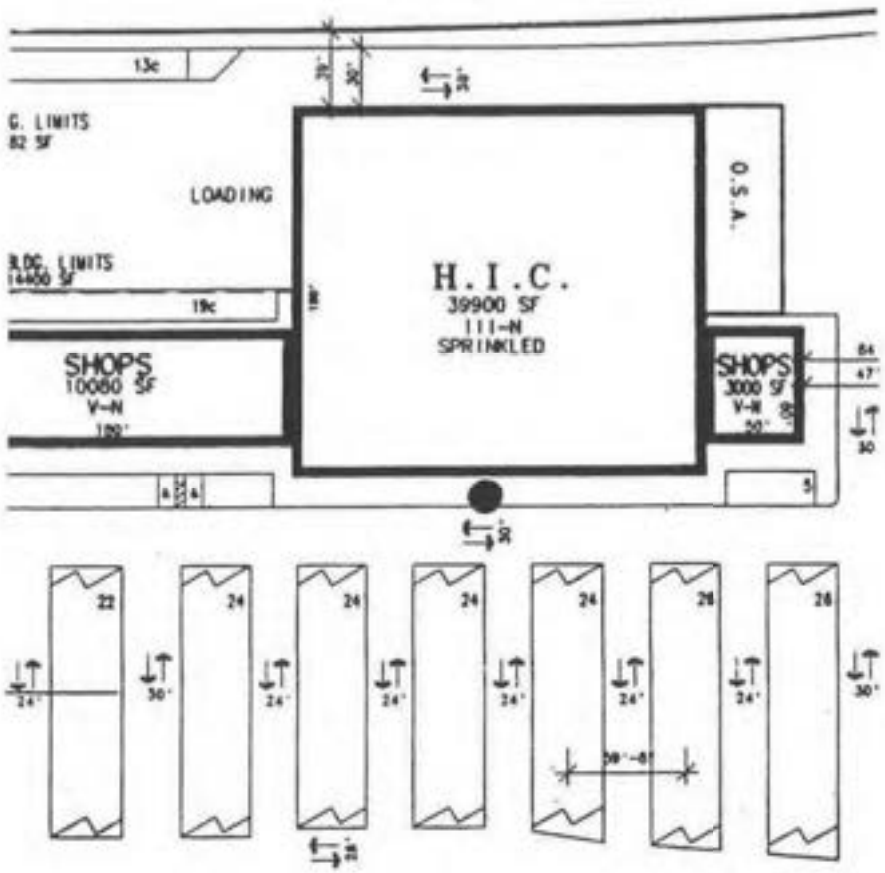
MAJOR SIGNS

(LOCATION)

Altus Lease Exhibit G
Shopping Center Sign Criteria

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

ONE ELEVEN-LA QUINTA
PLANNED SIGN PROGRAM

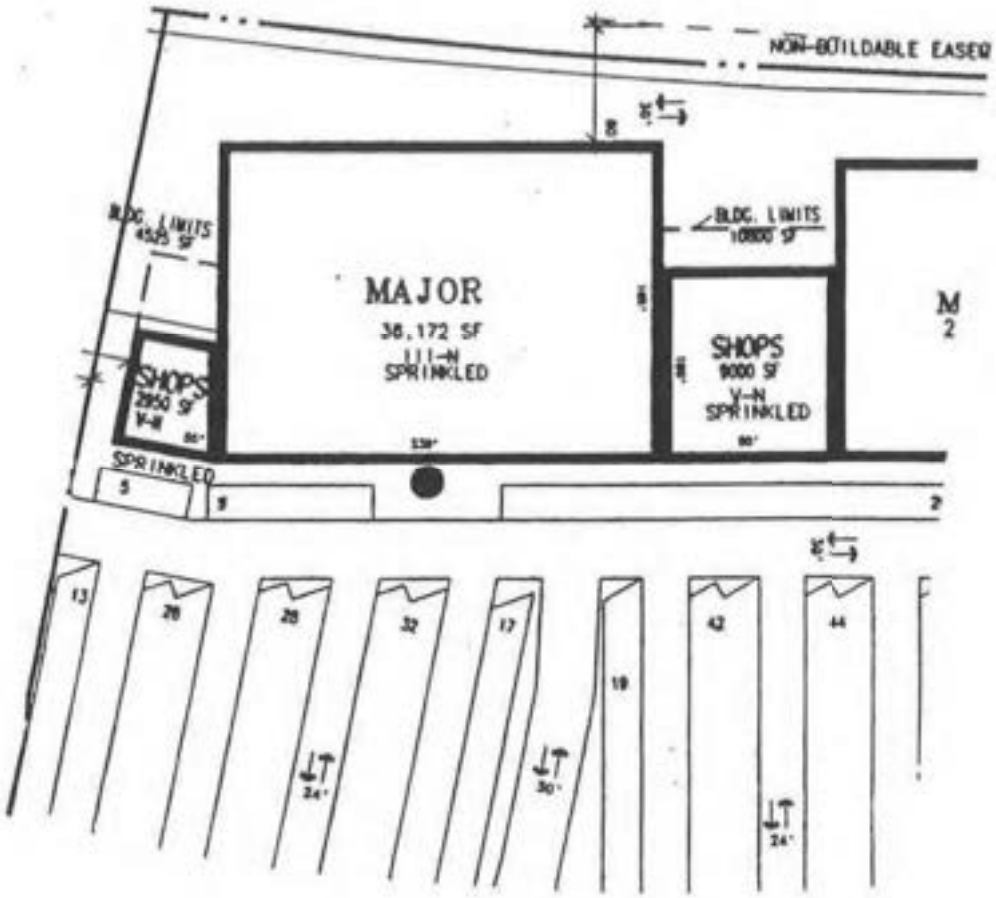


PHASE I
MAJOR SIGNS
(TYP. LOCATION)

Altus Lease Exhibit G
Shopping Center Sign Criteria

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

ONE ELEVEN-LA QUINTA
PLANNED SIGN PROGRAM

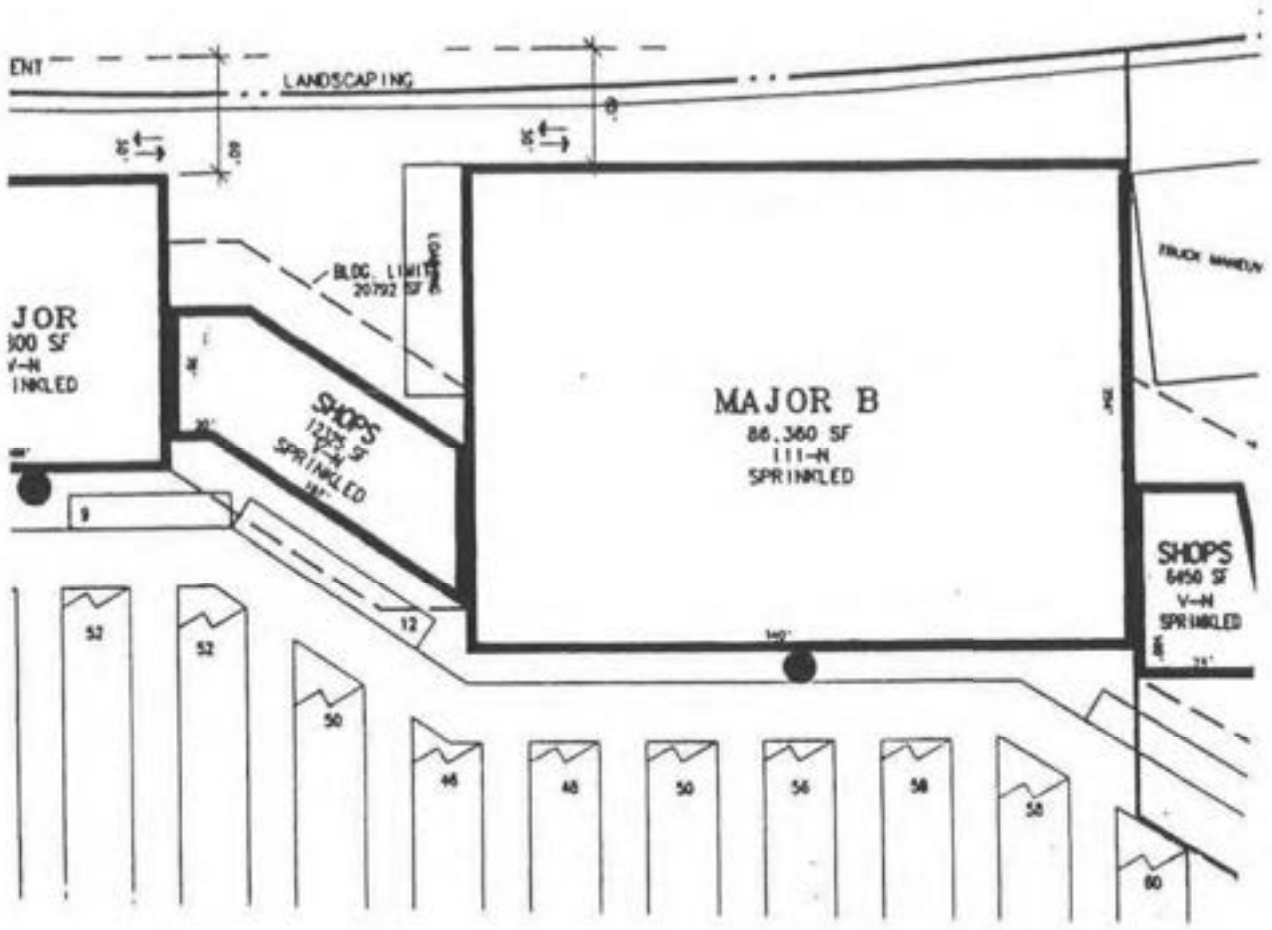


PHASE II
MAJOR SIGNS
(TYP. LOCATION)

Altus Lease Exhibit G
Shopping Center Sign Criteria

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

ONE ELEVEN-LA QUINTA
PLANNED SIGN PROGRAM

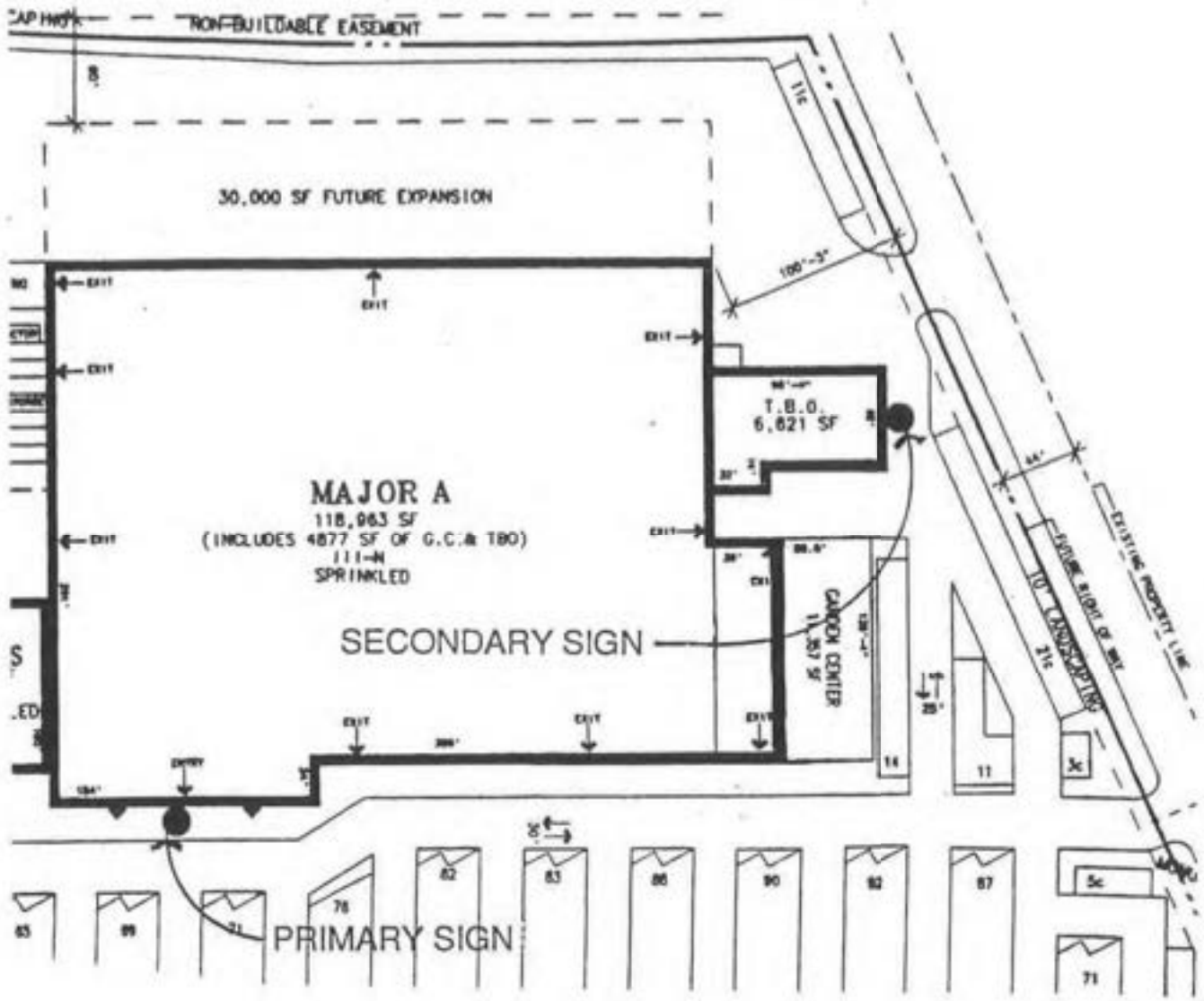


PHASE II
MAJOR SIGNS
(LOCATION)

Altus Lease Exhibit G
Shopping Center Sign Criteria

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

ONE ELEVEN-LA QUINTA
PLANNED SIGN PROGRAM

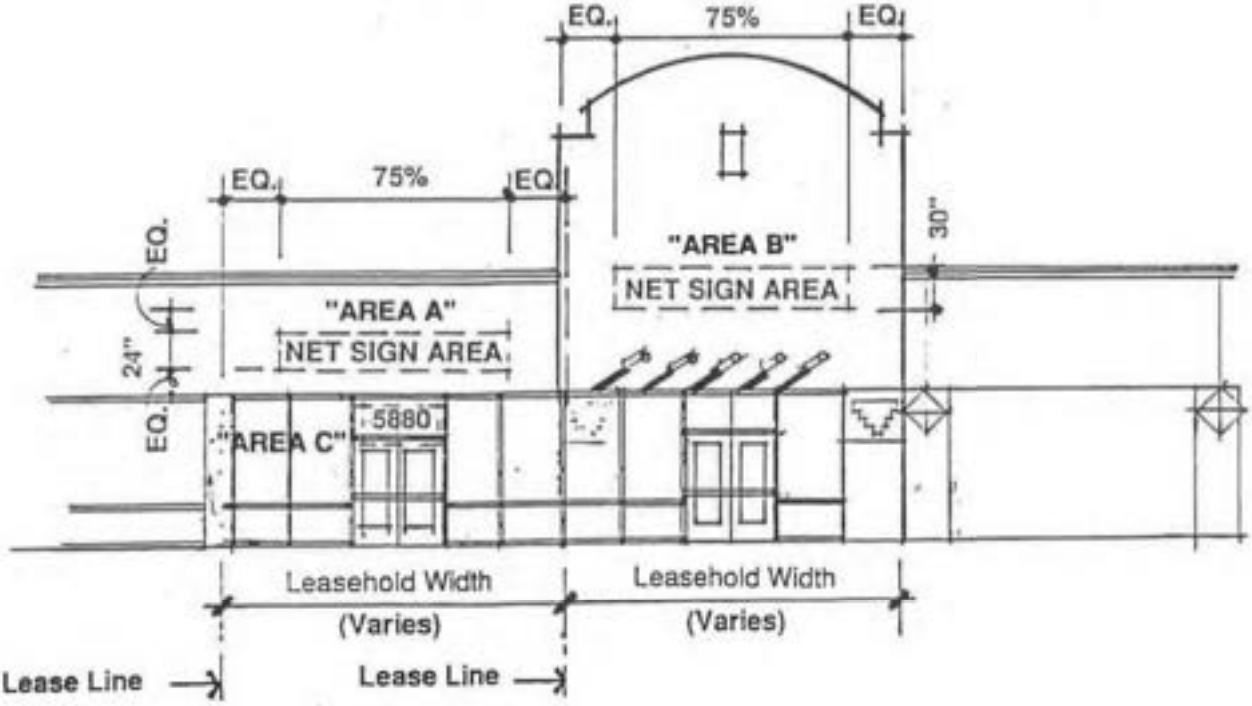


PHASE III
MAJOR SIGNS
(LOCATION)

Altus Lease Exhibit G
Shopping Center Sign Criteria

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

ONE ELEVEN-LA QUINTA
PLANNED SIGN PROGRAM



MINOR TENANT SIGNS (PRIMARY)

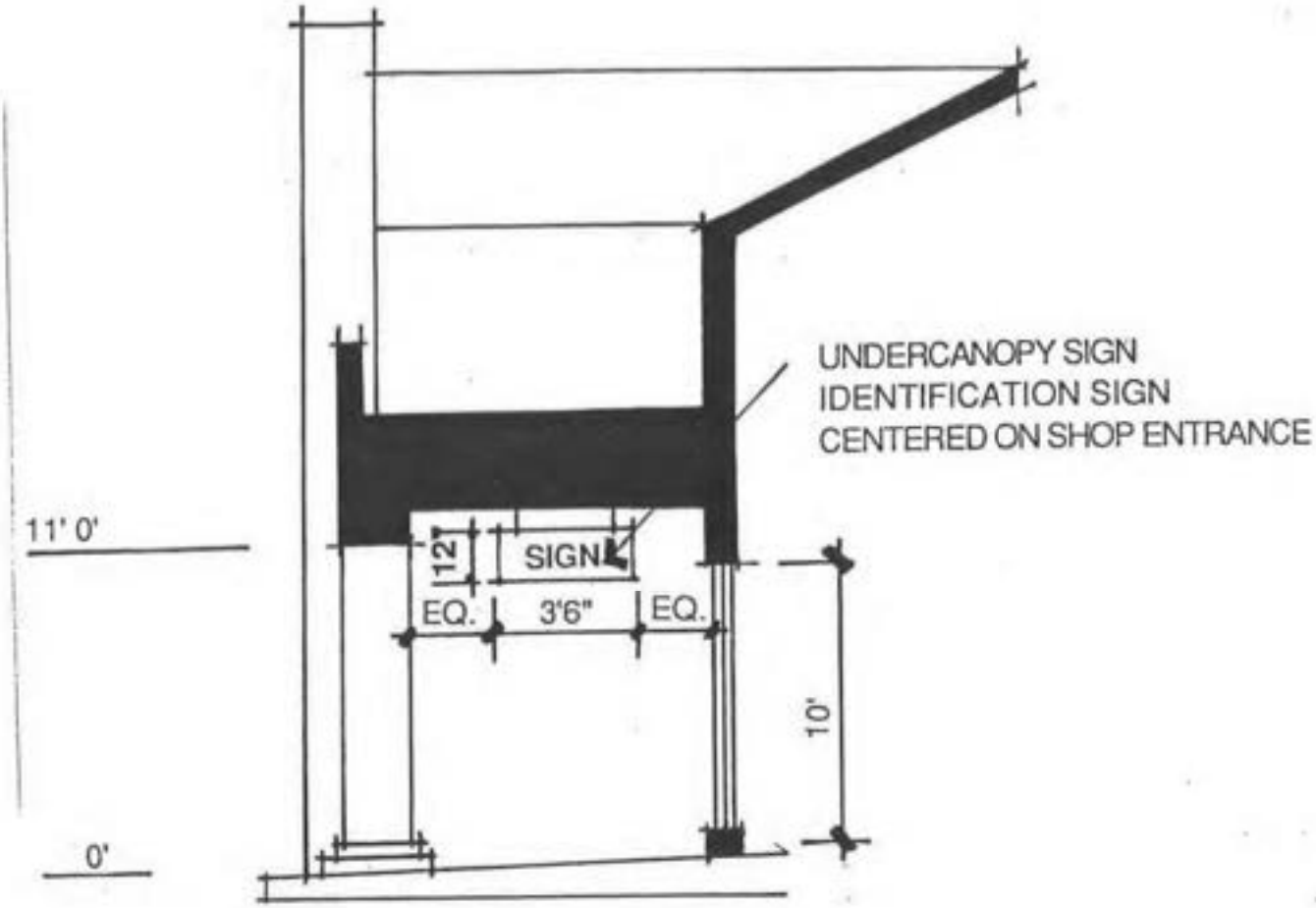
PURPOSE: MAJOR IDENTIFICATION
QUANTITY: ONE PER LEASE AREA FRONTAGE.
CORNER END ~~OR SEPERATE TENANT~~ SPACES MAY SPLIT ALLOWABLE FRONTAGE SIGN AREA AMONG TWO SIGNS. ← SIGNS TO BE SEPARATED BY 20' WHEN ON CORNER (ONE ON EACH FACE).
NET SIGN AREA A: AS DEFINED ABOVE, NOT TO EXCEED 50 S.F. MAX.* (INCLUDING TENANT LOGO) ← max 25% of area
NET SIGN AREA B: AS DEFINED ABOVE (TOWER LOCATIONS), NOT TO EXCEED 50 S.F. MAX.* - INCLUDING TENANT LOGO
LETTER STYLE: HELVETICA LIGHT OR AS APPROVED BY CITY AND DEVELOPER.*
COLORS: WHITE/RED/BLUE/GREEN/YELLOW OR AS APPROVED BY DEVELOPER.*
MATERIAL: PLEXIGLAS FACE, MATTE BLACK PAINTED ALUMINUM CAN. INTERNALLY ILLUMINATED INDIVIDUAL LETTERS.
2 LINES OF COPY OK
NET SIGN AREA C (ADDRESS):
LETTER STYLE: 6" HELVETICA LIGHT
COLORS: "FRAZEE", CZ-5880W
MATERIAL: DIECUT FACED LETTERS

* NATIONAL OR REGIONAL TENANTS WITH MORE THAN 5 OUTLETS WILL BE ALLOWED TO USE THEIR STANDARD SIGN. NO TWO ADJACENT SEPERATE TENANT SIGNS SHALL BE THE SAME COLOR WITHOUT CITY APPROVAL. ONE COLOR ONLY PER SIGN OTHER THAN LOGO UNLESS APPROVED BY CITY. ~~THESE CRITERIA ARE SUBJECT TO~~ planning commission approval.

Altus Lease Exhibit G
Shopping Center Sign Criteria

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

ONE ELEVEN LA QUINTA
PLANNED SIGN PROGRAM



MINOR TENANT SIGNS (SECONDARY)

PURPOSE: SHOP IDENTIFICATION
QUANTITY: ONE PER LEASE SPACE
SIGN AREA : 3.5 S.F.
LETTER STYLE: HELVETICA LIGHT
COLORS: WHITE/RED/BLUE/GREEN/YELLOW TO MATCH PRIMARY SIGN OR AS APPROVED BY DEVELOPER AND CITY.
MATERIAL: WOOD OR WOOD LIKE MATERIAL

UNDERCANOPY SIGN OPTIONAL PER DEVELOPER

Altus Lease Exhibit G
Shopping Center Sign Criteria

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

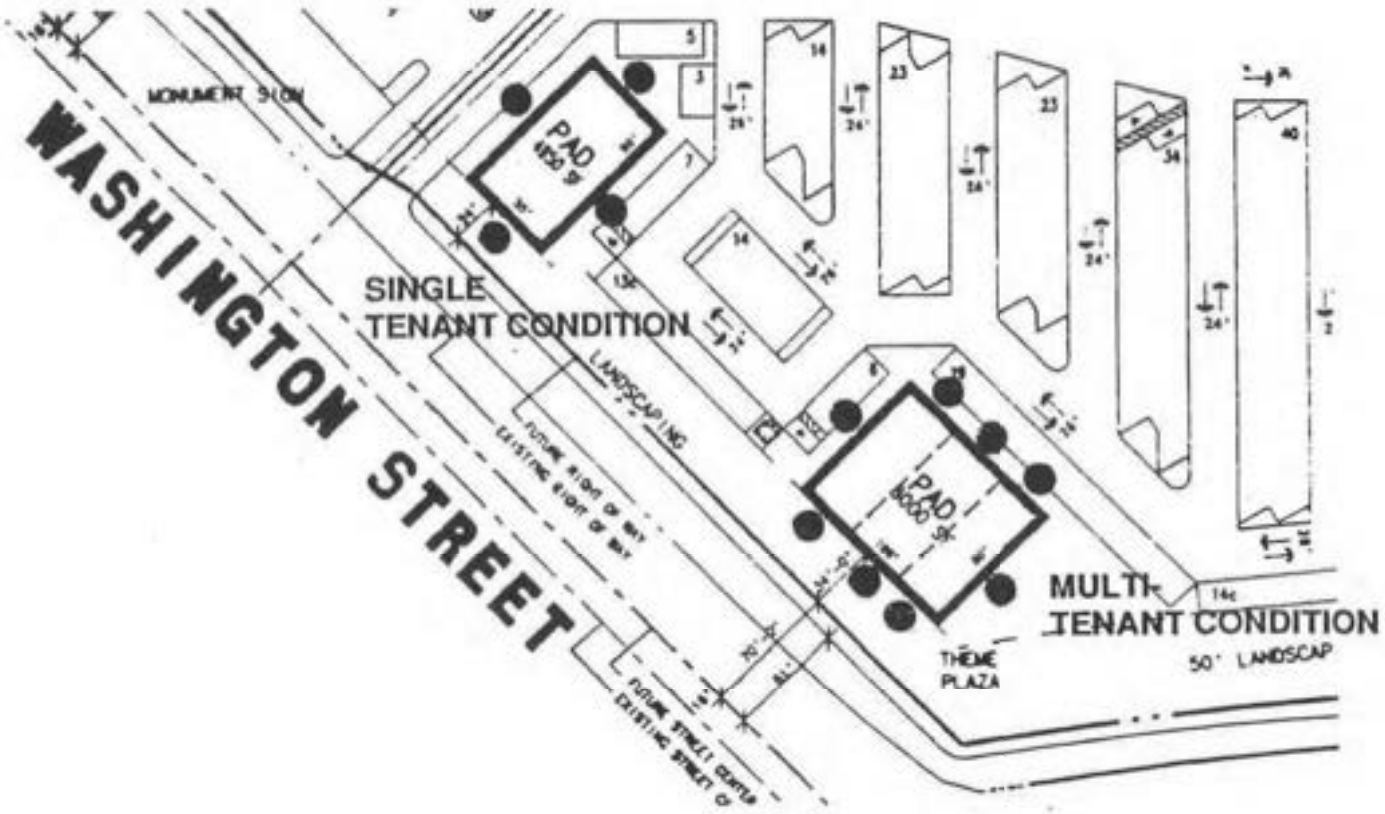
ONE ELEVEN-LA QUINTA
PLANNED SIGN PROGRAM

PHASE I
SHOP SIGNS
(LOCATION) TYPICAL

Altus Lease Exhibit G
Shopping Center Sign Criteria

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

ONE ELEVEN-LA QUINTA
PLANNED SIGN PROGRAM



NOTE: CRITERIA IS SAME AS FOR "MINOR TENANT SIGNS (PRIMARY)" ON PAGE 22 EXCEPT LETTER SIZE IS 24" AND SIGN AREA FOR EACH SIGN IS ONE S.F. PER LINEAR FOOT OF LEASE AREA WIDTH UP TO MAXIMUM OF 50 S.F. PER EXTERIOR FRONTAGE TO STREET OR PARKING AREA. DEVIATIONS REQUIRE CITY APPROVAL.

ONE SIGN PER BUILDING SIDE PER TENANT WILL BE ALLOWED UNDER THIS SIGN PROGRAM.

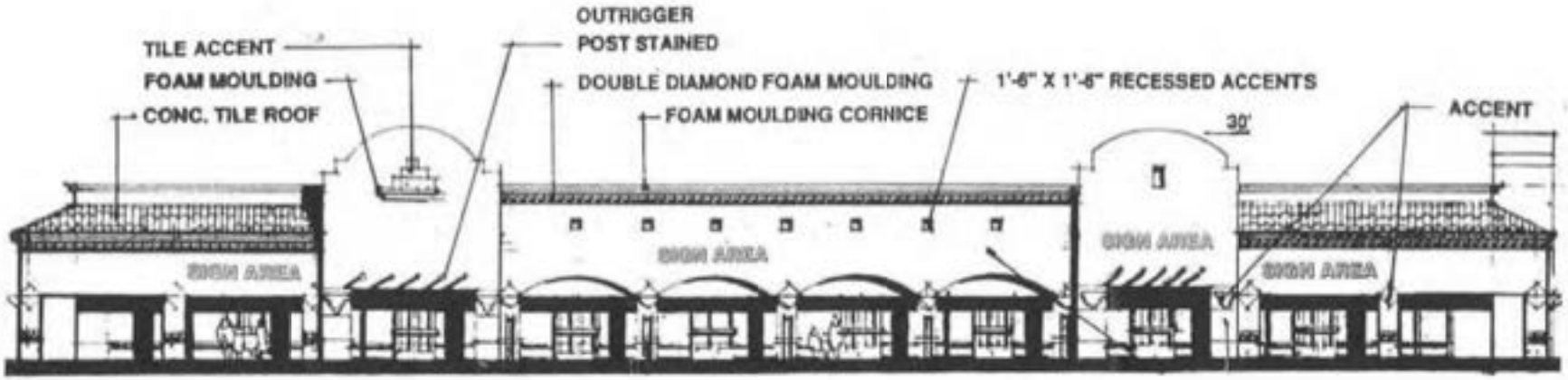
SERVICE STATION PRICE SIGNS - ONE SIGN PER STATION, DETAILSSUBJECT TO CITY AND OTHER AGENCY APPROVALS.

PHASE I
PAD SIGNS
(LOCATION) TYPICAL

Altus Lease Exhibit G
Shopping Center Sign Criteria

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

ONE ELEVEN **LA QUINTA**
PLANNED SIGN PROGRAM



PAD SIGNS
TYPICAL

26

Altus Lease Exhibit G
Shopping Center Sign Criteria

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

Exhibit “H”
Exclusive and Restricted Uses

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

C34 La Quinta

Exclusives and Restricted Uses

REA/CC&R's (Kohl's-formerly Wal-Mart)

Declaration of Covenants, Conditions, Restrictions and Reciprocal Easements dated August 28, 1991 (Document #: 298878), Section 2(a): Buildings in the Shopping Center shall be used for commercial purposes of the type normally found in a retail shopping center including without limitation financial institutions, service shops, offices, and retail stores. No cafeteria, restaurant within 400 feet of the Wal-Mart building, theatre within 800 feet of the Wal-Mart building, bowling alley, billiard parlor, nightclub or other place of recreation or amusement, or any business which derives 50% or more of its gross sales volume serving or selling alcoholic beverages shall occupy space within the Shopping Center without the written consent of Wal-Mart. Developer recognizes that said businesses may inconvenience Wal-Mart's customers and adversely affect Wal-Mart's business. The covenant and restriction established pursuant to this Section 2.a is a Restrictive Covenant pursuant to the appropriate sections of California Civil Code.

Declaration of Covenants, Conditions, Restrictions and Reciprocal Easements dated August 28, 1991, Section 3(c)(ix): Any building, structure or improvement on improvement on an Outparcel shall be used for retail, restaurant or office purposes only. Banks and financial institutions shall be deemed retail purposes. No building, structure, or improvement on an Outparcel may be used as a theater, night club, bowling alley, health spa, cafeteria, billiard parlor or other place of recreation or amusement, or as a business which derives 50% or more of its gross sales volume serving or selling alcoholic beverages.

Amended and Restated First Amendment of Declaration of Covenants, Conditions, Restrictions and Reciprocal Easements (Record #: unknown), Section 12.1: The Parties acknowledge and agree that: (i) some or all of the Restaurant Outparcels do not and have not ever met the Parking Ratio for restaurant use which is specified in Section 3(c)(vii) of the 1991 Declaration; and (ii) provided (a) the existing buildings on the applicable Restaurant Outparcel is not increased as a result of any alteration, reconfiguration, rebuilding or restoration; and (b) the Parking Ratio on the applicable Restaurant Outparcel is not decreased as a result of any change within the Outparcel which is not required by applicable law or the result a condemnation or sale in lieu of condemnation, the Restaurant Outparcels may continue to be used and may resume use as restaurants, and the buildings may be altered, reconfigured, rebuilt and restored as provided in Section 11 (E). The preceding sentence is not intended to and does not operate to limit the use of Restaurant Outparcels to only restaurant use. 12.2. Despite any other provision of this Amendment or the Declaration to the contrary, Outparcel F-2 and a portion of adjacent Outparcel G-2, may be developed and used substantially consistent with the site plan attached to this Amendment as Exhibit "F-1.", including the vehicular drive-through and parking.

Declaration of Restrictive Covenant recorded July 29, 1993 (Document #: 295813), Paragraph 1: Except for one (1) Mexican sit down dinner house, no part of the Outlots located in Phase II and Phase III of the Shopping Center (east of Simon Drive), as cross-hatched on Exhibit "C." shall be leased or used as a Mexican restaurant; such as a Del Taco, El Pollo Loco, Taco Cabana. Green Burrito, La Salsa, or the like.

NAP78630

REA/CC&R's (Stater Bros Market (t0003780))

Declaration of Covenants, Restrictions and Easements dated August 22, 1991 (Document #: 296214): 5. Use Restrictions. No part of Parcels 4 and 13 through 15 shall be used as a retail supermarket (which shall be defined as any store or department containing at least twenty thousand (20,000) square feet of floor area, including aisle space and storage, primarily devoted to the retail sale of food, which shall not include liquor or beer and wine, for off-premises consumption). The foregoing restrictions against the operation of a supermarket shall terminate in the event that, for a period of more than twelve (12) consecutive months, the total square feet of Building Area located on Parcel 2 utilized for the operation of a supermarket is less than thirty-four thousand one hundred four (34,104) square feet; provided, however, that the foregoing restrictions shall terminate as aforedescribed only if the failure to utilize thirty four thousand one hundred four (34,104) or more square feet of the Building Area on Parcel 2 for a supermarket …

Declaration of Restrictions and Grant of Easements dated March 19, 1992 (Document #: 096709), Article 5.1: Food and Drug Restrictions: No part of Parcels 1, 3, 15, 16, 17, 18 or 19 shall be used as a supermarket (which shall be defined as any store or department containing at least five thousand (5,000) square feet of Floor Area, including aisle space and storage, primarily devoted to the retail sale of food for off-premises consumption); as a bakery or delicatessen; for the sale of fresh or frozen meat, fish, poultry or produce for off-premises consumption; or for the sale of alcoholic beverages for off-premises consumption (except to the extent otherwise provided in Section 5.1(e)). Anything to contrary hereinabove notwithstanding:

(a) The foregoing restrictions against the operation of a supermarket, a bakery, a delicatessen or for the sale of fresh or frozen meat, fish, poultry or produce for off-premises consumption shall all terminate in the event that, for a period of more than twelve (12) consecutive months, the Floor Area located on Parcel 2 is not used for the operation of a supermarket; provided, however, that the foregoing restrictions shall terminate as aforedescribed only if the Floor Area located on Parcel 2 is not used for a supermarket for reasons other than (i) strikes, lockouts or other labor problems, fire or other casualty, condemnation, war, riot,

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

insurrection, act of God, the -requirements of any local, state or federal law, rule or regulation, or other reason beyond, the reasonable control (financial inability excepted) of the Owner, or occupant of Parcel 2, (ii) the initial construction of the Building on Parcel 2 or the Common Area improvements in the Shopping Center, or (iii) closure due to the restoration, reconstruction, expansion, or remodeling of any building on Parcel 2 or of any of the Common Area improvements in the Shopping Center.

(b) Delicatessen foods may be sold incident to the operation of one or more restaurants and not more than three (3) shops serving primarily sandwiches (one (1) of which may operate primarily as a delicatessen) located on Parcels 1, 3, 16, 17, 18 and/or 19, provided (i) except with respect to the one (1) permitted delicatessen, said delicatessen foods are sold strictly as a incidental part of a sit-down restaurant or sandwich shop which serves food primarily for on-premises consumption, (ii) such restaurant or sandwich shop contains no more than thirty (30) linear feet of display cases containing delicatessen foods, and (iii) any such restaurant or sandwich shop (including one operated primarily as a delicatessen) is located at least one hundred seventy (170) feet from all portions of any building located on Parcel 2. Nothing contained herein to include within the limitation upon the number of sandwich shops, stores, or shops selling sandwiches indecent to the sale of other food items.

(c) One (1) store selling primarily donuts along with other baked goods (not to exceed one thousand five hundred (1,500) square feet of Floor Area), one (1) store selling primarily cookies along with other baked goods (not to exceed one thousand five hundred (1,500) square feet of Floor Area, and one (1) store selling primarily croissants or bagels along with other baked goods (not to exceed one thousand five hundred (1,500) square feet of ground Floor Area) may be located on Parcels 1, 3, 15, 16, 17, 18, and/or 19 combined, provided any such shops are located at least one hundred seventy (170) feet from all portions of any building located on Parcel 2. The foregoing is intended to permit a grand total of only one (1) such donut store, one (1) such cookie store, one (1) such croissant store and one (1) such bagel store on all of the foregoing Parcels combined, and is not intended to permit one (1) such donut store, one (1) such cookie store, one (1) such croissant store and one (1) such bagel store on each such Parcel. Nothing contained herein shall be deemed to limit the number or location of restaurants serving and/or selling fresh baked goods incident to such restaurant operation and the sale of other similar menu items; provided, however, that only one (1) such restaurant may have a separate bakery sales operation devoted primarily to off-premises consumption.

(d) No portion of the Shopping Center except Building “D-1” shall be used for the sale or offer for sale of any ethical pharmaceutical products requiring the services of a registered pharmacist (a “pharmacy”). The foregoing restriction shall terminate if the use of Building “D-1” does not include the operation of a pharmacy for a period of more than twelve (12) consecutive months for any reason other than strikes, lockouts or other labor problems, fire or other casualty, condemnation, war, riot, insurrection, act of God, the requirements of any local, state or federal law, rule or regulation, expansion or remodeling, or other reason beyond the reasonable control (financial inability excepted) of the occupant of such drugstore.

(e) Alcoholic beverages may be sold by not more than three (3) sit-down restaurants located on Building Areas “A-1”, “I-1”, J-1”, K-1” and “L-1” as shown on the Site Plan, provided (i) any such alcoholic beverages are sold primarily for on-premises consumption strictly as an incidental part of the sale of food by any such restaurant for on-premises consumption, (ii) no such restaurant contains a cocktail lounge in which the seating capacity exceeds twenty-seven and one-half (27 1/2) percent (27 l/2%) of the total seating capacity of the restaurant within which it is contained, and (iii) no more than two (2) of the three (3) restaurants may sell "hard liquor", which as used herein shall mean alcoholic beverages other than beer and wine.

(f) In no event shall any "restaurant use" (as hereinafter defined) or any “fast food restaurant use” (as hereinafter defined) be permitted in Building Areas “A-3”, “B-1”, “C-1”, “G-1” and “E-1” (as shown on the Site Plan), except that fast food restaurant uses shall be permitted in up to five thousand (5,000) square feet of Floor Area in buildings constructed within Building Area "A-3" so long as any such fast food restaurant(s) is (are) not located in the westerly one hundred ten (110) feet of Building Area 11 A- 3" . The total of all restaurant uses and all fast food restaurant uses at the Shopping Center (excluding any that may be located on Parcel 2) shall not exceed twenty-four thousand (24,000) square feet of Floor Area. In no event shall in excess of five thousand (5,000) square feet of Floor Area in the building constructed on Building Area “D-1” be used for any restaurant use or any fast food restaurant use; provided, however, that this limitation shall not apply to the extent such uses are incidental to the use of the building constructed on Building Area “D-1” for the use of a retail supermarket. No single restaurant use or fast food restaurant use shall exceed two thousand five hundred (2,500) square feet in Building Area "A-1". As used herein, (i) “fast food restaurant use” means a so-called "fast food" or “take-out” restaurant, specializing in the rapid preparation and service of food or any other facility producing, preparing, serving or dispensing any prepared food products primarily for off-premises consumption or any restaurant or other facility having pedestrian walk-up or vehicular drive-up or drive-through facilities for dispensing any prepared food products for off premises consumption; and (ii) "restaurant use" means a so-called "sit-down" restaurant or any other facility serving or dispensing prepared food products primarily for on premises consumption and not encompassed within the term "fast food restaurant use". A restaurant use or fast food restaurant use shall not be deemed to include a "convenience use” which shall include, but not be limited to yogurt shops, ice cream shops, candy shops and similar such stores with limited seating. In no event shall any convenience use be located in Building Area "C-1", Building Area "E- 1" or the westerly one-hundred ten (110) feet of Building Area "A-3" (as such buildings are shown on the Site Plan) without t:he prior written consent of Albertson's. Notwithstanding anything to the contrary contained herein, in the event a restaurant shall be located in Building Area “H-1”, such use shall not exceed the Floor Area supported by the parking located within Parcel 18.

(g) In no event shall any “general office use” or “convenience office use” (as such terms are hereinafter defined) be permitted in Building Areas “A-3”, “B-1”, “C-1”, and “E-1”. Other than one financial institution which shall be exempt from the limitation contained in this sentence, all general office uses and convenience office uses (1) in portions of the Shopping Center other than in Building Area “H-1” shall not in the aggregate exceed ten thousand (10,000) square feet of Floor Area, (2) in Building Area “H-1” shall not exceed eight thousand (8,000) square feet of Floor Area and shall not exceed the Floor Area supported by the parking located within Parcel 18, (3) in Building Area “G-1” shall not exceed in the aggregate twenty-five hundred (2,500) square feet of Floor Area and shall be located on the northerly side thereof, and (4) no single office use in Building Area “A-1” shall exceed twenty-five hundred (2,500) square feet of Floor Area. As used herein, "general office use" shall mean a use primarily devoted to general office purposes and shall exclude (i) office uses incidental to a permitted retail, restaurant or

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

convenience office use, (ii) "convenience office uses" which shall include, without limitation, optometrists, brokerage offices, travel and other agencies, financial institutions and similar office establishments, and (iii) non-office retail service uses, including, without limitation, dry cleaners, film development stores and similar service uses.

(h) (h) Notwithstanding anything to the contrary contained in this Declaration, it is hereby expressly agreed that Building Area "I-1" may, subject to the requirements of applicable governmental authorities, be increased to contain (i) up to five thousand one hundred (5,100) square feet of Floor Area, provided not more than three thousand four hundred (3,400) square feet of such Floor Area is used for a restaurant use or fast-food restaurant use and there is no drive-thru area, or (ii) up to three thousand five hundred twelve (3,512) square feet of Floor Area, if used solely for a fast-food restaurant use, which may or may not include a drive-thru area.

(i) It is expressly agreed that operation of a retail gasoline service station shall be permitted on Parcel 19, including the operation of a self-service car wash and a convenience store (which convenience store shall not exceed three thousand eight hundred (3,800) square feet of Floor Area) selling ~~packaged*~~ food and beverages, including beer and wine for off -premises consumption only, and typical convenience goods, and that the Owner or occupant of Parcel 19 shall have the exclusive right to so operate a retail gasoline service station ~~in the Shopping Center~~ and/or convenience store in the Shopping Center* (except such convenience store excusive shall not apply to or affect Parcel 2) provided and so long as the retail gasoline service station does not cease operation for a period of more than one hundred (100) consecutive days for any reason other than strike, lockouts or other labor problems, fire or other casualty, condemnation, war, riot, insurrection, act of God, the requirements of any local, state or federal law, rule or regulation (including, without limitation, the rationing of petroleum products in the event of an emergency shortage in the same), expansion or remodeling, repair or restoration following a casualty or other reason beyond the reasonable control (financial inability excepted) of the Owner or occupant of Parcel 19. *1st Amendment revision

Declaration of Restrictions and Grant of Easements dated March 19, 1992, Article 5.2: Shopping Center Restrictions: Except as may otherwise be expressly set forth herein, no part of the Shopping Center shall be used as a bar, tavern or cocktail lounge (other than a bar, tavern or cocktail lounge operated incident to the operation of a restaurant), adult book or adult video store (which shall be deemed to mean any store relative to which fifteen percent (15%) or more of its inventory or sales may legally be made only to persons who are at least eighteen (18) years of age), automotive maintenance or repair facility (which shall not be deemed to prohibit an automotive parts or supply store, which shall be permitted provided such store is at least two hundred (200) feet from all portions of any building located on Parcel 2), warehouse, car wash (except a car wash to be located on Parcel 19) , entertainment or recreational facility (except that, notwithstanding anything to the contrary contained in this Declaration, a motion picture theater use shall be permitted on up to thirty thousand (30,000) square feet of Floor Area within Building Area "F-3"), or training or educational facility; for the renting, leasing or selling of or displaying for the purpose of renting, leasing or selling of any boat, motor vehicle or trailer; or for industrial purposes. For the purpose of this Declaration, the phrase "entertainment or recreational facility" shall include, without limitation, a theater, bowling alley, skating rink, gym, health spa or studio, dance hall, billiard or pool hall, massage parlor, game parlor or video arcade (which shall be defined as any store containing more than four (4) electronic games). The phrase "training or educational facility" shall include, without limitation, a beauty school, barber college, reading room, place of instruction or any other operation catering primarily to students or trainees as opposed to customers. In addition to the prohibitions described above, no use or operation will be made, conducted or permitted on or with respect to all or any part of the Shopping Center which use or operation is obnoxious to, and out of harmony with, the development or operation of a first-class shopping center, including, but not limited to, the following:

(a) Any public or private nuisance;
(b) Any unreasonable noise or sound that is objectionable to a person of ordinary sensibilities due to intermittence, beat, frequency, or loudness;
(c) Any odor which is obnoxious to a person of ordinary sensibilities;
(d) Any noxious, toxic, caustic or corrosive fuel or gas (which shall not be deemed to prohibit a retail gasoline service station on Parcel 19);
(e) Any dust, dirt or fly ash in excessive quantities;
(f) Any unusual fire, explosion or other damaging or dangerous hazard;
(g) Any warehouse (but any area for the storage of goods intended to be sold at any retail establishment in the Shopping Center shall not be deemed to be a warehouse), assembly, manufacturer, distillation, refining, smelting, agriculture or mining operations;
(h) Any mobile home or trailer court, labor camp, junkyard, stock yard or animal raising. Notwithstanding the foregoing, pet shops shall be permitted within the Shopping Center, provided that such shops shall be conducted so that there shall be no violation of the other prohibitions of this Article V by reason of the operation of such shops; and
(i) Any dumping of garbage or refuse.

Declaration of Restrictions and Grant of Easements dated March 19, 1992, Article 5.3: Drive-up and Drive Through Facilities: No restaurant, bank or other facility featuring vehicular drive-up or drive through customer service shall be located in the Shopping Center unless the Consenting Owners have first given their written consent, which consent shall not be unreasonably withheld or delayed, to the location, parking and drive lanes of such facility. The parties hereby approve the vehicular drive-up and drive through customer service facilities shown on the Site Plan.

Declaration of Restrictions and Grant of Easements dated March 19, 1992, Article 5.4: There shall be no open or enclosed malls in the Shopping Center unless the Consenting Owners have first given their written consent, which consent shall not be unreasonably withheld or delayed, to the location of the entrance to such mall.

Definition of “Shopping Center”: Parcels 1, 2, 3, 15, 16, 17, 18 and 19, collectively.

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

Second Amendment to Declaration of Restrictions and Grant of Easements (Document #: 027985): All reference in the Declaration to Parcel 16 are modified to refer to Parcel 16A & Parcel 16B.

Declaration of Covenants, Restrictions and Easements dated August 22, 1991 (Document #: 296214): 5. Use Restrictions. No part of Parcels 4 and 13 through 15 shall be used as a retail supermarket (which shall be defined as any store or department containing at least twenty thousand (20,000) square feet of floor area, including aisle space and storage, primarily devoted to the retail sale of food, which shall not include liquor or beer and wine, for off-premises consumption). The foregoing restrictions against the operation of a supermarket shall terminate in the event that, for a period of more than twelve (12) consecutive months, the total square feet of Building Area located on Parcel 2 utilized for the operation of a supermarket is less than thirty-four thousand one hundred four (34,104) square feet; provided, however, that the foregoing restrictions shall terminate as aforedescribed only if the failure to utilize thirty four thousand one hundred four (34,104) or more square feet of the Building Area on Parcel 2 for a supermarket …

NAP46050 **Automobile Club of Southern California (t0003758)**

Agreement Affecting Real Property dated June 9, 1992, Article 10.24(a): For so long as Auto Club is open for business to the public from the Auto Club Building (other than a failure to operate (i) which is the result of the occurrence of any of the events described in section 10.21 above, (ii) which is the result of Auto Club's closure for a reasonable time period, not in excess of three hundred sixty-five (365) consecutive days, for remodeling or renovations that Auto Club is diligently completing, or (iii) which is the result of Auto Club's closure for a reasonable time period during which Auto Club is diligently undertaking repairs to, or restoration of the Auto Club Improvements pursuant to Article 4 above), Developer agrees that it shall not permit the operation of any property and casualty insurance business, motor club or travel agency from any building constructed within Building Areas "G-l" and/or "I-1" as shown on the Site Plan. Developer agrees that it shall not permit the construction of any building within two hundred (200) feet of the Building Area on the Auto Club Parcel.

NAP46100 **Aje Desert Ventures, LLC (t0003760) (Desert Neurology)**

n/a

NAP78672 **Fredrickson Enterprises, Inc. CLK HR (t0003759) (Carls Jr.)**

n/a

NAP78692 **California Car Hikers Service (t0003762) (Vitamin Shoppe)**

n/a

NAP78722 **Top Robin Ventures, Inc. B&L Management (t0003763) (Red Robin)**

n/a

NAP78740 **Schiender Properties, LLC (t0003761) (WDC Kitchen & Bath Center)**

n/a

NAP78742 **Kim, Kwang Tae; Kim, Soung Ja Living Trust (t0003764) (Pokehana)**

n/a

NAP78752 **Itule Real Estate Group (t0003769) (Starbucks)**

n/a

NAP78790 **La Casita Restaurants & La Casita Catering (t0003770)**

n/a

NAP78792 **ATF Farr Family Trust (t0003773) (Autozone)**

Agreement Affecting Real Property dated February 5, 1996, Article 4.1(b)(i): Commencing with the opening of business to the general public by Owner's prospective tenant, Chief Auto Parts, from the Owner's Improvements and for a period of tenant (10) years thereafter, Developer shall not enter into any agreement (whether in the form of a purchase agreement, lease or otherwise) which allows any Person to operate, within the Shopping Center, in a building of 4,000 square feet of Floor Area or greater, a business whose primary purpose is the retail sale of auto parts and accessories.

NAP78822 **Cox Joan J 1984 Trust; FBO Eileen L Boy; Curci Janet L (t0003772)(Eisenhower Occupational Health)**

n/a

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

NAP78850 **MCS HHG (t0003774) (Hobby Lobby)**

n/a

NAP78902 **SHIH Properties Incorporated (t0003942)**

New Owner of Panera Pad; No AARP on file.

Language from Panera Lease dated 2021:

Lease, Section 4.2: Use Restrictions. In recognition (i) that the availability of adequate parking is critical to the success of Tenant's business, and that certain uses create extraordinary demands for the parking capacity at the Project; (ii) of Landlord's and Tenant's agreement that certain uses are inconsistent with the desired class and character of the Project; and (iii) of Landlord's agreement in Section 4.2(a), Landlord and Tenant have agreed to the use restrictions set out below.

(a) Exclusive Use. Landlord covenants and agrees that, except as set forth in this Section 4.2(a) below, Landlord shall not lease any other building or store in the Landlord's Project for use as a Tenant's Exclusive Use (as defined below), nor voluntarily authorize any store in the Landlord's Project to be used as a Tenant's Exclusive Use. Landlord shall not be in breach of its obligations in this Section 4.2(a) by consenting to a use if Landlord does not have the legal right to withhold its consent. Furthermore, to the extent the Landlord has a legal right to do so, the Landlord shall make reasonable efforts (but without any obligation to begin, pursue or defend any litigation or other proceeding) to halt the use of any building in the Landlord's Project for Tenant's Exclusive Use in breach of this Section 4.2(a). Despite any other provision of this Section 4.2(a) to the contrary, this Section 4.2(a) shall automatically be void if: (a) the Tenant fails to open all or any material part the Floor Area of the Premises as a Panera Bread bakery-restaurant, fully stocked, staffed, signed and fixtured, by the eighteen (18) month anniversary of the Effective Date; or (b) if Tenant opens the entire Premises as a Panera Bread bakery-restaurant but thereafter fails to keep all or any material part of the Floor Area of the Premises open for business for the Tenant Exclusive Use, except for periods that Tenant is not reasonably able to operate due to casualty, renovation diligently pursued, Landlord Default, condemnation or Unavoidable Delay. The provisions in this Section 4.2(a) may be terminated by Landlord in accordance with Section 4.3 below. The Landlord's Project is identified as the "Exclusive Area" on Exhibit A attached hereto. "Tenant's Exclusive Use" means to operate as (i) a full service bakery or a bread/bagel bakery, or (ii) a bakery-cafe concept restaurant similar to Tenant's standard "Panera Bread" as of the Effective Date, such as, but not limited to, Corner Bakery, Boudin, Pan Du Monde, Einstein Bagels, or Brueggers Bagels (the "Exclusive Use"). The foregoing notwithstanding, Tenant's Exclusive Use right shall not (x) restrict the sale of freshly baked breads or bagels as an ancillary part of another occupant's business in the Exclusive Area, with the sales of such items in the aggregate not exceeding ten percent (10%) of such occupant's annual gross sales made within the Landlord's Project ("Sales Based Exemption"), or (y) apply to a tenant or occupant occupying more than 10,000 contiguous square feet of Floor Area in the Exclusive Area, or (z) apply to any tenant or occupant under any existing lease and any extension or renewal thereof unless the Landlord's consent is required for the tenant to engage in the Tenant's Exclusive Use and Landlord has the legal right to withhold Landlord's consent. "Sales Based Claim" means any claim asserted by Landlord against a tenant which is based on a claim asserted by Tenant that another tenant or occupant is operating an Exclusive Use which (1) exceeds the Sales Based Exemption and (2) is not described in the preceding clauses (y) or (z). The burden is upon Tenant to provide Landlord with evidence that a Sales Based Claim exists. However, Landlord will cooperate with Tenant, if Tenant provides a reasonable basis to suspect a Sales Based Claim should be asserted.

(b) Other Prohibited Uses. Landlord covenants and agrees that it will not operate, enter into a lease for or consent except as required by Law or a lease entered into before the Effective Date, to any other tenant or occupant operating in any portion of the Project which Landlord owns or has the right to reject requests to permit the operation of any of the following: (i) an adult entertainment facility, including, but not limited to, an adult bookstore, adult video store, nude or semi-nude entertainment facility, massage parlor (but not registered massage therapy), strip show, lingerie exhibition or shop for purposes other than bona fide retail sale of lingerie, establishment for the sale, rental, display, viewing or exhibition of pornographic or "adult only" materials (including, without limitation, magazines, books, movies, videos and photographs) other than within less than ten percent (10%) of the Floor Area of a retail store with no display thereof visible from the exterior of the premises, so called "gentlemen's" club or facility with one or more of the above attributes, or any establishment for the sale of items or paraphernalia that are marketed or designed for the use of illegal drugs; (ii) a telemarketing or similar operation, (iii) off-track betting, bingo or other gaming (on-site or via internet or other electronic access) establishment (but not any legal lottery or other game of chance which is permitted by Law and is offered within less than ten percent (10%) of the Floor Area of any tenant or other occupant; (iv) a flea market; (v) any use which is a public or private nuisance, any use which produces noise or sound audible outside of the tenant's or occupant's premises that is objectionable to a reasonable person due to intermittence, beat, frequency, shrillness or loudness, any use which produces obnoxious odors outside of the tenant's or occupant's premises (excluding typical restaurant odors), any use which when properly operated produces outside of the tenant's or occupant's premises an excessive quantity of dust, dirt, or fly ash, any use which when properly operated produces fire (other than within an oven, grill or other restaurant or food preparation equipment or vessel), explosion or other unreasonable damaging or dangerous hazard, including the storage, display or sale of explosives or fireworks (other than sparklers and other fireworks lawfully possessed and used by consumers), any use which produces noxious, toxic, caustic or corrosive fuel or gas, any industrial, distillation other than for alcoholic or non-alcoholic beverages, refining, smelting, commercial agriculture (not including retail stocking, display and sale of gardening, hydroponic

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

and other agricultural goods and products), manufacturing, drilling, mining or subsurface operations; (vi) any mobile home or trailer court, junk yard, stock yard or animal raising operation; provided that this item shall not prohibit pet shops or veterinary offices located at least 150 feet from the Premises; (vii) any collection, dumping or storage of garbage, junk, recyclable materials or refuse, other than that produced in connection with the businesses being operated within, or the improvement, alteration, renovation, re-construction operation of, the Center and disposed of in enclosed receptacles intended for such purpose; provided, this clause does not prohibit any retail store with an inventory that includes or consists of used consumer goods; or (viii) any cemetery, crematorium, mausoleum, mortuary, funeral parlor or similar service establishment.

Lease, Section 4.5: Third Party Use Rights. Landlord agrees (i) except in lieu of condemnation, not to grant any right to use the parking areas within the Project to, or in favor of, any property or business not a tenant or occupant of building area within the Center and (ii) not to hereafter consent to the use of any portion of the Center for tent sales, carnivals, truck or other mobile vehicle based sales, rallies or other similar events that materially disrupt the retail use of the Center within 500 feet of the Tenant's building.

NAP78932 **PSTB Properties (t0003767) (Taco Bell)**

Declaration of Restrictive Covenant dated December 31, 1992 (Document #: 295813), Paragraph 1, Except for one Mexican sit down dinner house, no part of the premises located In Phase II or III of the Shopping Center shall be leased or used as a Mexican restaurant such as Del Taco, El Pollo Loco, Taco Cabana, Green Burrito, La Salsa, or the like.

NAP78962 **McDonald's Corporation (t0003766)**

n/a

NAP78988 **Schwarzblatt Family, LLC (t0003768) (Jiffy Lube)**

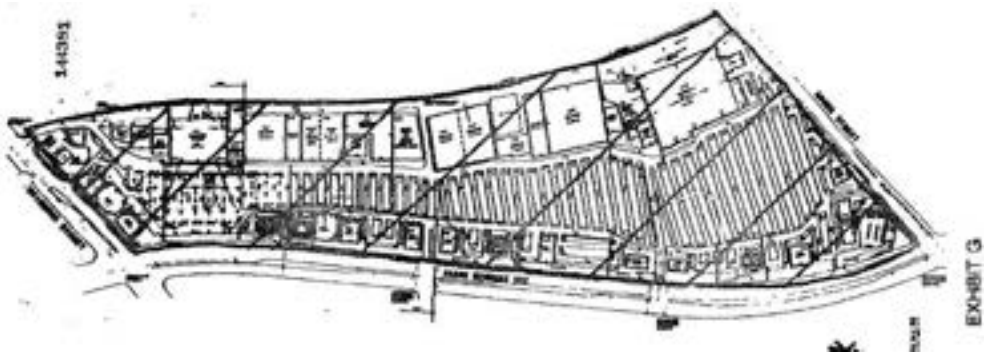
n/a

NAP78992 **Schatz Stephanie R GST Non Exempt Trust (t0003771) (La Quinta Car Wash)**

Agreement Affecting Real Property dated July 19, 1995, Article 4.1(b)(i): Commencing with the opening of business to the general public by Owner from the Owner's Improvements, Developer shall not enter into any agreement (whether in the form of a purchase agreement, lease or otherwise) which allows any Person to operate, within the Shopping Center, a full service car wash and detail shop.

NAP78998 **AU Energy (t0003765) (Shell Gas Station)**

Construction, Operation and Reciprocal Easement Agreement dated April 17, 1992, Article 10.25: Subject to the operation of a retail gasoline service station by one other operator within a portion of the "Exclusive Area" (as hereinafter defined) other than the Shopping Center, Shell shall have the exclusive right and privilege (the "Right") to operate a retail gasoline service station within the area shown as cross-hatched on Exhibit G attached hereto and incorporated herein by this reference (the "Exclusive Area").



NAP **One Eleven La Quinta SPE, LLC**

Agreement Affecting Real Property dated June 28, 2022, Article 5.1: Neither Party shall lease, use, consent to or voluntarily permit the use of any part of such Party's Parcel(s) for any of the following purposes (except as required by Law, or permitted under leases in effect as of the date of this Agreement):

(a) for any criminal or illegal purposes;
(b) pawn shop;
(c) head or cannabis shop; methadone clinic; or any other drug or controlled substance treatment or dispensing facility, except (i) a licensed pharmacy; or (ii) a marijuana dispensary; (or) as an ancillary use within a healthcare office that is at all times hen open to patient or the public, staffed by licensed medical service providers authorized by Law to dispense the applicable drug or substance;

(d) payday loan provider;
(e) child care center;
(f) funeral home or mortuary;
(g) as a church, or other pace of worship;
(h) as a flea market;
(i) a tattoo parlor or body piercing establishment;
(j) as an adult video or media store, adult book store (provided the foregoing shall not prohibit a full service book store such as a Barnes and Noble), or to provide any erotic or sexual services;
(k) as a night club;
(l) as a place of netting, gambling, bingo, or other gaming; provided, however, that this shall not prohibit the sale of lottery tickets, scratch-it tickets, or similar games of change offered in connection with the operation of another retail business permitted by applicable Law and this Agreement; provided, further, that this shall not prohibit arcade or other gaming that does not have a gambling component and/or gaming in connection with and ancillary to an otherwise permitted use, such as a restaurants that also features arcade and other games;
(m) as a self-service laundry facility, or dry cleaning store offering dry cleaning on-site;
(n) as a hotel, motel, or other place of residence;
(o) as a car wash, auto body shop, auto or truck rental or sale business, or junk yard;
(p) animal boarding or breeding facility; provided, however, that this clause shall not be deemed to prohibit the operation of a national chain pet shop, veterinary clinic or pet grooming facility in which boarding or breeding is offered as an incidental part of the operation such as Petco or Petsmart;
(q) manufacturing operation; and
(r) anything constituting a public or private nuisance.

NAP

Adams One Eleven, LLC

Agreement Affecting Real Property dated June 28, 2022, Article 5.1: Neither Party shall lease, use, consent to or voluntarily permit the use of any part of such Party's Parcel(s) for any of the following purposes (except as required by Law, or permitted under leases in effect as of the date of this Agreement):

(s) for any criminal or illegal purposes;
(t) pawn shop;
(u) head or cannabis shop; methadone clinic; or any other drug or controlled substance treatment or dispensing facility, except (i) a licensed pharmacy; or (ii) a marijuana dispensary; (or) as an ancillary use within a healthcare office that is at all times hen open to patient or the public, staffed by licensed medical service providers authorized by Law to dispense the applicable drug or substance;
(v) payday loan provider;
(w) child care center;
(x) funeral home or mortuary;
(y) as a church, or other pace of worship;
(z) as a flea market;
(aa) a tattoo parlor or body piercing establishment;
(bb) as an adult video or media store, adult book store (provided the foregoing shall not prohibit a full service book store such as a Barnes and Noble), or to provide any erotic or sexual services;
(cc) as a night club;
(dd) as a place of netting, gambling, bingo, or other gaming; provided, however, that this shall not prohibit the sale of lottery tickets, scratch-it tickets, or similar games of change offered in connection with the operation of another retail business permitted by applicable Law and this Agreement; provided, further, that this shall not prohibit arcade or other gaming that does not have a gambling component and/or gaming in connection with and ancillary to an otherwise permitted use, such as a restaurants that also features arcade and other games;
(ee) as a self-service laundry facility, or dry cleaning store offering dry cleaning on-site;
(ff) as a hotel, motel, or other place of residence;
(gg) as a car wash, auto body shop, auto or truck rental or sale business, or junk yard;
(hh) animal boarding or breeding facility; provided, however, that this clause shall not be deemed to prohibit the operation of a national chain pet shop, veterinary clinic or pet grooming facility in which boarding or breeding is offered as an incidental part of the operation such as Petco or Petsmart;
(ii) manufacturing operation; and
(jj) anything constituting a public or private nuisance.

1-A

New Cingular Wireless PCS, LLC dba AT&T Mobility (t0003752)

Lease, Section 27.28: Landlord shall not lease any other store in the Project for use as a Restricted Use (as defined below), nor voluntarily authorize any store in the Project to be used for the Restricted Use. Landlord shall not be in breach of its obligations in this Section 27.28 by consenting to a use if Landlord does not have the legal right to withhold its consent. Furthermore, to the extent the

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

Landlord has a legal right to do so, the Landlord shall make reasonable efforts (but without any obligation to begin, pursue or defend any litigation or other proceeding) to halt the use of any building in the Project for the Restricted Use. Tenant shall indemnify and hold the Landlord harmless from any costs, damages, liabilities and expenses (including reasonable attorneys' fees and disbursements) which are incurred by the Landlord as a result of any claim that the provisions of this Section 27 .28 are unenforceable or illegal. Despite any other provision of this Section 27.28 to the contrary, this Section shall: (i) automatically be void if: (a) the Tenant fails to open least 2,000 square feet of Floor Area of the Premises for the Restricted Use, fully stocked, staffed, signed and fixtured, within 180 days after the Lease Commencement Date; or (b) the Tenant opens the Premises for the Restricted Use but thereafter fails to keep at least 2,000 square feet of Floor Area of the Premises open for business for the Restricted Use, fully stocked, staffed and fixtured, for a consecutive period of 120 days or 180 days (consecutive or non-consecutive) or more in any 365 day period after the Rent Commencement Date, for any reason except Landlord's failure to restore the Premises after a casualty or condemnation or a diligently pursued substantial alteration or refurbishment performed with the Landlord's prior written consent, or a closing expressly permitted by this Lease; (ii) not apply to any portion of the Project which is now or hereafter leased to any tenant leasing more than 15,000 square feet of Floor Area; (iii) not apply to any existing tenants or their successors in interest if their leases permit or do not prohibit use of their leased premises for the Restricted Use; (iv) not apply to any portion of the Project which is leased to a tenant and Not Primarily Used for the Restricted Use. "Restricted Use" means the sale of telephone products and telephone services. The phrase "Not Primarily Used for the Restricted Use" shall mean any or all of the following: (i) an occupant which uses less than ten percent (10.00%) of its premises (including one-half of any immediately adjacent aisle to the extent immediately adjacent to area devoted to the sale of telephone products and services) for the sale of telephone products and telephone services.

1-B **Consolidated Contracting, Inc. (t0003740)**

n/a

1-C **The Sleep Train, Inc. dba Mattress Firm (t0003745)**

Lease, Section 11.26: Except as otherwise provided in this Section 11.26, Landlord shall not enter into any lease with or consent (except as required by Law or the applicable lease or other agreement) to the use and occupancy of any other space within the Shopping Center by a tenant or occupant whose "primary use" under such lease or occupancy agreement shall be for the sale of mattresses and/or waterbeds designed for use by humans (the "Exclusive Use Prohibition"). If Tenant or its permitted sublessee close or cease operating the Premises for the Principal Use, stocked, staffed, fixtured and signed for any period of 90 days or more (consecutive or non-consecutive) in any consecutive 365 day period, or if Tenant fails to open the Premises as a Sleep Train or Mattress Firm Store by the Outside Opening Date for the Principal Use, stocked, staffed, fixtured and signed (excluding in the case of a failure to timely open or a closure or cessation after opening, periods during which the Premises has not opened or is temporarily closed solely because of a Permitted Closure), the Exclusive Use Prohibition shall automatically terminate and be of no further force or effect. For purposes of this preceding sentence, the failure of Tenant or its permitted sublessee to sell all of the items included within the definition of "Principal Use" in Section 1.1(h) above shall not be deemed to be a failure to operate for the Principal Use, so long it is selling mattresses and/or waterbeds in the Premises and the mattresses and waterbeds on display occupy at least 50.00% of the gross leasable floor area of the samples and inventory in the Premises that are accessible or visible to customers. The provisions of this Section 11.26 shall not apply to any premises subject to a lease covering more than 15,000 square feet of gross leasable floor area. "Permitted Closures" means any closure of or failure to timely open the Premises for business due solely to casualty, Condemnation, Force Majeure (not to exceed 90 days and only if and for the period following the date the Force Majeure Delay Notice has been given), repairs (being diligently pursued, if by Tenant) or diligently pursued authorized remodeling not to exceed ninety (90) days. For purposes of this Section 11.26, a use shall be deemed a "primary use" a tenant or occupant devotes more than fifteen percent (15%) of its gross leasable floor area that is accessible and visible to customers for the display or sale of mattresses and/or waterbeds designed for use by humans. Notwithstanding anything in this Lease to the contrary, in the event of a violation of the Exclusive Use Prohibition which results in a tenant or occupant engaging in the primary use for a period of 30 days in any 365 day consecutive period ("Exclusive Use Prohibition Violation"), Tenant shall have as its remedies, in addition to all other rights available to Tenant at law or in equity, the right after giving Landlord notice specifying the Exclusive Use Prohibition Violation, to (i) decrease annual Base Rent by fifty percent (50%) during the period of time the Exclusive Use Prohibition Violation continues (although Tenant shall still pay Landlord all Additional Rent due under this Lease) and/or (ii) terminate this Lease by delivering notice to Landlord within one (1) year after the occurrence of such violation and if such notice is timely and properly given, then this Lease shall terminate effective as of the thirtieth (30th) day after such notice is given, except that if the Exclusive Use Prohibition Violation ceases prior to the effective date of termination, then upon Landlord's giving Tenant notice that the Exclusive Use Prohibition Violation ceases, any notice of termination given by Tenant pursuant to this paragraph shall automatically become null and void and be of no further force or effect and this Lease shall continue in full force and effect.

78520 **Big Halo Foods 2, LLC dba Baskin Robbins (t0003753)**

Lease, Section 28(a): During the Initial Term, commencing upon the date of this lease, Landlord shall not enter into a lease of any part of the buildings identified on Exhibit A as "A-1", "B-1", "C-1" or "E-1", owned by Landlord (excluding Major Tenants, or their successors) with a tenant that would occupy premises similar in size to the Premises that would authorize such tenant under such lease to have as its primary use the retail sale of ice cream, yogurt, ice milk, sherbets, soda fountain items, operation of soda fountain, frozen desserts, and items bearing the Baskin-Robbins trademarks; however, the restrictions contained in this Article 28 shall not extend to any of the following: sales by a grocery store of prepackaged ice cream or related grocery products, or the sale by a

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

restaurant of desserts incidental to the menu for consumption on the Premises). The rights and restrictions set forth in this Section 28 shall remain only so long as Tenant operates its business upon the Premises and if, at any time, the Premises shall be used for a purpose other than the sale at retail of ice cream, yogurt, ice milk, sherbets, soda fountain Items, operation of a soda fountain, frozen desserts, and items bearing the Baskin-Robbins trademarks or if Tenant shall discontinue business upon the Premises, or abandon the Premises (as defined in Section 16), or shall assign, sublet or transfer any interest of Tenant in the Lease or the Premises (other than as permitted in Section 12.1 (h) above), the rights and restrictions under this Section 28 shall thereupon be of no further force and effect.

78530 **Srisakorn Iamsathit dba Talay Bowl (t0004022)**

n/a

78540 **David A. Cetina & Alma A. Cetina dba El Ranchito Taco Shop (t0003742)**

Lease, Section 29(a): During the initial term of this Lease and any extended term, commencing upon the date of this Lease, Landlord shall not enter into a lease of any part of the buildings identified on Exhibit A as "A-1", "B-1 ", "C-1" or "E-1 ", owned by Landlord (excluding Major Tenants, or their successors) that would authorize the tenant under such lease to operate an in-line fast food Mexican restaurant; provided, however, this provision does not preclude a full-service Mexican food restaurant in-line or a full-service or fast food Mexican restaurant on outlying pads. The rights and restrictions set forth in this Section 29 shall remain only so long as Tenant operates its business upon the Premises and if, at any time, the Premises shall be used for a purpose other than as a fast food, in-line Mexican restaurant or if Tenant shall discontinue business upon the Premises, or abandon the Premises (as defined in Section 16), or shall assign, sublet or transfer any interest of Tenant in the Lease or the Premises, the rights and restrictions under this Section 29 shall thereupon be of no further force and effect.

78550 **Xue Yu Qin & Chengyun Zheng dba China Jo's (t0003739)**

Lease, Section 28.1: During the initial term of this Lease, commencing upon the date of this Lease, Landlord shall not enter into a lease of any part of the Project owned by Landlord (excluding Major Tenants or their successors) that would authorize the tenant under such lease to operate an in-line fast food Chinese restaurant; however, this provision does not preclude a full-service Chinese food restaurant in-line or a full-service Chinese restaurant on outlying pads. The rights and restrictions set forth in this Article 28 shall remain only so long as Tenant operates its business upon the Premises and if, at any time, the Premises shall be used for a purpose other than as a fast food, in-line Chinese restaurant or if Tenant shall discontinue business upon the Premises, or abandon the Premises (as defined in Article 16), or shall assign, sublet or transfer any interest of Tenant in the Lease or the Premises, the rights and restrictions under this Article 28 shalt thereupon be of no further force or effect.

78560 **EyeCare Services Partners Management, LLC (t0003746)**

Lease, Section 28(a): During the initial term of this Lease and any extended term commencing upon the date of this Lease, Landlord shall not enter into a lease of any part of the buildings identified on Exhibit A as "A-1", "B-1", "C-1", or "E-1", owned by Landlord (excluding Major Tenants, or their successors) that would authorize the tenant under such lease to operate an Eye Surgery, Laser Eye Surgery or Optometry Service. The rights and restrictions set forth in the Section 28 shall remain only so long as Tenant operates its business upon the premises and if, at any time, the Premises shall be used for a purpose other than as a Eye Surgical Facility and Optometry Store, or if Tenant shall discontinue business upon the Premises, or abandon the Premises (as defined in Section 16), or shall assign, sublet or transfer any interest of Tenant in the Lease or the Premises, the rights and restrictions under this Section 28 shall thereupon be of no further force and effect.

78580 **Vacant**

78590 **Tiffany's Sweet Spot, Inc. (t0003755)**

Lease, Section 27.30: Landlord shall not lease any other premises in the Landlord's Project for use as a Restricted Use (as defined below), nor voluntarily authorize any store in the Project to be used for the Restricted Use. Landlord shall not be in breach of its obligations in this Section 27.30 by consenting to a use if Landlord does not have the legal right to withhold its consent. Furthermore, to the extent the Landlord has a legal right to do so, the Landlord shall make reasonable efforts (but without any obligation to begin, pursue or def end any litigation or other proceeding) to halt the use of any leased premises in the Landlord's Project for the Restricted Use. Tenant shall indemnify, protect, defend and hold the Landlord harmless from any costs, damages, liabilities and expenses (including reasonable attorneys' fees and disbursements) which are incurred by the Landlord as a result of any claim that the provisions of this Section 27.30 are unenforceable or illegal. Despite any other provision of this Section 27.30 to the contrary, this Section shall: (i) automatically be void if: (a) the Tenant fails to open all or any part the entire Floor Area of the Premises for the Restricted Use, fully stocked, staffed, signed and fixtured, within 120 days after the Lease Commencement Date; or (b) the Tenant opens the entire Premises for the Restricted Use but thereafter fails to keep all or any part of the Floor Area of the Premises open for business for the Restricted Use, fully stocked, staffed and fixtured, for 90 days (consecutive or non-consecutive) or more in any 365 day period after the Rent Commencement Date, for any reason except Landlord's failure to restore the Premises after a casualty or condemnation or a diligently pursued substantial alteration or refurbishment performed with the Landlord's prior written consent, or a closing expressly permitted by this Lease; (ii) not apply to any portion of the Landlord's Project which is now or hereafter leased to

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

any tenant or other occupant under a lease demising more than 15,000 square feet of Floor Area; (iii) not apply to any existing tenants or their successors in interest if their leases permit or do not prohibit use of their leased premises for the Restricted Use; (iv) not apply to any portion of the Landlord's Project which is leased to a tenant and Not Primarily Used for the Restricted Use. "Restricted Use" means the preparation and retail sale of gourmet quality, prepared in the applicable premises, cookies, cupcakes, and cakes. The phrase "Not Primarily Used for the Restricted Use" means (i) any store or other premises that devotes less than twenty-five percent (25.00%) of the Floor Area of its premises that is accessible to customers, to the display of gourmet quality, prepared in the applicable premises, cookies, cupcakes, and cakes; and (ii) any promotional items offered by an occupant as part of a promotion by a regional or national chain of stores.

78600 **Cindy I. Clark & Drew Clark dba The Pool Store (t0003756)**

n/a

78610 **Jack Kilgore & Gail Kilgore dba La Quinta Beauty Supply (t0003744)**

n/a

78640 **Jaime Rojas D.D.S., Inc. (t0003743)**

n/a

78660 **Alfredo Amador & Sarah Amador dba Bombshell Tanz (t0003741)**

n/a

78670 **Christian N. Tran a/ka Trinh Hgoc Le and Trinh N. Le dba Nail Salon (t0003747)**

n/a

78680 **Staples the Office Superstore, LLC (t0003750)**

Lease, Section 5.2.1: No part of Landlord's Parcel (or the remainder of the Center to the extent the same is owned by Landlord as of the date hereof) nor any property within one mile of the Center owned by Landlord or by an entity under common control with Landlord shall be used for the sale or leasing of equipment (including computers and telecommunications equipment), furniture or supplies for business or office (including home office) use, or the provision of business or office services (including copying, printing, telecommunications, packing, shipping and business equipment repair services) (collectively, the "Exclusive Goods and Services").

Lease, Section 5.2.2: No part of Landlord's Parcel (or the remainder of the Center to the extent the same is owned by Landlord as of the date hereof) shall be used for any of the following: (i) tanning, health, exercise or racquet club or spa, gymnasium, bowling alley, skating rink or other sports or recreational facility; (ii) school, library, reading room (except as incidental to a book store), or house of worship; (iii) movie theatre, gallery, auditorium, meeting hall, hotel or motor inn, or any residential use; (iv) massage parlor, adult bookstore, a so-called "head" shop, off-track betting, gambling, gaming or check cashing facility; (v) car wash, automobile repair work or automotive service, automobile body shop, automobile, boat, trailer or ·truck leasing or sales, or laundromat; (vi) tavern, bar (except as incidental to a permitted restaurant), amusement park, carnival, banquet facility, dance hall, disco, nightclub, or other entertainment facility including video game, virtual reality or laser tag room or facility, pool hall, arcade, indoor children's recreational facility or other amusement center; (vii) any manufacturing, warehouse or office use (except incidental to a retail operation and except that office uses shall be permitted so long as no such use in the aggregate occupies in excess of 5,000 square feet within the Center); (viii) funeral parlor, animal raising or storage (except incidental to a full-line retail pet supply operation), pawn shop, flea market or swap meet, junk yard; (ix) drilling for and/or removal of subsurface substances, dumping, disposal, incineration or reduction of garbage or refuse, other than in enclosed receptacles intended for such purposes; or (x) any use which constitutes a public or private nuisance or produces objectionable noise or vibration; and

Lease, Section 5.2.3: No part of Landlord’s Parcel within 200 feet of the Premises shall be used for a restaurant or any other use which would place an undue burden on parking.

Lease, Section 5.3. Covenants in General. The covenants set forth in Section 5.2 shall run with the land comprising the portion of Landlord’s Parcel for the Term of this Lease. In the event of a breach of any such covenants, Tenant shall be entitled to injunctive relief and any other appropriate remedy. Notwithstanding the foregoing. Section 5.2 shall not prohibit any tenant under a lease existing on the date of this Lease from using space occupied by it for any use permitted under such tenant's lease as of the date hereof, nor prohibit any future tenant from leasing or providing the Exclusive Goods and Services incidental to such tenant's primary business in no more than an aggregate of 5% of such tenant's sales floor area. Further. Section 5.2. l shall not preclude the operation of a so-called consumer electronics store or computer superstore, either of which sells computers and computer related accessories (so long as the aforesaid 5% restriction is not violated in any respect other than in connection with computers and computer related. accessories).

Definition of Landlord’s Parcel: Section 2.2: Landlord's Parcel is located on a portion of that certain entire tract of land, including any structures thereon, which is shown approximately on Exhibit A, is legally described on Exhibit B-2, and is commonly referred to as the west side portion of One Eleven La Quinta Shopping Center (the "Center").

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

78700 **Ross Dress for Less, Inc. (t0003749)**

Lease, Article 15.3: Without the prior written consent of Tenant, which consent may be withheld in the absolute and sole discretion of Tenant, no tenant or occupant of the Shopping Center located west of the Resort Theaters as depicted on the Site Plan (other than Tenant, Big Five Sporting Goods, and Party City) may use, and Landlord, if it has the capacity to do so, shall not permit any other tenant or occupant of the Shopping Center located west of the Resort Theaters to use ten thousand (10,000) square feet or more, in the aggregate, of its premises for the sale of apparel on an "Off-Price Use" basis (as hereinafter defined). For purposes of this Section 15.3, "Off-Price Use" shall mean the retail sale (currently identified with such retailers as TJ. Maxx, Marshall's, Nordstrom Rack, Goody's, Factory 2U, Burlington Coat, Steinmart, and Filene's Basement) of merchandise on an every day basis at prices reduced from those charged by full price retailers, such as full price department stores; provided, however, this definition shall not prohibit sales events by a retailer at a price discounted from that retailer's every day price. For purposes of this Section 15.3, Off-Price Use shall not include the retail sale of merchandise typically sold and/ or displayed by Party City and Big Five Sporting Goods as of the Effective Date.

Lease, Article 3.2.1: Tenant has entered into this Lease in reliance upon representations by Landlord that Landlord's Parcel is and shall remain retail in character, and, further, no part of Landlord's Parcel located west of the Resort Theaters building as depicted on the Site Plan shall be used for office or residential purposes or as a theater (except for Resort Theaters), auditorium, meeting hall, school, church or other place of public assembly, "flea market," gymnasium, health club, dance hall, billiard or pool hall, massage parlor, video game arcade, bowling alley, skating rink, car wash, facility for the sale, display, leasing or repair of motor vehicles, night club, adult products, adult books or adult audio/video products (which are defined as stores in which at least ten percent (10%) of the inventory is not available for sale or rental to children under seventeen (17) years old because such inventory explicitly deals with or depicts human sexuality). Except within the interior walls of a tenant's or occupant's premises, no ATM or similar machine shall be permitted in the Shopping Center within one hundred (100) feet of the front and side perimeter walls of the Store. Further, no restaurant or other "High Intensity Parking User" (as hereinafter defined) shall be permitted in Landlord's Parcel within five hundred (500) feet of the front and side perimeter walls of the Store. A "High Intensity Parking User" is a tenant or occupant which typically uses more than five (5) parking spaces per one thousand (1,000) square feet of Leasable Floor Area in accordance with either customary shopping center practices or governmental regulations, whichever has a higher parking requirement.

Lease, Article 3.2.1: Notwithstanding the use prohibitions described in Section 3.2.1(a) above, the following uses shall be permitted in Landlord's Parcel: (i) Retail or professional offices such as banks, credit unions, consumer loan offices, medical or dental offices, law offices, real estate brokers, insurance brokers, travel agents, title companies, or offices incidental to retail uses or incidental to the management of Landlord's Parcel or the Shopping Center, provided (A) such retail or professional offices do not, in the aggregate, exceed ten percent (10%) of the Leasable Floor Area of Landlord's Parcel; and (B) no more than five thousand (5,000) square feet of such retail or professional offices shall be located within one hundred (100) feet of the Store. (ii) The existing theater (as depicted on the Site Plan) may contain a video game arcade not to exceed ten (10) video game machines.

Definition of Landlord’s Parcel: That certain parcel of land described in Part I of Exhibit A, together with all appurtenances thereunto belonging.

78710 **Big 5 Corp. (t0003754)**

Lease, Schedule A, Section 9.2: Tenant is hereby given the exclusive right and privilege on Landlord's Property and the portion of the Shopping Center owned by Washington Adams, LLC as of, the date of this Lease (the "Washington Adams Property") of operating a sporting goods business. The legal description of the Washington Adams Property is attached to this Schedule A. Landlord's Property and the Washington Adams Property are collectively referred to herein as the "Restricted Property". Landlord covenants with respect to said exclusive right and privilege not to permit any building or other improvements located on the Restricted Property to be used or occupied for the purpose of conducting a sporting goods business. Notwithstanding the foregoing, Tenant's exclusive right under this Paragraph 9.2 shall not apply to (a) any existing tenants (including tenants under existing leases which are not yet in possession) on the Restricted Property (or their successors or assigns) that are not, and cannot be, prohibited from operating a sporting goods business under their existing leases with Landlord or Washington Adams, LLC in effect as of the date of execution of this Lease, or (b) the sale by other tenants on the Restricted Property of any goods which are covered by Tenant's exclusive so long as such sales are incidental to the primary use of any such other tenant (any such sales shall be deemed "incidental" if such items occupy no more than ten percent (10%) of the sales floor area of the premises of such tenant).

78720 **Petco Animal Supplies Stores, Inc. (t0003748)**

Lease, Section 10(a): Landlord covenants and agrees that during the term of this Lease, Landlord shall not lease or sell space in the Shopping Center, nor approve of any use that it has the right to disapprove, for any other tenant utilizing more than ten percent or more of its gross leasable floor area for the sale of pet food and supplies, live fish, birds, small animals, reptiles, pet grooming, pet training and/or veterinary services ("Exclusive Use").

Lease, Section 11: Tenant has entered into this Lease in reliance upon representations by Landlord expressly set forth in this Lease and no other, and the provisions of the Declaration which in part provide that the Shopping Center is and will continue to be used for purposes commonly found in retail shopping centers and, further, no part of same shall be used as prohibited by the Declaration; and

that Landlord shall not hereafter lease or rent any portion of the Landlord's Parcels or consent to any of the following uses to the extent Landlord has the right to disapprove: an auditorium, meeting hall, school or other place of public assembly, telemarketing or call center, gymnasium or dance hall; for a Bingo hall or establishment devoted to similar games of chance, or as a massage parlor, video game arcade, bowling alley, skating rink, car wash, car repair or car rental agency, night club or adult book or adult video store or for a restaurant within two hundred (200) feet of the front door of the Premises (measured from the location at which the front entrance doors are located on the Delivery Date), except with Tenant's permission, which Tenant may choose to give or deny in its sole and absolute discretion; provided, however, that nothing in this Lease shall prohibit the operation of any gym, health club or fitness center which is (x) not larger than five thousand (5,000) square feet of gross leasable floor area and (y) located more than two hundred fifty (250) feet from the front entrance doors to the Premises (measured from the location at which the front entrance doors are located on the Delivery Date).

78730 **Five Below (t0004019)**

Lease, Article 7.3: As of the date hereof and during the Term of this Lease, Landlord shall not lease, rent, occupy or permit to be occupied or used, any space in the Shopping Center which is situated west of Simon Drive (the "Exclusive Area") principally for the retail sale of teen and pre-teen oriented merchandise at price points of $10 and less, including, but not limited to the following items to the extent specifically teen and pre-teen oriented: costume and low-priced jewelry, cosmetics, bath and body care products, hair care products, snacks and beverages, sporting goods, toys and games, room decor, wearables, stationery, arts and crafts, school supplies, books, magazines, comics, compact discs, CD ROM's, video tapes, video games, party goods, greeting cards and seasonal goods (the foregoing and any technological evolutions thereof are hereinafter referred to as the "Exclusive Items"). For purposes hereof, a store shall be deemed to be operating principally for such purpose if it uses more than thirty-five percent (35%) of the sales space within its premises for the sale of teen and pre-teen oriented merchandise at price points of $10 and less. Landlord's agreement to restrict the use as set forth in the first sentence in this Section 7.3 is specifically subject to all existing and subsequently adopted applicable Laws which prohibit or modify such restriction and shall not apply to (1) any portion of the Shopping Center other than the Exclusive Area or (2) any lease or any sublease within the Shopping Center as of the Effective Date, and the amendments, extensions, renewals and replacements thereof (the "Existing Leases"); provided, however, Landlord agrees that it shall not approve any change in the use of such space which would permit such space to be used principally for the retail sale of teen and pre-teen oriented merchandise at price points of $10 and less so long as not to approve such change would not subject Landlord to any liability and Landlord has the right not to approve such change pursuant to (x) all existing and subsequently adopted applicable Laws and (y) the applicable lease and other agreements by and between Landlord and such existing tenant or the subtenants and/or assignees thereof. In addition, the foregoing restriction shall be of no further force or effect at any time during the Term (I) the original Tenant executing this Lease or any transferee operating the Premises under Tenant's Trade Name is not in physical occupancy of all of the Premises, or (II) the Premises is not being operated for the Permitted Use. Notwithstanding the foregoing, in no event shall any of the following be deemed a violation of Tenant's foregoing exclusive: (a) any grocery store (by way of example but not limitation, Sprout's Farmers Market, Trader Joes, Ralphs, Vons); (b) any drug store (by way of example but not limitation, CVS, Walgreens, Rite Aid) or (c) any general merchandise store (by way of example but not limitation, Target, Walmart), (d) a single store selling primarily any one of the Exclusive Items, provided that such retailer devotes at least seventy-five percent (75%) of its sales space within its premises to the sale of such exclusive item (by way of example but not limitation, Claire's, Sephora, Ulta, Bath and Body Works,Sally's, Dicks, Toys R Us, Staples, Barnes and Nobel, Party City, Hallmark, Spirit Halloween); or (e) any "dollar store" meaning a store which sells at least seventy-five percent (75%) of its merchandise at a price point similar to that of the following, by way of example but not limitation, Dollar Tree, 99 Cent Store, Big Lots).

Lease, Article 7.4: As of the date hereof and during the Term of this Lease, Landlord shall not lease, rent, occupy or permit to be occupied or used, any space within three hundred feet (300') from the main entrance of the Premises for the following uses: (a) bowling alley; (b) arcade; (c) tavern or bar, unless such use is incidental to a restaurant use; (d) night club or discotheque; (e) any mobile home park, trailer court, labor camp, junkyard, or stockyard; (f) any dumping, disposing, incineration, or reduction of garbage (exclusive of dumpsters and related trash removal equipment located in the rear of any building); (g) any fire sale, bankruptcy sale or auction house operation; (h) any automobile, truck, trailer or R.V. sales, leasing or rental; (i) any skating rink; (j) any living quarters, sleeping apartments, or lodging rooms; (k) any animal raising facilities; (l) any mortuary; (m) liquor store; (n) off-track betting business; (o) billiard or pool hall; or (p) adult book or adult video tape store (which are defined as stores in which greater than five percent (5%) of the inventory is not for sale to minors because of its explicit sexual nature); or (q) a pet store adjacent to the Premises (other than Petco and Petsmart or a national or regional equivalent thereof).).

78772 **CAVA**

9.3 **Exclusive Use.** Provided that Tenant is not in default of this Lease beyond any applicable cure period and is open and operating within the entire Premises as the Initial Use, Landlord shall not (a) lease to or otherwise permit any other occupant on Landlord's Parcel east of Simon Drive (the "**Restricted Property**") to engage in the sale of Greek, Middle Eastern, or Mediterranean cuisine as its Primary Use (as defined in this Section 9.3), or (b) lease to or otherwise permit (if Landlord has a consent or approval right) any occupancy in the Restricted Property by the following named parties or business operations (including successors or assigns of such named parties or business operations operating the same or similar concept): Gusto!, Mezeh, Roti, Naf Naf Middle Eastern Grill, GRK Fresh Greek, Noon Mediterranean Grill, Luna Grill, Soom Soom Fresh Mediterranean, Chop't Creative Salad Co., The Halal Guys, Naya, Nick the Greek and The Kebab Shop ("**Restricted Tenants**") (all of the foregoing separately or collectively referred to herein as the "**Exclusive Use**"). As used herein, Mediterranean cuisine shall not be deemed to include Italian cuisine, French cuisine or Spanish cuisine. In addition, the term "**Primary Use**" shall mean that (i) the gross sales from the sale of Greek, Middle Eastern, or Mediterranean cuisine (the "**Exclusive Items**") from a tenant's or occupant's premises are equal to or greater than twenty percent (20%) of all gross sales from the sale of all goods and/or services from such premises in any calendar year ("**Other Tenant Sales**"), or (ii) twenty percent (20%) or more of a tenant's or occupant's menu items consist of any of the Exclusive Items. Landlord agrees to reasonably cooperate with Tenant in any inquiry by Tenant about a possible violation of the Exclusive Use. Tenant acknowledges that the Exclusive Use does not apply to leases existing as of the Effective Date, to the extent such existing leases either permit such tenants to use their respective premises for a conflicting use or do not preclude such tenants from using their respective premises for a conflicting use (each an "**Existing Lease**," and together, the "**Existing Leases**"); provided, however, that (a) in the event Landlord's consent is required for a change of use pursuant to an Existing Lease, then Landlord shall not consent to a change of such use, expansion, assignment or sublease if the same would cause a violation of the Exclusive Use; and (b) upon any assignment or subletting of an Existing Lease, Landlord shall enforce Tenant's Exclusive Use rights unless Landlord is not permitted, pursuant to the terms of such Existing Lease, to enforce Tenant's Exclusive Use rights hereunder in connection with such assignment or sublease.

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

78772 **Shake Shack**

9.1. Exclusive Use. As of the Effective Date through the date Tenant first opens for business, and provided thereafter Tenant is open and operating the Premises as a "Shake Shack" restaurant and is not in monetary default beyond any applicable notice and cure period under this Lease in excess of $100,000.00 and/or no Major Event of Default (as defined below) has occurred beyond any applicable notice and cure period, Landlord agrees that it shall not grant the right or otherwise permit or consent to a sublease or assignment of space in any portion of Landlord's Parcels located east of Simon Drive (such area, as further depicted on the Site Plan, the "**Exclusive Area**") to any other tenant or occupant in the Exclusive Area that is a Competitive Store, as hereinafter defined (collectively the "**Exclusive Use**"); provided, however, that the Exclusive Use shall not apply to any tenant existing as of the Effective Date to the extent such existing leases either permit such tenants to use their respective premises for a conflicting use or do not preclude such tenants from using their respective premises for a conflicting use or any future tenant occupying space within the Exclusive Area greater than 15,000 RSF (each an "**Existing Lease**," and together, the "**Existing Leases**"); provided, however, that (a) in the event Landlord's consent is required for a change of use, expansion, assignment or sublease pursuant to an Existing Lease, then Landlord shall not consent to a change of such use, expansion, assignment or sublease if the same would cause a violation of the Exclusive Use; and (b) upon any assignment or subletting of an Existing Lease, Landlord shall enforce Tenant's Exclusive Use rights against any assignee or sublessee in connection with such Existing Lease. For sake of clarity, the Exclusive Use also applies to pop ups, food halls and incubator kitchens in the Exclusive Area. As used in this Section 9.1, a "**Major Event of Default**" means a Tenant violation of any existing exclusives and/or prohibited uses set forth on Exhibit K.

9.2. The term "**Competitive Store**" shall mean the business operation of a tenant or occupant in the Exclusive Area (i) who operates as a Primary Use (as hereinafter defined), or (ii) operates under the following tradenames: 5 Napkin Burger, BLT Burger, Bobby's Burger Palace, Burger Joint, The Habit, Umami Burger, Five Guys, In-N-Out, Johnny Rockets, Hopdoddy, Burger Fi, Burger Lounge, Smashburger, Tasty Made, The Stand, McDonald's, The Counter, Eureka!, Burger King, Carl's Jr., Plan Check, and Red Robin.

9.3. For purposes of this Lease, the term "**Primary Use**" shall mean a tenant or occupant for whom fifteen percent (15%) or more of its menu items consist of or are derived from the sale of hamburgers. For the sake of clarity, when counting a menu item, variations of a menu item shall each be counted. For example, (i) hamburger and (ii) cheeseburger shall be counted as a total of two (2) menu items.

78870 **Daiso USA, LLC (t0004151)**

Lease, Article 33.24: Except for the Excluded Tenants (as hereinafter defined), Landlord shall not lease, rent, occupy or permit to be occupied or used (so long as Landlord has the right to control such occupancy or use), any other space in the Landlord's Parcels east of Simon Drive to a Dollar Tree. "Excluded Tenants" means: (a) any tenant whose lease is in effect prior to the date of this Lease; (b) any tenant under a lease with a successor to or assignee of any tenant whose lease is in effect prior to the date of this Lease; or (c) any tenant leasing pursuant to a renewal, extension or modification of any lease in effect prior to the date of this Lease. Notwithstanding anything to the contrary in the foregoing, Landlord shall not amend or modify any of the existing leases to permit any tenant under such an existing lease to engage the Exclusive Use in violation of this section so long as not to approve such change would not subject Landlord to any liability and Landlord has the right not to approve such change pursuant to (a) all existing and subsequently adopted applicable laws and (b) the applicable lease and other agreements by and between Landlord and such existing tenant or the subtenants and/or assignees thereof. Landlord's agreement to restrict the use as set forth in this Subsection 33.24 is specifically subject to the ECR and all existing and subsequently adopted Legal Requirements which prohibit or modify such restriction. Notwithstanding the foregoing, the rights contained in this Subsection 33.24 are personal to the original Tenant executing this Lease and any Permitted Transferee to which Tenant's entire interest in this Lease has been assigned pursuant to Subsection 25.2, and shall only be available to the original Tenant or such assignee, as the case may be (but not by any sublessee or other transferee of Tenant's interest in the Lease) if the original Tenant or such assignee is not in default under this Lease beyond any applicable notice and cure periods and has been open and continuously operating in the Premises for the Permitted Use.

78900 **Brothers Nails and Lashes**

n/a

78920 **Tennis Warehouse**

9.8 Exclusive Use.

(a) Provided that Tenant is open and operating the Premises as a "Tennis Running Pickleball Warehouse" and is not in default under this Lease beyond any applicable notice and cure period, Landlord agrees that it shall not grant the right or otherwise permit or consent to a sublease or assignment of space in the portion of Landlord's Parcel located east of Simon Drive (the "**Exclusive Area**") to any other tenant or occupant in the Exclusive Area that is a Competitive Store, as hereinafter defined, (collectively the "**Exclusive Use**"); provided, however, that the Exclusive Use shall not apply to any tenant existing as of the Effective Date.

(b) The term "**Competitive Store**" shall mean the business operation of a tenant or occupant in the Exclusive Area (i) who operates as a Primary Use (as hereinafter defined).

(c) For purposes of this Lease, the term "**Primary Use**" shall mean a tenant or occupant for whom thirty-five percent (35%) or more or its sale items consist of or are derived from the sale tennis and pickle ball equipment and apparel.

(d) For the sake of clarity, this Exclusive Use would not exclude Landlord leasing to general athletic shoe or apparel retailers such as Hibbett Sports or Shoe Palace.

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

Exhibit “I”
CC&R Description

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

ONE ELEVEN LA QUINTA

DESCRIPTION OF CC&RS

Declaration of Covenants, Restrictions and Easements by Washington Adams L.P., a California limited partnership ("**Washington Adams L.P.**"), recorded August 27, 1991 as Instrument No. 91-296214 in the Official Records of Riverside County, California (the "**Official Records**")

Declaration of Covenants, Conditions and Restrictions and Reciprocal Easements by and between Washington Adams L.P. and Wal-Mart Stores, Inc., a Delaware corporation ("**Wal-Mart**"), recorded August 28, 1991 as Instrument No. 91-298878 of Official Records, as amended by that certain Amended and Restated First Amendment to Declaration of Covenants, Conditions, Restrictions and Reciprocal Easements" by and among Washington Adams SPE LLC, a Delaware limited liability company, One Eleven La Quinta SPE, LLC, a California limited liability company, Adams One Eleven LLC, a California limited liability company, and Kohl's Inc., f/k/a Kohl's Department Stores, Inc., a Delaware corporation recorded June 29, 2022 as Instrument No. 2022-0292290 in the Official Records.

Declaration of Restrictions and Grant of Easements by and between Washington/Adams Partnership, a California general partnership ("**Washington/Adams Partnership**") and Albertson's, Inc. a Delaware corporation ("**Albertson's**"), recorded March 19, 1992 as Instrument No. 92-96709 in the Official Records, as amended by (i) that certain Amendment No. 1 to Declaration of Restrictions and Grant of Easements by and between Washington/Adams Partnership and Albertson's, recorded October 5, 1992 as Instrument No. 92-375459 and re-recorded December 1, 1992 as Instrument No. 92-458492 both in the Official Records and (ii) that certain Second Amendment to Declaration of Restrictions and Grant of Easements by and between Washington/Adams Partnership and Albertson's, recorded January 27, 1995 as Instrument No. 95-27985 in the Official Records.

Construction, Operation and Reciprocal Easement Agreement by and between Washington/Adams Partnership and Shell Oil Company, a Delaware corporation, recorded April 22, 1992 as Instrument No. 92-144381 of Official Records.

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

Exhibit “J”
Contractor Rules and Regulations

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

MILAN CAPITAL MANAGEMENT

CONTRACTOR RULES & REGULATIONS

The following Contractor Rules and Regulations shall govern the operations of any Contractor, material supplier, or subcontractor involved in building modifications, construction, or remodeling work on Milan Capital Management Inc. and affiliates' properties.

I. Pre-Construction

A. Contractor shall be responsible for inspecting the job site, understanding the scope of work to be performed, examining all related documents, obtaining any permits and/or certificates and special inspections necessary to perform the work.

B. Prior to commencement of any work, Contractor will supply the following items to the Property Manager:
- Certificates of Insurance naming ownership and management entities as additionally insured;
- Contractor's assigned Project Superintendent contact information;
- Accurate construction schedule;
- Written notification of construction start date.

C. A pre-job kick-off meeting will occur prior to starting any work, to include:
- Property Management
- Contractor's representative
- Architect (if necessary)
- Building Engineer

II. Standard Construction Procedures

A. Contractor agrees to furnish all supervision, materials, labor, tools, equipment and all other items required to undertake, manage, construct and complete all work specified in the authorized contract. The work shall be performed in a first-class manner, with good quality supplies.

B. Contractor(s) shall be responsible for the security of their own materials, equipment, and work and that of their subcontractors. Any loss or theft is not the responsibility of the Landlord or Property Management.

C. Doors to all work areas, including stairwell doors, mechanical and electrical closets, will always remain closed. Propping doors open is expressly prohibited excepting the avoidance of risk or any emergency.

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

D. All gang boxes, toolboxes, tool chests, and other containers are subject to inspection when moved in or out of the building. All Contractor and subcontractor personnel, materials, tools and equipment are to enter and exit the building through the service corridor and freight elevators only. Use of the passenger elevators is expressly prohibited.

E. Contractors and subcontractors shall be responsible for the protection of their work and the areas adjacent to their work.

F. No cutting or patching shall be permitted without prior written consent of Property Management. Request for permission to do cutting for such work that is not a part of the Approved Plans shall include explicit details and description of work and shall not under any circumstances diminish the structural integrity of the building components or systems. If any work is to be done in another tenant's space or in any public area, such work is to be done only with the express written permission of the Landlord. Such work is to be done only under the direct supervision of a competent member of the Contractor staff and under observation of the Project Superintendent. Any such area is to be promptly repaired and returned to a fully functioning, complete and clean condition.

G. To the extent possible, light fixture switching shall be provided and maintained during construction and lights should be turned off at the end of each day.

H. No radios or other audio devices audible to other tenants or building employees are allowed at any time.

I. Smoking is permitted at designated areas only and is not permitted inside the building or at any building entrance.

J. Restroom sinks, toilets, and urinals may not be used to wash or clean, any construction equipment. No construction materials, debris or residue shall be washed or flushed in either the restroom fixtures described, nor in the mop sink.

III. Access

A. Landlord must be notified prior to commencing Tenant's Work. Tenant Work should be managed so that it in no way conflicts with, interferes with or impedes the quiet and peaceful enjoyment of other tenants, Any work that conflicts with the above conditions will be rescheduled by the Contractor to such time as approved by Property Management. Any construction activities which create excessive noise, such as demolition and core drilling, or create odors must be done before or after building standard operating hours unless approved by Property Management in advance.

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

Any work that may impact the Fire Life Safety System requires 24-hour notice to the Building Engineer or Property Manager. Upon receiving such notice, Landlord may provide its own appropriately qualified supervisor to observe the following types of Fire Life Safety System work:

- Hot Work: soldering, welding, flammable or combustible materials;
- Fire & Life Safety Work: fire alarm systems, sprinkler work, door alarm associated with fire and life safety systems, but not security systems, strobes and Fire and Life Safety detectors;
- Construction work where there will be core drilling, anchor shooting or abrasive cutting.

B. Contractor shall be provided access to unloading areas as preapproved by Landlord at the aforementioned pre-construction meeting. All materials unloaded at these areas will be moved to an area of use immediately and shall not be stored or used in a way which adversely impacts use, access to, or operation of the building.

C. Contractors must arrange access into tenant space with Property Management. Security does not provide access to tenant spaces.

D. Access to electrical rooms and other sensitive locked areas shall be provided by the Building Engineer or Property Management.

IV. Building Equipment

A. Tools or materials will not be loaned to construction personnel at any time.

B. Contractor materials and tool storage will be limited to the areas for which access has been granted. No flammable liquids, highly combustible liquids or hazardous materials will be allowed to be stored inside or outside the construction site. Such materials shall be removed daily. Contractor hereby covenants and agrees that no person used by Contractor will use, dispose of, store or be in possession of hazardous materials anywhere on the property at any time, except with and Property Management's prior knowledge and consent and in strict compliance with applicable law.

C. No building systems (e.g. life safety, irrigation, plumbing, mechanical or electrical) will be turned off, disengaged, or otherwise affected by Contractor without preapproval and supervision by the Building Engineer or Property Management. Such requests shall be made and approved either verbally or in writing by email and in advance of such action. In the event that Fire Life Safety systems and devices, including sprinkler systems shall be taken off-line for any work, then such systems shall be placed back in service at the end of the workday, and the Contractor shall not leave the site until all systems are verified by the Building

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

Engineer or Property Management as fully operational.

V. Housekeeping

A. Elevators, lobbies, and/or common areas used or accessed during construction shall be adequately protected and protection is to be kept clean and orderly and replaced when worn. Flooring protection within the common areas shall be taped down with "trip-free" transitions. Walls and corners within the common areas shall also be adequately protected from damage. The Contractor shall be responsible for any damages caused to the building common areas during construction.

B. Contractor must remove daily all personal rubbish (e.g., lunch debris, drink containers), surplus and waste material resulting from the performance of his or her work. At the request of Property Management, Contractor shall relocate any materials causing an obstruction as directed. Use of the building's refuse containers or trash compactor is prohibited. Furthermore, Contractor is responsible for compliance with the municipal construction and demolition debris recovery/recycling ordinances.

C. All construction personnel shall use restrooms on the floor where work is taking place or Contractor-provide portable toilets. Restroom lavatories are not to be used for filling buckets or washing brushes or tools, etc. Restroom lavatories and toilets are not to be used for disposing of mud, paint, solvents, etc.

D. Contractor will ensure that all mechanical rooms, electrical and telephone closets, and other building and common areas not a part of the Demised Premises, entered by Contractor or subcontractors in conjunction with Contractor's work, will be cleaned and free of debris nightly. These areas are to be secured prior to the Contractor exiting the location.

E. Public areas adjacent to the premises where Contractor's work is being performed shall always remain free of dust and debris and materials. These areas are to be completely cleaned nightly.

VI. Parking

On-site parking shall not be located in handicapped or temporary parking locations, fire lanes, or those locations designated for special uses such as curbside pick-up or to-go order pick up. Overnight parking is not permitted, and violators shall be subject to tow at the violator's sole cost and expense.

Prior to performing any site work that impacts parking or traffic flow, Contractor shall coordinate with Property Management to appropriately cordon off impacted areas. ADA parking and paths of travel shall not be blocked without providing alternative ADA

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

parking and path of travel.

VII. Signage

Contractor shall not be permitted to post any identifying signage or advertising within the building or visible from outside the building other than vehicle signage without permission from Property Management.

The Contractor Rules & Regulations may be amended or revised at any time. The amended or revised Contractor Rules & Regulations shall become effective upon delivery to Contractor or publication by posting at the project site, whichever is earlier.

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

Exhibit “K”
SNDA Form

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

RECORDING REQUESTED BY AND
WHEN RECORDED RETURN TO:

JAMES P. KOUSOULAS, ESQ.
ALSTON & BIRD LLP
350 SOUTH GRAND AVENUE, 51ST
FLOOR
LOS ANGELES, CALIFORNIA 90071

(SPACE ABOVE THIS LINE FOR RECORDER'S USE)

SUBORDINATION, NONDISTURBANCE AND ATTORNMENT AGREEMENT

NOTICE: THIS SUBORDINATION, NONDISTURBANCE AND ATTORNMENT AGREEMENT RESULTS IN THE LEASEHOLD ESTATE IN THE PROPERTY BECOMING SUBJECT TO AND OF LOWER PRIORITY THAN THE LIEN OF SOME OTHER OR LATER SECURITY INSTRUMENT.

This SUBORDINATION, NONDISTURBANCE AND ATTORNMENT AGREEMENT ("**Agreement**") is made as of _____, by and among _____, as the tenant under the leased premises described below ("**Lessee**"), Milan LQ One XI, LLC, a Delaware limited liability company and Milan LQ Tuscany, LLC, a Delaware limited liability company, jointly as tenants-in-common ("**Lessor**"), and ZIONS BANCORPORATION, N.A. dba California Bank & Trust (together with its successors or assigns, "**Lender**")

RECITALS

A. Lender has made a loan to Lessor ("**Loan**"), which Loan is evidenced by a loan agreement dated as of July 7, 2025 by and between Lessor as borrower and Lender ("**Loan Agreement**"), and by a promissory note of even date therewith ("**Note**").

B. The Note is secured by, among other things, a deed of trust dated as of July 7, 2025 ("**Deed of Trust**") encumbering certain real property located in Riverside County, California, as more particularly described in the attached **Exhibit "A"** ("**Property**").

C. Lessee and Lessor entered into that certain unrecorded lease dated as of _____ ("**Lease**"), by which Lessee leased certain premises ("**Leased Premises**") constituting all or a portion of the Property.

D. Pursuant to the Loan Agreement, Lender is requesting that Lessee expressly subordinate the Lease to the lien created by the Deed of Trust.

E. Lessee is willing to subordinate the Lease to the lien created by the Deed of Trust and is willing to attorn to Lender provided Lender grants Lessee a nondisturbance agreement as provided herein.

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

TERMS AND CONDITIONS

NOW, THEREFORE, in consideration of the foregoing recitals, the mutual covenants and conditions set forth hereinbelow, the parties hereto agree as follows:

1. DEFINITION OF LEASE. As used in this Agreement, "**Lease**" includes, without limitation, all right, title and interest that Lessee may have in all or any portion of the Leased Premises, whether granted by the terms of the Lease, by a separate written or oral agreement or otherwise.

2. NO UNAPPROVED ASSIGNMENT OR SUBLETTING. Except as may otherwise be expressly provided in the Lease, Lessee shall not assign the Lease, nor sublet any portion of the Leased Premises, and Lessor shall not consent to any such assignment or subletting if required pursuant to the terms of the Lease or otherwise requested, without the prior written consent of Lender, which consent shall not be unreasonably withheld.

3. SUBORDINATION OF LEASE.

3.1 Subordination. The Deed of Trust and any amendments, modifications, renewals and extensions thereof shall unconditionally be and remain at all times superior to the Lease, to the leasehold estate created thereby and to all rights and privileges of Lessee or any other lessee thereunder, and the Lease, the leasehold estate created thereby and all rights and privileges of Lessee or any other lessee thereunder are hereby made subordinate to the lien and charge of the Deed of Trust in favor of Lender.

3.2 Effect of Changes to the Loan. This Agreement shall extend to any and all increases, renewals, extensions, modifications, substitutions, and consolidations, of the Loan, and of any other documents securing the Loan, and Lender may, without notice or demand, and without affecting the subordination hereunder:

3.2.1 renew, compromise, extend, accelerate or otherwise change the time for payment or otherwise change the terms of the Loan or any part thereof, including increase or decrease of interest thereon,

3.2.2 waive or release any part of its lien on the Property,

3.2.3 apply proceeds from the sale of the Property and direct the order or manner of sale thereof as Lender, in its discretion, may determine, and

3.2.4 assign its rights hereunder or under the Loan, or both, in whole or in part.

4. LESSEE'S ACKNOWLEDGMENTS. Lessee agrees, declares and acknowledges each of the following:

4.1 No Duty or Obligation. Lender in making disbursements pursuant to any agreement with Lessor is under no obligation or duty to, nor has Lender represented that it will, see to the application of the proceeds of the Loan by Lessor or any other persons to whom Lender disburses the proceeds of the Loan. Any application or use of such proceeds for purposes other than those provided for in any agreement between Lender and Lessor shall not defeat the subordination made in this Agreement, in whole or in part.

4.2 Waiver. Lessee intentionally subordinates the Lease, the leasehold estate created thereby together with all rights and privileges of Lessee or any other lessee thereunder in favor of the lien created by the Deed of Trust, and understands that in reliance upon and in consideration of this

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

subordination, specific loans and advances are being and will be made and specific monetary and other obligations are being undertaken and will be entered into which would not be made or entered into but for said reliance upon this subordination.

4.3 Entry Upon Property. Lender may enter upon the Leased Premises and inspect the same at any reasonable time upon reasonable prior notice to Lessee, provided that any such entry and inspection are undertaken at a time and in a manner which is least disruptive to Lessee's business operations within the Leased Premises as is reasonably practicable under the circumstances.

5. NON-DISTURBANCE. So long as Lessee is not in default (beyond any period given Lessee in the Lease to cure such default) in the payment of rent or additional charges or in the performance of any of the other terms, covenants or conditions of the Lease on Lessee's part to be performed, Lessee shall not be disturbed by Lender in its possession of the Leased Premises during the term of the Lease, or any extension or renewal thereof, or in the enjoyment of its rights under the Lease. Lender shall not join Lessee as a party defendant in any action or proceeding foreclosing the Deed of Trust. Further, in the event of a transfer of the Property to Lender or any purchaser from Lender (after Lender has taken title to the Property by foreclosure or deed in lieu thereof) or pursuant to a trustee's sale conducted under the Deed of Trust ("**Purchaser**"), the Lease shall continue in full force and effect as a direct lease between Lender or Purchaser and Lessee, upon and subject to all of the terms of the Lease for the balance of the term remaining. In the event that Lender becomes the owner of the Property and the Lessor under the Lease with Lessee, upon Lender's sale or transfer of title of the Property to a successor owner, then (a) the Lease shall continue in full force and effect as a direct lease between such successor owner and Lessee, upon and subject to all of the terms of the Lease for the balance of the term remaining, and (b) Lender shall be released from any liabilities or obligations arising under the Lease following the date of such sale or transfer to the successor owner.

6. ATTORNMENT; LIMITATION OF LIABILITY.

6.1 Lessee's Attornment. If the interest of Lessor under the Lease shall be acquired by Lender or any Purchaser by reason of the exercise of the power of sale contained in the Deed of Trust or by foreclosure or other proceedings brought to enforce the rights of the holder thereof, by deed in lieu of foreclosure or by any other method, and Lender or Purchaser succeeds to the interest of Lessor under the Lease, Lessee shall attorn to Lender or Purchaser as its landlord, and be bound to Lender or Purchaser under the terms of the Lease for the balance of the term thereof and any extensions or renewals thereof. Said attornment is to be effective and self–operative without the execution of any other instruments on the part of either party hereto immediately upon Lender's or Purchaser's succeeding to the interest of the lessor under the Lease; provided, however, that Lessee agrees to provide written confirmation of its attornment within ten (10) days after receipt of a written request for such confirmation by Lender or Purchaser. In any such event as described above, the Lease shall continue in accordance with its terms between Lessee as lessee and Lender or Purchaser as lessor; provided, however, that:

6.1.1 No Personal Liability. Lender's liability under the Lease shall be limited to its ownership interest in the Property, and Lender shall only be liable for the lessor's obligations under the Lease accruing during the period of time that Lender is the owner of the Property;

6.1.2 No Liability for Prior Lessor's Acts or Omissions. Lender shall not be liable for any act or omission of any prior lessor (including Lessor) for which Lender has not received notice and opportunity to cure pursuant to Section 7 below;

6.1.3 Not Subject to Offsets or Defenses. Lender shall not be subject to any offsets or defenses which Lessee might have against any prior lessor (including Lessor), except for any

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

offsets or defenses that may continue (provided Lender has received notice and opportunity to cure pursuant to Section 7 below) or that may arise during Lender's ownership of the Property;

6.1.4 Not Bound by Prepayment of Rent. Lender shall not be bound by any prepayment of rent more than thirty (30) days in advance or deposit, rental security or any other sums deposited with any prior lessor (including Lessor) under the Lease unless actually received by Lender;

6.1.5 Not Bound by Amendment. Lender shall not be bound by any amendment or modification of the Lease made without Lender's consent (which shall not be unreasonably withheld or delayed);

6.1.6 Not Bound To Conduct Construction Work. Lender shall not be bound to commence or complete any restoration of improvements following any casualty not required to be insured under the Lease or for the costs of any restoration in excess of any proceeds recovered under any insurance required to be carried under the Lease;

6.1.7 Not Bound by Environmental Indemnity. Notwithstanding any term of the Lease, upon foreclosure of the Deed of Trust, acceptance of deed in lieu thereof or other similar transfer, any environmental and/or hazardous material indemnity and/or reimbursement provisions under the Lease shall not be applicable to, or enforceable against, Lender or its successors and assigns;

6.1.8 Not Bound by Purchase Option, Right of First Refusal. Lender shall not be bound by or responsible for or affected by any purchase option or right of first offer or first refusal contained in the Lease, which provisions shall be of no force and effect upon Lender;

6.1.9 Not Bound by Personal Obligations of Lessor. Lender shall not be bound by, or responsible for, any other term or provision of the Lease which is personal to Lessor or which may not reasonably be performed by Lender or its successors and assigns in the ordinary course of business; and

6.1.10 Not Obligated by Anti-Competition Provisions. Lender shall not be obligated to enforce any restriction on competition or pay any expenses or damages in connection with or arising from such restriction.

Notwithstanding any other provision of this Section 6.1 to the contrary, the provisions of Sections 6.1.1 through 6.1.10 shall not be applicable to any Purchaser of the Property.

6.2 Application of Insurance Proceeds. Any insurance proceeds or condemnation or eminent domain awards shall be applied in accordance with the terms and provisions of the Lease only so long as:

6.2.1 The improvements on the Property are able to be restored in their entirety with such proceeds or awards (and/or with such other funds as Lender shall reasonably determine are available from any source [other than from Lender] for such purposes); and

6.2.2 Lessee is not in default under the Lease beyond the expiration of any applicable cure periods.

Provided, however, that nothing herein shall (a) prevent Lender from applying any such proceeds or awards in accordance with the terms of the Deed of Trust if, as required by California law, Lender is able to demonstrate that its security has been impaired, or (b) be deemed to terminate any claim which Lessee may have against a prior landlord (including, without limitation, Lessor) for any breach, act or omission of Lessor or any other prior landlord under the Lease.

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

6.4 **Limitations**. Notwithstanding any term of the Lease, upon foreclosure of the Deed of Trust, or acceptance of a deed-in-lieu thereof or other similar transfer, any environmental and/or hazardous materials indemnity and/or reimbursement provisions under the Lease shall not be applicable to, or enforceable against, Lender, any successor in interest to or assigns of Lender and/or any Purchaser at foreclosure and any transferee thereof. If Lender shall become the owner of the Property or the Property shall be sold by reason of foreclosure or other proceedings brought to enforce the Deed of Trust or the Property shall be conveyed by deed-in-lieu of foreclosure, Lessee agrees that, notwithstanding anything to the contrary contained in the Lease, after such foreclosure sale or conveyance by deed-in-lieu of foreclosure, Lender shall have no personal liability to Lessee under the Lease and Lessee shall look solely to the estate and property of Lessor in the Property for the satisfaction of Lessee's remedies for the collection of a judgment or other judicial process requiring the payment of money by Lessor in the event of any default or breach by Lessor with respect to any of the terms, covenants, and conditions of the Lease to be observed or performed by Lessor beyond any applicable notice and cure periods, and no other property or assets of Lessor or of its partners, officers, beneficiaries, co-tenants, shareholders, or principals (as the case may be) shall be subject to levy, execution or other enforcement procedures for the satisfaction of Lessee's remedies. The term "**Lessor**" as used herein shall be limited to mean and include only the owner or owners at the time in question of Lessor's interest in the Lease, which term shall include Lender in the event Lender acquires title to the Property. Any provision herein to the contrary notwithstanding, Lender's liability under the Lease shall be limited to its ownership interest in the Leased Premises, and Lender shall only be liable for the obligations of Lessor under the Lease accruing during the period of time that Lender is the owner of the Leased Premises; provided, however, the foregoing shall in no way affect Lessee's rights and remedies against Lessor set forth in the Lease. Further, in the event of any transfer by Lessor of Lessor's interest in this Lease, Lessor (and in the case of any subsequent transfers or conveyances, the then assignor), including each of its partners, officers, beneficiaries, co-tenants, shareholders or principals (as the case may be) shall be automatically freed and released, from and after the date of such transfer or conveyance, of all liability for the performance of any covenants and agreements which accrue subsequent to the date of such transfer of Lessor's interest.

7. **MODIFICATION; NOTICE AND CURE RIGHTS.** The Lease shall not be amended, modified or supplemented, nor will the lease be terminated (except at the normal expiration of the term of the Lease, or as set forth in the Lease after a default and after the notice and cure rights set forth below) or any party having liability under the Lease be released by the other, without the prior written consent of Lender. Lessee agrees with Lender that from and after the date hereof, Lessee will not terminate or seek to terminate the Lease by reason of any act or omission of the lessor thereunder or for any other reason until Lessee shall have given written notice, by registered or certified mail, return receipt requested, of said act or omission to Lender, which notice shall be addressed to CALIFORNIA BANK & TRUST, 1900 Main Street, Suite 200, Irvine, California 92614; and until a period of time equal to the greater of: (a) the time allowed Lessor under the Lease, or (b) thirty (30) days, shall have elapsed following the giving of such notice, during which period Lender shall have the right, but not be obligated, to remedy such act, omission or other matter. If possession by Lender of the Property is necessary to effect such remedy and would be commercially reasonable, then the period of time for remedying such act or omission shall include a reasonable period of time for Lender to gain possession of the Property, whether by foreclosure or otherwise.

8. **ENTIRE AGREEMENT.** This Agreement shall be the whole and only agreement between Lender, Lessor and Lessee with regard to the subjection and subordination of the Lease and the leasehold estate created thereby to the lien of the Deed of Trust.

9. **GOVERNING LAW.** This Agreement shall be governed by and construed according to the laws of the State of California.

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

10. **ATTORNEYS' FEES.** In the event of any dispute between one (1) or more of the parties hereto relating to the terms of this Agreement, the prevailing party in such a dispute shall be entitled to payment in full by the non-prevailing party(ies) of all costs and expenses (including without limitation attorneys' fees and other related expenses) incurred by the prevailing party in resolving the dispute, whether by court action, arbitration, reference, mediation or some other alternative dispute resolution procedure.

11. **MISCELLANEOUS PROVISIONS.** This Agreement shall inure to the benefit of and shall be binding upon Lessee, Lessor and Lender, and their respective successors and assigns. This Agreement may not be altered, modified or amended except in writing signed by all of the parties hereto. In the event any one or more of the provisions contained in this Agreement shall for any reason be held to be invalid, illegal or unenforceable in any respect, such invalidity, illegality or unenforceability shall not affect any other provision of this Agreement, but this Agreement shall be construed as if such invalid, illegal or unenforceable provision had never been contained herein. This Agreement and any attached exhibits requiring signatures may be executed in counterparts, but all counterparts shall constitute but one and the same document.

[Remainder of page intentionally left blank.]
[Signatures follow on next page.]

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be duly executed as of the day and year first above written.

NOTICE: THIS SUBORDINATION AGREEMENT CONTAINS A PROVISION WHICH ALLOWS THE PERSON OBLIGATED ON YOUR LEASE TO OBTAIN A LOAN, A PORTION OF WHICH MAY BE EXPENDED FOR OTHER PURPOSES THAN IMPROVEMENT OF THE LAND.

LESSEE

By: _____
Name: _____
Title: _____

[Signatures continued on next page.]

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

LESSOR

MILAN LQ TUSCANY, LLC, a Delaware limited liability company

By: 888 Milan R.E., L.L.C., a California limited liability company
Its: Sole Member

By: Tivoli Capital, Inc., a California corporation
Its: Managing Member

By: _____
Claus, Dieckell, President

MILAN LQ ONE XI, LLC, a Delaware limited liability company

By: Milan LQ Investment, LLC, a Delaware limited liability company
Its: Sole Member

By: Tivoli Capital, Inc., a California corporation
Its: Managing Member

By: _____
Claus, Dieckell, President

[Signatures continue on next page.]

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

LENDER

ZIONS BANCORPORATION, N.A. dba California Bank & Trust

By: _____
Name: _____
Title: _____

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

CALIFORNIA ALL-PURPOSE ACKNOWLEDGMENT

A notary public or other officer completing this certificate verifies only the identity of the individual who signed the document to which this certificate is attached, and not the truthfulness, accuracy, or validity of that document.

STATE OF CALIFORNIA)

COUNTY OF _____)

On _____, 20__, before me, _____,
Date *(Here Insert Name and Title of the Officer)*

personally appeared_____
Name(s) of Signer(s)

,

who proved to me on the basis of satisfactory evidence to be the person(s) whose name(s) is/are subscribed to the within instrument and acknowledged to me that he/she/they executed the same in his/her/their authorized capacity(ies), and that by his/her/their signature(s) on the instrument the person(s), or the entity upon behalf of which the person(s) acted, executed the instrument.

I certify under PENALTY OF PERJURY under the laws of the State of California that the foregoing paragraph is true and correct.

WITNESS my hand and official seal.

Signature_____
Signature of Notary Public

Place Notary Seal Above

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

CALIFORNIA ALL-PURPOSE ACKNOWLEDGMENT

A notary public or other officer completing this certificate verifies only the identity of the individual who signed the document to which this certificate is attached, and not the truthfulness, accuracy, or validity of that document.

STATE OF CALIFORNIA)

COUNTY OF _____)

On _____, 20__, before me, _____,
Date *(Here Insert Name and Title of the Officer)*

personally appeared_____
Name(s) of Signer(s)

,

who proved to me on the basis of satisfactory evidence to be the person(s) whose name(s) is/are subscribed to the within instrument and acknowledged to me that he/she/they executed the same in his/her/their authorized capacity(ies), and that by his/her/their signature(s) on the instrument the person(s), or the entity upon behalf of which the person(s) acted, executed the instrument.

I certify under PENALTY OF PERJURY under the laws of the State of California that the foregoing paragraph is true and correct.

WITNESS my hand and official seal.

Signature_____
Signature of Notary Public

Place Notary Seal Above

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

CALIFORNIA ALL-PURPOSE ACKNOWLEDGMENT

A notary public or other officer completing this certificate verifies only the identity of the individual who signed the document to which this certificate is attached, and not the truthfulness, accuracy, or validity of that document.

STATE OF CALIFORNIA)

COUNTY OF _____)

On _____, 20__, before me, _____,
Date *(Here Insert Name and Title of the Officer)*

personally appeared_____
Name(s) of Signer(s)

,

who proved to me on the basis of satisfactory evidence to be the person(s) whose name(s) is/are subscribed to the within instrument and acknowledged to me that he/she/they executed the same in his/her/their authorized capacity(ies), and that by his/her/their signature(s) on the instrument the person(s), or the entity upon behalf of which the person(s) acted, executed the instrument.

I certify under PENALTY OF PERJURY under the laws of the State of California that the foregoing paragraph is true and correct.

WITNESS my hand and official seal.

Signature_____
Signature of Notary Public

Place Notary Seal Above

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

EXHIBIT "A"
Legal Description

THE LAND REFERRED TO HEREIN BELOW IS SITUATED IN THE CITY OF LA QUINTA, COUNTY OF RIVERSIDE, STATE OF CALIFORNIA AND IS DESCRIBED AS FOLLOWS:

PARCEL A:

PARCELS 1, 2 AND 3 OF PARCEL MAP NO. 30147, IN THE CITY OF LA QUINTA, COUNTY OF RIVERSIDE, STATE OF CALIFORNIA, AS SHOWN BY MAP ON FILE IN BOOK 202, PAGES 98 THROUGH 101, OF PARCEL MAPS, RECORDS OF RIVERSIDE COUNTY, CALIFORNIA.

APN: 643-220-017, 643-220-018, 643-220-019, 643-220-020, 643-220-021, 643-220-022

PARCEL B:

THAT PORTION OF PARCELS 1 AND 19, PARCEL MAP NO. 25865, AS SHOWN BY MAP ON FILE IN BOOK 172, PAGES 21 THROUGH 27, OF PARCEL MAPS, RECORDS OF RIVERSIDE COUNTY, CALIFORNIA, DESCRIBED AS PARCELS A AND E IN DEED RECORDED FEBRUARY 24, 1992 AS INSTRUMENT NO. 92-60860 OF OFFICIAL RECORDS, DESCRIBED AS FOLLOWS:

THAT PORTION OF PARCEL F AS SHOWN ON LOT LINE ADJUSTMENT NO. 92-164, AS DISCLOSED IN DEED RECORDED OCTOBER 5, 1992 AS INSTRUMENT NO. 92-375460 OF OFFICIAL RECORDS, DESCRIBED AS FOLLOWS:

BEGINNING AT THE MOST SOUTHERLY CORNER OF SAID PARCEL F;

THENCE NORTH 44° 09 '00" EAST, 318.90 FEET;

THENCE SOUTH 46° 04' 04" EAST 23.25 FEET;

THENCE NORTH 43° 55' 56" EAST 137.00 FEET;

THENCE NORTH 46° 04' 04" WEST 7.00 FEET;

THENCE NORTH 43° 55' 56" EAST 108.61 FEET TO A POINT ON THE NORTHEASTERLY LINE OF SAID PARCEL F, SAID POINT BEING THE BEGINNING OF A NON-TANGENT CURVE CONCAVE SOUTHWESTERLY AND HAVING A RADIUS OF 2000.00 FEET, A RADIAL TO SAID POINT BEARS NORTH 42° 48' 04" EAST;

THENCE NORTHWESTERLY 630.49 FEET ALONG SAID CURVE AND SAID NORTHEASTERLY LINE THROUGH A CENTRAL ANGLE OF 18° 03' 44" TO THE MOST NORTHERLY CORNER OF SAID PARCEL F;

THENCE SOUTH 0° 17' 55" EAST 73.83 FEET ALONG THE WESTERLY LINE OF SAID PARCEL F;

THENCE NORTH 89° 42' 05" EAST 60.45 FEET ALONG THE NORTHEASTERLY LINE OF PARCEL G OF SAID LOT LINE ADJUSTMENT;

THENCE ALONG SAID NORTHEASTERLY LINE SOUTH 61° 44' 35" EAST 65.71 FEET;

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

THENCE SOUTH 52° 55' 19" EAST 66.87 FEET TO THE BEGINNING OF A TANGENT CURVE CONCAVE SOUTHWESTERLY AND HAVING A RADIUS OF 80.00 FEET;

THENCE SOUTHEASTERLY 70.71 FEET ALONG SAID CURVE THROUGH A CENTRAL ANGLE OF 50° 38' 28"; THENCE SOUTH 02° 16' 51" EAST 72.66 FEET TO THE SOUTHEAST CORNER OF SAID PARCEL G:

THENCE SOUTH 02° 16' 51" EAST 43.55 FEET TO THE BEGINNING OF A TANGENT CURVE CONCAVE EASTERLY HAVING A RADIUS OF 248.00 FEET;

THENCE SOUTHERLY 100.91 FEET ALONG SAID CURVE THROUGH A CENTRAL ANGLE OF 23° 18' 51";

THENCE SOUTH 44° 09'12" WEST 117.74 FEET TO THE WESTERLY LINE OF SAID PARCEL F;

THENCE SOUTH 45° 51' 00" EAST 12.40 FEET;

THENCE SOUTH 00° 17' 55" EAST 123.11 FEET;

THENCE SOUTH 89° 42' 05" WEST 155.61 FEET;

THENCE SOUTH 00° 17' 55" EAST 21.23 FEET TO THE SOUTHWESTERLY CORNER OF SAID PARCEL F, SAID SOUTHWESTERLY CORNER BEING THE BEGINNING OF A NON-TANGENT CURVE CONCAVE SOUTHWESTERLY AND HAVING A RADIUS OF 2470.00 FEET, A RADIAL TO SAID CORNER BEARS NORTH 34° 38' 48" EAST; THENCE SOUTHEASTERLY 144.34 FEET ALONG SAID CURVE THROUGH A CENTRAL ANGLE OF 03° 20' 53" TO THE POINT OF BEGINNING.

(SAID LAND IS SHOWN AND DESCRIBED AS PARCEL 1 IN THAT CERTAIN CERTIFICATE OF COMPLIANCE NO. 99-016, APPROVED BY THE CITY OF LA QUINTA, AS DISCLOSED IN DEED RECORDED MARCH 19, 1999 AS INSTRUMENT NO. 99-114746 OF OFFICIAL RECORDS)

APN: 604-050-037

PARCEL C:

THAT PORTION OF PARCEL 9 OF PARCEL MAP 25865, AS SHOWN BY MAP ON FILE IN BOOK 172, PAGES 21 THROUGH 27, OF PARCEL MAPS, RECORDS OF RIVERSIDE COUNTY, CALIFORNIA, DESCRIBED AS FOLLOWS:

PORTIONS OF PARCELS 3 AND 4 OF CERTIFICATE OF COMPLIANCE IN THE CITY OF LA QUINTA, RECORDED APRIL 22, 1994 AS INSTRUMENT NO. 178098 OF OFFICIAL RECORDS, DESCRIBED AS FOLLOWS:

THAT PORTION OF SAID PARCELS 3 AND 4 LYING WESTERLY OF A LINE BEGINNING AT THE WESTERLY TERMINUS OF THAT CERTAIN COURSE IN THE SOUTHERLY BOUNDARY OF SAID PARCEL 4 SHOWN AS NORTH 61°20'41" WEST, 124.02 FEET ON SAID CERTIFICATE; THENCE NORTH 61° 20' 41" WEST, 20.00 FEET; THENCE NORTH 16° 40' 44" EAST 189.29 FEET TO THE NORTHERLY LINE OF SAID PARCEL 3.

(SAID LAND IS DESCRIBED AND DELINEATED AS LOT 1 IN THAT CERTAIN LOT LINE ADJUSTMENT NO. 95-197 RECORDED AUGUST 11, 1995 AS INSTRUMENT NO. 263682 OF OFFICIAL RECORDS.)

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

APN: 643-080-047

PARCEL D:

NON-EXCLUSIVE EASEMENT FOR PEDESTRIAN AND VEHICULAR INGRESS AND EGRESS, PARKING, UTILITIES, DRAINAGE, MONUMENTS, SIGNAGE, ENCROACHMENTS, AND INCIDENTAL PURPOSES, OVER THE COMMON AREA, AS DEFINED AND FURTHER PROVIDED FOR IN THAT CERTAIN DOCUMENT ENTITLED DECLARATION OF COVENANTS, RESTRICTIONS AND EASEMENTS, RECORDED AUGUST 27, 1991 AS INSTRUMENT NO. 296214 OF OFFICIAL RECORDS, AND THAT CERTAIN DOCUMENT ENTITLED DECLARATION OF RESTRICTIONS AND GRANT OF EASEMENTS, RECORDED MARCH 19, 1992 AS INSTRUMENT NO. 96709 OF OFFICIAL RECORDS, AND THAT CERTAIN DOCUMENT ENTITLED DECLARATION OF COVENANTS, CONDITIONS AND RESTRICTIONS AND RECIPROCAL EASEMENTS, RECORDED AUGUST 28, 1991 AS INSTRUMENT NO. 298878 OF OFFICIAL RECORDS, AS AMENDED BY THAT CERTAIN AMENDED AND RESTATE FIRST AMENDMENT OF DECLARATION OF COVENANTS, CONDITIONS, RESTRICTIONS AND RECIPROCAL EASEMENTS, RECORDED JUNE 29, 2022 AS INSTRUMENT NO. 2022-0292290, AND THAT CERTAIN DOCUMENT ENTITLED CONSTRUCTION, OPERATION AND RECIPROCAL EASEMENT AGREEMENT, RECORDED APRIL 22, 1992 AS INSTRUMENT NO. 144381 OF OFFICIAL RECORDS.

PARCEL E:

THAT PORTION OF PARCEL 2 OF PARCEL MAP 25865, AS SHOWN BY MAP ON FILE IN BOOK 172, PAGES 21 THROUGH 27, OF PARCEL MAPS, RECORDS OF RIVERSIDE COUNTY, CALIFORNIA, DESCRIBED AS FOLLOWS:

THAT PORTION OF PARCEL C AS SHOWN ON LOT LINE ADJUSTMENT NO. 91-156, AS DISCLOSED IN DEED RECORDED FEBRUARY 24, 1992 AS INSTRUMENT NO. 60860 OF OFFICIAL RECORDS, DESCRIBED AS FOLLOWS:

BEGINNING AT THE MOST NORTHERLY CORNER OF SAID PARCEL C; THENCE SOUTHEASTERLY ALONG THE NORTH LINE OF SAID PARCEL C, SOUTH 46° 04' 04" EAST, 63.20 FEET; THENCE DEPARTING SAID NORTH LINE, SOUTH 43° 55' 56" WEST, 246.00 FEET TO THE SOUTHEASTERLY PROLONGATION OF THE NORTHWESTERLY LINE OF PARCEL C SHOWN AS NORTH 46° 04' 04" WEST, 62.00 FEET ON SAID LOT LINE ADJUSTMENT NO. 91-156; THENCE NORTHWESTERLY ALONG SAID SOUTHEASTERLY PROLONGATION, NORTH 46° 04' 04" WEST, 70.20 FEET; THENCE ALONG THE NORTHWESTERLY LINES OF SAID PARCEL C, THE FOLLOWING 3 COURSES AND DISTANCES:

1. NORTH 43° 55' 56" EAST, 137.00 FEET;

2. SOUTH 46° 04' 04" EAST, 7.00 FEET;

3. NORTH 43° 55' 56" EAST, 109.00 FEET TO THE NORTH LINE OF SAID PARCEL C AND POINT OF BEGINNING.

(SAID LAND IS SHOWN AND DESCRIBED AS PARCEL A IN THAT CERTAIN CERTIFICATE OF COMPLIANCE 98-297, APPROVED BY THE CITY OF LA QUINTA, AS DISCLOSED IN DEED RECORDED MARCH 19, 1999 AS INSTRUMENT NO. 99-114745 OF OFFICIAL RECORDS.)

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

APN: 643-220-01

PARCEL F:

PARCEL 5 OF PARCEL MAP NO. 25865, AS SHOWN BY MAP ON FILE IN BOOK 172, PAGES 21 THROUGH 27, OF PARCEL MAPS, RECORDS OF RIVERSIDE COUNTY, CALIFORNIA.

APN: 643-080-003

PARCEL G:

PARCEL 4 OF PARCEL MAP NO. 30147, AS SHOWN BY MAP ON FILE IN BOOK 202, PAGES 98 THROUGH 101, OF PARCEL MAPS, RECORDS OF RIVERSIDE COUNTY, CALIFORNIA.

APN: 643-220-023-0 AND 643-220-024

PARCEL H:

THAT PORTION OF PARCEL 13 OF PARCEL MAP NO. 25865, IN THE CITY OF LA QUINTA, AS SHOWN BY MAP ON FILE IN BOOK 172, PAGES 21 THROUGH 27, OF PARCEL MAPS, RECORDS OF RIVERSIDE COUNTY, CALIFORNIA, DESCRIBED AS FOLLOWS:

BEGINNING AT THE MOST EASTERLY CORNER OF THE LAND DESCRIBED AS PARCEL 13 IN THE CERTIFICATE OF COMPLIANCE AND WAIVER OF PARCEL MAP RECORDED AUGUST 30, 1993 AS INSTRUMENT NO. 339738 OF OFFICIAL RECORDS;

THENCE SOUTH 41° 07' 57" EAST 251.28 FEET ALONG THE SOUTHEASTERLY PROLONGATION OF THE NORTHEASTERLY LINE OF SAID PARCEL 13 TO THE TRUE POINT OF BEGINNING;

THENCE CONTINUING SOUTH 41° 07' 57" EAST 100.87 FEET;

THENCE SOUTH 45° 37' 39" EAST 53.77 FEET TO THE SOUTHEASTERLY LINE OF PARCEL 13 OF SAID PARCEL MAP NO. 25865;

THENCE SOUTH 48° 51' 51" WEST 158.90 FEET ALONG SAID SOUTHEASTERLY LINE TO THE SOUTHWESTERLY LINE OF SAID PARCEL 13 OF SAID PARCEL MAP NO. 25865;

THENCE NORTH 40° 39' 11" WEST 180.77 FEET ALONG SAID SOUTHWESTERLY LINE;

THENCE NORTH 49° 20' 49" EAST 60 FEET;

THENCE SOUTH 40° 39' 11" EAST 25 FEET;

THENCE NORTH 49° 20' 49" EAST 93.38 FEET TO THE TRUE POINT OF BEGINNING.

(SAID LAND IS ALSO SHOWN AS PARCEL C ON LOT LINE ADJUSTMENT NO. 95-189 AS DESCRIBED IN A DOCUMENT RECORDED MAY 1, 1995 AS INSTRUMENT NO. 136275 OF OFFICIAL RECORDS.)

APN: 643-080-037

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

[INCLUDE IF LEASE CONTAINS A GUARANTOR]

CONSENT OF GUARANTOR

The undersigned Guarantor under that certain Guaranty of Lease executed on or about [_____] ("**Guaranty**"), hereby consents to the Subordination, Nondisturbance and Attornment Agreement ("**SNDA**") to which this consent is attached, and any amendments and/or modifications to the "**Lease**" (as defined in the SNDA) as set forth in the SNDA. The undersigned guarantor hereby reaffirms its obligations under the Guaranty.

GUARANTOR:

[_____]

By: _____
Name: _____
Title: _____

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

Exhibit “L”
Kohl’s Consent Letter dated November 21, 2025

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

Kohl's Corporate Office | N56 W17000 Ridgewood Drive | Menomonee Falls, WI 53051 | (262) 703-7000

November 21, 2025

SENT VIA EMAIL
(tanya@milancap.com)

Milan LQ One XI, LLC &
Milan LQ Tuscany, LLC
c/o Tivoli Capital, Inc.
701 S. Parker Street, Suite 5300
Orange, CA 92868
Attn: Tanya Patton

Re: Kohl's #677 – located at 78950 Hwy 111, La Quinta, CA 92253 (the "Shopping Center").

Declaration of Covenants Restrictions and Easements by Wal-Mart Stores, Inc., and Washington Adams L.P. dated August 28, 1991, as amended, (the "CCR").

Dear Ms. Patton:

Kohl's is in receipt of your email dated October 23, 2025 requesting to lease approximately 5,000 SF of space in the Shopping Center for use as an Altus Charter School. The Shopping Center is strictly controlled by the CCRs in which Kohl's is a party.

At this time, Kohl's has completed our review of your request and hereby approves. We have no objection to the operation of an Altus Charter School operating in the space shown on the Site Plan attached hereto as Exhibit A. Please note, this waiver is specific to Altus Charter Schools only. If Altus Charter Schools should ever cease operations, the restriction under the CCR will go back into effect.

This consent is not intended to, and shall not be construed to amend or modify in any way whatsoever the terms of the CCR and this consent shall not be deemed to release or discharge any person or party from liability for any of the obligations to be performed by such person or party under the CCR.

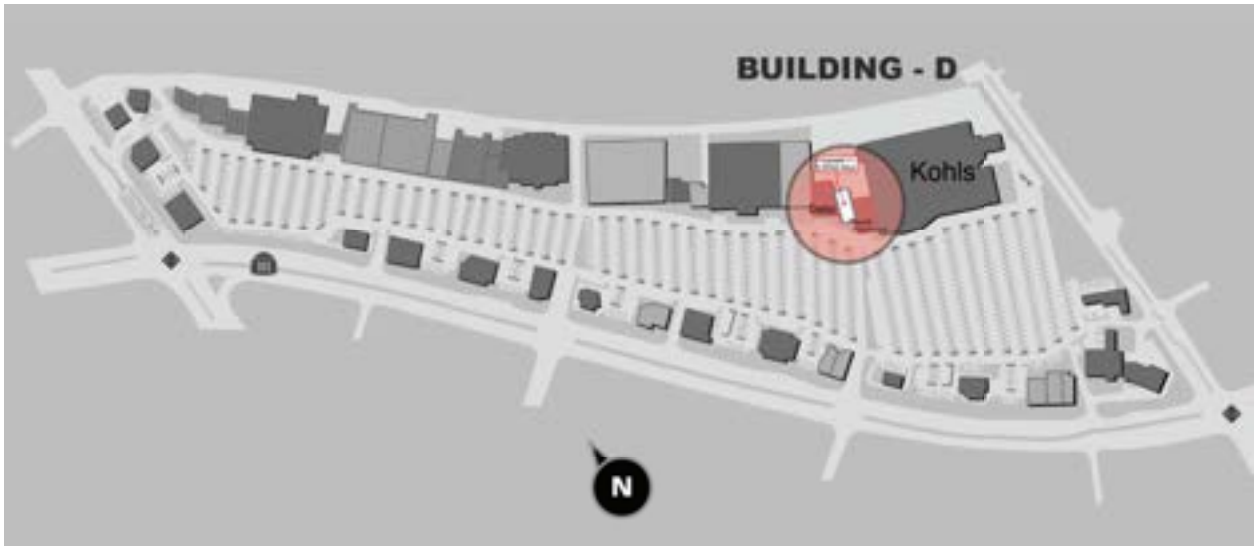
If you have any questions, please do not hesitate to contact me. Thank you.

Sincerely,

Lindsey Kimmel
Senior Real Estate Operations Analyst

Docusign Envelope ID: AF086D2B-347F-455C-93B6-C4DEF984A690

EXHIBIT A



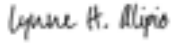
Certificate Of Completion

Envelope Id: AF086D2B-347F-455C-93B6-C4DEF984A690
Status: Completed
Subject: Complete with Docusign: Lease - 111 La Quinta (La Quinta, CA) - Altus (1-31-26) - Execution Cop...
Source Envelope:
Document Pages: 242
Signatures: 3
Certificate Pages: 5
Initials: 0
AutoNav: Enabled
EnvelopeId Stamping: Enabled
Time Zone: (UTC-08:00) Pacific Time (US & Canada)

Envelope Originator:
Tanya Patton
701 S Parker Street
Suite 5200
Orange, CA 92868
tanya@milancap.com
IP Address: 2600:1012:a123:

Record Tracking

Status: Original
1/31/2026 1:07:47 PM
Holder: Tanya Patton
tanya@milancap.com
Location: DocuSign

Signer Events	Signature	Timestamp
Lynne H. Alipio lalipio@altusschools.net Chief Business Officer Altus Schools Security Level: Email, Account Authentication (None)	 Signature Adoption: Pre-selected Style Using IP Address: 47.148.10.74	Sent: 1/31/2026 1:13:36 PM Viewed: 2/2/2026 3:19:07 PM Signed: 2/2/2026 3:19:18 PM
Electronic Record and Signature Disclosure: Accepted: 2/2/2026 3:19:07 PM ID: c301ab17-626a-42a7-9fe0-92ec4055ff6c		
Mary Searcy Bixby mbixby@altusschools.net Superintendent Security Level: Email, Account Authentication (None)	 Signature Adoption: Pre-selected Style Using IP Address: 68.8.117.142	Sent: 2/2/2026 3:19:21 PM Viewed: 2/2/2026 3:21:48 PM Signed: 2/2/2026 3:22:03 PM
Electronic Record and Signature Disclosure: Accepted: 2/2/2026 3:21:48 PM ID: edac48db-bb7a-4236-b3c1-5121f8789671		
Christopher Nichelson chris@milancap.com PRESIDENT of its Managing Agent Milan Capital Management, inc Security Level: Email, Account Authentication (None)	 Signature Adoption: Pre-selected Style Using IP Address: 2600:387:15:351a::8	Sent: 2/2/2026 3:22:07 PM Viewed: 2/5/2026 9:35:29 AM Signed: 2/5/2026 9:35:56 AM
Electronic Record and Signature Disclosure: Accepted: 2/5/2026 9:35:29 AM ID: bc49f3e3-e2df-4c93-818e-7930a2b80a54		

In Person Signer Events	Signature	Timestamp

Editor Delivery Events	Status	Timestamp

Agent Delivery Events	Status	Timestamp

Intermediary Delivery Events	Status	Timestamp

Certified Delivery Events	Status	Timestamp

Carbon Copy Events	Status	Timestamp
Dianne Fregozo dfregozo@milancap.com Real Estate Manager Milan Capital Management, Inc. Security Level: Email, Account Authentication (None) **Electronic Record and Signature Disclosure:** Not Offered via Docusign	COPIED	Sent: 2/5/2026 9:35:59 AM

Witness Events	Signature	Timestamp

Notary Events	Signature	Timestamp

Envelope Summary Events	Status	Timestamps
Envelope Sent	Hashed/Encrypted	1/31/2026 1:13:36 PM
Certified Delivered	Security Checked	2/5/2026 9:35:29 AM
Signing Complete	Security Checked	2/5/2026 9:35:56 AM
Completed	Security Checked	2/5/2026 9:35:59 AM

Payment Events	Status	Timestamps

Electronic Record and Signature Disclosure

ELECTRONIC RECORD AND SIGNATURE DISCLOSURE

From time to time, Milan Capital Management, Inc. (we, us or Company) may be required by law to provide to you certain written notices or disclosures. Described below are the terms and conditions for providing to you such notices and disclosures electronically through the DocuSign system. Please read the information below carefully and thoroughly, and if you can access this information electronically to your satisfaction and agree to this Electronic Record and Signature Disclosure (ERSD), please confirm your agreement by selecting the check-box next to 'I agree to use electronic records and signatures' before clicking 'CONTINUE' within the DocuSign system.

Getting paper copies

At any time, you may request from us a paper copy of any record provided or made available electronically to you by us. You will have the ability to download and print documents we send to you through the DocuSign system during and immediately after the signing session and, if you elect to create a DocuSign account, you may access the documents for a limited period of time (usually 30 days) after such documents are first sent to you. After such time, if you wish for us to send you paper copies of any such documents from our office to you, you will be charged a $0.00 per-page fee. You may request delivery of such paper copies from us by following the procedure described below.

Withdrawing your consent

If you decide to receive notices and disclosures from us electronically, you may at any time change your mind and tell us that thereafter you want to receive required notices and disclosures only in paper format. How you must inform us of your decision to receive future notices and disclosure in paper format and withdraw your consent to receive notices and disclosures electronically is described below.

Consequences of changing your mind

If you elect to receive required notices and disclosures only in paper format, it will slow the speed at which we can complete certain steps in transactions with you and delivering services to you because we will need first to send the required notices or disclosures to you in paper format, and then wait until we receive back from you your acknowledgment of your receipt of such paper notices or disclosures. Further, you will no longer be able to use the DocuSign system to receive required notices and consents electronically from us or to sign electronically documents from us.

All notices and disclosures will be sent to you electronically

Unless you tell us otherwise in accordance with the procedures described herein, we will provide electronically to you through the DocuSign system all required notices, disclosures, authorizations, acknowledgements, and other documents that are required to be provided or made available to you during the course of our relationship with you. To reduce the chance of you inadvertently not receiving any notice or disclosure, we prefer to provide all of the required notices and disclosures to you by the same method and to the same address that you have given us. Thus, you can receive all the disclosures and notices electronically or in paper format through the paper mail delivery system. If you do not agree with this process, please let us know as described below. Please also see the paragraph immediately above that describes the consequences of your electing not to receive delivery of the notices and disclosures electronically from us.

How to contact Milan Capital Management, Inc.:

You may contact us to let us know of your changes as to how we may contact you electronically, to request paper copies of certain information from us, and to withdraw your prior consent to receive notices and disclosures electronically as follows:
To contact us by email send messages to: admin888@milancap.com

To advise Milan Capital Management, Inc. of your new email address

To let us know of a change in your email address where we should send notices and disclosures electronically to you, you must send an email message to us at admin888@milancap.com and in the body of such request you must state: your previous email address, your new email address. We do not require any other information from you to change your email address.

If you created a DocuSign account, you may update it with your new email address through your account preferences.

To request paper copies from Milan Capital Management, Inc.

To request delivery from us of paper copies of the notices and disclosures previously provided by us to you electronically, you must send us an email to admin888@milancap.com and in the body of such request you must state your email address, full name, mailing address, and telephone number. We will bill you for any fees at that time, if any.

To withdraw your consent with Milan Capital Management, Inc.

To inform us that you no longer wish to receive future notices and disclosures in electronic format you may:

i. decline to sign a document from within your signing session, and on the subsequent page, select the check-box indicating you wish to withdraw your consent, or you may;

ii. send us an email to admin888@milancap.com and in the body of such request you must state your email, full name, mailing address, and telephone number. We do not need any other information from you to withdraw consent.. The consequences of your withdrawing consent for online documents will be that transactions may take a longer time to process..

Required hardware and software

The minimum system requirements for using the DocuSign system may change over time. The current system requirements are found here: https://support.docusign.com/guides/signer-guide-signing-system-requirements.

Acknowledging your access and consent to receive and sign documents electronically

To confirm to us that you can access this information electronically, which will be similar to other electronic notices and disclosures that we will provide to you, please confirm that you have read this ERSD, and (i) that you are able to print on paper or electronically save this ERSD for your future reference and access; or (ii) that you are able to email this ERSD to an email address where you will be able to print on paper or save it for your future reference and access. Further, if you consent to receiving notices and disclosures exclusively in electronic format as described herein, then select the check-box next to 'I agree to use electronic records and signatures' before clicking 'CONTINUE' within the DocuSign system.

By selecting the check-box next to 'I agree to use electronic records and signatures', you confirm that:

- You can access and read this Electronic Record and Signature Disclosure; and
- You can print on paper this Electronic Record and Signature Disclosure, or save or send this Electronic Record and Disclosure to a location where you can print it, for future reference and access; and
- Until or unless you notify Milan Capital Management, Inc. as described above, you consent to receive exclusively through electronic means all notices, disclosures, authorizations, acknowledgements, and other documents that are required to be provided or made available to you by Milan Capital Management, Inc. during the course of your relationship with Milan Capital Management, Inc..

Altus SCHOOLS SOUTHERN CALIFORNIA

Lynne Alipio
Chief Business Officer

Date: February 25, 2026 2/24/2026 Landlord Counter

Deleted: 23

SUBJECT: LETTER OF INTENT FOR MENIFEE BOARDWALK

Dear Matthew,

On behalf of Altus Schools Southern California ('ASSC"), a Non-Profit Public Benefit Corporation, 501(c)(3), dba Altus Schools Riverside County, ("Tenant "), I am pleased to present this Proposal to Lease for the above referenced property under the following terms and conditions: Tenant is public charter school offering an independent study program and/or non-classroom based program. This facility will be used as a tutoring/resource center to assist students in need of education options.

Please find the terms and conditions for this proposal as follows:

Address: The Premise is located at ~~28995~~ 29837 Newport Road Unit 102 & 104, Menifee, CA 92584. Please confirm the exact street address that will be used for reference in the Lease.

Leasable Area: The premise available is as shown on the site plan and is estimated to be 4,000 total square feet in Building 4, Tenant to provide final premises size needed and to be verified per BOMA standards.

Base Rent: Year 1: Base rent shall be ~~$3.50~~ $3.65 per square foot per month.

Deleted: 9

NNN Expenses: The tenant shall pay Landlord's actual NNN Expenses, which are estimated to be $0.90. Per square foot per month. Please send a breakdown of the anticipated NNN expenses. The NNN expenses shall not increase more than three and a half percent (~~2%~~ 3.5%) per year, excluding utilities, property taxes and insurance. See below for the Property Tax treatment based on the Tenant's Tax exempt status.

Deleted: two

Annual Increase:	Annual rent increases to the Base Rent shall be two percent (2%) for the term of the lease.
Lease Term:	Five (5) years (the "Initial Term") from the Rental Commencement Date. Rent Commencement Date shall be the date that the Tenant commences operating on the Premises.
Tenant's Legal Name:	Altus Schools Southern California, a California Non-Profit Public Corporation
Tenant's Trade Name:	Altus Schools Riverside County
Landlord:	Menifee Boardwalk LLC.
Security Deposit:	Tenant shall provide Landlord with a Security Deposit in the amount equal to one-month Base Rent. Tenants shall also pay first month's rent upon Lease execution.
Permitted Use	The Space will be occupied and used only as a charter school to operate an independent study program resource center, non-classroom-based teaching program, and/or a tutoring and learning center and all ancillary uses and services, and for no other use or purpose whatsoever. Tenant shall have exclusive use of its Premises and shall have access to the Premises twenty-four (24) hours a day, seven (7) days a week.
Lease Commencement Date:	***Delivery date is no later than March 1, 2027.*** ~~The date of full lease execution. Landlord will deliver the space no more than four business days after the lease is fully executed ("Delivery Date"). Tenant will be allowed to start Tenant Improvements immediately after the delivery date and receipt of any tenant's permit.~~

Rent Commencement

Date : Tenant's obligation to pay Base Rent shall commence one the date that is the earliest of: (a) the date that is ninety (90) days after the date that the Approvals (as defined in Section below) necessary for construction of Tenant's Work in the Premises are made available for pickup by the City, or (b) Tenant's opening for business with a final certificate of occupancy for Tenant to operate from the Premises, or (c) the date that is (~~270~~ 210) days following the Delivery Date. Tenant's obligation to pay Additional Rent ("NNN Expenses") shall be payable commencing on the Lease Commencement Date.

Deleted: 150

Option to Extend: Tenant shall have one (1) five (5) year option to renew on the same terms and ~~conditions with a paint and carpet improvement allowance (*$5.00 per square foot*)~~ to be used at the extension term, with the rent to increase by two percent (2%) each year. Tenant shall exercise its option to extend 120 days before the Lease Expiration provided Tenant is not currently in default.

Additional Space: Tenant shall have a first right of refusal on any contiguous space that may come available during the Lease term and any subsequent options.

Parking Lots: Tenant shall have all its allocated parking at no charge to Tenant for the term of the Lease. Tenant shall have full access to all parking spaces in and around the property during its business hours.

NOTE: Tenant does not have a significant parking demand as many students take public transportation and/or are driven by parents.

Improvement Allowance: ~~*$35.00 PSF or ($140,000)*~~ for interior improvements and finishes to the Premises. $25.00 PSF or $100.00 with 5-year lease

Deleted: 1

Deleted: OR $30.00 PSF with 10 year lease

Premises Condition For tenant's consideration to lease, Landlord will provide Tenant with a mutually agreeable "vanilla shell" condition with the Premise ready for E-Occupancy with one (1) ton of new HVAC per 300

square feet with NO distributed to the Premises, ~~two (2) new ADA Restrooms with a certificate of condition and age of the systems that are providing adequate service (400 AMPs of power, gas, water, etc) to the Premises.~~ TWO (2) new ADA restrooms.

Formatted: Not Strikethrough

Cancellation Provision: ~~Tenant shall have the right to cancel the lease any time after the~~

1. ~~3rd year of the lease by giving one hundred twenty (120) days written notice and payment of unamortized leasing expenses. Landlord shall provide a list of leasing expenses, which will be attached to the Lease and will be amortized on a straight-line basis from the Lease Commencement to Lease Expiration~~. Tenant shall have the right to terminate the Lease, by giving Lessor ninety (90) days prior written notice subject to the following conditions:

   Such notice of termination shall be accompanied by a "Termination Fee" equal to the aggregate of the unamortized deal costs (including but not limited to commissions, tenant improvement costs and reasonable legal fees) expended by Lessor. Such Termination Fee shall be in addition to the Minimum Monthly Base Rent and other sums due through the Effective Date of Termination. Any notice of termination not accompanied by a Termination Fee shall be void and of no force or effect.

   Such notice of termination shall be accompanied by documentation from the California Education Code, which governs the rights and ability of a charter school to operate in California, that demonstrates the Tenant has been materially impacted by a legislative change and is legally required to stop serving students in its resource centers effective upon the date the legislation is passed, or (b) the charter authorizing agency (Riverside County Office of Education) is not approving the charter petition or renewing Tenant's charter petition and the date upon which the charter is not approved or nonrenewal will become effective (which date must be prior to the expiration of the existing Lease term) ("Termination Letter"). Any notice of termination not accompanied by a Termination Letter shall be void and of no force or effect.

Surrender & Restoration: Tenant shall surrender the Leased Premises and will remove only those improvements and fixtures, which Tenant at its sole discretion elect to remove. Tenant will only be required to leave Premises in a broom clean condition. Tenant will not be required to restore the leased space to its original condition.

ADA Compliance: Landlord shall be totally responsible for any and all ADA compliance now and in the future~~, for the interior of the Tenant's space~~, exterior and perimeter of the building and parking lot.

Relocation Rights: Landlord shall not have the option to require Tenant to relocate from the Leased Premises.

Exclusive Use Clause: As material inducement for Tenant to enter into this Lease, Landlord and its respective successors and/or assigns, shall not convey, assign, license, sell or lease any property adjoining the Premises [or within a two mile radius of the Premises or within the Shopping Center Development whether now owned or hereafter acquired by Landlord, without first prohibiting the use of such property to be conveyed, assigned, licensed, sold or leased for the operation of a Charter School and/or Tutoring Center (the "Restriction"). The Restriction shall apply only as long as all of the following conditions exist: (i) Tenant is occupying the Premises and operating as a Charter School and/or Tutoring Center, and (ii) Tenant is not in default of a material term of this Lease beyond all applicable periods

of notice and cure. Such restriction shall be set forth and contained in the Memorandum of Lease and in any instrument of transfer as a covenant running with the land for the benefit of Tenant.

Prohibited Tenants Uses: Landlord shall not allow any portion of the property, including units to be used for the purpose of operating a liquor store or any establishment primarily engaged in the sale of alcoholic beverages for off-premises consumption.

Landlord shall not allow any portion of the property, including individual units, shall be used for the purpose of operating a marijuana/cannabis dispensary or any establishment involved in the sale, distribution, or consumption of marijuana/cannabis or marijuana/cannabis related products, whether for medical or recreational use, or gambling establishment.

Tenant Insurance: Tenant to name Landlord as additional insured on their Certificate of Liability Insurance and provide copies of its insurance certificates evidencing said requirement.

Permit Contingency: Lease is contingent upon Tenant obtaining within one hundred sixty (160) days after full Lease execution ("Contingency Period"), all necessary permits, approvals and/or entitlements for the Permitted Use, or Tenant determining in its sole discretion, that it can obtain necessary permits approvals and/or entitlements for the Permitted Use within twenty (20) additional days after the end of the Contingency Period. If Tenant is not able to obtain necessary permits, approvals, and/or entitlements for the Permitted Use by the end of the Contingency Period, the Lease shall terminate and Landlord shall immediately return all security deposit funds to Tenant. Landlord shall cooperate with Tenant and provide any necessary documents, approvals or signatures for the permits, approvals and/or entitlements.

Change in Zoning: If the City of Menifee does not permit Tenant to operate under the use described in this lease, due to a change of permit status or

zoning ordinances, Landlord shall have the right to relocate the Tenant to a permitted suite in the shopping center. If Landlord is unable to relocate Tenant within a reasonable time, Tenant shall have the right to cancel the Lease with 60 days written notice to Landlord.

Future Improvements: In the event that Tenant is asked by the City of Menifee to make necessary Tenant Improvements to bring the facility up to code in order to comply with any required Occupancy Permits and/or Conditional Use Permits, Lessor will allow Tenant to make the required changes at its own expense.

Property Tax Refund: Lessee is a 501 C (3) Non-Profit Public Corporation recognized by the Internal Revenue Service and California Franchise Tax Board as a tax exempt entity. Tenant qualifies for Property Tax Exemption for the Tenant's percentage of the Property, which is required by law to inure to the benefit of Tenant. Landlord shall reduce Tenant's NNN expenses by the amount of property tax reduction that Landlord receives due to Tenant's occupancy. If there are any expenses associated with the processing tenant will pay for that.

Tenant shall fill out the form required by the County Assessor annually and submit the form directly to the County Tax Collector for property tax exemption. County Tax Collector shall remit the property tax reimbursement directly to the Tenant. If the Tax Collector remits the reimbursement to Landlord, Landlord shall remit the payment to Tenant.

Non-Disturbance Agreements: ~~With respect to any existing or future deeds of trust or other liens entered into by and between Landlord and any beneficiary of any deed of trust or other such lien granted by Landlord, within twenty (20) days of the execution of this Lease with regard to any existing deed of trust or other lien, and concurrent upon Landlord entering into any future deed of trust or other lien, as a condition precedent to Tenant's obligations under this Lease, Landlord shall deliver to Tenant non-disturbance agreements ("Non-disturbance Agreements") in recordable form from all lessors under all ground leases or underlying leases, from all beneficiaries under all deeds~~

~~of trust, and all holders of other liens affecting the Building, in form and content reasonably acceptable to Tenant, stating that so long as Tenant is not in default under this Lease (subject to applicable notice and cure periods), this Lease shall remain in full force and effect, and neither this Lease, nor Tenant's rights nor Tenant's possession of the Premises will be disturbed during the Term of this Lease or any extension thereof. In the event Landlord fails to timely deliver to Tenant such Non-disturbance Agreements, Tenant shall have the right, exercisable at any time thereafter, to give ten (10) business days' written notice to Landlord terminating this Lease. If Landlord does not deliver to Tenant the applicable Non-disturbance Agreement(s) within such ten (10) business day period, Tenant may terminate this Lease at any time thereafter by giving written notice thereof to Landlord. In the event of such termination at the inception of this Lease, Landlord shall reimburse Tenant all of Tenant's out-of-pocket costs incurred in connection with this Lease including, without limitation, costs incurred in the design and construction of the Tenant Improvements, and all reasonable legal fees incurred by Tenant and/or brokerage commissions paid by Tenant in connection with the review, negotiation and execution of this Lease.~~ To be defined in the Lease Agreement.

Signage:

Tenant shall have the right to install signage on the Premises fascia at Tenant's expense, subject to Landlord's approval and appropriate Governmental agencies general signage criteria. Such approval shall not be unreasonably withheld. Tenant to be granted space on the monument sign at no additional cost.

Subletting and Assignment:

Tenant shall have the right, ~~without~~ with Landlord's approval, to assign or sublease all or any part of the Premises to any parent, subsidiary, affiliated or wholly owned or controlled company or entity (Affiliate), or to any Altus Schools, or to license or sublease a portion of the space to a customer which is servicing the Tenant. Landlord agrees that the Premised may be occupied by one or more Affiliates pursuant to occupancy agreement(s) between Tenant and such Affiliate. Tenant shall have the right, ~~without~~ with Landlord's approval, to assign or sublease the Premises to any entity which will have succeeded to all or substantially all of the assets of Tenant by merger, consolidation, or sale.

Tenant shall have the right to assign or sublease all or any portion of the Premises to a third-party entity, subject to Landlord's consent, which shall not be unreasonably withheld, delayed, or conditioned. Landlord shall grant or deny consent with explanation within ten (10) days of written notice from Tenant. Landlord will have no recapture rights and Tenant will be allowed to retain any and all profits.

Holdover: Landlord agrees that if Tenant's occupancy continues beyond the expiration of this lease, Tenant shall have the right to holdover for 90 days at the same Base Rent as the last month of the lease. Thereafter, Tenant's tenancy shall be month-to-month at the same terms and conditions of the lease, except that monthly rent will be at 120% of the last monthly rent installment due during the lease term.

Hazardous Materials: Landlord shall represent and warrant that Building is free of all Hazardous materials and that the Building shall be maintained in compliance with all environmental laws, rules and regulations. The cost of abating or curing any hazardous materials found to be present shall be a Landlord's sole cost and expense throughout the Term, and any extensions.

Tenant's Broker: CBRE, Inc. – San Diego

Lee & Associates - San Diego, Inc.

Commission: Landlord shall be obligated to a Real Estate Commission in the ***amount of three percent (3%) of the total consideration of the Lease. The full amount of the commission shall be due and payable upon ~~the Tenant's Notice to Landlord that they have received all permits and approvals for improvements and occupancy~~. Rent Commencement Date***

Landlord's Broker: AMS Brokers

Duty to Negotiate in

Good Faith: Landlord agrees that neither Landlord, nor any of its principals, nor any other entity with which their principals are affiliated, will offer, solicit an offer, accept an offer or otherwise negotiate with any third party for the lease of the Premises until negotiations are terminated by either party, or until the Lease Agreement is executed, to allow the parties an opportunity to complete the negotiation of the Agreement and the lease of the Premises. Upon execution of this Letter of Intent by Landlord and Tenant, the parties agree to negotiate in good faith to consummate the transaction contemplated hereby.

Confidentiality: Landlord and Tenant acknowledge that all correspondence (including this LOI) and all communication between Landlord and Tenant (and/or their respective real estate agents) concerning information, which may or does become part of the lease, is confidential information. Whether or not the Lease is ultimately consummated, Landlord, Tenant and their respective real estate agents shall keep such information strictly confidential and shall not disclose it to any person or entity other than Landlord or Tenant's financial, legal or architectural and structural engineering consultants, or as required by law.

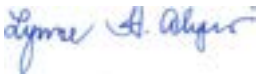
Expiration of Offer: The close of business on March 4, 2026.

THIS LETTER/PROPOSAL IS INTENDED SOLELY AS A PRELIMINARY EXPRESSION OF GENERAL INTENTIONS AND IS TO BE USED FOR DISCUSSION PURPOSES ONLY. THE PARTIES INTEND THAT NEITHER SHALL HAVE ANY CONTRACTUAL OBLIGATIONS TO THE OTHER WITH RESPECT TO THE MATTERS REFERRED HEREIN UNLESS AND UNTIL A DEFINITIVE AGREEMENT HAS BEEN FULLY EXECUTED AND DELIVERED BY THE PARTIES. THE PARTIES AGREE THAT THIS LETTER/PROPOSAL IS NOT INTENDED TO CREATE ANY AGREEMENT OR OBLIGATION BY EITHER PARTY TO NEGOTIATE A DEFINITIVE LEASE/PURCHASE AND SALE AGREEMENT AND IMPOSES NO DUTY WHATSOEVER ON EITHER PARTY TO CONTINUE NEGOTIATIONS, INCLUDING WITHOUT LIMITATION ANY OBLIGATION TO NEGOTIATE IN GOOD FAITH OR IN ANY WAY OTHER THAN AT ARM'S LENGTH. PRIOR TO DELIVERY OF A DEFINITIVE EXECUTED AGREEMENT, AND WITHOUT ANY LIABILITY TO THE OTHER PARTY, EITHER PARTY MAY (1) PROPOSE DIFFERENT TERMS FROM THOSE SUMMARIZED HEREIN, (2) ENTER INTO NEGOTIATIONS WITH OTHER PARTIES AND/OR (3) UNILATERALLY TERMINATE ALL NEGOTIATIONS WITH THE OTHER PARTY HERETO. LEE & ASSOCIATES OR ITS AGENTS OR EMPLOYEES MAKE NO REPRESENTATION OR LEGAL RECOMMENDATIONS AS TO LEGAL SUFFICIENCY, EFFECT, OR TAX CONSEQUENCES OF THESE LEASES. IF YOU DESIRE INFORMATION IN THESE AREAS, WE RECOMMEND THAT YOU CONSULT WITH YOUR ATTORNEY, ACCOUNTANT, AND/OR OTHER PROFESSIONAL ADVISORS PRIOR TO SIGNING. LEE &

ASSOCIATES ACTS IN THE CAPACITY OF AGENT ONLY, AND ALL AGREEMENTS ARE SUBJECT TO THE REVIEW AND APPROVAL OF THE OWNER.

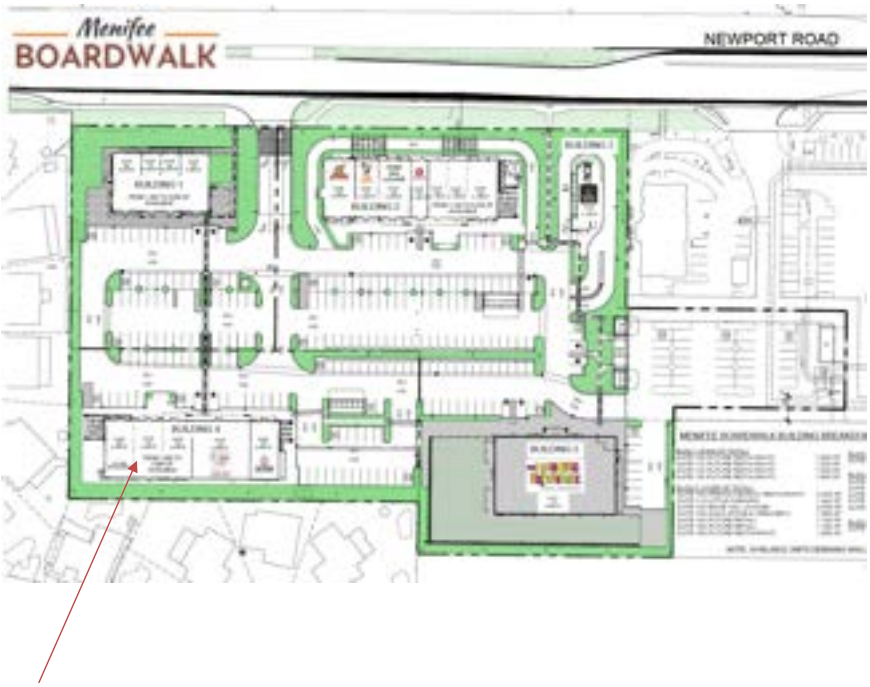
If you have any questions regarding the above, you may reach me directly at xxx xxx-xxxx.

Sincerely,



Lynne Alipio
Chief Business Officer & CFO
(619) 208-1464
lalipio@altusschools.net

SITE PLAN



SITE (3 Suites combined)

APPENDIX KK

MIDDLE SCHOOL SAMPLE CURRICULUM SCOPE AND SEQUENCE

Scope, Sequence & Assignments- English 8

Discipline: English

Grade level: 8th

Title of course: English 8-1, 8-2

Scope of course: Full Year (2 semesters; 3 trimesters; 4 quarters)

Common Core State Standards: English 8

Textbook & Materials: California my Perspectives Grade 8 (2021)

Course Overview:

In this two-semester course, the students will explore many concepts, such as growing up, the Holocaust, and human intelligence, to address Essential Questions like, "Are inventions realized through inspiration or perspiration? How do we remember the past?" They will examine reflection questions that activate prior knowledge, personal experiences, and engage them with the required readings. Activities will focus on analysis, making historical connections with classic literature, as well as developing reading, vocabulary, and writing skills that are aligned with the California Common Core Standards. Students will grapple with the themes using a variety of content including poetry, short stories, novel excerpts, videos, and online resources.

This course is required for all students in grade eight. The course content includes the thematic study of literature throughout various genres. Activities interrelate reading, writing, oral communication, and language study, which includes grammar, usage, and standard forms of American English. A variety of writing types are emphasized throughout the course, so students can write and speak using conventions of English grammar and usage correctly.

Scope, Sequence & Assignments- English 8

English 8-1

Module 1: Rites of Passage

Objectives:

1. Students will determine the meanings of words by using the strategies they have learned and by thinking about what they have read.
2. Students will use details from the text to determine the theme or message of a story and explain how characters, setting and plot interact to support and develop the theme.
3. Students will explain how a character's actions can develop the plot and reveal more about the character.
4. Students will use details from the text to determine the theme or message of a story and explain how characters, setting and plot interact to support and develop the theme.
5. Students will figure out the deeper meanings of words and phrases as they are used in a story.
6. Students will show that they understand standard English in their speech and in their writing.
7. Students will explain the difference between active and passive verbs and use them in sentences.
8. Students will use what they know about the English language to write, speak, read, and listen.
9. Students will use verbs in the active and passive voice in their writing to achieve different effects. Students will use the conditional and subjunctive moods to create specific effects in their writing.
10. Students will refer to the text and find specific examples that strongly support their thoughts and inferences about a story.
11. Students will explain how structural differences of two or more texts contribute to their meaning and style.
12. Students will analyze how differences in the points of view of the characters and the audience or reader create such effects as suspense or humor.
13. Students will identify several ways to present on a topic and evaluate the advantages and disadvantages of presenting information in various formats.
14. Students will figure out the meanings of words and phrases in a piece of informational text by thinking about how they are used and analyze the impact of the author's word choice on the meaning and tone of the text.
15. Students will use context clues to figure out what words or phrases mean.

16. Students will use verbs in the active and passive voice in their writing to achieve different effects
17. Students will use the conditional and subjunctive moods to create specific effects in their writing.
17. Students will use print and digital reference sources to help them find the pronunciations of words and to clarify meanings and parts of speech for new words or phrases.
18. Students will make a guess about a word or phrase's meaning and then check their understanding using reference materials.

Assignments:

- Activity 1.1: Achieve3000 Level Set & 5-Step Article – Complete all activities assigned in the student guide.
- Activity 1.2: "The Medicine Bag" – Complete all activities assigned in the student guide.
- Activity 1.3: "The Medicine Bag" – Complete all activities assigned in the student guide.
- Activity 1.4: "The Medicine Bag" – Complete all activities assigned in the student guide.
- Activity 1.5: "Apache Girl's Rite of Passage" – Complete all activities assigned in the student guide.
- Activity 1.6: Compare and Contrast Paragraph – Complete all activities assigned in the student guide.
- Grade 8 Illuminate Learning Check 1

(CCSS: RL.8.1, 8.2, 8.3, 8.4, 8.5, 8.6; RI.8.4, 8.7; L.8.1.B, 8.3.A-B, 8.4.A-D)

[ELD: Part 1, A, 1, 2, 3; Part 1, B, 5, 6, 7, 8; Part 1 C, 9, 10, 11; Part 2, A, 1, 2; Part 2, B, 3, 4, 5; Part 2, C, 6, 7]

Module 2: The Holocaust

Objectives:

1. Students will figure out the meanings of words and phrases in a piece of informational text by thinking about how they are used and analyze the impact of the author's word choice on the meaning and tone of the text.

2. Students will use various sources to complete short research projects to answer an assigned question or a question they have created themselves. Students will research a topic and develop more related questions about that topic for further exploration.

3. Students will identify several ways to present on a topic and evaluate the advantages and disadvantages of presenting information in various formats.

4. Students will write arguments and use clear reasons and relevant evidence to support their claims.

5. Students will determine if a source is credible and accurate when they gather new information from books or technology. Students will quote or paraphrase from print and digital sources without plagiarizing and correctly site sources within or at the end of their writing.

6. Students will gather evidence from fiction or informational text to support their investigation, thinking and research.

7. Students will show that they understand standard English in their speech and in their writing.

8. Students will explain how a character's actions can develop the plot and reveal more about the character.

9. Students will analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.

10. Students will understand and use these verb forms: indicative, imperative, interrogative, conditional and subjunctive.

11. Students will refer to the text and find specific examples that strongly support their thoughts and inferences about a story.

12. Students will use details from the text to determine the theme or message of a story and explain how characters, setting and plot interact to support and develop the theme.

13. Students will explain how a character's actions can develop the plot and reveal more about the character.

Assignments:

- Activity 2.1: *The Diary of Anne Frank* (Background)– Complete all activities assigned in the student guide.
- Activity 2.2: *The Diary of Anne Frank* (Diary entries 1-2) – Complete all activities assigned in the student guide.
- Activity 2.3: *The Diary of Anne Frank* (Play) – Complete all activities assigned in the student guide.
- Activity 2.4: *The Diary of Anne Frank* (Diary entries 3-4) – Complete all activities assigned in the student guide.
- Grade 8 Illuminate Learning Check 2

(CCSS: RL.8.1, 8.2, 8.3, 8.7; RI.8.4, 8.7; W.8.1, 8.7, 8.8, 8.9; L.8.1.A-C)
[ELD: Part 1 A, 3; Part 1, B, 5, 6, 7, 8; Part 1, C, 9, 10, 11; Part 2, A, 1, 2; Part 2 B, 3, 4, 5; Part 2, C, 6, 7]

Module 3: What Matters

Objectives:

1. Students will cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
2. Students will determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
3. Students will determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
4. Students will analyze how a text makes connections among and distinctions between individuals, ideas, or events.
5. Students will analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

Assignments:

- Activity 3.1: Speaking Truth to Power – Complete all activities assigned in the student guide.
- Activity 3.2: The Importance of Relevant Representation – Complete all activities assigned in the student guide.
- Activity 3.3: My Personal Narrative Part 1– Complete all activities assigned in the student guide.
- Activity 3.4: My Personal Narrative Part 2 – Complete all activities assigned in the student guide.
- Grade 8 Illuminate Learning Check 3

(CCSS: RI.8.1, 8.2, 8.3, 8.4, 8.5)
[ELD: Part 1, B, 6, 7, 8; Part 2, A, 1, 2]

Module 4: Explanatory Writing

Objectives:

1. Students will show that they understand standard English in their speech and in their writing.
2. Students will show that they know how to write sentences accurately.

3. Students will use context clues to figure out what words or phrases mean.

4. Students will outline and explain specific claims and supportive evidence in an argument. Students will locate and judge arguments or claims in a text and determine whether there is enough relevant evidence to support the argument.

5. Students will analyze two or more texts on the same topic to identify examples of conflicting facts or interpretation.

6. Students will read and understand literary nonfiction at their grade level and above (with help where needed).

7. Students will organize their writing with a clear introduction and use appropriate strategies and formats to help explain and expand their topic. Students will use formatting (ex: headings), graphics (ex: charts & tables) and multimedia to add clarification to their writing.

8. Students will develop a topic using appropriate facts, definitions, details, quotations or other information and examples.

9. Students will use appropriate and different transitions to present clear connections between their ideas and concepts.

10. Students will use precise wording and specific vocabulary to teach others about a topic.

11. Students will establish and maintain a formal style in presenting written information.

12. Students will write a conclusion that follows from and supports the information and explanations they presented.

13. Students will change their way of speaking for a variety of situations and tasks and show that they can use formal English when necessary and appropriate.

14. Students will use what they know about the English language to write, speak, read, and listen.

15. Students will learn and use new vocabulary appropriate for eighth grade. Students will show new knowledge of vocabulary when they think about how words or phrases are important to the meaning or expression.

16. Students will give a presentation that makes claims using relevant evidence, details and reasons while using appropriate eye contact and volume.

17. Students will give a presentation using interesting multimedia and visual displays to strengthen their claims and make their point clearly.

18. Students will use different forms of technology to create and publish their writing and to effectively present the relationship between their ideas and information. Students will use technology to interact and collaborate with others.

Assignments:

- Activity 4.1: Unpacking the Prompt – Complete all activities assigned in the student guide.
- Activity 4.2: Research and Evidence – Complete all activities assigned in the student guide.
- Activity 4.3: Outline and Rough Draft – Complete all activities assigned in the student guide.
- Activity 4.4: Revising/Editing and Final Draft – Complete all activities assigned in the student guide.
- Activity 4.5: Multimedia Presentation – Complete all activities assigned in the student guide.
- Grade 8 Illuminate Learning Check 3
- End of Course Exam – Ask your teacher for Illuminate access code and complete Illuminate Final Exam.

(CCSS: RI.8.8, 8.9, 8.10; W.8.2.A-F, 8.6; SL.8.4, 8.5, 8.6; L 8.1, 8.2, 8.3, 8.4.A, 8.6)
[ELD: Part 1, A, 1, 2, 3; B, 5, 6, 7, 8; C, 9, 10, 11, 12; Part 2, A, 1, 2; B, 3, 4, 5; C, 6, 7]

English 8-2

Module 1: Rites of Passage

Objectives:

1. Students will determine the meanings of words by using the strategies they have learned and by thinking about what they have read.
2. Students will find a central idea of a text and explain how it develops throughout the text, including its relationship to supporting ideas. Students will give an unbiased summary of a piece of informational text.
3. Students will compare and contrast individuals, ideas and events in a text.
4. Students will determine an author's point of view in a piece of informational text and explain how the author acknowledges and responds to others' opinions.
5. Students will determine the meanings of unknown words by using what they know about common Greek and Latin prefixes, suffixes and roots.
6. Students will figure out the meanings of words and phrases in a piece of informational text by thinking about how they are used and analyze the impact of the author's word choice on the meaning and tone of the text.
7. Students will show that they understand standard English in their speech and in their writing.

8. Students will understand and use these verb forms: indicative, imperative, interrogative, conditional and subjunctive.
9. Students will write narratives to develop real or imagined experience or event using effective technique, relevant descriptive details, and well-structured even sequences.
10. Students will use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events.
11. Students will with some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

Assignments:

- Activity 1.1: Achieve3000 Level Set & 5-Step Article – Complete all activities assigned in the student guide.
- Activity 1.2: First Read of "You are the Electric Boogaloo" and "Just Be Yourself"– Complete all activities assigned in the student guide.
- Activity 1.3: Close Read of "You are the Electric Boogaloo" and "Just Be Yourself"– Complete all activities assigned in the student guide.
- Activity 1.4: "You are the Electric Boogaloo" and "Just Be Yourself" cont. – Complete all activities assigned in the student guide.
- Activity 1.5: Write Informal Letter to Future Self: Rough Draft – Complete all activities assigned in the student guide.
- Activity 1.6: Write Informal Letter to Future Self: Final Draft– Complete all activities assigned in the student guide.
- Grade 8 Illuminate Learning Check 1

(CCSS: RI.8.2, 8.3, 8.4, 8.6; W.8.3, 8.3.C, 8.5; L.8.1, 8.1.C, 8.4.B)

[ELD: Part 1, B, 5, 6, 7, 8; C, 9, 10, 11; Part 2, A, 1, 2; B, 3, 4, 5; C, 6, 7]

Module 2: Human Intelligence

Objectives:

1. Students will use commas, ellipses and dashes correctly to show a pause or break in a sentence.

2. Students will use an ellipsis to show that words or phrases have been left out (omitted).

3. Students will understand the slight differences between words with very similar definitions.

4. Students will effectively participate in different types of discussions and with different people about 8th grade topics, texts and issues. Students will build on others' ideas and express their own ideas clearly in discussions with others.

5. Students will identify a purpose behind information presented visually, in numbers or orally and evaluate whether the purpose for presenting information in various formats is motivated by social, commercial or political reasons.

6. Students will give a presentation that makes claims using relevant evidence, details and reasons while using appropriate eye contact and volume.

7. Students will give a presentation using interesting multimedia and visual displays to strengthen claims and make point clearly.

Assignments:

- Activity 2.1: *Theory of Multiple Intelligences* by Howard Gardner– Complete all activities assigned in the student guide.
- Activity 2.2: "The More you Know, the Smarter You Are?" – Complete all activities assigned in the student guide.
- Activity 2.3: "Why Is Emotional Intelligence Important for Teens?" – Complete all activities assigned in the student guide.
- Activity 2.4: Final Project – Complete all activities assigned in the student guide.
- Grade 8 Illuminate Learning Check 2

(CCSS: SL.8.1.A-C, 8.2, 8.4, 8.5; L.8.2.A-B, 8.5.C)
[ELD: Part 1, A, 1, 2, 3; B, 5, 6, 7, 8; C, 9, 10, 11, 12; Part 2, A, 1, 2; B, 3, 4, 5; C, 6, 7]

Module 3: Inventions

Objectives:

1. Students will refer to the text and find specific examples that strongly support my thoughts and inferences about a story.

2. Students will use details from the text to determine the theme or message of a story and explain how characters, setting and plot interact to support and develop the theme.

3. Students will interpret figures of speech (e.g. verbal irony, puns) in context.

4. Students will use the relationship between particular words to better understand each of the words.

5. Students will explain how a character's actions can develop the plot and reveal more about the character.

6. Students will find a central idea of a text and explain how it develops throughout the text, including its relationship to supporting ideas. Students will give an unbiased summary of a piece of informational text.

7. Students will compare and contrast individuals, ideas and events in a text. Students will spell correctly.

8. Students will evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

Assignments:

- Activity 3.1: “Uncle Marcos” Mood and Tone – Complete all activities assigned in the student guide.
- Activity 3.2: “Uncle Marcos” Character Study– Complete all activities assigned in the student guide.
- Activity 3.3: Neil deGrasse Tyson Author Study– Complete all activities assigned in the student guide.
- Activity 3.4: Who Really Invented the Light Bulb?– Complete all activities assigned in the student guide.
- Grade 8 Illuminate Learning Check 3

(CCSS: RL.8.1, 8.2, 8.3; RI.8.2, 8.3, 8.7; L.8.2.C, 8.5.A,B)
[ELD: Part 1, B, 6, 7, 8; C, 10, 11, 12; Part 2, A, 1, 2; B, 3, 4, 5; C, 2, 6, 7]

Module 4: Argumentative Writing

Objectives:

1. Students will show that they understand standard English in their speech and in their writing.

2. Students will show that they know how to write sentences accurately.

3. Students will use what they know about the English language to write, speak, read and listen.

4. Students will write arguments and use clear reasons and relevant evidence to support their claims.

5. Students will write a claim and distinguish it from opposing views. Students will logically organize reasons and evidence to support a claim.

6. Students will support their claims with logical reasoning, relevant evidence and appropriate sources to show that they understand the topic.

7. Students will use words, phrases and clauses to show clearly how claims, opposing claims, reasons and evidence fit together.

8. Students will establish and maintain a formal style in presenting their written arguments.

9. Students will write a conclusion that follows from and supports the arguments they presented.

10. Students will produce clear writing with appropriate development, organization, and style to suit their task, purpose and audience.

11. Students will plan, revise, edit, rewrite, or try a new approach in my writing with some help from peers and adults.

12. Students will use different forms of technology to create and publish their writing and to effectively present the relationship between their ideas and information. Students will use technology to interact and collaborate with others.

13. Students will change their way of speaking for a variety of situations and tasks and show that they can use formal English when necessary and appropriate.

14. Students will learn and use new vocabulary appropriate for eighth grade. I can show new knowledge of vocabulary when I think about how words or phrases are important to the meaning or expression.

15. Students will give a presentation that makes claims using relevant evidence, details and reasons while using appropriate eye contact and volume.

16. Students will give a presentation using interesting multimedia and visual displays to strengthen their claims and make their point clearly.

Assignments:

- Activity 4.1: Unpacking the Prompt – Complete all activities assigned in the student guide.
- Activity 4.2: Research and Evidence – Complete all activities assigned in the student guide.
- Activity 4.3: Argumentative Outline and Rough Draft – Complete all activities assigned in the student guide.
- Activity 4.4: Revising/Editing and Final Draft – Complete all activities assigned in the student guide.
- Activity 4.5: Multimedia Presentation – Complete all activities assigned in the student guide.

- End of Course Exam – Ask your teacher for Illuminate access code and complete Illuminate Final Exam.

(CCSS: W.8.1, 8.1.A-E, 8.4, 8.5, 8.6; SL.8.4, 8.5, 8.6; L.8.1, 8.2, 8.3, 8.6)
[ELD: Part 1, A, 1, 2, 3; B, 5, 6, 7, 8; C, 9, 10, 11, 12; Part 2, A, 1, 2; B, 3, 4, 5; C, 6, 7]

Scope, Sequence & Assignments- Mathematics 8

Discipline: Mathematics

Grade level: 8th

Title of courses: Mathematics 8-1, 8-2

Scope of course: Full Year (2 semesters; 3 trimesters; 4 quarters)

Common Core 8th grade Mathematics Standards

Textbook & additional resources: Go Math! Middle School Grade 8 (2017)

Course Overview:

This two semester course is designed for grade 8 students establishing and building the fundamental skills necessary for success in the high school college preparatory algebra 1 or Integrated Math courses. The course is organized around five major strands: number sense, algebra and functions, measurement and geometry, Algebra 1, and mathematical reasoning. It reinforces the skills and concepts needed to meet the standards on which these students will be assessed. Students will study an array of principles including: Operations and properties; solving one-step equations and inequalities; working with ratios, proportions and percents; solving linear functions; graphing; analyzing data; and probability. Algebraic skills and concepts are developed in various real world problem-solving situations with symbolic reasoning and calculations with symbols serving as the focus of the course.

Scope, Sequence & Assignments- Mathematics 8

Math 8-1

Module 1: Real Numbers, Exponents, and Scientific Notation. Textbook: Go Math! Middle School Grade 8

Objectives:

1. Learn to rewrite rational numbers and decimals
2. Learn to find square roots and cubed roots
3. Learn to approximate irrational numbers
4. Learn to describe relationships between sets of real numbers
5. Learn to order a set of real numbers
6. Develop and learn to use the properties of integer exponents
7. Learn to use scientific notation to express very large and very small quantities
8. Learn to add, subtract, multiply, and divide using scientific notation
9. Use tables, graphs, and equations to represent proportional situations
10. Learn to find a rate of change and slope
11. Learn to interpret the unit rate as slope

Assignments:

- *For each section listed, complete the following: Complete the Project Preview questions at the start of each unit and complete the Unit Project at the end of each unit. Watch the Real-World Videos at the beginning of each module.*

- *Complete the following problems from each section: All Explore Activity questions, all Your Turn questions, every third problem from the Guided Practice and Independent Practice. Choose one H.O.T. problem to complete. Take notes for each section in your math notebook.*

- **Lesson 1:** 1-1, 1-2, 1-3: Rational and Irrational Numbers; Sets of Real Numbers; Ordering Real Numbers.

- **Lesson 2:** 2-1, 2-2: Integer Exponents; Scientific Notation with Positive Powers of 10.

- **Lesson 3:** 2-3, 2-4: Scientific Notation with Negative Powers of 10; Operations with Scientific Notation.

- **Lesson 4:** Unit 1 Project, and Unit 1 Assessment Readiness.
- **Lesson 5:** 3-1, 3-2, 3-3: Representing Proportional Relationships; Rate of Change and Slope; Interpreting the Unit Rate as Slope.

California Common Core State Standards: EE 8.EE.3, 8.EE.5, 8.EE.6, 8.EE.4, 8.EE.1; TNS 8.NS.2, 8.NS.1; F 8.F.4.

Module 2: Proportional and Nonproportional Relationships and Functions. Textbook: Go Math! Middle School Grade 8.

Objectives:

1. Use tables, graphs, and equations to represent linear nonproportional situations
2. Learn to determine the slope and y-intercept of a line
3. Learn to graph a line using the slope and y-intercept
4. Learn to distinguish between proportional and nonproportional situations
5. Learn how to write an equation to model a linear relationship given a graph, a description, or a table
6. Learn how to contrast linear and nonlinear sets of bivariate data

Assignments:

- *For each section listed, complete the following: Complete the Project Preview questions at the start of each unit and complete the Unit Project at the end of each unit. Watch the Real-World Videos at the beginning of each module.*
- *Complete the following problems from each section: All Explore Activity questions, all Your Turn questions, every third problem from the Guided Practice and Independent Practice. Choose one H.O.T. problem to complete. Take notes for each section in your math notebook.*
- **Lesson 6:** 4-1, 4-2: Representing Linear Nonproportional Relationships; Determining Slope and y-intercept.
- **Lesson 7:** 4-3, 4-4: Graphing Linear Nonproprtional Relationships Using Slope and y-intercept; Proportional and Nonproprtional Situations.

- **Lesson 8:** Midterm Exam - Ask your teacher for the midterm exam and complete it in class.
- **Lesson 9:** 5-1, 5-2: Writing Linear Equations from Situations and Graphs; Writing Linear Equations from a Table.
- **Lesson 10:** 5-3: Linear Relationships and Bivariate Data.

California Common Core State Standards: EE 8.EE.6; SP 8.SP.1; F 8.F.4, 8.F.3, 8.F.2.

Module 3: Solving Equations and Systems of Equations. Textbook: Go Math! Middle School Grade 8.

Objective:

1. Learn how to identify and represent functions
2. Learn how to tell if a function is linear or not
3. Learn how to use tables, graphs, and equations to compare functions
4. Learn how to describe a relationship given a graph and sketch a graph given a description
5. Learn how to represent and solve equations with the variable on both sides
6. Learn how to solve equations with rational number coefficients and constants
7. Learn how to use the Distributive Property to solve equations
8. Learn how to give examples of equations with a given number of solutions

Assignments:

- *For each section listed, complete the following: Complete the Project Preview questions at the start of each unit and complete the Unit Project at the end of each unit. Watch the Real-World Videos at the beginning of each module.*
- *Complete the following problems from each section: All Explore Activity questions, all Your Turn questions, every third problem from the Guided Practice and Independent Practice. Choose one H.O.T. problem to complete. Take notes for each section in your math notebook.*
- **Lesson 11:** 6-1, 6-2: Identifying and Representing Functions; Describing Functions.

- **Lesson 12:** 6-3, 6-4: Comparing Functions; Analyzing Graphs.
- **Lesson 13:** Unit 2 Project, and Unit 2 Assessment Readiness.
- **Lesson 14:** 7-1, 7-2: Equations with the Variable on Both Sides; Equations with Rational Numbers.
- **Lesson 15:** 7-3, 7-4: Equations with the Distributive Properties; Equations with Many Solutions or No Solution.

California Common Core State Standards: EE 8.EE.7, 8.EE.7b, 8.EE.7a; F 8.F.1, 8.F.5, 8.F.2.

Module 4: Textbook: Go Math! Middle School Grade 8.

Objective:

1. Learn how to solve a system of equations by graphing
2. Learn how to solve a system of linear equations by substitution
3. Learn how to solve a system of equations by adding or subtracting
4. Learn how to solve a system of linear equations by elimination with multiplying
5. Learn how to solve systems of equations that have no solution or infinitely many solutions

Assignments:

- *For each section listed, complete the following: Complete the Project Preview questions at the start of each unit and complete the Unit Project at the end of each unit. Watch the Real-World Videos at the beginning of each module.*
- *Complete the following problems from each section: All Explore Activity questions, all Your Turn questions, every third problem from the Guided Practice and Independent Practice. Choose one H.O.T. problem to complete. Take notes for each section in your math notebook.*
- **Lesson 16:** 8-1, 8-2: Solving Systems of Linear Equations by Graphing; Solving Systems by Substitution.

- **Lesson 17:** 8-3, 8-4, 8-5: Solving Systems by Elimination; Solving Systems by Elimination with Multiplication; Solving Special Systems.
- **Lesson 18:** Unit 3 Project and Unit 3 Assessment Readiness.
- **Lesson 19:** Study Guide - Ask your teacher for the study guide and complete it in class.
- **Lesson 20:** End of Course Exam - Ask your teacher for the End of Course Exam code on Illuminate and complete it in class.

California Common Core State Standards: EE 8.EE.8a, 8.EE.8b.

Math 8-2

Module 1: Transformational Geometry. Textbook: Go Math! Middle School Grade 8.

Objectives:

1. Learn how to describe the properties of translations and their effect on the congruence and orientation of figures
2. Learn how to describe the properties of reflections and their effect on the congruence and orientation of figures
3. Learn how to describe the properties of rotations and their effect on the congruence and orientation of figures
4. Learn how to describe the effect of a translation, rotation, or reflection on coordinates using an algebraic representation
5. Learn how transformations can be used to verify that two figures have the same shape and size
6. Learn how to describe the properties of dilations
7. Learn how to describe the effect of a dilation on coordinates using an algebraic representation
8. Learn the connection between transformations and the orientations of similar figures

Assignments:

- *For each section listed, complete the following: Complete the Project Preview questions at the start of each unit and complete the Unit Project at the end of each unit. Watch the Real-World Videos at the beginning of each module.*
- *Complete the following problems from each section: All Explore Activity questions, all Your Turn questions, every third problem from the Guided Practice and Independent Practice. Choose one H.O.T. problem to complete. Take notes for each section in your math notebook.*
- **Lesson 1:** 9-1, 9-2: Properties of Translations; Properties of Reflections.
- **Lesson 2:** 9-3, 9-4: Properties of Rotations; Algebraic Representations of Transformations.
- **Lesson 3:** 9-5: Congruent Figures.
- **Lesson 4:** 10-1, 10-2: Properties of Dilations; Algebraic Representations of Dilations.

- **Lesson 5:** 10-3: Similar Figures.

California Common Core State Standards: G 8.G.1, 8.G.2, 8.G.4, 8.G.3.

Module 2: Measurement Geometry. Textbook: Go Math! Middle School Grade 8.

Objectives:

1. Draw conclusions about the angles formed by parallel lines that are cut by a transversal
2. Draw conclusions about the measures of the angles of a triangle
3. Determine when two triangles are similar
4. Learn how to prove the Pythagorean Theorem and use it to solve problems
5. Learn how to test the converse of the Pythagorean Theorem and use it to solve problems
6. Learn how to use the Pythagorean Theorem to find the distance between two points on a coordinate plane

Assignments:

- *For each section listed, complete the following: Complete the Project Preview questions at the start of each unit and complete the Unit Project at the end of each unit. Watch the Real-World Videos at the beginning of each module.*
- *Complete the following problems from each section: All Explore Activity questions, all Your Turn questions, every third problem from the Guided Practice and Independent Practice. Choose one H.O.T. problem to complete. Take notes for each section in your math notebook.*
- **Lesson 6:** Unit 4 Project, and Unit 4 Assessment Readiness.
- **Lesson 7:** 11-1, 11-2: Parallel Lines Cut by a Transversal; Angle Theorems for Triangles.
- **Lesson 8:** 11-3: Angle-Angle Similarity.
- **Lesson 9:** Midterm Exam - Ask your teacher for the midterm exam and complete it in class.

- **Lesson 10:** 12-1, 12-2: The Pythagorean Theorem; Converse of the Pythagorean Theorem.

California Common Core State Standards: G 8.G.5, 8.G.7, 8.G.6.

Module 3: Statistics. Textbook: Go Math! Middle School Grade 8.

Objective:

1. Learn how to find the volume of a cylinder
2. Learn how to find the volume of a cone
3. Learn how to find the volume of a sphere
4. Learn to construct and interpret scatter plots
5. Learn how to use a trend line to make a prediction from a scatter plot

Assignments:

- *For each section listed, complete the following: Complete the Project Preview questions at the start of each unit and complete the Unit Project at the end of each unit. Watch the Real-World Videos at the beginning of each module.*
- *Complete the following problems from each section: All Explore Activity questions, all Your Turn questions, every third problem from the Guided Practice and Independent Practice. Choose one H.O.T. problem to complete. Take notes for each section in your math notebook.*
- **Lesson 11:** 12-3: Distance Between Two Points.
- **Lesson 12:** 13-1, 13-2: Volume of Cylinders; Volume of Cones.
- **Lesson 13:** 13-3: Volume of Spheres.
- **Lesson 14:** Unit 5 Project and Unit 5 Assessment Readiness.
- **Lesson 15:** 14-1, 14-2: Scatter Plots and Association; Trend Lines and Predictions.

California Common Core State Standards: G 8.G.9, 8.G.8; SP 8.SP.3, 8.SP.1.

Module 4: Textbook: Go Math! Middle School Grade 8

Objective:

1. Learn to construct and interpret two-way frequency tables
2. Learn how categorical data can be organized and analyzed

Assignments:

- *For each section listed, complete the following: Complete the Project Preview questions at the start of each unit and complete the Unit Project at the end of each unit. Watch the Real-World Videos at the beginning of each module.*
- *Complete the following problems from each section: All Explore Activity questions, all Your Turn questions, every third problem from the Guided Practice and Independent Practice. Choose one H.O.T. problem to complete. Take notes for each section in your math notebook.*
- **Lesson 16:** 15-1: Two-Way Frequency Tables.
- **Lesson 17:** 15-2: Two-Way Relative Frequency Tables.
- **Lesson 18:** Unit 6 Project and Unit 6 Assessment Readiness.
- **Lesson 19:** Study Guide - Ask your teacher for the study guide and complete it.
- **Lesson 20:** End of Course Exam - Ask your teacher for the End of Course Exam code on Illuminate and complete it in class.

California Common Core State Standards: SP 8.SP.4.

Discipline: Science

Grade level: 8th

Title of courses: Integrated Science 8-1, 8-2

Scope of course: Full Year (2 semesters; 3 trimesters; 4 quarters)

Next Generation Science Standards, Common Core, ELD

Textbook & additional resources: 6-8 CA Inspire Science, Grade 8

Course Overview:

Integrated Science 8 is a two-semester course which offers a dynamic exploration of key scientific concepts across life, physical and earth and space science. The first semester investigates Change Over Time, covering geologic history and evolution, followed by Energy and Motion, examining forces and energy principles through labs and STEM projects. The second semester transitions to Understanding Waves, focusing on wave properties and information technology, and concludes with Humans & Their Place in the Universe, exploring human impact and our cosmic context. Engaging activities, laboratory work, STEM projects utilizing McGraw-Hill resources, and regular assessments, including unit and end-of-course exams, ensure a comprehensive understanding of integrated science.

Integrated Science 8-1

Module 1: **Change Over Time:** Textbook: 6-8 CA Inspire

Science, Grade 8

Objectives:

1. Understand evolution by natural selection and adaptation.
2. Analyze geological data (rocks and fossils) to understand geologic time.
3. Develop lab skills and communicate findings in reports.

Assignments:

- Lesson 1: Geologic Time: Analyzing the Rock and Fossil Records, Building a Timeline. Read Pgs 2-53 and Complete Guided Practice for #1 – #5, and Performance Task Problems.
- Lesson 2: Natural Selection and Adaptations: How Traits Change, The Theory of Evolution by Natural Selection, Artificial Selection. Read Pgs 54-125 and Complete Guided Practice #1 – 8, and Performance Task Problems.
- Lesson 3: Lab: Bird Beak. Complete the lab guide.
- Lesson 4: Project 1: STEM Module Project: History of Rock. Complete all parts of the project.
- Lesson 5: Evidence of Evolution: Fossil Evidence of Evolution. Read Pgs 126-146 and Complete Guided Practice #1 – #6, and Performance Task Problems.
- Lesson 6: Evidence of Evolution Continued: Biological Evidence of Evolution. Read Pgs 147-169 and Complete Guided Practice for: 1.7: Biological Evidence of Evolution #1 – #5. And Performance Task Problems.
- Lesson 7: Unit Test. Complete the unit test in the student guide.
- Lesson 8: Lab: Dichotomous Key. Complete the lab guide.
- Lesson 9: Lab Report: Version A or Version B. Complete a lab report using either version A or B.

MS-ESS1-4, MS-LS3-1, MS-LS4-4, MS-LS4-5, MS-LS4-6, MS-LS4-1, MS-LS4-2, MS-LS4-3

Module 2: Energy and Motion: Textbook: 6-8 CA Inspire

Science, Grade 8

Objectives:

1. Understand the fundamental concepts of forces, motion, and their relationship (position, speed, acceleration).
2. Investigate different types of forces, including gravitational, magnetic, and electric forces, and explore force pairs.
3. Explain mechanical energy (kinetic and potential) and the principle of conservation of energy.
4. Apply these concepts through laboratory experiments, a STEM project on crash dynamics, and a writing assignment relating forces and motion to everyday life.

Assignments:

- Lesson 10: Forces and Motion: Position and Motion, Force and Acceleration, Force Pairs, Gravitational Force. Read Pgs 2-94 and Complete Guided Practice #1-5, and Performance Task problems.
- Lesson 11: Mechanical Energy: Kinetic Energy, Potential Energy, Conservation of Energy. Read Pgs 108-160 and Complete Guided Practice #1-14, and Performance Task problems.
- Lesson 12: Lab: Speeding up Vernier Lab. Complete the lab guide.
- Lesson 13: Project 2: STEM Module Project: Crash Course. Complete the project.
- Lesson 14: Electromagnetic Forces: Magnetic Forces, Electric Forces. Read Pgs 170-216 and Complete Guided Practice #1-5 and Performance Task problems.
- Lesson 15: Electromagnetic Forces Continued: Simple Circuits, Electromagnetism. Read Pgs 217-267 and Complete Guided Practice #1-9.
- Lesson 16: Unit Test. Complete the Unit Test.
- Lesson 17: Lab: Magnetic Lab. Complete the lab guide.
- Lesson 18: Lab Report: Version A or Version B. Complete a lab report using either version A or B.
- Lesson 19: Writing Assignment - Title: The Role of Forces and Motion in Everyday Life. Complete the writing assignment.
- Lesson 20: MIDTERM (End of course exam. Complete the end of course exam.)

MS-PS2-1, **MS-PS2-2**, **MS-PS2-3**, **MS-PS2-4**, **MS-PS2-5, MS-PS3-1, MS-PS3-2, MS-PS3-5**

ELD.PI.8.1, ELD.PI.8.2, ELD.PI.8.3, ELD.PII.8.1, ELD.PII.8.2, ELD.PII.8.3, ELD.PIII.8.1, ELD.PIII.8.2, ELD.PIII.8.3

Integrated Science 8-2

Module 3: Understanding Waves: Introduction to Waves: Textbook: 6-8 CA Inspire Science,

Grade 8

Objectives:

1. Understand fundamental wave properties (amplitude, wavelength, frequency) and how mechanical waves interact (reflection, refraction, etc.).
2. Explain how light travels, behaves during reflection and refraction, and the nature of color.
3. Investigate the reflectivity of different surfaces through a laboratory experiment and explore wave phenomena via a STEM project.
4. Describe basic principles of information technologies, including analog and digital signals in modern communication.

Assignments:

- Lesson 1: Introduction to Waves: Wave Properties, Mechanical Wave Interactions. Read Pgs 6-31, 36-51 and Complete Guided Practice #1-5 and Performance Task Problems.
- Lesson 2: Light: How Light Travels, Reflection and Mirrors, Refraction and Lenses, Color of Light. Read Pgs 67-81, 87-101, 107-119, 125-139 and Complete Guided Practice #1-5, and Performance Task Problems.
- Lesson 3: Lab: Reflectivity of Light
- Lesson 4: Project 1: STEM Module Project: Don't Make Waves
- Lesson 5: Information Technologies: Communicating with Signals. Read Pgs 155 -165 and Complete Guided Practice #1-5, and Performance Task Problems.
- Lesson 6: Information Technologies Continued: Modern Communication with Digital Signals. Read Pgs 171-199 and Complete Guided Practice #1-5 and Performance Task Problems.
- Lesson 7: Unit Test. Complete the Unit Test.
- Lesson 8: Lab: Light, Brightness, and Distance. Complete the lab guide.
- Lesson 9: Lab Report: Version A or Version B. Complete a lab report using either version A or B.

MS-PS4-1, MS-PS4-2, MS-PS4-3, MS-ETS1-2, MS-ETS1-4

Module 4: Humans & Their Place in the Universe: Earth and

Human Activity: Textbook: 6-8 CA Inspire Science, Grade 8

Objectives:

1. Analyze human impact on the environment.
2. Understand the Sun-Earth-Moon system and seasons.
3. Explore gravity and our solar system.
4. Investigate applications (solar homes, population) and reflect on human influence.

Assignments:

- Lesson 10: Earth and Human Activity: Human Population Growth, People and the Environment. Read Pgs 5-42 and Complete Guided Practice #1-5, and Performance Task Problems.
- Lesson 11: The Sun-Earth-Moon System: Earth's Motion Around the Sun, Lunar Phases, Eclipses. Read Pgs 55-108 and Complete Guided Practice #1-5, and Performance Task Problems.
- Lesson 12: Lab: What Causes Seasons? Complete the Lab Guide.
- Lesson 13: Project 2: STEM Module Project: 7.6 Billion and Counting. Complete the project.
- Lesson 14: Exploring the Universe: Gravity and the Universe. Read Pgs 123-138 and Complete Guided Practice #1-5, and Performance Task Problems.
- Lesson 15: Exploring the Universe Continued: The Solar System. Read Pgs 141-160 and Complete Guided Practice #1-5, and Performance Task Problems.
- Lesson 16: Unit Test. Complete the Unit Test.
- Lesson 17: Lab: Solar Homes. Complete the Lab Guide.
- Lesson 18: Lab Report: Version A or Version B. Complete a lab report using either version A or B.
- Lesson 19: Writing Assignment-Human Influence on Earth's Ecosystems. Complete the Writing Assignment.
- Lesson 20: End of course exam

MS-ESS3-4, MS-ESS1-1, MS-ESS1-2, MS-ESS1-3

ELD.PI.8.1, ELD.PI.8.2, ELD.PI.8.3, ELD.PII.8.1, ELD.PII.8.2, ELD.PII.8.3, ELD.PIII.8.1, ELD.PIII.8.2, ELD.PIII.8.3

Discipline: History/Social Science

Grade level: 8th

Title of courses: United States History 8-1, 8-2

Scope of course: Full Year (2 semesters; 3 trimesters; 4 quarters)

Common Core State Standards: History/Social Science

Textbook & additional resources: US History - American Stories: Beginnings to World War I

Course Overview:

In this two-semester course students will study the ideas, issues, and events from the framing of the U.S. Constitution up to the Second Industrial Revolution. After studying the birth and rise of America's democratic institutions, students examine the shaping and the establishment of the Constitution. Students trace the development of American politics, society, culture, and economy and connect them to the emergence of major regional differences. They learn about the struggles facing the new nation, with an emphasis on the causes, course, and consequences of the Civil War. They make connections between the rise of industrialization and contemporary social and economicconditions.

United States History & Geography 8-1

Module 1: Textbook: US History - American Stories: Beginnings to World War I

Objectives:

1. Learn about the development of Jamestown colony and identify artifacts relating to the Jamestown Settlement.
2. Learn about the role religion played in establishing colonies in New England.
3. Learn about Squanto's early life and his contributions to the lives of the Pilgrims.
4. Synthesize information about the foundations of democracy from primary source documents.
5. Learn how war and witch trials challenged New England colonists in the late 1600s.
6. Understand how diversity influenced events in the Middle Colonies.
7. Discover how forming alliances helped Native American tribes defeat their enemies.
8. Discover why colonists moved to and settled in the Southern Colonies.
9. Explore the connection between resources and economic activities in the colonies.
10. Learn about contact between colonists and the Powhatan from archaeological discoveries.
11. Learn about characteristics of the colonial New England economy.
12. Understand Atlantic trading patterns and their effects on the colonial economy.
13. Understand the characteristics of slavery and the impact of Puritanism in New England.
14. Learn how education and literacy influenced New England society.
15. Learn how studying New England gravestones can provide insight into colonial culture.
16. Trace slavery's development in the Southern Colonies and its role in plantation agriculture.
17. Describe differences between coastal and backcountry regions of the Southern Colonies.
18. Learn how enslaved Africans retained their culture and traditions.
19. Discover why and how the Middle Colonies were able to create a thriving economy.
20. Understand why the Middle Colonies were economically successful and culturally diverse.
21. Learn about religious tolerance and racial tension in the Middle Colonies.
22. Learn how race, gender, and religion affected the colonists' rights and ability to gain wealth.
23. Understand how the Great Awakening and the Enlightenment affected colonial society.
24. Discuss how English parliamentary traditions affected colonial views on government.
25. Discuss the issues of free speech involved in the trial of John Peter Zenger.
26. Learn how conflict over land and fur trading set the stage for the French and Indian War.

27. Understand the events that led to the British victory in the French and Indian War.
28. Analyze the effects of the war on colonial territory and conflict with Native Americans.

Assignments:

- **Lesson 1:** Textbook pp. 84-106. The Thirteen Colonies. Complete all activities listed in the lesson guide.
- **Lesson 2:** Textbook pp. 108-117. The Thirteen Colonies. Complete all activities listed in the lesson guide.
- **Lesson 3:** Textbook pp. 120-139. Colonial Development. Complete all activities listed in the lesson guide.
- **Lesson 4:** Textbook pp. 140-153. Colonial Development. Complete all activities listed in the lesson guide.
- **Lesson 5:** Textbook pp. 155-159. Colonial Development. Complete all activities listed in the lesson guide.

[HSS CONTENT STANDARDS: 8.1, 8.1.1, 8.1.4, 8.2.1, 8.3.7, 8.4.4, 8.6.5, 8.7.1, 8.7.2, 8.7.4]

(CCSS ELA-Literacy: RH.6-8.1, RH.6-8.2, RH.6-8.3, RH.6-8.4, RH.6-8.7, WHST.6-8.1, WHST.6-8.2, WHST.6-8.4, WHST.6-8.7L.8.1, L.8.2, l.8.3, L.8.4, SL.8.2, SL.8.4, SL.8.5)

[ELD: Part I A, 1-4; B, 5-8; C, 9-12; Part II A, 1-2; B, 3-5; C, 6-7]

Module 2: Textbook: US History - American Stories: Beginnings to World War I

Objectives:

1. Analyze how laws passed by British Parliament provoked frustration among the colonists.
2. Identify the financial and political impacts of the Sugar Act and the Currency Act.
3. Learn how the colonists reacted to a new type of tax imposed by the British government.
4. Learn about Benjamin Franklin's experience as a colonial representative in England.
5. Analyze how the Townshend Acts impacted colonial life.
6. Understand how tensions between British soldiers and townspeople led to the Boston Massacre.
7. Learn about the events of the Boston Tea Party and the legacy of protest.
8. Identify artifacts relating to the soldiers of the American Revolution.

9. Analyze the consequences of the Coercive Acts.
10. Analyze how the colonies attempted to achieve peace while anticipating war.
11. Explain how American forces attacked and defended from high ground during key battles, gaining advantage over the British.
12. Analyze how errors prevented the British from taking control of the Hudson River Valley.
13. Explain how victories at Trenton and Saratoga were a turning point for the Continental Army.
14. Analyze how the Continental Army won critical early battles in the American Revolution.
15. Learn how the nation devised a new system of government after the American Revolution.
16. Understand how systems for settlement were created in the Northwest Territory.
17. Understand the effects of an ineffective national government under the Articles of Confederation.
18. Understand why representatives reformed the national government.
19. Evaluate the compromises delegates made when dividing the power in the government.
20. Understand why compromises were made on slavery and trade during the Convention.

Assignments:

- **Lesson 6:** Textbook pp. 168 - 191. The Road to Revolution. Complete all activities listed in the lesson guide.
- **Lesson 7:** Textbook pp. 194 - 209. The Road to Revolution. Complete all activities listed in the lesson guide.
- **Lesson 8:** Textbook pp. 214 - 235. The American Revolution. Complete all activities listed in the lesson guide.
- **Lesson 9:** Textbook pp. 236 - 245. The American Revolution. Complete all activities listed in the lesson guide.
- **Lesson 10:** Textbook pp. 248 - 261. From Confederation to Constitution. Complete all activities listed in the lesson guide.

[HSS CONTENT STANDARDS: 7.11.5, 7.11.6, 8.1, 8.1.1, 8.1.2, 8.1.3, 8.1.4, 8.2.1, 8.2.2, 8.2.3, 8.2.4, 8.2.7, 8.3.1, 8.3.2, 8.3.3, 8.3.5, 8.4.4, 8.9.3]

(CCSS ELA: RH.6-8.1, RH.6-8.2, RH.6-8.3, RH.6-8.6, RH.6-8.7, WHST.6-8.1, WHST.6-8.2, WHST.6-8.4, WHST.6-8.6, WHST.6-8.7, L.8.1, L.8.2, L.8.3, SL.8.4, SL.8.5)

[ELD: Part I A,1- 4; B, 5-6; C, 9-12; Part II A, 1-2; B, 3-5; C, 6-7]

Module 3: Textbook: US History - American Stories: Beginnings to World War I

Objectives:

1. Describe the opposing political philosophies of the leaders who debated ratification.
2. Synthesize information about the debates surrounding the ratification of the Constitution from primary source documents.
3. Understand how the Constitution was amended to protect the rights and liberties of citizens.
4. Analyze the challenges that come with setting up a new government.
5. Explain the purpose and organization of the United States' first Cabinet and court system.
6. Analyze the economic ideas of Alexander Hamilton and Thomas Jefferson.
7. Learn how art can be used to interpret history.
8. Understand how conflicts between Thomas Jefferson and Alexander Hamilton led to the two-party system in the United States.
9. Understand how the United States government dealt with foreign and domestic skirmishes.
10. Understand the main arguments made in George Washington's Farewell Address.
11. Analyze how John Adams's administration handled diplomatic problems overseas and worked to silence critics in the United States.
12. Understand Thomas Jefferson's vision for America and how he implemented it.
13. Learn about Thomas Jefferson's life and accomplishments outside of politics.
14. Learn how the Supreme Court tested the principle of checks and balances of power.
15. Analyze Thomas Jefferson's decision to expand the United States with the Louisiana Purchase.
16. Describe the geographic information Lewis and Clark discovered about the western territory.
17. Learn about Robert Reid's experiences as a National Geographic Digital Nomad.

Assignments:

- **Lesson 11:** Textbook pp. 262 – 267. From Confederation to Constitution. Complete all activities listed in the lesson guide.
- **Lesson 12**: The Constitution - Document Based Essay. Complete all activities listed in the lesson guide.
- **Lesson 13**: The Constitution - Document Based Essay. Complete all activities listed in the lesson guide.
- **Lesson 14:** Textbook pp. 276 - 293. Growing Pains and the New Republic. Complete all activities listed in the lesson guide.

- **Lesson 15**: Textbook pp. 296 - 317. The Jefferson Years. Complete all activities listed in the lesson guide.

[HSS CONTENT STANDARDS: 8.2.2; 8.2.3; 8.2.4; 8.2.6; 8.2.7; 8.3.3; 8.3.4; 8.3.5; 8.4.1; 8.4.2; 8.4.4; 8.5.1; 8.5.2; 8.8; 8.8.2]

(CCSS ELA: RH.6-8.1, RH.6-8.2, RH.6-8.3, WHST.6-8.1, WHST.6-8.2, WHST.6-8.4, WHST.6-8.7, WHST.6-8.8, WHST.6-8.9, WHST.6-8.10, L.8.1, L.8.2, L.8.3, SL.8.2, SL.8.3)

[ELD: Part I A, 1-4; B, 5-8; C, 9-12; Part II A, 1-2; B, 3-5; C, 6-7]

Module 4: Textbook: US History - American Stories: Beginnings to World War I

Objectives:

1. Describe Thomas Jefferson's foreign policy decisions and their consequences.
2. Understand the impact of territorial expansion on Native Americans.
3. Understand the political and economic causes and consequences of the War of 1812.
4. Synthesize information about the Monroe Doctrine from primary source documents.
5. Explore how ideals about womanhood and motherhood shaped women's lives in the new republic.

Assignments:

- **Lesson 16:** Textbook pp. 318 - 323. The Jefferson Years. Complete all activities listed in the lesson guide.
- **Lesson 17:** Textbook pp. 326 - 341. Expansion and Growth. Complete all activities listed in the lesson guide.
- **Lesson 18:** Textbook pp. 342 - 349. Expansion and Growth. Complete all activities listed in the lesson guide.
- **Lesson 19:** Study Guide. Complete all activities listed in the lesson guide.
- **Lesson 20:** Take the Illuminate End of Course Exam. See your teacher for the exam access code and your student ID. Return all textbooks and course materials once you have passed the final exam.

[HSS CONTENT STANDARDS: 8.1.4, 8.4.1, 8.4.2, 8.4.3, 8.4.4, 8.5.1, 8.5.2, 8.5.3, 8.6.2, 8.6.4, 8.6.5,

8.6.6, 8.7.1, 8.7.2, 8.8.4, 8.9.5, 8.9.6, 8.10.1, 8.10.2, 8.12.3, 8.12.4]

(CCSS ELA: RH.6-8.1, RH.6-8.2, RH.6-8.3, RH.6-8.4, RH.6-8.8, WHST.6-8.2, WHST.6-8.4, WHST.6-8.9, WHST.6-8.10, L.8.1, L.8.2, L.8.3)

[ELD: Part I A, 1-4; B, 5-8; C, 9-12; Part II A, 1-2; B, 3-5; C, 6-7]

United States History & Geography 8-2

Module 1: Textbook: US History - American Stories: Beginnings to World War I

Objectives:

1. Learn how political party differences influenced the 1828 election.
2. Identify the geographical and technological challenges of building the canal.
3. Study a primary source: excerpt from a description of experiences on the Erie Canal, 1829.
4. Learn about the reforms Andrew Jackson made early in his presidency.
5. Understand how tariffs led to tension between the North and South.
6. Analyze how westward expansion into Native American lands affected Native Americans.
7. Learn how Native Americans reacted to forced relocation by the United States government.
8. Analyze the effects of President Jackson's defiance of the Supreme Court's ruling.
9. Analyze how the country's economy went from growing prosperity to economic depression.
10. Understand how the Whig Party formed before the election of 1840.
11. Learn how the lure of adventure and possibility changed the economic landscape of the West.
12. Synthesize information about westward expansion from primary sources and an artifact.
13. Describe the challenges Americans faced as they traveled overland to the West.
14. Describe how the lives of pioneers and Native Americans changed as a result of people moving west.
15. Describe the settlement of the Texas territory in the early 1800s.
16. Identify causes and effects of the Texas War for Independence.
17. Examine conflicting viewpoints as Texas progressed toward statehood.
18. Learn about the similarities and differences between opposing leaders in the Texas War for Independence.

19. Explain how Texas statehood led to war between the United States and Mexico.
20. Chronicle events leading up to the United States victory in the Mexican-American War.
21. Discover how the United States acquired lands that fulfilled the idea of manifest destiny.
22. Describe how Spanish and Mexican missions and ranchos influenced the history and culture of California.
23. Explain why the population of California increased dramatically in the late 1840s.
24. Explain how and why California became a state.
25. Analyze factors that drew immigrants to the United States during the mid-1800s.
26. Examine why many Europeans emigrated from their home countries in the 19th century.
27. Learn how the North and the South clashed over slavery in new territories and states.
28. Learn how the *Dred Scott* decision and the Harpers Ferry attack inflamed views on slavery.

Assignments:

- **Lesson 1:** Textbook pp. 360 - 377. Pushing National Boundaries – The Age of Jackson. Complete all activities listed in the lesson guide.
- **Lesson 2:** Textbook pp. 380 - 407. Pushing National Boundaries – Manifest Destiny. Complete all activities listed in the lesson guide.
- **Lesson 3:** Textbook pp. 408 - 419. Pushing National Boundaries – Manifest Destiny continued. Complete all activities listed in the lesson guide.
- **Lesson 4:** Textbook pp. 422 - 451. Pushing National Boundaries – The Changing American Identity. Complete all activities listed in the lesson guide.
- **Lesson 5:** Textbook pp. 460 – 471. Civil War and Reconstruction - A Broken Nation. Complete all activities listed in the lesson guide.

[HSS CONTENT STANDARDS: 8.4, 8.4.3, 8.4.4, 8.5.2, 8.6.2, 8.6.3, 8.6.6, 8.6.7, 8.7.2, 8.7.3, 8.7.4, 8.8.1, 8.8.2, 8.8.3, 8.8.4, 8.8.5, 8.8.6, 8.9, 8.9.1, 8.9.2, 8.9.4, 8.9.5, 8.9.6, 8.10.1, 8.10.2, 8.10.4, 8.12.1,8.12.5, 8.12.6, 8.12.7]

(CCSS ELA: RH.6-8.1, RH.6-8.4, RH.6-8.5, RH.6-8.6, RH.6-8.10, WHST.6-8.1, WHST.6-8.2, WHST.6-8.4, WHST.6-8.6, WHST.6-8.7, L.8.1, L.8.2, L.8.3)

[ELD: Part I A, 1-4; B, 5-8; C, 9-12; Part II A, 1-2; B, 3-5; C, 6-7]

Module 2: Textbook: US History - American Stories: Beginnings to World War I

Objectives:

1. Describe the divisive issues in the presidential election of 1860 and the election's outcome.
2. Learn how the 1860 election led directly to the founding of the Confederate States of America.
3. Discuss how reconciliation failed, bringing the North and the South to the brink of war.
4. Describe the role of the attack on Fort Sumter and the importance of border states in the Civil War.
5. Describe how the Battle of Bull Run affected the course of the Civil War.
6. Describe how divided family loyalties and improved weapons affected Civil War soldiers.
7. Explain how women's roles changed during the Civil War.
8. Explain how strengths and weaknesses of both sides influenced strategies during the Civil War.
9. Explain how geographic factors influenced the outcome of the Civil War.
10. Describe the Union's purpose for targeting eastern and western parts of the Confederacy.
11. Describe how the battles of Antietam and Fredericksburg affected the course of the war.

Assignments:

- **Lesson 6:** Textbook pp. 472 - 477. Civil War and Reconstruction – A Broken Nation. Complete all activities listed in the lesson guide.
- **Lesson 7:** The Civil War – Document Based Question Essay. Complete all activities listed in the lesson guide.
- **Lesson 8:** The Civil War – Document Based Question Essay. Lesson topic/chapter title. Complete all activities listed in the lesson guide.
- **Lesson 9:** Textbook pp. 480 - 508. Civil War and Reconstruction – Beginnings of the War. Complete all activities listed in the lesson guide.
- **Lesson 10:** Textbook pp. 504 - 511. Civil War and Reconstruction – Beginnings of the War. Complete all activities listed in the lesson guide.

[HSS CONTENT STANDARDS: 8.7.2, 8.10, 8.10.2, 8.10.3, 8.10.4, 8.10.5, 8.10.6, 8.10.7]

(CCSS ELA: RH.6-8.1, RH.6-8.2, RH.6-8.4, RH.6-8.5, RH.6-8.6, RH.6-8.9, WHST.6-8.1, WHST.6-8.2, WHST.6-8.4, WHST.6-8.7, WHST.6-8.8, WHST.6-8.9, WHST.6-8.10, L.8.1, L.8.2, L.8.3, SL.8.2, SL.8.3)

[ELD: Part I A, 1-4; B, 5-8; C, 9-12; Part II A, 1-2; B, 3-5; C, 6-7]

Module 3: Textbook: US History - American Stories: Beginnings to World War I

Objectives:

1. Learn how the Civil War ended and describe the war's human and financial costs.
2. Discover the historical importance of Ball's Bluff National Cemetery, one of the nation's smallest national cemeteries.
3. Describe amendments ending slavery, Lincoln's plan for unity, and Lincoln's assassination.
4. Learn about the human, economic, and political consequences of the Civil War.
5. Analyze the goals and methods of the Republicans' Radical Reconstruction. plan.
6. Describe the impact of Reconstruction on African-American political participation, religion, and family life.
7. Discuss the efforts of groups to empower and educate freed African Americans.
8. Trace the development of southern resistance to Reconstruction through the rise of the KKK.
9. Analyze the effects of Grant's election and the 15th Amendment on Reconstruction.
10. Analyze social, political, and economic factors that led to the end of Reconstruction.
11. Learn how the influx of miners to the West affected the land and the lives of native people.
12. Explore the cause of the cattle boom and the technologies and people that made it possible.
13. Analyze the rapid migration of homesteaders to the West and the rise of bonanza farms.
14. Describe home and community life of families who farmed the prairie in the late 1800s.
15. Identify how farmers increased their economic and political power after the Civil War.
16. Analyze causes and effects of relocating Great Plains Native Americans onto reservations.
17. Learn how Joel Sartore uses photography to educate people about endangered animals.
18. Analyze the federal government's attempts to relocate western Native Americans.
19. Learn about the Native American wars and efforts to "Americanize" Native Americans.
20. Describe experiences of immigrants to the United States in the late 1800s and early 1900s.

Assignments:

- **Lesson 11:** Textbook pp. 514-527. Civil War and Reconstruction – Turning Points of the War. Complete all activities listed in the lesson guide.

- **Lesson 12:** Textbook pp. 528-541. Civil War and Reconstruction - Turning Points of the War. Complete all activities listed in the lesson guide.
- **Lesson 13:** Textbook pp. 544 - 565. Civil War and Reconstruction - Reconstruction and the New South. Complete all activities listed in the lesson guide.
- **Lesson 14:** Textbook pp. 574 - 590. America on the Move – Westward Movement. Complete all activities listed in the lesson guide.
- **Lesson 15:** Textbook pp. 610 – 639. America on the Move - Industrialization and Immigration. Complete all activities listed in the lesson guide

[HSS CONTENT STANDARDS: 8.3.1, 8.6.4, 8.6.5, 8.6.7, 8.7.2, 8.8.2, 8.8.3, 8.8.4, 8.9.1, 8.9.2, 8.9.6, 8.10.2, 8.10.4, 8.10.5, 8.10.6, 8.10.7, 8.11.1, 8.11.2, 8.11.3, 8.11.4, 8.11.5, 8.12.1, 8.12.2, 8.12.3, 8.12.5, 8.12.6, 8.12.7, 8.12.8, 8.12.9]

(CCSS ELA-LITERACY: RH.6-8.1, RH.6-8.2, RH.6-8.3, RH.6-8.4, RH.6-8.5, RH.6-8.6, RH.6-8.7, RH.6-8.10WHST.6-8.1, WHST.6-8.2, WHST.6-8.4, WHST.6-8.7, WHST.6-8.8, WHST.6-8.9, WHST.6-8.10, L.8.1, L.8.2, L.8.3, L.8.6, SL.8.3, SL.8.4, SL.8.6)

[ELD: Part I A, 1-4; B, 5-8; C, 9-12; Part II A, 1-2; B, 3-5; C, 6-7]

Module 4: Textbook: US History - American Stories: Beginnings to World War I

Objectives:

1. Learn about discrimination aimed at African Americans and Asian immigrants.
2. Understand the effects of the Supreme Court's ruling in the case of *Plessy* v. *Ferguson*.
3. Learn about the strategies African-American leaders used to fight segregation
4. Discuss working conditions for many Americans in the late 1800s and early 1900s.
5. Understand the rise of unions and factors that prompted railroad strikes in the late 1800s.
6. Discuss growth of labor unrest and response from employers and the federal government.
7. Describe how exploitive business practices led to populism and progressivism.
8. Explain how muckrakers used journalism to reveal corruption in government and industry.
9. Discuss how progressives used the power of the voting public to bring about reforms.
10. Describe the impact of Theodore Roosevelt's presidency on business reform, consumer protection, and conservation.
11. Describe progressive reforms during Taft's presidency.
12. Identify ways President Wilson carried out progressive reforms.

13. Describe how businesses increased efficiency and productivity during the Progressive Era.
14. Explain how and why women's roles changed during the Progressive Era.
15. Identify ways that women played key roles in bringing about progressive reforms.
16. Describe the people, organizations, and events that led to the passage of the 19th Amendment.
17. Analyze why the United States acquired Alaska and Hawaii.
18. Explain how newspaper reports played a role in starting the Spanish-American War.
19. Recognize the reasons that both sides had for fighting the Filipino-American War.
20. Describe how U.S. foreign policy affected countries in Latin America and Asia.
21. Explain how building the Panama Canal presented engineering and health challenges.

Assignments:

- **Lesson 16:** Textbook pp. 640 - 651. America on the Move - Industrialization and Immigration. Complete all activities listed in the lesson guide.
- **Lesson 17:** Textbook pp. 654 - 677. America on the Move – The Progressive Era. Complete all activities listed in the lesson guide.
- **Lesson 18:** Textbook pp. 678 - 693. America on the Move – The Progressive Era. Complete all activities listed in the lesson guide.
- **Lesson 19:** Study Guide. Complete all activities listed in the lesson guide.
- **Lesson 20:** Take the End of Course Exam in Illuminate. See your teacher for the exam access code and your student ID. Return all textbooks and course materials.

[HSS CONTENT STANDARDS: 8.6.6, 8.8.3, 8.11.2, 8.11.3, 8.11.4, 8.12.1, 8.12.3, 8.12.4, 8.12.5, 8.12.6, 8.12.8, 8.12.9]

(CCSS ELA-LITERACY: RH.6-8.1, RH.6-8.2, RH.6-8.3, RH.6-8.4, WHST.6-8.1, WHST.6-8.2, WHST.6-8.4, WHST.6-8.6, WHST.6-8.7, WHST.6-8.9, L.8.1, L.8.2, L.8.3)

[ELD: Part I A, 1-4; B, 5-8; C, 9-12; Part II A, 1-2; B, 3-5; C, 6-7]

APPENDIX LL

HIGH SCHOOL SAMPLE CURRICULUM SCOPE AND SEQUENCE

Scope, Sequence & Assignments- English 10

Discipline: English

Grade level: 10th

Title of course: English 3, 4

Scope of course: Full Year (2 semesters)

Common Core State Standards: English 9, 10

Textbook & Materials: California myPerspectives Grade 10 (2022)

Overview:

In this two-semester course, the students will explore many themes, such as fear, belonging, and forgiveness, to address Essential Questions like, "Do people need to belong? What motivates us to forgive?" They will examine reflection questions that activate prior knowledge, personal experiences, and engage them with the required readings. Activities will focus on analysis, making historical connections with classic literature, as well as developing reading, vocabulary, and writing skills that are aligned with the California Common Core Standards. Students will grapple with the themes using a variety of content including poetry, short stories, novel excerpts, videos, and online resources.

This course is required for all students in grade ten. The course content includes the thematic study of literature throughout various genres. Activities interrelate reading, writing, oral communication, and language study, which includes grammar, usage, and standard forms of American English. A variety of writing types are emphasized throughout the course, so students can write and speak using conventions of English grammar and usage correctly.

English 3: Module 1: Inside the Nightmare

Objectives:

1. Students will cite strong and thorough evidence from informational text to support analysis.
2. Students will determine the meaning of words and phrases in text (figurative, connotative, and technical meanings) and analyze the overall impact of word choice on meaning and tone.
3. Students will cite strong and thorough evidence from literary text to support analysis.
4. Students will analyze how an author's choices about how to structure text, order events and manipulate time create intended effects.
5. Students will correct grammar and usage when writing or speaking.
6. Students will analyze figurative language, word relationships and nuances in word meanings.
7. Students will analyze a specific point of view or cultural experience in world literature.

8. Students will correct capitalization, punctuation, and spelling to send a clear message to their reader.

English 3: Module 1 Assignments:

- Activity 1.1: “Scream Machines” on Achieve3000 - Complete all activities listed in the student guide.
- Activity 1.2: “House Taken Over” First Read - Complete all activities listed in the student guide.
- Activity 1.3: “House Taken Over” Close Read - Complete all activities listed in the student guide.
- Activity 1.4: Poetry Choice First Read - Complete all activities listed in the student guide.
- Activity 1.5: “Why do some brains enjoy fear?” First Read - Complete all activities listed in the student guide.

[CA State CCSS Standards 9-10]

(CCSS: RL.9-10.1, 9-10.2, 9-10.4, 9-10.5, 9-10.6, 9-10.7, 9-10.9; W.9-10.1,9-10.4, 9-10.8, 9-10.9; L.9-10.1, 9-10.2, 9-10.3, 9-10.4, 9-10.5, 9-10.6; RI.9-10.1, 9-10.3, 9-10.4, 9-10.5, 9-10.8)

[ELD: Part 1, A 1-4; Part 1, B 5-8; Part 1, C 10-12; Part 2, A 1, 2; Part 2, B 3-5; Part 2, C 6, 7]

English 3: Module 2: Outsiders and Outcasts

Objectives:

1. Students will cite strong and thorough evidence from literary text to support analysis.
2. Students will determine the theme or central idea of a literary text. Students will analyze the development of the theme or central idea over the course of the text (how it emerges and is shaped and refined by details). Students will objectively summarize a literary text.
3. Students will determine the meaning of words and phrases in text (figurative, connotative, and technical meanings). Students will analyze the overall impact of word choice on meaning and tone.
4. Students will write an analysis of substantive topics or texts, using valid reasoning and sufficient evidence.
5. Students will cite strong and thorough evidence from literary text to support analysis.
6. Students will determine the meaning of words and phrases in text (figurative, connotative, and technical meanings). Students will analyze the overall impact of word choice on meaning and tone.

7. Students will write an analysis of substantive topics or texts, using valid reasoning and sufficient evidence.
8. Students will use a variety of strategies to determine the meaning of unknown or multiple-meaning words and phrases.
9. Students will cite strong and thorough evidence from informational text to support analysis.
10. Students will analyze how an author unfolds an analysis or series of ideas (including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them).
11. Students will identify the argument and specific claims in a text. Students will evaluate the argument and specific claims in a text (assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims). Students will identify false statements and flawed reasoning.
12. Students will use correct grammar and usage when writing or speaking. Students will use a style manual appropriate for the discipline and type of writing.
13. Students will use a variety of strategies to determine the meaning of unknown or multiple-meaning words and phrases.
14. Students will analyze figurative language, word relationships and nuances in word meanings.
15. Students will cite strong and thorough evidence from informational text to support analysis.
16. Students will determine the meaning of words and phrases in text (figurative, connotative, and technical meanings). Students will analyze the overall impact of word choice on meaning and tone.
17. Students will analyze how the author's ideas or claims are developed and refined by other sections of text (sentences, paragraphs, or larger portions of text).
18. Students will gather relevant information from a variety of authoritative sources. Students will use advanced searched effectively. Students will assess the usefulness of each source in answering the research question.
19. Students will use correct grammar and usage when writing or speaking.
20. Students will use a variety of strategies to determine the meaning of unknown or multiple-meaning words and phrases.
21. Students will compare and contrast the representation of a subject or scene in two different mediums (including what is emphasized or absent in each treatment).
22. Students will analyze how an author uses and transforms source material in a specific work.
23. Students will select evidence from literary informational texts to support analysis, reflection, and research.

Assignments:

- Activity 2.1: “The Doll’s House” First Read - Complete all activities listed in the student guide.
- Activity 2.2: “The Doll’s House" Close Read - Complete all activities listed in the student guide.
- Activity 2.3: “Revenge of the Geeks” First Read - Complete all activities listed in the student guide.
- Activity 2.4: “Encountering the Other: The Challenge for the 21st Century” First Read - Complete all activities listed in the student guide.
- Activity 2.5: Comparison Project - Complete all activities listed in the student guide.

[CA State CCSS Standards 9-10]

(CCSS: RL.9-10.1, 9-10.2, 9-10.4, 9-10.7, 9-10.9; W.9-10.1,9-10.4, 9-10.8, 9-10.9; L.9-10.1, 9-10.2, 9-10.3, 9-10.4, 9-10.5, RI.9-10.1, 9-10.3, 9-10.4, 9-10.5, 9-10.8)
[ELD: Part 1, A 1-4; Part 1, B 5-8; Part 1, C 10-12; Part 2, A 1, 2; Part 2, B 3-5; Part 2, C 6, 7]

English 3: Module 3: Extending Freedom’s Reach

Objectives:

1. Students will cite strong and thorough evidence from informational text to support analysis.
2. Students will determine an author’s point of view of purpose in text. Students will analyze how an author uses rhetoric to advance his/her point of view or purpose.
3. Students will identify the argument and specific claims in a text. Students will evaluate the argument and specific claims in a text (assessing whether the reasoning is sound, and the evidence is relevant and sufficient to support the claims). Students will identify false statements and flawed reasoning.
4. Students will analyze important US historical documents and literary texts for related themes and concepts.
5. Students will evaluate a speaker’s ideas. Students will identify fallacious reasoning, exaggeration, or distorted evidence.
6. Students will use correct grammar and usage when writing or speaking.
7. Students will analyze accounts of the same subject from different mediums to determine which details are emphasized.

8. Students will accurately use 9th /10th grade academic vocabulary to express their ideas. Students will use resources to build vocabulary.
9. Students will cite strong and thorough evidence from literary text to support analysis.
10. Students will analyze a specific point of view or cultural experience in world literature.
11. Students will analyze figurative language, word relationships and nuances in word meanings.
12. Students will determine the meaning of words and phrases in text (figurative, connotative, and technical meanings). Students will analyze the overall impact of word choice on meaning and tone.
13. Students will use correct capitalization, punctuation and spelling to send a clear message to the reader.
14. Students will analyze how an author's choices about how to structure text, order events and manipulate time create intended effects.
15. Students will analyze a specific point of view or cultural experience in world literature.
16. Students will use correct grammar and usage when writing or speaking.
17. Students will analyze figurative language, word relationships and nuances in word meanings.
18. Students will write a well-structured, detailed narrative about real or imagined events or experiences.
19. Students will use precise words, details, and sensory language to create a mental picture in their narrative.

Assignments:

- Activity 3.1: "Speech at the United Nations" by Malala Yousafzai First Read - Complete all activities listed in the student guide.
- Activity 3.2: Diane Sawyer Interviews Malala Yousafzai - Complete all activities listed in the student guide.
- Activity 3.3: "Caged Bird" by Maya Angelou and "Some Advice to Those Who Will Serve Time in Prison" by Nazim Hikmet First Read - Complete all activities listed in the student guide.
- Activity 3.4: "Caged Bird" by Maya Angelou and "Some Advice to Those Who Will Serve Time in Prison" by Nazim Hikmet Close Read - Complete all activities listed in the student guide.
- Activity 3.5: Author's Style & Writing a Poem - Complete all activities listed in the student guide.

[CA State CCSS Standards 9-10]

(CCSS: RI.9-10.1, 9-10.4, 9-10.6, RI.9-10.7, 9-10.8, 9-10.9; RL.9-10.1, 9-10.4, 9-10.5, 9-10.6; SL.9-10.3; L.9-10.1, 9-10.2, 9-10.4, 9-10.5, 9-10.6; W.9-10.3, 9-10.4, 9-10.7)

[ELD: Part 1, A 1-4; Part 1, B 5-8; Part 1, C 10-12; Part 2, A 1, 2; Part 2, B 3-5; Part 2, C 6, 7]

English 3 Module 4: Informational Essay and Presentation

Objectives:

1. Students will produce clear and coherent writing appropriate to task, purpose, and audience.
2. Students will adjust my writing practices for different timeframes, tasks, purposes, and audiences.
3. Students will conduct research projects to answer a question or solve a problem. Students will narrow or broaden my inquiry appropriately. Students will synthesize multiple sources on a subject.
4. Students will gather relevant information from a variety of authoritative sources. Students will use advanced searched effectively. Students will assess the usefulness of each source in answering the research question. Students will selectively integrate information into the text, maintaining the flow of the piece. Students will follow a standard format for citation.
5. Students will select evidence from literary informational texts to support analysis, reflection, and research.
6. Students will adjust their writing practices for different timeframes, tasks, purposes, and audiences.
7. Students will write an analysis of substantive topics or texts, using valid reasoning and sufficient evidence.
8. Students will use the writing process to focus on what is most significant for a specific purpose and audience.
9. Students will use technology to produce, publish, and update writing products. Students will use technology to link to and display information flexibly.

Assignments:

- Activity 4.1: Unpacking the Prompt - Complete all activities listed in the student guide.
- Activity 4.2: Research and Evidence - Complete all activities listed in the student guide.
- Activity 4.3: Outline and Rough Draft - Complete all activities listed in the student guide.
- Activity 4.4: Revising, Editing, & Final Draft - Complete all activities listed in the student guide.

- Activity 4.5: Informational Media Presentation – Complete all activities listed in the student guide.
- End of Course Exam – Complete Final Exam on Illuminate.

[CA State CCSS Standards 9-10]

(CCSS: W.9-10.1.A, 9-10.1.B, 9-10.1.C, 9-10.1.D, 9-10.1.E, 9-10.4, 9-10.5, 9-10.6, 9-10.7, 9-10.8, 9-10.9, 9-10.10)

[ELD: Part 1, A, 1, 2, 3; B, 5, 6; C, 9, 10, 11, 12; Part 2, A, 1, 2; B, 3, 4, 5; C, 6, 7]

English 4 Module 1: All That Glitters

Objectives:

1. Students will cite strong and thorough evidence from informational text to support analysis.
   Students will determine the meaning of words and phrases in text (figurative, connotative, and technical meanings) and will analyze the overall impact of word choice on meaning and tone.
2. Students will use a variety of strategies to determine the meaning of unknown or multiple-meaning words and phrases.
3. Students will determine an author's point of view of purpose in text and analyze how an author uses rhetoric to advance his/her point of view or purpose.
4. Students will use a variety of strategies to determine the meaning of unknown or multiple-meaning words and phrases.
5. Students will analyze how an author's choices about how to structure text, order events an manipulate time create intended effects.
6. Students will analyze how author's ideas or claims are developed and refined by other sections of text (sentences, paragraphs, or larger portions of text).

English 4 Assignments:

- Activity 1.1: Achieve3000 Level Set & 5-Step Article – Complete all activities assigned in the student guide.
- Activity 1.2: "In La Rinconada, Peru" First Read - Complete all activities assigned in the student guide.
- Activity 1.3: "In La Rinconada, Peru" Close Read - Complete all activities assigned in the student guide.
- Activity 1.4: "The Thrill of the Chase" First Read – Complete all activities assigned in the student guide.
- Activity 1.5: "The Thrill of the Chase" Close Read – Complete all activities assigned in the student guide.

[CA State CCSS Standards 9-10]

(CCSS: RI.9-10.1, 9-10.3, 9-10.4, 9-10.5, 9-10.6; RL. 9-10.5; L.9-10.4, 9-10.4,
[ELD: Part 1, A, 1, 3; Part 1, B, 5, 6, 7, 8; Part 1, C, 9, 10, 11, 12; Part 2, A, 1, 2; Part 2, B, 3, 4, 5; Part 2 C, 6, 7]

Module 2: Outsiders and Outcasts

Objectives:

1. Students will cite strong and thorough evidence from literary text to support analysis.
2. Students will determine a theme or central idea of a text and analyze in detail its development over the course of the text.
3. Students will analyze how complex characters develop, interact with other characters and advance the plot or theme.
4. Students will determine the meaning of words and phrases in text (figurative, connotative, and technical meanings) and analyze the overall impact of word choice on meaning and tone.
5. Students will determine the theme or central idea of a text and analyze the development of the theme or central idea over the course of the text (how it emerges and is shaped and refined by details). Students will objectively summarize an informational text.
6. Students will determine the meaning of words and phrases in text (figurative, connotative, and technical meanings) and will analyze the overall impact of word choice on meaning and tone.
7. Students will analyze accounts of the same subject from different mediums to determine which details are emphasized.
8. Students will use correct grammar and usage when writing or speaking.
9. Students will produce clear and coherent writing appropriate to task, purpose an audience.
10. Students will use a variety of strategies to determine the meaning of unknown or multiple-meaning words and phrases.
11. Students will accurately use 9th /10th grade academic vocabulary to express ideas and will use resources to build vocabulary.

Assignments:

- Activity 2.1: “They Are Hostile Nations” & “Under A Certain Little Star” First Read - Complete all activities assigned in the student guide.
- Activity 2.2: “Let South Africa Show the World How to Live” by Desmond Tutu First Read - Complete all activities assigned in the student guide.
- Activity 2.3: “Let South Africa Show the World How to Live” by Desmond Tutu Close Read - Complete all activities assigned in the student guide.
- Activity 2.4: “The Forgiveness Project” by Eric Lomax First Read – Complete all activities assigned in the student guide.

- Activity 2.5: “Understanding Forgiveness” Project – Complete all activities assigned in the student guide.

[CA State CCSS Standards 9-10]

(CCSS: RL.9-10.1, 9-10.2, 9-10.3, 9-10.4, 9-10.7; RI. 9-10.1, 9-10.2, 9-10.4, 9-10.7; L.9-10.1, 9-10.1.B, 9-10.4a, 9-10. 6; W.9-10.4, 9-10.9.B)

[ELD: Part 1, A, 3; Part 1, B, 5, 6, 7, 8; Part 1, C, 10, 11, 12; Part 2, A, 1, 2; Part 2, C, 6, 7]

English 4 Module 3: Blindness and Sight

Objectives:

1. Students will cite strong and thorough evidence from informational text to support analysis.
2. Students will integrate multiple sources of information in various media or formats and evaluate the credibility and accuracy of sources.
3. Students will evaluate a speaker’s ideas and identify fallacious reasoning, exaggeration, or distorted evidence.
4. Students will determine the theme or central idea of a text and will analyze the development of the theme or central idea over the course of the text. Students will objectively summarize an informational text.
5. Students will determine the meaning of words and phrases in text (figurative, connotative, and technical meanings) and analyze the overall impact of word choice on meaning and tone.
6. Students will determine the theme or central idea of a text and will analyze the development of the theme or central idea over the course of the text. Students will objectively summarize a literary text.
7. Students will compare and contrast the representation of a subject or scene in two different mediums (including what is emphasized or absent in each treatment).
8. Students will select evidence from literary informational texts to support analysis, reflection and research.

Assignments:

- Activity 3.1: “Just Six Dots: The Story of Braille” First Read – Complete all activities listed in the student guide.
- Activity 3.2: “View from the Empire State Building” by Helen Keller First Read - Complete all activities listed in the student guide.
- Activity 3.3: “View from the Empire State Building” by Helen Keller Close Read - Complete all activities listed in the student guide.

- Activity 3.4: “The Country of the Blind” by H.G. Wells First Read - Complete all activities listed in the student guide.
- Activity 3.5: Introduction to Sonnets - Complete all activities listed in the student guide.

[CA State CCSS Standards 9-10]

(CCSS: RI.9-10.1, 9-10.2, 9-10.4; RL.9-10.1,9-10.2, 9-10.7; SL.9-10.2, 9-10.3; W.9-10.A)
[ELD: Part 1, A, 3; Part 1, B, 6, 7, 8; Part 1, C, 9, 10; Part 2, A, 1, 2; Part 2, C, 6, 7]

English 4 Module 4: Argumentative Essay and Presentation

Objectives:

1. Students will produce clear and coherent writing appropriate to task, purpose, and audience.
2. Students will adjust their writing practices for different timeframes, tasks, purposes, and audiences.
3. Students will conduct research projects to answer a question or solve a problem. Students will narrow or broaden my inquiry appropriately. Students will synthesize multiple sources on a subject.
4. Students will gather relevant information from a variety of authoritative sources. Students will use advanced searches effectively. Students will assess the usefulness of each source in answering the research question. Students will selectively integrate information into the text, maintaining the flow of the piece. Students will follow a standard format for citation.
5. Students will select evidence from literary informational texts to support analysis, reflection, and research.
6. Students will write an analysis of substantive topics or texts, using valid reasoning and sufficient evidence.
7. Students will write a clear claim(s) and distinguish it from a different or opposing claims. Students will organize their argument to show clear connections between the claim(s), counterclaim(s), reasons and evidence.
8. Students will provide evidence that supports both the claim(s) and the counterclaim(s) and points out the pros and cons of each. Students will provide evidence in a way that anticipates what the audience is thinking about issues.
9. Students will use the writing process to focus on what is most significant for a specific purpose and audience.
10. Students will use words, phrases, and clauses to clearly show how claims, counterclaims, reasons, and evidence fit together.
11. Students will use formal words and language to write about an issue or topic.
12. Students will end their writing with a concluding statement that backs up the claims in their argument.

13. Students will use technology to produce, publish, and update writing products. Students will use technology to link to and display information flexibly.

Assignments:

- Activity 4.1: Unpacking the Prompt - Complete all activities listed in the student guide.
- Activity 4.2: Research and Evidence - Complete all activities listed in the student guide.
- Activity 4.3: Outline and Rough Draft - Complete all activities listed in the student guide.
- Activity 4.4: Revising, Editing, & Final Draft - Complete all activities listed in the student guide.
- Activity 4.5: Informational Media Presentation – Complete all activities listed in the student guide.
- End of Course Exam – Complete Final Exam on Illuminate.

[CA State CCSS Standards 9-10]

(CCSS: RI.9-10.4; W.9-10.1, 9-10.4, 9-10.5, 9-10.6, 9-10.7, 9-10.8, 9-10.9, 9-10.10; L.9-10.1, 9-10.2, 9-10.4)
[ELD: Part 1, A 2-4; B 5-8; C 9-12; Part 2, A 1, 2; B 3-5]

Scope, Sequence & Assignments – Integrated Mathematics II

Discipline: Mathematics

Grade level: 10th

Title of course: Integrated Math 2a, 2b

Scope of course: Full Year (2 semesters; 3 trimesters; 4 quarters)

Common Core State Standards: Integrated Math 2 standards

Textbook & Materials: Integrated Mathematics II, Pearson/Savvas

Course Overview:

This course is designed to have students take the mathematics knowledge they obtained in middle school and formalize their learning while expanding upon it. Through independent exploration, teacher facilitated workshops, and various homework assignments, students will be asked to conceptualize standards ranging from Algebra to Statistics and Probability. In so doing, students will build upon their knowledge of mathematics by focusing on six significant areas: (1) understanding numerical manipulation to algebraic manipulation; (2) synthesize understanding of function; (3) deepen and extend understanding of linear relationships; (4) apply linear models to data that exhibit a linear trend; (5) establish criteria for congruence based on rigid motions; and (6) apply the Pythagorean Theorem to the coordinate plane. Activities involving these important areas will allow students to actively address the eight Mathematical Practices as outlined in the California Common Core Mathematics for Integrated Mathematics 1.

Units

- Arithmetic to Algebra
- Expressions and Equations

In this unit, students will explore the key learning habits of seeking patterns, as well as algebraic and analytic extension. The Table of Arithmetic uses the addition and multiplication tables to help students learn about adding and multiplying integers as well as the basic rules of arithmetic. Students look for patterns in the addition and multiplication tables and then use these patterns to discover rules for arithmetic with negative integers. The number line

proves that the rules of integers apply to real numbers. Students will explore the reasons why basic arithmetic algorithms work. Students will investigate that algebra is not only about finding a method that works, but also it involves discovering why such method works. Students will use substitution to see why equations and identities might be true. Students will solve equations using a backtracking method where this involves undoing each series of mathematical steps in reverse order to find the starting number. With the use of word problems, students interpret situations in order to build equations.

At the close of this unit, before completing questions that review the unit and prepare them for a unit test, students are asked to answer specific questions that allow them to reflect on what they have learned throughout the unit. This allows students to make sense of various problems and justify their answers by using modeling, appropriate tools, and reasoning. One example of such a problem asks students to explore the area and perimeter of a given rectangle. Based on the different criteria given, students investigate how the area and perimeter of the rectangle change, with the use of variables. In so doing, students have used algebraic knowledge and independent examination to understand when and where to use variables appropriately.

- Graphs
- Lines

In this unit, students will explore the coordinate plane and draw figures by connecting points that have been plotted. Students begin thinking about the effects of certain types of linear transformations have on the points. Students also look at using an equation to build a set of data and using the graph of equation to represent the solutions set of that equation. Students will determine the slope between two points and explore its applications as a rate of change, which leads to the assumption that the slope between any two points along a line will be constant. Students think about what it means for a point to be on a line. They use the assumption that three or more points are collinear if the slope is the same between each pair of points. Students test a point to see if it is collinear with a pair of points and repeat the test for several points. They keep track of the steps and use them later to build an algorithm and find the solution, “point-tester”, to the equation of the line that contains the points. Students will solve a series of linear equations and use the basic rules of algebra to find the “best” form of linear equations for a given situation. Students then explore the relationship between a series of equations and the intersection points of their graphs. Students will also look at a few applications of lines and solve inequalities of one and two variables. Through this unit, students gain more experience working with lines, their equations, and their graphs.

In this unit, students are building upon their mathematical knowledge through the exploration of various graphs and lines. Students will learn how information can be displayed as an algebraic expression/equation and visually, as in a graph. They will utilize graphs as tools to better understand how to solve equations and/or inequalities. One particular assignment asks students to compare and contrast the solutions of inequalities and solutions of equations, while explaining the characteristics of their relative graphs. In doing so, students will be able to see the relationship between graphs and equations/inequalities.

- Exponents and Functions
- Statistics and Fitting Lines

In this unit, students are tasked with using their judgment to decide the best method of representing data to answer certain questions. Using Statistical Data students explore a variety of methods for displaying and analyzing data and encourage them to draw informed conclusions regarding the data. Students use some basic statistical concepts (such as mean, median, and mode), and learn to represent data using histograms, stem-and-leaf displays, box-and-whisker plots, and scatter plots. With the use of data, students will also consider tables of numbers which follow a trend instead of a specific algebraic rule. These types of tables often come from data collected in experiments or surveys. There is usually no useful simple function that fits such data exactly. Therefore, students also study functions that approximate data. The "basics" of functions are introduced, and students learn that the concept of a function is a "predictable" machine that always produces the same output for a particular input. Students will first generate their own rules, given sets of inputs and outputs. Students then are able to generate tables, algebraic expressions and ultimately graphs. Students will use formal algebra for expressing rules (such as f(x) notations and the concept of domain). Students will work with functions and nonfunctions alike. Students will also revisit the basic habit of extending patterns and concepts to generate new mathematical knowledge, such as finding sensible definitions for zero and negative exponents. Lastly, students are introduced to recursive rules and will use these rules to describe some tables.

After being introduced to functions and independently exploring their uses, one assignment in this unit gives students a list of scenarios/situations. Upon further investigation of these scenarios, students are expected to determine whether or not they are functions. Based on their answers, students are then asked to explain what a function is and why these scenarios qualify as functions. Furthermore, students are expected to come up with their own situation that can be represented as a function while identifying the dependent and independent variables in their equation.

- Introduction to Geometry
- Congruence and Transformations

This unit also encourages students to articulate their ideas clearly, give precisely reasoned arguments, and discuss and refine their ideas with other students as they investigate through their introduction of Geometry. Students are required to visualize objects and draw two-dimensional and three-dimensional objects. Such figures will be drawn by students by a set of directions or by naming the features of the objects (parallel lines, right angles, symmetry). Students will discover the difference between a drawing and a geometric construction. They construct triangles and look for invariants in their angle measures, construct perpendicular bisectors to reflect points over a line, and perform many other constructions both with compass and straightedge and with paper folding. Lastly, students will have an opportunity to use geometry software. Through Cartesian coordinates, students have the opportunity to translate the theorems that have been studying in geometry in to specific algebraic calculations. By looking at geometry through the lens of algebra, students develop insights into both fields. By looking at congruence-preserving transformations (reflections, rotations, and translations), students can develop a deeper understanding of congruence. Students will investigate the triangle congruence postulates and introduces the idea that congruent parts of congruent triangles are congruent, or CPCTC. While students are exploring transformations they will use paper folding and constructions to explore reflections and composition of reflections. Students also generate translations and rotations. Students will lastly study the midpoint and distance formulas, prove whether three points are collinear, and identify parallel and perpendicular lines.

In this unit, students are introduced to geometry concepts. After completing assigned problems that highlight California Common Core Standards in math for this unit, one particular assignment, gives students three of the four coordinates of a rectangle. From the given coordinates, students are asked to find the coordinates of the missing vertex, points that lie in, on, and around the rectangle. To further solidify what they have learned, students are asked extension questions regarding the same given rectangle. Students are asked to find distance, midpoints, and equations of lines that would go through a particular vertex. As they answer these questions, students are justifying their answers through calculations and reasoning.

Scope, Sequence & Assignments – Integrated Mathematics II

Module 1:

Objectives:

1. Search for numerical invariants, such as constant sums, products, differences, or ratios.
2. Identify the invariant relationship that exists between the sums of the measures of the angles of polygons.
3. Identify the invariant relationship that exists when a line parallel to one side of a triangle cuts the other two sides proportionally.
4. Explain that invariants can be numbers, relationships between numbers, shapes, and relationships between shapes.
5. Describe various types of invariants in geometry.
6. Make assumptions and write proofs to understand the need for proof in mathematics.
7. Identify pairs of congruent angles when a transversal cuts parallel lines.
8. Prove that the sum of the angle measures in any triangle is 180°.
9. Use a variety of ways to write and present proofs.
10. Identify the hypothesis and conclusion of a given statement.
11. Write simple triangle congruence proofs.
12. Use the Perpendicular Bisector Theorem and the Isosceles Triangle Theorem to prove that parts of a figure are congruent.
13. Define and classify quadrilaterals.
14. Understand the meaning of always, never, and sometimes in mathematics.
15. Understand the meaning of converse and write the converse of a conditional statement.
16. Understand that a scale factor measures the change in linear dimensions when you scale a picture.
17. Decide whether two figures are well-scaled copies of each other.

Integrated Math 2a Assignments:

- **Lesson 1:** Read Chapter 6.02 pp. 437-443. Complete Check Your Understanding #'s 1, 2; On Your Own #'s 9, 12. Read Chapter 6.03 pp. 444-449. Complete For Discussion #1; Check Your Understanding #3; On Your Own #'s 7, 8. Read Chapter 6.05 pp. 455-461. Complete For You to Do #'s 3, 4, 5; Check Your Understanding #1; On Your Own #3. Read Chapter 6.06 pp. 462-468. Complete For You to Do #1; Check Your

Understanding #2; On Your Own #9. Read Chapter 6.07 pp. 469-476. Complete For You to Do #'s 3, 4; Check Your Understanding #1; On Your Own #8.

- **Lesson 2:** Read Chapter 6.09 pp. 481-486. Complete Check Your Understanding #'s 1, 3; On Your Own #'s 5, 6. Read Chapter 6.10 pp. 487-488. Complete Check Your Understanding #'s 1, 2; On Your Own #3. Read Chapter 6.11 pp. 489-494. Complete Check Your Understanding #'s 1, 3; On Your Own #'s 4, 6. Read Chapter 6.12 pp. 495-498. Complete Check Your Understanding #2; On Your Own #'s 3, 9. Read Chapter 6.13 pp. 499-504. Complete Check Your Understanding #'s 1, 3; On Your Own #'s 10, 12.

- **Lesson 3**: Read Chapter 6.15 pp. 508-510. Complete Check Your Understanding #3; On Your Own #'s 4, 5, 6, 7. Read Chapter 6.16 pp. 511-514. Complete Check Your Understanding #'s 1, 2, 3, 4, 5, 6, 7, 8, 9; On Your Own #'s 12, 18. Read Chapter 6.17 pp. 515-520. Complete Check Your Understanding #'s 1, 2; On Your Own #'s 9, 10, 11, 12, 13, 14, 15, 29. Read Chapter 6.18 pp. 521-523. Complete Check Your Understanding #'s 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13; On Your Own #14.

- **Lesson 4:** Complete Chapter Review pp. 526-527 #'s 1, 2, 3, 4, 5, 6, 7, 8, 9, 10. Please see teacher for Chapter 6 Test and complete test. Attach Cornell Notes.

- **Lesson 5:** Read Chapter 7.02 pp. 536-543. Complete For You to Do #2; Check Your Understanding #'s 2, 3; On Your Own #'s 9, 14. Read Chapter 7.03 pp. 544-547. Complete Check Your Understanding #'s 1, 2; On Your Own #'s 6, 7. Read Chapter 7.04 pp. 548-550. Complete Check Your Understanding #'s 1, 3; On Your Own #'s 6, 9. Read Chapter 7.05 pp. 551-556. Complete Check Your Understanding #'s 1, 4; On Your Own #'s 10, 12.

[**CA Common Core Standards**: F-LE 3, G-CO 9, G-CO 10, G-CO 11, G-SRT 1b, G-SRT 2, G-GMD 5, G-GMD 6, MP 1, MP 5, MP 6.]

Module 2:

Objectives:

1. Describe and use methods for constructing enlargements or reductions of shapes.
2. Explain and contrast the ratio method and parallel method for dilation.
3. Investigate proportional relationships in nested triangles.
4. Prove the side-splitter theorems.

5. Identify corresponding parts of similar triangles.

6. Develop and use the AA, SAS, or SSS tests for similarity in triangles.

7. Understand that the ratio between the area of a polygon and the area of a copy of that polygon scaled by the factor r will be r2.

8. Approximate areas of closed curves with linear approximation.

9. Approximate perimeters of closed curves with linear approximation.

10. Establish that the area of a regular polygon is half the perimeter times the apothem.

11. Develop and use the formula A = pr2.

12. Develop and use the formula C = 2pr.

13. Develop an understanding of radian measure as the ratio of the arc length to the radius of the circle.

Assignments:

- **Lesson 6:** Read Chapter 7.07 pp. 561-564. Complete Check Your Understanding #'s 1, 2; On Your Own #'s 5, 10. Read Chapter 7.08 pp. 565-571. Complete For You to Do #'s 3, 4; Check Your Understanding #'s 3, 6; On Your Own #'s 12, 15.

- **Lesson 7:** Read Chapter 7.10 pp. 577-582. Complete Check Your Understanding #'s 1, 2, 3, 4; On Your Own #7. Read Chapter 7.11 pp. 583-586. Complete Check Your Understanding #'s 2, 3; On Your Own #4. Read Chapter 7.12 pp. 587-590. Complete Check Your Understanding #'s 1, 2, 3; On Your Own #'s 7, 11.

- **Lesson 8:** Read Chapter 7.14 pp. 595-599. Complete For You to Do #'s 3, 4; Check Your Understanding #'s 1, 2; On Your Own #9. Read Chapter 7.15 pp. 600-607. Complete For You to Do #5; For Discussion #'s 7, 8; Check Your Understanding #'s 1, 2, 6. Read Chapter 7.16 pp. 608-612. Complete Check Your Understanding #'s 1, 2; On Your Own #8.

- **Lesson 9:** Complete Chapter Review pp. 616-617 #'s 1, 2, 3, 4, 5, 6, 7, 8, 9, 10. Please see teacher for Chapter 7 Test and complete test. Attach Cornell Notes. Please see teacher for Midterm Exam and complete the exam.

- **Lesson 10:** Read Chapter 8.02 pp. 626-634. Complete For You to Do #'s 1, 7; Check Your Understanding #'s 1, 2, 3; On Your Own #15. Read Chapter 8.03 pp. 635-640. Complete For You to do #'s 4, 6; Check Your Understanding #'s 1, 2; On Your Own #'s 5, 7. Read Chapter 8.05 pp. 645-649. Complete For You to Do #'s 1, 2, 3, 4, 5; Check Your

Understanding #'s 1, 2; On Your Own #'s 4, 8. Read Chapter 8.06 pp. 650-653. Complete For You to Do #'s 2, 3; Check Your Understanding #4; On Your Own #'s 5, 8. Read Chapter 8.07 pp. 654-660. Complete For You to Do #'s 1, 2, 3; Check Your Understanding #'s 1, 2; On Your Own #8.

[**CA Common Core Standards**: G-SRT 1a, G-SRT 1b, G-SRT 3, G-SRT5, G-C 1, G-C 5, G-GMD 1, G-GMD 5, MP 2, MP 4.]

Module 3

Objectives:

1. Provide and use general theorems on chords and inscribed angles.
2. Recognize the relationship between inscribed angles and their corresponding central angles.
3. Investigate and justify the existence of inscribed and circumscribed circles for triangles.
4. Investigate and prove properties of cyclic quadrilaterals.
5. Apply the theory of proportion to chords, secants, and tangents of circles.
6. State and use the Arithmetic-Geometric Mean Inequality.
7. Prove theorems using similarity.
8. Calculate the distance between two points with given coordinates.
9. Calculate the coordinates of the midpoint of a segment.
10. Find the length of the third side of a triangle given the lengths of two sides and the measure of their included angle.
11. Use the sine, cosine, and tangent functions and their inverses to find missing side lengths and angle measures in triangles.
12. Interpret and use formulas for volumes of prisms, pyramids, cylinders, and cones.
13. Find the areas of cross sections formed when planes intersect with solids under certain conditions.
14. Understand and use Cavalieri's Principle.
15. Prove basic formulas using Cavalieri's Principle.

Assignments:

- **Lesson 11:** Read Chapter 8.09 pp. 666-673. Complete For You to Do #3; Check Your Understanding #'s 1, 3; On Your Own #'s 5, 9. Read Chapter 8.10 pp. 674-679.

Complete For You to Do #7; Check Your Understanding #'s 1, 5; On Your Own #'s 10, 15. Read Chapter 8.11 pp. 680-685. Complete For You to Do #'s 7, 8; Check Your Understanding #'s 1, 2; On Your Own #7. Read Chapter 8.12 pp. 686-692. Complete For You to Do #'s 7, 8, 10, 12; Check Your Understanding #'s 2, 4, 5; On Your Own #'s 6, 8. Read Chapter 8.13 pp. 693-698. Complete For Discussion #'s 3, 4; Check Your Understanding #'s 1, 2; On Your Own #'s 5, 8.

- **Lesson 12:** Complete Chapter Review pp. 700-701 #'s 1, 2, 3, 4, 5, 6, 7, 8. Please see teacher for Chapter 8 Test and complete test. Attach Cornell Notes.

- **Lesson 13:** Read Chapter 9.02 pp. 710-715. Complete For You to Do #3; Check Your Understanding #'s 1, 3; On Your Own #'s 5, 8. Read Chapter 9.03 pp. 716-721. Complete For You to Do #'s 1, 2; Check Your Understanding #'s 2, 4; On Your Own #'s 6, 9, 10. Read Chapter 9.04 pp. 722-727. Complete For You to Do #5; Check Your Understanding #'s 2, 3; On Your Own #'s 4, 6. Read Chapter 9.05 pp. 728-734. Complete For You to Do #'s 7, 8, 9; Check Your Understanding #'s 3, 4; On Your Own #'s 10, 17.

- **Lesson 14:** Read Chapter 9.07 pp. 741-745. Complete For You to Do #'s 1, 2, 3, 5; Check Your Understanding #2; On Your Own #'s 5, 6, 9. Read Chapter 9.08 pp. 746-752. Complete For You to Do #5; Check Your Understanding #'s 1, 2, 3; On Your Own #'s 7, 10, 11. Read Chapter 9.09 pp. 753-759. Complete For You to Do #'s 1, 2, 3; Check Your Understanding #'s 1, 2, 3, 4; On Your Own #10.

- **Lesson 15:** Read Chapter 9.10 pp. 763-768. Complete For You to Do #'s 1, 2, 3; Check Your Understanding #'s 1, 3; On Your Own #'s 4, 5, 6, 9. Read Chapter 9.12 pp. 773-779. Complete For You to Do #2; Check Your Understanding #'s 1, 2; On Your Own #'s 6, 8. Read Chapter 9.13 pp. 780-787. Complete For You to Do #'s 1, 4; Check Your Understanding #'s 2, 3, 4; On Your Own #'s 6, 10, 11. Read Chapter 9.14 pp. 788-794. Complete For You to Do #'s 2, 3, 4; Check Your Understanding #'s 2, 3; On Your Own #'s 4, 5.

[**CA Common Core Standards**: G-CO 10, G-SRT 4, G-SRT 5, G-SRT 6, G-SRT 7, G-SRT 8, G-C 2, G-C 3, G-C 4, G-CPE 4, G-CPE 6, G-GMD 1, G-GMD 3]

Module 4

Objectives:

1. Sketch the graphs of equations in two variables.
2. Use distance and slope relationships to prove geometric results.
3. Evaluate and use the signed power of a point with respect to the circle.

Assignments:

- **Lesson 16:** Complete Chapter Review pp. 796-797 #'s 1, 2, 3, 4, 5, 6, 7, 8, 9, 10,11. Please see teacher for Chapter 9 Test and complete test. Attach Cornell Notes.
- **Lesson 17:** Read Chapter 10.02 pp. 808-813. Complete For You to Do #'s 1, 2; Check Your Understanding #'s 1, 2; On Your Own #'s 7, 13. Read Chapter 10.03 pp. 814-820. Complete For You to Do #1; Check Your Understanding #'s 1, 2; On Your Own #'s 8, 13. Read Chapter 10.04 pp. 821-826. Complete For You to Do #'s 1, 2; Check Your Understanding #2; On Your Own #'s 8, 12.
- **Lesson 18:** Complete Chapter Review pp. 828 #'s 1, 2, 3. Please see teacher for Chapter 10 Test and complete test. Attach Cornell Notes.
- **Lesson 19:** Complete End of Course Study Guide.
- **Lesson 20:** Please see teacher for End of Course on Illuminate.

[**CA Common Core Standards**: A-CDE 1, G-CPE 1, G-CPE 4, MP 4.]

Objectives:

1. Search for numerical invariants, such as constant sums, products, differences, or ratios.
2. Identify the invariant relationship that exists between the sums of the measures of the angles of polygons.
3. Identify the invariant relationship that exists when a line parallel to one side of a triangle cuts the other two sides proportionally.
4. Explain that invariants can be numbers, relationships between numbers, shapes, and relationships between shapes.
5. Describe various types of invariants in geometry.
6. Make assumptions and write proofs to understand the need for proof in mathematics.
7. Identify pairs of congruent angles when a transversal cuts parallel lines.
8. Prove that the sum of the angle measures in any triangle is 180°.
9. Use a variety of ways to write and present proofs.

10. Identify the hypothesis and conclusion of a given statement.
11. Write simple triangle congruence proofs.
12. Use the Perpendicular Bisector Theorem and the Isosceles Triangle Theorem to prove that parts of a figure are congruent.
13. Define and classify quadrilaterals.
14. Understand the meaning of always, never, and sometimes in mathematics.
15. Understand the meaning of converse and write the converse of a conditional statement.
16. Understand that a scale factor measures the change in linear dimensions when you scale a picture.
17. Decide whether two figures are well-scaled copies of each other.

Integrated Math 2b Assignments:

- **Lesson 1**: Read Chapter 6.02 pp. 437-443. Complete Check Your Understanding #'s 1, 2; On Your Own #'s 9, 12. Read Chapter 6.03 pp. 444-449. Complete For Discussion #1; Check Your Understanding #3; On Your Own #'s 7, 8. Read Chapter 6.05 pp. 455-461. Complete For You to Do #'s 3, 4, 5; Check Your Understanding #1; On Your Own #3. Read Chapter 6.06 pp. 462-468. Complete For You to Do #1; Check Your Understanding #2; On Your Own #9. Read Chapter 6.07 pp. 469-476. Complete For You to Do #'s 3, 4; Check Your Understanding #1; On Your Own #8.

- **Lesson 2:** Read Chapter 6.09 pp. 481-486. Complete Check Your Understanding #'s 1, 3; On Your Own #'s 5, 6. Read Chapter 6.10 pp. 487-488. Complete Check Your Understanding #'s 1, 2; On Your Own #3. Read Chapter 6.11 pp. 489-494. Complete Check Your Understanding #'s 1, 3; On Your Own #'s 4, 6. Read Chapter 6.12 pp. 495-498. Complete Check Your Understanding #2; On Your Own #'s 3, 9. Read Chapter 6.13 pp. 499-504. Complete Check Your Understanding #'s 1, 3; On Your Own #'s 10, 12.

- **Lesson 3:** Read Chapter 6.15 pp. 508-510. Complete Check Your Understanding #3; On Your Own #'s 4, 5, 6, 7. Read Chapter 6.16 pp. 511-514. Complete Check Your Understanding #'s 1, 2, 3, 4, 5, 6, 7, 8, 9; On Your Own #'s 12, 18. Read Chapter 6.17 pp. 515-520. Complete Check Your Understanding #'s 1, 2; On Your Own #'s 9, 10, 11, 12, 13, 14, 15, 29. Read Chapter 6.18 pp. 521-523. Complete Check Your Understanding #'s 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13; On Your Own #14.

- **Lesson 4:** Complete Chapter Review pp. 526-527 #'s 1, 2, 3, 4, 5, 6, 7, 8, 9, 10. Please

see teacher for Chapter 6 Test and complete test. Attach Cornell Notes.

- **Lesson 5**: Read Chapter 7.02 pp. 536-543. Complete For You to Do #2; Check Your Understanding #'s 2, 3; On Your Own #'s 9, 14. Read Chapter 7.03 pp. 544-547. Complete Check Your Understanding #'s 1, 2; On Your Own #'s 6, 7. Read Chapter 7.04 pp. 548-550. Complete Check Your Understanding #'s 1, 3; On Your Own #'s 6, 9. Read Chapter 7.05 pp. 551-556. Complete Check Your Understanding #'s 1, 4; On Your Own #'s 10, 12.

[**CA Common Core Standards**: F-LE 3, G-CO 9, G-CO 10, G-CO 11, G-SRT 1b, G-SRT 2, G-GMD 5, G-GMD 6, MP 1, MP 5, MP 6.]

Module 2:

Objectives:

1. Describe and use methods for constructing enlargements or reductions of shapes.
2. Explain and contrast the ratio method and parallel method for dilation.
3. Investigate proportional relationships in nested triangles.
4. Prove the side-splitter theorems.
5. Identify corresponding parts of similar triangles.
6. Develop and use the AA, SAS, or SSS tests for similarity in triangles.
7. Understand that the ratio between the area of a polygon and the area of a copy of that polygon scaled by the factor r will be r2.
8. Approximate areas of closed curves with linear approximation.
9. Approximate perimeters of closed curves with linear approximation.
10. Establish that the area of a regular polygon is half the perimeter times the apothem.
11. Develop and use the formula A = pr2.
12. Develop and use the formula C = 2pr.
13. Develop an understanding of radian measure as the ratio of the arc length to the radius of the circle.

Assignments:

- **Lesson 6:** Read Chapter 7.07 pp. 561-564. Complete Check Your Understanding #'s 1, 2; On Your Own #'s 5, 10. Read Chapter 7.08 pp. 565-571. Complete For You to Do #'s 3, 4; Check Your Understanding #'s 3, 6; On Your Own #'s 12, 15.

- **Lesson 7:** Read Chapter 7.10 pp. 577-582. Complete Check Your Understanding #'s 1, 2, 3, 4; On Your Own #7. Read Chapter 7.11 pp. 583-586. Complete Check Your Understanding #'s 2, 3; On Your Own #4. Read Chapter 7.12 pp. 587-590. Complete Check Your Understanding #'s 1, 2, 3; On Your Own #'s 7, 11.

- **Lesson 8:** Read Chapter 7.14 pp. 595-599. Complete For You to Do #'s 3, 4; Check Your Understanding #'s 1, 2; On Your Own #9. Read Chapter 7.15 pp. 600-607. Complete For You to Do #5; For Discussion #'s 7, 8; Check Your Understanding #'s 1, 2, 6. Read Chapter 7.16 pp. 608-612. Complete Check Your Understanding #'s 1, 2; On Your Own #8.

- **Lesson 9:** Complete Chapter Review pp. 616-617 #'s 1, 2, 3, 4, 5, 6, 7, 8, 9, 10. Please see teacher for Chapter 7 Test and complete test. Attach Cornell Notes. Please see teacher for Midterm Exam and complete the exam.

- **Lesson 10:** Read Chapter 8.02 pp. 626-634. Complete For You to Do #'s 1, 7; Check Your Understanding #'s 1, 2, 3; On Your Own #15. Read Chapter 8.03 pp. 635-640. Complete For You to do #'s 4, 6; Check Your Understanding #'s 1, 2; On Your Own #'s 5, 7. Read Chapter 8.05 pp. 645-649. Complete For You to Do #'s 1, 2, 3, 4, 5; Check Your Understanding #'s 1, 2; On Your Own #'s 4, 8. Read Chapter 8.06 pp. 650-653. Complete For You to Do #'s 2, 3; Check Your Understanding #4; On Your Own #'s 5, 8. Read Chapter 8.07 pp. 654-660. Complete For You to Do #'s 1, 2, 3; Check Your Understanding #'s 1, 2; On Your Own #8.

[**CA Common Core Standards**: G-SRT 1a, G-SRT 1b, G-SRT 3, G-SRT5, G-C 1, G-C 5, G-GMD 1, G-GMD 5, MP 2, MP 4.]

Module 3:

Objectives:

1. Provide and use general theorems on chords and inscribed angles.
2. Recognize the relationship between inscribed angles and their corresponding central angles.
3. Investigate and justify the existence of inscribed and circumscribed circles for triangles.
4. Investigate and prove properties of cyclic quadrilaterals.
5. Apply the theory of proportion to chords, secants, and tangents of circles.
6. State and use the Arithmetic-Geometric Mean Inequality.
7. Prove theorems using similarity.

8. Calculate the distance between two points with given coordinates.

9. Calculate the coordinates of the midpoint of a segment.

10. Find the length of the third side of a triangle given the lengths of two sides and the measure of their included angle.

11. Use the sine, cosine, and tangent functions and their inverses to find missing side lengths and angle measures in triangles.

12. Interpret and use formulas for volumes of prisms, pyramids, cylinders, and cones.

13. Find the areas of cross sections formed when planes intersect with solids under certain conditions.

14. Understand and use Cavalieri's Principle.

15. Prove basic formulas using Cavalieri's Principle.

Assignments:

- **Lesson 11:** Read Chapter 8.09 pp. 666-673. Complete For You to Do #3; Check Your Understanding #'s 1, 3; On Your Own #'s 5, 9. Read Chapter 8.10 pp. 674-679. Complete For You to Do #7; Check Your Understanding #'s 1, 5; On Your Own #'s 10, 15. Read Chapter 8.11 pp. 680-685. Complete For You to Do #'s 7, 8; Check Your Understanding #'s 1, 2; On Your Own #7. Read Chapter 8.12 pp. 686-692. Complete For You to Do #'s 7, 8, 10, 12; Check Your Understanding #'s 2, 4, 5; On Your Own #'s 6, 8. Read Chapter 8.13 pp. 693-698. Complete For Discussion #'s 3, 4; Check Your Understanding #'s 1, 2; On Your Own #'s 5, 8.

- **Lesson 12:** Complete Chapter Review pp. 700-701 #'s 1, 2, 3, 4, 5, 6, 7, 8. Please see teacher for Chapter 8 Test and complete test. Attach Cornell Notes.

- **Lesson 13:** Read Chapter 9.02 pp. 710-715. Complete For You to Do #3; Check Your Understanding #'s 1, 3; On Your Own #'s 5, 8. Read Chapter 9.03 pp. 716-721. Complete For You to Do #'s 1, 2; Check Your Understanding #'s 2, 4; On Your Own #'s 6, 9, 10. Read Chapter 9.04 pp. 722-727. Complete For You to Do #5; Check Your Understanding #'s 2, 3; On Your Own #'s 4, 6. Read Chapter 9.05 pp. 728-734. Complete For You to Do #'s 7, 8, 9; Check Your Understanding #'s 3, 4; On Your Own #'s 10, 17.

- **Lesson 14:** Read Chapter 9.07 pp. 741-745. Complete For You to Do #'s 1, 2, 3, 5; Check Your Understanding #2; On Your Own #'s 5, 6, 9. Read Chapter 9.08 pp. 746-752. Complete For You to Do #5; Check Your Understanding #'s 1, 2, 3; On Your Own #'s 7,

10, 11. Read Chapter 9.09 pp. 753-759. Complete For You to Do #'s 1, 2, 3; Check Your Understanding #'s 1, 2, 3, 4; On Your Own #10.

- **Lesson 15:** Read Chapter 9.10 pp. 763-768. Complete For You to Do #'s 1, 2, 3; Check Your Understanding #'s 1, 3; On Your Own #'s 4, 5, 6, 9. Read Chapter 9.12 pp. 773-779. Complete For You to Do #2; Check Your Understanding #'s 1, 2; On Your Own #'s 6, 8. Read Chapter 9.13 pp. 780-787. Complete For You to Do #'s 1, 4; Check Your Understanding #'s 2, 3, 4; On Your Own #'s 6, 10, 11. Read Chapter 9.14 pp. 788-794. Complete For You to Do #'s 2, 3, 4; Check Your Understanding #'s 2, 3; On Your Own #'s 4, 5.

[**CA Common Core Standards**: G-CO 10, G-SRT 4, G-SRT 5, G-SRT 6, G-SRT 7, G-SRT 8, G-C 2, G-C 3, G-C 4, G-CPE 4, G-CPE 6, G-GMD 1, G-GMD 3]

Module 4:

Objectives:

1. Sketch the graphs of equations in two variables.
2. Use distance and slope relationships to prove geometric results.
3. Evaluate and use the signed power of a point with respect to the circle.

Assignments:

- **Lesson 16:** Complete Chapter Review pp. 796-797 #'s 1, 2, 3, 4, 5, 6, 7, 8, 9, 10,11.Please see teacher for Chapter 9 Test and complete test. Attach Cornell Notes.
- **Lesson 17:** Read Chapter 10.02 pp. 808-813. Complete For You to Do #'s 1, 2; Check Your Understanding #'s 1, 2; On Your Own #'s 7, 13. Read Chapter 10.03 pp. 814-820. Complete For You to Do #1; Check Your Understanding #'s 1, 2; On Your Own #'s 8, 13. Read Chapter 10.04 pp. 821-826. Complete For You to Do #'s 1, 2; Check Your Understanding #2; On Your Own #'s 8, 12.
- **Lesson 18:** Complete Chapter Review pp. 828 #'s 1, 2, 3. Please see teacher for Chapter 10 Test and complete test. Attach Cornell Notes.
- **Lesson 19:** Complete End of Course Study Guide.
- **Lesson 20:** Please see teacher for End of Course on Illuminate

[**CA Common Core Standards**: A-CDE 1, G-CPE 1, G-CPE 4, MP 4.]

Scope, Sequence & Assignments- Chemistry

Discipline: Science

Grade level: 10th

Title of courses: Chemistry 1, 2

Scope of course: Full Year (2 semesters; 3 trimesters; 4 quarters)

Next Generation Science Standards

Textbook & additional resources: CA Inspire Chemistry (2020)

Author: McGraw Hill

Course Overview:

Through independent problem-solving activities, laboratory exercises, teacher demonstrations, guided instruction, and discussions, text and supplementary readings, and homework assignments, students will explore how chemists in the real-world attempt to solve problems and how the chemical aspects of their environment interact and can be controlled to benefit their daily lives. Emphasis is placed on the in-depth study of chemical topics and involves a more rigorous and mathematically oriented study. Development of the major concepts of matter and the changes which matter undergoes, atomic structure, chemical bonding, chemical reactions, and behavior of solutions is enhanced by laboratory experimentation, critical thinking, and problem-solving activities.

The laboratory component of the course involves students in techniques that are specific to principles of chemistry. Technology is infused throughout the curriculum. All student activities have clearly defined goals for both the content material covered and the thinking skills involved. Laboratory activities are to have clearly labeled safety precautions and hazardous waste disposal procedures. This course is designed for students who have demonstrated considerable interest and outstanding achievement in science and math and is intended to help students meet the Next Generation Science Standards.

The students will take a comprehensive end of course exam. The exam will incorporate all aspects of the course including lab assignments.

Chemistry 1: Lab #1: Freezing and Melting of Water

Materials:

- Chromebook, computer, or mobile device

- Graphical Analysis app
- Go Direct Temperature
- ring stand
- utility clamp
- 10 mL graduated cylinder
- 400 mL beaker
- test tube
- stirring rod
- salt
- ice
- distilled water
- tap water

Freezing temperature, the temperature at which a substance turns from liquid to solid, and melting temperature, the temperature at which a substance turns from a solid to a liquid, are characteristic physical properties. In this experiment, the cooling and warming behavior of a familiar substance, water, will be investigated. By examining graphs of the data, the freezing and melting temperatures of water will be determined and compared.

Chemistry 1: Lab #2: Conductivity of Solutions

Materials:

- Chromebook, computer, or mobile device
- Graphical Analysis app
- Go Direct Conductivity
- Stir Station
- magnetic stir bar
- Electrode Support
- 1.0 M NaCl
- 1.0 M AlCl3
- 1.0 M CaCl2
- stirring rod
- 100 mL beaker
- distilled water
- wash bottle
- tissue

In this experiment, you will study the effect of increasing the concentration of an ionic compound on conductivity. Conductivity will be measured as concentration of the solution is gradually

increased by the addition of concentrated NaCl drops. The same procedure will be used to investigate the effect of adding other solutions with the same concentration (1.0 M), but different numbers of ions in their formulas: aluminum chloride, $AlCl_3$, and calcium chloride, $CaCl_2$. The Conductivity Probe will be used to measure the conductivity of the solution. Conductivity is measured in micro siemens per centimeter (μS/cm).

Chemistry 1: Lab #3: Types of Reactions

Materials:

- 2 Bunsen burners
- 2 transfer pipettes
- small spoonful Na_2CO_3
- 2 strikers
- evaporating dish
- 20 drops 1 M $CuSO_4$ solution
- 2 tweezers
- 4 test tubes
- 10 drops 0.1 M Kl solution
- Sandpaper
- 3 test tube holders
- 10 drops 0.1 M $Pb(NO_3)_2$ solution
- Spatula
- 3 in. copper wire
- 2 Bunsen burners

For this experiment, students will carry out four different reactions. For each, students will be given at least one of the following pieces: reactant(s), product(s), or type of reaction. Students will then complete an experiment to determine the remaining pieces.

Chemistry 1: Writing Assignment – Secrets of Cremona Violins Research Paper

Students will read the article "Secrets of the Cremona Violins." After reading the article, students will write a two to three-page essay, answering the essential question:

"*How do modern violins compare to those produced in Cremona, Italy?"*

Students must discuss what made Stradivari's violins so unique and their sound so exquisite. Dr. Joseph Nagyvary, a professor of biochemistry at Texas A&M University, thinks he has discovered the key to the vio-lins' sound hidden in the chemistry of their materials.

Chemistry 1: Lab #4: Boyle's Law – Pressure Volume Relationship in Gases

Materials:

- Chromebook, computer, or mobile device
- Graphical Analysis app
- Go Direct Gas Pressure
- 20 mL gas syringe

The primary objective of this experiment is to determine the relationship between the pressure and volume of a confined gas. The gas we use will be air, and it will be confined in a syringe connected to a gas pressure sensor (see Figure 1). When the volume of the syringe is changed by moving the piston, a change occurs in the pressure exerted by the confined gas. This pressure change will be monitored using a gas pressure sensor. It is assumed that temperature will be constant throughout the experiment. Pressure and volume data pairs will be collected during this experiment and then analyzed. From the data and graph, you should be able to determine what A kind of mathematical relationship exists between the pressure and volume of the confined gas. Historically, this relationship was first established by Robert Boyle in 1662 and has since been known as Boyle's law.

Chemistry 2 Lab #1: Household Acids and Bases

Materials:

- Chromebook, computer, or mobile device
- Graphical Analysis app
- Go Direct pH
- Stir Station
- Electrode Support
- wash bottle
- distilled water
- sensor soaking solution
- household solutions
- 7 small test tubes
- test-tube rack
- red and blue litmus paper
- paper towel
- stirring rod
- red cabbage juice
- 250 mL beaker

In this experiment, students will use litmus and a pH Sensor to determine the pH values of

household
substances.

Chemistry 2 Lab #2: Titration

Materials:

- 2 burets, 25 mL
- 2 ring stands
- 2 buret clamps
- 2 beakers, 100 mL
- Water bottle with deionized water
- Wax pencil
- Stir plate
- 3 stir bars
- 3 Erlenmeyer flasks, 50 mL
- Dropper
- 0.200 M NaOH in a 100 mL graduated cylinder
- HCl solution (unknown molarity) in a 100 mL graduated cylinder
- Phenolphthalein indicator

Using a 0.200 M solution of NaOH, students will titrate until they neutralize a sample of HCl acid solution. Then they will calculate the unknown concentration of the HCl solution. They will repeat this procedure three times and find the average concentration.

Chemistry 2 Lab #3: Time-Release Vitamin C Tablets

Materials:

- Chromebook, computer, or mobile device
- Graphical Analysis app
- Go Direct pH
- Stir Station and magnetic stirring bar
- Electrode Support
- 400 mL beaker
- 100 mL graduated cylinder
- one 500 mg regular vitamin C tablet
- one 500 mg timed-release vitamin C tablet
- distilled water
- wash bottle

By slowly releasing a vitamin or a medicine throughout the day, timed-release tablets offer a simple

alternative to multiple doses. There are several different methods used to achieve the timed-release effect. One common method involves covering the medicine with a polymer coating that allows it to slowly permeate into the body. In this lab students will compare the behavior of timed-release vitamin C tablets with regular vitamin C tablets when each is added to distilled water.

Chemistry 2 Lab #4: Half-Life (Edgenuity – Virtual Lab)

Materials:

- Chromebook, computer or mobile device

In this lab students will first predict the decay pattern of 100 atoms of a fictional radioactive element “Lincolnium,” which decays to “Memorium.” Then they will simulate and analyze that pattern.

Scope, Sequence & Assignments- Chemistry

Chemistry 1 Assignments:

Module 1: Textbook: CA Inspire Chemistry (2020): Structure and Properties of Matter

Objectives:

1. Use the periodic table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy levels of atoms.

2. Construct and revise and explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties.

3. Use mathematical representation to support the claim that atoms, and therefore mass, are conserved during a chemical reaction.

4. Plan and conduct an investigation to gather evidence to compare the structure of substances at the bulk scale during the process of fission, fusion, and radioactive decay.

5. Use mathematical representations of Newton's Law of Gravitation and Coulomb's Law to describe and predict the gravitational and electrostatic forces between objects.

6. Develop and use a model of two objects interacting through electric or magnetic fields to illustrate the forces between objects and the changes in energy of the objects due to the interactions.

7. Use mathematical representations to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various media.

8. Evaluate the claims, evidence, and reasoning behind the idea that electromagnetic radiation can be described either by a wave model of a particle model, and hat for some situations one model is more useful than the other.

9. Evaluate the validity and reliability of claims in published materials of the effects that different frequencies of electromagnetic radiation have when absorbed by matter.

10. Plan and conduct an investigation to gather evidence to compare the structure of substances at the bulk scale to infer the strength of electrical forces between particles.

11. Develop a model to illustrate that the release or absorption of energy from a chemical reaction system depends upon the changes in total bond energy.

Assignments:

Pre-Assessment: Log in to Illuminate to complete the Chemistry Pre-Assessment.

Activity 1.1: Matter – Properties and Change – Complete all guided practice and other assigned activities.

Activity 1.2: The Structure of the Atom – Complete all guided practice and other assigned activities.

Activity 1.3: Electrons in Atoms – Complete all assigned activities.

Activity 1.4: The Periodic Table and Periodic Law – Complete all assigned activities.

Activity 1.5: Lab: Freezing and Melting of Water – Complete all assigned activities.

Activity 1.6: Module 1 Writing Assignment: Secrets of the Cremona Violins – Complete all assigned activities.

Activity 1.7: Module 1 Project – Choose a Module 1 Project and complete all assigned activities.

Activity 1.8: Learning Check 1 – Log in to Illuminate.online and complete the learning check.

Standards:

(NGSS: HS-PS1-2, HS-PS1-3, HS-PS1-4, HS-PS2-6) (CCSS ELA: WHST.11-12.2, WHST.11-12.5, WHST.11-12.7, WHST.11-12.8, WHST.11-12.9, SL.11-12.5, RST.11-12.1) (CCSS Math: N-Q.1-3) (ELD Standards: Part I, B, 6; C, 10, 11, 12; Part II, A, 1, 2; B, 3, 4, 5; C, 6, 7)

Module 2: Textbook: CA Inspire Chemistry (2020): Chemical Bonding and Reactions

Objectives:

1. Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost election states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties.

2. Plan and conduct an investigation to gather evidence to compare the structure of substances at the bulk scale to infer the strength of electrical forces between particles

3. Develop a model to illustrate that the release or absorption of energy from a chemical reaction system depends upon the changes in total bond energy.

4. Use mathematical representation of Newton's Law of Gravitation and Coulomb's Law to describe and predict the gravitational and electrostatic forces between objects.

5. Communicate scientific and technical information about why the molecular-level structure in important in the functioning of designed materials.

6. Develop and use a model of two objects interacting through electric or magnetic fields to illustrate the forces between objects and the changes in energy of the objects due to the interaction.

7. Refine the design of a chemical system by specifying a change in conditions that would produce increased amounts of products at equilibrium.

8. Use mathematical representation to support the claim that atoms, and therefore mass, are conserved during a chemical reaction.

Assignments:

Activity 2.1: Ionic Compounds and Metals – Complete all guided practice and other assigned activities.

Activity 2.2: Covalent Bonding – Complete all guided practice and other assigned activities.

Activity 2.3: Chemical Reactions – Complete all guided practice and other assigned activities.

Activity 2.4: The Mole – Complete all guided practice and other assigned activities.

Activity 2.5: Stoichiometry – Complete all guided practice and other assigned activities.

Activity 2.6: Lab: Conductivity of Solutions – Complete all assigned activities.

Activity 2.7: Lab: Types of Reactions – Complete all assigned activities.

Activity 2.8: Module 2 Project – Choose a Module 2 Project and complete all assigned activities.
Activity 2.9: Learning Check 2 – Log in to Illuminate.online and complete the learning check.

Standards:

(NGSS: HS-PS1-2, HS-PS1-3, HS-PS1-6, HS-PS1-7, HS-PS2-6, HS-PS3-2, HS-ETS1-2, HS-ETS1-3) (CCSS ELA: RST.11-12.1, SL.11-12.5, WHST.9-12.2, WHST.9-12.7, WHST.11-12.8, WHST.9-12.9) (CCSS Math: MP.2, MP.4, N-Q.A.1, N-Q.A.2, N-Q.A.3, N-Q.1-3) (ELD Standards: Part I, B, 6; C, 10, 12; Part II, A, 1, 2; B, 3, 4, 5; C, 6, 7)

Module 3: Matter, Energy, and Equilibrium

Objectives:

1. Plan and conduct an investigation to gather evidence to compare the substances at the bulk scale to infer the strength of electrical forces between particles.

2. Communicate scientific and technical information about why the molecular-level structure is important in the functioning of designed materials.

3. Develop a model to illustrate that the release or absorption of energy from a chemical reaction system depends upon the changes in total bond energy.

4. Refine the design of a chemical system by specifying a change in conditions that would produce increased amounts of products at equilibrium.

5. Develop and use models to illustrate that energy at the macroscopic scale can be account for as either motions of particles or energy stored in fields.

6. Plan and conduct an investigation to provide evidence that the transfer or thermal energy when two components of different temperature are combined within a closed system results in a more uniform energy distribution among the components in the system (second law of thermodynamics).
7. Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs.

Assignments:

Activity 3.1: States of Matter - Complete all guided practice and other assigned activities.

Activity 3.2: Gases – Complete all guided practice and other assigned activities.

Activity 3.3: Energy and Chemical Change – Complete all guided practice and other assigned activities.

Activity 3.4: Reaction Rates – Complete all guided practice and other assigned activities.

Activity 3.5: Chemical Equilibrium – Complete all guided practice and other assigned activities.
Activity 3.6: Lab: Boyle's Law – Pressure Volume Relationships in Gases – Complete all assigned activities.

Activity 3.7: Learning Check 3 – Log in to Illuminate online and complete the learning check.

Activity 3.8: Module 3 Project – Choose a Module 3 Project and complete all assigned activities.

Standards:

(NGSS: HS-PS1-1, HS-PS1-2, HS-PS1-3, HS-PS1-8, HS-PS2-6, HS-PS3-4, HS-PS4-4) (CCSS ELA: RST.9-10.7, RST.9-10.8, RST-11-12.1, RST.11-12.7, RST.11-12.8; WHST.11-12.2, WHST.11-12.5, WHST.11-12.8) (CCSS Math: MP.4, N-Q.1-3) (ELD Standards: Part I, B, 6; C, 10, 11, 12; Part II, A, 1, 2; B, 3, 4, 5; C, 6, 7)

Module 4: End of Course Assignments

Activity 4.1: Study Guide – Complete all assigned activities within the study guide provided by the teacher.
Activity 4.2: End of Course Exam – Log in to Illuminate online and complete the end of course exam

Chemistry 2 Assignments:

Text: CA Inspire Chemistry (2020)

Module 1: Matter and Energy

Objectives:

1. Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties.
2. Plan and conduct an investigation to gather evidence to compare the structure of substances at the bulk scale to infer the strength of electrical forces between particles.
3. Develop a model to illustrate that the release or absorption of energy from a chemical reaction system depends upon the changes in total bond energy.
4. Communicate scientific and technical information about why the molecular-level structure is important in the functioning of designed materials.

Assignments:

Pre-Assessment: Log in to Illuminate to complete the Chemistry 2 Pre-Assessment.

Activity 1.1: Mixtures and Solutions – Complete all guided practice and other assigned activities.

Activity 1.2: Acids and Bases – Complete all guided practice and other assigned activities.

Activity 1.3: Lab: Household Acids and Bases – Complete all assigned activities.

Activity 1.4: Lab: Titration – Complete all assigned activities.

Activity 1.5: Lab: Time-Release Vitamin C Tablets – Complete all assigned activities.

Activity 1.6: Module 1 Project – Choose a Module 1 project and complete all assigned activities.

Activity 1.7: Learning Check 1 – Log in to Illuminate online and complete the learning check.

Standards:

(NGSS: HS-PS1-2, HS-PS1-3, HS-PS1-4, HS-PS2-6) (CCSS ELA: WHST.11-12.2, WHST.11-12.5, WHST.11-12.7, WHST.11-12.8, WHST.11-12.9, SL.11-12.5, RST.11-12.1) (CCSS Math: N-Q.1-3) (ELD Standards: Part I, B, 6; C, 10, 11, 12; Part II, A, 1, 2; B, 3, 4, 5; C, 6, 7)

Module 2: Chemical Reactions in Everyday Life

Objectives:

1. Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties.
2. Plan and conduct an investigation to gather evidence to compare the structure of substances at the bulk scale to infer the strength of electrical forces between particles.
3. Refine the design of a chemical system by specifying a change in conditions that would produce increased amounts of products at equilibrium.
4. Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction.
5. Communicate scientific and technical information about why the molecular-level structure is important in the functioning of designed materials.
6. Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as a combination of energy associated with the motion of particles (objects) and energy associated with the relative positions of particles (subjects).
7. Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.
8. Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics as well as possible social, cultural, and environmental impacts.

Assignments:

Activity 2.1: Redox Reactions – Complete all guided practice and other assigned activities.

Activity 2.2: Electrochemistry – Complete all guided practice and other assigned activities.

Activity 2.3: Module 2 Project – Choose a Module 2 Project and complete all assigned activities.

Activity 2.4: Learning Check 2 – Log in to Illuminate online and complete the learning check.

Standards:

(NGSS: HS-PS1-2, HS-PS1-3, HS-PS1-6, HS-PS1-7, HS-PS2-6, HS-PS3-2, HS-ETS1-2, HS-ETS1-3) (CCSS ELA: RST.11-12.1, SL.11-12.5, WHST.9-12.2, WHST.9-12.7, WHST.11-12.8, WHST.9-12.9) (CCSS Math: MP.2, MP.4, N-Q.A.1, N-Q.A.2, N-Q.A.3, N-Q.1-3) (ELD Standards: Part I, B, 6; C, 10, 12; Part II, A, 1, 2; B, 3, 4, 5; C, 6, 7)

Module 3: Organic and Nuclear Chemistry

Objectives:

1. Use the periodic table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms.
2. Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties.
3. Plan and conduct an investigation to gather evidence to compare the structure of substances at the bulk scale to infer the strength of electrical forces between particles.
4. Develop models to illustrate the changes in the composition of the nucleus of the nucleus of the atom and the energy released during the processes of fission, fusion, and radioactive decay.
5. Communicate scientific and technical information about why the molecular-level structure is important in the functioning of designed material.
6. Plan and conduct an investigation to provide evidence that the transfer of thermal energy when two components of different temperature are combined within a closed system results in a more uniform energy distribution among the components in the system (second law of thermodynamics).
7. Evaluate the validity and reliability of claims in published materials of the effects that different frequencies of electromagnetic radiation have when absorbed by matter.

Assignments:

Activity 3.1: Substituted Hydrocarbons and Their Reactions: Complete all guided practice and other assigned activities.

Activity 3.2: The Chemistry of Life – Complete all guided practice and other assigned activities.

Activity 3.3: Nuclear Chemistry – Complete all guided practice and other assigned activities.

Activity 3.4: Lab: Half-Life – Complete all assigned activities.

Activity 3.5: Learning Check 3 – Log in to Illuminate and complete the learning check.

Activity 3.6: Writing Assignment – Nuclear Energy: Friend or Foe? Argumentative Essay

Activity 3.7: Module 3 Project – Choose a Module 3 Project and complete all assigned activities.

Standards:

(NGSS: HS-PS1-1, HS-PS1-2, HS-PS1-3, HS-PS1-5, HS-PS1-8, HS-PS2-6, HS-PS3-4, HS-PS4-4) (CCSS ELA: RST.9-10.7, RST.9-10.8, RST-11-12.1, RST.11-12.7, RST.11-12.8; WHST.11-12.2,

WHST.11-12.5, WHST.11-12.8) (CCSS Math: MP.2, MP.4, N-Q.1-3) (ELD Standards: Part I, B, 6; C, 10, 11, 12; Part II, A, 1, 2; B, 3, 4, 5; C, 6, 7)

Module 4: End of Course Assignments

Activity 4.1: Study Guide – Complete all assigned activities within the study guide provided by the teacher.

Activity 4.2: End of Course Exam – Log in to Illuminate online and complete the end of course exam

Scope, Sequence & Assignments - World History, Geography & Economics

Discipline: History/Social Science

Grade level: 10th

Title of courses: World History 1, 2

Scope of course: Full Year (2 semesters; 3 trimesters; 4 quarters)

Common Core State Standards: History/Social Science

Textbook & additional resources: World History Voyages of Exploration (2021)

Authors: Kenneth R. Curtis

Course Overview:

This course covers the major strands of history, geography, economics, culture, ethics, and sociopolitical history. The course includes major turning points in modern world history including the Glorious, American and French Revolutions, the Industrial Revolution, the rise of Imperialism, the First and Second World Wars and intervening Russian Revolution and global depression, the Cold War, the end of colonialism with a focus on the Middle East and subsequent events related to the Arab-Israeli conflict, the end of the Cold War and the collapse of communism in Eastern Europe, and the rise of globalization.

Students in World History 1, 2 will demonstrate knowledge and skills as they work toward these goals:

- Students will become complex thinkers who can understand major global trends and forces that have shaped the world since the 1700's, apply knowledge to new situations and other learning, understand the consequences of their choices, and solve problems creatively.
- Students will become academically proficient, and literate as demonstrated by the current California state standards, understand, and analyze primary source documents, and research and prepare written essays.
- Students will become life-long learners through mastery of the core social studies skills including synthesis and analysis.

- Students will develop and sustain self-motivation through setting goals, managing their time, taking charge of their education, producing quality independent work, and actively contributing to their learning environment.
- Students will explain the roots, fundamental principles, moral values, and formation of western political ideology, beginning with Greek and Roman philosophy and emphasizing the democratic revolutions in England, the United States and France.
- Students will evaluate the impact of industrialization on major European countries, the United States and Japan.
- Students will analyze and evaluate the spread of European colonialism and its impact on Asia, Africa, and Latin America.
- Students will examine and evaluate the rise of communism and fascism as twentieth century ideologies and their impact on populations in Europe and Asia.
- Students will analyze the causes and effects of the First and Second World Wars.
- Students will evaluate and analyze the origins of the Cold War and the resulting regional conflicts brought about by the competing ideologies of communism and capitalist democracy, and the resulting division of Europe into communist and non-communist camps.
- Students will evaluate the reasons for and consequences of globalization and the increasingly integrated global economy.

Close Reading:

Approaching: Student will engage in the text with a graphic organizer to help student make historic connections.
Meets: Student will engage with the text and make historic connections through Historical Thinking Questions.
Exceeds: Student will demonstrate their advance social studies skills be answering the Historical Thinking Questions at the end of the Chapter.

Working with Visuals and Sources:

Approaching: Student will develop their interpreting and analyzing of visuals and sources on Brain Pop.
Meets: Student will have the opportunity to interpret visuals, interpret graphs, analyze visuals, and analyze sources.
Exceeds: Student will have the opportunity to dive deeper with a variety of visuals and sources.

Social Studies Skills:
Student will learn valuable social study skills like drawing conclusions, identifying problems and solutions, analyzing language use, comparing and contrasting, analyzing cause and effect, making inferences, and determining chronology.

Making History Relevant:
Approaching: Student will access Achieve to read an article at their Lexile level.
Meets: Student will have the opportunity to reflect on history on how it influences their life, argue and support their opinion, and imagine experiencing a historic experience.
Exceeds: Student will explore their history in an Inquiry Based Learning Project.

Mini DBQ:
Student will use the Document Based Question approach to analyze historical topics with the aid of the provided sources, or "documents," as evidence.

Academic Debate: Student will evaluate a topic and take a position after researching both sides. They will have options to show their knowledge of the topic, present their findings and viewpoint, and persuade their classmates. They will complete a collaborative assignment by recording a short video summarizing their position and responding to one or more classmates with an opposing view.

Module Wrap Up:
Module Study Guide: Student builds their end of course study guide for final exam.
Unit Wrap Up: Student will reflect on the module.
Learning Check: The student will demonstrate social studies skills. They learned in the module.
Student-Teacher Conference: A student-teacher conference will help the student identify areas of strength and growth.

Projects for Inquiry-Based Learning
Students will have a choice to complete inquiry-based projects.

Illuminate EOC Exam Study Guide
Student will complete the study guide throughout the course and review it to prepare for the EOC Exam.

Illuminate EOC Exam
Student will demonstrate their context knowledge and skills in the Illuminate EOC Exam.

I. Europe in the Age of Scientific Revolution

1. Europe's Struggle for Stability

2. Scientific Advances
3. Practical Science

- Social Studies Skills: Identify Problems and Solutions

II. European Enlightenment

1. Reason and Society
2. Belief in Progress

- Social Studies Skills: Making Inferences
- Mini DBQ: Government and Natural Rights: How did Enlightenment philosophers apply their ideas about natural rights to government?

III. Political Revolution

1. Revolutions in the West
2. Napoleon
3. Wars for Liberation

- Social Studies Skills: Draw Conclusions
- Mini DBQ: Portraits of Power: How are the three portraits similar and different from each other?

IV. Industrial Revolution

1. Industry and Workers
2. Global Context and Impact
3. Asian Tensions in the Industrial Age

- Social Studies Skills: Determine Chronology

V. Changes in the Americas

1. North America After Industrialization
2. Latin America After Industrialization
3. Rebellion and Reform

- Social Studies Skills: Draw Conclusions
- Mini DBQ: Labor and Profit in Latin America: How did the plight of workers and owners in 19th-century Latin America differ?

VI. The New Imperialism

1. Dividing and Dominating
2. Targeting the Pacific

- Social Studies Skills: Synthesize

VII. The First World War and 20th Century Revolutions

1. Total War and Its Causes
2. The Great War's Consequences
3. Revolutions in Russia and China
4. Revolution in Mexico

- Social Studies Skills: Compare and Contrast

VIII. Economic Depression and Authoritarian Regimes

1. The Twenties
2. Dictatorships
3. Nationalism and Colonial Resistance
4. The Road to War

- Social Studies Skills: Compare and Contrast
- Mini DBQ: On Progress and Civilization: How and why are the two leaders' opinions about civilization both similar and different?

IX. The Second World War

1. The Allied and Axis Powers
2. Total War
3. The Holocaust and the Legacy of War

- Social Studies Skills: Identify Main Ideas and Details
- Academic Debate: Were the German people complicit in Hitler's war crimes during WWII or were they his first victims?

X. Global War and Global Upheaval

1. Superpowers in the Arms Race
2. Communism
3. Colonies Seek Independence

4. Wars in Asia and Global Crisis

- Social Studies Skills: Determine Chronology

XI. Conflicts and Transformations

1. Soviet Collapse
2. Global Democratic Possibilities
3. The Middle East
4. Promises and Challenges of Globalization

- Social Studies Skills: Analyze Cause and Effect
- Mini DBQ: On Nonviolence: How, why, and when was nonviolent protest used in the 20th century?

XII. A Global 21st Century

1. The Political Picture
2. The Economic Picture
3. Science and Technology
4. Visions for the Future

- Social Studies Skills: Making Inferences

End of Course comprehensive exam on Illuminate

- Comprehensive exams for each semester course
- Students must pass the final exam to receive course credit

World History 1:

Module 1: World History Voyages of Exploration (2021).

Objectives:

1. Close Reading- students will engage with the text and make historic connections through Historical Thinking Questions.
2. Working with Visuals and Sources- students will have the opportunity to interpret visuals, interpret graphs, analyze visuals, and analyze sources.
3. Social Studies Skills- Students will learn valuable social study skills like drawing conclusions, identifying problems and solutions, analyzing language use, comparing and contrasting, analyzing cause and effect, making inferences, and determining chronology.
4. Making History Relevant- students will have the opportunity to reflect on history on how it influences their life, argue and support their opinion, and imagine experiencing a historic experience.
5. Document Based Question- students will use the Document Based Question approach to analyze historical topics with the aid of the provided sources, or "documents," as evidence.

Assignments:

- Topic 1: Textbook pp. 538-560. Chapter 19 - Europe in the Age of Scientific Revolution. Complete all activities listed in the lesson guide.
- Topic 2: Textbook pp. 562-578. Chapter 20 - European Enlightenment. Complete all activities listed in the lesson guide.
- Topic 3: Textbook pp. 580-606. Chapter 21 - Political Revolution. Complete all activities listed in the lesson guide.
- Module 1 Study Guide and Wrap Up: Complete all activities listed in the lesson guide.
- Module 1 Illuminate Learning Check and Student-Teacher Conference: Complete all activities listed in the lesson guide.

[CCSS.HSS Content Standard: 10.1 10.1.1, 10.1.2, 10.1.3, 10.2, 10.2.1, 10.2.3, 10.2.4, 10.2.5]

[CCSS.HSS Analysis Skills: CST 1, CST 2, CST 3, HREP 1, HREP 2, HREP 3, HREP 4, HI 1, HI 2, HI 3, HI 4, HI 5, HI 6]

[CCSS.ELA-LITERACY: RH.9-10.1, RH.9-10.2, RH.9-10.3, RH.9-10.4, RH.9-10.5, RH.9-10.6, RH.9-10.7, RH.9-10.8, RH.9-10.9, RH.9-10.10, WHST.9-10.1, WHST.9-10.1.A, WHST.9-10.1.B, WHST.9-10.1.C, WHST.9-10.1.D, WHST.9-10.1.E, WHST.9-10.2, WHST.9-10.2.A, WHST.9-10.2.B, WHST.9-10.2.C,

WHST.9-10.2.D, WHST.9-10.2.E, WHST.9-10.2.F, WHST.9-10.3, WHST.9-10.4, WHST.9-10.5, WHST.9-10.6, WHST.9-10.7, WHST.9-10.8, WHST.9-10.9, WHST.9-10.10]

[ELD Standards: Part 1, A, 1, 3, 4; Part 1, B, 6, 7; Part 1, C, 10, 11, 12; Part 2, B, 3, 4; Part 2, C, 6, 7]

Module 2: World History Voyages of Exploration (2021).

Objectives:

1. Close Reading- students will engage with the text and make historic connections through Historical Thinking Questions.
2. Working with Visuals and Sources- students will have the opportunity to interpret visuals, interpret graphs, analyze visuals, and analyze sources.
3. Social Studies Skills- Students will learn valuable social study skills like drawing conclusions, identifying problems and solutions, analyzing language use, comparing and contrasting, analyzing cause and effect, making inferences, and determining chronology.
4. Making History Relevant- students will have the opportunity to reflect on history on how it influences their life, argue and support their opinion, and imagine experiencing a historic experience.
5. Document Based Question- Students will use the Document Based Question approach to analyze historical topics with the aid of the provided sources, or "documents," as evidence.

Assignments:

- Topic 4: Textbook pp. 614-640. Chapter 22 Industrial Revolution. Complete all activities listed in the lesson guide.
- Topic 5: Textbook pp. 642-664. Chapter 23 Changes in the Americas. Complete all activities listed in the lesson guide.
- Topic 6: Textbook pp. 666-686. The New Imperialism. Complete all activities listed in the lesson guide.
- Module 2 Study Guide and Wrap Up: Complete all activities listed in the lesson guide.
- Module 2 Illuminate Learning Check and Student-Teacher Conference: Complete all activities listed in the lesson guide.

[CCSS.HSS Content Standard: 10.3, 10.3.1, 10.3.2, 10.3.3, 10.3.4, 10.3.5,10.3.6, 10.3.7, 10.4, 10.4.1, 10.4.2, 10.4.3, 10.4.4]

[CCSS.HSS Analysis Skills: CST 1, CST 2, CST 3, HREP 1, HREP 2, HREP 3, HREP 4, HI 1, HI 2, HI 3, HI 4, HI 5, HI 6]

[CCSS.ELA-LITERACY: RH.9-10.1, RH.9-10.2, RH.9-10.3, RH.9-10.4, RH.9-10.5, RH.9-10.6, RH.9-10.7, RH.9-10.8, RH.9-10.9, RH.9-10.10, WHST.9-10.1, WHST.9-10.1.A, WHST.9-10.1.B, WHST.9-10.1.C, WHST.9-10.1.D, WHST.9-10.1.E, WHST.9-10.2, WHST.9-10.2.A, WHST.9-10.2.B, WHST.9-10.2.C, WHST.9-10.2.D, WHST.9-10.2.E, WHST.9-10.2.F, WHST.9-10.3, WHST.9-10.4, WHST.9-10.5, WHST.9-10.6, WHST.9-10.7, WHST.9-10.8, WHST.9-10.9, WHST.9-10.10]

[ELD Standards: Part 1, A, 1, 3, 4; Part 1, B, 6, 7; Part 1, C,10, 11, 12; Part 2, B, 3, 4; Part 2, C, 6, 7]

Module 3: World History Voyages of Exploration (2021).

Objectives:

1. Inquiry-Based Project - students will develop abilities to analyze, synthesize and evaluate information.
2. Inquiry-Based Project - students will investigate and demonstrate their knowledge in an inquiry-based summative performance task and present their findings.
3. Illuminate EOC Exam Study Guide - students will review the course and prepare for the Illuminate EOC Exam by completing the study guide.
4. Illuminate EOC Exam - students will complete the Illuminate EOC Exam to assess the knowledge and skills gained from the course.

Assignments:

- Inquiry-Based Project: Complete all activities listed in the lesson guide.
- Illuminate EOC Exam Study Guide: Complete all activities listed in the lesson guide.
- Illuminate EOC Exam: Take the closed book End of Course Exam in class. See your teacher for the exam. Return all textbooks and course materials.

[CCSS.HSS Content Standard: 10.2, 10.2.1, 10.2.2, 10.2.3, 10.2.4, 10.3, 10.3.4, 10.4, 10.4.1, 10.4.3, 10.4.4, 10.7.1, 10.7.3]

[CCSS.ELA-LITERACY.RH.9-10.1, RH.9-10.5, RH.9-10.6, RI.9-10.10b, WHST.9-10.1, WHST.9-10.2, WHST.9-10.2.A, WHST.9-10.2.B, WHST.9-10.2.C, WHST.9-10.2.D, WHST.9-10.2.E, WHST.9-10.2.F, WHST.9-10.4 , WHST.9-10.5, WHST.9-10.6, WHST.9-10.7, WHST.9-10.8, WHST.9-10.9]

[ELD Standards: Part 1, A, 1, 3, 4; Part 1, B, 6, 7; Part 1, C,10, 11, 12; Part 2, B, 3, 4; Part 2, C, 6, 7]

World History 2:

Module 1: World History Voyages of Exploration (2021).

Objectives:

1. Close Reading- students will engage with the text and make historic connections through Historical Thinking Questions.
2. Working with Visuals and Sources- students will have the opportunity to interpret visuals, interpret graphs, analyze visuals, and analyze sources.
3. Social Studies Skills- students will learn valuable social study skills like drawing conclusions, identifying problems and solutions, analyzing language use, comparing and contrasting, analyzing cause and effect, making inferences, and determining chronology.
4. Making History Relevant- students will have the opportunity to reflect on history on how it influences their life, argue and support their opinion, and imagine experiencing a historic experience.
5. Document Based Question- students will use the Document Based Question approach to analyze historical topics with the aid of the provided sources, or "documents," as evidence.

Assignments:

- Topic 1: Textbook pp. 694-730. Chapter 25 - The First World War and 20th-Century Revolutions. Complete all activities listed in the lesson guide.
- Topic 2: Textbook pp. 734-762. Chapter 26 - Economic Depression and Authoritarian Regimes. Complete all activities listed in the lesson guide.
- Topic 3: Textbook pp. 764-788. Chapter 27 - The Second World War. Complete all activities listed in the lesson guide.
- Module 1 Study Guide and Wrap Up: Complete all activities listed in the lesson guide.
- Module 1 Illuminate Learning Check and Student-Teacher Conference: Complete all activities listed in the lesson guide.

[CCSS.HSS Content Standards: 10.5, 10.5.1, 10.5.2, 10.5.3, 10.5.4, 10.5.5, 10.6, 10.6.1, 10.6.2, 10.6.3, 10.6.4, 10.7, 10.7.1, 10.7.2, 10.7.3, 10.8, 10.8.1, 10.8.2, 10.8.3, 10.8.4, 10.8.5]

[CCSS.HSS Analysis Skills: CST 1, CST 2, CST 3, HREP 1, HREP 2, HREP 3, HREP 4, HI 1, HI 2, HI 3, HI 4, HI 5, HI 6]

[CCSS.ELA-LITERACY: RH.9-10.1, RH.9-10.2, RH.9-10.3, RH.9-10.4, RH.9-10.5, RH.9-10.6, RH.9-10.7,

RH.9-10.8, RH.9-10.9, RH.9-10.10, WHST.9-10.1, WHST.9-10.1.A, WHST.9-10.1.B, WHST.9-10.1.C, WHST.9-10.1.D, WHST.9-10.1.E, WHST.9-10.2, WHST.9-10.2.A, WHST.9-10.2.B, WHST.9-10.2.C, WHST.9-10.2.D, WHST.9-10.2.E, WHST.9-10.2.F, WHST.9-10.3, WHST.9-10.4, WHST.9-10.5, WHST.9-10.6, WHST.9-10.7, WHST.9-10.8, WHST.9-10.9, WHST.9-10.10, WHST.9–10.9b, SL.9–10.1b, SL.9–10.1d, SL.9–10.2, SL.9–10.4a, SL.9–10.5, L.9–10.1a]

[ELD Standards: Part 1, A, 1, 3, 4; Part 1, B, 6, 7; Part 1, C, 10, 11, 12; Part 2, B, 3, 4; Part 2, C, 6, 7]

Module 2: World History Voyages of Exploration (2021).

Objectives:

1. Close Reading- students will engage with the text and make historic connections through Historical Thinking Questions.
2. Working with Visuals and Sources- students will have the opportunity to interpret visuals, interpret graphs, analyze visuals, and analyze sources.
3. Social Studies Skills- students will learn valuable social study skills like drawing conclusions, identifying problems and solutions, analyzing language use, comparing and contrasting, analyzing cause and effect, making inferences, and determining chronology.
4. Making History Relevant- students will have the opportunity to reflect on history on how it influences their life, argue and support their opinion, and imagine experiencing a historic experience.
5. Document Based Question- Student will use the Document Based Question approach to analyze historical topics with the aid of the provided sources, or "documents," as evidence.

Assignments:

- Topic 4: Textbook pp. 796-830. Chapter 28 - Cold War and Global Upheavals. Complete all activities listed in the lesson guide.
- Topic 5: Textbook pp. 832-868. Chapter 29 - Conflicts and Transformations. Complete all activities listed in the lesson guide.
- Topic 6: Textbook pp. 870-916. Chapter 30 - A Global 21st Century. Complete all activities listed in the lesson guide.
- Module 2 Study Guide and Wrap Up: Complete all activities listed in the lesson guide.
- Module 2 Illuminate Learning Check and Student-Teacher Conference: Complete all activities listed in the lesson guide.

[CCSS.HSS Content Standards: 10.9, 10.9.1, 10.9.2, 10.9.3, 10.9.4, 10.9.5, 10.9.6, 10.9.7, 10.9.8, 10.10, 10.10.1, 10.10.2, 10.10.3, 10.11]

[CCSS.HSS Analysis Skills: CST 1, CST 2, CST 3, HREP 1, HREP 2, HREP 3, HREP 4, HI 1, HI 2, HI 3, HI 4, HI 5, HI 6]

[CCSS.ELA-LITERACY: RH.9-10.1, RH.9-10.2, RH.9-10.3, RH.9-10.4, RH.9-10.5, RH.9-10.6, RH.9-10.7, RH.9-10.8, RH.9-10.9, RH.9-10.10, WHST.9-10.1, WHST.9-10.1.A, WHST.9-10.1.B, WHST.9-10.1.C, WHST.9-10.1.D, WHST.9-10.1.E, WHST.9-10.2, WHST.9-10.2.A, WHST.9-10.2.B, WHST.9-10.2.C, WHST.9-10.2.D, WHST.9-10.2.E, WHST.9-10.2.F, WHST.9-10.3, WHST.9-10.4, WHST.9-10.5, WHST.9-10.6, WHST.9-10.7, WHST.9-10.8, WHST.9-10.9, WHST.9-10.10]

[ELD Standards: Part 1, A, 1, 3, 4; Part 1, B, 6, 7; Part 1, C, 10, 11, 12; Part 2, B, 3, 4; Part 2, C, 6, 7]

Module 3: World History Voyages of Exploration (2021).

Objectives:

1. Inquiry-Based Project - students will develop abilities to analyze, synthesize and evaluate information.
2. Inquiry-Based Project - students will investigate and demonstrate their knowledge in an inquiry-based summative performance task and present their findings.
3. Illuminate EOC Exam Study Guide - students will review the course and prepare for the Illuminate EOC Exam by completing the study guide.
4. Illuminate EOC Exam - students will complete the Illuminate EOC Exam to assess the knowledge and skills gained from the course.

Assignments:

- Inquiry-Based Project: Complete all activities listed in the lesson guide.
- Illuminate EOC Exam Study Guide: Complete all activities listed in the lesson guide.
- Illuminate EOC Exam: Take the closed book End of Course Exam in class. See your teacher for the exam. Return all textbooks and course

[CCSS.HSS Content Standards: 10.7, 10.8, 10.8.5, 10.8.6, 10.9, 10.9.1, 10.9.2, 10.9.3, 10.9.4, 10.9.6, 10.9.7, 10.9.8, 10.10, 10.10.1, 10.10.2, 10.10.3]

[CCSS.ELA-LITERACY.WHST.9-10.2, WHST.9-10.2.A, WHST.9-10.2.B, WHST.9-10.2.C, WHST.9-10.2.D, WHST.9-10.2.E, WHST.9-10.2.F, WHST.9-10.4, WHST.9-10.5, WHST.9-10.6, WHST.9-10.7, WHST.9-10.8, WHST.9-10.9]

[ELD Standards: Part 1, A, 1, 3, 4; Part 1, B, 6, 7; Part 1, C, 10, 11, 12; Part 2, B, 3, 4; Part 2, C, 6, 7

Scope, Sequence & Assignments - World Language

Discipline: World Language (Language Other than English)

Grade level: 10th

Title of courses: Spanish 1,2

Scope of course: Full Year (2 semesters; 3 trimesters; 4 quarters)

Textbook & additional resources: ¡Que Chevere! 1

- ¡Que Chevere! Level 1
- https://www.carnegielearning.com/
- Spanish 1, 2 Lesson Guide
- Dictionaries and supplemental materials on Spanish-speaking cultures and people

Author: Alejandro Vargas Bonilla

Course Overview:

Spanish 1, 2 is a comprehensive two-part course designed to introduce students to the fundamentals of the Spanish language. This course follows the curriculum outlined in the textbook "¡Que Chevere! 1" and focuses on developing basic communication skills in Spanish. Throughout the course, students will learn essential vocabulary, grammar structures, and cultural aspects of Spanish-speaking countries. By the end of Spanish 1, 2, students will have a solid foundation in Spanish and will be able to engage in simple conversations, understand basic texts, and express themselves in everyday situations.

Course Objectives:

1. Develop basic listening, speaking, reading, and writing skills in Spanish.
2. Build a vocabulary base for various topics, including greetings, introductions, family, food, hobbies, and more.
3. Understand and apply essential grammar concepts, such as verb conjugations, sentence structure, and adjective agreement.
4. Gain cultural knowledge about Spanish-speaking countries and develop an appreciation for their customs and traditions.
5. Practice pronunciation and intonation to improve spoken Spanish.
6. Engage in simple conversations and express ideas, opinions, and preferences in Spanish.
7. Read and comprehend basic written texts, including short stories, dialogues, and informational passages.
8. Write short paragraphs and compositions using correct grammar and vocabulary.

Course Outline:
Part 1: Spanish 1

Unit 1: Greetings and Introductions

- Introduction to basic greetings, farewells, and introductions.
- Learning personal pronouns and basic verb conjugations in the present tense.
- Practicing conversation skills through role-plays and dialogues.
- Cultural aspects: Exploring different Spanish-speaking countries' greetings customs and formalities.

Unit 2: Describing Yourself and Others

- Vocabulary related to physical and personality traits.
- Grammar topics: ser and estar (to be), adjective agreement.
- Describing family members and friends.
- Cultural aspects: Comparing cultural perceptions of beauty and physical appearance.

Unit 3: Family and Relationships

- Vocabulary related to family members, relationships, and emotions.
- Grammar topics: possessive adjectives, expressing possession.
- Talking about family dynamics and describing family traditions.
- Cultural aspects: Exploring the importance of family in Hispanic culture.

Unit 4: Daily Life and Activities

- Vocabulary related to daily routines, activities, and hobbies.
- Grammar topics: reflexive verbs, stem-changing verbs.
- Describing daily activities and discussing hobbies and interests.
- Cultural aspects: Understanding leisure activities and pastimes in different Spanish-speaking countries.

Course Outline:
Part 2: Spanish 2

Unit 5: Food and Drinks
- Vocabulary related to food, drinks, and meals.
- Grammar topics: gustar and verbs like gustar, expressing preferences.
- Ordering food in restaurants and talking about culinary traditions.
- Cultural aspects: Exploring traditional cuisine in Spanish-speaking countries.

Unit 6: Travel and Leisure
- Vocabulary related to travel, transportation, and leisure activities.
- Grammar topics: present progressive, direct object pronouns.
- Discussing travel plans, describing tourist attractions, and narrating past trips.
- Cultural aspects: Learning about popular tourist destinations and customs in Spanish-speaking countries.

Unit 7: Health and Well-being
- Vocabulary related to health, body parts, and daily routines.
- Grammar topics: reflexive verbs in the past tense, expressing feelings.
- Talking about health issues, describing healthy habits, and discussing well-being.
- Cultural aspects: Discovering health practices and traditions in Spanish-speaking countries.

Unit 8: Celebrations and Festivals
- Vocabulary related to celebrations, festivals, and special occasions.
- Grammar topics: preterite tense, irregular verbs in the preterite.
- Cultural aspects: Traditional celebrations and festivities in Spanish-speaking countries.

Note: Each unit includes a variety of listening, speaking, reading, and writing activities to reinforce the language skills covered.

Reading will be an integral component of this course. Students must develop strong reading skills to comprehend textbook assignments and the literature prescribed in the course. Reading in this course is designed to inform students, allow students to imitate grammatical patterns, learn vocabulary in context, and engage creatively with the language.

Writing will be integral to students' development in the Spanish language in this course. Students will be asked to compose written work of various lengths in Spanish. Students will practice composing and editing well-developed ideas in Spanish. Students will be required to use the grammatical structures and vocabulary correlating to each chapter in their written exercises, as well as the correct accentuation of words.

Speaking will be developed through students' impromptu oral journals. Students will be asked to respond to prompts relating to each chapter's topics unscripted for 1 to 3 minutes. There will also be several projects which will include students presenting their research or project in an oral presentation to the teacher. Students will hopefully become more comfortable speaking in Spanish in front of a small audience and gain a greater confidence in composing impromptu Spanish dialogue.

Listening – Students will have several opportunities to listen to conversations in Spanish. Students will be assessed on comprehension questions based on listening activities, and on their ability to understand the spoken language by answering questions through verbal and written communication.

Reading Comprehension Questions – Students will respond in writing to assigned reading comprehension questions throughout the course. Students will write their answers in Spanish using the correct vocabulary, verb tense and topic based on the assigned chapters. Student ability to use affirmative and negative expressions is evaluated from their assigned questions. Also evaluated is the ability to express and understand opinions. Students will be assessed on their ability to understand the written language by answering comprehension questions related to them.

Cultural Connections will be introduced through cultural artifacts (literature, movies, and television) and textbook readings. Students will be encouraged to discuss, compare, and engage with the new cultures through their oral journals, written responses, and creative engagement with them through their various projects. Students will be asked to put themselves in the shoes of the people who live in those cultures and to use their research skills to further learn about the cultures and societies of Spanish-speaking countries.

Technology will also be integral to this course. Students will engage with the language through pictures and videos that they use to help create their multimedia presentations on a computer. Computers will be used for some of the instruction (such as the use of audio and audio-visual components on the Passport Carnegie learning platform). Students will use applications such as Microsoft Word, Microsoft PowerPoint, Vocaroo, Flipgrid, Prezi, Screencasts, and YouTube as they progress through the course.

I-culture activities from Carnegie are interactive cultural activities designed to provide students with a deeper understanding and appreciation of Spanish-speaking cultures. Students will be exposed to the diverse traditions, customs, history, and contemporary aspects of Spanish-speaking countries, allowing them to develop cultural competence alongside their language skills. By engaging with these activities, students will develop a holistic understanding of the Spanish-speaking world beyond just the language itself.

Assessment: Your progress in this course will be assessed through various means, including class participation, homework assignments, quizzes, projects, and exams. You will also have opportunities to practice your language skills through interactive activities, role-plays, and oral presentations.

Spanish 1, 2 is an excellent course for students who want to learn Spanish as a second language. The course provides a solid foundation in the language and culture of Spanish-speaking countries. By the end of the course, students will be able to engage in simple conversations, read and comprehend basic texts, and write short compositions. The course may also serve as a prerequisite for more advanced Spanish courses.

Spanish 1

Module 1: Textbook: ¡Que Chevere! 1

Objectives:

1. Greet and say goodbye, talk about celebrations, and use appropriate gestures.
2. Identify where Spanish is spoken, use definite articles, and explain cognate and false cognates.
3. Ask and tell how someone is feeling. State the time. Count to 100.
4. Recognize the difference between formal and informal Spanish. Express courtesy.
5. Ask and tell who someone is and where someone is. Use the verb ser appropriately.

Assignments:

- **Lesson 1:** Textbook pp. 2-19 - Unidad 1: ¡Mucho Gusto! Complete all activities listed in the lesson guide.

- **Lesson 2:** Textbook pp. 23-38 - Unidad 1: ¡Mucho Gusto! Complete all activities listed in the lesson guide.

- **Lesson 3:** I-culture Activity: Complete all activities listed in the lesson guide.

- **Lesson 4:** Textbook pp. 50-71 - Unidad 2: ¡Al Colegio! Complete all activities listed in the lesson guide.

- **Lesson 5:** Textbook pp. 74- 98 - Unidad 2: ¡Al Colegio! Complete all activities listed in the lesson guide.

[World Language Standards: 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2]

Module 2: Textbook: ¡Que Chevere! 1

Objectives:

1. Give examples of Spanish in everyday life. Identify Hispanic influence in the U.S.
2. Talk about classroom objects. Ask and tell how to say words in Spanish. Use the verb estar.
3. Use definite articles with nouns. Read about and discuss grades in Spanish-speaking countries.
4. Discuss school schedules. Talk about clothing and colors. Use –ar verbs. Talk about places in the city.
5. Invite using quieres and porque no. Introduce a friend. Talk about modes of transportation.

Assignments:

- **Lesson 6:** I-culture Activity - Unidad 2: ¡Al Colegio! Complete all activities listed in the lesson guide.

- **Lesson 7:** Textbook pp. 110-130 - Unidad 3: ¡En la ciudad! Complete all activities listed in the lesson guide.

- **Lesson 8:** Textbook pp. 134-150 - Unidad 3: ¡En la ciudad! Complete all activities listed in the lesson guide.

- **Lesson 9:** I-culture Activity - Unidad 3: ¡En la ciudad! Complete all activities listed in the lesson guide.

- **Lesson 10:** Midterm: Complete all activities listed in the lesson guide.

[World Language Standards: 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 5.1]

Module 3: Textbook: ¡Que Chevere! 1

Objectives:

1. Discuss Mexico's three cultures. Talk about Mexico's cities, landmarks, and cuisines.
2. Have a conversation in a restaurant. Express a problem.
3. Talk about family and relationships. Use possessive adjectives. Use –ir verbs.
4. Talk about Puerto Rico's languages and people. Read about the Hispanic-naming tradition.
5. Use gustar. Use –a to clarify and emphasize. Describe typical Dominican music and culture.

Assignments:

- **Lesson 11:** Textbook pp. 162-182 - Unidad 4: La familia y los amigos. Complete all activities listed in the lesson guide.

- **Lesson 12:** Textbook pp. 186-206 - Unidad 4: La familia y los amigos. Complete all activities listed in the lesson guide.

- **Lesson 13:** I-culture Activity - Unidad 4: La familia y los amigos. Complete all activities listed in the lesson guide.

- **Lesson 14:** Textbook pp. 218-235 - Unidad 5: La rutina y la diversion. Complete all activities listed in the lesson guide.

- **Lesson 15:** Textbook pp. 239-253 - Unidad 5: La rutina y la diversion. Complete all activities listed in the lesson guide.

[World Language Standards: 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2]

Module 4: Textbook: ¡Que Chevere! 1

Objectives:

1. Identify objects in an electronic store. Use tener. Use que + adjective/noun.
2. Discuss how nature conservation and political neutrality are present Costa Rica.
3. Describe activities for the coming week. Use the personal a when using direct objects.
4. Talk about holidays and celebrations. Talk about past and future days. Use the verb venir.
5. Talk about months of the year. Use numbers from 101-999,000. Ask for and give a date.

Assignments:

- **Lesson 16:** I-culture Activity - Unidad 5: La rutina y la diversion. Complete all activities listed in the lesson guide.
- **Lesson 17:** Study Guide: Complete all activities listed in the lesson guide.
- **Lesson 18:** Take the closed book End of Course Exam in class. See your teacher for the exam. Return all textbooks and course materials.

[World Language Standards: 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1]

Spanish 2

Module 1: Textbook: ¡Que Chevere! 1

Objectives:
1. Identify items in the kitchen and dining room. Express obligation using tener que and deber.
2. Use stem changing verbs e-ie. Describe Venezuelan housing, food, and activities at the table.
3. Use demonstrative adjectives. Read and discuss various geographic regions of Venezuela.
4. Identify room and floors of the house. Use decir. Express wishes using querer y gustaria.
5. Describe housing styles in Colombia. Talk about leisure activities. Use stem changing verbs.

Assignments:

- **Lesson 1:** Textbook pp. 270-289 - Unidad 6: Mi casa es su casa. Complete all activities listed in the lesson guide.

- **Lesson 2:** Textbook pp. 292-314 - Unidad 6: Mi casa es su casa. Complete all activities listed in the lesson guide.

- **Lesson 3:** Multimedia Presentation: Housing Venezuela. Complete all activities listed in the lesson guide.

- **Lesson 4:** Textbook pp. 324-340 - Unidad 7: Las diversiones de todo el año. Complete all activities listed in the lesson guide.

- **Lesson 5:** Textbook pp. 347-366 - Unidad 7: Las diversiones de todo el año. Complete all activities listed in the lesson guide.

[World Language Standards: 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2]

Module 2: Textbook: ¡Que Chevere! 1

Objectives:
1. Discuss Argentina, its geography, and pastimes. Use hace to say how long something is happening.
2. Use present progressive. Discuss popular sports in Argentina. Talk about seasons and activities.
3. Chile's weather and athletes. Identify people who participate in sports. Use preterite tense of dar/estar.
4. Talk about household chores. Use indirect object pronouns. Use acabar de.
5. Talk about party preparations. Use preterite of –ar verbs. Identify and describe foods. Talk about preparing a meal.

Assignments:

- **Lesson 6:** Presentational Writing and Speaking: Tourism to Chile. Complete all activities listed in the lesson guide.

- **Lesson 7:** Textbook pp. 378-393 - Unidad 8: La rutina diaria. Complete all activities listed in the lesson guide.

- **Lesson 8:** Textbook pp. 402-422 - Unidad 8: La rutina diaria. Complete all activities listed in the lesson guide.

- **Lesson 9**: Multimedia Presentation: Interesting topics in Spain. Complete all activities listed in the lesson guide.

- **Lesson 10**: Midterm. Complete all activities listed in the lesson guide.

[World Language Standards; 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.2]

Module 3: Textbook: ¡Que Chevere! 1

Objectives:

1. Describe clothing color and fabric. Identify parts of the body. Use adjectives as nouns.
2. Talk about the past using –ir/-er verbs. Talk about Panama Canal and services it provides.
3. Use affirmative and negative expressions. Talk about buying gifts and accessories.
4. Use diminutives. Talk about prices and payment practices in stores.
5. Use gustar. Use –a to clarify and emphasize. Describe typical Dominican music and culture.

Assignments:

- **Lesson 11**: Textbook pp. 434-457 - Unidad 9: ¡Vamos de compras! Complete all activities listed in the lesson guide.

- **Lesson 12:** Textbook pp. 460-480 - Unidad 9: ¡Vamos de compras! Complete all activities listed in the lesson guide.

- **Lesson 13:** Project: Global Business Awareness. Complete all activities listed in the lesson guide.

- **Lesson 14:** Literature Unit: La liebre y la tortuga. Complete all activities listed in the lesson guide.

- **Lesson 15:** Literature Unit: La liebre y la tortuga. Complete all activities listed in the lesson guide.

[World Language Standards: 1.1, 1.2, 1.3, 2.1, 3.1, 3.2, 5.1]

Module 4: Textbook: ¡Que Chevere! 1

Objectives:

1. Identify objects in an electronic store. Use tener. Use que + adjective/noun
2. Discuss how nature conservation and political neutrality are present Costa Rica.
3. Describe activities for the coming week. Use the personal a when using direct objects.
4. Talk about holidays and celebrations. Talk about past and future days. Use venir.
5. Talk about months of the year. Use numbers from 101-999,000. Ask for and give a date.

Assignments:

- **Lesson 16:** Literature Unit: La liebre y la tortuga. Complete all activities listed in the lesson guide.
- **Lesson 17:** Study Guide. Complete all activities listed in the lesson guide.
- **Lesson 18:** Take the closed book End of Course Exam in class. See your teacher for the exam. Return all textbooks and course materials.

APPENDIX MM

SAFETY PLAN

Altus SCHOOLS
SOUTHERN CALIFORNIA

COMPREHENSIVE SAFETY PLAN

ALTUS SCHOOLS
RIVERSIDE COUNTY

SY 2025-2026

Quick Glance Reference

NOTIFICATION SYSTEM

FIRE Notification Method is – Series of short beeps followed by verbal instructions

EARTHQUAKE DRILL Notification Method is – Continuous long beep followed by verbal instructions

LOCKDOWN Notification Method is – Lights being turned off, followed by verbal instructions

SHELTER-IN-PLACE Notification Method is – 3 short beeps, 3 long beeps followed by verbal instructions

ALL-CLEAR Notification Method is – Series of long beeps followed by verbal instructions

(NOTIFICATION SYSTEMS VARY AT EACH LOCATION. MINIMUM REQUIREMENTS COVER FIRE, EARTHQUAKE, LOCKDOWN, SHELTER-IN-PLACE, AND ALL-CLEAR TO RETURN)

INCIDENT COMMAND TEAM PERSONNEL – MAJOR ASSIGNMENTS ONLY

Primary	Position	Alternate
School Coordinator	Incident Commander	Operations and HR Administrator
Operations and HR Administrator	Operations Chief	Finance Administrator
Chief Business Officer	Planning & Intelligence Chief	Data and Assessment Coordinator
Chief Business Officer	Logistics Chief	Data and Assessment Coordinator
Finance Administrator	Finance & Administration Chief	Chief Business Officer

(SUBORDINATE ASSIGNMENTS CAN BE FOUND ON PAGE 163)

TABLE OF CONTENTS

SECTION ONE *5*

Executive Summary 5

Facility Information and Street/Aerial Map 6

Hazard Assessment Summary 15

Assessment of School Crime 16

Response Guidelines for Dangerous, Violent or Unlawful Activities 17

Emergency Notification Information 18

Emergency Resource Information 19

Emergency Disaster Kit 19

Crisis Response Boxes 20

Emergency Quick Reference Guide 21

Emergency Operations Overview 21

Incident Command Team Overview 23

SECTION TWO *25*

Emergency and Evacuation Procedures 25

Shelter-In-Place Procedure 37

Emergency Lockdown Procedures 38

Parent Notification & Reunification Procedure 44

Earthquake Procedures 45

Fire Procedures 46

Emergency Responses 48

Active Shooter and Other Armed Assailant Drills 87

Disaster-Related Administrative and Emergency Procedures 94

SECTION THREE *95*

Suspension and Expulsion Policy and Procedures 95

Child Abuse Reporting Procedures 114

Notification to Staff of Dangerous Students 117

Anti-Discrimination and Harassment Policy 118

School-Wide Dress Code 119

Loitering Law Compliance 120

Going To and From Resource Center Safely 122

Safe Ingress and Egress Procedures 124

Ensuring a Safe and Orderly Environment 125

Discipline Procedures 126

SECTION FOUR *127*

Emergency Roles, Responsibilities and Duties 127
Altus Schools Riverside County Instructional Continuity Plan 163
Immigration Enforcement Presence Notification Procedure 171

SECTION ONE

Executive Summary

The purpose of this plan is to outline the basic organization and procedures utilizing the Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS) for responding to an emergency affecting any location.

An “Incident Commander” (and alternate) is assigned to be the point of contact for this plan. During emergencies, the Incident Commander is the point of coordination for all operations. An Incident Command Team is in place to address key issues during emergency operations. The team works as directed by the Incident Commander. Each team member assignment can be found in Section Four of this plan, which identifies roles, responsibilities and duties.

The Incident Commander and the Incident Command Team are assigned to maintain and implement their Emergency Plan. The Safety Coordinator will assist with emergency preparedness, disaster planning, and will be responsible for updating the underlying Emergency Plan Template. As a component of the Comprehensive Safe Schools Plan document, the Safety Coordinator will review this emergency plan on an annual basis to determine if the Emergency Plan Template is compliant with Federal, State, and local laws.

The Incident Commander will coordinate training for all new staff (paid and volunteer) assigned to this resource center. The Incident Commander, coordinating with the Safety Coordinator, will conduct scheduled exercises to provide staff with an opportunity to practice the emergency procedures outlined in this plan.

This format allows staff to understand basic roles and responsibilities regardless of where in the school they may be working.

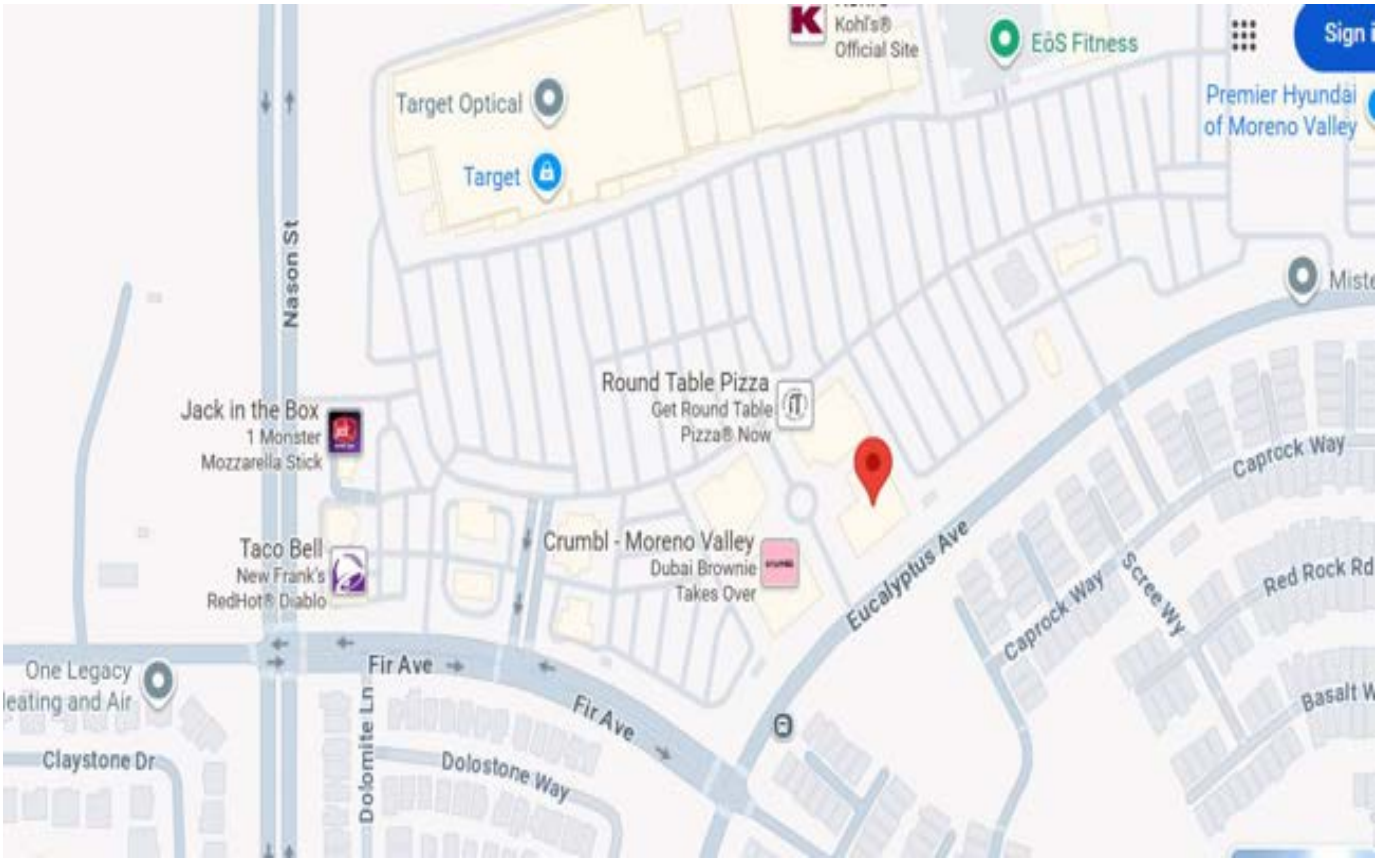
It is imperative all staff review this plan at least twice a year to ensure a basic understanding of their role and responsibility in an emergency. It is unlikely that anyone will have the time when an emergency occurs to review this entire plan, thus understanding and practice is necessary to be prepared. The proactive actions of individuals during an emergency may very well save another’s life.

ALTUS SCHOOLS RIVERSIDE COUNTY

Facility Information and Street/Aerial Map

Location/Site Name	Moreno Valley Resource Center
Site Address	27130 Eucalyptus Ave, Suite A, Moreno Valley, CA 92555
Site Public Phone Number	858-678-2050
Site Direct Phone Number	951-247-6646
Site Fax Number	951-242-6722

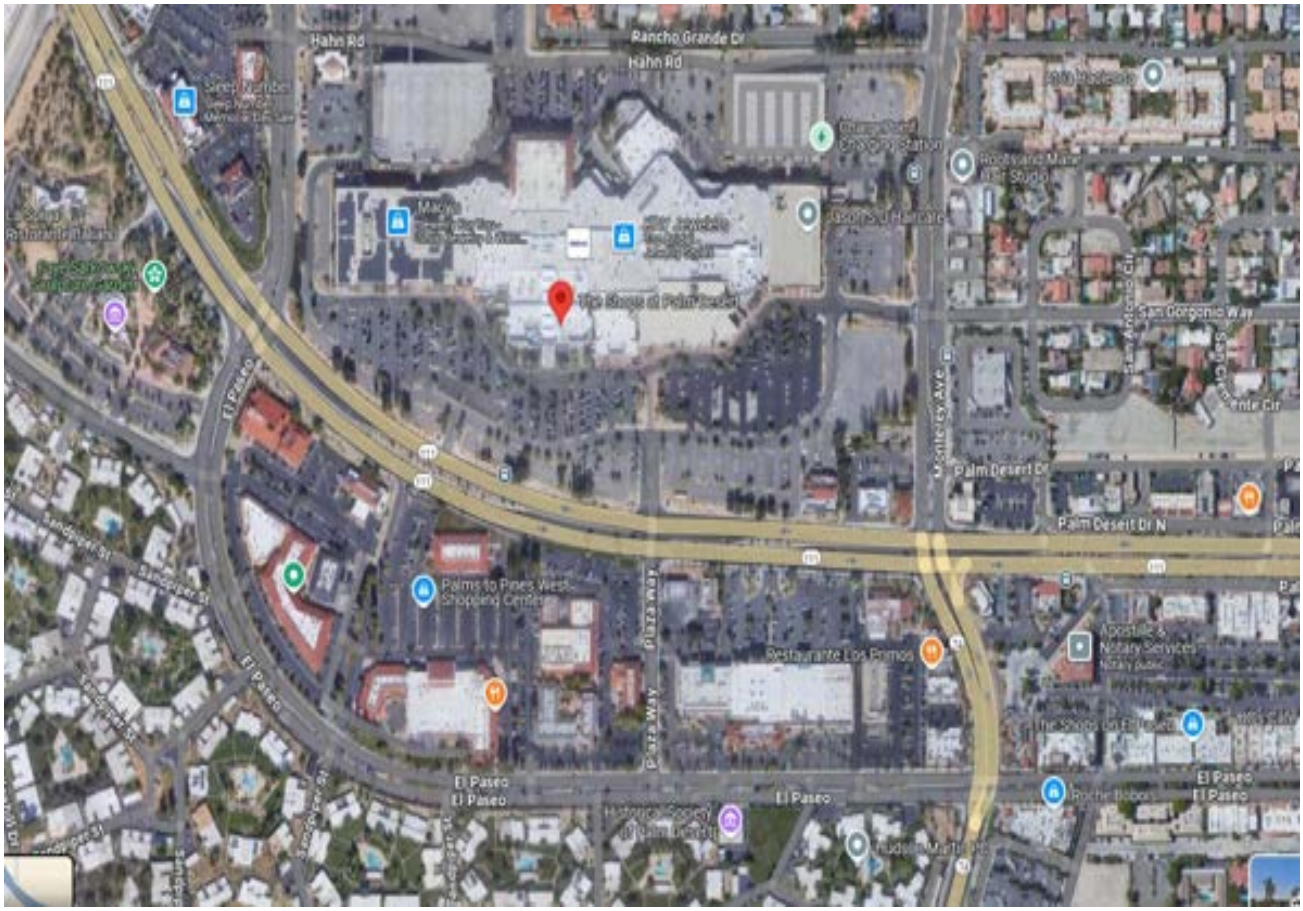
Moreno Valley RC Map



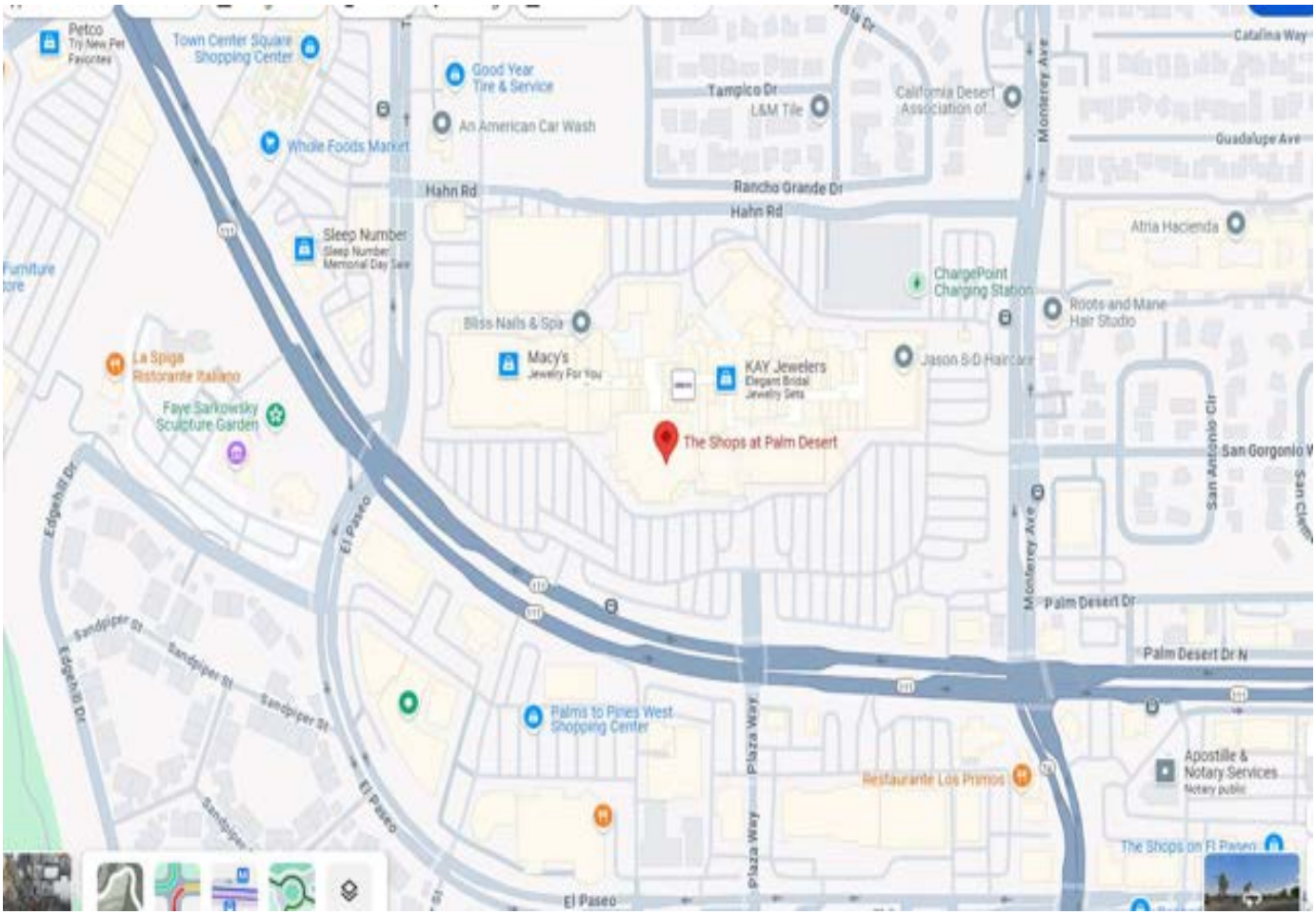
ALTUS SCHOOLS RIVERSIDE COUNTY

Site Information and Aerial Map

Location	Palm Desert Resource Center
Address	72840 Highway 111, Suites 168/169, Palm Desert, CA 92260
Public Phone Number	760-341-1093
Fax Number	762-533-5509



Palm Desert RC Map

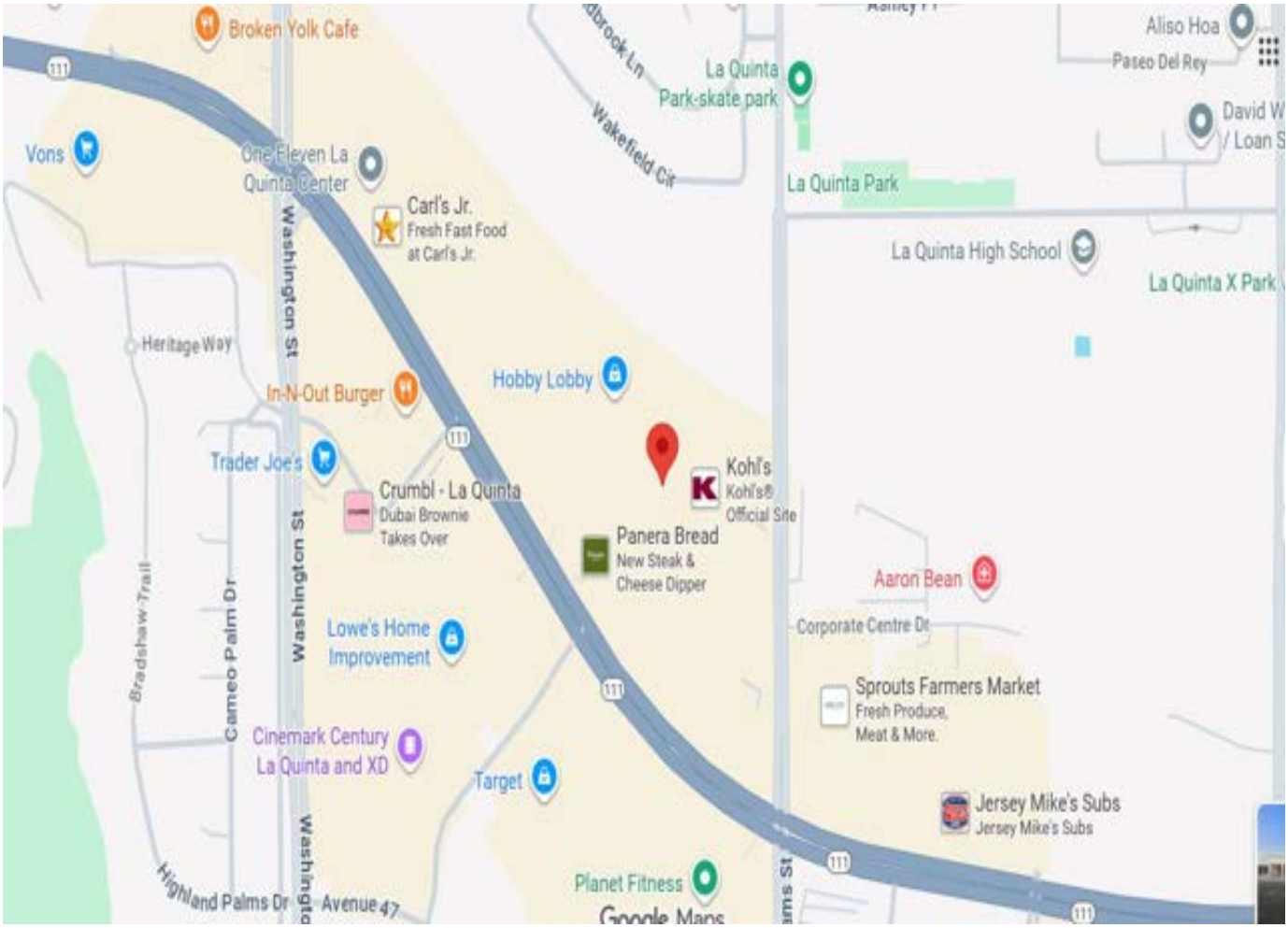


ALTUS SCHOOLS RIVERSIDE COUNTY

Site Information and Aerial Map

Location	La Quinta Resource Center
Address	78-900 CA Highway 111, Suite 14, La Quinta, CA 92253
Public Phone Number	TBD
Fax Number	TBD

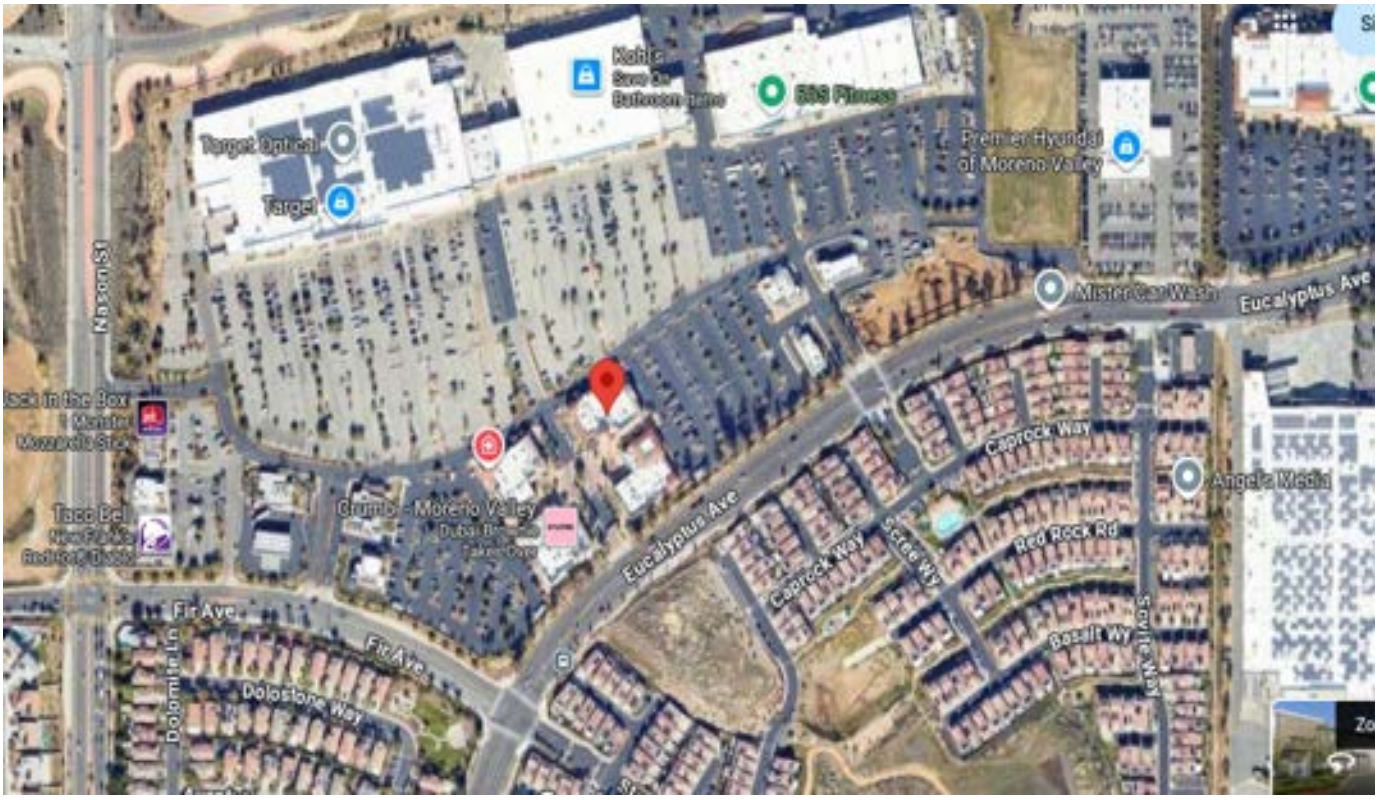
La Quinta RC Map



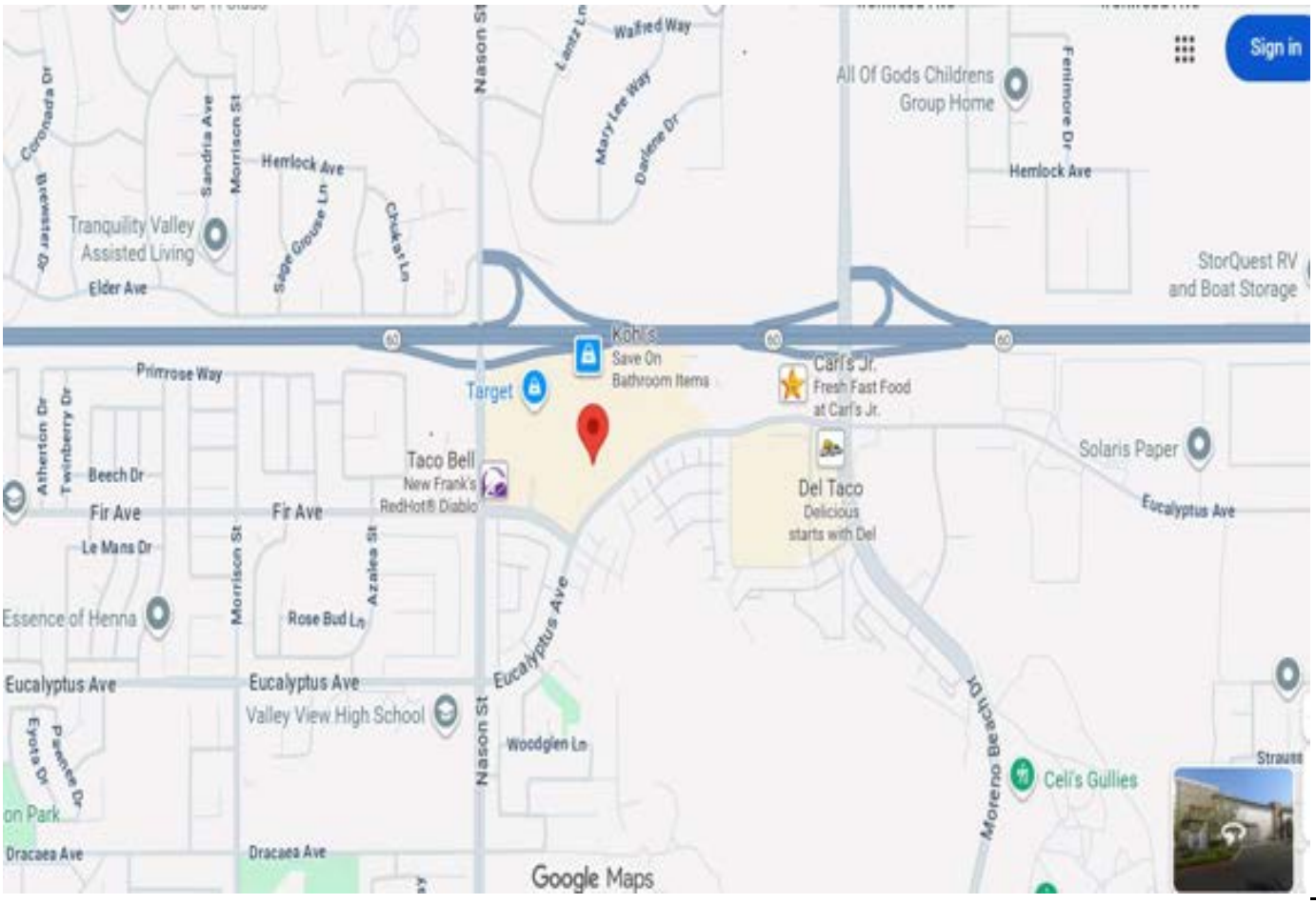
ALTUS SCHOOLS RIVERSIDE COUNTY

Site Information and Aerial Map

Location	Moreno Valley Annex Resource Center
Address	27140 Eucalyptus Ave, Suite E, Moreno Valley, CA 92555
Public Phone Number	TBD
Fax Number	TBD



Moreno Valley Annex RC Map



Perris/Menifee Resource Center
Menifee Boardwalk
29837 Newport Road,
Menifee, CA 92584

Jurupa Valley Resource Center
7710 Limonite Avenue,
Jurupa Valley, CA 92509

Alvord Resource Center
3812 Pierce Street,
Riverside, CA 92503

Hazard Assessment Summary

Information will be included here on any incidents that may occur during the previous school years.

Assessment of School Crime

In assessing the crime rate for the last two school years at Altus Schools Riverside County, the crime data indicates that there have been no incidents in the last two years. Our Altus Schools Riverside County staff will continue to monitor student behavior to ensure a safe and supportive environment. Both students and parents continue to rate the school high for providing a safe environment in their annual surveys.

	23-24yr	Rate	24-25yr	Rate	% Change
PROPERTY CRIME					
Arson	0	0.00	0	0.00	0.00
Burglary	0	0.00	0	0.00	0.00
Graffiti	0	0.00	0	0.00	0.00
Theft	0	0.00	0	0.00	0.00
Vandalism	0	0.00	0	0.00	0.00
Total	**0**				
DRUGS & ALCOHOL					
Use of Alcohol/Drugs	0	0.00	0	0.00	0.00
Possession of Alcohol	0	0.00	0	0.00	0.00
Possession of Drugs	0	0.00	0	0.00	0.00
Sale of Furnishing of Alcohol/Drugs	0	0.00	0	0.00	0.00
Total	**0**		**0**		
CRIMES AGAINST PERSONS					
Assault with Deadly Weapon	0	0.00	0	0.00	0.00
Battery	0	0.00	0	0.00	0.00
Homicide	0	0.00	0	0.00	0.00
Robbery/Extortion	0	0.00	0	0.00	0.00
Sex Offense	0	0.00	0	0.00	0.00
Total			**0**		
OTHER OFFENSES					
Bomb Threat	0	0.00	0	0.00	0.00
Destructive/Explosives	0	0.00	0	0.00	0.00
Loitering/Trespassing	0	0.00	0	0.00	0.00
Possession of Weapon(s)	0	0.00	0	0.00	0.00
Total	**0**		**0**		
ENROLLMENT 23-24yr	**359**	**24-25yr**	**376**		

The data represented is the total number of reported incidents within each crime category and as rates per 100 students enrolled. It is important to note that comparisons (% Change) are calculated from incident rates and not total numbers, because the rates reflect changes in student enrollment from year to year. Crimes involving Arson, Graffiti, and Vandalism must exceed $100 per incident, theft $50, and Burglary has no dollar limit. Any rate change to or from zero is represented as a 100% change. Caution should be used when drawing conclusions from individual rate changes. Improved reporting practices may have resulted in increases in crime rates which may not represent actual increases in crime.

Response Guidelines for Dangerous, Violent or Unlawful Activities

Altus Schools Riverside County adheres to the following Law Enforcement Notification Matrix in assessing and responding to dangerous and unlawful activity.

CALL 911	CALL for Law Enforcement (911 if immediate danger - Dispatch if non-emergency)	Notification to Law Enforcement (911 if immediate danger - Dispatch if non-emergency)

• Bomb threat/Suspicious package
• Firearm on complex
• Explosive on complex
• Fire
• Immediate risk of harm to student(s) and/or staff'
• Intruder on complex
• Medical emergency
• Possible abduction
	• Assault with a dangerous weapon and/or resulting in great physical injury (EC 48902)
	  ○ Loss of consciousness; concussion; bone fracture; protracted loss or impairment of function of any bodily member or organ; a wound requiring extensive suturing; disfigurement
	• Report of sexual assault or battery (Grades 4-12) (EC 48902)
	  ○ Touching an intimate part of another person, against the person's will, for the specific purpose of sexual gratification, sexual arousal, or sexual abuse
	• Homicidal threat (Grades 6-12) (EC 49390)
	  ○ Any action that creates a **reasonable suspicion** that the student is preparing to commit a homicidal act related to school or a school activity
		• Physical attack, assault or threat toward employee (EC 44014)
		• Possession of controlled substance (EC 48902)
		• Possession of other dangerous weapon (EC48902)
		  ○ dirk, dagger, ice pick, knife having a blade longer than 2 1/2 inches, folding knife with a blade that locks into place, razor with an unguarded blade, taser, or stun gun, any instrument that expels a metallic projectile, such as a BB or a pellet.

Emergency Notification Information

Often, the first action to occur as an emergency incident is unfolding is the need to alert or warn others. The School Coordinator will serve as the primary notification point for emergencies at this resource center. The primary or alternate Incident Commander will notify the Safety Ambassadors. Once notified, they will begin contacting public safety officers to assist the Incident Commander, pursuant to their policies and procedures.

The very next action to occur is the need to alert or warn resource center staff. Methods for notifying staff include: Telephone – Landline and/or cellular, resource center radio, Runners – staff and/or students, Siren System – Siren and/or bell depending upon resource center, Handheld Air Horns or Bull Horns.

The method utilized will depend upon the circumstances of the emergency and the resources available at this resource center. Additional information is found in the School Emergency Procedure.

The Safety Coordinator will conduct an initial assessment based on available information and will advise the Incident Commander and the Superintendent of the recommended actions to be taken. However, if the emergency requires immediate action, the Safety Coordinator will initiate the appropriate warnings and notifications to public safety responders without delay.

As services are being dispatched to assist, the Incident Commander will begin to gather and direct resource center resources as necessary to address the emergency or disaster at hand. The following external and internal contacts may be of assistance:

ALWAYS USE A HARD-WIRED PHONE IN AN EMERGENCY

EXTERNAL CONTACTS:

CONTACT	EMERGENCY	NON-EMERGENCY
Moreno Valley Police	911	951-247-8700
Moreno Valley Fire	911	951-242-3101
Riverside County Fire Department	911	951-924-6860
Moreno Valley Electric	911	844-341-6469
Palm Desert Police	911	760-836-1600
Palm Desert Fire	911	760-863-8886
SoCAL Edison	800-611-1911	800-655-4555
Coachella Valley Water	911	760-398-2651
Imperial Irrigation District	1-800-303-7756	760-335-3640

INTERNAL CONTACTS:

CONTACT	EMERGENCY	NON-EMERGENCY
Life or Limb Threatening	911	
Primary Contact: School Coordinator	619-957-8779	858-214-2511
Riverside County Safety Coordinator	619-757-0028	858-678-2045
Facilities Emergency Maintenance	619-757-0028	858-678-2045 Sorrento Mesa RC
Communications Team	858-678-4811	858-678-4811

Emergency Resource Information

Emergency Disaster Kit

This resource center maintains one kit. The kit(s) are located: Janitorial Closet

The Emergency Disaster Kit stores necessary resources for a resource center incident command. This kit should not be confused with the Crisis Response Box, which is carried out of the resource center to a Public Safety Incident Command Post. Resource Center personnel should use the items contained within the kit to manage their incident command. The following equipment and supplies are stored inside the Emergency Disaster Kit:

- Handheld Air Horns – recommend a minimum of five (Incident Commander & Chiefs)
- Bull Horn – recommend a minimum of one
- Batteries – recommend a minimum of two sets for bull horn, flashlights, emergency radios and walkie-talkies)
- Flashlights – recommend one per Incident Command Team member (17) (Search & Rescue Team and First Aid and Medical Team requirements listed separately)
- Walkie-Talkies – recommend a minimum of five (Incident Commander & Chiefs)
- Duct Tape – recommend a minimum of two rolls used for marking blank vests.
- Rosters - recommend a minimum of one set per room sorted by alphabet
- Steno Pads (5x7) – recommend one per Incident Command Team member (17)
- Pencils & Pens - recommend one each per Incident Command Team member (34)
- Copies of Forms
- Chalk - recommend twenty-five sticks, red in color
- 3x5 Cards – recommend one hundred
- Department or Resource Center Placards
- First Aid & Medical Team Supplies
- Search and Rescue Team Supplies
- Vests for Key Personnel – recommend a total of 17 for Incident Command Team members (Search & Rescue Team and First Aid & Medical Team requirements listed separately in Section Four)

All Emergency Disaster Kits and their contents are the responsibility of the Incident Commander. The Incident Commander will conduct annual inspections in October of each year. The responsibility to inspect and replace non-operating equipment and supplies belongs to the resource center. The responsibility to delegate the transport the Emergency Disaster Kit to an activated Command Post belongs to the following individuals:

Primary: **Incident Commander**
Alternate: **Operations Chief**

Crisis Response Boxes

This resource center maintains 1 Crisis Response Box.

The Crisis Response Boxes are located: Janitorial Closet and each Support Team Member

The Crisis Response Boxes are file folder- type boxes. The boxes are clearly labeled and contain vital information needed by the Incident Command Team and Public Safety Incident Commander (in the event a public safety incident command post is established. The following information is stored inside each box:

- Current copy of the Emergency Plan which should include resource center evacuation procedures, including staging locations. Also included should be an aerial photo including all **new** structures, electric, gas, water cable, telephone, intrusion and fire alarm shutoffs, resource center numbers, gate openings for vehicles/pedestrians and all fire hydrants that have been added to accommodate these new structures.
- Current map of resource center layout. Map must show **all** buildings, resource center numbers, and evacuation routes.
- Most current blueprint (architectural drawings).
- Current roster of students and staff assigned to the resource center, as well as issues pertaining to special needs students. These rosters will be in alphabetical order for staff and students. Student roster must be in alphabetical order, divided by grade level and have emergency contact/release information.
- A list of the resource center's staff skills including language translation, specialized training, and emergency equipment carried in vehicles.
- If available, current student photos on CD-ROM or most recent year book.
- Telephone numbers listed in numerical order for each resource center/building.

Maintenance of the Crisis Response Boxes and their contents is the responsibility of the Incident Commander. The Incident Commander will work with Safety Coordinator on conducting an inspection during October of each year. The responsibility to inspect and replace information belongs to the resource center.

The responsibility to carry the box to an activated Public Safety Incident Command Post belongs to the following individuals:

Primary: **Incident Commander**
Alternate: **Operations Chief**

Emergency Quick Reference Guide

This document, often referred to as the "Emergency Quick Reference Guide" is a red, white, and blue quick flip-type reference chart that provides basic guidelines for emergencies. The information in this guide is drawn directly from the School's Emergency Procedures. Each resource center has been equipped with a copy of the guide. The guide provides basic direction for teachers and staff in the event of an emergency. All staff should familiarize themselves with the content annually. Replacement copies are available through the Operations Department.

Emergency Operations Overview

The protection of lives shall be the primary priority of all emergency operations and procedures. The protection of property shall be secondary to life safety. The emergency procedures within this Plan are designed to facilitate life safety through the use of simple, basic procedures based on the Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS) that utilize the Incident Command System (ICS) as the basic response management structure.

Disaster Service Workers

California Government Code, Chapter 8, Section 3100 states: "…all public employees are hereby declared to be disaster service workers subject to disaster service activities as may be assigned to them by their superiors or by law." In accordance with these provisions, all staff members are considered "disaster service workers" during emergencies and must remain in the resource center to carry out assigned responsibilities. Resource Center staff should be familiar with emergency procedures and any assigned responsibilities. During an emergency, staff will serve on response teams and implement response procedures. If a teacher has been assigned to an Incident Command Team position in the following list, the teacher will first ensure the safety of the students and accompany the students to the Assembly Area (also known as the "Evacuation Area"), where the students will be reassigned to another teacher. The teachers will then carry out their assigned Incident Command Team responsibilities.

Plan Maintenance

The Incident Commander is responsible for the maintenance of this plan. The Emergency Plan is Criterion 2 of California's mandated Comprehensive Safe Schools Plan. The School Safety Coordinator is responsible for annual plan review. Appropriate changes or modifications shall be

forwarded by the Incident Commander to the Safety Coordinator for approval prior to any distribution. The Emergency Plan will be maintained on a secured intranet with "read only" access to the Incident Command Team and revision access to the Incident Commander and the Safety Coordinator.

Training & Exercises

Training is a key component to ensure successful emergency operations. The adage "people will do what they have been trained to do" is consistently proven in actual emergencies. Exercises allow "people" to practice what they have been trained to do and improve their skills for an actual emergency.

The Incident Commander will coordinate annual trainings for all staff on the basic emergency procedures of this plan. All new staff assigned to the resource center will receive basic training within 30 days of assignment. Basic training can simply involve knowledge of basic SEMS and ICS protocols, key evacuation locations, parent

reunification locations, and the location of related resources. Members of the Incident Command Team will receive additional training specific to their duties every year by the Incident Commander and School Safety Coordinator.

The Incident Commander will coordinate annual exercises for all staff as outlined in the School Emergency Procedures.

Incident Command Team Overview

According to ICS, the size of the organization (i.e., number of positions) will vary depending on the operational needs of the incident. In some cases, one individual may be able to fill more than one "position". (Example: in a small incident the School Coordinator oftentimes serves as the Incident Commander and the Public Information Officer.)

Only under very unusual conditions will all of the positions identified below be activated and fully staffed. To that extent, the Incident Commanders have been encouraged to "cluster" certain same-section positions, if the workload allows. The Incident Commander could assume the Safety Officer, Public Information Officer, and Liaison Officer duties. The Planning & Intelligence Chief could assume the Documentation and Situation Analysis duties.

Incident Command Team Assignments

Key staff will be pre-assigned to the Incident Command Team and have specific duties during emergencies. These duties include:

- Incident Commander – responsible for overseeing the resource center emergency operations. Typically, also assumes responsibilities of the Safety Officer, Liaison Officer, and Public Information Officer duties
    - Safety Officer - ensures that all activities are conducted in as safe a manner as possible
    - Public Information Officer – acts as official spokesperson for the resource center in an emergency situation, until the School's Communications Officer is available
    - Liaison Officer – serves as the point-of-contact for agencies outside of the School's organization.
- Operations Chief – manages direct response to the resource center emergency
    - Facility Check & Security – controls utilities, restricts access to unsafe areas, provides traffic control, and communicates damage to Incident Commander
    - Search & Rescue Leader and Team – checks resource center for damage, rescues victims, and reports resource center conditions
    - First Aid & Medical Leader and Team – provides medical response including CISM (Critical Incident Stress Management)
    - Student/Parent Reunification
        - Assembly Area – ensures the care and safety of all students in resource center (except those in the Medical Treatment Area)
        - Request Gate – processes requests by parents or authorized adults for release of students
        - Release Gate – releases student to parent or authorized adult
- Planning & Intelligence Chief – in charge of collection, evaluation and documentation of information about the incident
    - Documentation – collects, evaluates, and documents event
    - Situation Analysis – assesses the overall incident
- Logistics Chief – provides facilities, services, personnel, equipment and materials to support response – includes food and transportation services

    - Supplies, Facilities, & Staffing – provides supplies, equipment and staffing to support response
- Finance & Administration Chief – tracks purchases, staff hours, costs, and student accountability

In the event of an emergency, a Command Post will be established by the Incident Commander. Incident Command Team members will be informed of the location upon activation.

The Emergency Roles and Responsibilities Section (Section Four) of this plan provides checklists for each of the above assignments. The Incident Command Team will report to the Incident Commander at the Command Post. Any staff may be assigned to assist each of the above positions depending upon the circumstances and demands of the incident and care of the students and staff.

The Emergency Operations Center (EOC) located at the Sorrento Mesa Resource Center may be activated to support resource center emergency operations. In the event that the EOC is activated, the Incident Commander will establish communications and coordinate closely with the EOC.

It's important that the Incident Command Team refer to both the Emergency Procedures and Emergency Quick Reference Guide for command directives and clarifications.

SECTION TWO

Emergency and Evacuation Procedures

Evacuation Procedure

Notification

The Incident Commander is responsible for notifying the Incident Command Team when an evacuation is necessary. The Safety Ambassador, in coordination with the Incident Commander, is responsible for activating the evacuation notification procedures for resource center-level personnel. Additional information pertaining to resource center evacuations can be found in Emergency Procedures.

The signal for evacuation is a short interrupted blast. If the primary emergency notification system fails to activate, the secondary notification method will be handheld air horns found in the Emergency Disaster Kit.

If evacuation is required, but an alternative method of notification is required (e.g. a received credible bomb threat), then notification can be made by telephone, radio or runners. This method reduces the level of anxiety and potential panic.

Exiting Buildings

The Incident Commander is responsible for ensuring that staff and students are aware of designated exit routes from the building. Appropriate maps and directions are posted near each door to ensure that occupants are aware of the possible exits. Each resource center and department has developed plans for ensuring that all staff/students receive evacuation notification and are moved to a pre-designated evacuation area. All staff will be trained to conduct rapid visual and verbal “sweeps” of their assigned areas to ensure that no one is left behind.

The responsibility to ensure maps and directions are posted, as well as appropriate training delivered, belongs to the following individuals:

Primary: **Incident Commander**
Alternate: **Operations Chief**

Communications

The Altus Schools Riverside County Communications Plan is designed to supplement urgent or emergency e-mail communications to faculty and staff.

Emergency RC Call to Central

RC contact Central or Able

Remember 6 Key points –

- **RC** — **Identify your resource center**
- **Number** — **Approximate number of participants**
- **Code** — **Red (Life-threatening) 911**
  Orange (Serious)
  Yellow (Potential – advisement)
- **Description** — **Briefly describe incident**
- **Location** — **In resource center, outside front/back door, alley**
- **Listen** — **Answer central's questions succinctly**

Sample Emergency Call

Resource Center	This is a code Orange. There are approximately six male students assembled on the South side of Monterey Street., across the resource center. They are shouting and threatening one of our students who is here in the resource center. Our student is belligerent and wants to go out and face them. I have five other students with the resource center associate and me. We have locked the doors and directed students to move to the back of the resource center away from the window.
Central	I am dispatching the police immediately. Have your RCA with the other students. Be sure none of them leave or open the door. Stay with your student and try to calm him. Do not go out to confront the group. Assistance should be there shortly. Keep us posted of any change.

Resource Center

- Remember, speak calmly and slowly.
- Tend to the business at hand and keep Central informed. STAY CALM.
  - If the problem is resolved. Call Central back immediately. Remember someone is streaking across the city to get to you. Call in and say, **"Situation secured". This officially closes down the incident. Central logs the time.**

ParentSquare System

In the event of an emergency the Board President or designee may activate the school-wide ParentSquare. ParentSquare allows Altus Schools Riverside County administrators and staff to send out voice calls, email messages or SMS messages to students, parents and staff. ParentSquare allows Altus Schools Riverside County to establish a reliable channel for communicating and sharing information effectively and efficiently. In time-sensitive situations, parents and guardians will receive information and details directly from the school. Not just for emergencies, ParentSquare is beneficial in sending out routine school messages, such as attendance reports, and event and meeting reminders.

Our first responsibility is to the health and safety of our students.

- Do not aggressively confront any individual or group.

- We want no heroes – just mature, reasonable individuals who take control of a situation and manage it.
- Do not place yourself, or others, in an unnecessarily dangerous situation. Your backups are not far away.

1. Receive Communication

Be sure caller identifies RC. Confirm that you read the transmission and acknowledge the RC name. If necessary, calm the caller. Set the tone by using a confident and firm tone of voice.

If necessary, lead the caller through the 6 elements/key points of an Altus Schools Riverside County emergency call. **Resource Center, Number, Code, Description, Location, Listen.** It is preferable that you speak directly to the teacher whenever possible.

2. Ascertain the level of emergency and degree of danger

Prescribe action. If there is a close judgment call--- err on the side of caution.

Code Red: Optional Action

- The teacher contacts 911 immediately.
- Tell the teacher you will contact 911.
- Tell RC staff to deal with emergency until help arrives. Give them some specific tasks.
- Tell teacher you will call in report and will get right back to him/her. Talk staff through emergency if necessary. Ask if they have locked down the RC, drawn the blinds, etc.
- After you place call for help, coordinate with other central managers to see who is closest to the RC and can arrive in the shortest amount of time.
- Contact the Altus Schools Riverside County School Coordinator to alert them to the emergency.

3. Assist in the implementation of the action plan worked out with the RC.

Be conscious that the School must protect the anonymity and privacy of each student. No staff should discuss the incident with the press. Refer them to a manager.

4. Log call.

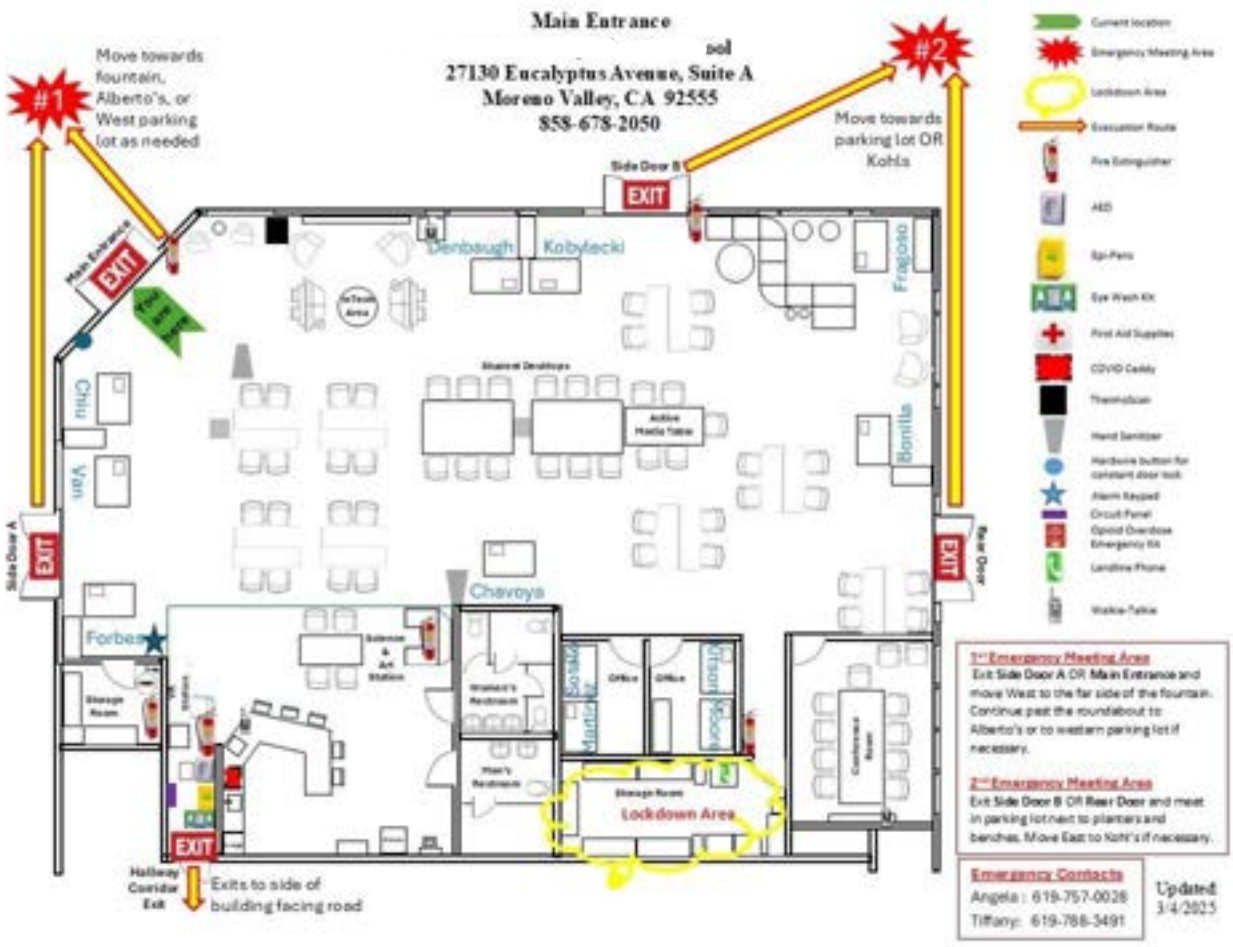
Note approximate start and end time of incident. A brief narrative describing the incident is due to the Sorrento Mesa RC before the end of the day. This report could become part of a court case, so immediate transcription is advisable to ensure more accurate recall. The report may become a part of the body of information needed for further investigation.

Evacuation Locations

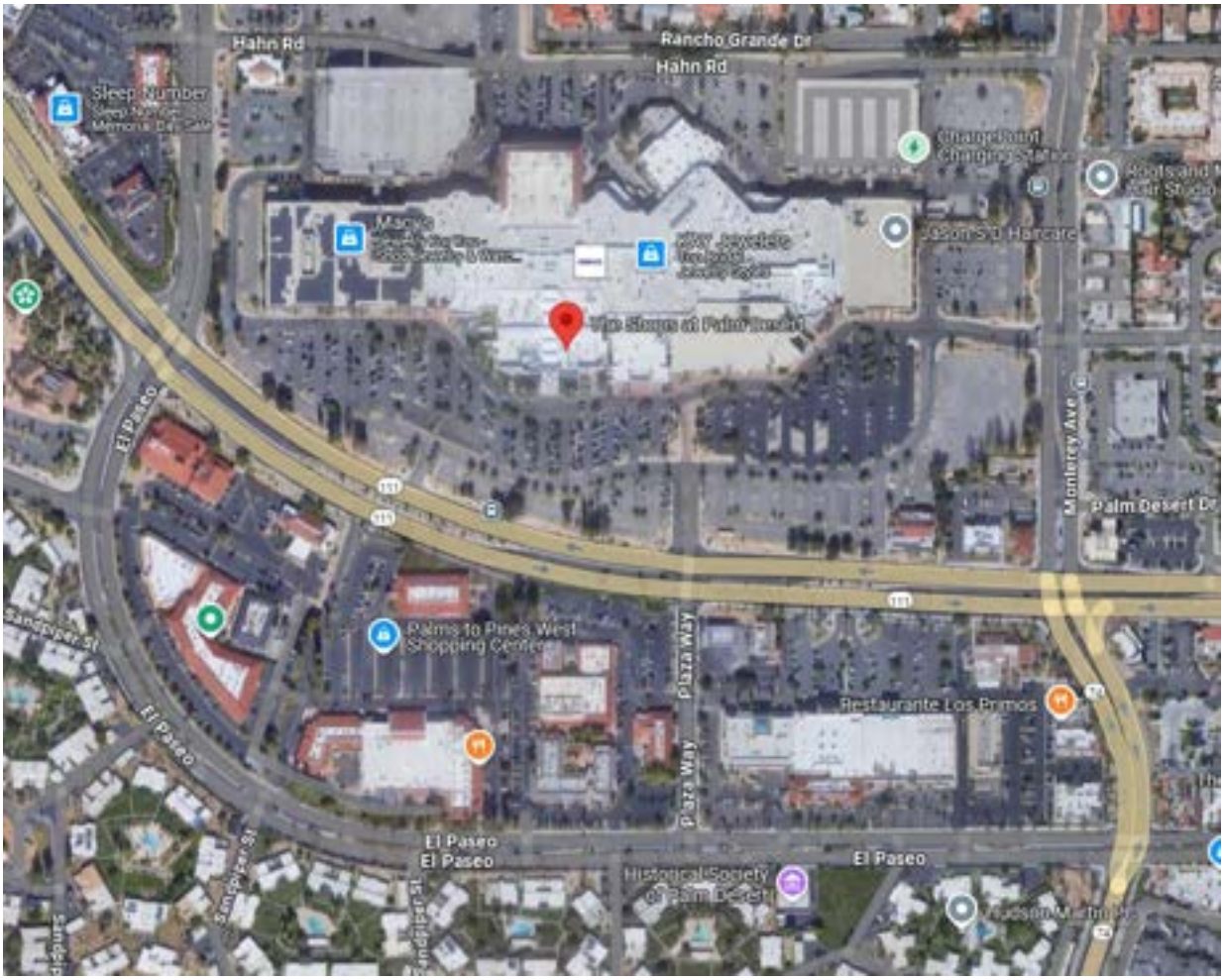
In the event that the situation requires a further distance be placed between individuals and the facility, the School Coordinator or designee will direct individuals to proceed to the designated meeting area.

Moreno Valley RC**:** 27130 Eucalyptus Avenue, Suite A, Moreno Valley, CA 92555
Cross Street**:** Fir Ave
Meeting Area**: First**- Exit rear door to parking lot next to planter; **Second-** Exit door and head to Kohl's Department Store

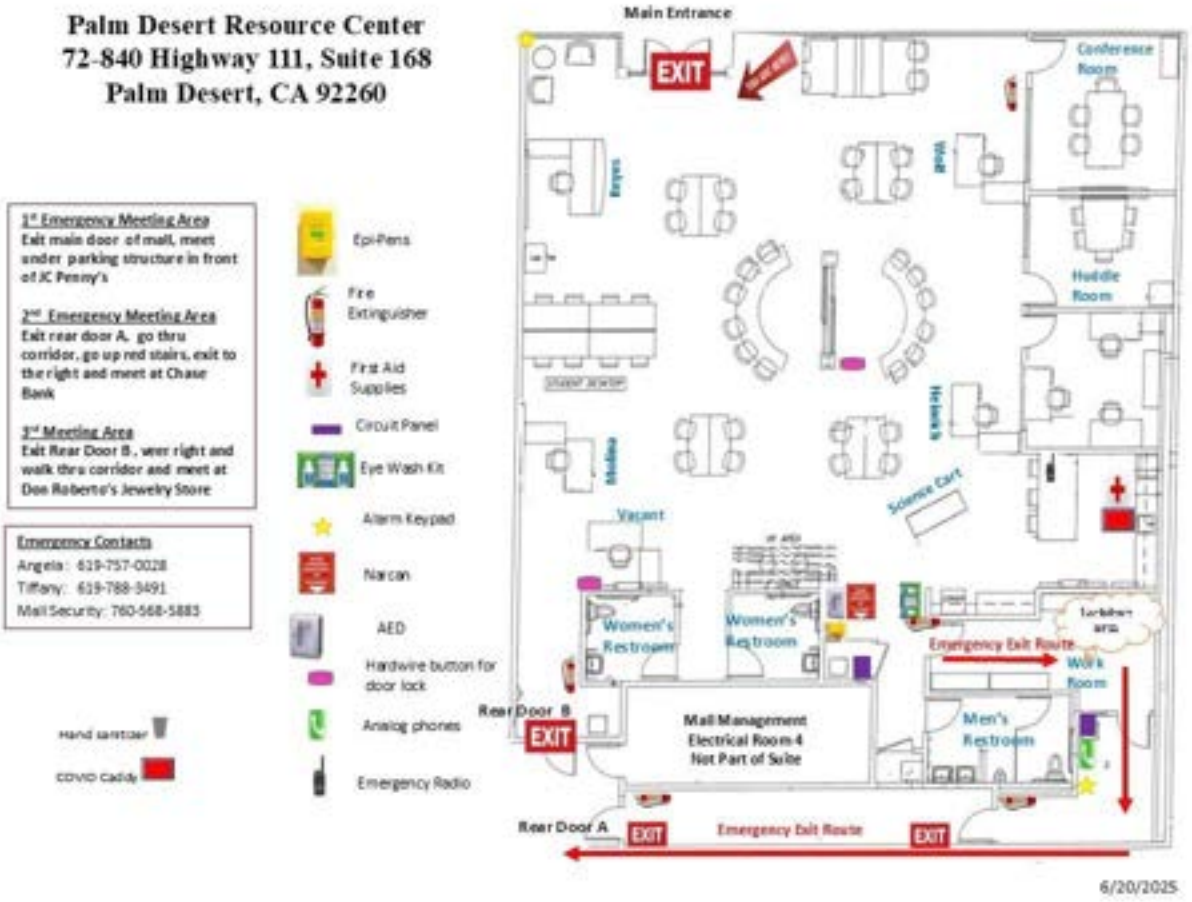
Moreno Valley Exit Plan



Palm Desert RC: 72840 Highway 111, Suites 168/169, Palm Desert, CA 92260
Cross Street: Plaza Way
Meeting Area: Parking Lot North of the Main Entrance to Grassy Area East of Palm Desert RC Next to Monterey Avenue



Palm Desert Exit Plan



La Quinta RC**:** 78-900 CA Highway 111, Suite 14, La Quinta, CA, 92253
Cross Street: La Quinta Center Dr
Meeting Area**:** TBD

La Quinta Exit Plan

TBD

Moreno Valley Annex RC: 27140 Eucalyptus Avenue, Suite E, Moreno Valley, CA 92555
Cross Street: Fir Ave
Meeting Area: TBD

TBD

Persons with Disabilities

In emergencies, persons with disabilities may need special assistance in evacuating to the designated location. Each Incident Commander is responsible for pre-identification of persons with disabilities who may need assistance and assigning staff to assist them. Persons with disabilities or other staff who may need special assistance in an evacuation situation are responsible for ensuring that their Department Head is aware of their needs for assistance.

Because of the volume of foot traffic that can be expected through stairways and corridors in a building during an evacuation, there must be an area of rescue assistance established aside from the main flow of foot traffic. Such an area must be clearly marked so disabled individuals know where to go for refuge in a critical time. Proper signage for this area is "Area of Rescue Assistance." Evacuation maps will articulate this information.

The responsibility to determine disability needs, assign appropriate staff and ensure proper resources for evacuation and reunification belongs to the following individuals at this resource center:

Primary: **Incident Commander**
Alternate: **Operations Chief**

Return to Facility/Resource Center

The Incident Commander, in consultation with the Public Safety Incident Commander, if necessary, will determine when individuals can return to the facility. In the event that staff or students must be released early, the Incident Commander must request approval from the Superintendent. The Safety Coordinator should be advised of this information.

The notification for a safe return to facilities located at this RC is:
Communication via Emergency Radio and/or Cell Phone

Shelter-In-Place Procedure

Shelter-In-Place generally occurs when evacuating the resource center is more dangerous than taking shelter inside a building. This generally occurs during natural disasters, severe weather conditions, or health hazards. The following procedure applies to this resource center. Additional information pertaining to Shelter-in-Place is available in Emergency Procedures.

Notification

The Incident Commander is responsible to notify the Incident Command Team when a Shelter-In-Place is necessary. The Safety Coordinator, in coordination with the Incident Commander is responsible for activating the Shelter-In-Place notification procedures for resource center-level personnel.

***The signal for Shelter-In-Place is: 3 short beeps, 3 long beeps followed by Verbal Instructions**
***If the primary emergency notification system fails to activate, the secondary notification method will be handheld air horns found in the Emergency Disaster Kit.**

Activation & Deactivation

Quickly direct students and staff inside to the nearest room; do a verbal and visual sweep as you get everyone inside. Shut all doors and windows leading into the room, including interior doors. Doors may be opened for late arrivals if the exterior environment is safe. Take student attendance and report missing or extra students to the Sorrento Mesa RC by radio, telephone or e-mail. For environmental emergencies, immediately shut off the air conditioning/heating system, try to seal air vents and gaps under doors and around windows. Monitor your local radio, T.V. or e-mail for updates. Remain in Shelter-in-Place until the "All Clear" signal is sounded.

Return to Facility/Resource Center

The Incident Commander, in consultation with the Public Safety Incident Commander, if necessary, will determine when individuals can return to the facility. In the event that staff or students must be released early, the Incident Commander must request approval from the Superintendent. The Safety Coordinator should be advised of this information.

The notification for a safe return to facilities located at this resource center is:
Communication via Emergency Radio and/or Cell phone

Emergency Lockdown Procedures

If an emergency situation near the resource center endangers student or staff safety,
Lockdown the Site/Building.

FIRST: Follow the lockdown procedures below and notify an Executive Safety Committee Member immediately.

Executive Safety Committee	Contact Number
School Coordinator	951-924-4964
School Nurse	951-924-4964
Operations and HR Administrator	951-924-4964

During a lockdown, several security measures will take place:

1. A teacher or designee will declare **"this is a lockdown"** alerting staff and students in a calm manner.
2. All students and staff remain in their resource centers.
3. All resource center doors and windows are to be closed and locked.
4. All window blinds should be drawn or closed.
5. A staff member will activate "STAY" function on ADT/Everon Security Alarm Panel.
6. Safety Lead or designee in resource center will call/email Executive Safety Committee.
7. A staff member will take a head count of ALL persons in resource center/building
8. A staff member will use the attached Sign In sheet for ALL persons on location.
9. All lights should be turned off (as needed)
10. A member of the Executive Safety Committee will communicate and work directly with the Resource Center Safety Ambassador and/or designee.

ONE TO ONE COMMUNICATION. NOT EVERYONE NEEDS TO CALL.

11. No one is permitted to leave and no one, including a parent, is allowed in the resource center.
12. Students and staff will remain quiet and calm.
13. All individuals should seek immediate cover under desks or tables and remain low to the ground and away from windows or doors as needed.
14. First aid will be rendered by staff as necessary.
15. Resource Center staff should not make statements to the media.

ONLY A MEMBER OF THE EXECUTIVE SAFETY COMMITTEE MAY LIFT A LOCKDOWN.

Persons who may activate a resource center lockdown:

- Any member of the resource center staff or community safety support (Police, Fire, Mall Management etc.) may declare a lockdown.

Conditions in which to activate a school-wide or resource center- specific lockdown may include, but not limited to:

- Authorities inform the school or resource center of a dangerous situation in close proximity to the facility.
- The immediate pursuit of a dangerous suspect.
- The execution of a high-risk search or arrest warrant.
- A large-scale enforcement operation involving potentially dangerous suspects.
- Someone with a weapon is en route to a resource center.
- Gunshots are heard nearby.
- An act of terrorism.

BEST PRACTICE: enroll your work email on local media news alerts for your area

Should a lockdown occur, parents should be aware of the following:

- Remain calm as resource center and local authorities manage the situation.
- If a lockdown lasts for an extended period of time, or goes beyond dismissal time, students will not be allowed to leave until recommended by the appropriate authorities. Resource Center staff will attempt to notify parents by phone.
- Parents may be required to pick up children from the resource center or another designated staging area, once it is determined to be safe to do so.
- Parents will be required to present identification.
- The reunification location will be given to parents over the phone, if possible.
- Students and parents are reminded that during an emergency situation, cellular sites may be overwhelmed due to a high volume of calls. It is critical that text messaging and cell phone use be kept to a minimum so that emergency services have priority to assist the students and staff on the resource center.

Following Lockdown:

- The Safety Ambassador for the site will fill out and submit to the School Coordinator within 24 hours:
  - Lockdown Incident Report Form
  - Emergency Sign-In Report
  - Emergency Student Sign Out Report
- The Safety Committee will convene within 72 hours to debrief
- The Safety Coordinator will keep a record of all occurrences.

Lockdown Incident Report

Site/Building:	**Duration of Lockdown:** **Beginning time:** **End Time:**
Date of Incident:	**Report Prepared by:**
Name of Executive Safety Lead Notified:	

1. Type of Incident/Brief Explanation:

2. Who declared the lockdown?

3. How did you hear about the need for a lockdown?

4. Were there any First Aid or Health matters during the lockdown? If so, please explain.

5. Is there a need for follow up to any students/parents?

6. Did you have enough communication, Information, and resources during your lockdown?

7. Are there any recommendations:

***Attach this report to the Sign in Sheets and the Sign Out report.**
Return entire Lockdown packet to Angela Neri within 24 hours.

Signature: _____ **Date: _____**

***Date Report Received:* _____**

EMERGENCY LOCKDOWN SIGN IN SHEET

(ALL persons onsite/building sign in)

When the Safety Team lifts the lockdown, please use the attached Emergency Release Record to sign students out.

Date/Time of lockdown:	**Resource Center/Building:**	**Name of Safety Lead Notified:**

Use the sign in sheet below for **ALL** persons in the lock down area.

NO ONE is to leave OR enter the site/building.

	Last Name	**First Name**	**Position/Role**	**Signature**
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				
22				
23				
24				

Page _____ of _____

EMERGENCY RELEASE SIGN OUT RECORD PAGE 1 of __

Date:	Time of lockdown:	Safety Lead lifted lockdown:
Resource Center/Building:	Time lockdown lifted:	Location of students at Lift:

PLEASE PRINT

1.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

2.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

3.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

4.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

5.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

6.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

7.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

8.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

9.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

Parent Notification & Reunification Procedure

Following a lockdown, shelter-in-place, or other emergency action, there may be a need to reunite students with parents. This is often a difficult and somewhat chaotic event, requiring planning and resources. The following resource center procedure was developed to limit chaos and ensure a safe reunification of students with their parents or legal guardians.

Notification

In the event the School Coordinator determines students are to be released from the resource center, a collaborative effort will begin to notify parents/guardians of the unification effort using information provided on student's emergency contact cards, as well as information available within the school student database.

Reunification

Reunification will generally occur from the location pre-identified as the evacuation point. Staff and law enforcement will be stationed at one central point, where all students will enter and exit the unification location. Incident Command Team members will use resource center attendance and emergency card information to check in and out students.

The responsibility of reunification, determining needs, assigning appropriate staff, and ensuring proper resources for reunification at this resource center belongs to the following individuals:

Primary: **Incident Commander**
Alternate: **Operations Chief**

Earthquake Procedures

Earthquakes often occur without notice and generally have after-shocks which are just as dangerous as the initial quake. Building evacuation will generally occur following a major earthquake due to potential dangers of fires or explosions. The following earthquake information pertains to this RC.

Notification

Give the command to “Drop, Cover, and Hold” at the first indication of shaking ground.

Attempt to gain safety under tables, desks, or other supporting objects. Consider holding onto the supporting object to keep it over your body. If in a hallway, move to an inside wall and stand in the doorway.

Remain away from windows to avoid falling glass, and away from large objects that may fall upon your person.

Extinguish any flames and turn off power to equipment and electrical appliances if possible. Turn off gas valves as well.

Hold undercover for at least two minutes to assess damage and injuries while waiting for the first aftershock to occur.

After the first aftershock, activate your evacuation procedures after confirming the path and destination are safe.

Do not return to the inside of any building until emergency personnel has checked the buildings for safety.

Structural Failure

Give the command to evacuate the affected building or area and secure the premise to prevent entrance by others.

Advise the School Coordinator of the situation. Contact the Director of Operations and Technology at (619) 778-3491.

Upon arrival of emergency personnel, coordinate to evaluate known information and decide upon a course of action to render the situation safe.

Fire Procedures

Fires often occur without notice and can spread quickly if not addressed. Building evacuation will generally occur following a fire notification due to potential dangers of burns and smoke inhalation. The following fire information pertains to this RC.

Notification

Notify your School Coordinator. If possible, quickly assess the location and size of the fire to determine an appropriate evacuation action.

Alert all staff and students of the fire location and condition – activate your fire alarm system to sound the alarm.

Begin evacuation procedures for everyone to an appropriate assembly area. Remember to move individuals away and upwind from the hazard.

Call the Fire Department (“9-1-1”) or notify Director of Operations and Technology by calling 619-778-3491. The Director of Operations and Technology will handle notifying the proper emergency and communications personnel.

Render first aid as needed. Be sure to notify the Director of Operations and Technology of injuries.

Activate specific components of your emergency plan as appropriate.

Supervise the evacuation and ensure all rooms and unsafe areas are evacuated. Check to ensure accountability for all staff and students. Maintain control of evacuees at the assembly area until the situation is under control.

Have some staff standing by the entrance to direct responding fire personnel to the fire location.

Upon arrival of emergency personnel, coordinate to evaluate information and decide upon a course of action to either return to the RC or arrange for an early dismissal.

Fire/Earthquake
Evacuation Drill Report

_____
School/Resource Center

Date of Training/Drill	Time of Training/Drill	Duration (in minutes)	Number of Students Participating

**Please conduct the drill at least three times on different days and/or times so as many students as possible can participate.*

1. Names of staff members participating in drill:

2. If there were others present during the drill, please list their names and reasons for being at the site (volunteer, guest speakers, parent, etc.):

3. Location of Evacuation/Assembly Area:

4. What worked particularly well during the training and drill?

5. How could the training/drill be improved to make it more effective?

6. Any other suggestions?

7. Have Safety Supplies been reviewed?

   ❑ *See attached for needed items* ❑ *Reviewed and NO items are needed at this time*

Report prepared by: _____
Signature: ___ Date: _

EMERGENCY RESPONSE: ALLERGIC REACTION

There are many types of medical conditions that may trigger an allergic reaction, among them anaphylactic shock, diabetes and sickle cell anemia. Possible symptoms of an allergic reaction include skin irritation or itching, rash, hives, nasal itching or sneezing, localized swelling, swollen tongue, restlessness, sweating, fright, shock, shortness of breath, vomiting, cough and hoarseness. School nurses have a specialized health care plan for certain conditions and should be contacted for any sign of allergic reaction.

STAFF ACTIONS:

- X If imminent risk, call 911.
- X Send for immediate help (Firs Aid, CPR, medical) and medication kit (for known allergies).
- X Notify the School Coordinator.
- X Assist in getting the Epinephrine Delivery System for individuals who carry them (usually in backpack), and prescription medications (kept by school nurse).
- X If an insect sting, remove stinger immediately.
- X Assess situation and help student/staff member to be comfortable.
- X Move student or adult only for safety reasons.

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

- X If imminent risk, call 911 (always call 911 if using an Epinephrine Delivery System).
- X Notify nurse/parent or guardian.
- X Administer medication, by order of a doctor, if appropriate; apply ice pack to affected area, keep victim warm or take other actions as indicated.
- X Observe for respiratory difficulty.
- X Attach a label to the person's clothing indicating: time & location of insect sting or food ingested, name of medicine, dosage and time administered.

OTHER PREVENTATIVE/SUPPORTIVE ACTIONS:

- X Keep an Epinephrine Delivery System in the resource center and notify staff as to location.
- X Emergency health card should be completed by parents for each child and should be easily accessible by school personnel.

EMERGENCY RESPONSE: BIOLOGICAL AGENT RELEASE

This is an incident involving the discharge of a biological substance in a solid, liquid or gaseous state. Such incidents may include the release of radioactive materials. A biological agent can be introduced through:

- postal mail, via a contaminated letter or package
- a building's ventilation system
- a small explosive device to help it become airborne
- a contaminated item such as a backpack, book bag, or other parcel left unattended
- the food supply
- aerosol release (for example, with a crop duster or spray equipment)

Defense against biological release (e.g. anthrax, smallpox, plague, ricin etc.) is difficult because usually appear after some time has lapsed. Indicators that may suggest the release of a biological or chemical substance include multiple victims suffering from: watery eyes, choking or breathing difficulty, twitching or the loss of coordination. Another indicator is the presence of distressed animals or dead birds. Determine which scenario applies and implement the appropriate response procedures.

Outside the Resource Center

STAFF ACTIONS:

X Notify the School Coordinator.
X Move students away from immediate vicinity of danger (if outside, implement **Take Cover**).
X Segregate individuals who have been topically contaminated by a liquid from unaffected individuals. Send affected individuals to a designated area medical attention.
X Follow standard student assembly, accounting and reporting procedures.

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

X Initiate **SHELTER IN PLACE**.
X Shut off HVAC units.
X Move to central location where windows and doors can be sealed with duct tape.
X Call 911. Provide location and nature of the emergency and school actions taken.
X Notify Director of Operations and Technology of the situation.
X Turn on a battery-powered commercial radio and listen for instructions.
X Remain inside the resource center until the Department of Health or Fire Department determines it is safe to leave.
X Arrange for psychological counseling for students and staff.

Inside the Resource Center

STAFF ACTIONS:

- X Notify the School Coordinator or Safety Ambassador.
- X Segregate individuals who have been topically contaminated by a liquid from unaffected individuals.
- X Implement **EVACUATION** or **EMERGENCY MEETING AREA EVACUATION**, as appropriate. Send affected individuals to a designated area for medical attention.
- X Follow standard student assembly, accounting and reporting procedures.
- X Prepare a list of those who are in the affected area to provide to emergency response personnel.

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

- X Initiate **EVACUATION** of the resource center or **EMERGENCY MEETING AREA EVACUATION** to move students away from immediate vicinity of danger.
- X Move up-wind from the potential danger.
- X Call 911. Provide exact location and nature of emergency.
- X Designate security team to isolate and restrict access to potentially contaminated areas.
- X Wait for instructions from emergency responders-- Health or Fire Department.
- X Notify Director of Operations and Technology of the situation.
- X Arrange for immediate psychological counseling for students and staff.
- X Wait to return to the resource center until it has been declared safe by local HazMat or appropriate agency.

THOSE WHO HAVE DIRECT CONTACT WITH BIOLOGICAL AGENT:

- X Wash affected areas with soap and water.
- X Immediately remove and contain contaminated clothing
- X Do not use bleach on potentially exposed skins.
- X Remain in safe, but separate area, isolated from those who are unaffected, until emergency response personnel arrive.

EMERGENCY RESPONSE: BOMB THREAT

In the event that the school receives a bomb threat by telephone, follow the Bomb Threat Checklist on the next page to document information about the threat. Keep the caller on the telephone as long as possible and listen carefully to all information the caller provides. Make a note of any voice characteristics, accents, or background noises and complete the Bomb Threat Report as soon as possible.

PERSON RECEIVING THREAT BY TELEPHONE:

- X Listen. Do not interrupt caller.
- X Keep the caller on the line with statements such as *"I am sorry, I did not understand you. What did you say?"*
- X Alert someone else by prearranged signal to notify the telephone company to trace the call while the caller is on the line.
- X Notify Safety Ambassador immediately after completing the call.
- X Complete the Bomb Threat Checklist.

PERSON RECEIVING THREAT BY MAIL:

- X Note the manner in which the threat was delivered, where it was found and who found it.
- X Limit handling of item by immediately placing it in an envelope so that fingerprints may be detected. Written threats should be turned over to law enforcement.
- X Caution students against picking up or touching any strange objects or packages.
- X Notify the School Coordinator or Safety Ambassador.

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

- X Call 911.
- X If the caller is still on the phone, contact the phone company to trace the call. Tell the telephone operator the name of school, name of caller, phone number on which the bomb threat came in. This must be done quickly since the call cannot be traced once the caller has hung up.
- X Instruct staff and students to turn off any pagers, cellular phones or two-way radios. Do not use those devices during this threat since explosive devices can be triggered by radio frequencies.
- X Determine whether to evacuate the threatened resource center and adjoining buildings. If the suspected bomb is in a corridor, modify evacuation routes to bypass the corridor.
- X Use the intercom, personal notification by designated persons, or the PA system to evacuate the threatened rooms.
- X If it is necessary to evacuate the entire school, use the fire alarm.
- X Notify the Director of Operations and Technology of the situation.
- X Direct a search team to look for suspicious packages, boxes or foreign objects.
- X Do not return to the resource center until it has been inspected and determined safe by proper authorities.
- X Avoid publicizing the threat any more than necessary.

SEARCH TEAM ACTIONS:

- X Use a systematic, rapid and thorough approach to search the resource center and surrounding areas.
- X Check the resource center and work areas, public areas (foyers, bathrooms and stairwells), unlocked closets, exterior areas (shrubbery, trash cans, debris boxes) and power sources (computer rooms, gas valves, electric panels, telephone panels).
- X If suspicious item is found, make no attempt to investigate or examine object.

STAFF ACTIONS:

- X Evacuate students as quickly as possible, using primary or alternate routes.
- X Upon arrival at the designated safe emergency meeting area, take attendance. Notify the School Coordinator/Safety Ambassador of any missing students.
- X Do not return to the resource center until emergency response officials determine it is safe.

EMERGENCY RESPONSE: FLOOD

Flooding could threaten the safety of students and staff whenever storm water or other sources of water threaten to inundate the resource center. Flooding may occur if a water pipe breaks or prolonged rainfall causes urban streams to rise. Flooding may also occur as a result of damage to water distribution systems such as failure of a dam or levee. If weather-related, an alert message will be broadcast over the weather radio station.

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

- X Issue **STAND BY** instruction. Determine if evacuation is required.
- X Notify local police department of intent to **EVACUATE**, the location of the emergency meeting area and the route to be taken to that location.
- X Delegate a search team to assure that all students have been evacuated.
- X Post a notice on the resource center door stating where the school has relocated and inform the Sorrento Mesa RC.
- X Monitor local AM radio weather station for flood information.
- X Notify the Director of Operations and Technology of school status and action taken.
- X Do not allow staff and students to return to the resource center until proper authorities have determined that it is safe to do so.

STAFF ACTIONS:

- X If warranted, **EVACUATE** students using the evacuation plan. Take the attendance roster, emergency backpack and student comfort kits. Check attendance before leaving the resource center.
- X Remain with students throughout the evacuation process.
- X Upon arrival at the emergency meeting area, take attendance. Report any missing students to the School Coordinator/Safety Ambassador and emergency response personnel.
- X Do not return to the resource center until it has been inspected and determined safe by property authorities.

EMERGENCY RESPONSE: GAS ODOR / LEAK

All school personnel and custodians shall immediately report any gas odor or suspected gas leak to the Director of Operations and Technology. If an odor is detected outside the resource center, it may not be necessary to evacuate.

STAFF ACTIONS:

- X Notify the School Coordinator.
- X Move students from immediate vicinity of danger.
- X Do not turn on any electrical devices such as lights, computers, fans, etc.
- X If odor is severe, leave the area immediately.
- X If the resource center is evacuated, take student attendance and report any missing students to the School Coordinator/Safety Ambassador.

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

- X If gas leak is internal, evacuate the resource center immediately.
- X Call 911.
- X Notify utility company.
- X Determine whether to move to alternate location.
- X If extended stay outdoors in inclement weather, contact the Director of Operations and Technology.
- X Do not return to the resource center until it has been inspected and determined safe by proper authorities.

EMERGENCY RESPONSE: HAZARDOUS MATERIALS

The nature of the material and the proximity of the incident to the resource center will determine which emergency ACTION should be implemented. Police, Fire or Public Health Department may order **EVACUATION** of the school. See also **BIOLOGICAL AGENT RELEASE** and **CHEMICAL ACCIDENT**.

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

- X Call 911, if necessary.
- X If there is a threat of airborne toxicity, shut-off ventilation system in affected area.
- X Initiate **EVACUATION.** Any toxic cloud that can affect students in their resource center would very likely affect them outside the resource center as well. If evacuating by foot, move crosswind to avoid fumes, never upwind or downwind.
- X Isolate anyone suspected of being contaminated with a substance that could be transferred to others until public safety personnel carry out decontamination procedures.
- X If time is available, initiate **Emergency Meeting Area Evacuation**. Move students and staff away from the path of the hazardous materials.
- X Notify Director of Operations and Technology.
- X Wait for instructions from emergency responders-- Health or Fire Department.
- X Do not allow the return of students to the resource center or building until public safety officials declare the area safe.
- X Upon return to school, ensure that the resource center is adequately aired.

TEACHER ACTIONS:

- X Follow standard student assembly, accounting and reporting procedures.
- X Report names of missing students to the Sorrento Mesa RC.
- X Do not take unsafe actions such as returning to the resource center before it has been declared safe.

EMERGENCY RESPONSE: HOSTAGE SITUATION

Hostage situations may unfold rapidly in a variety of ways. Events may range from a single perpetrator with a single hostage to several perpetrators with many hostages. Specific actions by school staff will be limited pending arrival of law enforcement officers. It is their responsibility to bring the situation to a successful conclusion. When as much of the school has been evacuated as can be accomplished, school staff should focus on providing support as needed to the police department, communicating with parents, and providing counseling for students.

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS

X Call 911. Provide all known essential details of the situation:
- Number of hostage takers and description
- Type of weapons being used
- Number and names of hostages
- Any demands or instructions the hostage taker has given
- Description of the area

X Identify an assembly area for responding officers away from the hostage situation. Have school liaison wait at assembly area for police to arrive.

X Protect resource center occupants before help arrives by initiating a **LOCKDOWN** or **EVACUATION** (or combination of both).

X Secure exterior doors from outside access.

X When police arrive, assist them in a quiet, orderly evacuation away from the hostage situation.

X Gather information on students and/or staff involved and provide the information to the police. If the parent of a student is involved, gather information about the child.

X Identify media staging area, if appropriate. Implement a hotline for parents.

X Account for students as they are evacuated.

X Provide recovery counseling for students and staff.

STAFF ACTIONS:

X If possible, assist in evacuating students to a safe area away from the danger. Protect students by implementing a **LOCKDOWN**.

X Alert the School Coordinator/Safety Ambassador.

X Account for all students.

EMERGENCY RESPONSE: INTRUDER

All public schools are required to post signs at points of entry to their schools. The following statement should be used on signage:

> **All visitors entering school grounds on school days between 7:30 a.m. and 4:30 p.m. must register at the front desk. Failure to do so may constitute a misdemeanor.**
>
> -- *California Penal Code Title 15, Chapter 1.1 § 627.2*

To prevent intruders at the resource center, keep doors secure, use sign-in sheets for visitors and cameras and staff to monitor entryways.

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

- X Initiate **LOCKDOWN**.
- X Request intruder to leave the resource center. Remain calm. Be courteous and confident. Keep distance from the intruder. Speak in soft, non-threatening manner. Avoid hostile-type actions, except in cases when necessary to safeguard person or property. Listen to the intruder. Give him or her an opportunity to vent. Attempt to be helpful. When talking to the intruder, use phrases such as:
  - *"What can we do to make this better?'*
  - *"I understand the problem, and I am concerned."*
  - *"We need to work together on this problem."*
- X As soon as the conversation or actions of the individual become threatening or violent, call 911 immediately. Provide description and location of intruder.
- X Keep subject in view until police or law enforcement arrives.
- X Take measures to keep subject away from students and the resource center.
- X Designate an administrator or staff member to coordinate with public safety at their command post; provide a resource center map/exit plan and keys to public safety personnel.
- X When scheduling a meeting with an individual known to be aggressive, arrange for another staff member or student resource officer to be present.
- X Be available to deal with the media and bystanders and keep the resource center clear of visitors.

STAFF ACTIONS:

- X Notify the School Coordinator/Safety Ambassador. Provide description and location of the intruder. Visually inspect the intruder for indications of a weapon.
- X Keep intruder in view until police or law enforcement arrives. Stay calm. Do not indicate any threat to the intruder.
- X Isolate intruder from students. Lock the resource center doors. Close blinds and stay clear of windows and panes of glass. Remain inside rooms until the **ALL CLEAR** instruction is announced.

EMERGENCY RESPONSE : UTILITY FAILURE

Failure of any of the utilities (electricity, gas, water) during school hours constitutes a condition that must be dealt with on a situational basis. Advance notice may be received from a utility company regarding loss of service. In many cases, such loss of service will be of short duration and require no special action other than notifying staff of the temporary interruption of service.

SCHOOL COORDINATOR/SAFETY AMBASSADOR:

- X Notify utility company. Provide the following information:
- X Determine length of time service will be interrupted.
- X Determine desired action, which may include relocation of students and staff, notification of parents, and alternate food service.
- X If disruption in service will severely hamper school operation, notify students and staff by appropriate means.
- X Use messengers with oral or written word as an alternate means of faculty notification.
- X Notify the Sorrento Mesa RC of loss of service.
- X Implement plan to provide services without utilities or with alternate utilities.

A. Plan for Loss of Water

Toilets:
Drinking Water:
Food Service:
Fire Suppression:
Other:

B. Plan for Loss of Electricity

Ventilation:
Emergency Light:
Computers:
Other:

C. Plan for Loss of Natural Gas

Heat:
Food Service:
Other:

EMERGENCY RESPONSE: THREATS / ASSAULTS

Threats occur when a belligerent or armed person on the resource center bullies, intimidates, or coerces others, targeting an individual, particular group or the entire school community. Threats are presented as overt hostility. They may be received by written note, email communication, phone call or orally. The procedure below applies to an oral threat.

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

- Assess the type of threat to determine the level of risk to the safety of students and staff. In categorizing the risk, attempt to determine:

1) Is the individual moving towards violent action?
2) Is there evidence to suggest movement from thought to action?
    - High violence potential qualifies for arrest or hospitalization.
    - Safety is endangered when there is: (a) sufficient evidence of repetitive/ intentional infliction of emotional distress upon others; or (b) sufficient evidence of the unintentional infliction of emotional distress upon others.

X Notify police (dial 911) if the safety of students or staff is endangered. Provide exact location and nature of incident and school response actions.

X Isolate the threatening person from other students and staff if it is safe to do so. Initiate appropriate response actions, which may be **LOCKDOWN** or **EVACUATION**. Cancel all outside activities.

X Respond to students who are prone to overt displays of anger in a calm, non-confrontational manner. If an immediate threat is not clearly evident, attempt to diffuse the situation.

X If an individual is armed with any type of weapon, USE EXTREME CAUTION. Do not attempt to remove the weapon from the possession of the individual. Allow police to do so.

X Facilitate a meeting with student(s) and family to review expectations.

X Facilitate a staff meeting to review plans for keeping school safe. Enlist the support of community service providers.

STAFF ACTIONS:

X If any students are outside, move them inside the resource center or away from the location of the threat/assault. If unable to do so, have students lie down and cover their heads. Keep students calm.

X Inside the resource center, institute **LOCKDOWN**. Close all curtains and blinds.

X Disconnect the school television system in resource center so the individual cannot view news coverage and see locations of police/students/etc.

X Remain with students until **ALL CLEAR** is given.

EMERGENCY RESPONSE: IRRATIONAL BEHAVIOR

A risk to the life and safety of students and staff may exist there is a serious display of disordered thought or behavior. Possible symptoms include: hallucinations, extreme paranoia, impaired judgment that may lead to unsafe decision-making and dangerous behavior (to self or others), incoherent or disjointed speech and self-injurious behavior such as hitting head, cutting self. Attempts should be made to use de-escalation strategies, calming techniques (e.g., deep breathing), and to implement behavior plans, crisis plans or strategies in IEP, if in place.

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

- X Keep the individual under continuous adult supervision.
- X Keep the individual in the resource center until parent/guardian has been notified.
- X Arrange appropriate support services for necessary care of individual.
- X If the individual actively displays dangerous behavior or there is reason to believe the student cannot be safely transported, call agencies as appropriate to coordinate emergency mental health services (e.g., mental health facilities, juvenile court, law enforcement).
- X School professional (psychologist, counselor, social worker, nurse) should recommend next steps to the School Coordinator. The next steps may include:
  - Provide parents/guardian with the names and phone numbers of mental health resources
  - Recommend that the parents make an immediate contact with a therapist.
  - Request that parents/guardian to sign release forms to allow two-way communication between the school and the treating agency.
- X Make a follow-up check with the treating agency, family and student as appropriate, to ensure that appropriate care has been arranged.
- X Provide follow-up collaborative support for the student and parents (as indicated) within the school
- X Develop a safety plan prior to the student's return to school.
- X Document actions taken on behalf of the student (referrals, phone contacts, follow-up activities, etc.)

STAFF ACTIONS:

- X Take immediate action to isolate the individual and provide safety to the student body. Do not leave the irrational individual alone.
- X Notify the School Coordinator/Safety Ambassador.
- X Notify school nurse, school psychologist, counselor, or social worker.
- X Protect individual from injury.

EMERGENCY RESPONSE: EXPLOSION

Emergency response will depend on the type of explosion (smoke bomb, chemical lab incident, etc.) and proximity to the school. All students should be kept away from the explosion and under supervision.

SCHOOL COORDINATOR/SAFETY AMBASSADOR:

- Determine whether emergency meeting area evacuation should be implemented. If so, sound fire alarm. This will automatically implement action to **EVACUATE** the resource center. **EVACUATION** may be warranted in the resource center or may be used for **SHELTER IN PLACE**.
- Notify Fire Department (call 911). Provide school name, address, exact location within the building, your name and phone number and nature of the emergency.
- Secure area to prevent unauthorized access until the Fire Department arrives.
- Advise the Director of Operations and Technology of school status.

Notify emergency response personnel of any missing students.

- Notify utility company of breaks or suspected breaks in utility lines or pipes. Provide school name, address, location within building, your name and phone.
- Direct a systematic, rapid and thorough approach to search the building and surrounding areas. Check the resource center and work areas, public areas (foyers, bathrooms and stairwells), unlocked closets, exterior areas (shrubbery, trash cans, debris boxes) and power sources (computer rooms, gas valves, electric panels, telephone panels).
- Determine if Student Release should be implemented. If so, notify staff, students and parents.
- If damage requires the school to be closed, notify parents and staff of school status and alternate location for resource center instruction. Do not return to the resource center until it has been inspected and determined safe by proper authorities.

STAFF ACTIONS:

X Initiate **DROP, COVER AND HOLD ON**.

X If explosion occurred inside the resource center, **EVACUATE** to outdoor assembly area. Keep students and staff at a safe distance from the resource center and away from fire-fighting equipment.

X Check to be sure all students have left the resource center. Remain with students throughout evacuation process.

X Upon arrival at assembly area, check attendance. Report status to Safety Ambassador immediately.

X Render first aid as necessary.

X Do not return to the resource center until the emergency response personnel determine it is safe to do so.

X If explosion occurred in the surrounding area, initiate **SHELTER IN PLACE**. Keep students at a safe distance from site of the explosion.

EMERGENCY RESPONSE: PANDEMIC INFLUENZA

Influenza is a highly contagious viral disease. Pandemic influenza differs from both seasonal influenza (flu) and avian influenza in the following aspects:

- It is a rare global outbreak which can affect populations around the world.
- It is caused by a new influenza virus to which people do not have immunity.
- Depending upon the specific virus, it can cause more severe illness than regular flu and can affect young healthy people more so than older, sick people.

The Department of Health and Human Services will take the lead in mobilizing a local response to pandemic influenza. Public health alerts will be reported to schools and the community. Individual schools may be closed temporarily to contain spread of the virus.

SCHOOL COORDINATOR/RESOURCE CENTER ADMINISTRATOR ACTIONS:

- x Activate heightened surveillance of illness within school location. Gather data on symptoms of students and staff who are sick at home.
- x Ensure that students and staff members who are ill stay home.
- x Send sick students and staff home from school immediately.
- x Provide fact sheets and guidelines for school families to make them aware of symptoms and remind them of respiratory hygiene etiquette
- x Monitor bulletins and alerts from the Department of Health and Human Services.
- x Keep staff informed of developing issues.
- x Assist the Department of Health and Human Services in monitoring outbreaks.
- x Respond to media inquiries regarding school attendance status.
- x Implement online education, if necessary, so that students can stay home.
- x Maintain surveillance after the initial epidemic in the event a second wave passes through the community.

STAFF and STUDENT ACTIONS:

- x Stay home when ill with cough or other flu-like symptoms (chills, fever, muscle aches, sore throat).
- x Practice “respiratory hygiene etiquette”.
- x Disinfect surfaces contaminated with infected respiratory secretions with a diluted bleach solution (1 part bleach to 100 parts water).
- x Implement online homework assignments so that students can stay home.

EMERGENCY RESPONSE: MEDICAL EMERGENCY

Medical accidents and emergencies can occur at any time and may involve a student or staff member. Some emergencies may only need first-aid care, while others may require immediate medical attention. This is not a First-Aid manual. When in doubt, dial 911. Medical emergencies involving any student or employee must be reported to the Director of Operations and Technology and the School Administrator.

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

- × Assess the victim (ABC – Airway, Breathing, Circulation. Call 911, if appropriate. Provide:
  - School name, address including nearest cross street(s) and fastest way for ambulance to reach the building
  - Exact location within the building
  - Nature of the emergency and how it occurred
  - Approximate age of injured person
  - Caller's name and phone number
  - Do not hang up until advised to do so by dispatcher.
- × Assign a staff member to meet rescue service and show medical responder where the injured person is.
- × Assemble emergency care and contact information of victim
- × Monitor medical status of victim, even if he or she is transported to the hospital.
- × Assign a staff member to remain with individual, even if he or she is transported to the hospital.
- × Notify parents/guardians if the victim is a student. Describe type of illness or injury, medical care being administered, and location where the student has been transported.
- × Advise the staff of situation (when appropriate). Follow-up with parents.

STAFF ACTIONS:

- × Assess the scene to determine what assistance is needed. Direct students away from the scene of the emergency.
- × Notify the Director of Operations and Technology/School Administrator.
- × Stay calm. Keep individual warm with a coat or blanket.
- × Ask school nurse or CPR-licensed staff to begin first aid until paramedics arrive. Do not move the individual unless there is danger of further injury.
- × Do not give the individual anything to eat or drink.

ADDITIONAL STEPS FOR THE SCHOOL:

_____

_____

_____

EMERGENCY RESPONSE: SUDDEN CARDIAC ARREST

A cardiac emergency requires immediate action. Cardiac emergencies may arise as a result of a Sudden Cardiac Arrest (SCA) or a heart attack but can have other causes. SCA occurs when the electrical impulses of the heart malfunction resulting in sudden death.

Signs of Sudden Cardiac Arrest can include one or more of the following:

- Not moving, unresponsive or unconscious, *or*
- Not breathing normally (i.e., may have irregular breathing, gasping or gurgling or may not be breathing at all), *or*
- Seizure or convulsion-like activity.

Note: Those who collapse shortly after being struck in the chest by a firm projectile/direct hit may have SCA from commotio cordis. The person may have signs of cardiac arrest described above and is treated the same.

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

× **Assess the victim (ABC – Airway, Breathing, Circulation.**

× **Call 911, as soon as you suspect a sudden cardiac arrest.**
Facilitate immediate access to professional medical help:

Provide:

- School name, address including nearest cross street(s) and fastest way for ambulance to reach the building and patient's condition.
- Give the exact location and provide the recommended route for ambulances to enter and exit and escort to the victim.
- Nature of the emergency and how it occurred
- Approximate age of injured person
- Caller's name and phone number
- Do not hang up until advised to do so by dispatcher.

- Remain on the phone with 9-1-1.

(Bring your mobile phone to the patient's side and put on speaker, if possible.)

× Immediately contact the members of the First Aid and Medical Team using your school's designated communication system (i.e. walkie talkies, cell phone).

× Give the exact location of the emergency. ("Mr. /Ms. ___ suite #, etc."). Be sure to let EMS know which door to enter. Assign someone to go to that door to wait for and flag down EMS responders and escort them to the exact location of the patient.

× If you are a FAMT member, proceed immediately to the scene of the cardiac emergency.

× The closest team member should retrieve the automated external defibrillator (AED) to the scene and leave the AED cabinet door open as a signal that the AED was retrieved.

× **Start CPR**

Begin continuous chest compressions and have someone retrieve the AED if not at the scene. Referred to simplified adult BLS graphic below.

- Press hard and fast in the center of the chest, at 100-120 compressions per minute. (Faster than once per second, but slower than twice per second.) Use 2 hands: The heel of one hand and the other hand on top (or one hand for children under 8 years old), pushing to a depth at least 2 inches (or 1/3rd the depth of the chest for children under 8 years old). Follow the 9-1-1 telecommunicator's instructions, if provided.
- If you are able and comfortable giving rescue breaths, please use a barrier and provide 2 rescue breaths after 30 compressions.

× **Use the nearest AED:**

a. When the AED is brought to the patient's side, press the power-on button, and attach the pads to the patient as shown in the diagram on the pads. Then follow the AED's audio and visual instructions. If the person needs to be shocked to restore a normal heart rhythm, the AED will deliver one or more shocks. Be familiar with your school's AED and if you will need to press the shock button or if it will deliver automatically.

- Note: The AED will only deliver shocks if needed; if no shock is needed, no shock will be delivered.

b. Minimize interruptions of compressions when placing AED pads to patient's bare chest.
c. Continue CPR until the patient is responsive or a professional responder arrives and takes over. Make sure to rotate persons doing compression to avoid fatigue.

× **Transition care to EMS.**

a. Once EMS arrives, there should be a clear transition of care from the CERT to EMS.
b. Team focus should now be on assisting EMS safely out of the building/parking lot.
c. Provide EMS a copy of the patient's emergency information sheet.

STAFF ACTIONS:

x Confirm the exact location and the condition of the patient.
x Activate the First Aid and Medical Team and give the exact location.
x Confirm that the First Aid and Medical Team has responded.
x Confirm that 9-1-1 was called. If not, call 9-1-1 immediately.
x Assign a staff member to direct EMS to the scene.
x Perform "Crowd Control" – directing others away from the scene.
x Notify other staff: school nurse, school director, school administrator, safety coordinator, etc.
x Consider medical coverage to continue to be provided at the event if continued after the event.
x Consider having the students stay in place (ie. delaying class changes or hallway traffic, dismissal, recess, or other changes) to facilitate CPR and EMS functions.
x Designate people to cover the duties of the CPR responders.
x Copy the patient's emergency information for EMS.
x Notify the patient's emergency contact (parent/guardian, spouse, etc.).
x Notify faculty and students, staff, employees, and sports attendees when to

return to the normal schedule.
x Contact school district administration, human resources and/or sports facility management.

Debrief

a. Discuss the outcome of the cardiac emergency. This shall include, but not be limited to, a summary of the presumed medical condition of the person who experienced the cardiac emergency to the extent that the information is publicly available. Personal identifiers should not be collected unless the information is publicly available.

b. An evaluation of whether the First Aid and Medical Team was sufficient to enable an appropriate response to the specific cardiac emergency. The review shall include recommendations for improvements to the Plan and in its implementation if the plan was not optimally suited for the specific incident. The post-event review may include discussions with health personnel (ideally through the school's medical counsel) to help in the debriefing process and to address any concerns regarding RC/office medical management and coordination.

c. An evaluation of the debriefing process for responders and post-event support. This shall include the identification of aftercare services including aftercare services and crisis counselors.

ADDITIONAL STEPS FOR THE SCHOOL:

_____
_____
_____
_____

EMERGENCY RESPONSE: POISONING/CONTAMINATION

This procedure applies if there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies or suspicion of possible food/water contamination. Indicators of contamination may include unusual odor, color and/or taste or multiple individuals with unexplained nausea, vomiting or other illnesses.

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

x Call 911.
x Isolate suspected contaminated food/water to prevent consumption. Restrict access to the area.
x Maintain a log of affected students and staff and their systems, the food/water suspected to be contaminated, the quantity and character of products consumed and other pertinent information.
x Provide a list of potentially affected students and staff to responding authorities.
x Provide staff with information on possible poisonous materials in the building.
x Notify the Director of Operations and Technology of the situation and the number of students and staff affected.
x Confer with Department of Health and Human Services before the resumption of normal school activities.
x Prepare communication for families advising them of situation and actions taken.

STAFF ACTIONS:

x Notify the Director of Operations and Technology/School Administrator.
x Call the Poison Center Hotline 1-800-222-1222.
x Administer first aid as directed by poison information center.
x Seek additional medical attention as needed.

PREVENTATIVE MEASURES:

x Keep poisonous materials in a locked and secure location.
x Post the Poison Control Center emergency number in the front office, emergency exit plans and on all phones that can call outside.
x Post the names of school personnel who have special paramedic, first aid training or other special lifesaving or life-sustaining training.

ADDITIONAL STEPS FOR THE SCHOOL:

_____
_____
_____
_____

EMERGENCY RESPONSE: Active Shooter/Armed Assailant

ACTIVE SHOOTER / ARMED ASSAILANT SITUATIONS

"*Active shooter situations*" are defined as those where an individual or individuals is "actively engaged in killing or attempting to kill people in a confined and populated area." *Active shooters / armed assailants frequently use firearms, but attacks of this type can also be made with other types of weapons (knives, swords, etc.). These situations* are unpredictable and evolve quickly. Because of this, individuals must be prepared to deal with an *active shooter / armed assailant situation* before law enforcement personnel arrive on the scene.

No single response fits all *active shooter / armed assailant situations*; therefore, it is essential all members of the school staff know their options for response and are prepared to act decisively to protect their students and themselves.

ACTIONS – ALL SCHOOL STAFF

1. All employees are authorized to **take immediate action** to protect themselves and students if they see or hear anything that causes them to believe an active shooter / armed assailant situation is occurring or is to about to occur.

    a. **Act immediately** if you or your students:
    - hear a sound that might be gunfire.
    - see something that looks like a weapon being carried or used on or near the resource center.
    - sense any other indication of active shooter / armed assailant threat.

    b. **Quickly evaluate** which option (Run, Hide or Fight) will best protect you and your students.
    c. **Be decisive.** Communicate your plan to your students and act quickly.
    d. **Call 911 and the Sorrento Mesa RC** as soon as it is safe to do so.

2. **Options: Run*, Hide or Fight***

    a. **Run:** If you can get yourself and your students safely away from danger, do so immediately.
    - Do not evacuate unless you…
        - know with certainty, the exact location of assailant (do not trust unofficial, secondhand accounts),
        - **and** can visualize a route that will get your students and yourself safely off resource center.
    - Do not carry anything with you.
        - Police may mistake an item in your hands as a weapon.
        - Leave everything behind.
    - If you encounter people along the way…
        - Adults: Warn them and take them with if you can but do not stop if they refuse to come.
        - Students: Warn any students you encounter and take them with if you. You may use reasonable force to take a student with you *if you can do so without endangering yourself or the other students in your care*.
    - Place terrain and buildings between you and the assailant to cover your escape.
    - Keep going until you are certain you are out of danger.
    - Call 911 as soon as it is safe to do so.

- Keep your students with you. Call (insert phone number) to report your location and obtain instructions.

b. Hide: If you do not know the exact location of the assailant, get your students and yourself into the most secure location available and LOCKDOWN.

- Lock the doors
- Close and lock windows and close blinds or cover windows;
- Turn off lights;
- Barricade the doors with heavy furniture; be sure your barricade covers any glass in or near the door;
- Silence all electronic devices;
- Remain silent;
- Position occupants spread out and out of line of sight from room entrance.
- Prepare to take action if the assailant attempts to get in the room;
- Use text or email to communicate your location, the number of students or staff with you, if you have any wounded and the extent of the injuries;
- Call 911 as soon as it is safe to do so.
- Remain in place until evacuated by identifiable law enforcement officers.

c. **FIGHT: Never seek out confrontation with an active shooter / armed assailant.** If you are confronted by an active shooter / armed assailant and you have no safer option, take immediate action to disrupt or incapacitate the assailant. **If you choose the FIGHT option, commit to your actions.**

- If you are in LOCKDOWN (Hide), prepare yourself and your students for the possibility that the assailant may attempt to get in the room you are in.
    - Construct a strong barricade.
    - If you have another way out (a window or back door) use it while the assailant is attempting to get in.
    - If no other exit is available be prepared to disrupt the assailant by throwing objects at the assailant and running for the exit as soon as the assailant enters the room.
        a. Use items in the environment as improvised weapons (fire extinguishers, staplers, books, cups, etc.)
- Staff members may consider using aggressive and violent force to surprise and overwhelm the assailant.

3. **Call 911 and initiate a school-wide LOCKDOWN** announcement as soon as you can do so safely. Work with the people you are with to do both calls simultaneously if possible.

a. Provide as much information as possible (slow down – be calm):

- State the emergency: “I hear gunfire.” “I saw...”
    - Give information on people who are wounded.
- Location of the assailant (if known):
- Description of the assailant (if known):
- Your precise location: “room __”
- The number of children with you:

b. Keep the line open, even if you can't talk, unless instructed by the dispatcher to end the call.

4. Special Topics

a. Injuries: Your response to injured persons will need to vary given the specific circumstances that are present and the response option (Run, Hide or Fight) you are engaged in.

- *Run* – If you encounter injured persons while you are trying to get out of danger…
  - If you have children with you, you must place their safety ahead of the injured person. Take note of where the injured person is and report the location as soon as you get to safety.

- *Hide* – If someone is injured where you are hiding, secure the room before tending to the wounded.
  - As soon as it is safe to do so, apply first aid using any supplies that are available. If necessary, use articles of clothing as improvised dressing for wounds and apply direct pressure to control bleeding.

- *Fight* – This is always the option of last resort because the probability of injury is highest when you are in close proximity to the assailant. Commit to your plan. Do not stop to tend to the wounded until it is safe to do so.
  - If your intention is to disrupt the assailant to allow as many people to escape as possible, stick to that plan.
  - If your plan is to incapacitate the assailant, keep fighting until the assailant is incapacitated and the weapon and assailant are under control.

b. Law Enforcement: If you encounter law enforcement officers.
- Immediately raise your hands in the air and display your open palms.
- Do not run up to officers or attempt to hug or talk to them.
- Do not talk unless they ask you a question.
- Do exactly what they tell you to do.

c. Weapons: If the assailant loses control of a weapon, exercise extreme care when securing it:
- Do not pick up the weapon. Law enforcement may shoot you if they see you holding a weapon.
- Secure the weapon by placing an empty trash can over it and sliding it to a location where it can be kept covered and under control until a law enforcement officer can take possession of it.

d. Ongoing Communication: (School and district staff should develop means to safely provide updates to staff to keep them informed during the incident.)

e. School Activities: (School locations must also plan for and train all district / RC staff involved with student activities and extracurricular programs.)

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

- Follow the All-Staff Guidance described above.

- Call 911 and initiate a **LOCKDOWN** announcement as soon as you can do so safely. Work with nearby staff to do them simultaneously if at all possible.
    - Include as much actionable information on the announcement as possible.
        - *Example "LOCKDOWN, LOCKDOWN, LOCKDOWN. Man with a gun on resource center. LOCKDOWN now."*
    - If you have surveillance capabilities, and can safely provide real time announcements, broadcast continuous and accurate information on the location of the assailant. This will disrupt and distract the assailant. It will also provide people in the resource center with information they can use to better evaluate their options.
        - *Example: "The gunman is now in the D wing headed south. He is armed with a shotgun and is wearing a hooded jacket and blue jeans."*
- Notify the Sorrento Mesa RC after you call 911.
- If possible, assist emergency personnel.
    - Assist police in entering the school;
    - Provide officers with keys, maps and any other information requested.

DISTRICT STAFF ACTIONS

- **Emergency Operations Center (EOC)**
    - Activate the district's Emergency Operations Center
    - Dispatch a back-up ICS team to take over responsibility for ICS functions from RC staff who will be impacted by this emergency.

- **Emergency Area Reunification**
    - The Operations Section should prepare an emergency evacuation area for reunification.
        - This should be at a location large enough to accommodate the evacuation, with parking available for parents coming to get their kids. Movie theater complexes work well for this type of emergency.
        - Once the assailant is neutralized emergency responders will begin to treat and evacuate the wounded.
        - School staff and students will remain in lockdown until evacuated on a room-by-room basis.
        - Vans should be placed on standby for evacuation.
        - Teams and materials should be mobilized to conduct an orderly reunification in which all students and staff are accounted for.

- **Crisis Intervention**
    - A Mental Health strike team should also be assembled to assist with stabilizing acutely impacted students, staff and parents during reunification.
    - This team will also provide ongoing support throughout the recovery phase of the emergency response.
    - Psychoeducational materials should also be developed / selected by the Planning Section for distribution to parents and other caregivers to assist them in supporting crisis recovery.
    - Mental Health staff should also be involved in plans related to reopening the school following an active shooter / armed assailant event.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____
- _____
- _____
- _____

EMERGENCY RESPONSE: FIRE (Outside Fire/Wildfire)

A fire in an adjoining area, such as a wildland fire, can threaten the school building and endanger the students and staff. Response actions are determined by location and size of the fire, its proximity to the school and the likelihood that it may endanger the school community.

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

- X Determine if **EVACUATION** of school location is necessary.
- X Contact local fire department (call 911) to determine the correct action for your school location.
- X If necessary, begin evacuation of school location to previously identified safe location using school evacuation plan.
- X Direct inspection of premises to assure that all students and personnel have left the building.
- X Notify the school district where the school has relocated and post a notice on the RC door stating the temporary new location.
- X Monitor radio station for information.
- X Do not return to the building until it has been inspected and determined safe by proper authorities.

STAFF ACTIONS:

- X If students are to be evacuated, take attendance to be sure all students are present before leaving the building location.
- X Stay calm. Maintain control of the students a safe distance from the fire and firefighting equipment.
- X Take attendance at the assembly area. Report any missing students to the School Coordinator/Safety Ambassador and emergency response personnel.
- X Remain with students until the building has been inspected and it has been determined safe to return to.

ADDITIONAL STEPS FOR THE SCHOOL:

FIRE (WILDFIRE)

Should a wildfire endanger the students or staff, it is important to work with the local fire department, act quickly and decisively to prevent injuries and damage to property.

In evolving situations, local authorities may not issue an evacuation warning or order early in the event, only to do so later when the event poses a greater threat. To best ensure the safety of our staff and students, school administrators should work in conjunction with local fire and law enforcement to evaluate these events relative to our school's unique characteristics, such as facility age and construction, transportation dependencies, ingress and egress options and capacity, level of defensible space around our structures, and surrounding topography. It may be best for some resource centers to issue an early dismissal and voluntarily evacuate due to unique characteristics and circumstances.

If a wildfire is near our locations, fire personnel may suggest a voluntary evacuation or call for a mandated early dismissal, external evacuation, shelter-in-place or a resource center closure. The Charter Schools have procedures in place for each of these possibilities.

BEFORE

Goals:

1. Coordinate with local fire department to develop procedures that facilitate an effective and efficient wildfire response
2. Develop the capacity of staff to lead students through appropriate response options
3. Prevent the risk of injury to individuals and damage of property from wildfire

Objective(s):

<u>Goal 1 Objectives</u>

a) Coordinate with local fire department to ensure an effective response to a Wildfire
b) Develop procedures for voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and school closure
c) Develop a clear chain of command with staff

<u>Goal 2 Objectives</u>

a) Train staff on the different wildfire response actions: voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and resource center closure

<u>Goal 3 Objectives</u>

a) Store combustible materials in fireproof containers
b) Follow Fire Code and district rules regarding fire prevention
c) Provide fire prevention training to staff
d) Hold Fire Drills
e) Maintain an adequate supply of fire extinguishers
f) Ensure proper maintenance of fire prevention equipment

Courses of Action:

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

<u>Goal 1 Actions</u>

a) Meet, plan and train with local fire department to ensure an effective response to a Wildfire. Plan for potential voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and resource center closure
b) Develop location specific procedures to engage in a voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and school closure

c) Use the San Diego County "School Protection and Evacuation Plan (SPEP), available on the San Diego County Office of Education website, to develop location specific plans

Goal 2 Actions

a) Provide training to staff on wildfire response actions including: voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and school closure

Goal 3 Actions

a) Provide fire prevention materials to staff and provide a brief fire prevention training at the beginning of the year as part of training on the Comprehensive School Safety Plan
b) Ensure combustible materials are stored in fireproof containers
c) Hold fire extinguisher training for staff
d) Ensure adequate supply of fire extinguishers are appropriately maintained
e) Hold required number of fire drills and vary the situation to improve staff and student response

STAFF ACTIONS

Goal 2 Actions

a) Take fire extinguisher training or read about/watch video on how to use a fire extinguisher
b) Read any fire prevention and wildfire response materials provided by administration

Goal 3 Actions

a) Participate and lead students in fire drills
b) Refrain from bringing unapproved combustible materials (cleaning and other chemicals) onto school
c) Become familiar with and only use Fire Marshall approved fire retardant resource center decorations

DURING

Goals:

1. While coordinating with local fire department/jurisdiction's incident command, protect life and implement appropriate wildfire response actions

Objective(s): Goal 1 Objectives

a) Conduct appropriate wildfire response actions in a timely manner
b) Conduct accountability procedures in a timely manner
c) Activate school location Incident Command Team, as necessary

Courses of Action:

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

Goal 1 Actions

a) Work with the Sorrento Mesa RC, local fire department and other responders to determine best course of action
b) Use the "Wildfire Evacuation Decision Tree" following this section.
c) Communicate plan of action to staff and students:
    - voluntary evacuation
    - early dismissal
    - mandatory evacuation
    - shelter-in-place
    - resource center closure

d) Consider the following while implementing response action

- Supplies (have staff bring emergency supplies, especially first aid kits and communication devices)
- Food and water
- Transportation
- Security and Safety
- Communications

e) Contact families to notify of planned course of action

f) Activate school Incident Command Team, as necessary

- Reunification Team

g) Ensure all staff and students are accounted for

h) Ensure that access roads are kept open for emergency vehicles

i) Based on the situation, delegate staff to turn off and unplug any electrical devices left behind and/or have facilities turn off electricity

j) Do not allow staff and students to return to the building until the Fire Department declares that it is safe to do so

Goal 2 Actions

a) Remind staff to close doors when exiting resource centers.
b) Notify appropriate utility company of suspected breaks in utility lines or pipes.
c) Notify fire department of any hazards or vulnerabilities that could hinder their response or cause further damage (chemicals, wires, equipment, etc.)

- Provide SDS sheets of any chemicals on location/in the area of the fire to the fire department upon arrival

d) Notify the Sorrento Mesa RC of situation

STAFF ACTIONS:

Goal 1 Actions

a) Follow the directions of the Incident Command to carry out necessary response action: voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and resource center closure
b) If evacuating or sheltering-in-place, take emergency backpack and student kits
c) Maintain control of the students a safe distance from the fire and firefighting equipment
d) Take attendance. Report missing students to the School Coordinator/designee and emergency response personnel
e) Maintain supervision of students until the Fire Department determines it is safe to return to the school building or they are reunified with family
f) Serve in any designated position on the Incident Command Team

Shut resource center door after all individuals have exited

Provide information to the School Coordinator/Safety Ambassador regarding any hazards or vulnerabilities noticed while evacuating (chemicals, exposed wires, equipment that might be hazardous, etc.)

AFTER

Goals:
1. Effectively communicate to all stakeholders
2. Determine response strengths, areas from improvement and steps to improvement

Objective(s):

Goal 1 Objectives

a) Provide information to staff, parents, and students
b) Provide information to the Sorrento Mesa RC

Goal 2 Objectives

a) Conduct After-Action Report process

Courses of Action:

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS

Goal 1 Actions

a) Provide critical information to the Sorrento Mesa RC in order to develop effective key messages
b) Work with appropriate district department to write messages to inform parents, staff and the community about what happened
c) Work with appropriate district department to draft talking points for phone calls and media requests

Goal 2 Actions

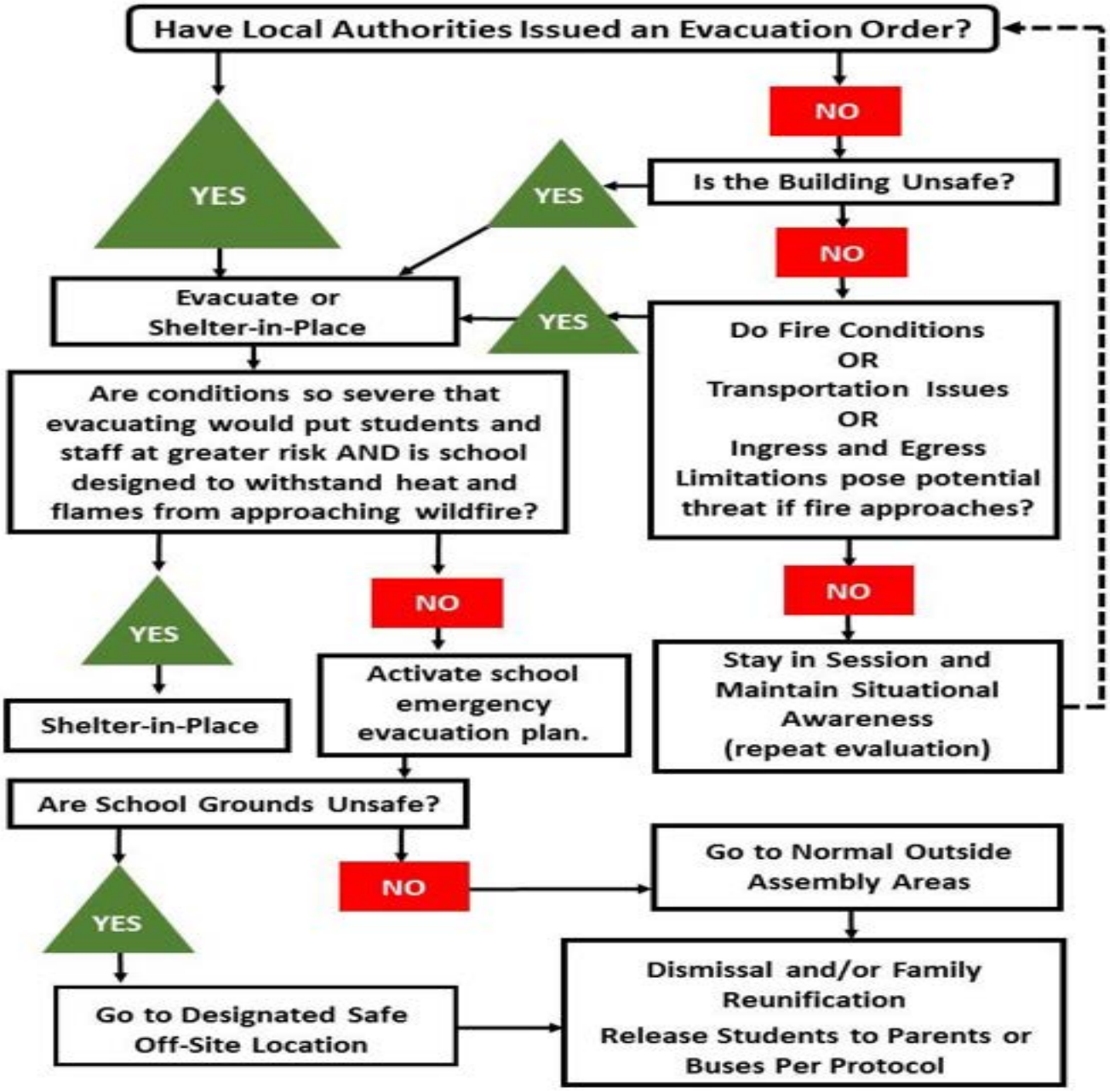
a) Conduct an after-action report process and implement necessary actions for improving future responses
b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response
c) Identify steps to improve future responses
d) Implement steps to improvement

STAFF ACTIONS

Goal 2 Actions

a) Participate in the after-action report process
a) Participate in any determined corrective actions discovered in the after-actions process

WILDFIRE DECISION TREE



EMERGENCY RESPONSE: OPIOID ANTAGONIST-Naloxone Hydrochloride

Pursuant to California Education Code 49414.3, any school districts, county offices of education, and charter schools may provide emergency naloxone hydrochloride or another opioid antagonist to school nurses or trained personnel who have volunteered pursuant to subdivision (d), and school nurses or trained personnel may use naloxone hydrochloride or another opioid antagonist to provide emergency medical aid to persons suffering, or reasonably believed to be suffering, from an opioid overdose.

Altus Schools Riverside County has established a Staff Naloxone Hydrochloride Emergency Training Plan and Program pursuant to CDE 49414.3 which includes safe and effective management of opioid-related overdoses. This plan is also incorporated into the school emergency preparedness and response plans.

PROCEDURES FOR PREVENTING OPIOID AND FENTANYL USE AND OVERDOSE

Altus Schools Riverside County's primary goal in the fight against opioids and fentanyl use is prevention.
Altus Schools Riverside County will use the following prevention strategies:

- Distribute materials to and/or discuss with students' content conducive to preventing drug use/abuse such as, but not limited to:
    - How opioids and fentanyl affect the body's systems.
    - Refusal strategies
    - The signs and symptoms of use/abuse
    - The science of addiction
- Distribute safety advice to families regarding opioid overdose prevention.
- Creating a supportive, safe and orderly environment conducive to learning by regularly assessing school climate and using data to develop goals and objectives to address gaps.
- Providing training to staff on building protective factors in students, as well as recognizing the signs and symptoms of use/abuse.

SIX ESSENTIAL STEPS FOR INDIVIDUALS RESPONDING TO POSSIBLE OVERDOSE

The following was developed from The Department of Health and Human Services, Substance Abuse and Mental Health Services Administration document SAMHSA Opioid Overdose Prevention Toolkit.

Overdose is common among persons who use illicit opioids such as heroin and among those who misuse medications prescribed for pain such as oxycodone, hydrocodone, methadone, buprenorphine, and morphine. The incidence of opioid overdose is rising nationwide. In 2016, more than 42,000 of the drug overdose deaths in the United States involved some type of opioid, including heroin.

To address the problem, emergency medical personnel, health care professionals, school personnel, people who use drugs, and other community members who may witness and respond to an overdose are being trained in the use of the opioid antagonist medication naloxone, which can reverse the potentially fatal respiratory depression caused by opioid overdose. (Note that naloxone has no effect on non-opioid overdoses, such as those involving cocaine, benzodiazepines, or alcohol.

The steps outlined in this section are recommended to reduce the number of deaths resulting from opioid overdoses.

STEP 1: EVALUATE FOR SIGNS OF OPIOID OVERDOSE

Signs of **OVERDOSE**, which often results in death if not treated, include:

- Unconsciousness or inability to awaken.
- Slow or shallow breathing or breathing difficulty such as choking sounds or a gurgling/snoring noise from a person who cannot be awakened.
- Fingernails or lips turning blue/purple.

If an opioid overdose is suspected, stimulate the person:

- Call the person's name, tap the person's shoulders, clap your hands loudly in order to assess for level of consciousness.
- If this doesn't work, per Department of Health and Human Services (DHHS) recommendation, vigorously grind knuckles into the sternum (the breastbone in middle of chest).
- If the person responds, assess whether he or she can maintain responsiveness and breathing.
- Continue to monitor the person, including breathing and alertness, and try to keep the person awake and alert.
- If the person does not respond, call 911.
- Grab the Opioid Overdose Emergency Kit and Automatic External Defibrillator (AED).
- Provide rescue breathing if the person is not breathing on their own and administer one dose of naloxone.
- For students, instruct staff member to contact the parent/guardian or emergency contact on file.

STEP 2: CALL 911 FOR HELP

AN OPIOID OVERDOSE NEEDS IMMEDIATE MEDICAL ATTENTION.

An essential step is to get someone with medical expertise to see the person as soon as possible. If no emergency medical services (EMS) or other trained personnel is on the scene, activate the 911 emergency system

immediately. All you have to say is “Someone is unresponsive and not breathing.” Be sure to give a specific address and/or description of your location. After calling 911, follow the dispatcher’s instructions. If appropriate, the 911 operator will instruct you to begin CPR (technique based on rescuer’s level of training).

STEP 3: ADMINISTER NALOXONE

If the person overdosing does not respond within 2 to 3 minutes after administering a dose of naloxone, administer a second dose of naloxone.

Naloxone should be administered to anyone who presents with signs of opioid overdose or when opioid overdose is suspected. Naloxone is approved by the Food and Drug Administration (FDA) and has been used for decades by EMS personnel to reverse opioid overdose and resuscitate individuals who have overdosed on opioids. Research has shown that women, older people, and those without obvious signs of opioid use disorder are undertreated with naloxone and, as a result, have a higher death rate. Therefore, it is also important to consider naloxone administration in women and the elderly found unresponsive with opioid overdose.

Naloxone can be given by intranasal spray and by intramuscular (into the muscle), subcutaneous (under the skin), or intravenous injection.
Altus Schools Riverside County **uses intranasal spray.**

All naloxone products are effective in reversing opioid overdose, including fentanyl-involved opioid overdoses, although overdoses involving potent (e.g., fentanyl) or large quantities of opioids may require more doses of naloxone.

DURATION OF EFFECT. The duration of effect of naloxone depends on dose, route of administration, and overdose symptoms and is shorter than the effects of some opioids. The goal of naloxone therapy should be to restore adequate spontaneous breathing, but not necessarily complete arousal.

More than one dose of naloxone may be needed to revive someone who is overdosing. People who have taken longer acting or more potent opioids may require additional intravenous bolus doses or an infusion of naloxone.

Comfort the person being treated, as withdrawal triggered by naloxone can feel unpleasant. Some people may become agitated or confused, which may improve by providing reassurance and explaining what is happening.

SAFETY OF NALOXONE. The safety profile of naloxone is remarkably high, especially when used in low doses and titrated to effect. When given to individuals who are not opioid intoxicated or opioid dependent, naloxone produces no clinical effects, even at high doses. Moreover, although rapid opioid withdrawal in opioid-tolerant individuals may be unpleasant, it is not life threatening.

Naloxone can be used in life-threatening opioid overdose circumstances in pregnant women.

The FDA has approved an injectable naloxone, an intranasal naloxone, and a naloxone auto-injector as emergency treatments for opioid overdose. People receiving naloxone kits that include a syringe and naloxone ampules or vials should receive brief training on how to assemble and administer the naloxone to the victim. The nasal spray is a prefilled, needle-free device that requires no assembly and that can deliver a single dose into one nostril. The auto-injector is injected into the outer thigh to deliver naloxone to the muscle (intramuscular) or under the skin (subcutaneous). Once turned on, the currently available device provides verbal

instruction to the user describing how to deliver the medication, similar to automated defibrillators. Both the nasal spray and naloxone auto-injector are packaged in a carton containing two doses to allow for repeat dosing if needed.

FENTANYL-INVOLVED OVERDOSES. Suspected opioid overdoses, including suspected fentanyl- involved overdoses, should be treated according to standard protocols. However, because of the higher potency of fentanyl and fentanyl analogs compared to that of heroin, multiple doses of naloxone may be required to reverse the opioid-induced respiratory depression from a fentanyl-involved overdose.
Many anecdotes report more rapid respiratory depression with fentanyl than with heroin, although other reports do not reflect such rapid depression.

Because of these effects, quicker oxygenation efforts and naloxone delivery may be warranted with fentanyl-involved overdoses compared with heroin-only overdoses. However, naloxone is an appropriate response for all opioid overdoses, including fentanyl-involved overdoses.

STEP 4: SUPPORT THE PERSON'S BREATHING

Ventilatory support is an important intervention and may be lifesaving on its own. Rescue breathing can be very effective in supporting respiration, and chest compressions can provide ventilatory support.

Rescue breathing for adults involves the following steps:

- Be sure the person's airway is clear (check that nothing inside the person's mouth or throat is blocking the airway).
- Place one hand on the person's chin, tilt the head back, and pinch the nose closed.
- Place your mouth over the person's mouth to make a seal and give two slow breaths.
- Watch for the person's chest (but not the stomach) to rise.
- Follow up with one breath every 5 seconds.

- Chest compressions for adults involve the following steps:
- Place the person on his or her back.
- Press hard and fast on the center of the chest.
- Keep your arms extended.

STEP 5: MONITOR THE PERSON'S RESPONSE

All people should be monitored for recurrence of signs and symptoms of opioid toxicity for at least 4 hours from the last dose of naloxone or discontinuation of the naloxone infusion. People who have overdosed on long-acting opioids should have more prolonged monitoring.

Most people respond by returning to spontaneous breathing. The response generally occurs within 2 to 3 minutes of naloxone administration. (Continue resuscitation while waiting for the naloxone to take effect.)
Because naloxone has a relatively short duration of effect, overdose symptoms may return. Therefore, it is essential to get the person to an emergency department or other source of medical care as quickly as possible, even if the person revives after the initial dose of naloxone and seems to feel better.

SIGNS OF OPIOID WITHDRAWAL. The signs and symptoms of opioid withdrawal in an individual who is physically dependent on opioids may include body aches, diarrhea, tachycardia, fever, runny nose, sneezing, piloerection (gooseflesh), sweating, yawning, nausea or vomiting, nervousness, restlessness or irritability, shivering or trembling, abdominal cramps, weakness, tearing, insomnia, opioid craving, dilated pupils, and increased blood pressure. These symptoms are uncomfortable, but not life threatening.

After an overdose, a person dependent on opioids should be medically monitored for safety and offered assistance to get into treatment for opioid use disorder.

If a person does not respond to naloxone, an alternative explanation for the clinical symptoms should be considered. The most likely explanation is that the person is not overdosing on an opioid but rather some other substance or may be experiencing a non-overdose medical emergency.

In all cases, support of ventilation, oxygenation, and blood pressure should be sufficient to prevent the complications of opioid overdose and should be given priority if the response to naloxone is not prompt.

DO'S AND DON'TS WHEN RESPONDING TO OPIOID OVERDOSE

- DO attend to the person's breathing and cardiovascular support needs by administering oxygen or performing rescue breathing and/or chest compressions.
- DO administer naloxone and utilize a second dose, if no response to the first dose.
- DO put the person in the "recovery position" on the side, if you must leave the person unattended for any reason.
- DO stay with the person and keep the person warm.
- DON'T slap or forcefully try to stimulate the person; it will only cause further injury. If you cannot wake the person by shouting, rubbing your knuckles on the sternum (center of the chest or rib cage), or light pinching, the person may be unconscious.
- DON'T put the person into a cold bath or shower. This increases the risk of falling, drowning, or going into shock.
- DON'T inject the person with any substance (e.g., saltwater, milk, stimulants). The only safe and appropriate treatment is naloxone.
- DON'T try to make the person vomit drugs that may have been swallowed. Choking or inhaling vomit into the lungs can cause a fatal injury.
- NOTE: All naloxone products have an expiration date, so it is important to check the expiration date and obtain replacement naloxone as needed.

STEP 6: ADDITIONAL SUPPORT

- Have the individual transported to the nearest medical facility, even if symptoms seem to get better.
- Debrief with students and staff present and assess further needs for support.
- Complete an Accident Report Form.
- Follow up with assigned school nurse for additional support.

Best Practice Considerations for Schools in Active Shooter and Other Armed Assailant Drills

The National Association of School Psychologists and the National Association of School Resource Officers have partnered to provide this guidance on armed assailant training, with input from Safe and Sound: A Sandy Hook Initiative and the ALiCE Training Institute. This document provides guidance on the important factors schools must take into account when considering and conducting armed assailant drills.

OVERVIEW

A. Response to armed assailants has focused on implementing a school lockdown. Recently, discussion has emphasized options-based approaches, which sometimes include the "Run, Hide, Fight" model.
B. Armed assailant drills have both benefits and concerns associated with their implementation.
   - Armed assailants in schools account for only 1% of homicides among school-age youth; schools must balance costs and benefits when allocating crisis preparedness resources.
   - Such drills have the potential to empower staff and save lives, but without proper caution, they can risk causing harm to participants.
   - Available research supports the effectiveness of lockdown drills carried out according to best practices, but research is still needed on the effectiveness of armed assailant drills.

DRILL APPROACHES AND PLANNING

A. Traditional lockdowns should remain the foundation of an options-based approach to active assailant training, which allows participants to make independent decisions in evolving situations.

B. Exercises should be considered in a hierarchy with simple discussion-based exercises before complex operations-based drills are practiced.

C. Schools should keep simulation techniques appropriate to the participants' developmental maturity.
   - Inform participants of the use and purpose of props and simulation aids prior to the drill.
   - Using Airsoft guns as simulation aids requires careful safety measures and opt-out opportunities.

D. Regular practice helps participants develop readiness and quickly access and apply knowledge.

DEVELOPMENTAL AND MENTAL HEALTH CONSIDERATIONS

A. Children model their reactions on adult behavior, so effective drills should result in staff who inspire calm and confidence in students.

B. It is critical that participation in drills be appropriate to individual development levels, and take into consideration prior traumatic experiences, special needs, and personalities.

C. School-employed mental health professionals should be involved in every stage of preparation.
   - Prior to the drill, staff should be trained to recognize common trauma reactions.
   - Adults should monitor participants during the drill and remove anyone exhibiting signs of trauma.
   - After completion, staff and students should have access to mental health support, if needed.

D. Participation should never be mandatory, and parental consent should be required for all students.

E. If staff chooses to opt-out of intense drills, they should receive comparable, less intense instruction.

STEPS FOR CONDUCTING SAFE, EFFECTIVE, AND APPROPRIATE DRILLS

1. Create a school safety team (including an administrator, a school mental health professional, a school nurse; security personnel, teachers, and parents) that also coordinates with local law enforcement and emergency responders.
2. Conduct a needs assessment of the school community.
3. Implement a cost–benefit analysis that considers all emergency preparedness needs and options.
4. Tailor drills to the context of the school environment.
5. Create a plan of progression that builds from simplest, lowest-cost training; identifies obstacles and goals; and establishes a timeline.
6. Prepare for drill logistics that ensure physical and psychological safety as well as skills and knowledge acquisition.
7. Develop a communications plan that gives all participants advance warning and the ability to opt out and/or provide feedback.
8. Establish a long-term follow-up plan to support sustainability that includes assessing ongoing and/or changing preparedness training needs.

INTRODUCTION

Active Shooter and Other Armed Assailant Drills

The National Association of School Psychologists (NASP) and the National Association of School Resource Officers (NASRO) represent key members of school safety and crisis teams. We are committed to supporting school communities' understanding and implementation of best practices related to school safety, school mental health, and crisis prevention and response. We have partnered to provide this guidance on armed assailant training, with input from Safe and Sound: A Sandy Hook Initiative, a nonprofit organization of parents, educators, and other members of the school community, and the ALiCE Training Institute, a for-profit company that provides active shooter training.

Critical elements to effective crisis preparedness and response of any kind are a common understanding of purpose and procedures among all participants, a respect for each other's roles and perspectives, and a shared commitment to ensure the safety and well-being of all members of the school community. Our common goals in this document are to provide best practice information to help schools determine to what extent they need armed assailant training and to conduct trainings that make best use of resources, maximize effectiveness, and minimize physical and psychological risks. Importantly, this document is not intended to provide specific guidance on *how* to conduct active assailant drills but rather to provide guidance on many of the issues that must be considered when planning for and implementing such training. The specifics of any training should be determined at the local level by appropriately trained school leadership, school safety and mental health personnel, and law enforcement.

Please note that the appendices in this document contain very important decision-making information. They are referenced within and at the end of the document.

PART I: OVERVIEW

Schools have a responsibility to protect the physical and psychological well-being of their students and staff. This includes creating positive school climates, preventing negative behaviors such as bullying and harassment, and being prepared to respond to potential threats such as weather emergencies, fires, and acts of violence. Effective crisis planning, prevention, response, and recovery capabilities are essential for schools to meet this responsibility (Cowan, Vaillancourt, Rossen, & Pollitt, 2013). Although situations involving an active, armed assailant on school property are extremely rare, schools are increasingly considering how to best prepare for and respond to this type of event.

According to the U.S. Department of Homeland Security (2008) and the Federal Bureau of Investigation (Blair & Schweit, 2014) an *armed assailant* is defined as an armed person who attempts to use deadly force on others, typically in a confined and populated area. The term *active shooter* refers to those assailants who use firearms, as opposed to knives or other weapons. Some U.S. states have mandated active shooter drills for schools but have offered little to no guidance on proper implementation.
Schools should plan for the rare possibility of an armed assailant as part of a comprehensive crisis/emergency preparedness effort; however, the nature and extent of those preparedness activities should be based upon a risk assessment of the crisis events a given school is most likely to confront.

How this training is conducted must carefully account for students' developmental levels, school culture and climate, and features specific to each school community (such as geography, weather, crime, and environment). While one of the primary goals of crisis preparedness is to develop a sense of empowerment

and control, armed assailant drills not conducted appropriately may cause physical and psychological harm to students, staff, and the overall learning environment. It is critical that administrators, school-employed mental health professionals, school resource and police officers, and crisis team members work closely together to carefully develop a staff and student training protocol that follows the best practice considerations outlined below.

A. Background

The 1999 shootings at Columbine High School ushered in heightened attention to the need for schools—and law enforcement—to be better prepared to respond to armed assailant situations. Subsequently, schools focused primarily on lockdown practices, while law enforcement focused on improving tactics to find and stop the assailant as quickly as possible. In 2013, the U.S. Department of Education recommended expanding the lockdown-only approach for schools (i.e., confining students and staff to their rooms) to an options-based approach that allows school staff to make more independent decisions about how to protect their students depending on evolving circumstances (e.g., evacuate the building rather than stay locked in a RC). These approaches include adapting the "Run, Hide, Fight" model that was originally developed for adults in response to workplace violence. This expansion has spurred a range of approaches to armed assailant training and an increase in the number of schools conducting drills with varying degrees of intensity and involvement of school staff and students. In some instances, drills are conducted with insufficient consideration of the potential psychological impact or appropriateness of a particular drill based on the developmental level or psychological risk factors of participants.

B. Benefits and Concerns Associated with Armed Assailant Drills

Costs versus benefits. School-associated homicides are extremely rare, accounting for less than 1% of all homicides among school-age youth (Robers, Kemp, Rathbun, & Morgan, 2014). While an attack by an armed assailant on school grounds is possible—and devastating if it happens--it is not as probable as other types of crisis events. Schools must consider the cost of some types of drills (e.g., full scale simulations), and whether investment in them will reduce resources

available for other critical safety preparation activities such as first aid training, environmental design measures, and staff development focused on more comprehensive school safety preparedness.

Empowerment versus potential harm. The primary purposes of an armed assailant drill are to provide law enforcement and relevant school leadership and staff the opportunity to practice skills and protocols and to identify and correct areas of weakness in knowledge, communication, coordination, and decision-making. The goal is to empower participants and save lives and prepare professionals and staff for this role and responsibility. As the focus of such drills expands to include all staff and students, the potential for causing harm to participants expands as well. The level of drill intensity (e.g., use of loud gun fire and airsoft guns), extent of warning that a drill will occur, and whether participation is required or voluntary may affect reactions to the experience. Additionally, an individual's cognitive and developmental levels, personality, history of adverse or traumatic experiences, and psychological makeup are among the many factors that influence the potential for harm.

It is essential to include parents in discussions of their child's developmental level, education, and readiness for armed assailant drills. Highly sensorial armed assailant drills for students in preschool and elementary learning environments are not recommended. Any such drills should be conducted using age- appropriate simulation stimuli (e.g., the sound of gunshots near a preschool room would not be appropriate).

Available research. Practicing disaster response procedures has been found to increase the probability of adaptive behavior during a crisis (Jones & Randall, 1994; Miltenberger et al., 2005). Specifically, lockdown drills implemented according to best practices have been suggested to increase knowledge and skills of how to respond appropriately without elevating anxiety or perceived safety risk (Zhe & Nickerson, 2007). However, at present there is no empirical research regarding school-based armed assailant drills.

Potential lawsuits. The manner in which some armed assailant drills (e.g., unannounced) have been conducted in the workplace has led to lawsuits imposed on employers due to psychological and physical harm sustained by some participants (Frosch, 2014). Schools need to determine to what extent advanced armed assailant drills are necessary and carefully construct these drills to avoid physical and/or psychological harm. Regardless of the projected benefits and perceived concerns, the fact remains that armed assailant drills are uncharted territory for schools. Schools that decide to conduct a drill should use a multidisciplinary safety team (including parents) that educates and trains all participants in relevant curricula and protocols. With careful planning, data collection, and continual review of these programs, schools can begin to develop an approach that minimizes negative effects and improves preparedness.

PART II: DRILL APPROACHES AND PLANNING

A. Traditional Lockdown Versus Options-Based Drills

Lockdowns have been the standard approach for the school response to threatening situations for nearly two decades. Lockdowns involve locking the door, moving students out of sight, and requiring students to remain quiet within the room. Lockdowns should continue to be included in any options- based approach to active assailant training.

Options-based drills provide students and staff with a range of alternative strategies to save lives, and the permission to use them, depending on the situation. For instance, the nature of the threat, time of day, and the location of students interact to affect the best options. The premise of options-based drills is to allow participants to make independent decisions including when and whether to evacuate, barricade RC doors, or as a last resort, counter the attack of the armed assailant. As with other safety drills (e.g., fire or tornado), it is important that options-based drills take into account the developmental levels of students as well as the physical layout of the resource center (e.g., ease of access to outside doors and proximity of places to hide other than a resource center).

B. Hierarchy of Education and Training Activities

Crisis preparedness exercises and drills should be conducted in a progression of steps that begin with basic activities and progress to more advanced drills and exercises as needed (with advanced simulations being a more advanced type of crisis preparedness activity). Schools should start with simple, low-cost, discussion-based exercises (e.g., introductions to crisis responders, orientation activities, use of instructional media, or tabletop drills) and, if the school safety team determines it appropriate, work their way toward more complex and expensive, operations-based exercises (e.g., walk-throughs, specific emergency drills, and crisis simulations; NASP, 2013; U.S. Department of Education, 2006a). ***Appendix 1 summarizes this hierarchy of activities and provides an example of how armed assailant preparation could occur at each level.***

C. Simulations and Simulation Techniques

Many schools are also using or considering simulation exercises. Simulations require that participants are provided with real time information and stimuli (e.g., simulated gunshots, PA announcements, and electronic

communications) to determine the movements of an armed assailant in order to make the best decisions. It is important that simulation drills are preceded by extensive prior education and preparation, and consideration for individual readiness. For some participants, this intense exposure and practice may empower them with experience, options, and a sense of control. For others, this type of drill may be emotionally traumatic (Frosch, 2014).

If a school deems it necessary to simulate an armed assailant, safety teams should carefully consider the number of different strategies for simulation during a drill, taking into account developmental age and readiness of staff before determining what techniques are most appropriate.

Drills utilizing props and simulation aids. Props and other aids may be used to simulate a weapon, gunfire, or other desired circumstances that are associated with an armed assailant event. In advance of any drill, participants must be aware of the prop's purpose and potential presence, particularly when the purpose of the prop is not obvious. For example, the use of an air horn, or other prop to simulate gunfire, may traumatize participants if they have not been instructed on the prop's purpose in advance of the drill.

Airsoft as a simulation aid**.** Airsoft guns (simulated weapons that shoot plastic BBs) may be used as a simulation aid during armed assailant drills. Caution must be exercised to ensure the safety of all participants prior to any drill involving airsoft guns. The authors of these guidelines have received anecdotal reports from school professionals of armed assailant drill participants being physically harmed from the use of simulation aids. In addition, for those with trauma histories, involvement in a highly sensorial armed assailant drill could trigger strong psychological reactions. Thus, to mitigate potential physical or psychological harm, opt-out opportunities should be offered to all participants after being fully informed about the drill.

D. Considerations

Schools must carefully consider the decision-making protocol for people to engage in a strategy other than lockdown. For instance, run/escape may lead to safety for some, but it might inadvertently lead to danger for others as students unknowingly "escape" into the path of an unknown assailant, expose them to the sight of injured or dead classmates and teachers, or result in students trampling each other to get to the exit door. These concerns need to be addressed when planning and practicing active assailant drills. Students should be taught to first and foremost follow the direction of their teacher, and how to make decisions if that teacher is incapacitated. Helping students and staff understand the decision-making criteria is crucial. It is also important to consider the special needs of students with disabilities, both in terms of a drill and the expectations for their functioning in the event of real emergency (U.S. Department of Education, 2006b).

E. Regular Practice

As part of the initial planning process for crisis preparedness, schools should identify how to integrate and reinforce the concepts taught during the drills. Introductions, orientations, walk-throughs, and tabletop exercises should continue to be integrated into yearly crisis preparation activities so learned skills are refreshed and rehearsed. Frequent and varied practice, training, and discussion activities aid the development of readiness, providing staff and students the means to quickly access and apply their knowledge.

PART III: DEVELOPMENTAL AND MENTAL HEALTH CONSIDERATIONS

A. Impact of Adult Behavior on Children's Behavior

The behavior of an adult in an emergency directly affects the physical and psychological safety of students in crisis. Therefore, the effectiveness of armed assailant drills relies on educating and training adults carefully, responsibly, and continually. Students look to faculty and staff—the designated trusted adults—for direction and guidance. When adults are well-trained and stay calm, the students will follow and gain confidence and ability.

B. Developmental Levels of Safety Awareness

If schools opt to conduct an options-based or more advanced armed assailant training, it is critical that those planning and facilitating the training consider the cognitive and emotional development of all those involved. Safety and security professionals (e.g., SROs, police officers) often have a leadership role in conducting drills but must work collaboratively with school administration and school-employed mental health professionals in joint planning to ensure best practice guidelines are followed. Schools, educators, and parents are encouraged to adapt policies and training programs that consider their unique situations. Grade levels are not an absolute determinant. Individual levels may vary greatly due to cultural, educational level, and personal profiles within a community. It is also imperative that schools consider the individual psychological backgrounds, previous trauma experiences (including community trauma history), special needs, and personalities of students and staff. Regardless of training level, some individual personality types are better able to respond assertively than others in moments of crisis. Each level has a corresponding age range and examples of appropriate types of activities and instructions to provide general guidance when preparing for an armed assailant training.

C. Mental Health Support and Considerations

School-employed mental health professionals should be a part of all stages of armed assailant drill preparation.

Before an armed assailant drill or simulation. Drills may lead to stressful or traumatic reactions. If the drill will be a sensorial experience with, for example, simulated gunfire or individuals being tackled by the assailant, then participation should never be mandated for staff or students. Staff should also be taught to recognize common trauma reactions to help identify when a student, fellow staff member, or him/herself needs to be removed from the drill. Additionally, drills should be conducted early enough in the day to allow for debriefing participants afterward and assessing any adverse reaction.

During an armed assailant drill or simulation. Educators must monitor the reactions of themselves, each other, and students during the drill and have a means to quickly notify drill coordinators if a person exhibits physical (e.g., asthma or panic attack) or emotional (e.g., hysterical) reactions. Such reactions would necessitate removal from the drill and immediate support. School-employed health and mental health professionals must be present during the drill and available for assistance.

After an armed assailant drill or simulation. Emotional or physical reactions can be delayed following a highly intense simulation drill. School staff and students should have access to school- employed mental health professionals after the event to provide additional assistance if needed.

D. Parent Consent

Participation in an armed assailant drill should never be required for students or staff. Parent consent can come in the form of:

A. Parent permission – parents return a permission slip allowing their child to participate.
B. Passive consent – parents return a form only if they do NOT want their child to participate; no form returned implies permission.
C. Parent notification – parents are notified, but no consent form is used; thus, schools assume

participation is granted unless parents assertively state otherwise.

E. Balancing Staff Opt-Out with the Need for Universal Preparedness

It is important to have all staff operating with the same understanding in an emergency situation. In cases where staff opt-out of a more advanced armed assailant drill, schools should provide the essential information and training through additional, less sensorial training exercises, such as a tabletop activity, as outlined in the hierarchy of education and training activities.

PART IV: STEPS TO CONDUCTING SAFE, EFFECTIVE, AND APPROPRIATE DRILLS

1. Create a school safety team—ideally made up of an administrator; school mental health professional; school nurse; teachers; security personnel; parents; and students—that:
   - Identifies a lead person to coordinate school safety efforts, including drills;
   - Establishes and communicates the roles and responsibilities during drills and in real-life crisis situations;
   - Takes a lead in identifying the most appropriate preparedness activities for the resource center;
   - Provides ongoing professional development and training as needed; and
   - Ensures that the school's policies are in compliance with state laws and school board policies.

2. Conduct an assessment of the school community to:
   - Identify the types of crisis events most likely to occur,
   - Determine the current school culture and climate,
   - Map existing resources and capacities of school personnel or school safety teams, and
   - Identify any related policies that should be considered in the planning of drills.

3. Implement a cost–benefit analysis that:
   - Considers financial costs in relation to the likelihood of a particular crisis;
   - Identifies what resources, activities, or preparedness training must be replaced or postponed, to engage in active shooter or other armed assailant drills;
   - Balances the need to empower resource center staff while minimizing potential harm (e.g., triggering stressful or traumatic reactions to live simulation drills);
   - Considers the current knowledge and identified needs of the staff; and
   - Considers legal requirements (e.g., state law) related to conducting active assailant drills and to what degree drills are required to be full-scale simulations versus other lower cost exercises.

4. Tailor drills to the context of the resource center environment, taking into consideration:
   - The primary goal of the drill (e.g., training for law enforcement versus staff and/or students);
   - Age, cognitive, and developmental levels of awareness of students;
   - Students with physical, sensory, or other disabilities that may require unique instructions during a drill or real-life event;
   - The capacity, comfort level, and trust among staff;
   - Administrative support;
   - Optimal timing, including time of year, day of the week, and time of the day;
   - Relationships with external partners, law enforcement, and other first responders; and
   - The layout of the resource center.

5. Create a plan of progression that:
   - Considers whether any previous activities have been conducted in the resource center;
   - Starts with simple, low-cost, discussion-based exercises;
   - Considers all available types of drills;

- Identifies specific objectives and goals for the drills; and
- Identifies a timeline and metrics to help determine whether more complex exercises are needed.

6. Prepare for logistics of the drill to ensure that:
   - Previous traumatic experiences of those involved are considered;
   - Resource Center staff learn to recognize stressful reactions to drills;
   - Methods exist to opt out (for staff and students) or remove someone from a drill, including parental consent/permission if students are involved;
   - School-employed mental health professionals are available to provide support to those experiencing a negative reaction to the drill;
   - Adequate follow up is available for students or staff with questions; and
   - Appropriate methods to evaluate outcomes are implemented.

7. Develop a communications plan that:
   - Informs members of the school community of planned drills and what will be entailed;
   - Facilitates open communications with families, including translated materials and the opportunity for family members to talk with relevant staff about concerns;
   - Provides opt-out options for staff and students; and
   - Encourages feedback and evaluation by participants after the fact.

8. Establish a long-term follow-up plan to support sustainability that considers:
   - What additional training is required;
   - How the drill integrates with other school safety and crisis prevention efforts;
   - How current and previous training and knowledge can be maintained and built upon; and when follow-up should be conducted and how often.

CONCLUSION

Training exercises and drills to prepare for active shooters or other armed assailants should be based on the specific needs and context of each school and community. It is critical that schools recognize that this type of drill is just one specific component of comprehensive crisis preparedness and response that includes prevention, protection, mitigation, response, and recovery. Schools should consider the most cost-effective method of preparing students and staff for an active shooter situation while balancing the physical and psychological risks associated with such drills.

Disaster-Related Administrative and Emergency Procedures

Following is a list of the Administrative and Emergency Procedures that have bearing on conducting effective emergency or disaster responses. Complete copies of the Administrative and Emergency Procedures are maintained on the website.

Administrative Procedures
Crisis Response Team
Site Safety
Emergency Procedures
Homeland Security Threat Levels
Fire
Environmental Emergencies
Shelter-in-Place
Earthquake
Weapons
Injury/Illness/Accidental Death
Disturbances and Demonstrations
Lockdown
Threats and Violence
Bombs and Explosions
Shootings
Terrorism
Communications
Emergency Plans & Drills
Evacuation and Reunification
Biological Emergency
Flooding
Utility Emergency

SECTION THREE

Suspension and Expulsion Policy and Procedures

3110 Suspension and Expulsion Policy and Procedures

Amended: May 5, 2009; February 16, 2022; December 7, 2022;
June 22, 2023; February 28, 2024; June 26, 2024; February 27, 2025;
June 24, 2025; September 4, 2025

This Student Suspension and Expulsion Policy and Procedures has been established by the Board of Directors of Altus Schools Southern California in order to promote learning and protect the safety and well-being of all students at the following schools: Audeo Charter School II, Altus Schools North County, Audeo Valley Charter School, Altus Schools East County, Altus Schools Mirus, Altus Schools Coachella Valley, and Altus Schools South Bay, (hereinafter collectively referred to as "Charter School").

In adopting this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describe the offenses for which students at non charter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions and involuntary removal. The language that follows is largely consistent with the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension, expulsion, or involuntary removal, and the procedures thereto so long as not materially different from the charter petition.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This shall serve as the Charter School's Policy and Procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed annually as part of the Student Handbook which will clearly describe discipline expectations.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of this Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

[1] The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.

Instructional Services' office. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004

("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") will be subject to the same grounds for suspension and expulsion and will be accorded the same due process procedures applicable to general education students except when federal and state law requires additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian, and shall inform the student, and the student's parent/guardian, of the basis for which the student is being involuntarily removed and the student's parent/guardian's right to request a hearing to challenge the involuntary removal. If a student's parent/guardian requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent/ guardian requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study written agreement pursuant to Education Code Section 51747(c)(4).

Procedures

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. **Discretionary Suspension Offenses**. Students may be suspended when the School Coordinator or designee determines the student:

    a) Caused, attempted to cause, or threatened to cause physical injury to another person.

    b) Willfully used force or violence upon the person of another except self-defense.

    c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053- 11058, alcoholic beverage, or intoxicant of any kind. Students who voluntarily disclose their use of a controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports shall not be suspended solely for that disclosure.

    d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and

then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to electronic files and databases.

g) Stole or attempted to steal school property or private property, which includes but is not limited to electronic files and databases.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student. Students who voluntarily disclose their use of a tobacco product in order to seek help through services or supports shall not be suspended solely for that disclosure.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Knowingly received stolen school property or private property, which includes but is not limited to electronic files and databases.

l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

o) Engaged in or attempted to engage in hazing. For the purposes of this Policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this Policy, "hazing" does not include athletic events or school-sanctioned events.

p) Made terroristic threats against school officials and/or school property, which includes but is not limited to electronic files and databases. For purposes of this Policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the

circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to electronic files and databases, or the personal property of the person threatened or their immediate family.

q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this Policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 7 to 12, inclusive.

r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This section shall apply to students in any of grades 7 to 12, inclusive.

s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 7 to 12, inclusive.

t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

   1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

      i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

      ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.

      iii. Causing a reasonable student to experience substantial interference with their academic performance.

iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

i. A message, text, sound, video, or image.

ii. A post on a social network Internet Web site including, but not limited to:

(a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

(b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

iii. An act of cyber sexual bullying.

(a) For purposes of this Policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this Policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

u) A student who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Administrator of Instructional Services or designee's concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion when it is determined the student:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Administrator of Instructional Services or designee's concurrence.

b) Brandished a knife at another person.

c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.

d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4

3. Discretionary Expellable Offenses: Students may be recommended for expulsion when it is determined the student:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind. Students who voluntarily disclose their use of a controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports shall not be suspended solely for that disclosure

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to electronic files and databases

g) Stole or attempted to steal school property or private property, which includes but is not limited to electronic files and databases

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student. Students who voluntarily disclose their use of a tobacco product in order to seek help through services or supports shall not be suspended solely for that disclosure.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases

l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

o) Engaged in or attempted to engage in hazing. For the purposes of this Policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases For purposes of this Policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which

includes but is not limited to, electronic files and databases or the personal property of the person threatened or their immediate family.

q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this Policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 4 to 12, inclusive.

s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to students in any of grades 4 to 12, inclusive.

t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.

iii. Causing a reasonable student to experience substantial interference with their academic performance.

iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone,

or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

i. A message, text, sound, video, or image.

ii. A post on a social network Internet Web site including, but not limited to:

(a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

(b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

iii. An act of cyber sexual bullying.

(a) For purposes of this Policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this Policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

u) A student who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider

and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Coordinator or designee's concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion when it is determined pursuant to the procedures below that the student:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Coordinator or designee's concurrence.

b) Brandished a knife at another person.

c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.

d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

The term "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. **Conference**

Suspension shall be preceded, if possible, by a conference conducted by the School Administrator of Instructional Services or designee with the student and the student's parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Administrator of Instructional Services or designee.

The conference may be omitted if the Administrator of Instructional Services or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. Penalties shall not be imposed on a student for failure of the student's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent or guardian at the conference.

2. **Notice to Parents/Guardians**

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone, by email or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student as well as the date and time when the student may return to school following the suspension. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. **Suspension Time Limits/Recommendation for Expulsion**

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Administrator of Instructional Services or designee, the student and the student's parent/guardian shall be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student and the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference.

This determination will be made by the Administrator of Instructional Services or designee upon either of the following: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

4. **Homework Assignments During Suspension**

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a

teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

D. Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial ASSC Board of Directors following a hearing before it, or by the neutral and impartial ASSC Board of Directors upon the recommendation of a neutral and impartial Administrative Panel to be assigned by the Board as needed. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the student nor a member of the ASSC Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Administrator of Instructional Services or designee determines that the student has committed an expellable offense and recommends the student for expulsion. In the event an Administrative Panel hears the case, it will make a recommendation to the ASSC Board of Directors for a final decision on whether to expel. The hearing shall be held in a confidential setting (complying with all student confidentiality rules under the Family Educational Rights and Privacy Act unless the student makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian via email or other means at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;

5. An explanation of the opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. An explanation of the right to inspect and obtain copies of all documents to be used at the hearing;
7. An explanation of the opportunity to confront and question all witnesses who testify at the hearing;
8. An explanation of the opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five days' notice of their scheduled testimony, (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial

risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have their testimony heard in a session closed to the public.

I. Expulsion Decision

The determination of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board which will make a final determination regarding the expulsion. The Board of Directors shall make the final determination regarding the expulsion within ten (10) school days following the conclusion of the hearing or as soon as practicable. The decision of the Board is final. If the Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel, the student shall immediately be returned to their previous educational program.

The Board of Directors may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Board. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Board of Directors may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Board of Directors shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Board of Directors shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

J. Written Notice to Expel

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

The Administrator of Instructional Services or designee shall send a copy of the written notice of the decision to expel to the student's district of residence. This notice shall include the following: a) The student's name; and b) The specific expellable offense committed by the student.

K. Disciplinary Records

Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the chartering authority upon request.

L. No Right to Appeal

The student shall have no right of appeal from expulsion from the Charter School as the ASSC Board of Directors' decision to expel shall be final.

M. Expelled Students/Alternative Education

Students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

N. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the student may reapply to Charter School for readmission.

O. Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board following a meeting with the Administrator of Instructional Services or designee and the student and parent/guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Administrator of Instructional Services or designee shall make a recommendation to the Board of Directors following the meeting regarding their determination. The Board shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon the Charter School 's capacity at the time the student seeks readmission or admission to the Charter School.

P. Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Q. Removal Due to Noncompliance with Independent Study Requirements

In accordance with Education Code Section 51747 and the Charter School's Board policy on independent study, after two (2) missed assignments, an evaluation is held to determine whether it is in the best interest of the student to remain in independent study. If it is determined that it is not in the student's best interest to remain in independent study, the Charter School may involuntarily remove the student after the Charter School follows the requirements of the Missed Assignment Policy and only after providing notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary removal as forth herein. Students who are involuntarily removed for noncompliance with independent study requirements shall be given a rehabilitation plan and shall be subject to the readmission procedures set forth herein.

R. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. **Notification of SELPA**

   The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that the Charter School or the SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

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

3. Procedural Safeguards/Manifestation Determination

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

a) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or

b) If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

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

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

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

d) If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and

e) Return the child to the placement from which the child was removed, unless the parent/guardian and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the

relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the Parent/guardian and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Administrator of Instructional Services or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

a. Carries or possesses a weapon, as defined in 18 U.S.C Section 930, to or at school, on school premises, or to or at a school function;

b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or

c. Has inflicted serious bodily injury, as defined by 20 U.S.C Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

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

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

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

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

a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.

b. The parent/guardian has requested an evaluation of the child.

c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

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

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Child Abuse Reporting Procedures

All Altus Schools Riverside County certificated teachers, classified employees, and administrators are required to report suspected child abuse. An in-service, which provides awareness and training, will be given annually to Altus Schools Riverside County employees.

As stated in the California Penal Code, Section 11164-11174.3, "Mandated reporters shall make an initial report to the agency immediately or as soon as is practicably possible by telephone and the mandated reporter shall prepare and send, fax, or electronically submit a written follow-up report thereof within 36 hours of receiving the information concerning the incident."

A report may be done for any reason. The criterion is that a **reasonable** suspicion of an abuse/neglect situation either has occurred and/or exists. Each staff member is a mandated reporter. A report may not receive immediate action if it is a non-emergency situation. However, it will add to the documentation should other events occur.

Discuss **ALL** situations at the time of occurrence with the School Coordinator or designee.

If it is unsafe for the student to leave/go home, please call the local police department for further assistance and instructions.

If the staff and/or student(s) are threatened or in danger, call 911 immediately.

Instructions for filing a Suspected Child Abuse Report

1. Call the Child Abuse Hotline first (1-800-442-4918 or 1- 877-922-4453) to make a verbal report to the agency immediately or as soon as is practicably possible by telephone. Please be sure to get the name of the hotline worker. Within 36 hours after providing verbal report, follow up with a written report.

2. The correct form for either the written or fax report is DOJ SS8572. This form may be downloaded from the California Attorney General's Website at www.ag.ca.gov/childabuse/pdf/ss_8572.pdf or obtain a copy from the School Nurse or School Coordinator.

3. Please complete every space on the SS8572 form. If you do not know certain requested information, write unknown.

4. Please type or print legibly in black ink to avoid a time-consuming callback.

5. "Narrative" -Please give detailed information. If you have additional information beyond what you have given by phone, please indicate this on the written report. If necessary, please continue your narrative on an additional sheet of paper, identifying the minor and indicating it is page 2 of the referral.

DISTRIBUTION OF WRITTEN SS8572 FORM AFTER HOTLINE CALL HAS BEEN PLACED:

1. Original to Children's Services at 48-133 Jackson Street, Indio, CA 92201 or submit completed form as directed by Child Abuse Hotline personnel.

2. Send a copy to the School Coordinator to place in a confidential locked file.

NOTE: Suspected Child Abuse Reports are never placed in the student's cumulative record or documented in the student's health record.

I. REPORTING RESPONSIBILITIES

• No child-care custodian or health practitioner reporting a suspected instance of child abuse in good faith shall be civilly or criminally liable for any report required or authorized by this article (California Penal Code Article 2.5). Any other person reporting an instance of child abuse shall not incur civil or criminal liability as a result of any report authorized by this section unless it can be proved that a false report was made, and the person knew or should have known that the report was false.

• Any child care custodian, health practitioner, or employee of the child protective agency (CPS) who has knowledge of or has observed a child in his or her professional capacity or within the scope of his other employment whom he or she reasonably suspects has been the victim of child abuse shall report such suspected instance of child abuse to a child protective agency immediately or as soon as practically possible by telephone and shall prepare and send a written report or fax report there of within 36 hours of receiving the information concerning the incident.

• Any child-care custodian, health practitioner, or employee of a child protective agency who has knowledge of or who reasonably suspects that mental suffering has been inflicted on a child or its emotional well-being is endangered in any other way, may report such suspected
instances of child abuse to a child protective agency. Infliction of willful and unjustifiable mental suffering must be reported.

II. DEFINITIONS

• "Child care custodian" means a teacher, administrative officer, supervisor of child welfare and attendance, or certificated pupil personnel employee of any public or private school; an administrator of a public or private day camp; a licensee, and administrator, or an employee of a community care facility licensed to care for children; head start teacher, a licensing worker or licensing evaluator, public assistance worker; an employee of a child care institution including, but not limited to foster parents, group home personnel and personnel or residential care facilities; a social worker or a probation officer or any person who is an administrator or presenter or, or a counselor in, a child abuse presentation program in any public or private school.

• "Health practitioner" means a physician and surgeon, psychiatrist, psychologist, dentist, resident, intern, podiatrist, chiropractor, licensed nurse, dental hygienist, marriage, family, and child counselor, or any other person who is currently licensed under Division 2 (commencing with Section 500) of the Business and Professions Code, any emergency medical technician I or II, paramedic, a person certified pursuant to Division 2.5 (commencing with Section 1797) of the Health and Safety Code, a psychological assistant registered pursuant to Section 2913 of the Business and Professions Code, a marriage, family and child counselor trainee, as defined in subdivision (c) of Section 49803 of the Business and Professions Code and unlicensed marriage, family and child counselor intern registered under Section 4980.44 of the Business and Professions Code, a state or county public health employee who treats a minor for venereal disease or any other condition, a coroner, or a religious practitioner who diagnoses, examines, or treats children.

• "Child protective agency" (CPA) means a police or sheriff's department, a county probation department, or a county welfare department.

For more information on the Child Abuse Reporting laws, the link is www.leginfo.ca.gov

Notification to Staff of Dangerous Students

a. The administration will inform the School Coordinator of information received from the court and the Probation Department. The Altus Schools Riverside County School Coordinator shall disseminate the information to those teachers directly supervising or reporting on the behavior or progress of the student for the purpose of working with the student in an appropriate fashion, to avoid being needlessly vulnerable or to protect other persons from needless vulnerability.

b. Any information received by a teacher and administrator shall be confidential for the limited purpose of rehabilitating the student and protecting students and staff, and shall not be disseminated further by the teacher, counselor, or administrator except insofar as communication with the student, his/her parents/guardians, law enforcement personnel, and the student's probation officer is necessary to effectuate the student's rehabilitation or to protect students and staff. Unlawful dissemination of such information is a misdemeanor.

c. Any information received from the court shall be kept in a separate confidential file at the school of attendance and shall be transferred to the student's subsequent schools of attendance and maintained until the student graduates from high school, is released from juvenile court jurisdiction, or reaches the age of 18, whichever occurs first.

d. After the student graduates from high school, is released from juvenile court jurisdiction, or reaches the age of 18, the confidential record shall be destroyed.

Anti-Discrimination and Harassment Policy

Altus Schools Riverside County is committed to equal opportunity for all individuals in education. School programs and activities shall be free from discrimination based on sex, race, color, religion, sexual orientation, national origin, physical or mental disability or any other unlawful consideration. Altus Schools Riverside County shall promote programs which ensure that discriminatory practices are eliminated in all school activities and will take steps to assure that the lack of English will not be a barrier to admission and participation in school programs.

Any student who engages in discrimination of another student or anyone from Altus Schools Riverside County may be subject to disciplinary action up to and including expulsion. Any employee who permits or engages in discrimination may be subject to disciplinary action up to and including dismissal.

Any student or parent who feels that discrimination has occurred should immediately contact a teacher or the School Coordinator at (760) 947-7089 for resolution. If not resolved, contact: The President of the Board, 10170 Huennekens Street, San Diego, CA 92121; (858) 678-2020.

School-Wide Dress Code

In order to establish and maintain a safe and productive environment, students are expected to wear appropriate clothing and footwear to the resource center. Students who are not wearing appropriate clothing, parents/guardians will be notified and students will be asked to change or sent home. Unacceptable dress includes, in part, the following:

- ❒ Pants sagging below the waist
- ❒ Beachwear or sleepwear, including bedroom slippers
- ❒ Shorts/skirts that are above mid-thigh
- ❒ Tube tops, backless shirts, see-through garments, shirts that show the midriff, muscle tank tops, and clothing that would be considered revealing and/or a distraction to the learning environment
- ❒ Visible undergarments (including boxer shorts, bras, etc.)
- ❒ Clothing that promotes alcohol, drugs, tobacco, or other controlled substances
- ❒ Clothing that uses vulgar/profane language and/or images
- ❒ Head coverings such as, hats, bandanas, beanies, or do-rags

Loitering Law Compliance

ALTUS SCHOOLS RIVERSIDE COUNTY

SY 2025-2026

Daytime Loitering of Students in Public Places on School Days

Students who are subject to compulsory education must comply with the daytime loitering laws of their community. General guidelines are below, however, may differ slightly among communities.

- On days and times when schools are open (generally between 8:30 a.m. and 2:30 p.m.) students are not permitted to be in a public place unless accompanied by a parent or responsible adult guardian.
- On scheduled school days, students may travel to and from school without parental or guardian accompaniment.
- Students who do not comply with the local ordinances may be issued a citation or be subject to more severe consequences if multiple violations occur.

Responsibility of parents, guardians, etc. It is unlawful for the parent, guardian or other adult person having the care and custody of a juvenile to knowingly permit or by insufficient control allow the juvenile to be in violation local loitering laws.

Law Enforcement Procedures *may include*:

- Upon violation of the loitering ordinance, a peace officer may issue a citation to the juvenile and may transport the juvenile home or to the school from which the juvenile is absent. If cited, the juvenile and a parent may appear in court as directed in the citation. The parents will be warned of their responsibility and liability as the juvenile's parents/guardians.
- If a parent/guardian has been previously warned, a peace officer may issue a citation for an infraction to the parent/guardian to appear in court.
- When a parent/guardian has previously been issued a citation for an infraction, upon any subsequent violation by a parent, a peace office may issue a citation for a misdemeanor to the parent to appear in court.

Exceptions *may include*:

- A minor who is accompanied by his or her parent, legal guardian, or other adult person having care or custody of the minor.
- Students who have permission to leave school campus for school related activity and have in their possession a valid school-issued written notice by a school official, but only for a reasonable period of time necessary for the activity.
- A minor who is going to or coming from his or her gainful place of employment or medical or dental appointment with verification of said employment or appointment.
- A minor who is upon an emergency errand directed by his/her parents, guardian or other adult person having the care and custody of the minor.
- A minor who is going directly to or from a school sponsored event or activity such as a sporting event, field trip, or other such school activity.

Definitions

- "Adult" means any person twenty-one (21) years of age and older.
- "Emergency" includes but is not limited to fire, natural disaster, automobile accident, or requirement for immediate medical care for another person.
- "Establishment" means any privately- owned place of business operated for a profit to which the public is invited, including but not limited to any place of amusement or entertainment.
- "Juvenile" means any person under eighteen (18) years of age.
- "Parent" means a person who is the natural or adoptive parent of a person. "Parent" includes a court-appointed guardian or other person eighteen (18) years or age or older authorized by the parent, by a court order, or by a court appointed guardian to have the care and custody of the person.
- "Public place" means any place to which the public or a substantial group of the public has access and includes, but is not limited to, streets, highways, and the common areas of schools, hospitals, office buildings, transport facilities, shopping centers, stores, and malls.
- "Scheduled school days" are Monday through Friday excluding school holidays. "School hours" are generally 8:30 a.m. to 2:30 p.m. (in some communities 1:30 p.m.) NOT the student's appointment times at the Resource Center.

I have read and understand this notice. My student and I will obey the laws.

Student: _____ Date: _____

Parent: _____ Date: _____

Going To and From Resource Center Safely

Everyday millions of children take to the streets and roadways to get to and from school. They walk, ride their bicycles, take buses, and arrive in vehicles with one purpose — getting to and from school safely. It is important for Altus Schools Riverside County students to understand safety guidelines and tips to follow to ensure their safety to and from the resource center. The following safety tips are reviewed annually with Altus Schools Riverside County students and parents to help prepare all Altus Schools Riverside County students for a safer journey.

1. Every Altus Schools Riverside County student will have set schedule for arrival and departure from the resource center. When a student fails to arrive for their appointment and has not notified the resource center for the absence, his or her teacher will call home to ensure the student is safe.

2. Every student, parent or guest is required to sign-in and out each time they arrive and depart the resource center. Students, parents, and guests will have designated staff members to sign-in and out with.

3. All students will be given an official school issued photo identification card annually. Students will be required to keep the identification card on their person each time they travel to and from the resource center.

4. Students will be encouraged to always TAKE A FRIEND when walking or riding his or her bike to and from the resource center. Students should walk and ride in well-lit areas and never take shortcuts. When walking and biking students should stay aware of their surroundings and observe all traffic rules in place to more safely share the roads and sidewalks with others.

5. Parents will be encouraged to walk the route to and from resource center with their children pointing out landmarks and safe places to go if they're being followed or need help. Making a map with their students and showing acceptable routes to the resource center, using main roads, and avoiding shortcuts and isolated areas is encouraged. A map will be a good guide for students who may need help finding their way.

6. If a student takes public transportation (i.e. city bus) to and from the resource center, parents will be encouraged to visit the bus stop with their student and learn the bus number. This will avoid confusion for the student about knowing which bus to ride.

7. In the event anyone bothers a student while going to or from the resource center, students will be taught to get away from that person, and **TELL** a **resource center** staff member, parent, or another trusted adult. If an adult approaches a student for help or directions, students will be trained that grownups needing help should not ask children for help; they should ask other adults.

8. Students will be directed that if anyone they don't know or a person who confuses, scares, or makes them feel uncomfortable offers a ride, say NO. Students should never hitchhike. Also, students should never accept a ride from anyone unless a parent has told them it is OK to do so in each instance.

9. Students will be directed that if anyone follows them on foot to get away from him or her as quickly as possible. If anyone follows them in a vehicle they should turn around, go in the other direction, and try

to quickly get to a spot where a trusted adult may help them. Students will be advised to **TELL** a resource center staff member, parent, or another trusted adult what happened.

10. Students will be taught that if anyone tries to take them somewhere, they should quickly get away and yell, “This person is trying to take me away” or “This person is not my father/mother/guardian.” If anyone tries to grab them, they will be taught to make a scene and every effort to get away by kicking, screaming, and resisting.

11. Students will be taught to never leave the resource center with anyone they don’t know. They should always **CHECK FIRST** with a resource center staff member, parent, or another trusted adult. If anyone tells them there is an emergency and they want the student to go with them, the students should always **CHECK FIRST** before doing anything. Students will be taught to make sure they understand to **TELL** a trusted adult if they notice anyone they don’t know hanging around the resource center.

12. Parents are encouraged to practice these safety tips with their student to make certain they really know and understand them. Make the walk to and from the resource center a “teachable moment” and chance to put their skills to the test.

Safe Ingress and Egress Procedures

All Altus Schools Riverside County staff and students shall review resource center evacuation procedures including primary/alternate routes and assembly areas, assigned responsibilities, and actions to take as posted on the resource center. If there is a need for evacuation from the resource center, the following procedures are as follows:

- Students and staff calmly evacuate the building to designated assembly area (alternate route if primary area is closed) as displayed on posted resource center evacuation plan
- Designated staff take along emergency release binder, student sign-in sheets, emergency materials specified in disaster preparedness plan
- Using student sign-sheets, staff verifies presence of all students and staff
- Staff contacts appropriate emergency units
- Staff keeps students in assembly area until further instructions are received from the EOT. No one shall reenter the building for any reason until official ALL CLEAR signal is given
- Once the ALL CLEAR is given, School Coordinator or designee reenters building to ensure that it is safe and secure
- Staff and students reenter building and resume instructional/administrative activities

If the building is not safe to reenter, the reunification procedures are required:

- Staff will notify parent/guardians regarding emergency situations and procedures for verification and release of students
- When parent/guardian or designee arrives, staff will verify identity of parent/guardian or designee based on emergency release forms
- Parent/Guardian will sign form verifying that student is being released to them
- Staff will maintain documentation to ensure accountability of all students

Ensuring a Safe and Orderly Environment

Altus Schools Riverside County is and will remain a safe place for students and adults.

Altus Schools Riverside County staff believes that a positive climate is required if effective teaching and learning is to take place. We expect students, assisted by their parents, to meet the appointments agreed to in the Master Agreement. We expect students to complete high- quality work at the rate of one credit per month. We will make every effort to keep parents informed about the student's progress and behavior.

Discipline Procedures

All parents and students are asked to carefully read and sign the positive school discipline plan upon enrolling:

SCHOOL RULES/DISCIPLINE

- Attend RC according to the schedule on the master agreement, arrive on time and return directly home after each appointment.
- Complete ALL assignments as scheduled.
- Participate in resource center activities.
- Respect the authority of ALL ADULTS at Altus Schools Riverside County.

SEVERE CLAUSE BYPASSES

A majority of students at Altus Schools Riverside County will maintain acceptable standards, but a small percentage will find it difficult to follow our procedures. The following offenses will require immediate action:

Fighting/open rebellion
Defiance/unprovoked attack
Stealing
Profanity, Vulgarity, or Obscene Acts
Possession or use of drugs or alcohol
Smoking
Vandalism
Severely inappropriate behavior

PARENT RESPONSIBILITIES

Attendance

- Ensure that students get to their scheduled appointment on time. Contact teacher if this is not possible to arrange an alternate time.
- Follow up to make sure your student is doing high quality work according to scheduled dates.
- Arrange for your student to attend appropriate workshops, seminars and field trips.
- Meet with staff when requested.

PARENTS' ROLE IN DISCIPLINE AND BEHAVIOR

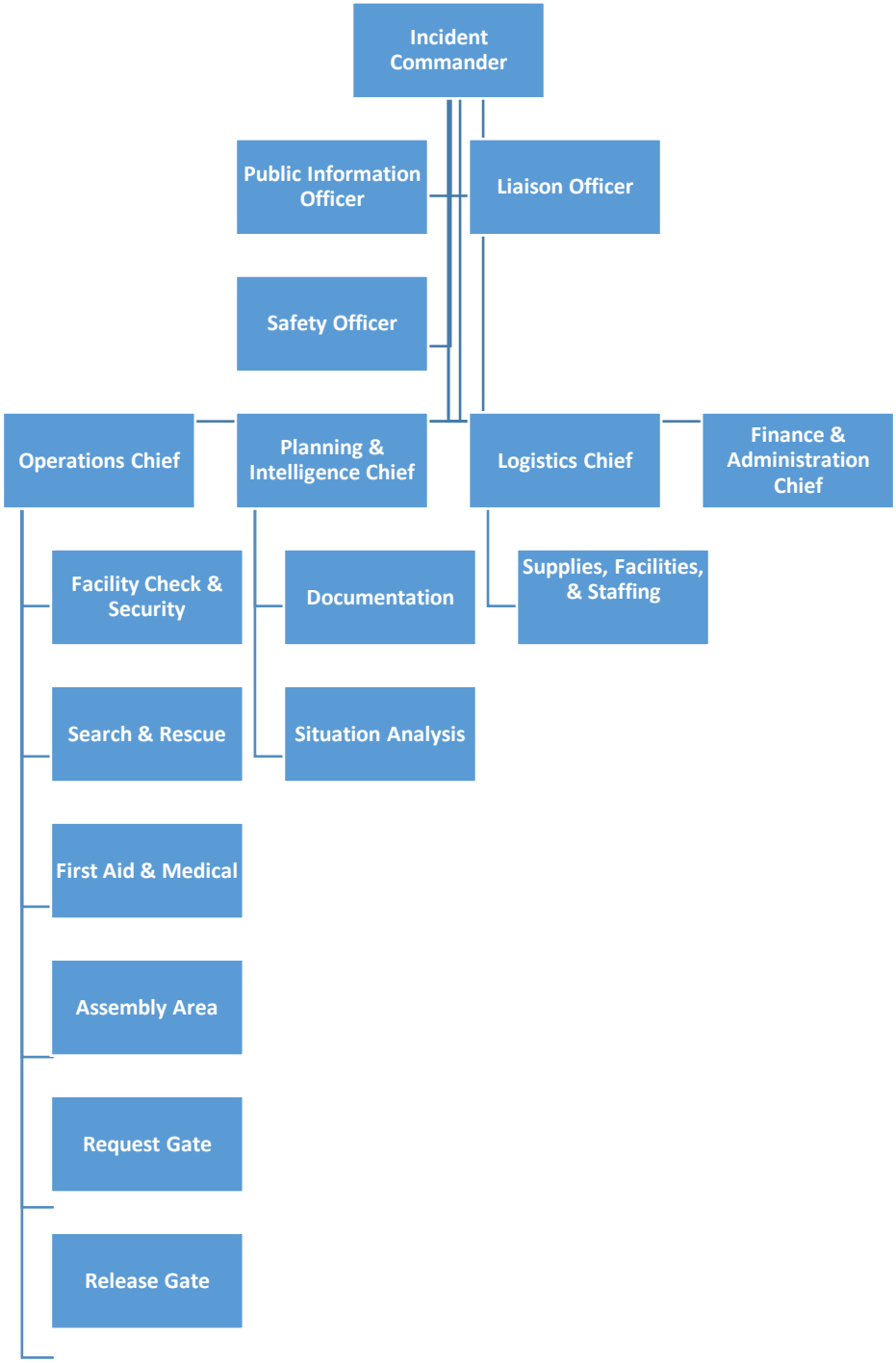
Parents are expected to cooperate with resource center staff in maintaining and encouraging proper standards of behavior for their children. The following points may prove helpful:

- Instill in your child a sense of responsibility for what he/she says and does.
- Help him/her to solve conflicts in a peaceful manner.
- Review your own attitude about discipline and behavior.
- Make sure you communicate with the resource center to learn necessary facts and expected behavior.
- As a role model for your child, show respect for learning and the necessity for completing an education.

SECTION FOUR

Emergency Roles, Responsibilities and Duties

INCIDENT COMMAND TEAM
Organizational Chart



Incident Command Team Assignments

Primary	Position	Alternate
School Coordinator	Incident Commander	Operations and HR Administrator
School Nurse	Safety Officer	Curriculum and P.D. Coordinator
Data and Assessment Coordinator	Public Information Officer (PIO)	School Nurse
Curriculum and P.D. Coordinator	Liaison Officer	School Coordinator
Operations and HR Administrator	Operations Chief	Finance Administrator
Teacher 1	Facility Check/Security	Site Safety Lead
Site Safety Lead	Search & Rescue Team Leader	Safety Ambassadors
School Nurse	First Aid & Medical Team Leader	Site Safety Lead
School Coordinator	Assembly Area	Data and Assessment Coordinator
Safety Ambassadors	Request Gate	School Nurse
Safety Ambassadors	Release Gate	School Nurse
Chief Business Officer	Planning Chief / Logistics Chief	Data and Assessment Coordinator
School Clerk 1	Documentation	Teacher 1
School Coordinator	Situation Analysis	Operations and HR Administrator
Operations and HR Administrator	Supplies/Facilities/Staffing	School Coordinator
Finance Administrator	Finance & Administration Chief	Chief Business Officer

Position Activation Information

Equipment

Every position on the Incident Command Team will require the following equipment:

1. Identification vest
2. Two-way resource center radio
3. Paper and pens/pencils
4. Job description clipboard

Position-Specific Equipment

Certain positions require special equipment or forms. Such specific needs are identified on the individual position checklists.

Position Activation

1. Once notified of your assignment, put on your vest.
2. Check in with the Incident Commander at the Incident Command Post for a situation briefing.
3. Check in with your Chief for details and updates associated with your position.
4. Obtain necessary equipment and supplies.
5. Open and maintain a Position Log. Maintain all required records and documentation to support the history of the emergency or disaster.

Document:

a. Messages received
b. Actions taken
c. Decision justifications and documentation
d. Requests filled
e. Document missing staff

Position Deactivation

1. At the direction of the Incident Commander, deactivate your position and close out all logs. Provide logs, timekeeping records, and other relevant documents to the Documentation Unit.
2. Return equipment and reusable supplies to Logistics.

Section: Command
Position: Incident Commander

Primary: School Coordinator

Alternate: Operations and HR Administrator

Reports to: **Superintendent (or designee)**

Staffing
Characteristics: School Coordinator or Administrator

Responsibility: The Incident Commander is solely responsible for emergency and disaster operations and shall remain at the Command Post to observe and direct all operations. Ensures the safety of students, staff and others in the resource center.

Lead by example: your behavior sets tone for staff and students.

Special Equipment:

- Crisis Response Boxes
- Emergency Disaster Kit
- Resource Center map
- Master keys
- Position-Specific forms
- AM/FM radio (battery)
- Command Post Tray (pens, etc.)
- Emergency Plan
- Tables & chairs (if Command Post is outdoors)
- Job Description Clipboards
- Bull horn
- Staff rosters (2 sets)
- Emergency radio
- Copies of Forms

Start-Up:

- Assess type and scope of emergency.
- Determine threat to human life and structures.
- **Implement Emergency Plan and School Emergency Procedures.**
- Develop and communicate an Incident Action Plan with objectives and a time frame to meet those objectives.
- Activate functions (assign positions) as needed.
- Fill in Incident Command Team Assignment Form as positions are staffed.
- Appoint a backup or alternate Incident Commander in preparation for long-term operations.

During Event:

- Continue to monitor and assess total resource center situation:
- View resource center map periodically for Search & Rescue progress and damage assessment information.

- Check with chiefs for periodic updates.
- Reassign personnel as needed.
- Report through Communications to the Sorrento Mesa RC on status of staff, resource center as needed. (Resource Center Status Report)
- Develop and communicate revised incident action plans as needed.
- Authorize release of information.
- Utilize your back up; plan and take regular breaks, 5-10 minutes each hour, relocate away from the CP.
- Plan regular breaks for all staff and volunteers. **Take care of your caregivers!**
- Release staff as appropriate per school guidelines. By law, during a disaster, the staff will become "Disaster Service Workers."
- Remain on and in charge of your resource center until redirected or released by the Superintendent.

After:

- Authorize deactivation of sections or units when they are no longer required.
- At the direction of the Superintendent, deactivate the entire emergency response. If the Fire Department or other outside agency calls an "All Clear," contact the Sorrento Mesa RC before taking any further action.
- Ensure that any open actions not yet completed will be taken care of after deactivation.
- Ensure the return of all equipment and reusable supplies to Logistics.
- Close out all logs. Ensure that all logs, timekeeping records, reports, and other relevant documents are completed and provided to the Documentation Unit.
- Proclaim termination of the emergency and proceed with recovery operations if necessary.

Section: Command
Position: Safety Officer

Primary: School Nurse

Alternate: Curriculum and Professional Development Coordinator

Reports To: **Incident Commander**

Staffing
Characteristics: It is common for the Incident Commander to carry out these duties. A separate position checklist is here in the event the Incident Commander needs to assign the duties to another individual.

Responsibility: The Safety Officer ensures that all activities are conducted in as safe a manner as possible under the circumstances which exist.

Special Equipment:

- Hard hat (if available)

During Event:

- Monitor drills, exercises, and emergency response activities for safety.
- Identify and mitigate safety hazards and situations.
- Stop or modify all unsafe operations.
- Ensure that responders use appropriate safety equipment.
- Think ahead and anticipate situations and problems before they occur.
- Anticipate situation changes, such as severe aftershocks, in all planning.
- Keep the Incident Commander advised of your status and activity and on any problem areas that now need or will require solutions.

Section: Command
Position: Public Information Officer

Primary: Data and Assessment Coordinator

Alternate: School Nurse

Reports To: **Incident Commander**

Staffing
Characteristics: It is common for the Incident Commander or the School's Communications Team to carry out these duties. A separate position checklist is here in the event the Incident Commander needs to assign the duties to another individual.

Responsibility: Staff, students, parents and the public have the right and need to know important information related to emergencies/disaster at the resource center ***as soon as it is available.***

The Public Information Officer acts as the official spokesperson for the resource center in an emergency situation. If the School's Communications Officer is available, he/she will be the official spokesperson. A resource center-based Public Information Officer should only be used if the media is in the resource center and the School's Communications Officer is not available or forthcoming.

Special Equipment:

- Battery operated AM/FM radio
- Marking pens
- Scotch tape/masking tape
- Forms:
  - Public Information Release Worksheet
  - School Accountability Report Card
- Scissors
- Resource Center map(s) and area map(s):
  - 8-1/2 x 11 handouts
  - Laminated display
- Tape recorder and tapes

Start-Up Activities:

- Determine a possible "news center" location as a media reception area (located away from the Command Post and students). Get approval from the Incident Commander.
- Identify yourself as the "Public Information Officer" (vest, visor, sign, etc.)
- Consult with School's Communications Officer to coordinate information release.
- Assess situation and obtain statement from the Incident Commander. Tape-record, if possible.

- Advise arriving media that the resource center is preparing a press release and approximate time of its issue.
- Open and maintain a position log of your actions and all communications. If possible, tape media briefings. Keep all documentation to support the history of the event.

During Event:

- Keep up-to-date on the situation.
- Statements must be approved by the Incident Commander and should reflect:
    - Reassurance — EGBOK — "Everything's Going to Be OK."
    - Incident or disaster cause and time of origin.
    - Size and scope of the incident.
    - Current situation — condition of resource center, evacuation progress, care being given, injuries, student release location, etc. Do not release any names.
    - Resources in use.
    - Best routes to resource center if known and appropriate.
    - Any information school wishes to be released to the public.
    - **Read** statements if possible.
- When answering questions, be complete and truthful, always considering confidentiality & emotional impact. Avoid speculation, bluffing, lying, talking "off the record," arguing, etc. Avoid use of the phrase "no comment."
- **Remind resource center staff volunteers to refer *all* questions from media or waiting parents to the PIO.**
- Update information periodically with Incident Commander.
- Ensure announcements and other information is translated into other languages as needed.
- Monitor news broadcasts about incident. Correct any misinformation heard.

Section: Command
Position: Liaison Officer

Primary: Curriculum and Professional Development Coordinator

Alternate: School Coordinator

Reports to: **Incident Commander**

Staffing Characteristics: **It is common for the Incident Commander to carry out these duties. A separate position checklist is here in the event the Incident Commander needs to assign the duties to another individual.**

Responsibility: The Liaison Officer serves as the point-of-contact for Agency Representatives from assisting organizations and agencies outside the school and assists in coordinating the efforts of these outside agencies by ensuring the proper flow of information.

During Event:

- Brief Agency Representatives on current situation, priorities and incident action plan.
- Ensure coordination of efforts by keeping Incident Commander informed of agencies' action plans.
- Provide periodic update briefings to Agency Representatives, as necessary.

Section: Operations
Position: Operations Chief

Primary: Operations and HR Administrator

Alternate: Budget and Financial Analyst

Reports to: **Incident Commander**

Staffing Characteristics: The Operations Chief should be a staff member familiar with the resource center and be trained in response skills.

Responsibility: The Operations Chief manages the direct response to the disaster, which can include resource center Facility Check & Security Unit, Search & Rescue Unit, and First Aid & Medical Unit.

Special Equipment:

- Search & Rescue equipment
- Maps: See Crisis Response Box

During Event:

- Assume the duties of all operations positions until staff is available and assigned.
- As staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.
- If additional supplies or staff is needed for the Operations Section, notify Logistics. When additional staff arrives, brief them on the situation, and assign them as needed.
- Coordinate Search & Rescue operations. Appoint Search & Rescue Team Leader to direct their operations, if necessary.
- As information is received from operations staff, pass it on to Situation Analysis and/or the Incident Commander.
- Inform the Incident Commander regarding tasks and priorities.
- Make sure that Operations staff is following standard procedures, utilizing appropriate safety gear, and documenting their activities.
- Schedule breaks and reassign Operations staff within the section as needed.

Section: Operations
Position: Facility Check & Security

Primary: Teacher 1

Alternate: Site Safety Leads

Reports to: **Operations Chief**

Staffing Characteristics: Building Safety Supervisor or others familiar with the resource center's facilities.

Responsibility: Controls utilities, restricts access to unsafe areas and communicates damage to the Incident Commander. Also assists with traffic control for public safety vehicles, parent pick-up and the media.

Special Equipment:

- Hard hat
- Work gloves
- Whistle
- Master keys
- Bucket or duffel bag with goggles
- Flashlight
- Dust masks
- Yellow caution tape
- Shutoff tools — for gas & water (crescent wrench)

Start Up Activities:

- Check condition and take along appropriate tools.

During Event:

- As you do the following, observe the resource center and report any damage by radio to the Command Post*
- Lock or open gates and major external doors appropriate for the situation.
- Locate/control/extinguish small fires as necessary.
- Check gas meter and, ***if gas is leaking,*** shut down gas supply.
- Shut down electricity only if building has clear structural damage or advised to do so by Command Post.
- Post yellow caution tape around damaged or hazardous areas.
- Verify that resource center is "locked down" and report same to Incident Command Post.
- Advise Incident Command Post of all actions taken for information and proper logging.
- Be sure that the entire resource center has been checked for safety hazards and damage.

- No damage should be repaired prior to full documentation, such as photographs and video evidence, unless the repairs are essential to immediate life-safety.
- Direct traffic of vehicles of parents, public safety, and media on and outside the resource center as appropriate.

Section: Operations
Position: Search & Rescue Team Leader

Primary: Site Safety Leads

Alternate: Safety Ambassadors

Reports to: **Operations Chief**

Staffing Characteristics: Trained in Search & Rescue

Responsibility: Check the resource center for damage, rescues victims, establishes and directs Search & Rescue Teams as needed, reports resource center situation to the Operations Chief.

Special Equipment:

- Search & Rescue Team Member Backpack

Start-Up Activities:

- **You must be wearing sturdy shoes and long sleeves.**
- Put batteries in flashlight.
- First to arrive assumes role of Team Leader and obtains a briefing from the Operations Chief, noting known fires, injuries, or other situations requiring response.
- **Teams should be assigned based on available manpower, minimum 2 persons per team. The recommendation is for the following standards for establishing Search & Rescue Teams: Elementary School and Administrative Facilities with <500 = 2 Teams; Middle Schools and Administrative Facilities with 500-1000 = 4 Teams; and Senior High School and Administrative Facilities with >1000 = 6 Teams**

During Event:

- **Buddy system: Minimum of 2 persons per team.**
- Take no action that might endanger you. Do not work beyond your expertise. Use appropriate safety gear. Size up the situation first.
- **Follow all operational and safety procedures.**
- Report gas leaks, fires, or structural damage to Command Post immediately upon discovery. Shut off gas or extinguish fires, if possible.
- Before entering a building, inspect complete exterior of building. Report structural damage to team leader. Use yellow caution tape to barricade hazardous areas. **Do not enter severely damaged buildings.**
- If building is safe to enter, search assigned area (following map) using orderly pattern. Check all rooms. Use chalk or grease pencil to mark slash on door when entering room. Check under desks and tables. Search visually and vocally. Listen. When leaving each room, close slash to form “X” on door. Report by radio to Command Post that room has been cleared (ex: "Room A-123 is clear”)*

- When injured victim is located, team transmits location, number, and condition of injured to Command Post. Do not use names of students or staff. Follow directions from Command Post.
- Record exact location of damage and triage tally (I=immediate, D=delayed, DEAD=dead) Report information.
- Keep radio communication brief and simple. No codes.

Section: Operations
Position: Search & Rescue Team

Primary: Safety Ambassadors

Alternate: School Coordinator

Reports to: **Search & Rescue Team Leader**

Staffing Characteristics: Trained in Search & Rescue

Responsibility: Check the resource center for damage, rescues victims, reports resource center situation to the Search & Rescue Team Leader.

Special Equipment:

- Search & Rescue Team Member Backpack

Start-Up Activities:

- **You must be wearing sturdy shoes and long sleeves.**
- Put batteries in flashlight.
- First to arrive assumes role of Team Leader and obtains a briefing from the Operations Chief, noting known fires, injuries, or other situations requiring response.
- **Teams should be assigned based on available manpower, minimum 2 persons per team. The recommendation is for the following standards for establishing Search & Rescue Teams: Elementary School and Administrative Facilities with <500 = 2 Teams; Middle Schools and Administrative Facilities with 500-1000 = 4 Teams; and Senior High School and Administrative Facilities with >1000 = 6 Teams**

During Event:

- **Buddy system: Minimum of 2 persons per team.**
- Take no action that might endanger you. Do not work beyond your expertise. Use appropriate safety gear. Size up the situation first.
- **Follow all operational and safety procedures.**
- Report gas leaks, fires, or structural damage to Command Post immediately upon discovery. Shut off gas or extinguish fires, if possible.
- Before entering a building, inspect complete exterior of building. Report structural damage to team leader. Use yellow caution tape to barricade hazardous areas. **Do not enter severely damaged buildings.**
- If building is safe to enter, search assigned area (following map) using orderly pattern. Check all rooms. Use chalk or grease pencil to mark slash
- on door when entering room. Check under desks and tables. Search visually and vocally. Listen. When leaving each room, close slash to form “X” on

door. Report by radio to Command Post that room has been cleared (ex: "Room A-123 is clear")*

- When injured victim is located, team transmits location, number, and condition of injured to Command Post. Do not use names of students or staff. Follow directions from Command Post.
- Record exact location of damage and triage tally (I=immediate, D=delayed, DEAD=dead) Report information.
- Keep radio communication brief and simple. No codes.

Section: Operations
Position: First Aid & Medical Team Leader

Primary: School Nurse

Alternate: Site Safety Lead

Reports to: **Operations Chief**

Staffing Characteristics: Trained as a leader in providing emergency medical and psychological aid (i.e. School Nurse).

Responsibility: Leader to team providing emergency medical response, first aid, and psychological, or CISM counseling.

Special Equipment:

- Marking pens
- First Aid Supplies: Stretchers, Blankets, Vests (if available), Quick reference medical guides
- Tables & chairs
- Ground cover/tarps
- Forms: Notice of First Aid Care Given Form
- Medical Treatment Victim Log
- Morgue supplies:
  - Tags
  - Vicks Vapor Rub
  - Pens/Pencils
  - Plastic tarps
  - Plastic trash bags
  - Stapler
  - Duct tape
  - 2" cloth tape

Start-Up Activities:

- Establish scope of disaster with the Incident Commander and determine probability of outside emergency medical support and transport needs.
- Request assistance from the School Crisis Response Team for psychological staff and student needs
- Make personnel assignments. If possible, assign a minimum of two people to Triage, two to Immediate, two to Delayed, and two to Psychological.
- Set up First Aid & Medical Treatment Area in a safe place, away from students and parents, with access to emergency vehicles. Obtain equipment/supplies from the container.
- Assess available inventory of supplies & equipment.
- Review safety procedures and assignments with personnel.
- Establish point of entry (“triage”) into treatment area.

- Establish “immediate” and “delayed” treatment areas.
- Set up a separate Psychological First Aid area with staff trained in CISM from the School Crisis Response Team.
- Establish the need for a temporary morgue. If a morgue is needed, establish an appropriate location in consideration of the following:
- If directed, set up morgue area. Verify:
  - Tile, concrete, or other cool floor surface
  - Accessible to Coroner’s vehicle
  - Remote from assembly area
  - Security: keep unauthorized persons out of morgue.
  - Maintain respectful attitude.

During Event:

- Oversee care, treatment, and assessment of patients
- Ensure caregiver and rescuer safety
  - Latex gloves for protection from body fluids; replace with new gloves for each new patient.
- Make sure that accurate records are kept.
- Provide personnel response for injuries in remote locations or request Logistics for staffing assistance.
- If needed, request additional personnel from Logistics.
- Brief newly assigned personnel.
- Report deaths immediately to Operations Chief.
  - **After pronouncement or determination of death:**
  - ***Do not*** move the body until directed by Command Post.
  - ***Do not*** remove any personal effects from the body. Personal effects must remain with the body ***at all times.***
  - As soon as possible, ***notify the Operations Chief***, who will notify the Command Post, who will attempt to notify law enforcement authorities of the location and, if known, the identity of the body. The law enforcement authorities will notify the Coroner.
  - Keep accurate records and make available to law enforcement and/or the Coroner when requested.
  - Write the following information on two tags:
    - Date and time found.
    - Exact location where found.
    - Name of decedent, if known.
    - If identified—how, when, by whom.
    - Name of person filling out tag.
    - Attach one tag to body.
    - If the Coroner’s Office will not be able to pick up the body soon, place body in plastic bag(s) and tape securely to prevent unwrapping. Securely attach the second tag to the outside of the bag. Move body to morgue.
- Place any additional personal belongings found in a separate container and label as above. Do not attach to the body—store separately near the body.
- Keep Operations Chief informed of overall status.

- Set up morgue, if necessary, in cool, isolated, secure area; follow guidelines.
- Stay alert for communicable diseases and isolate appropriately.

After:

- Conduct a Critical Incident Stress Debriefing for staff.

Section: Operations
Position: First Aid & Medical Team

Primary: School Nurse

Alternate: Safety Ambassadors

Reports to: **First Aid & Medical Team Leader**

Staffing Characteristics: Trained in first aid and CISM

Responsibility: Works with a buddy to administer first-aid and arrange for transport of victims as necessary.

Special Equipment:

- First-aid supplies
- Marking pens
- Stretchers, blankets, vests (if available)
- Quick reference medical guides
- Tables, chairs, ground cover/tarps, medication from the Health Team
- Forms: Notice of First Aid Care Given Form, First Aid & Medical Treatment Victim Log

Start-Up Activities:

- Obtain & wear personal safety equipment including latex gloves.
- Use approved safety equipment and techniques.
- Check with First Aid & Medical Team Leader for assignment.

During Event:

- Administer appropriate first aid.
- **Keep accurate records of care given**.
- Continue to assess victims at regular intervals.
- Report deaths immediately to First Aid & Medical Team Leader.
- If & when transport is available, do final assessment and document on triage tag. Keep and file records for reference—**do not send with victim.**
- Student's Emergency Card must accompany student removed from resource center to receive advanced medical attention. Send emergency out-of-area phone number if available.

Triage Entry Area:

- Staffed with minimum of 2 trained team members, if possible.
- One member confirms triage tag category (red, yellow, green) and directs to proper treatment area. Should take 30 seconds to assess — no treatment takes place here. Assess, if not tagged.
- Second team member logs victims' names on form and sends forms to Incident Command Post as completed.

Treatment Areas ("Immediate" & "Delayed")

- Staff with minimum of 2 team members per area, if possible.
- One member completes secondary head-to-toe assessment.
- Second member records information on triage tag and resource center treatment records.
- Follow categories: Immediate, Delayed, Dead
- When using 2-way radio, do not use names of injured or dead.

After:

- Clean up First Aid & Medical Treatment Area. Dispose of hazardous waste safely.
- Assist in the Critical Incident Stress Debriefing for the staff

Section: Operations
Position: Assembly Area

Primary: School Coordinators

Alternate: Data and Assessment Coordinator

Reports to: **Operations Chief**

Staffing Characteristic: Trained in managing large groups of students

Responsibility: Ensure the care and safety of all students in resource center (except those who are in the First Aid & Medical Treatment Area).

Special Equipment:

- Ground cover and tarps
- First aid kit, water, food, sanitation supplies
- Student activities: books, games, coloring books, etc.
- Forms:
  - Student Accounting Form
  - Notice of First Aid Care Given Form

Start-Up Activities:

- Request additional personnel, if needed.
- If resource center is evacuating:
  - Verify that the assembly area and routes to it are safe.
  - Count or observe the resource center as they exit, to make sure that all evacuates.
  - Initiate the set-up of portable toilet facilities and hand- washing stations.

During Event:

- Monitor the safety and well-being of the students and staff in the Assembly Area.
- Administer minor first aid as needed.
- Support the Release Gate Unit process by releasing students with appropriate paperwork.
- When necessary, provide water and food to students and staff.
- Make arrangements for portable toilets if necessary, ensuring that students and staff wash their hands thoroughly to prevent disease.
- Make arrangements to provide shelter for students and staff.
- Arrange activities and keep students reassured.
- Update records of the number of students and staff in the assembly area (or in the buildings).
- Direct all requests for information to the Public Information Officer.

Section: Operations
Position: Request Gate

Primary: Safety Ambassadors

Alternate: School Nurse

Reports to: **Operations Chief**

Staffing Characteristics: Resource Center staff or volunteers

Responsibility: Assure proper processing of reunification requests at the Request Gate. Also, process requests from volunteers.

Special Equipment:

- Stapler
- Box(es) of Emergency Cards
- Signs: Parent Request Gate
- Empty file boxes to use as out boxes
- Forms:
  - Student Release Form
  - Volunteer Assignment List

Start-Up Activities:

- Secure area against unauthorized access. Mark gate with sign.
- Set up Request Gate at the main student access gate. Use alphabetical grouping signs to organize parent requests.
- Have Student Release Forms available for parents or guardians outside of fence at Request Gate. Assign volunteers to assist.
- Ensure an adequate distance between the Request Gate and the Release Gate.

During Event:

- Follow procedures outlined below to ensure the safe reunification of students with their parents or guardians.
- **Refer all requests for information to the Public Information Officer. Do not spread rumors!**
- If volunteers arrive to help, send those with Disaster Volunteer badges with photo ID to the Supply, Facilities, and Staffing Unit. If they are not registered (do not have badges), register them at the Request Gate.

Reunification Procedures:

- Requesting parent or guardian fills out Student Release Form, gives it to staff member, and shows identification.
- Staff verifies identification, pulls Emergency Card from file, and verifies that the requester is listed on the card.

- Staff instructs the requester to proceed to the Release Gate.
- If there are two copies of the Emergency Cards (one at each gate), staff files the Emergency Card in the out box. If there is only one copy, runner takes the card with the Student Release Form, and staff files a blank card with the student's name on it in the out box.
- Runner takes form(s) to the designated resource center.

Note: If a parent or guardian refuses to wait in line, don't argue. Note time with appropriate comments on Emergency Card and place in out box.

<u>If student is in</u>:

- Runner shows Student Release Form to the teacher
- Teacher marks box, "***Sent with Runner***."
- If appropriate, teacher sends parent copy of Notice of First Aid Care Given Form with the runner.
- Runner walks student(s) to Release Gate.
- Runner hands paperwork to staff at Release Gate.

<u>If student is not in</u>:

- Teacher makes appropriate notation on Student Release Form:
- ***"Absent"*** if student was never in the resource center that day.
- ***"First Aid"*** if student is in First Aid & Medical Treatment Area.
- ***"Missing"*** if student was in the resource center but now cannot be located.
- Runner takes Student Release Form to the Command Post.
- Command Post verifies student location if known and directs runner accordingly.

- **If runner is retrieving multiple students and one or more are missing, walk available students to Release Gate before returning "Missing" forms to the Command Post for verification.**

Section: Operations
Position: Release Gate

Primary: Safety Ambassadors

Alternate: School Nurse

Reports to: **Operations Chief**

Staffing Characteristics: Resource Center staff or volunteers

Responsibility: Assure proper reunification of student with parent or guardian at the Release Gate.

Special Equipment:

- Stapler
- Signs: Parent Release Gate
- Empty file boxes to use for processed Student Release Forms

Start-Up Activities:

- Secure area against unauthorized access. Mark gate with sign.
- Set up Release Gate away from the Request Gate.
- Assign volunteers to assist, as needed.

During Event:

- Follow procedures outlined below to ensure the safe reunification of students with their parents or guardians.
- **Refer all requests for information to the Public Information Officer. Do not spread rumors!**

If student is in:

- Runner shows Student Release Form to the teacher
- Teacher marks box, "***Sent with Runner***."
- If appropriate, teacher sends parent copy of Notice of First Aid Care Given Form with the runner.
- Runner walks student(s) to Release Gate.
- Runner hands paperwork to staff at Release Gate.
- Release staff match student to requester, verify proof of identification, ask requester to fill out and sign the lower portion of Student Release Form, and release student.

Parents are given the Notice of First Aid Care Given Form, if applicable.

If student is not in:

- Teacher makes appropriate notation on Student Release Form:
- ***"Absent"*** if student was never in the resource center that day.
- ***"First Aid"*** if student is in First Aid & Medical Treatment Area.
- ***"Missing"*** if student was in the resource center but now cannot be located.

- Runner takes Student Release Form to Incident Command Post.
- Incident Command Post verifies student location if known and directs runner accordingly.
- If runner is retrieving multiple students and one or more are missing, walk available students to Release Gate before returning “Missing” forms to Incident Command Post for verification.
- Parent should be notified of missing student status and escorted to crisis counselor.
- If student is in first aid, parent should be escorted to First Aid & Medical Treatment Area.
- If student was marked absent, parent will be notified by staff member.

Section: Planning & Intelligence
Position: Planning & Intelligence Chief/Logistic Chief

Primary: Chief Business Officer

Alternate: Data and Assessment Coordinator

Reports to: **Incident Commander**

Staffing Characteristics: School Coordinator or someone familiar with resource center and its occupants

Responsibility: Collection, evaluation, documentation, and use of information about the incident.

Equipment:

- File box(es)
- Dry-erase pens and eraser
- Large map of resource center, laminated or covered with Plexiglas
- Forms:
  - Position Log

During:

- **Assume the duties of all Planning Section positions until staff is available and assigned.**
- As (or if) staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.
- Assist the Incident Commander in writing Incident Action Plan.

Section: Planning & Intelligence
Position: Documentation

Primary: School Clerk 1

Alternate: Teacher 1

Reports to: **Planning Chief**

Staffing Characteristics: **It is common for the Planning & Intelligence Chief to carry out these duties. A separate position checklist is here in the event the Planning & Intelligence Chief needs to assign the duties to another individual.**

Responsibility: Collection, evaluation, documentation and status of all documents associated with the emergency response, including financial expenditures, timekeeping, and other necessary documentation.

Special Equipment:

- File box(es)
- Forms:
  - Position Log

During:

Records:

- Maintain time log of the Incident, noting all actions and reports.
- Record content of all radio communication with School Emergency Operations Center (EOC).
- Record verbal communication for basic content.
- Log in all written reports.
  - ***Important****:* A permanent log may be typed or rewritten at a later time for clarity and better understanding. Keep all original notes and records—**they are legal documents.**
- File all reports for reference.

Student and Staff Accounting:

- Receive, record, and analyze Student Accounting Forms.
- Check off staff roster. Compute number of students, staff, and others in the resource center for Situation Analysis. Update periodically.
- Report missing persons and resource center damage to Incident Command Post.
- Report first aid needs to First Aid & Medical Team Leader.
- File forms for reference.
- Track regular and overtime of all staff.

After:

- Collect and file all paperwork and documentation from deactivating sections.

- Securely package and store these documents for future use.

Section: Planning & Intelligence
Position: Situation Analysis

Primary: School Coordinator

Alternate: Operations and HR Administrator

Reports to: **Planning Chief**

Staffing Characteristics: **It is common for the Planning & Intelligence Chief to carry out these duties. A separate position checklist is here in the event the Planning & Intelligence Chief needs to assign the duties to another individual.**

Responsibility: Analyzes the range of events impacting the resource center to provide the Incident Commander and the rest of the Incident Command Team with cumulative information about the incident.

Special Equipment:

- Dry-erase pens and eraser
- Large map of resource center, laminated or covered with plexiglas
- File box(es)
- Map of local area

During:

Situation Status Map:

- Collect, organize and analyze situation information.
- Mark resource center map appropriately as related reports are received. This includes but is not limited to Search & Rescue reports and damage updates, giving a concise picture status of resource center.
- Preserve map as legal document until photographed.
- Use area-wide map to record information on major incidents, road closures, utility outages, etc. (This information may be useful to staff for planning routes home, etc.)

Situation Analysis:

- Provide current situation assessments based on analysis of information received.
- Develop situation reports for the Incident Command Post to support the action planning process.
- Think ahead and anticipate situations and problems before they occur.
- **Report only to Incident Command Post personnel. Refer all other requests to Public Information Officer**.

Section: Logistics
Position: Logistics Chief

Primary: Chief Business Officer

Alternate: Data and Assessment Coordinator

Reports to: **Incident Commander**

Staffing Characteristics: Administrative skills

Responsibility: The Logistics Section is responsible for providing facilities, services, personnel, equipment, and materials in support of the incident.

Special Equipment:

- Cargo container or other storage facility with all emergency supplies stored in the resource center.
- Forms:
  - Resource Center Status Report
  - Volunteer Assignment List

Start-Up Activities:

- **Assume the duties of all Logistics positions until staff is available and assigned.**
- Ensure that the Incident Command Post and other facilities are setup as needed.

During Event:

- Coordinate supplies, equipment, and personnel needs with the Incident Commander.
- Maintain security of cargo container, supplies and equipment.

After:

- Secure all equipment and supplies.

Section: Logistics
Position: Supplies, Facilities, & Staffing

Primary: Operations and HR Administrator

Alternate: School Coordinator

Reports to: **Logistics Chief**

Staffing Characteristics: **It is common for the Logistics Chief to carry out these duties. A separate position checklist is here in the event the Logistics Chief needs to assign the duties to another individual.**

Responsibility: Provides facilities, equipment, supplies, materials, and staffing in support of the incident.

Special Equipment:

- Cargo container or other storage facility and all emergency supplies stored in the resource center

Start-Up Activities:

- Open supplies container or other storage facility if necessary.
- Begin distribution of supplies and equipment as needed.
- Set up the Incident Command Post (including Crisis Response Boxes and Emergency Disaster Kit)
- Review staff roster and begin call-back, as required.

During Event:

- Maintain security of cargo container, supplies and equipment.
- Distribute supplies and equipment as needed.
- Assist team members in locating appropriate supplies and equipment.
- Set up Staging Area, Sanitation Area, Feeding Area, First Aid & Medical Treatment Area, and other facilities as needed.
- Coordinate with the Incident Commander on establishing the need for future work shifts and related staffing needs.

After:

- Secure all equipment and supplies.

Section: Finance & Administration
Position: Finance & Administration Chief

Primary: Budget and Financial Analyst

Alternate: Chief Business Officer

Reports to: **Incident Commander**

Staffing Characteristics: Familiar with common financial record keeping standards – School Receptionist.

Responsibility: Purchasing of all necessary materials, tracking financial records, maintain timekeeping records, student accountability during emergencies, and recovering school records following an emergency.

Special Equipment:

- None

During:

- As (or if) staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.
- Work closely with Planning & Intelligence Section and Logistics Section on purchasing any necessary supplies, equipment, and materials.
- Track financial records. Maintains accurate and complete records of purchases. Most purchases will be made at the School level; however, in emergency situations, it may be necessary for the resource center to acquire certain items quickly.
- Manage and analyze timekeeping records for emergency responders
- Determine process for tracking regular and overtime of staff.
- Ensure that accurate records are kept of all staff members, indicating hours worked.
- If School personnel not normally assigned to the resource center are working, be sure that records of their hours are kept.
- Determine process for tracking purchases.
- Track student accountability records during emergencies. Missing and extra students should be reported to allow for accurate accounting of students.
- Support Logistics in making any purchases which have been approved by the Incident Commander.

After:

- Responsible for managing the recovery of school records and applying for reimbursement following an emergency. Work with Documentation Unit to gather all pertinent documents and records.

ALTUS SCHOOLS RIVERSIDE COUNTY
Site/Facility Planning Teams
Safety Ambassadors
SY 2025-2026

The designated Ambassadors are responsible for planning and implementation at the site. Site Representatives will meet with their colleagues to discuss all aspects of a safe and supportive learning environment, safety and trainings which will include:

Safe and Supportive Learning Environment:

- ✓ Number of students in site – adhere to student scheduled hours
- ✓ Schedule RCA/CTR works hours – ensure there are two staff members when opening and closing the site
- ✓ Share information at RC meetings - Discuss safety at monthly site meetings
- ✓ Meet with new site staff within 30 days
- ✓ Reach out to the Juvenile Community Officer, Community Resources and Community Sub Police Stations
- ✓ Keep technology locked and secured

Instructional Support:

- ✓ Consistent site rules among all staff – hats, phones, language use
- ✓ Ensure middle school students work together
- ✓ Instructional tables labeled by subject area
- ✓ Know your student needs – triggers
- ✓ Measuring threat levels
- ✓ CTR supporting the learning environment

Compliance:

- ✓ Safety Drills are mandated to be performed three (3) times per year
- ✓ Ensure safety supplies are located in designated area and replenished each time a drill is performed
- ✓ Confirm that the Emergency Radio works properly (Altus Schools Riverside County/San Diego Team Talk, Channel 1)
- ✓ Update Site Emergency Exit Plan annually
- ✓ Review and sign off on monthly Fire Extinguisher, Epinephrine Delivery System, and Eye Wash Inspections

Altus Schools Riverside County Safety Ambassadors

Resource Center	Safety Ambassador
Moreno Valley RC	Maria Kobylecki
Palm Desert RC	Derek Wolfe
La Quinta RC	TBD
Moreno Valley Annex RC	TBD

SY 2025-2026

Instructional Continuity Plan

ALTUS SCHOOLS SOUTHERN CALIFORNIA

ALTUS SCHOOLS RIVERSIDE COUNTY

Altus Schools Riverside County Instructional Continuity Plan

General Information

At Altus Schools Riverside County (ASRC), we prioritize uninterrupted learning. This Instructional Continuity Plan (ICP) embodies our proactive commitment to ensuring education continues seamlessly, regardless of circumstances. By establishing robust systems for remote instruction and communication *now*, we are prepared to transition swiftly and effectively to virtual learning environments should any emergency or unforeseen event occur. Our integrated online learning platforms, video conferencing capabilities, and digital communication tools form the bedrock of this preparedness. Furthermore, this ICP details clear decision-making pathways, empowering a designated leadership team to act decisively, activate appropriate remote learning phases, and keep our staff, students, and families informed, ensuring learning remains constant.

Engagement Protocol

In the event of an emergency, ASRC is committed to ensuring that students' educational experiences continue with minimal disruption. The school will engage students and families within 5 calendar days using a variety of communication methods to ensure everyone stays informed and connected. Examples of the two-way communication tools include phone calls, SMS text messaging, email, video conferencing, social media, and app notification through ParentSquare. The ParentSquare communication platform integrates with our Student Information System, providing all enrolled students and families with a centralized and accessible communication channel to receive updates and information from school administrators, teachers, and support staff. Given the instructional model of the school, it is common practice for teachers to be in touch with students and/or families daily. This routine communication ensures that in the event of an emergency, there will be no disruption in the connection between teachers, students, and their families. Teachers will continue to provide academic support, share resources, and address any concerns through the established communication channels.

Following an emergency, ASRC will utilize our Multi-Tiered System of Supports (MTSS) to ensure all students receive the appropriate level of support based on their individual needs. Healthy Youth Therapists on staff are available to assist in supporting students' social-emotional and mental health needs through individual or group therapy sessions.
ASRC strives to maintain a strong and supportive learning environment, even in the face of emergencies. By leveraging multiple communication methods and providing comprehensive support through MTSS, we aim to ensure the continuity of education and the well-being of our students and their families.

Instructional Access Plan

ASRC is an independent study program that offers both in-person and hybrid learning options for students. Resource Centers are strategically located within the neighborhoods and communities where students reside. Thanks to our multiple physical locations, state-of-the-art video conferencing technology, and independent study format, ASRC can quickly adapt if a Resource Center becomes inaccessible due to an emergency or natural disaster. Students can continue in-person learning at an alternative neighborhood Resource Center or temporarily switch to virtual learning.

Every student at ASRC has a Pathways Personalized Education Plan (PPEP). This plan is used by staff to analyze each student's current academic levels, grades/credits, educational goals, learning styles/preferences, interests, and post-high school pathways. The PPEP is developed and continually revised in collaboration with the student, parent, teacher, counselor, and school instructional leader.

As part of the PPEP and Instructional Plan, the school staff administer a fall benchmark assessment, NWEA Measures of Academic Progress (MAP), to all students to measure academic levels and proficiency in Reading, Language, and Mathematics. Teachers and instructional leaders use these assessment results to make data-informed decisions, such as increasing individual tutoring support in specific academic domains or utilizing specialized instructional strategies, curriculum, and programs to improve student skills.

Monitoring student academic progress and growth is a key element of the PPEP. When students do not demonstrate improved academic growth over time, instructional staff initiate and increase academic intervention efforts and support. ASRC utilizes a Student Intervention Program aligned with the Multi-Tiered System of Support (MTSS). This intervention model provides instructional staff with a system to quickly identify and match the needs of all students. Each intervention completed by a teacher, counselor, or school support staff is documented in the school information system. The school's Data and Assessment department provides staff with a Monthly Storybook summarizing specific interventions completed. School leaders use this intervention data to monitor effectiveness and ongoing student needs. This plan ensures academic progress is not disrupted if a student must switch locations or modalities due to an emergency or natural disaster.
As an independent study school, students will naturally continue their learning through their existing textbook-based curriculum, aligned with state standards and developed by subject matter experts, in the event of an emergency or natural disaster. This curriculum will remain accessible within 10 instructional days of an emergency scenario. The Curriculum Department has already implemented digital lesson guides and online textbooks to support independent learning. For families needing hard copies, textbooks, lesson guides, and supplemental materials can be distributed via non-contact methods.

Edgenuity is the platform used to deliver online curriculum. Through Edgenuity, students have access to multiple scaffolds essential for English Learners and Students with Disabilities, including digital notetaking, transcripts in multiple languages, graphic organizers, glossaries, academic language tools, digital sticky notes, extended time, video closed captioning, text translation, and read-aloud features.

Students who lack access to a computer or home internet can be issued data-enabled laptops through the Altus Connect Program, ensuring they can access the Edgenuity platform, virtual meetings & tutoring sessions, and other online resources from home.

School staff are dedicated to maintaining high levels of student engagement and supporting academic achievement. Setting high expectations helps students achieve their daily, weekly, and monthly goals. Key instructional strategies include virtual and/or in-person one-on-one meetings and small group tutoring sessions, where teachers guide instruction and assess mastery of content standards, providing additional instruction as needed. Teachers also offer instructional support during scheduled school hours, both virtually and in-person. Additionally, teachers monitor academic progress and engagement through online forms, surveys, screencast videos, virtual events, and other communication tools, ensuring students remain on track with their educational goals.

Communication Strategy

In a school emergency or natural disaster, clear and timely communication is critical. Our multi-faceted approach prioritizes the safety and well-being of students and families by ensuring a consistent flow of vital information through multiple accessible channels, strengthening the school-to-home partnership.

Initially, ParentSquare can serve as our central hub for rapid dissemination of alerts and critical updates regarding the situation, safety protocols, evacuation procedures (if necessary), and school status. Simultaneously, the school website and the Altus Schools Health and Wellness Hub will be updated with the same crucial information, offering additional reliable sources.

Following immediate alerts, instructional staff will use secure text messaging, emails, and phone calls for more direct updates on student well-being and specific instructions. Virtual conferences via Microsoft Teams and Zoom may also be used for broader informational meetings or individual check-ins, as circumstances permit.

Recognizing potential challenges with digital communication, school staff will be prepared to conduct home visits to provide direct updates, ensure student safety, and deliver essential resources or instructions.

To ensure equitable access, our dedicated bilingual staff will communicate critical emergency information in both English and Spanish.

Access to Devices, Materials, and Connectivity

To ensure students have access to online schoolwork, ASRC conducts multiple needs assessments and satisfaction surveys with students and parents to identify families requiring home technology. Teachers maintain regular communication with students and parents through secure text messages, phone calls, virtual conferences, and emails to identify ongoing needs or unique circumstances. As a result, the school has successfully deployed Chromebooks and data plans to all students in need. When new students enroll, school clerks and counselors conduct a technology needs assessment with each family and promptly provide devices to ensure all barriers to learning are eliminated.

Occasionally, school-issued devices require repair or service. In such cases, devices are collected and submitted to the school's Operations Department for maintenance. Students are issued replacement devices to ensure continuous access. Inventory is reviewed regularly by the Operations Department to ensure necessary stock levels are maintained to accommodate student need.

The school has also enhanced its websites and technology tools. To minimize confusion and redundancy for students and parents, the school has created an online landing page, www.altusgo.com, which provides students and families with access to curriculum and instructional supports. From this landing page, students can access essential school technology programs such as Edgenuity, Naviance, Renaissance (Illuminate), Achieve 3000, and BrainPOP.

For students who prefer or require hard copy materials, staff will work with the family to distribute as needed.

Special Populations and Support Services

Even in a shift to remote learning, our school remains dedicated to providing equitable and personalized education for all students through our key process: Pathways Personalized Educational Plan (PPEP). This collaborative plan, developed with teachers, students, parents, counselors, and instructional leaders, inherently addresses diverse needs, including those of English Learners, Students with Disabilities, and Foster/Homeless

Youth. Our dedicated Homeless and Foster Youth Liaison will continue to provide comprehensive case management services remotely, ensuring uninterrupted support through virtual check-ins and resource coordination. Existing PPEPs, outlining individual goals and learning preferences, will guide personalized remote learning experiences, and our Multi-Tiered Systems of Supports (MTSS) framework will deliver tailored online interventions.

For English Learners, we ensure continued language development through both integrated and designated ELD support via online educational platforms and digital resources like Summit K12, BrainPOP EL, and Ellevation. Integrated ELD is embedded within virtual content lessons, while designated ELD focuses on explicit language and literacy skill-building through virtual small groups and individualized online activities, all aligned with the school's English Learner Plan. Students with Disabilities will continue to receive Free Appropriate Public Education (FAPE) through the virtual implementation of their IEPs. Specialized Academic Instruction (SAI) will be provided via distance learning by Education Specialists through secure video conferencing and online learning platforms. Curriculum will be adapted for digital accessibility, and instruction will be differentiated using online platform features and Universal Design for Learning (UDL) principles. Special education case managers will actively monitor student progress remotely through regular virtual check-ins and ongoing collaboration with general education teachers.

Furthermore, we are committed to supporting the holistic well-being of our students in a remote setting. To address mental health and social-emotional needs, we will provide virtual counseling sessions with our school counselors and offer readily accessible resource directories for additional support services. Recognizing the importance of basic needs, we will also ensure families have access to critical nutrition services and other wraparound supports by providing comprehensive information on accessing local food banks and other essential resources.

Instructional Continuity and Independent Study Readiness

As a WASC-accredited, non-classroom-based independent study program, our school has established and implemented written policies to govern our independent study program. All students and parents/care givers sign a board-approved, year-long independent study Master Agreement contract, which includes required elements such as Contact Information, Methods of Study, Evaluation Procedures, Attendance and Participation Requirements, Outreach Methods, Maximum Time for Assignments, and Number of Missed Assignments.

ASRC is dedicated to delivering high-quality, rigorous, standards-aligned curriculum and instruction entirely through accessible online platforms. Our model inherently ensures that *all* students can be effectively supported remotely. Leveraging a robust digital curriculum, versatile communication tools, and interactive videoconferencing systems, we guarantee seamless continuity of learning, regardless of external circumstances such as emergencies or natural disasters. This instructional approach will ensure that students can receive virtual daily one-on-one meetings, weekly small group tutoring sessions, readily available virtual school hours, and additional personalized check-in meetings. This will ensure every learner receives the individual support they need to thrive in the event of a natural disaster or emergency.

Assessment and Student Progress Monitoring

In the event of an emergency or natural disaster, the school will maintain continuous learning through the following established procedures: Teachers will consistently monitor student learning daily using varied formative assessments and robust tracking methods implemented remotely. Data on participation in online activities, coursework completion, assessments, and communication will be analyzed to inform responsive

instruction. Teachers will utilize a Course of Study Record (CSR) and Participation/Credit Tracker to closely follow daily progress virtually, while students will maintain a Student Learning Log, reviewed and archived by teachers in the SPSIS. Attendance will be certified remotely via School Pathways Student Information System (SPSIS) at the end of each Independent Study Learning Period.

In the virtual environment, remote instruction will be shaped by continuous formative and summative assessments, incorporating a variety of online activities to gauge student learning and personalize instruction. Assignments will receive virtual feedback, and scores below 70% will automatically activate tailored virtual remediation plans, ensuring targeted support. Furthermore, teachers and instructional staff will leverage the school's MTSS framework to address the holistic academic, behavioral, and social-emotional needs of each student; these strategies may include additional virtual tutoring, participation in specialized programs like IXL Math, or meetings with guidance counselors or healthy youth therapists.

Leveraging secure video conferencing, educators can deliver dynamic live instruction, foster real-time communication, and implement immediate learning evaluations through engaging virtual activities such as quick writes and collaborative group projects. These interactive sessions bridge the physical distance, enabling active participation and timely feedback.

The SPSIS Gradebook will serve as the central platform for recording all virtual assignments, and teachers will provide summary comments on student progress at the end of each Learning Period. This information will be accessible to students and parents via the School Pathways Portal, with ongoing virtual training and support provided to ensure seamless access and engagement.

Professional Development for Staff

Altus University (“AU”) serves as the professional learning platform for the school, offering both in-person and virtual sessions to accommodate the diverse needs of our staff. Altus University includes a fully online component, called AU in the Cloud, which is available to all segments of the workforce and aligned with the California Quality Professional Learning Standards (QPLS).

AU sessions incorporate school-wide initiatives to improve student learning in math and English language development. Each session includes an evaluation for participants to provide feedback on participation, satisfaction, usefulness, learning, and areas for follow-up. This feedback is used by the school’s curriculum departments as part of their ongoing Professional Learning Communities (PLCs) and to plan additional AU sessions.

Both in-person and virtual AU sessions provide instructional staff with the time and space to explore curriculum content necessary for quality instruction. Instructors build participants' capacity to use frameworks, standards alignment documents, and instructional pacing guides to support teaching content standards. Assessment and instructional strategies are incorporated into the sessions so that teachers can use formative assessment strategies to inform instruction for a diverse student population.

Teachers have undergone Leading Edge Certification (LEC), a national certification for educational technology, to become effective online and blended learning teachers. For new teachers, the school continues the certification process through the LEC FLEX program. School instructional leaders provide feedback on new skills acquired through AU sessions during virtual tutoring session observations. Instructors model how to differentiate curriculum and scaffold instruction to support all students. These sessions uphold the school’s

values by increasing participants' capacity to enhance students' participation, engagement, connection, sense of belonging, and emotional well-being.

Instructional strategies are presented through an equity lens, ensuring access and equity for all students. Data informing AU sessions is disaggregated by gender, race, special needs, foster youth, and socio-economic indicators, allowing for the identification of student instructional needs focused on specific groups. All participants can access AU sessions through registration on the Altus University Portal. Sessions are generally held on the same day of the week and time, allowing teachers to plan instruction around the professional learning sessions they wish to attend. Recorded sessions are available on demand for staff members who are unable to attend live sessions.

Instructors for AU sessions include Administrators, Teachers on Special Assignment, Special Education, General Education teachers. They maintain a positive learning environment for all participants, who can use the chat feature within Microsoft Teams to ask questions without interrupting the flow of instruction and can unmute their microphones to participate verbally. Instructors engage participants through Web 2.0 tools learned from the Leading Edge Certification (LEC). AU instructors understand that student Social Emotional Learning is paramount, focusing on connecting with students first, followed by content.

By combining virtual and in-person professional learning, Altus University ensures that all staff have the resources and support they need to succeed in any learning environment.

Criteria for Returning to In-Person Learning

Following a school emergency or natural disaster, the decision to resume in-person learning will be made in close coordination with state and county emergency management and education agencies, prioritizing the safety and well-being of students and staff. Return to school sites will occur only when deemed safe by these authorities and when the following critical conditions are met:

- Lifted Evacuation Orders: All evacuation orders affecting the school site and the surrounding areas necessary for safe travel of students and staff must be officially lifted.

- Safe Air Quality and Clean Water: Air quality must be at levels deemed safe by relevant environmental agencies, and access to potable, clean water must be fully restored at the school site.

- Restored Utilities: Essential utilities, including power, gas, and functioning sanitation systems, must be reliably restored to ensure a safe and healthy learning environment.

- Debris Removal: School grounds and access routes must be cleared of any hazardous debris that could pose a risk to students and staff.

- Staffing and Food Service Readiness: Sufficient staffing levels across all essential functions, including instructional, administrative, and support roles, must be ensured. Additionally, food service operations must be ready to provide necessary meals for students.

Upon confirmation that these conditions are met and clearance is received, the school will implement clearly defined return-to-school plans and protocols aligned with the most current guidance from the California

Department of Education (CDE) and county education offices. These protocols will be proactively communicated to all students and staff.

Collaboration and Site-Based Planning

The collaborative spirit at our school ensures that our Instructional Continuity Plan (ICP) and School Comprehensive Safety Plan are living documents, shaped by the diverse perspectives of our entire educational community.

Administrators actively champion the development and review processes for both plans. They initiate discussions, provide resources, and ensure that feedback is thoughtfully integrated. Staff members, including teachers, counselors, and support personnel, contribute their invaluable frontline experiences through surveys, focused meetings, and professional development sessions, directly influencing the practical elements of the plans.

Parents and family members play a vital role as essential partners. Their insights into students' needs and home environments are gathered through surveys, school events, parent-teacher conferences, and dedicated meetings, ensuring a holistic approach to both instructional continuity and safety.

Our students' voices are also crucial in this collaborative endeavor. Meaningful feedback is solicited through age-appropriate surveys, student forums, and representative participation in school events, providing a unique and important perspective on safety and learning continuity.

The School Site Council serves as a cornerstone of the annual review process for both the ICP and the School Comprehensive Safety Plan. This body, comprised of administrators, teachers, staff, parents, and students, reviews the plans, analyzes feedback gathered throughout the year, and provides critical input for revisions and improvements, ensuring that our safety and instructional strategies remain responsive and effective. This ongoing cycle of collaborative development and review ensures that our plans reflect the collective wisdom and shared commitment of our entire school community.

Plan Review and Updates

Our Instructional Continuity Plan (ICP) is a living document designed to adapt to the evolving needs of our school community. To maintain its effectiveness, we conduct an annual review and update process.

The Altus Schools Executive Safety Team is central to this process. Each year, they examine the ICP, ensuring its alignment with current best practices and any changes in our school environment or local context. This comprehensive review includes:

- Data Analysis: The Executive Safety Team (EST) analyzes year-long data, including feedback from surveys, meetings, and training involving administrators, staff, parents, and students. The EST contributes critical insights related to safety protocols and potential risks, allowing us to pinpoint the plan's strengths and areas needing improvement.

- Stakeholder Input: We actively seek and value input from all stakeholders through surveys, focus groups, and school events. The EST thoroughly addresses all safety-related concerns raised during this engagement process and integrates guidance from the School Site Council's review of the Comprehensive School Safety Plan and Instructional Continuity Plan.

- Plan Evaluation: The EST assesses the ICP's effectiveness in addressing potential disruptions to instruction, such as natural disasters, emergencies, and other unforeseen events. The EST lends its expertise to evaluate the clarity of safety procedures, the adequacy of resources, and the practicality of implementation.

Based on this thorough analysis, the Executive Safety Team recommends necessary revisions to the ICP.

The updated ICP then undergoes the following steps:

- Documentation and Communication: All revisions are clearly recorded within the ICP and shared with key educational partners.

- Implementation: The updated ICP is put into practice school-wide, with any required training or professional development provided to staff. The Executive Safety Team actively supports the implementation of all safety-related components.

This annual cycle of review and updates, driven by the active involvement of the Executive Safety Team, guarantees that our ICP remains a relevant and effective instrument for ensuring instructional continuity, demonstrating our unwavering commitment to the safety and academic success of every student.

Immigration Enforcement Presence Notification Procedure

Notification is required only when immigration enforcement is confirmed *on* a school site and is not required when enforcement is occurring *near* a school site. The notification may include a link to school or state informational resources for families.

For purposes of this procedure, “school site” includes any Resource Center operated by the school, administrative offices where students receive in-person services, locations where school-sponsored activities are occurring, and school-provided transportation.

For procedures regarding how school personnel respond to and interact with immigration-enforcement officers on school grounds, including warrant verification, information requests, visitor access, student interviews, and documentation requirements, the school follows its Board-adopted Policy Regarding Immigration Enforcement Activity which remains in full effect and is referenced herein.

1. Confirm Presence of Onsite Immigration Enforcement

Any employee who becomes aware of possible immigration enforcement activity shall immediately notify the Administrator of Instructional Services. The Administrator of Instructional Services will verify whether immigration enforcement is present on the school site and notify the Deputy Superintendent School Services and Founding Director.

2. Determine Notification Timing

The Deputy Superintendent School Services and Founding Director will determine whether notification should be:

Required Criteria

Is real-time notification necessary to protect students from harm?	Send Real-Time Notification
Is real-time notification necessary to inform parents about conditions that could impede student arrival or departure?	Send Real-Time Notification
Neither applies	Send Follow-Up Notification

3. Notification Content

All notifications must include only the following information:

a. Date the immigration enforcement presence was confirmed,
b. Time the presence was confirmed, and

c. General location of the enforcement activity.

The notification must *not* include:

a. Names or identifying details of any student, family member, or staff
b. Any information relating to actual or perceived immigration status.

Optional (per state guidance):

a. Link to school or state informational resources for families

4. Notification Distribution

Notifications will be issued using the school's standard communication systems (i.e., ParentSquare, SMS, or email) and provided to:

- All parents/guardians of students enrolled at affected Charter School site
- All teachers, administrators, and school personnel assigned to that site

5. Continuity of School Operations

School operations should continue normally unless otherwise directed by the Deputy Superintendent School Services and Founding Director or designee.

APPENDIX NN

CAREER PATHWAY CHART

2025-2026 CAREER PATHWAYS

CAREER PATHWAYS	CONCENTRATION COURSE	CAPSTONE COURSE	INDUSTRY CERTIFICATION	ARTICULATION
ANIMAL SCIENCE	Veterinary Science 1, 2	Dual Enrollment		Veterinary Science 1, 2
BUSINESS MANAGEMENT	*Intro to Business 1, 2*	Entrepreneurship 1, 2		Entrepreneurship 1, 2
CHILD DEVELOPMENT	Child Development 1, 2	Dual Enrollment		Child Development 1, 2
DESIGN, VISUAL AND MEDIA ARTS	Design Careers 1, 2	Photoshop 1, 2	Adobe Certified Associate: Photoshop	Design Careers 1, 2
ENVIRONMENTAL RESOURCES	Intro to Green Technology and Energy 1, 2	*Environmental Sustainability 1, 2*		*Environmental Sustainability 1, 2*
HOSPITALITY, TOURISM, AND RECREATION	Hospitality, Tourism, and Recreation 1, 2	Hospitality Management 1, 2	Certified Hospitality Management Tourism Professional (Optional WEE 1, 2)	Hospitality Management 1, 2
PATIENT CARE	Health Science Concepts 1, 2	Nursing Assistant 1,2		*Health Science Concepts 1, 2*
PUBLIC SAFETY	Military Science 1, 2	Military Science 3, 4		
RETAIL SALES AND MARKETING	Retail Sales and Marketing 1, 2	Dual Enrollment		Retails Sales and Marketing 1, 2
SOFTWARE AND SYSTEMS DEVELOPMENT	*Information and Communication Tech 1, 2*	Computer Science Discoveries 1, 2		*Information and Communication Tech 1, 2*
TEACHER EDUCATION	Teacher Education 1, 2	Dual Enrollment		Teacher Education 1, 2

Course italicized and available only on Edgenuity

Altus SCHOOLS

APPENDIX OO

DEVELOPMENT TEAM MEMBER RESUMES

Mary Searcy Bixby
Resume and Personal Accomplishments

MARY SEARCY BIXBY
10170 Huennekens Street • San Diego CA 92121
858-678-2020 (voice) • 858-552-6660 (fax) • mbixby@altusschools.net

CURRENT POSITION

Superintendent School Services and Founder
Altus Schools

ADMINISTRATIVE EXPERIENCE

Altus Schools Superintendent Support Services and Founder – Sept. 7, 2023 - Present
Altus Schools Charter School of San Diego Founder, President, and CEO, 1994 – Sept. 6, 2023
Altus Schools Audeo Charter School Founder, President, and CEO, 2001-Present
Altus Schools Founder and President, 2006-2016
Altus Schools Mirus Founder, President, and CEO, 2007 – Present
Audeo Charter School II, Founder, President, and CEO, 2016 – Present
Altus Schools East County, Founder, President, and CEO, 2017 – Present
Altus Schools South Bay, Founder, President, and CEO, 2017 – Present
Altus Schools North County Founder, President, and CEO, 2018 – Present
Audeo Valley Charter School, Founder, President, and CEO 2021 - Present

Executive Director: 1994 – June 2003
Charter School of San Diego
San Diego, California

Administrator, San Diego Unified School District, 1991-1994

Principal, Diocese of San Diego, 1981-1990

TEACHING EXPERIENCE

University of San Diego, School of Education
Southwestern College, Chula Vista, California
Sweetwater Union High School District
The Diocese of San Diego, San Diego, California

RELATED PROFESSIONAL ACTIVITIES

Experience in leadership training and mentoring, Charter school advocate, Educational innovation and reform expert, Expertise in strategic planning, Policy development, Client-centered/workforce strategist, and Expertise in the delivery of alternative instructional models
Eldorado County Charter School SELPA Chief Executive Officers Council
San Diego Unified School District Prop Z Charter School Facilities Committee
San Diego Charter School Collaborative Steering Committee
Supervision of Student Teachers, University of San Diego

EDUCATION

University of San Diego	Graduate studies in Educational Leadership
University of San Diego	MA in Curriculum and Instruction

Mary Searcy Bixby is a transformational leader and educational reformist who is a highly sought after as a keynote speaker for education, business, and reform-minded organizations across the country. A former Catholic School principal and traditional public-school administrator, Bixby founded the Altus Schools to bring quality educational options to neighborhoods across Southern California. Altus Schools include Charter School of San Diego, Altus Schools Audeo, Altus Schools Mirus, Audeo Charter School II, Altus Schools East County, Altus Schools South Bay, Altus Schools North County, Audeo Valley Charter School, and Altus Schools Coachella Valley. She is responsible for the organization's short- and long-term objectives, growth, and strategic plans, as well as leadership development.

Mary's decades-long commitment to effective, standards-based educational reform has been widely recognized. Following is a few of her acknowledgements:

E. David Spong Lifetime Achievement Award: Presented by the Baldrige Foundation Board of Directors, recipients of the E. David Spong Lifetime Achievement Award have made sustained contributions of leadership excellence with exceptional and far-reaching impact on the Baldrige Enterprise in a manner worthy of recognition at the national level. The committee selects recipients for the Lifetime Achievement Award in recognition of an individual who, like the award's namesake, has performed truly extraordinary service and created a positive and lasting legacy within the quality movement and the Baldrige community. The award recognizes the entirety of the recipient's career rather than a single contribution**.**

Vistage Leadership Award: Given by Vistage International, this award celebrates the inspiring business and community achievements of a Vistage member. The member is selected because the membership as a whole agrees that the individual best exemplifies the organization's values of Trust, Caring, Challenge and Growth. The recipient also promotes Vistage's six cultural imperatives of Collaboration, Courage, Impact, Innovation, Judgment and Passion. Vistage is comprised of CEOs and has a membership of nearly 23,000 across 20 countries.

Harry S. Hertz Leadership Award: Given by the Baldrige Foundation, this award recognizes an individual whose behaviors provide a role model for others. While no one person in an organization can be credited with the achievement of excellence, this award recognizes role-model leader behaviors that have inspired, encouraged, challenged, and empowered others to achieve performance excellence. Recipients of the award personify the Harry S. Hertz Award Core Value Attributes and Leadership Behaviors: visionary leadership, customer-focused excellence, organizational and personal learning, valuing workforce members and partners, agility, managing for innovation, management by fact, societal responsibility, focus on results and creating value, and systems perspective.

2015 Malcolm Baldrige National Quality Award (MBNQA): Mary is the Founder, President, and CEO of The Charter School of San Diego (CSSD) – a recipient of the 2015 Malcolm Baldrige National Quality Award. The MBNQA is the nation's highest Presidential honor for performance excellence through innovation, improvement, and visionary leadership. This is the first time that the award has been presented to a school in its 28-year history. This award establishes CSSD as a national role model for education and recognizes the tremendous work that CSSD has done in transforming student lives through education for more than 22 years. **In 2021**, **CSSD received the MBNQ award and recognition for the second time.**

The MBNQA is a tribute to excellence across many sectors. It is awarded to organizations that demonstrate quality and performance excellence. Organizations are judged on their Leadership/ Governance, Strategic Planning, Customer Focus, Knowledge Management, Workforce Focus, Operations, and Results. Past winners include Motorola, Inc., Westinghouse Electric Corporation Commercial Nuclear Fuel Division, Xerox Corporation, Business Products & Systems, FedEx, IBM, The Ritz-Carlton (now part of Marriott International), AT&T, Texas Instruments, Inc., Eastman Chemical Company, AT&T, Verizon, Armstrong Building Products Operations, Merrill Lynch, Boeing, Solar Turbines Inc., University of Wisconsin-Stout, Sharp HealthCare, Honeywell Federal Manufacturing & Technologies, LLC, Nestlé Purina Pet Care Co., Lockheed Martin Missiles and Fire Control and PricewaterhouseCoopers Public Sector.

California Award for Performance Excellence (CAPE): The California Council for Excellence recognized The Charter School of San Diego as a California role model for education with its 2015 Gold-level Eureka Award – the highest recognition given by CAPE. Additionally, The Charter School of San Diego has been recognized twice and Audeo Charter School once as a silver-level Eureka Award recipient. The award program, which emulates the Malcolm Baldrige National Quality Program, recognizes organizations that demonstrate superior performance in seven key business areas. The rigorous Baldrige Criteria are recognized internationally as the hallmark for performance excellence and are used to select award winners to serve as role models for all California organizations.

Remarkable Leaders in Education: This annual award is given by the University of San Diego School of Leadership and Education Sciences to recognize individuals who have made legendary contributions to the field of education in San Diego and Imperial counties.

Legacy Award: This award was given by the California Charter Schools Association at the 20th Annual Charter Schools Conference. The Legacy Awards were created to celebrate those outstanding charter school supporters, funders, operators, and elected officials who have been stewards of the movement over the last 20 years. Each Legacy Award winner represents the hope and dedication of two generations of California Charter School students.

Inspirational School Leader Award: Given by the Charter School Development Center, Mary was the first recipient of this award. She was lauded for her work in developing a network of charter schools that focuses on academic improvement, high caliber teaching, safe and supportive learning environments, and developing role models for educational reform.

Senator Gary Hart Vision Award: Mary was the first recipient of the award that is given by what is now the California Charter Schools Association. It was given for her significant contributions to the mission to increase student achievement by supporting and expanding California's quality public charter school movement.

Woman of the Year finalist: The award highlights dynamic women who work to create positive change and contribute to the San Diego community.

Woman of Distinction: *San Diego Women Magazine* recognized Mary for her visionary work within the charter school community. This work has positively impacted more than 12,500 students, their families, and the communities in which they live.

Women Who Mean Business (2010 and 2015): This award recognizes local women for their outstanding contributions to business, the government, and the San Diego community.

The Bishop Charles Francis Buddy Award: This award is the University of San Diego's Faculty and Alumni Board's highest acknowledgement, given annually to an alumnus/a of the university in recognition of his/her significant or extraordinary contributions and commitment to humanitarian causes.

Cross Pro Ecclesia: Mary received this honor from Pope John Paul II for her service to the Church through education. It is the highest medal that can be awarded to laity by the Papacy.

Rosalina "Lynne" H. Alipio

39132 Los Gatos Drive, Murrieta, California 92563-7870
Telephone No. (619) 208-1464

SUMMARY OF QUALIFICATIONS

- Holder of a graduate degree in MBA in Management Accounting
- Holder of a college degree in BSBA, major in Accounting, minor in Finance
- Practiced Accounting and Auditing for over 32 years
- Effective communicator (Bilingual)
- Proficient in the development of charter schools including implementation and operations of the schools
- Proficient in writing grant applications, management of grant as well the implementation of the grant and delivering grant deliverables
- Advanced knowledge and experience with Generally Accepted Accounting Principles and Generally Accepted Auditing Principles
- Proficient in developing and implementing accounting systems and procedures
- Proficient in the use of main frame and personal computers
- Extensive experience in planning, organizing, evaluating and following-up varied responsibilities in a complete timely manner
- Extensive experience in the performance of difficult, complex and critical financial analyses and reporting of revenue and expenditures for special projects
- Record of conscientious applications, reliability and loyalty in past positions
- Extensive experience in preparing and analyzing financial statements and comprehensive accounting reports
- Adaptable and easily develop rapport with people

CORE COMPETENCIES AS A CHIEF BUSINESS OFFICER

- Reports directly to the Superintendent School Services and Founder and serve as a key member of the senior leadership team, I support, manage, and implement the mission and vision, strategic initiatives, and innovation
- As the Chief Business Officer (CBO), plans, organizes, integrates, and evaluates all business and fiscal services functions
- As a member of the senior leader, I provide policy recommendations, technical assistance, and information to the Board, and leadership team on financial and business management issues needing attention, evaluation, resolution, and decisions.
- Acts as grant administrators in carrying out duties from the grant application, administration of the funds, allocation, appropriation, and management of the grant and funding process.
- Monitor external revenue factors (political, legal, etc.) related to operational requirements and support the Board and Superintendent School Services and Founder in evaluating the impact of such factors on the schools.
- Responsible for the key channels of revenue and oversee the business operations
- Responsible for administrative, financial and operations management of the organization, budgeting, contracts, compliance, real estate, facilities and acquisition, policies, legal, governance and risk management

PROFESSIONAL EXPERIENCE

- Recipient of the Charter Stars Legacy Award presented by the California Charter Schools

Association

- Supervised a variety of accounting functions
- Planned, organized, directed and controlled the activities, services and operations of fiscal services of the school including design and implementation of accounting systems and procedures, revenue and expenditure control, cash management, insurance maintenance in a self-funded environment, budgeting, payroll, cashiering and financial accounting
- Analyzed issues and data related to mandated responsibilities and obligations related to fiscal solvency, legal compliance, and related statutes. Advise the Superintendent School Services and Founder and the Board regarding decisions related to funding, legislation and business
- Conducted short and long-range analyses and projections of income and expenditures to facilitate administrative planning.
- Organized and prepared the closing of the fiscal year, plan and coordinated the annual contracted audit of fiscal operations and activities
- Independently reviewed complex and technical statements and procedures at school sites
- Conducted and performed field auditing, financial, operational, compliance and special audits
- Prepared interim and annual financial reports to the governing board with regards to the overall financial conditions of the school district and charter school
- Established and assure appropriate internal control and establish sound fiscal accountability
- Evaluated existing and proposed legislation which may affect funding
- Trained and supervised various accounting staff

EMPLOYMENT HISTORY

July 2014 to Date	**Chief Business Officer** Altus Schools
July 2006 - June 2014	**CFO/Treasurer and Director of Business, Fiscal Services and Development** Altus Schools
July 2003 – June 2005	**CFO/Treasurer and Director of Finance** The Charter School of San Diego
July 2001 - June 2003	**Financial Controller** The Charter School of San Diego
July 1999 - June 2001	**Financial Services Specialist** The Charter School of San Diego
Feb 1995 – June 1999	**Financial Analyst** The Charter School of San Diego
1993 – 1997	**Financial Accountant** San Diego Unified School District
1992 – 1993	**ASB Auditor** San Diego Unified School District

1987 – 1992	**Fiscal Control Technician** San Diego Unified School District
1986 – 1987	**Senior Accounting Clerk** San Diego Unified School District
1983 – 1986	**Mid-Level Financial Clerk** San Diego Unified School District
1982 – 1989	**Manager/Accountant** Bumper Snickers, San Diego, California
1976 – 1983	**Accountant** Self-employed
1972 – 1974	**Secretary/Bookkeeper** Moral Re-Armament Foundation of the Philippines

EDUCATION

Master of Business Administration, major in Management Accounting National University, San Diego, California

Certificate of Completion and Accomplishment, Chief Business Official Training, San Diego County Office of Education

Completion of Leadership Boot Camp, Charter Schools Development Center

Bachelor of Science in Business Administration, major in Accounting, minor in Finance University of the East, Manila, Philippines

Certificate of Completion and Accomplishments, CPA Training and Review Program Professional Training and Review School of the Philippines

STRENGTHS

Highly motivated and goal-oriented, accurate, thorough and precise in attention to details. Excellent analytical and organizational skills. Major strength in completing multi-faceted tasks within time constraints allotted. Skilled in public relations, loyal, dependable and willing to do whatever is needed to meet established goals.

REFERENCES AND FURTHER INFORMATION FURNISHED UPON REQUEST

Timothy Tuter

5237 Ocean Breeze Court
San Diego, CA 92109
Phone: (858) 678-2042
Email: ttuter@altusschools.net

Career Experience

Altus Schools – Southern California
Deputy Superintendent School Services and Founding Director, July 2023 – Current
Executive Director, July 2013 – June 2023
Responsible to provide leadership, support, and guidance to nine high performing Dashboard Alternative Status Schools (DASS) charter schools located throughout Southern California serving diverse student populations. Responsible for instructional outcomes for "high-risk" populations including all subgroups, the facilitation of the Western Association of Schools and Colleges Focus on Learning Process, providing professional development to instructional staff on instructional strategies for a variety of learners, collaborating with authorizers on oversight and auditing requirements, supervising operations and human resources, facilitating curriculum development, and developing and implementing the Strategic Planning Process of the charter schools.

Altus Schools – Southern California
School Coordinator/Program Administrator, July 2005 – June 2013
Responsible for providing sound leadership to teachers and instructional support staff at a high performing charter school serving a diverse student population in grades 6-12 in an independent study environment. Supervised the student services department, administrative office staff, mandated testing requirements, CALPADS reporting, Student Information System (SIS) processing, Title I, II, III requirements, facilities, student enrollment and community outreach activities.

Altus Schools – Southern California
Teacher, May 2003 – July 2005
Responsible for inspiring and motivating reluctant learners in grades 7-12 through a personalized instructional approach while being held accountable for student achievement and student progress. Provided high quality instruction on an individual basis to all students in order to help them achieve a high school diploma.

Education

Point Loma Nazarene University – San Diego, CA
California Clear Administrative Services Credential
Bachelor of Arts, Business Administration: Entrepreneurial Finance concentration

National University - San Diego, CA
Master of Education in Cross-Cultural Teaching
California Single Subject Teaching Credential: Business Education

Certifications
Chief Business Officer Training 2018 and 2019, Charter School Development Center

Jay Garrity

jaysgarrity@gmail.com

2776 State Street, San Diego, CA 92103

(909) 720-9216

Professional Summary

Results-driven K-12 Educational Leader with 17+ years of progressive experience, including over six years as an Administrator of Instructional Services. Expert in strategic planning, notably leading **LCAP** development and establishing comprehensive **Multi-Tiered System of Supports (MTSS)** models that drive measurable student academic growth and close achievement gaps. Dedicated to promoting high-quality instruction, staff development, and college/career readiness. Holds an M.Ed. in Educational Technology and an Administrative Services Credential.

K-12 Professional Experience

Administrator of Instructional Services, Altus Schools | February 2019 - Present

- **Led the annual design and development of the Local Control Accountability Plan (LCAP),** successfully aligning educational partners' needs with targeted, data-driven strategies to improve critical student outcomes.
- **Established and directed a comprehensive K-12 Multi-Tiered System of Supports (MTSS) model,** resulting in measurable increases in student academic growth and effectively closing achievement gaps across the school.
- **Designed and facilitated targeted professional learning opportunities** for certified and classified staff to enhance instructional capacity in areas like data analysis, curriculum adoption, and evidence-based teaching practices.

Career Progression at Altus Schools:

- **School Coordinator** (Jul 2015 – Feb 2019)
- **Instructional Lead** (Jan 2014 – Jul 2015)
- **Counselor** (Jul 2011 – Jan 2014)
- **Teacher** (Apr 2008 – Jul 2011)

Education

San Diego State University ▪ May 2009 ▪ Master of Education in Educational Technology
San Diego State University ▪ May 2006 ▪ Bachelor of Art in History

Credentials

Administrative Services Credential
Single Subject Social Science Teaching Credential

References

Tim Tuter ▪ Deputy Superintendent School Services ▪ Altus Schools ▪ (858) 678-2020

ELIZABETH ORONA

CAREER EXPERIENCE

CHIEF OF STAFF & COMPLIANCE OFFICER
Altus Schools Southern California, Altus Schools San Diego
September 2024 - Present

Responsible for leading organization-wide compliance and policy development across Titles I, VI, VII, and IX, Uniform Complaint Procedures, and state and federal program requirements. Partners with charter authorizers and oversight agencies on reporting and annual site reviews; and develops policies, handbooks, tools, and training that build staff capacity and support school culture. Collaborates with executive leadership on governance, board preparation, public records, HR investigations, and operational systems.

HOMESCHOOL LEARNING LEAD
Altus Schools San Diego
July 2022 - August 2024

Responsible for leading the daily operations of the TK–5 homeschool instructional program, including curriculum planning, staff supervision, instructional quality monitoring, and family engagement, in alignment with organizational goals and compliance requirements.

TEACHER
Altus Schools San Diego
June 2018 - June 2022

Responsible for providing targeted, individualized instruction to TK–12 students to improve engagement, accelerate academic progress, and support long-term learning outcomes. Responsible for partnering with families to establish goals and monitor achievement for student success.

TEACHER
Mansfield Independent School District - Mansfield, TX
August 2016 - June 2018

TEACHER
Grand Prairie Independent School District - Grand Prairie, TX
August 2015 - June 2016

CONTACT

858-678-4811

eorona@altusschools.net

10170 Huennekens Street
San Diego, CA 92121

SUMMARY

Chief of Staff & Compliance Officer with expertise in executive support, cross-functional coordination, and compliance oversight. Known for strategic planning, clear communication, and thoughtful, collaborative leadership.

CREDENTIALS & CERTIFICATIONS

Administrative Services Credential

Multiple Subject Teaching Credential

Reading and Literacy Leadership Specialist

Gallup-Certified Strengths Coach

EDUCATION

UNIVERSITY OF TEXAS AT ARLINGTON

May 2017 M.Ed., Curriculum & Instruction

May 2015 B.A., Education

Cathryn M. Martinez-Rambo

2723 Sadler's Creek Rd, Chula Vista, CA 91914 • catierambo@gmail.com • 619-804-7396

Educator

Dynamic and creative educator with an extensive track record of designing and executing programs. Skilled relationship builder and trusted advisor with many roles within education including administrative and teacher leader positions.

AREAS OF EXPERTISE

- Career Technical Education
- Blended/Online Learning
- Naviance Administration
- Curriculum Development
- Equity Action Plans
- 4 Year College Counseling
- At-Promise Youth
- Spanish Speaking
- Youth Mental Health First Aid
- Post-Secondary Planning
- Professional Learning
- WASC Accreditation

PROFESSIONAL EXPERIENCE

Altus Affiliated Charter Schools 2005-present

Dean of Academic Affairs and Altus Studies July 2019-present

Under the direct supervision of the Executive Director, provides direct supervision to all school departments including core and elective curriculum departments, college and career readiness departments, equity and inclusion departments, and technology departments, and identifies professional development avenues for all workforce segments including office staff. The Curriculum, Professional Learning, and Accreditation Administrator works in collaboration with the Instructional Department, Data and Assessment Department, Special Education Department, Equity and Inclusion Department and the Finance Department on programmatic needs and requirements for all 8 of the Altus Affiliated Charter Schools.

- Submits the University of California (UC) a-g, National Collegiate Athletic Association (NCAA), and College Board applications and maintains approved course lists for all Altus Schools
- Oversees, coordinates, and reviews the WASC process including: monitoring records, maintaining WASC accreditation timeline for all schools, building WASC teams, gathering support data and evidence, writing, revising, and reviewing all mid-year and full self-study documents and coordinating the site visit
- Coordinates, leads, and oversees the review, development, and revision of textbook based curriculum documents and materials, including curriculum guides, and course outlines, and scope and sequence documents
- Creates and manages deployment of over 100 online courses
- Works cooperatively with directors, administrators, school coordinators, learning leads, and math specialist in developing and supervising the instructional program
- Obtains and uses student achievement data to examine curriculum and instructional program effectiveness for curriculum and professional learning, including the use of trend data
- District Director for Advanced Placement via Individual Determination (AVID)
- Assists in the preparation of the budget and administration of the budget for textbooks, supplies and equipment
- Develops and conducts or arranges for staff development sessions, including sessions on delivery of instruction, enriched learning in resource center settings, new instructional practices in all core subject areas, and onboarding new staff aligned to the CA Quality Professional Learning Standards and the Teaching Profession Standards
- Disseminates information regarding current research and significant developments on the state and national levels in curriculum
- Create, apply, and manage the Career Technical Education Incentive Grant and Educator Effectiveness Funds for all 8 Altus Schools including action plan and grant expenditures (over 3 million dollars in grant management)
- Observes professional development instruction and provides feedback and assistance to persons presenting professional development sessions to facilitate improvement and innovation
- Coordinate Equity Team focus and create Equity Action Plan around college and career readiness for students with disabilities
- Collaborate with industry partners as a part of CTE Advisory Committees for 9 Career Pathways

Learning Lead-The Charter School of San Diego Feb. 2019-June 2019

Under the direct supervision of the School Coordinator, the Learning Lead supervises and manages the teachers in a specific region. Managed 20 teachers in the effective instruction focused on student learning and school-wide dashboard indicators.

- Audited teacher files for compliance in rigor, quality, and state requirements
- Administrative representative in IEP meetings and on senior presentations
- Conducted Tier 3 MTSS Intervention meetings
- Supported teachers in local and state mandated testing

- Trained new teachers to personalize curriculum and differentiate instruction for learners
- Performed individual review of student progress three times per year
- Facilitated professional development sessions for assistants and new teachers

College and Career Pathways Lead-The Charter School of San Diego March 2016-Feb. 2019

Create engaging college and career programs; grant administrator for Career Technical Education Incentive Grant (CTEIG) and College Readiness Block Grant. Design CTE program based on state's High Quality Model Standards and integrate career education framework across curriculum. Facilitate professional development for student engagement for post-high school goals.

- Met with Leadership Team to advocate for CTE program needs
- Coordinated department and advisory council meetings
- Developed CTE program based on student interest, regional workforce trends, and CA High Quality Elements
- Managed accommodation request process for College Board and ACT testing
- Created partnerships with key industry leaders and career support resources
- Oversaw Senior Project course that focuses on students' post-high school plan
- Developed and was awarded Career Technical Education Incentive Grant (CTEIG); managed grant award

Teacher, Resource Center-The Charter School of San Diego Jan. 2005-March 2016

Under the supervision of the Learning Lead and School Coordinator; engaged and motivated students; knowledge of implementing personalized curricular decisions to promote student learning. Training for integration of common core standards in small group, direct instruction. Administered CAASP and NWEA tests along with assigning Edgenuity curriculum to a diverse student population. Received Charter Champion award in 2015 for Teacher of the Year.

- Met with students and families to create individualized plan based on post-high school goals
- Assisted in short/long term student developed goals
- Supervised and mentored classroom assistant
- Conducted Common Core aligned small group direct instruction
- Communicated progress with families on a weekly basis
- Collaborated with colleagues to design engaging fieldtrips
- Used data to inform instructional choices in the classroom

The University of California, San Diego, CA 2007-2017

External Application Reader

Evaluated applicants to the University based on Holistic Review method. Score applicants on a rating system based on academics, leadership, extra-curricular activities based on the environment from which they are coming. Extensive attention to detail necessary for proper scoring.

National University, San Diego, CA 2013-2014

Post-Secondary Curriculum Development

Designed and created a series of instructional presentations for the New Teacher Credentialing Department that focused on standards, curricular planning, instruction, and assessments.

Education / Credentials / Certifications

Malcom Baldrige National Quality Award Winner, Education, 2016, 2021
Master of Education, Curriculum and Instruction w/ Ed Leadership, University of San Diego. San Diego, CA, completed 2018
Master of Arts, Teaching and Learning, National University. San Diego, CA, completed 2006
Bachelor of Arts, History, The University of Texas at Austin. Austin, TX, completed 2002
California Administrative Credential, Preliminary (CASC program completion January 2023)
California Single Subject Teacher Credential, Social Studies
Leading Edge Certification for Online and Blended Learning
Youth Mental Health First Aid, GATE and CPR Certified

TREVOR GOLLEDGE

MARKETING AND COMMUNICATIONS COORDINATOR

31983 Bitterroot Court
Temecula, CA, 92592

Ph: 951.491.1250
tgolledge@gmail.com

WORK EXPERIENCE

Altus Schools
2022 - Present

Marketing and Communications Coordinator

- Supports 9 schools with marketing to increase enrollment
- Supports Charter Renewals, Petitions writing, and proposals
- Creation, ordering, and design of multi tiered campaigns

Audeo Valley Charter School
Mirus Secondary School
2021 - 2022

School Counselor

- Created personalized course plans for nearly 400 students
- Conducted academic interventions with educational partners
- Supported 12 teachers to facilitate student achievment

The Charter School of San Diego
Audeo Charter School
Audeo Valley Charter School
2011 - 2021

Multi-Grade Teacher

- Taught grades 6-12 in Independent Study environment
- Focus on personalized, one-on-one and group instruction
- Developed and implemented curriclum for school wide use

EDUCATION

University of California San Diego
2014-2015

Credential Clearing Program

Azusa Pacific University
2009-2011

Masters of Education, *Digital Learning and Teaching*
English, *Single Subject Teaching Credential*

Cal State University San Marcos
2005-2009

Bachelors of Arts, *Literature and Writing Studies*

CERTIFICATIONS

Leading Edge Certified
2015

Youth Mental Health First Aid
2015

Gifted and Talented (GATE)
2015

English Learner Authorization
2012

Kirsten Henderson

Kirstenanneramirez@gmail.com
6213 Lake Athabaska Place
San Diego CA, 92119

Leadership Experience	
	• Charter SELPA LEA representative for students services programs including Special Education and 504 • Assist with monitoring of plans and processes for school program improvement, including student behavior, program compliance, program improvement, and program coordination. • Planning and implementation of student support services programs including behavior, response to intervention, special education services, teacher training • Develop and implement professional meetings, professional developments, and other trainings • Co-coordinate meetings for students considered at-risk • Coordinate a response to intervention program that aligns with the MTSS framework • Oversee special education school support and review processes in accordance with categorical program requirements, including school site plans, coordinated compliance reviews, and services to non-public schools, compliance improvement monitoring, and targeted monitoring reviews.
Professional Experience	
2021- Present	**Administrator of Special Education, Altus Schools, San Diego, CA** Coordinate and manage a special education staff of 34+ teachers and school psychologists. Oversee a special education student population of 900+ students with varying disabilities, requiring specialized academic instruction as well as behavioral and transition support. Responsibilities include: Management of the 504 department, oversight of due process and settlement agreements, proactive resolutions and mediations, coordinating supplemental and contracted services, maintain contracts with NPS/NPA agencies, training for departments on compliance and program instructional improvement.
2016-2021	**Special Education Director- Education Specialist.- Old Town Academy San Diego, CA** Coordinate and implement the special education inclusion program at Old Town Academy. Responsibilities include: Testing students with suspected disabilities, caseload management, development of behavior support plans, co-teaching, reading and math intervention instruction, coordinating therapy services, maintaining accurate documents and contracts with outside agencies, and consistent parent communication, documenting and tracking schoolwide testing data, and assisting teachers to create response to intervention programs and groups. SELPA district representative.
2013- 2016	**Special Education Teacher- Special Day Class- Oakland, CA** Served students requiring special education services in the Oakland Unified School district at Fremont High School in East Oakland as well as at Elmhurst Community Prep (middle school). Responsibilities include: IEP writing, transitional planning, service coordinating, direct instruction of 4 classes, development of a special education specific service-learning program**.**
Summer 2013	**Teach for America (TFA)- Oakland, CA** Selected from more than 45,000 applicants nationwide to join national teacher corps who commit two years to teach in under-resourced public schools. Engage in a full schedule of professional development, including: seminars, workshops, individual and group reflections, readings, and 'learning teams' specific to teaching license area**.**
Education	
2021-2023	**San Diego State University- National Center for Urban School Transformation** Administrative Services Clear Credential, August 2023
2019- 2020	**California State University- San Marcos** Administrative Services Credential, August, 2020
2013- 2015	**Loyola Marymount University** Master of Arts in Special Education, May, 2015
2009- 2013	**California State University-East Bay** Bachelor of Arts History, June, 2013

ANA MARIA ROJAS
1601 Birdsong Pl. El Cajon, Ca 92021
(909) 746-6484
anamariarjs@gmail.com

CERTIFICATIONS

- **California** Preliminary Administrative Services Credential
- **California** Clear Single Subject Credential in English (K-12)
- **National** Leading Edge Online Certification
- Certificate in Diversity & Inclusion for Educators
- Cross Cultural, Language and Academic Development (CLAD)
- Gifted and Talented Education Certification

K-12 EDUCATIONAL EXPERIENCE

Altus Schools (San Diego, CA) | Dec 2014—Present

Equity and Inclusion/ Student Access & Support Services Administrator | May 2022—Present

- Develop, coordinate, plan, and supervise strategic student equity initiatives that further a high-quality, personalized education for each and every student.
- Provide and develop instructional strategies that best engage and meet the needs of all student groups.
- Guide curriculum departments in the development of asset-based Ethnic Studies, English Language Development, and culturally and linguistically responsive curriculum and teaching practices.
- Design and deliver professional learning on the California Standards for Teaching Profession for Teacher Induction Program.
- Develop and manage sustainable growth of the Schools' comprehensive mental health program.
- Direct and supervise departments that address the academic, behavioral, socioemotional and physical health needs of all students and especially vulnerable student groups, including homeless and foster youth, pregnant and parenting, English Leaners, and socioeconomically disadvantaged.
- Direct and develop special instructional and accessibility programs, including the English Learner, Gifted and Talented Education (GATE), Meal, and McKinney Vento programs.
- Contribute to the ongoing development and refinement of the Local Control Accountability Plan (LCAP), charter petitions and renewals.
- Provide leadership and supervision to the Health Department team, ensuring efficient delivery of health services and compliance with relevant policies and procedures.

Learning Lead, The Charter School of San Diego, Central Region | May 2020—April 2022

- Support, mentor and manage 17 teachers, four resource centers with enrollment of nearly 600 students, including 14% ELs, 23% with IEP and 76% SED.
- Lead PLCs in addressing equity gaps through the collection and analysis of data, implementation of evidence-based practices, using an equity-driven Systems Leadership Framework.
- Design and implement MTSS intervention plans to address academic, behavioral and socio-emotional needs, lead SST process, ensure compliance, rigor and equity in IEP meetings.
- Implement systems for collaboration between gen ed teachers, case managers, certificated teacher resources and school counselor in improving standards mastery, attendance, credit completion, grad rate, assessment performance, college/career readiness.
- Ensure rigor, compliance and quality of instructional practices through a system of observations, coaching, and bi-annual audits.
- Collect and evaluate data to inform instructional program and school site sustainability, including assessment results, attendance, chronic absenteeism, enrollment and vacancy rates.
- Ensure alignment of school site priorities to district level initiatives, in accordance with California School Dashboard accountability measures.

Chair of the English Learner Achievement Department (ELAD) | 2016—2022

- Design and implement the district's English Learner Plan in alignment with the CA English Learner Roadmap.
- Lead department of 10 teachers in establishing annual priorities in curriculum design, professional

ANA MARIA ROJAS
1601 Birdsong Pl. El Cajon, Ca 92021
(909) 746-6484
anamariarjs@gmail.com

learning, family engagement, and consultancy program for curriculum and student program leaders.

- Coordinate semesterly bilingual and technology-driven ELAC meetings at multiple locations, ensure compliance with state and federal mandates, collaborate with school site leaders in advocacy of EL needs, ensure parent/caregiver input is incorporated in the school's LCAP development.
- Design and implement professional learning of evidence-based instructional strategies for English Learners, curriculum differentiation for all proficiency levels, language acquisition, ELD standards alignment, and ELPAC K-12 test administration.
- Collaborate with the district's Professional Development and Curriculum Coordinator on annual PL calendar relating to ELs, Family Learning Series, and curriculum design.
- Ensure EL program compliance with Title III funding requirements as determined by Federal Program Monitoring instruments.
- Evaluate EL performance indicators, design curricular and school wide interventions and collaborate across school systems to increase EL outcomes in measures including ELPAC, SBA and NWEA MAP, credit completion, attendance, reclassification, and graduation rates.

Multi-Subject Teacher, The Charter School of San Diego | Dec 2014 — May 2020

- Manage individualized learning plans of students in all core and elective subjects in a blended 'university model' independent study program.
- Create and maintain a community outreach effort to engage internal and external stakeholders.
- Meet and exceed expectations for teacher effectiveness, program compliance audits, and percentage of students meeting growth targets in NWEA MAP Reading, Language, Math, including student groups at every annual review.

KIPP Adelante Preparatory Academy (San Diego, CA) | Dec 2013—Dec 2014

ELA Teacher (8th grade)

- Increased the number of students meeting or exceeding typical growth on the NWEA MAP assessment from 59% to 70%.
- Created and implemented school-wide direct vocabulary instruction of grade level tier 2 and tier 3 words using Marzano's Six-Step process.
- Led school wide literacy initiative of increasing *eyes on text* from 20 to 100 minutes a day.
- Served as upper school lead on implementation and facilitation of student-led parent conferences as part of the school's Parents As Partners Initiative.

Hialeah Miami Lakes Sr. High School (Miami, FL) | Oct 2012—June 2013

Reading Teacher (9th-12th grades)

- Developed and implemented engaging, multi-intelligence lessons in reading strategies for 150 diverse 10th and 11th grade Intensive Reading students (6 classes).
- Created and implemented curriculum consistent with school priorities of vocabulary and expository and nonfiction text.
- Established classroom management practices that encouraged self-control, collaborative learning, student participation in determining rules, rewards, and consequences.
- Collaborated both within and outside of ELA department on lesson planning, student recognition ceremonies, and cross curricular projects.

ANA MARIA ROJAS
1601 Birdsong Pl. El Cajon, Ca 92021
(909) 746-6484
anamariarjs@gmail.com

OTHER PROFESSIONAL EXPERIENCE

Optimum 7 (Miami, FL) | 2011— 2012
Public Relations Specialist

- Wrote, edited, published and pitched company related news.
- Obtained media coverage from CNNMoney, South Florida Business Journal and industry blogs.
- Established local relationships with universities, chambers of commerce, industry associations and the business community.

City of San Diego (San Diego, CA) | 2009—2011
Public Information Officer

- Liaison between city government, media, residents, elected officials and business stakeholders.
- Created, presented and distributed newsletters, presentations, reports and communication strategies to a department of 500+ employees.
- Organized bi-weekly local media events to include press conferences, project milestone ceremonies and industry workshops.

The Luca Group, Inc. (Walnut, CA) | 2007—2009
Account Executive/Producer

- Conceptualized, wrote and produced broadcast ads in English and Spanish for markets in California, Arizona, Nevada and Florida.
- Coordinated and executed TV productions involving teams of more than 50 people within time-sensitive deadlines.
- Trained and motivated sales staff on specific strategies, goals, and overcoming challenges.

EDUCATION

San Diego County Office of Education December 2022
Preliminary Administrative Services Credential

Western Governors University September 2019
MA English Language Learning

University of California San Diego | June 2018
CLAD through CTEL Program

San Diego State University | June 2017
California Teacher Induction Program

Teacher Education University | June 2013
Educator Preparation Institute

San Diego State University | June 2007
BA in Journalism, summa cum laude

Sharnita Foster

619-957-8779| sharnita.foster@gmail.com

Enthusiastic educator and leader with over 20 years of educational experience and a steadfast commitment to helping students achieve college and career readiness. Dedicated to lifelong learning and collaboration with colleagues and educational partners.

Experience

2006 – Present

Altus Schools

School Coordinator – Audeo Valley Charter School, Moreno Valley, CA

School Coordinator – Altus Schools Coachella Valley, Palm Desert, CA

- Design and facilitate professional development to address instructional and organizational needs: focused teaching, data-driven instruction, student health and wellness, conflict resolution, compliance, and professionalism
- Develop, implement, monitor, and adjust students' Pathways Personalized Education Plans (PPEP) in collaboration with the School Counselor and classroom teacher
- Support staff in the successful implementation of the school's Multi-Tiered System of Support
- Implement California School Dashboard progress monitoring tools to impact indicator results
- Analyze student data and make instructional recommendations resulting in positive student outcomes for all students and specific student groups
- Maintain a safe and supportive environment conducive to learning and student/staff well-being
- Provide valuable instructional program analysis and insights as a WASC visiting committee member

Counselor - Audeo Charter School, Moreno Valley, CA

- Incorporated online tools to reach students in remote and independent learning
- Supported +200 middle and high school students in their academic, and college and career goals
- Partnered with the local community college outreach team to execute virtual college fairs for juniors and seniors
- Lead individual career/academic planning through transition and financial aid lessons
- Established and maintained strong relationships with families, colleagues, and administrators

Teacher - The Charter School of San Diego, San Diego, CA

- Engaged multiple student groups, including ELL and struggling readers, in blended and online learning tasks
- Coached staff in effective blended learning strategies
- Lead collaborative cross-curricular data analysis to determine literacy goals
- Participated in school reform and improvement planning with school support and instructional teams

- Created and maintained community outreach efforts
- Completed Personal Education Plans for students, setting learning and career goals

2002 – 2006

Ilima Intermediate School

Language Arts Teacher, Ewa Beach, HI

- Lead district-level policy committee to facilitate standards-based learning
- Steered restructuring committee to affect student achievement on state assessments
- Lead Language Arts department in curriculum mapping for grades 6-8
- Prepared school wide standards-based lessons for heterogeneously-grouped classes of 8th grade students, including GATE, SPED, and ELL
- Advised National Junior Honor Society

1999 – 2000

P.S. 397/Foster-Laurie Elementary School

Mathematics Intervention Teacher, Brooklyn, NY

- Designed lessons for full classes and small-group remedial instruction
- Conducted mathematics workshops for parents
- Trained teachers to evaluate NY State Standardized Mathematics Performance Tests.

Education

2015
Master of Science in Educational Leadership with Preliminary Administrator Credential
National University, CA

2011
California Teacher of English Learners Certification
University of Phoenix, CA

2005
Master of Arts, Secondary Education
University of Phoenix, HI

1999
Bachelor of Science, Communication Arts
St. John's University, NY

Certifications & Memberships

- Gifted and Talented Education (GATE) certified
- Youth Mental Health First Aid (YMHFA) certified
- Leading Edge Certification (LEC) for Online and Blended Learning
- Member, California Charter Schools Association and conference participant
- Participant, California Consortium for Independent Study conferences
- ACS WASC visiting committee member

Aaron Smith

40073 Ashville Ln, Temecula, CA 92591
(858) 774-4330 sonianats@gmail.com

PROFESSIONAL SUMMARY

Accomplished charter administrator with expertise in data analysis, presentations, training and instructional plan implementation at Charter Schools serving educational needs of diverse communities through independent study while delivering positive instructional outcomes to students.

STRENGTHS

- Data Analysis and Dissemination
- State and Local Assessment Coordination
- Compliance and Auditing
- Staff Development and Training
- Collaboration and Planning
- Monitoring State and Authorizer Accountability Metrics
- WASC and Charter Renewal Support
- Instructional Plan Implementation
- Interviewing
- Teacher Evaluation

CORE ACCOMPLISHMENTS

- Member of Successful Malcom Baldridge Quality Performance winning writing team
- Coordinated Training and Supervision to Eight Charter schools for ELPAC, CAASPP and CAST administration
- Successful Collaboration and Preparation of Mirus Secondary WASC report and visit leading to 6-year clear status
- Unanimous Authorizing Board Approval for Charter Renewal Vote for Mirus Secondary from Hesperia Unified Board
- Seven years of Principal at Mirus Secondary Charter School supervising Resource Centers in San Bernardino, Riverside and Los Angeles County
- Supervision and Implementation of Instructional and Technology Resources and Strategies to improve learning outcomes for students
- Data Analysis and Forecasting to support instructional plans

PROFESSIONAL EXPERIENCE

The Charter School of San Diego, San Diego, CA – ***Administrator of Quality, Performance, and Planning***

February 2021 – Present

- Collaboration with Senior Leaders and Monitor and Reporting Performance Outcomes
- Disaggregating and Disseminating Student Results by School, Teacher, and Demographic
- Monitoring State and Authorizer Accountability, Dashboard and Renewal Metrics

Mirus Secondary School, Hesperia, CA - ***Learning Lead***

July 2013 – January 2021

- Collaboration with Senior Leaders and Implement Instructional Plan
- Train, Coach and Evaluate Teachers
- Ensure Outcomes Meet Strategic Planning Goals

Audeo Charter School, San Diego, CA - ***Teacher***

July 2009 - June 2013

- Opened and Grew New Resource Center to over 100 students
- Implemented Direct enrollment and New Technology for Instruction

The Charter School of San Diego, San Diego, CA - ***Teacher***

August 1999 - June 2009

- Curriculum Development
- Served Diverse Communities.

EDUCATION

Grand Canyon University- ***Master of Arts in Curriculum and Instruction***

DECEMBER 2021

San Diego State University- ***California Single Subject Social Science Credential***

JUNE 2000

San Diego State University- ***Bachelor of Arts in Social Science***

DECEMBER 1998

Veronica E. Radtke

CREDENTIALS AND EDUCATION

University of California San Diego Extended Studies May 2024
Human Resources Management Program

San Diego State University January 2022
Clear Administrative Credential

National University July 2012
Master of Education
Specialization: Educational Leadership

San Diego State University May 2010
Bachelor of Arts Major: English Single Subject Teaching

EMPLOYEMENT

Altus Schools San Diego, CA
Human Resources Administrator March 2022-Present

- Oversee daily human resources operations, including staffing, strategic planning, and employee support.
- Serves as a liaison between leadership and staff, fostering positive employee relationships and a collaborative workplace culture.
- Leads the hiring process and supports initiatives that strengthen employee engagement and organizational culture.
- Manages maintenance and auditing of HR files, records, and documentation; develops and enforces records retention policies.
- Ensures compliance with all legal, regulatory, and policy requirements for public charter schools.
- Partners with the Finance Division on payroll, benefits, attendance, and personnel records.
- Provides guidance on employee performance and disciplinary actions as needed.
- Aligns HR practices with the organization's mission, vision, and leadership goals to support overall school success.

Audeo Charter School San Diego, CA
School Coordinator February 2019-February 2022

- Lead and supervise counselors, registrars, clerks, instructional staff, and teacher assistants serving over 1,000 K–12 students annually.
- Oversee full implementation of the instructional program to achieve LCAP goals and California School Dashboard targets, providing targeted support and intervention as needed.
- Direct professional development initiatives that enhance instructional quality, strengthen student outcomes, and maintain high staff engagement.
- Manage compliance and operations including state-mandated testing, SIS processing, Title I–III requirements, facilities, and community partnerships.
- Collaborate with authorizers during annual oversight visits and utilize assessment data to guide continuous improvement in instructional and operational practices.

Audeo Charter School III Escondido, CA
School Coordinator July 2018-July 2021

- Opened and launched the charter school serving grades 6–12 with ~250 students, overseeing all operational and administrative setup.
- Secured full funding through the Public Charter Schools Grant Program (PCSGP) by assisting in grant application and approval.
- Supported the school's WASC accreditation process, resulting in full initial accreditation.
- Supervised staff and instructional programs to meet LCAP goals, performance targets, and California School Dashboard benchmarks.
- Oversaw implementation of the English Language Development program to support high % of English Learners.

Audeo Charter School II Oceanside, CA
School Coordinator January 2017-February 2022

- Supervised counselors, clerks, teacher assistants, registrars, and instructional staff for a K–12 school serving 800+ students, ensuring performance targets and strategic initiatives were met.
- Managed annual site authorizer visits and contributed to WASC accreditation, resulting in full initial accreditation.
- Directed full implementation of the instructional program to achieve LCAP goals and California School Dashboard targets, providing intervention and support as needed.
- Ensured smooth transition of school authorization from the State Board of Education to the San Diego County Office of Education, maintaining compliance with all regulatory requirements.

The Charter School of San Diego San Diego, CA
Learning Lead July 2015-December 2016

- Supervised instructional staff and managed one school region serving ~400 students in grades 6–12, setting high standards for student achievement and staff performance.
- Communicated instructional strategies, classroom management techniques, curriculum updates, assessment results, and motivational approaches to staff.
- Led staff hiring, training, professional development, teacher observations, instructional planning, compliance, and student discipline, including parent conferences.
- Monitored student progress, enrollment, participation, and credit completion through Pathway Personalized Educational Planning, providing resources and best practices to improve academic outcomes.

The Charter School of San Diego San Diego, CA
Instructional Counselor July 2014-June 2015

- Developed personalized course plans for new and current students aligned with individual academic goals.
- Collaborated with students, families, and teachers, providing multi-tiered support to promote engagement and academic success.
- Managed graduate file reviews, work permits, CIF compliance, and NCAA course submissions to ensure regulatory and program compliance.
- Counseled families on college pathways and served as the administrative representative in Individualized Education Program (IEP) meetings.

The Charter School of San Diego San Diego, CA
Teacher February 2012-June 2014

- Delivered personalized instruction to an at-risk student population in grades 6–12, supporting academic growth and skill development.
- Collaborated weekly with administration and parents to monitor student progress and ensure achievement of academic goals.
- Provided high-quality instruction for a caseload of 40 students, fostering skills in time management, organization, responsibility, and accountability.
- Designed and implemented individualized learning plans to meet each student's unique needs and support re-engagement in education.

CERTIFICATIONS

Human Resources Management Certification	May 2024
Leading Edge Certification	March 2016
Youth Mental Health First Aid Certification	April 2015
Gifted and Talented (GATE) Certification	August 2015
English Learner Authorization	February 2012

Wade Aschbrenner

|waschbrenner@altusschools.net |760.473.6075

Experience and Leadership

External Relations Officer- Altus Schools
5/2014-present

- Proven school developer-Lead Petitioner for State Board of Education approved charter schools, Grossmont Secondary School, and Sweetwater Secondary School.
- Grant Reviewer U.S. Department of Education 2020 Education Stabilization Fund-Rethink K-12 Education Models
- Versatile presenter-Nation Baldrige Conference Presenter 2015, 2022, 2023, and multiple regional conferences
- Provides leadership to the staff in establishing strategic vision and plan aligned to academic goals for Altus Network Schools
- California Association of Performance Excellence (CAPE) Examiner
- Member of Senior Leadership Team Altus Schools
- Coordinates state and federal grants-securing over $6 million in funding since 2012
- Oversees implementation of strategic initiatives to increase public awareness and support of Altus Schools programs, services, and activities among key audiences.
- Builds and fosters relationships with key political figures, philanthropic personages, business and industry partners, and community leaders to obtain their support of the Altus Schools.
- Develops and implements programs to increase the Altus Schools' voice in legislative activities and advocacy networks.

School Coordinator-Altus Schools
2010-2013

- Assist young people in removing barriers to learning by collaborating across networks.
- Coordinates with all staff and assures integration and cooperation between curricular areas both online and in person.
- Commits to developing a culture of trust and responsibility among students, teachers, staff, and the school community.
- Supervise the maintenance of accurate records on the progress and attendance of students.
- Participates with significant higher education and business partnerships to support college courses, internships, and community service experiences for students.
- Advances educational reform by contributing to educational policy activities.
- Oversee the initial accreditation process for new schools.

Financial Advisor
Edward Jones Investments & Metropolitan Life Securities

- Managed in excess if $35 million and attained designated business goals (Customer Satisfaction, Households, Net Flows)
- Develops and encourages long term client relationships by careful planning to meet clients immediate and future needs by providing and demonstrating solid financial planning skills and client centered advice and guidance interactions.
- Introduces clients to investment strategies and works with clients to develop financial plan using the appropriate Guidance tools.
- Positions appropriate products in the context of current needs as well as customer's long term financial plan.

- Initiate customer relationships through prospecting, lead utilization, and local market and community involvement.

Education

Central Michigan University, Mount Pleasant, Michigan
- Master of Arts, Educational Leadership Emphasis Charter Schools June 2011

University of California Irvine, Irvine, California
- Cross-cultural Language and Academic Development Certificate, October 1997
- Professional Clear Single Subject Teaching Credential, September 1998

National University, San Diego, California
- California Single Subject Teaching Credential, February 1992

San Diego State University, San Diego, California
- Bachelor of Arts, Liberal Studies Emphasis Political Science, August 1991

Memberships and Certifications

- Vice President San Diego State Alumni Association
- San Diego Regional Chamber of Commerce-Education and Workforce Committee voting member.
- Carlsbad Chamber of Commerce-Education and Policy Committees- Secretary
- Rotary Club of La Jolla- Club Secretary
- Secretary of Scholarship Foundation. Administer process for allocation of over $250,000 in scholarship monies annually.
- California Association of Performance Excellence (CAPE) Examiner
- Past President Executive Association of San Diego
- Member of San Diego Regional Chamber of Commerce Washington D.C. delegation

Computer Skills

- Proficient in Microsoft Word, PowerPoint, and Excel.
- Google Suite
- Illuminate, Edgenuity, and School Pathways Student Information System

Wayland Myers

www.myersmediagroup.com
San Diego, California

CHIEF EXECUTIVE OFFICER

With over 28 years of traditional and digital marketing experience, Wayland Myers commands a deep knowledge of the online landscape. Founder of Myers Media Group, LLC in 2007. Over the last 13 years, MMG has become a unique multi million-dollar marketing technology company that offers an advanced audience acquisition & growth platform called Macrotrend™ to Fortune 5000 clients like Expedia, Advance Auto Parts, Sears, GrubHub and Travelocity. With his innovative approach to audience acquisition and unique view of the online landscape he has forged long lasting partnerships resulting in millions of dollars of incremental revenue for his clients.

KEY COMPETENCIES

P&L Management	Financial reporting	Team leadership
Strategic planning	Negotiations	Communication
Client relationships	Business development	Operations management

PROFESSIONAL EXPERIENCE

Myers Media Group, LLC ***January 2007 - Present***
Chief Executive Officer

BackMyBook.com ***2009 - Dec 2011***
VP Marketing

Kodak ***May 2005 - January 2007***
Internet Manager

Kodak ***Feb 2004 - May 2005***
Marketing Communications Manager Encad Division

Kodak ***Jan 2002 - Feb 2004***
Web Manager, Encad Divsion

EDUCATION

National University
Bachelor of Business Administration in Psychology

SKILLS

Seo, E Commerce, Web Marketing, Web Development, Web Analytics, Marketing, Online Marketing, Content Management, Google Analytics, Digital Marketing, Social Media Marketing, Content Marketing, Google Adwords, Marketing Communications, Landing Page Optimization, Crm, Strategy, Affiliate Marketing, Organic Search, User Interface Design, Conversion Optimization, Management, Digital Strategy, Sem, Online Lead Generation, Website Development, Business Strategy, Internet Strategy, Keyword Research, Online Reputation Management, Search Engine Optimization, Software Project Management, Corporate Branding, Web Content Management, User Experience, Email Marketing, Content Strategy, Link Building, Search Advertising, Seo Audits, Internet Marketing, Lead Generation, Ppc, Smo, Google Webmaster Tools, Mobile Marketing, Local Search, E Commerce Seo

APPENDIX PP

PALM DESERT RESOURCE CENTER OUTCOMES

Altus Schools Coachella Valley

Altus Schools Coachella Valley, approved by RCOE on Wednesday June 11th, 2025, officially opened on July 1st 2025. Previously, the school operated as the Palm Desert Resource Center as a part of Altus Schools Mirus, successfully supporting students in achieving their goals across the greater Coachella Valley since 2013. Palm Desert Resource Center specific outcomes are included below.

CAASPP Dashboard Academic Indicator ELA DFS--All Students			
	2022-2023	2023-2024	2024-2025
Mirus Palm Desert RC	**10.0**	**18.2**	**0.9**
Summit High	-81.7	-49.2	-86.5
Amistad High	-144.1	-157.8	-140.4
Mt. San Jacinto High	-139.3	-131.8	-106
La Familia	-124.7	-196.6	-163
Riverside County DASS	**-122.6**	**-119.9**	**-114.0**
CA Statewide DASS	**-118.2**	**-112.6**	**-104.6**

DFS based on CBEDS Students
2023 n size = 15
2024 n size = 19
2025 n size = 14

The Mirus CAASPP SBA English Language Arts (ELA) assessments Distance from Standard (DFS) results for students enrolled as of CBEDS, specifically those attending the Palm Desert Resource Center, demonstrated a positive DFS of 10.0 in 2023 and 18.2 in 2024. These results were more than 125 points higher than the Riverside County DASS average and State DASS averages in 2023, and they exceeded these benchmarks by over 130 points in 2024. Furthermore, the Mirus Palm Desert Resource Center significantly outperformed other DASS schools within the same community—namely Summit High, Amistad High, Mt. San Jacinto High, and La Familia—on the CAASPP ELA DFS in both 2023 and 2024.

CAASPP Dashboard Academic Indicator ELA DFS--Grade 11			
	2022-2023	2023-2024	2024-2025
Mirus Palm Desert RC	**7.5**	**28.4**	**16.1**
Summit High	-81.7	-49.2	-86.5
Amistad High	-144.1	-157.8	-140.4
Mt. San Jacinto High	-139.3	-131.8	-106
La Familia	-124.7	-196.6	-163
Riverside County DASS	**-122.6**	**-119.9**	**-114.0**
CA Statewide DASS	**-118.2**	**-112.6**	**-104.6**

DFS based on CBEDS Students
2023 n size = 10
2024 n size = 15
2025 n size = 8

Grade 11 students at the Mirus Palm Desert Resource Center demonstrated commendable academic performance, achieving a positive 7.5 DFS in English Language Arts (ELA) for the year 2023 and a positive 28.4 DFS for the 2024 Dashboard Academic Indicator DFS in ELA.

This achievement by the 11th-grade students was more than 125 points higher than the Riverside County DASS and State average in 2023 and exceeded the Riverside County and State DASS state average by over 140 points in ELA DFS for 2024. Additionally, the 11th-grade students of the Palm Desert Resource Center significantly outperformed other comparable DASS schools serving the same community, including Summit High, Amistad High, Mt. San Jacinto High, and La Familia.

CAASPP Dashboard Academic Indicator Math DFS--All Students			
	2022-2023	2023-2024	2024-2025
Mirus Palm Desert RC	**-148.2**	**-100.6**	**-115.5**
Summit High	-152.8	-181.8	-200.9
Amistad High	-231.9	-215.8	-207.5
Mt. San Jacinto High	-192.2	-195.3	-171.9
La Familia	-214.8	-267.9	-224.4
Riverside County DASS	**-197.2**	**-194.7**	**-193.4**
CA Statewide DASS	**-192.8**	**-183.1**	**-175.2**

DFS based on CBEDS Students
2023 n size = 15
2024 n size = 18
2025 n size= 13

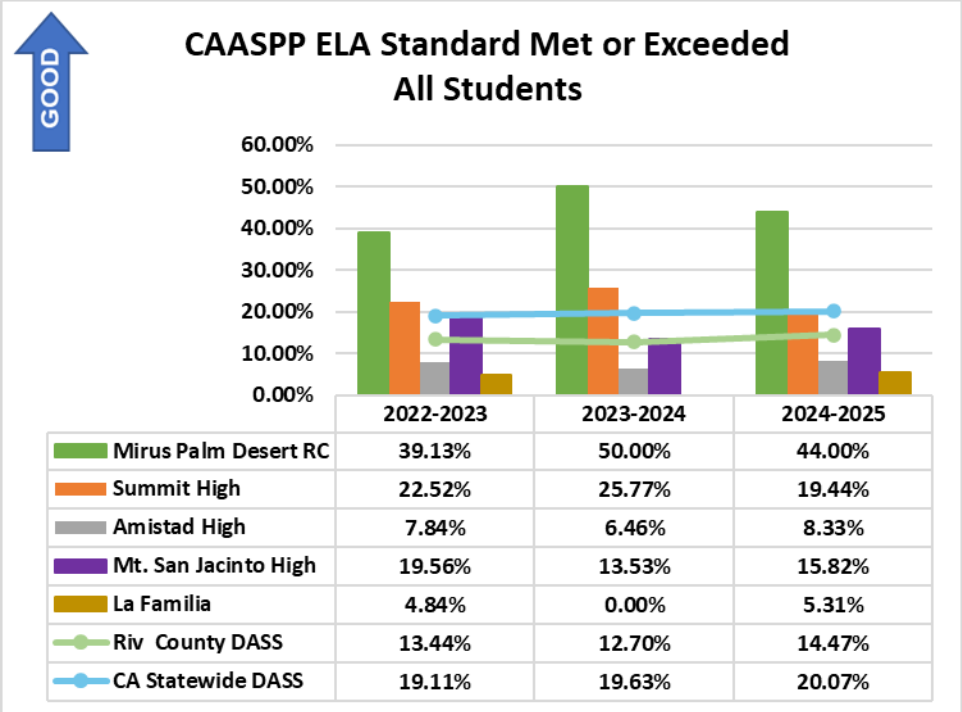
The Mirus CAASPP SBA Mathematics assessments Distance from Standard (DFS) results for students enrolled as of CBEDS, specifically those attending the Palm Desert Resource Center, were -148.2 DFS in 2023 and -100.6 DFS in 2024. These results were more than 40 points higher than the Riverside County DASS average and State DASS averages in 2023, and they exceeded these benchmarks by over 80 points in 2024. Furthermore, the Mirus Palm Desert Resource Center outperformed other DASS schools within the same community—namely Summit High, Amistad High, Mt. San Jacinto High, and La Familia—on the CAASPP Mathematics DFS in both 2023 and 2024.

CAASPP Dashboard Academic Indicator Math DFS--Grade 11			
	2022-2023	2023-2024	2024-2025
Mirus Palm Desert RC	**-168.7**	**-78.6**	**-126.6**
Summit High	-152.8	-181.8	-200.9
Amistad High	-231.9	-215.8	-207.5
Mt. San Jacinto High	-192.2	-195.3	-171.9
La Familia	-214.8	-267.9	-224.4
Riverside County DASS	**-197.2**	**-194.7**	**-193.4**
CA Statewide DASS	**-192.8**	**-183.1**	**-175.2**

DFS based on CBEDS Students

2023 n size = 10
2024 n size = 14
2025 n size = 8

Mirus' CAASPP SBA Mathematics assessments showed a Distance from Standard (DFS) of -168.7 for Grade 11 students in 2023 and -78.6 for Grade 11 students in 2024 at the Palm Desert Resource Center. These scores were over 24 points higher than the Riverside County and State DASS averages in 2023 and exceeded them by more than 105 points in 2024. The Palm Desert RC Grade 11 Math DFS outperformed three of four comparable DASS schools in 2023 and all four in 2024.



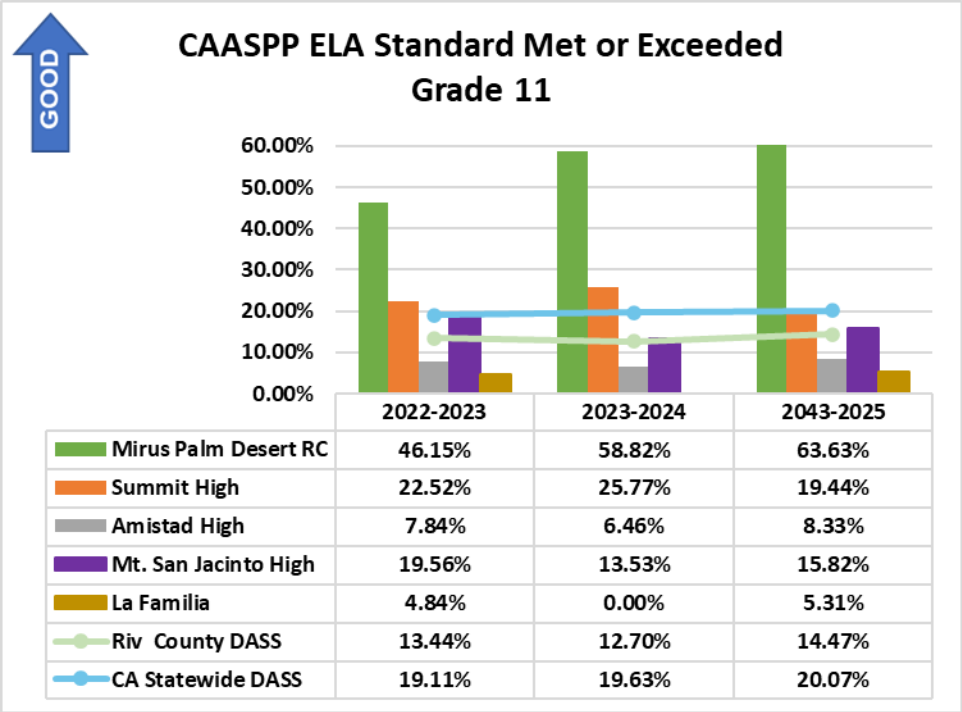
	2022-2023	2023-2024	2024-2025
Mirus Palm Desert RC	39.13%	50.00%	44.00%
Summit High	22.52%	25.77%	19.44%
Amistad High	7.84%	6.46%	8.33%
Mt. San Jacinto High	19.56%	13.53%	15.82%
La Familia	4.84%	0.00%	5.31%
Riv County DASS	13.44%	12.70%	14.47%
CA Statewide DASS	19.11%	19.63%	20.07%

Proficiency based on enrolled students
2023 n size = 23
2024 n size = 30
2025 n size = 25

CAASPP SBA ELA results are published by the CDE on the CAASPP Results website. These results include all students who were enrolled on the first day of testing versus continuously enrolled students accounted for in the Distance from Standard calculations. Students are proficient if they receive a performance level of Standard Met or Standard Exceeded.

Mirus' target for English Language Arts (ELA) Proficiency (Standard Met or Exceeded) is for students enrolled as of the first day of the school CAASPP window to either exceed the local county DASS schools' Average proficiency in ELA or exceed the state DASS schools' average.

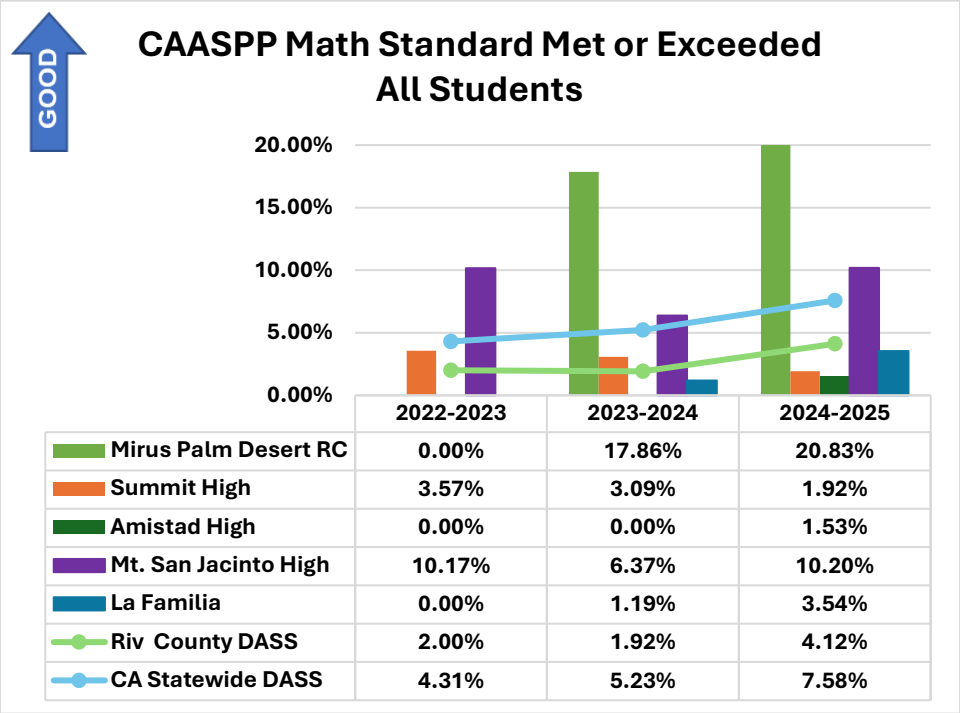
In 2023, 2024 and 2025, Mirus' Palm Desert RC surpassed both the Riverside County DASS Average and the State DASS Average for ELA Proficiency. Additionally, Mirus Palm Desert RC outperformed other DASS schools in the same community, including Summit High, Amistad High, Mt. San Jacinto High, and La Familia, on CAASPP ELA proficiency in both 2023, 2024 and 2025.



	2022-2023	2023-2024	2043-2025
Mirus Palm Desert RC	46.15%	58.82%	63.63%
Summit High	22.52%	25.77%	19.44%
Amistad High	7.84%	6.46%	8.33%
Mt. San Jacinto High	19.56%	13.53%	15.82%
La Familia	4.84%	0.00%	5.31%
Riv County DASS	13.44%	12.70%	14.47%
CA Statewide DASS	19.11%	19.63%	20.07%

Proficiency based on enrolled students
2023 n size = 13
2024 n size = 17
2025 n size = 11

In 2023, 2024, and 2025, Mirus' Palm Desert RC Grade 11 ELA Proficiency exceeded both Riverside County and State DASS averages. Additionally, the Palm Desert RC Grade 11 students outperformed peers at other local DASS schools, including Summit High, Amistad High, Mt. San Jacinto High, and La Familia, on CAASPP ELA proficiency.



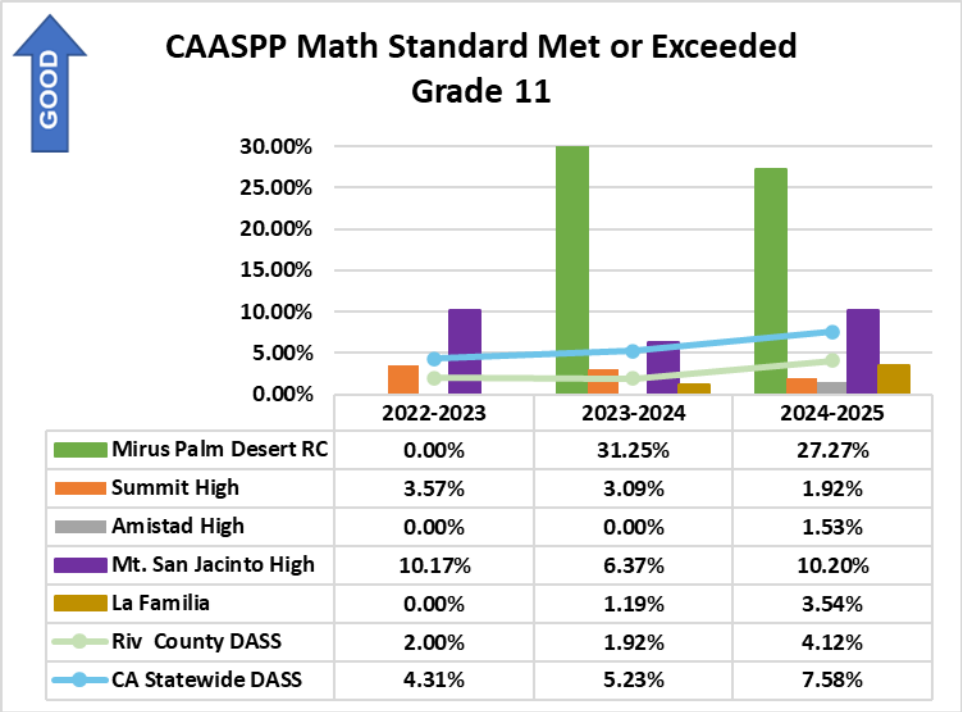
	2022-2023	2023-2024	2024-2025
Mirus Palm Desert RC	0.00%	17.86%	20.83%
Summit High	3.57%	3.09%	1.92%
Amistad High	0.00%	0.00%	1.53%
Mt. San Jacinto High	10.17%	6.37%	10.20%
La Familia	0.00%	1.19%	3.54%
Riv County DASS	2.00%	1.92%	4.12%
CA Statewide DASS	4.31%	5.23%	7.58%

Proficiency based on enrolled students
2023 n size = 23
2024 n size = 28
2025 n size = 24

CAASPP SBA Mathematics results are published by the CDE on the CAASPP Results website. These results include all students who were enrolled on the first day of testing versus continuously enrolled students accounted for in the Distance from Standard calculations. Students are proficient if they receive a performance level of Standard Met or Standard Exceeded.

Mirus' target for Mathematics Proficiency (Standard Met or Exceeded) is for students enrolled as of the first day of the school CAASPP window to either exceed the local county DASS schools' Average proficiency in Mathematics or exceed the state DASS schools' average.

In 2024 and 2025, Mirus' Palm Desert RC demonstrated tremendous growth in Math Proficiency, surpassing both the Riverside County DASS Average and the State DASS Averages. Additionally, Mirus Palm Desert RC outperformed other DASS schools in the same community, including Summit High, Amistad High, Mt. San Jacinto High, and La Familia, on CAASPP Math proficiency in 2024 and 2025.



	2022-2023	2023-2024	2024-2025
Mirus Palm Desert RC	0.00%	31.25%	27.27%
Summit High	3.57%	3.09%	1.92%
Amistad High	0.00%	0.00%	1.53%
Mt. San Jacinto High	10.17%	6.37%	10.20%
La Familia	0.00%	1.19%	3.54%
Riv County DASS	2.00%	1.92%	4.12%
CA Statewide DASS	4.31%	5.23%	7.58%

Proficiency based on enrolled students
2023 n size = 13
2024 n size = 16
2025 n size = 11

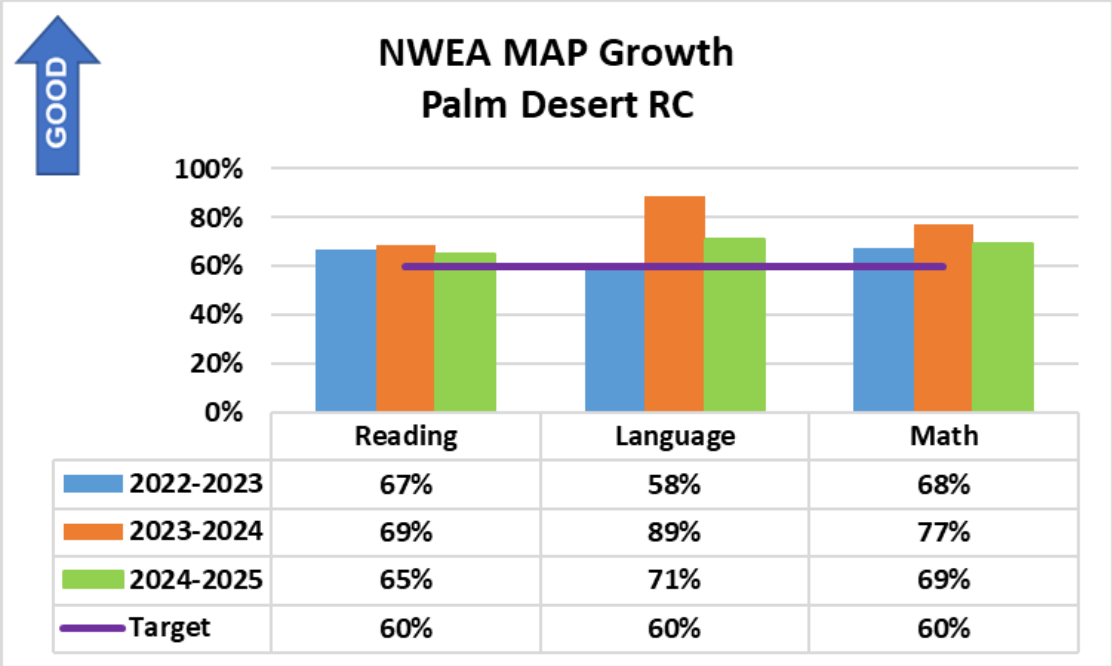
In 2024 and 2025, Mirus' Palm Desert RC results for Grade 11 Math Proficiency surpassed both the Riverside County DASS Average and the State DASS Average for Mathematics Proficiency. Additionally, Mirus Palm Desert RC's Grade 11 students outperformed other DASS schools in the same community, including Summit High, Amistad High, Mt. San Jacinto High, and La Familia, on CAASPP Math proficiency in 2024 and 2025.

Local Indicator	2023 Result	2024 Result	2025 Result
Basics: Teachers, Instructional Materials, Facilities	**Standard Met**	**Standard Met**	**Standard Met**
Implementation of Academic Standards	**Standard Met**	**Standard Met**	**Standard Met**
Parent and Family Engagement	**Standard Met**	**Standard Met**	**Standard Met**
Local Climate Survey	**Standard Met**	**Standard Met**	**Standard Met**
Access to a Broad Course of Study	**Standard Met**	**Standard Met**	**Standard Met**

California Dashboard Local Indicators apply to the entire school, including ALL locations and Resource Centers.

As a part of Mirus, the Palm Desert RC is included in meeting each of the Local Indicators in 2023, 2024, and 2025.

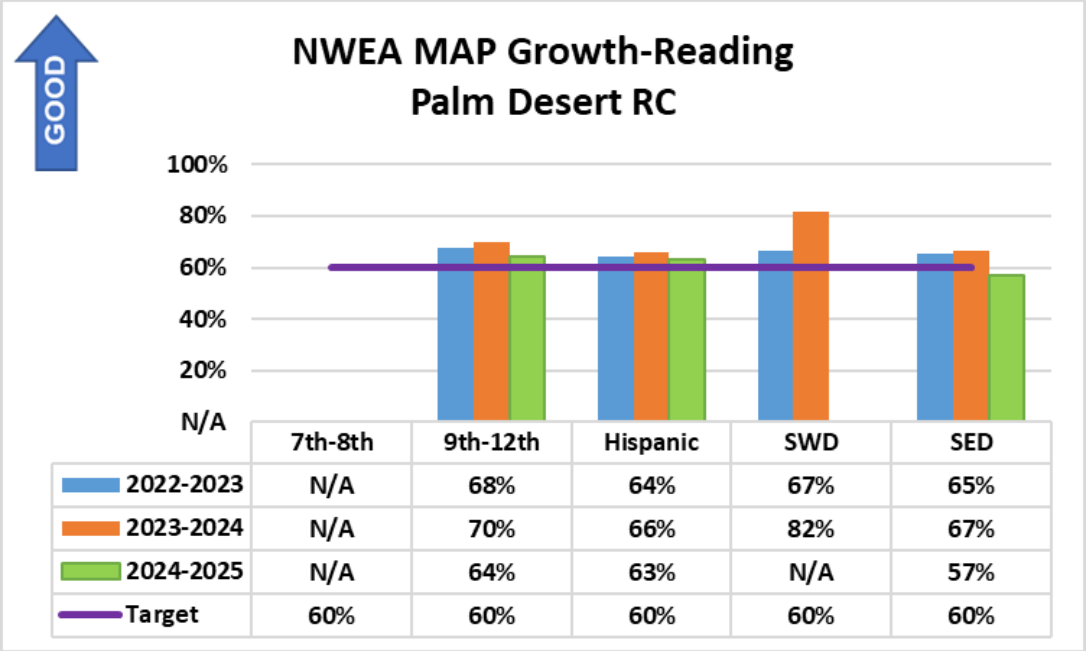
In addition to the mandated state assessments in ELA and math, Mirus utilizes the NWEA Measures of Academic Progress ("MAP") as a local assessment to evaluate student growth and performance in Reading, Language Usage and Mathematics. Once students are enrolled, the initial MAP survey assessment is administered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



	Reading	Language	Math
2022-2023	67%	58%	68%
2023-2024	69%	89%	77%
2024-2025	65%	71%	69%
Target	60%	60%	60%

Each year, Mirus administers the MAP Growth assessments in Reading, Language Usage, and Mathematics in the fall and spring semesters. Each year Mirus serves a new group of students making year-to-year comparisons, a one-year outcome as opposed to a longitudinal comparison. Students' fall assessment results are used to set growth targets and identify areas for improvement. These targets and areas are also used to plan and differentiate instruction throughout the year. Students are assessed again in the spring to determine students' growth from the Fall. Mirus' internal target for MAP growth is that 60% of students will meet their MAP growth target.

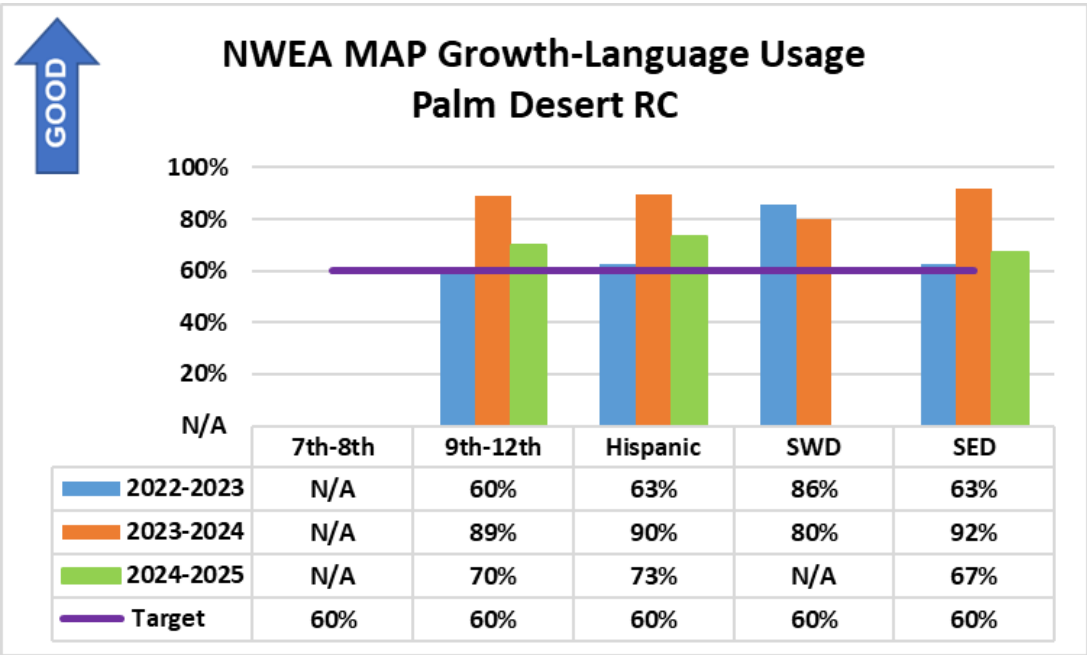
Mirus' Palm Desert RC surpassed this target in Reading, Language, and Math in 2023-24 and 2024-25 and for Reading and Math in 2022-23.



	7th-8th	9th-12th	Hispanic	SWD	SED
2022-2023	N/A	68%	64%	67%	65%
2023-2024	N/A	70%	66%	82%	67%
2024-2025	N/A	64%	63%	N/A	57%
Target	60%	60%	60%	60%	60%

N/A = fewer than 11 students

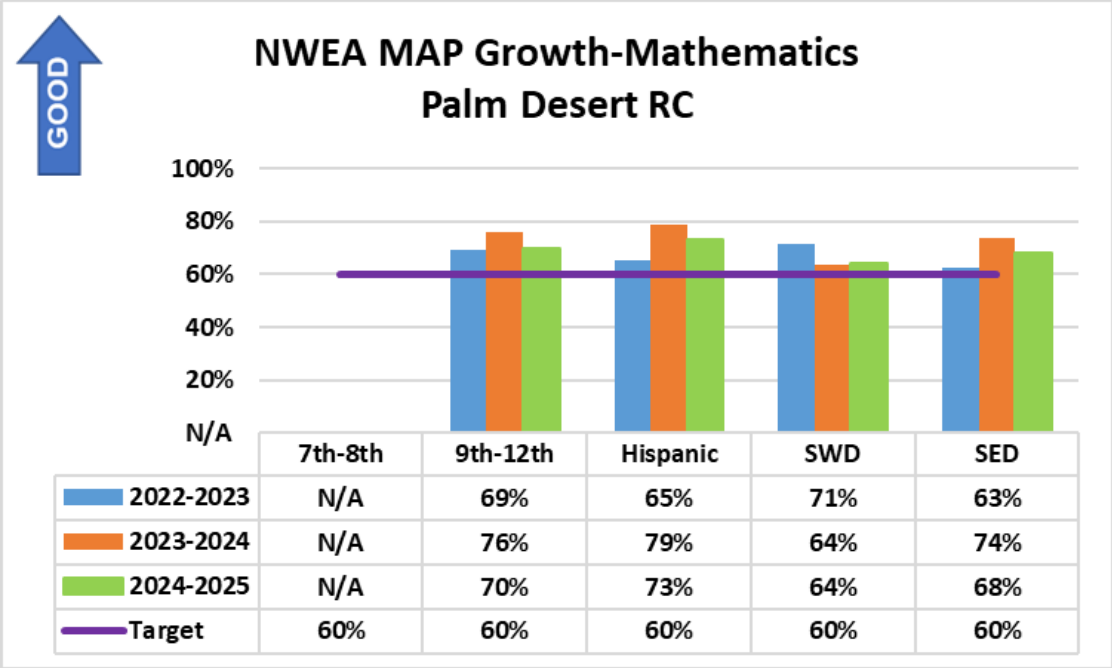
Mirus' Palm Desert RC met or exceeded the 60% the target for students in Grade 9-12, and for the largest enrolled demographic groups: Hispanic, SPED and Socioeconomically Disadvantaged students in 2023, 2024, and 2025 in Reading.



	7th-8th	9th-12th	Hispanic	SWD	SED
2022-2023	N/A	60%	63%	86%	63%
2023-2024	N/A	89%	90%	80%	92%
2024-2025	N/A	70%	73%	N/A	67%
Target	60%	60%	60%	60%	60%

N/A = fewer than 11 students

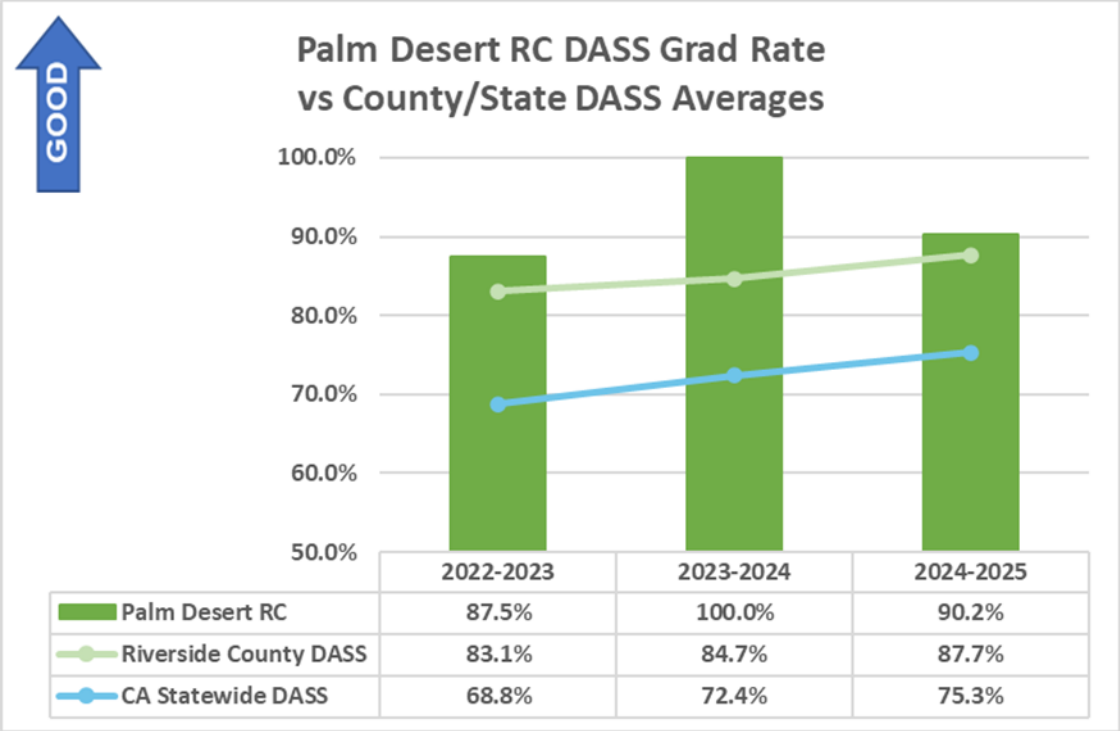
Mirus' Palm Desert RC met or exceeded the 60% the target for students in Grade 9-12, and for the largest enrolled demographic groups: Hispanic, SPED and Socioeconomically Disadvantaged students in 2023, 2024, and 2025 in Language



	7th-8th	9th-12th	Hispanic	SWD	SED
2022-2023	N/A	69%	65%	71%	63%
2023-2024	N/A	76%	79%	64%	74%
2024-2025	N/A	70%	73%	64%	68%
Target	60%	60%	60%	60%	60%

N/A = fewer than 11 students

Mirus' Palm Desert RC met or exceeded the 60% the target for students in Grade 9-12, and for the largest enrolled demographic groups: Hispanic, SPED and Socioeconomically Disadvantaged students in 2023, 2024, and 2025 in Mathematics.



	2022-2023	2023-2024	2024-2025
Palm Desert RC	87.5%	100.0%	90.2%
Riverside County DASS	83.1%	84.7%	87.7%
CA Statewide DASS	68.8%	72.4%	75.3%

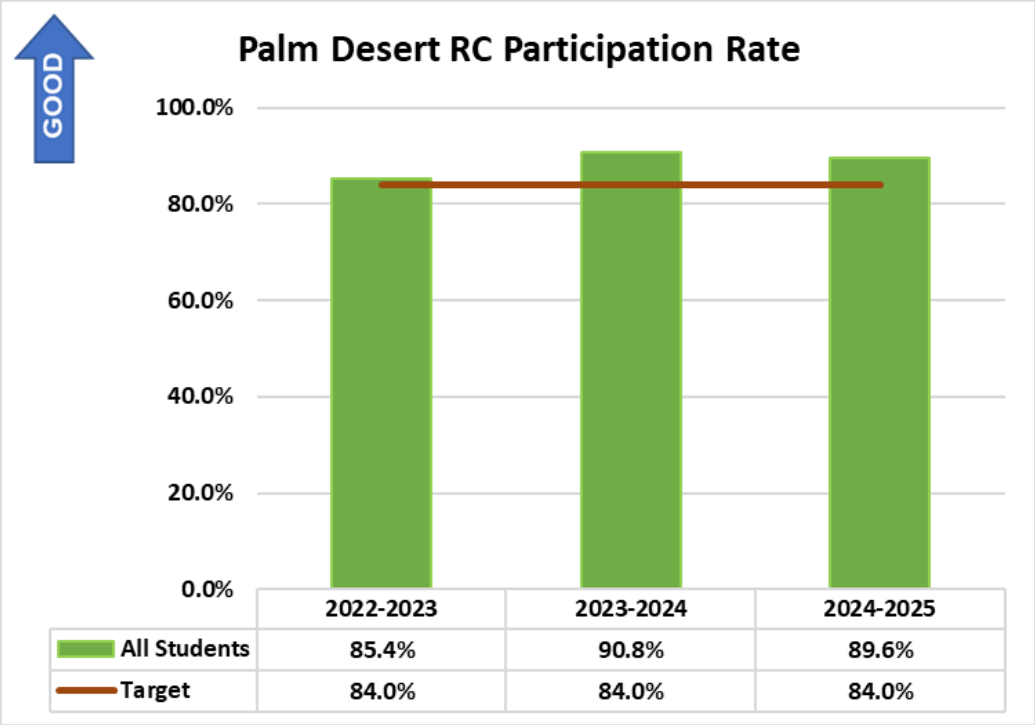
2023 n size = 24
2024 n size = 31
2025 n size = 41

The DASS Graduation Rate is one of the most closely monitored measures demonstrating the success of Mirus Secondary. Mirus set and maintains an internal target to at minimum equal or exceed the county DASS Schools average or the state DASS schools' average.

Mirus' Palm Desert RC achieved an 87.5% DASS 1-year Graduation Rate in 2022-23, a 100% rate in 2023-24 and a 90.2% rate in 2024-25. These outcomes exceeded the Riverside County DASS Graduation Rate and the Statewide DASS Graduation Rate each year.

Palm Desert RC One-Year Dropout Rate			
	2022-2023	2023-2024	2024-2025
All Students	1.1%	3.6%	2.3%
Target	5.0%	5.0%	5.0%

For Mirus Palm Desert RC students, the one-year dropout rate was 1.1% in 2022-23, 3.6% in 2023-24, and 2.3% in 2024-25, below the 5% target each year.



Mirus measures Participation Rates for students as an evaluation of student engagement and progress. Mirus' internal target for participation is set at 84% schoolwide.

The students at Mirus' Palm Desert RC had an 85.4% Participation rate in 2022-23, a 90.8% Participation rate in 2023-24 and a 89.6% Participation rate in 2024-25, exceeded the target each year.

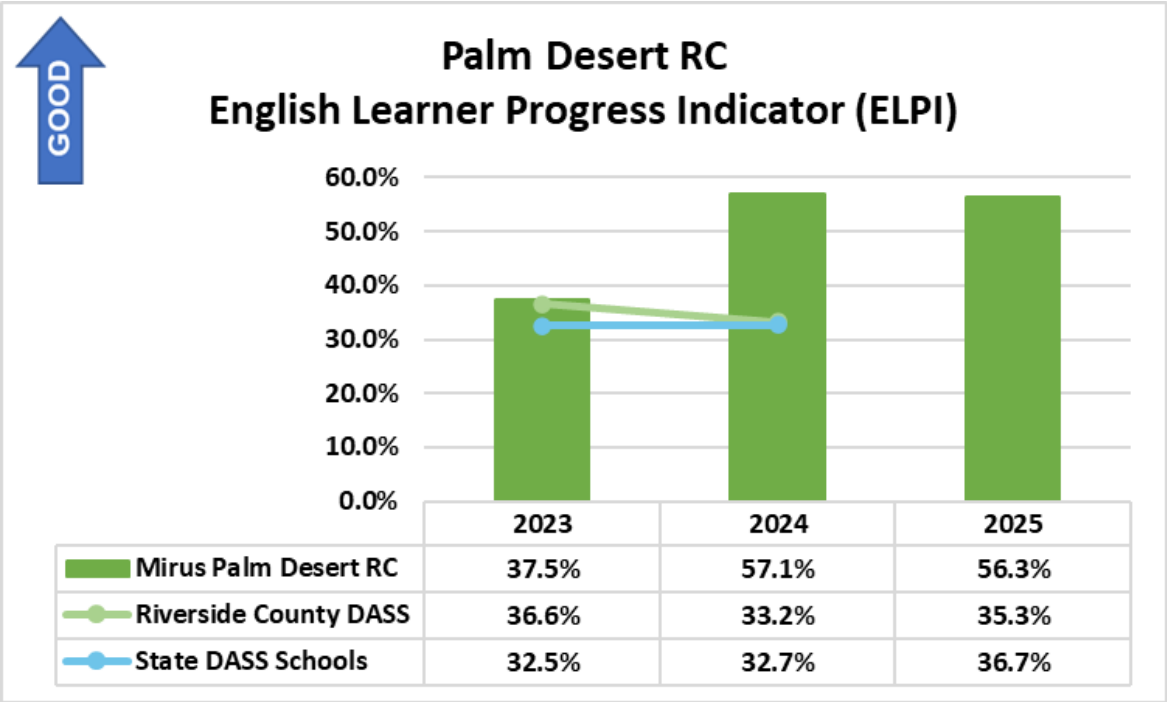
Suspension Data					
Year	Palm Desert RC Suspension Rate	Riverside County DASS Rate	State DASS Rate	Target	Target Met
2022-2023	**0.0%**	4.4%	3.9%	<1.5%	Yes
2023-2024	**0.0%**	4.8%	3.3%	<1.5%	Yes
2024-2025	**0.0%**	4.3%	3.2%	<1.5%	Yes

Mirus' resource centers provide students with an innovative and engaging educational setting that differs from a traditional environment. Mirus' resource centers and instructional model allow students to focus on academics and insulate students from behavioral triggers and distractions that may occur in a larger comprehensive environment. Mirus' internal target is to maintain a Suspension rate of 1.5% or less, the cutoff for achieving a Low Suspension rate on the California Dashboard.

In the 2022-23, 2023-24, and 2024-25 school years, the Mirus' Palm Desert RC had zero suspensions for a 0.0% suspension rate each year, compliant with the target of less than 1.5% Suspension rate. This rate was lower than the Riverside County DASS Rate and State DASS Rate for suspensions.

Expulsion Data					
Year	Palm Desert RC Suspension Rate	Riverside County DASS Rate	State DASS Rate	Target	Target Met
2022-2023	0.0%	0.2%	0.1%	<1.0%	Yes
2023-2024	0.0%	0.2%	0.1%	<1.0%	Yes
2024-2025	0.0%	0.2%	0.1%	<1.0%	Yes

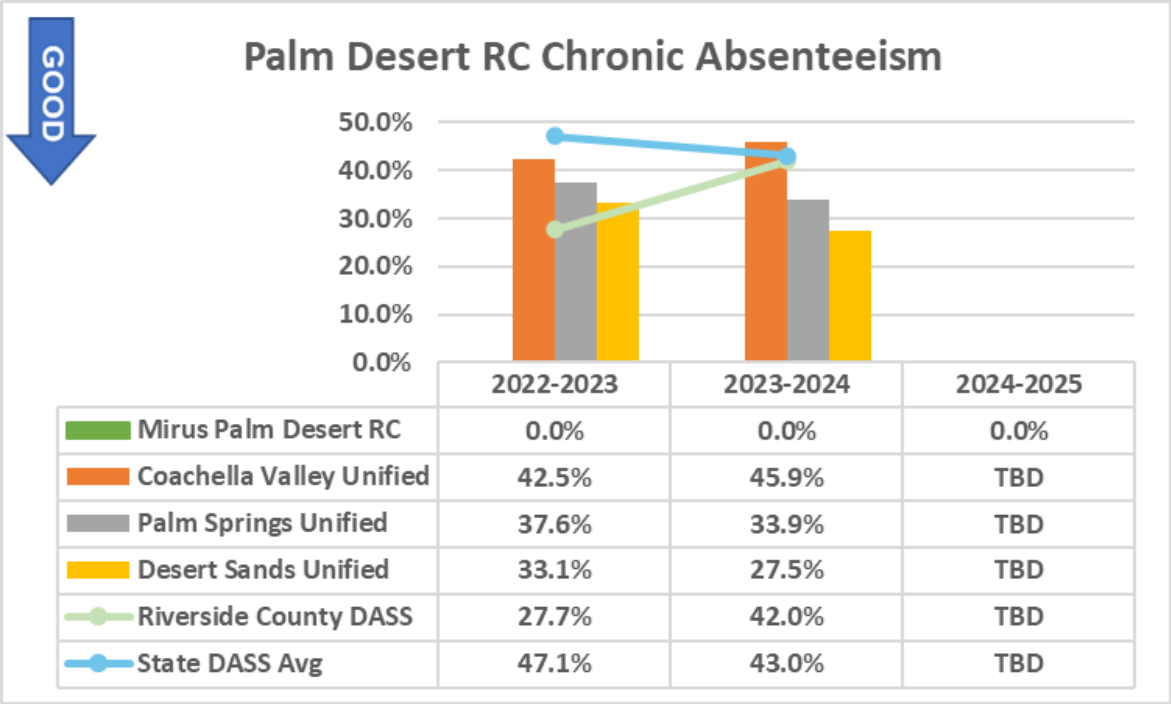
In both the 2022-23, 2023-24 and 2024-25 school years, Mirus' Palm Desert RC had zero expulsions for a 0.0% suspension rate each year compliant with the target of less than 1% Expulsion rate. This rate was also lower than the Riverside County DASS Rate and State DASS Rate for expulsions.



ELPI is based on ALL EL Students enrolled during ELPAC window
2023 n size = 8
2024 n size = 7
2025 n size = 16

The English Learner Progress Indicator (ELPI) is calculated based on a student's performance on the English Language Proficiency Assessment for California ("ELPAC"). Mirus set and maintains an internal target that the Charter School will either exceed the Local County DASS Schools average on the ELPI or the state DASS school's average school on the ELPI.

Mirus' Palm Desert RC exceeding both the Riverside County DASS Schools average and the State DASS Schools average on the ELPI in 2023, 2024 and 2025. Mirus' Palm Desert RC also demonstrated 19% growth in ELPI outcomes for English Learners from 2023 to 2025.

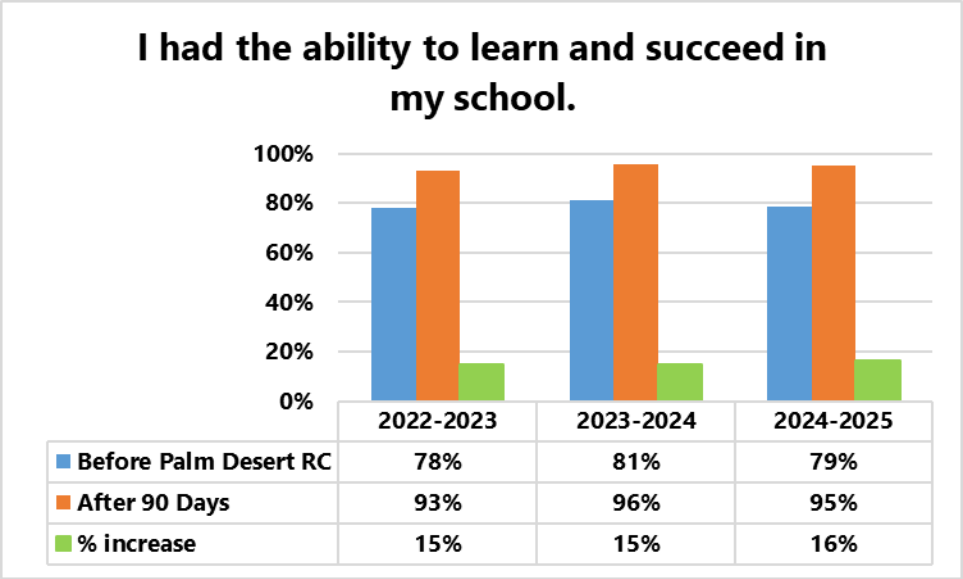


	2022-2023	2023-2024	2024-2025
Mirus Palm Desert RC	0.0%	0.0%	0.0%
Coachella Valley Unified	42.5%	45.9%	TBD
Palm Springs Unified	37.6%	33.9%	TBD
Desert Sands Unified	33.1%	27.5%	TBD
Riverside County DASS	27.7%	42.0%	TBD
State DASS Avg	47.1%	43.0%	TBD

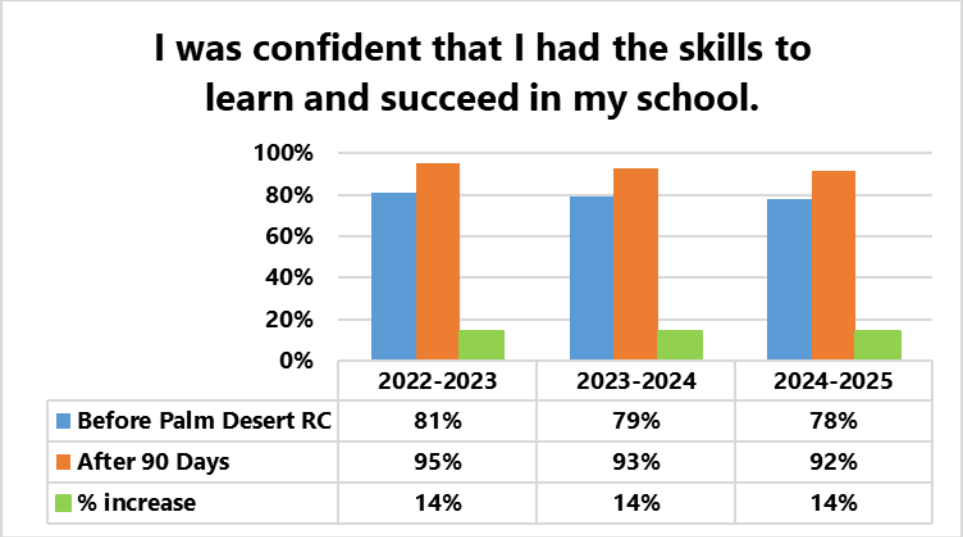
Chronic Absenteeism is a K-8 Dashboard Measure
TBD = as of November 5th, 2025, the California Dashboard and the 2025 CDE Chronic Absenteeism Data File have not been released
2023 n size = 11
2024 n size = 16
2025 n size = 16

On the California School Dashboard, schools that serve kindergarten (K) through grade eight students receive a Chronic Absenteeism Indicator. This indicator represents the percentage of students who were absent for 10 percent or more of the instructional days they were enrolled to attend. Mirus set and maintains a target to either exceed the Local County DASS Schools average or the state DASS school's average for Chronic Absenteeism. *For most state indicators, the desired outcome is to have a high percentage of performance. However, for the Chronic Absenteeism Indicator, the desired outcome is reversed, and the goal is to achieve a low chronic absenteeism rate.*

For K-8 students at Mirus' Palm Desert RC, the Chronic Absenteeism Rate was 0% in 2023, 2024, and 2025, significantly lower than the local school districts, as well as lower than the Riverside County DASS Rate and State DASS Rate for Chronic Absenteeism.



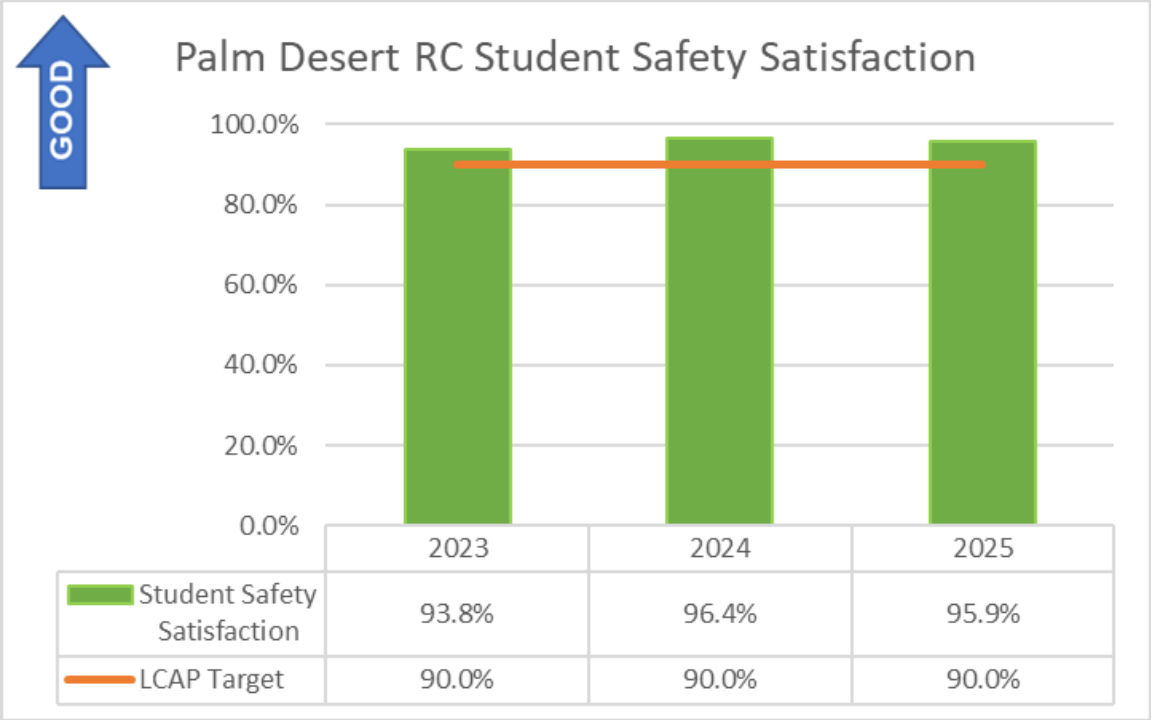
	2022-2023	2023-2024	2024-2025
Before Palm Desert RC	78%	81%	79%
After 90 Days	93%	96%	95%
% increase	15%	15%	16%



	2022-2023	2023-2024	2024-2025
Before Palm Desert RC	81%	79%	78%
After 90 Days	95%	93%	92%
% increase	14%	14%	14%

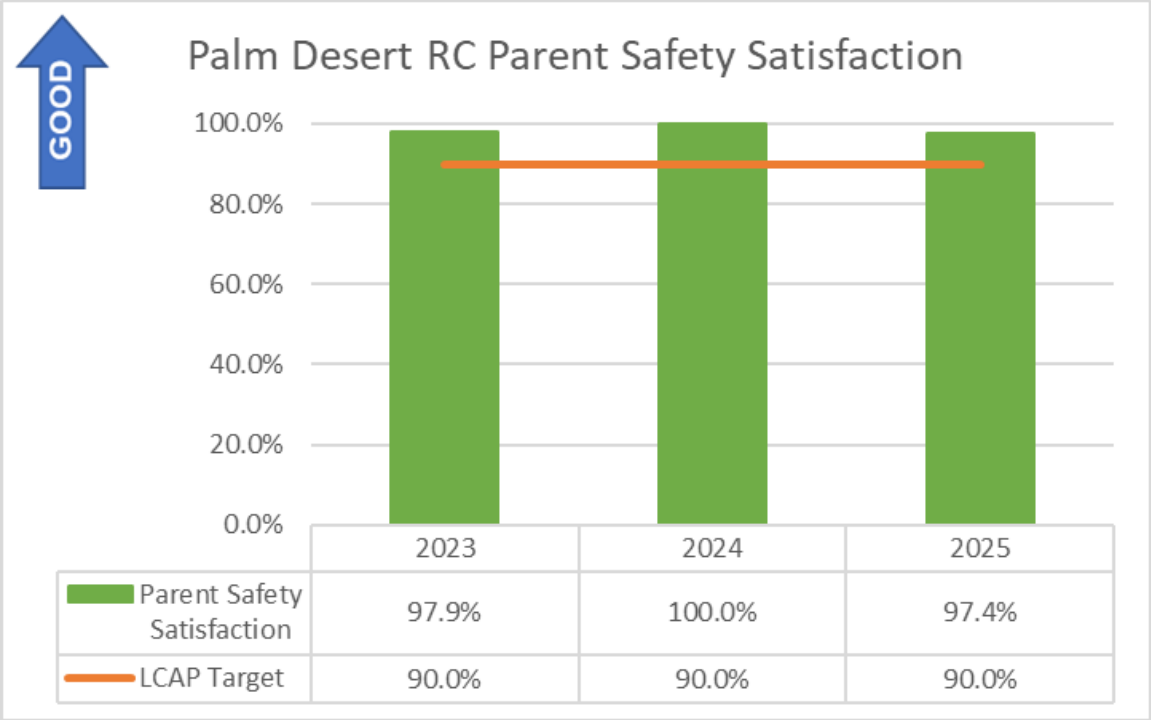
Mirus set and maintains a target that new students will achieve a 90% or higher rating on Confidence Survey questions after 90 days of enrollment at Mirus.

Overall, students at Mirus Palm Desert RC reported an average 15% increase in confidence in their ability to learn and succeed in school, and a 14% increase in their confidence in possessing the skills necessary to learn and succeed in school after 90 days of enrollment. Outcomes on both measures exceeded the 90% target in 2022-23, 2023-24 and 2024-25.



Mirus surveys students annually to ensure that the Charter School is meeting their needs. One of these methods is through the Student Engagement Survey. This survey is administered to provide opportunities for meaningful and actionable feedback. Being provided with a safe environment and supportive school culture is a key requirement of students. Mirus' goal is to maintain a 90% rating from students in safety satisfaction.

Disaggregated specifically for the Palm Desert RC, 93.8% of students in 2023, 96.4% in 2024, and 95.9% in 2025 reported they feel the Resource Center provides a safe and supportive environment.



Mirus surveys parents annually to ensure that the Charter School is meeting their needs. One of these methods is through the Parent Engagement Survey. This survey is administered to provide opportunities for meaningful and actionable feedback. Being provided with a safe environment and supportive school culture is a key requirement parents want for their child. Mirus' goal is to maintain a 90% rating from parents in safety satisfaction.

Disaggregated specifically for the Palm Desert RC, 97.9% of parents in 2023, 100% in 2024, and 97.4% in 2025 reported they feel that their child is learning in a safe and supportive environment.

APPENDIX QQ

INDEPENDENT STUDY POLICY AND SAMPLE MASTER AGREEMENT

3120 Independent Study
Approved: June 11, 2002
Amended: March 4, 2008; September 1, 2009; December 7, 2011; June 29, 2015; September 24, 2015; August 30, 2016; April 27, 2018; June 23, 2021; July 29, 2021; October 20, 2021; August 31, 2022**;** February 28, 2024; June 24, 2025; June 25, 2026

The Board of Directors of Altus Schools Southern California, a California nonprofit public benefit corporation operating Audeo Charter School II, Altus Schools Riverside County, Altus Schools East County, Altus Schools Mirus, Altus Schools North County, and Altus Schools South Bay, hereafter collectively referred to as "Charter School" or "School", hereby adopt this independent study policy. Charter School shall offer independent study to meet the educational needs of pupils enrolled in the Charter School Independent study is an optional educational alternative in which no pupil may be required to participate and is designed to teach knowledge and skills of the core curriculum. The Charter School shall provide appropriate existing services and resources to enable pupils to complete their independent study successfully. The following written policies have been adopted by the TCS Board of Directors for implementation at Charter School:

1. For students in all grades and programs offered by the Charter School (Transitional Kindergarten through 12) the maximum length of time that may elapse between the date an assignment is made and the date that assignment is due shall be **20 school days.**
2. The Deputy Superintendent School Services and Founding Director or designee shall conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study upon the following triggers:

   a. When any student in grades K-12 misses two or more assignments during any period of 20 school days.

   b. In the event a student's educational progress falls below satisfactory levels as determined by the Charter School's Multi-Tiered System of Supports (MTSS). which considers ALL the following indicators:

      i. The pupil's achievement and engagement in the independent study program, as indicated by the pupil's performance on applicable pupil-level measures of pupil achievement and pupil engagement set forth in Education Code Section 52060(d) paragraphs (4) and (5).
      ii. The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.
      iii. Learning required concepts, as determined by the supervising teacher.
      iv. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.

   Teachers and certificated staff use MTSS to enhance student comprehension of content by providing remediation strategies. MTSS that focuses on aligning initiatives and resources to address the needs of all students. It is a comprehensive framework that aligns academic, behavioral, and social-emotional learning in a fully integrated system of support for the benefit of all students. MTSS offers the potential to create systematic change through intentional

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

A written record of the findings of any evaluation made pursuant to this subdivision shall be treated as a mandatory interim pupil record. The record shall be maintained for a period of three years from the date of the evaluation and, if the pupil transfers to another California public school, the record shall be forwarded to that school.

3. The Charter School shall provide content aligned to grade level standards that is substantially equivalent to in-person instruction. For high school grade levels this shall include access to all courses offered by the Charter School for graduation and approved by the UC or CSU as credible under the A-G admissions criteria.

4. The Charter School has adopted tiered reengagement strategies for the following pupils:
    a. all pupils who are not generating attendance for more than 10 percent of required minimum instructional time over four continuous weeks of the Charter School's approved instructional calendar;
    b. pupils found not participatory in synchronous instructional offerings pursuant to Education Code Section 51747.5 for more 50 percent of the scheduled times of synchronous instruction in a school month as applicable by grade span; or
    c. pupils who are in violation of the written agreement pursuant to Education Code Section 51747(g).

    These procedures shall include local programs intended to address chronic absenteeism, as applicable, with at least all of the following:

    a. Verification of current contact information for each enrolled pupil;
    b. Notification to parents or guardians of lack of participation within one school day of the recording of a non-attendance day or lack of participation;
    c. A plan for outreach from the Charter School to determine pupil needs including connection with health and social services as necessary. The Charter School developed trauma informed crisis response systems which are sensitive to the emotional needs of students and family members. A key component of the crisis response system is forging strong school-to-home relationships, centered on trust and two-way communication. Charter School staff, including administrators, teachers, education specialists, counselors, nurses and school psychologists remain connected with students and their families through in-person meetings, home visits, secure texts, emails, video conferences, and phone calls to conduct informal conversations focused on health and social-emotional needs. The Charter School continues to provide information to families in both English and Spanish regarding

community-based resources for health and wellness, food options, distance learning tools, and other basic needs;

d. A clear standard for requiring a pupil-parent-educator conference to review a pupil's written agreement and reconsider the independent study program's impact on the pupil's achievement and well-being, consistent with the policies adopted pursuant to paragraph (4) of subdivision (g) of Education Code Section 51747.

e. When the evaluation described above under paragraph 2.b. is triggered to consider whether remaining in independent study is in the best interest of the pupil, a pupil-parent-educator conference shall be required to review a pupil's written agreement and reconsider the independent study program's impact on the pupil's achievement and well-being. This conference shall be a meeting involving, at a minimum, all parties who signed the pupil's written independent study agreement.

5. The following plan shall be in place in accordance with Education Code Section 51747(e) for synchronous instruction and live interaction:

a. For pupils in transitional kindergarten through grade 3, inclusive, the plan to provide opportunities for daily synchronous instruction for all pupils throughout the school year by each pupil's teacher or teachers of record shall be as follows:

i. Synchronous instruction in Grades TK-3: Students have one or more daily opportunities for synchronous instruction in the following ways;

(1) In-person one-one-one tutoring from the teacher or teachers of record. This one-on-one support is focused on meeting the individual learning needs of the student. Teachers personalize conversations and assignments, adapt to the student's communication style, and gauge student's progress and mastery.

(2) In-person small group tutoring sessions from the teacher or teachers of record. Small group tutoring sessions consist of the teacher or teachers of record leading direct instruction, presentations, guided student practice, assessments and discussion periods.

(3) Virtual tutoring sessions from the teacher or teachers of record. Virtual tutoring sessions that incorporate interactive components such as; chat rooms, polls, surveys and shared documents. Students participate through live video, audio and meeting chats.

ii. Live interaction for Grades TK-3: General Education Teachers, Special Education Teachers, Certificated Teacher Resource, Counselors, and school health staff will interact with students through in-person meetings, virtual conferences, home visits, and telephonically to discuss academic progress and achievement, and educational needs. Teachers and certificated staff use these interactions to enhance student comprehension of content by providing remediation strategies. Live interactions also include social-emotional and behavior needs and availability of services and resources.

b. For pupils in grades 4-8, inclusive, the plan to provide opportunities for daily live interaction between the pupil and a certificated or non-certificated employee of the Charter School and at least weekly synchronous instruction for all pupils throughout the school year by each pupil's teacher or teachers of record shall be as follows:

i. Synchronous instruction in Grades 4-8: Students have one or more weekly opportunities for synchronous instruction in the following ways;

(1) In-person one-one-one tutoring from the teacher or teachers of record. This one-on-one support is focused on meeting the individual learning needs of the student. Teachers personalize conversations and assignments, adapt to the student's communication style, and gauge student's progress and mastery.
(2) In-person small group tutoring sessions from the teacher or teachers of record. Small group tutoring sessions consist of the teacher or teachers of record leading direct instruction, presentations, guided student practice, assessments and discussion periods.
(3) Virtual tutoring sessions from the teacher or teachers of record. Virtual tutoring sessions that incorporate interactive components such as; chat rooms, polls, surveys and shared documents. Students participate through live video, audio and meeting chats.

i. Live interaction for Grades 4-8: General Education Teachers, Special Education Teachers, Certificated Teacher Resource, Counselors, and school health staff will interact with students through in-person meetings, virtual conferences, home visits, and telephonically to discuss academic progress and achievement, educational needs, and college/career planning. Teachers and certificated staff use these interactions to enhance student comprehension of content by providing remediation strategies.

c. For pupils in grades 9-12, inclusive, the plan to provide opportunities for at least weekly synchronous instruction for all pupils throughout the school year by each pupil's teacher or teachers of record shall be as follows:

i. Synchronous instruction in Grades 9-12: Students have one or more weekly opportunities for synchronous instruction in the following ways;
(1) In-person one-one-one tutoring from the teacher or teachers of record. This one-on-one support is focused on meeting the individual learning needs of the student. Teachers personalize conversations and assignments, adapt to the student's communication style, and gauge student's progress and mastery.
(2) In-person small group tutoring sessions from the teacher or teachers of record. Small group tutoring sessions consist of the teacher or teachers of record leading direct instruction, presentations, guided student practice, assessments and discussion periods.
(3) Virtual tutoring sessions from the teacher or teachers of record. Virtual tutoring sessions that incorporate interactive components such as; chat rooms, polls, surveys and shared documents. Students participate through live video, audio and meeting chats.

ii. Live interaction for Grades 9-12: General Education Teachers, Special Education Teachers, Certificated Teacher Resource, Counselors, and school health staff will interact with students through in-person meetings, virtual conferences, home visits, and telephonically to discuss academic progress and achievement, educational needs, and college/career planning. Teachers and certificated staff use these interactions to enhance student comprehension of content by providing remediation strategies.

6. The following plan shall be utilized to transition pupils whose families wish to return to in-person instruction from independent study expeditiously, and, in no case, later than five instructional days: For parents who choose to return their student to a traditional school setting for more in-person instruction the school's student services department, including the school counselors, will assist parents in obtaining student records and contacting the new school to help with the transition.

7. A current written agreement/Master Agreement shall be maintained on file for each independent study pupil, including but not limited to, all of the following:

- The manner, time, frequency, and place for submitting a pupil's assignments, for reporting his or her progress, and for communicating with a pupil's parent or guardian regarding a pupil's academic progress.
- The objectives and methods of study for the pupil's work, and the methods utilized to evaluate that work.
- The specific resources, including materials and personnel, that will be made available to the pupil. These resources shall include confirming or providing access to all pupils to the connectivity and devices adequate to participate in the educational program and complete assigned work.
- A statement of the policies adopted pursuant to Education Code Section 51747 subdivisions (a) and (b) regarding the maximum length of time allowed between the assignment and the completion of a pupil's assigned work, the level of satisfactory educational progress, and the number of missed assignments allowed prior to an evaluation of whether or not the pupil should be allowed to continue in independent study.
- The duration of the independent study agreement, including beginning and ending dates for the pupil's participation in independent study under the agreement. No independent study agreement shall be valid for any period longer than one school year.
- A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the pupil upon completion. Students in grades K-5 are expected to complete work assigned in each core subject area, providing for at least one year's academic growth per year. Students in 6-12 are expected to earn one credit per month or 12 credits per year. Students choosing to graduate from the Charter School shall have earned 42 credits in specified courses for graduation.
- The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no pupil may be required to participate. In the case of a pupil who is referred or assigned to any school, class or program pursuant to Education Code Section 48915 or 48917, the agreement also shall include the statement that instruction

may be provided to the pupil through independent study only if the pupil is offered the alternative of classroom instruction.

- A statement detailing the academic and other supports that will be provided to address the needs of pupils who are not performing at grade level, or need support in other areas, such as English learners, individuals with exceptional needs in order to be consistent with the pupil's individualized education program or plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), pupils in foster care or experiencing homelessness, and pupils requiring mental health supports.
- Each written agreement shall be signed, prior to the commencement of independent study, by the pupil, the pupil's parent, legal guardian, or care giver, if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and the certificated employee designated as having responsibility for the special education programming of the pupil, as applicable. For purposes of this paragraph "caregiver" means a person who has met the requirements of Part 1.5 (commencing with Section 6550) of the Family Code.
- Written agreements may be signed using an electronic signature that complies with state and federal standards, as determined by the California Department of Education, that may be a marking that is either computer generated or produced by electronic means and is intended by the signatory to have the same effect as a handwritten signature. The use of an electronic signature shall have the same force and effect as the use of a manual signature if the requirements for digital signatures and their acceptable technology, as provided in Section 16.5 of the Government Code and in Chapter 10 (commencing with Section 22000) of Division 7 of Title 2 of the California Code of Regulations, are satisfied.
- If a new teacher takes over the supervising teacher, he or she shall sign an addendum. Any changes to the Master Agreement will be noted in an addendum agreement.
- The Master Agreement shall include subsidiary agreements such as the Assignment and Work Records. The independent study agreement for a student shall include a study plan that represents the same amount of study that would be required of a student in the classroom for the student's grade level for every school day covered by the agreement.

The Superintendent School Services and Founder or designee may establish regulations to implement this policy in accordance with the law.

Charter School shall comply with the Education Code sections 51745 through 51749.3 and the provisions of the Charter Schools Act of 1992 and the State Board of Education regulations adopted there under.

Students engaging in independent study must be residents of the county where the Charter School is authorized or an adjacent county.

Students who are 19 -22 years of age may engage in independent study through the regular high school program, apart from Adult Education, only if they have been continuously enrolled in public school upon turning 19 and without a break in enrollment since that time, and making satisfactory progress toward a high school diploma (or, if a student in special education, satisfactory progress in keeping with an IEP).

Each student's independent study shall be coordinated, evaluated, and carried out under the general supervision of a certificated employee.

DRAFT

Audeo Valley Charter
Master Agreement for Independent Study

Student:
Student Number:
Address:
Location:
1st Phone Number:
DOB:
Program Placement:

Contract Term: Full Year
Beginning Date:
End Date:
Year: 2025 - 2026
2nd Phone Number:
Grade Level:
School for Classroom Option:

Objective:
The student will complete the courses listed below. All course objectives will be consistent with the established program's governing board and are consistent with program standards as outlined in the program's subject/course descriptions. Assignment and Work Record (AWR) Forms will include additional descriptions of the major objectives and activities of the courses of study covered by this agreement including the evaluation of student work and are incorporated herein. The term "Course Value" (CV) refers to the number of credits (secondary education) or weeks of work (elementary education) the student will attempt.

Schedule	Category	Course Value

Methods of Study:
Specific methods of study will be designated on the Assignment and Work Record (AWR) and are incorporated herein. Examples of methods of study for the student will include: Independent Reading, Textbook Activities, Problem Solving, Study Projects, Drill & Practice, Experiential Learning, Computerized Curriculum, Web/Internet Research, Library Research, Field Trips, Resource Center Courses

Specific Resources:
The school will provide appropriate instructional materials and personnel necessary to the achievement of the objectives and must include resources that are normally available to all students on the same terms as the terms on which they are available to all. Assignments and specific resources will be designated on the Assignment and Work Record (AWR) and are incorporated herein.

Methods of Evaluation:
Academic evaluations will be designated on the Assignment and Work Record (AWR) and are incorporated herein. Other acceptable methods of evaluation include, but are not limited to: Teacher Made Tests, Student Conferences, Progress/Report Cards, Chapter/Unit Tests, Work Samples, Observations, Portfolios, State Standards Testing, Learning Journals, Presentations, Quizzes, Labs, Finals.

Students are required to report to their teacher as scheduled:
Manner of Reporting: Manner of Reporting: One-on-One, Small Group, Email, Online. Time: 1pm-4pm. Day: Tuesday/Thursday. Frequency: At Least Once Per Week. Duration: Full Year. Location: Audeo Valley Resource Center

Parent Guardian Communication:
Communication Strategies: The Charter School will communicate with parents, family members, and caregivers through multiple methods, including in-person meetings, home visits, secure texts, emails, progress reports, mailings, video conferences, and phone calls.

Voluntary Statement:
It is understood that independent study is a continuously voluntary educational alternative and that a classroom option is always available at the student's home district. Instruction may be provided for a student through independent study only if the student is offered the alternative of classroom instruction. Instruction may be provided for an EC sections 48915 (expulsion) or 48917 (suspended expulsion) pupil through independent study only if the pupil has the continuous choice of classroom instruction. EC Section 51747(g)(8); 5 CCR Section 11700(d)(2)(B).
Enrollment in Track A is not intended to be a short-term enrollment option. Enrollment in Track A presumes continuation into the new school year as indicated by the end date of the Master Agreement. It is in the best interest of our students to maintain their enrollment throughout the school year or until they graduate.

Board Policies:
According to the Board Policy for grades TK through 12, the maximum length of time allowed between when the assignment was made and the date the assignment is due is 20 school days, unless an exception is made in accordance with the Board Policy. After 3 missed assignments, as per Board Policy, an evaluation will be made to determine whether independent study is an appropriate strategy for this student.

Additional Board Policies:
Academic Content: The pupil shall engage in content provided by the Charter School which is aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction. For high school grade levels this shall include access to all courses offered by the Charter School for graduation and approved by UC or CSU as credible under the A-G admissions criteria. Technology Resources: The school will confirm or provide access to all pupils to the connectivity and devices adequate to participate in the educational program and complete assigned work. Educational Progress: The Charter School will utilize multiple indicators to determine if a student's educational progress falls below satisfactory levels, including: 1) The pupil's achievement and engagement in the independent study program, as indicated by the pupil's performance on applicable pupil-level measures of pupil achievement and pupil engagement, 2) The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments, 3) Learning required concepts, as determined by the supervising teacher, and 4) Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher. Statement of Academic and Other Supports for Special Populations: The Charter School shall utilize its MTSS process to address the needs of pupils who are not performing at grade level, or who need support in other areas, such as English Learners, pupils in foster care or pupils who are experiencing homelessness, and/or pupils requiring mental health support. The Charter School complies with the Individuals with Disabilities Education Act ("IDEA") and is committed to meeting the needs of individuals with exceptional needs in order to be consistent with the pupil's individualized education program ("IEP"). Policies, procedures, and guidelines are in place to ensure that pupils are identified, assessed, and provided a free appropriate public education in the least restrictive environment. The school complies with Section 504 of the federal Rehabilitation act of 1973 and is committed to providing equivalent access to and providing a free appropriate public education to all students with disabilities.

Additional Courses:
May be added to this agreement as needed if the agreement is re-signed and re-dated by the teacher and the student.

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

Student Name: Signature Date

Parent/Guardian/Caregiver Name: Signature Date

Teacher Name: Signature Date

Certificated employee responsible for the special education programming of the pupil as applicable Signature

Date

Audeo Valley Charter
Acknowledgement of Responsibilities

Student:
Student Number:
Address:
Location:
1st Phone Number:
DOB:
Program Placement:

Contract Term: Full Year
Beginning
End Date:
Year: 2025 - 2026
2nd Phone Number:
Grade Level:
School for Classroom Option:

Students Agreement/Responsibilities:

- I voluntarily request participation in this independent study program and have read and understand the terms of the master agreement.
- I will complete all course work outlined in the master agreement, and as assigned to me in the periodic Student Assignment and Work Record. I will engage in schoolwork Monday through Friday and will average no more than three and a half weeks or 20 school days to complete each course.
- I understand that by completing one course every three and a half weeks I will earn the same number of credits (12) as a student earns in a traditional school. If I wish to earn credits at an accelerated pace, I understand I must earn more than one credit (course) every three and a half weeks.
- I will attend my scheduled appointments with my teacher. I will arrive on-time and prepared with all course materials.
- I will be responsible for the care and return of all instructional materials, textbooks, and technology. I will take financial responsibility for lost or damaged materials.
- I will maintain honesty and integrity when completing all coursework, activities, tests, and evaluations. I will complete all assignments to the best of my ability and get help when I need it.
- I will take all closed-book and State-mandated tests & assessments to the best of my ability.
- I will cooperate with adults and other students, and I will respect the rights of others to learn and help to create a positive learning environment for everyone. I will not use profanity or make derogatory statements (“put-downs”) and agree to respecting the property of the school, the community, and others.
- I will follow all rules and procedures and will adhere to the dress code and cell-phone policy when attending school at a Resource Center.
- I will comply with the daytime loitering laws of my community.
- I will accept personal responsibility for using technology in acceptable ways and will report misuse to a teacher. I understand that violations to appropriate use of school technology as outlined in the Technology Student Use Contract in the student/parent handbook may result in the loss of access to the internet, the school’s computers, and/or school-issued email account, and possible disciplinary and/or legal action.
- Once I am 13 or older I will use Artificial Intelligence (AI) ethically and responsibly, respecting the rights, privacy, and dignity of others. I will partner with my teacher to use AI as a tool to learn, not just to produce content. I will not share personal or private information with artificial intelligence.
- I understand that the Suspension/Expulsion Policy outlined in the student/parent handbook is designed to make school a safe and supportive learning environment for staff and students and that there can be no acceptable reason for violating these rules.
- **I will read and adhere to the guidelines outlined in the student/parent handbook including, but not limited to, Dress Code Policy, Cell Phone Policy, Technology Student Use Contract, Suspension/Expulsion Policy, Graduation Requirements and Loitering Law Compliance.**

Parent/Legal Guardians Agreement:

I agree to the above conditions listed under Students Agreement/Responsibilities. I also understand that:

- I am responsible for the daily monitoring/verification of all subjects studied, with scheduled monitoring by the Independent Study Teacher.
- If I become aware of special or extenuating circumstances that will prohibit my student from turning in the assigned work by the due date or attending scheduled appointments, I will contact the Independent Study Teacher prior to the due-date or appointment to make alternative arrangements.
- I understand that it is my responsibility to provide any needed transportation for my student's scheduled appointments at a mutually agreed upon location reflected on the face of the master agreement and that lack of transportation is not an acceptable reason for failing to meet with the Independent Study Teacher. I have the right to appeal any decision about my student's placement in accordance with the school’s policies and procedures.
- I will hold high expectations for my student and will ensure my student attends appointments, on time, prepared, with work. I will regularly monitor my student's progress.
- I will regularly communicate with my student’s teacher about my student’s progress and/or any concerns. I will be available to the teacher, will return teacher calls in a timely manner, and will attend all conferences as requested by the teacher or designee.
- I will provide a place and adequate supervision for completion of schoolwork outside of a resource center. I will establish a

schedule with my student to ensure they are engaged in schoolwork Monday-Friday.
- I will ensure my student is present for, and ready to take, all closed-book and State-mandated tests/assessments.
- I will know and support school rules and the independent study definition of attendance (completed student work rather than time spent in a resource center).
- I will support my student by understanding student/parent rights and responsibilities. I will participate in decisions related to the education of my student when appropriate.
- I grant permission for my student to access the internet and use school computers. I give my student permission to use their email account and/or my personal email account to access school course planning software. I also accept responsibility for conveying acceptable standards for my student to follow when selecting, sharing, or exploring information and media. This permission shall be in effect for as long as the student is enrolled at The School and I may at any time revoke this permission by notifying the school in writing.
- I understand that my student may use artificial intelligence (AI) or artificial intelligence technologies if they are 13 or older to enhance educational experiences and support student learning. I also accept responsibility for conveying acceptable standards for my student to follow when selecting, sharing, or exploring information and media that may have been created with the help of Artificial Intelligence.
- I understand that the Suspension/Expulsion Policy outlined in the student/parent handbook is designed to make school a safe and supportive learning environment for staff and students and that there can be no acceptable reason for violating these rules.
- I will maintain respectful and open communication to school staff. I will always approach teachers and staff with respect, using polite language. I will be open to listening and considering their insights, and be prepared to collaborate on solutions, always keeping the best interests of the student in mind.
- **I will read and adhere to the guidelines outlined in the student/parent handbook including, but not limited to, Dress Code Policy, Cell Phone Policy, Technology Student Use Contract, Suspension/Expulsion Policy, Graduation Requirements, and Loitering Law Compliance.**

Independent Study Teachers Agreement:

- I will assign a body of work to be completed during the duration of this agreement and will evaluate work in a timely manner.
- I will give my students timely feedback on their work. I will keep the daily work on file for at least one month after each student completes a course.
- I will set high expectations for every student and use various teaching strategies to motivate and encourage all students.
- I will equitably enforce rules and provide a safe and supportive learning environment for all students.
- I will seek additional resources, such as peer coaching/tutoring, etc., to meet my student's academic needs.
- I will support my student's non-academic needs as it relates to their academic success. I will create a welcoming environment for students, families, and community members. I will provide opportunities for parents and/or legal guardians to volunteer, observe, and/or participate in resource center activities.
- I will regularly communicate student progress and academic credit earned with parents and/or legal guardians. I will be reasonably available to parents and/or guardians and will notify them of any concerns or problems in a timely manner.
- I will conduct home visits when intervention is needed to support student success. I will suggest ways that parents and/or legal guardians can support their student's learning.
- I will prepare students for closed-book and State-mandated tests/assessments with curriculum and instruction that will help students meet high standards within each subject.
- I will actively participate in school/site decision making.
- I will support ethical and responsible use of artificial intelligence (AI) as a learning resource for students 13 or older and communicate irresponsible or unsafe use of artificial intelligence with parents and/or legal guardians.

Graduation Requirements:

Students must complete all requirements adopted by the Board of Directors to receive a high school diploma. A comprehensive list of diploma/pathway options and requirements can be referenced in the student/parent handbook. I also understand that:

- Completion of 9th-12th grade course credits with a minimum of 2.0 GPA is required to receive a high school diploma.
- Graduating students must complete and present their Pathway Exhibition portfolio (or equivalent) by the **3rd Friday in April.**
- All required coursework and credits must be completed by the **2nd Friday in May** to be eligible to participate in the June graduation ceremony.
- Attendance at a Senior Exit Orientation is mandatory for all graduating students with a parent/guardian if they plan to participate in the June graduation ceremony.
- University of California a-g approved courses and NCAA approved courses are offered across the curriculum and are available to all students. Advanced Placement, Career & Technical Education (CTE), Articulated, and Early College Credit courses are also available to all students.

We, the undersigned, understand and voluntarily agree to the terms and conditions of this Independent Study agreement. Our signatures below indicate that we voluntarily participated in the establishment of these Agreements/Responsibilities and that we understand and accept our responsibilities in relation to this document.

Student Name: Signature Date

Parent/Guardian/Caregiver Name: Signature Date

Teacher Name: Signature Date

Other Signature Date

APPENDIX RR

BOARD TRAINING CERTIFICATES

Certificate of Completion

Chris Gordon

2-hours | October 29 & November 5, 2025

Governance with Integrity: Ethics Training for Charter School Boards

Meeting requirements of California Government Code Sections 53234-53235.2 | AB 1234 and AB 2158

YM&C

YOUNG · MINNEY · CORR LLP

Paul C. Minney, Founder/Partner

Certificate of Completion

Cristina Stevens

2.5 hours | November 18, 2025

ASSC Special Board Workshop Part I & 2

YM&C

YOUNG · MINNEY · CORR LLP

Paul C. Minney, Founder/Partner

Certificate of Completion

Jim Herr

2-hours | October 29 & November 5, 2025

Governance with Integrity: Ethics Training for Charter School Boards

Meeting requirements of California Government Code Sections 53234-53235.2 | AB 1234 and AB 2158

YM&C

YOUNG · MINNEY · CORR LLP

Paul C. Minney, Founder/Partner

Certificate of Completion

Wayland Meyers

2-hours | October 29 & November 5, 2025

Governance with Integrity: Ethics Training for Charter School Boards

Meeting requirements of California Government Code Sections 53234-53235.2 | AB 1234 and AB 2158

YM&C

YOUNG · MINNEY · CORR LLP

Paul C. Minney, Founder/Partner

APPENDIX SS

MEMORANDUM OF UNDERSTANDING REGARDING OPERATIONS

DocuSign Envelope ID: 47C991BF-9AE4-46BC-8807-6BF4772880E0

MEMORANDUM OF UNDERSTANDING
REGARDING OPERATIONS

This Memorandum of Understanding regarding operations ("MOU"), dated for reference purposes as of July 1, 2022, is entered into by Student Success Programs, a California nonprofit public benefit corporation ("SSP") and Audeo Charter Schools, a California nonprofit public benefit corporation ("Audeo"). SSP and Audeo may each be referred to herein individually as a "Party" or collectively as the "Parties."

RECITALS

WHEREAS, each of the Parties is engaged in the business of providing educational services on a nonprofit basis and has benefited in the past from collaborating with the other Parties in various respects, each Party finding such cooperation to be both convenient and beneficial to its individual nonprofit purpose of furthering education, providing educational services, and otherwise serving its stakeholders; and

WHEREAS, the Parties have previously shared the use of a common facility, owned by SSP, and wish to continue doing so in a manner that more clearly sets forth the individual Parties' rights and obligations under such an arrangement and for that purpose have entered into an agreement entitled "Facility Sharing Agreement," which the Parties executed on July 1, 2022 (hereinafter the "Facilities Agreement") a copy of which is attached hereto as **EXHIBIT A** and incorporated herein by reference; and

WHEREAS, the Parties have previously shared the use of intellectual property assets and wish to continue doing so in a manner that more clearly sets forth the individual Parties' rights and obligations under such an agreement and for that purpose have entered into an agreement entitled "Intellectual Property Agreement," which the Parties executed on July 1, 2022 (hereinafter, the "IP Agreement") a copy of which is attached hereto as **EXHIBIT B** and incorporated herein by reference; and

WHEREAS, the Parties share certain separately employed leadership personnel and employees, and wish to continue under such an arrangement with the obligations, rights, procedures, and rules of conduct necessary to coordinate such an arrangement more clearly set forth below; and

WHEREAS, the Parties intend that each of the two above-referenced agreements (collectively referred to herein as the "Coordination Agreements") will constitute part of a unified framework for coordinating the collaborative efforts of the Parties going forward and shall be mutually enforceable against any Party in case of breach;

NOW THEREFORE, in consideration of the mutual promises, covenants, and agreements set forth herein, the sufficiency of which is acknowledged, the Parties hereby agree as follows:

1. **Recitals**. The foregoing recitals are true and reflect the Parties' mutual understanding and intent in executing this MOU and are hereby incorporated and made a part of this MOU by reference.

2. **Agreements**. Each Party hereto is a party to the Facilities Agreement and IP Agreement. Violation of the terms of any of these Coordination Agreements by a Party shall constitute a violation of this MOU.

3. **Term**. This MOU is in effect as of the signature date of the last Party to execute it. This MOU shall remain in effect until any of the Coordinating Agreements is terminated by its own terms or by operation of law.

DocuSign Envelope ID: 47C991BF-9AE4-46BC-8807-6BF4772880E0

4. **Notices**. All Notices given in connection with this Agreement shall be in writing. Services of such notices shall be deemed complete (a) if hand delivered, on the date of delivery, (b) if by mail, on the fourth business day following the day of deposit in the United States mail, by certified or registered mail, first-class postage prepaid, or (c) if sent by FedEx or equivalent courier service via overnight delivery, on the next business day. Such notices shall be addressed to the Parties at the following addresses or at such other address for a Party as shall be specified by like notice (except that notices of change of address shall be effective upon receipt):

   If to SSP:
   Student Success Programs, Inc.
   10170 Huennekens Street
   San Diego, CA 92121
   Attn: Chairperson of the Board

   If to Audeo:
   Audeo Education, Inc.
   10170 Huennekens Street
   San Diego, CA 92121
   Attn: Chairperson of the Board

5. **Governing Law**. This MOU shall be governed by, and construed in accordance with, the laws of the State of California.

6. **Amendment**. This MOU may be amended or supplemented at any time, provided that any such amendment or supplement shall be made in writing and signed by each of the Parties.

7. **Assignment**. This MOU shall be binding upon, and shall insure to the benefit of, the Parties and their respective successors and permitted assigns. This MOU, and the rights, duties, obligations, and privileges hereunder may not be assigned by any Party without the prior written consent of the remaining Parties, which will not be unreasonably withheld, and any attempted assignment without such prior written consent shall be null and void.

8. **Entire Agreement**. This MOU and the Coordinating Agreements, which are attached and incorporated herein by reference, constitute the entire agreement between the Parties relating to the subject matter covered herein and by the Coordinating Agreements.

9. **Counterparts**. This MOU may be executed in any number of counterparts, each of which shall be deemed to be an original but all which together will constitute but one agreement. This MOU may be executed by original signature, and/or signature originally signed by hand but transmitted via email (e.g., by scanned .pdf) or facsimile, which signature shall be considered as valid and binding as an original signature and delivery of such executed counterpart signature page by facsimile or email shall be as effective as executing and delivering this MOU in the presence of the other Parties to this MOU.

10. **Severability**. If any clause or provision of this MOU is illegal, invalid, or unenforceable under present or future law effective and applicable to this MOU, then and in that event it is the intention of the Parties that the remainder of the MOU shall not be affected thereby, and it is also the intention of the Parties that, in lieu of each clause or provision of this MOU that is illegal, invalid, or

DocuSign Envelope ID: 47C991BF-9AE4-46BC-8807-6BF4772880E0

unenforceable, there be added, as a part of this MOU, a clause or provision as similar in terms to such illegal, invalid, or unenforceable clause or provision as may be possible and be legal, valid, and enforceable.

11. **Section Headings**. The section headings contained herein are for convenience only and are in no way intended to describe, interpret, define, or limit the scope, extent, or intent of this MOU or any provision thereof. Words such as "herein," "hereof," "hereinafter," and "hereby" when used in this MOU refer to this MOU as a whole, unless otherwise required by the context.

STUDENT SUCCESS PROGRAMS

By: _____
Name: Leendert Hering
Its: Board Chairperson

AUDEO CHARTER SCHOOLS

By: _____
Name: Gregg Haggart
Its: Board Chairperson

DocuSign Envelope ID: 47C991BF-9AE4-46BC-8807-6BF4772880E0

EXHIBIT A
FACILITY SHARING AGREEMENT

This Facility Sharing Agreement (the "Agreement") is made as of July 1, 2022 by Student Success Programs, a California nonprofit public benefit corporation ("SSP") and Audeo Charter Schools, a California nonprofit public benefit corporation ("Audeo"). SSP and Audeo may be referred to herein individually as a "Party" and collectively as the "Parties."

RECITALS

WHEREAS, SSP is the owner of the real property located at 10170 Huennekens Street, San Diego, CA 92121 ("Huennekens"), which is a freestanding office building, and 3252 Bonita Road, Chula Vista, CA, a free standing office building ("Bonita") (collectively the "Premises"); and

WHEREAS, SSP has office space available at the Premises which it wishes to make available under license to Audeo for the purpose of maintaining a collaborative business environment among like-minded and complementary educational service providers.

NOW, THEREFORE, in consideration of the mutual promises, covenants, and agreements set forth herein, the sufficiency of which is acknowledged, the Parties hereby agree as follows:

1. Premises; Term.

(a) SSP and Audeo acknowledge that as of the date hereof, each Party is maintaining non-exclusive use of an undefined portion of the Premises, in accordance with their respective business needs. For the term of this Agreement, the Parties shall continue to have shared rights to the office space, common areas, amenities, and parking at the Premises, subject to the terms and conditions provided in this Agreement and the direction of the CEO and President of SSP. Audeo represents, warrant, and agrees that it is currently occupying and using and will continue to occupy and use portions of the Premises for purposes permitted by law and for no other purposes. No Party will use the Premises for any purpose that is substantially in conflict with the business of providing education and education-related services. Any disputes among the Parties over the use of any particular room, space, area, or amenity within the Premises shall be resolved in SSP's reasonable discretion.

(b) The right of Audeo to use the Premises shall terminate either after ninety (90) days advance written notice from SSP that it intends to terminate that Party's license to use the facility under this Agreement, or after ninety (90) days' advance written notice from Audeo to SSP expressing that Party's intention to cease its use of the Premises.

2. Consideration.

(a) Audeo shall pay SSP a fixed fee amount each month, on the first of the month, for as long as this Agreement is in effect, which shall cover a use fee for the shared use of the Premises that covers a percentage of direct and indirect costs such as repairs, insurance,

DocuSign Envelope ID: 47C991BF-9AE4-46BC-8807-6BF4772880E0

maintenance, operations, and utilities. This use fee shall calculated by April 1 each year and shall be fully reconciled at the end of each school year. The use fee shall be adjusted annually based upon usage of the Premises by the two Audeo and SSP.

3. Default. A "**Default**" is defined as a failure by any Party ("Defaulting Party") to comply with or perform any of the terms, covenants or conditions under this Agreement. A "**Breach**" is defined as the occurrence of one or more of the following Defaults, and the failure of the Defaulting Party to cure such Default within any applicable grace period:

(a) The failure of Audeo to make any payment required to be made hereunder when due.

(b) The failure to provide reasonable evidence of insurance, or to fulfill any obligation under this Agreement which endangers or threatens life or property, where such failure continues for a period of five (5) business days following receipt of written notice to Defaulting Party.

(c) A Default by Defaulting Party as to the terms, covenants, conditions or provisions of this Agreement where such Default continues for a period of fifteen (15) days after receipt of written notice.

4. Remedies. If Audeo fails to cure a Default within any applicable grace period, SSP may terminate their use of the facilities under this Agreement and remove the Defaulting Party's personal property from the Premises immediately, as well as exercise all other rights at law or equity. If SSP fails to cure a Default within any applicable grace period, Audeo may terminate their use of the Premises under this Agreement immediately.

5. Indemnity.

(a) By Audeo. Audeo will indemnify and hold harmless SSP from and against all liabilities, obligations, claims, damages, penalties, causes of action, costs and expenses (including, without limitation, reasonable attorneys' fees and expenses) imposed upon or incurred by or asserted against SSP by reason of (i) any accident, injury to or death of persons caused by Audeo or its employees, agents, directors or officers ("Audeo Parties"), (ii) any failure on the part of Audeo Parties to perform or comply with any of the terms of this Agreement, or (iii) any liabilities, obligations, claims, damages, penalties, causes of action, costs and expenses (including, without limitation, reasonable attorneys' fees and expenses) due to Audeo Parties' use and occupancy of the Premises.

(b) By SSP. SSP will indemnify and hold harmless Audeo from and against all liabilities, obligations, claims, damages, penalties, causes of action, costs and expenses (including, without limitation, reasonable attorneys' fees and expenses) imposed upon or incurred by or asserted against Audeo by reason of (i) any accident, injury to or death of persons caused by SSP or its employees, agents, directors or officers ("SSP Parties") or (ii) any failure on the part of SSP Parties to perform or comply with any of the terms of this Agreement.

DocuSign Envelope ID: 47C991BF-9AE4-46BC-8807-6BF4772880E0

6. Insurance. At all times during the term of this Agreement, Audeo shall maintain, at levels that are commercially reasonable for their respective uses of the Premises, commercial general liability insurance, worker's compensation insurance, and any other form of insurance required under applicable law. Audeo shall name SSP as an additional insured on any insurance policy maintained in connection with use of the Premises and shall provide SSP with proof of insurance upon SSP's demand.

7. Condition of Premises. SSP makes no representations or warranties of any kind or nature, express or implied, with respect to the condition or fitness for use of the Premises and, except as expressly provided elsewhere in this Agreement, Audeo accepts and agrees to use the Premises "as is."

8. Repairs. Audeo shall not make any alterations, repairs, replacements or modifications ("Alterations") to the Premises without the advance written consent of SSP. SSP shall perform all necessary repairs to the Premises, and Audeo shall immediately reimburse SSP for all reasonable costs incurred by SSP in performing repairs attributable to that party's use of the Premises.

9. Dispute Resolution. The Parties agree that this section shall govern any dispute between the Parties arising out of this Agreement. The Parties agrees that an authorized representative designated by SSP or Audeo shall meet with a designated representative for SSP or Audeo, as applicable, within five (5) days of receiving, as applicable, a written notice of dispute from the other Party; the Parties agree to attempt to first resolve the dispute through informal negotiations.

10. End of Term. Audeo does not have any right to continued use of the Premises, or any part thereof, beyond the termination of this Agreement. Audeo each respectively hereby covenant and agree to indemnify and hold SSP harmless from and against all liabilities, obligations, claims, damages, penalties, causes of action, costs and expenses (including, without limitation, reasonable attorneys' fees and expenses) imposed upon or incurred by or asserted against SSP by reason of Audeo continuing to use or to store personal property at the Premises beyond the termination of this Agreement.

11. Notices. All notices given in connection with this Agreement shall be in writing. Service of such notices shall be deemed complete (a) if hand delivered, on the date of delivery, (b) if by mail, on the fourth business day following the day of deposit in the United States mail, by certified or registered mail, first-class postage prepaid, or (c) if sent by FedEx or equivalent courier service via overnight delivery, on the next business day. Such notices shall be addressed to the Parties at the following addresses or at such other address for a Party as shall be specified by like notice (except that notices of change of address shall be effective upon receipt):

If to SSP:
Student Success Programs
10170 Huennekens Street
San Diego, CA 92121

DocuSign Envelope ID: 47C991BF-9AE4-46BC-8807-6BF4772880E0

Attn: Board Chairperson

If to Audeo:
Audeo Charter Schools
10170 Huennekens Street
San Diego, CA 92121
Attn.: Board Chairperson

12. Governing Law. This Agreement shall be governed by, and be construed in accordance with, the laws of the State of California.

13. Amendment. This Agreement may be amended or supplemented at any time, provided that any such amendment or supplement shall be made in writing and signed by each of the Parties hereto.

14. Assignment. This Agreement shall be binding upon, and shall inure to the benefit of, the Parties hereto and their respective successors and permitted assigns. This Agreement, and the rights, duties, obligations, and privileges hereunder may not be assigned by any Party without the prior written consent of SSP and any attempted assignment without the prior written consent of SSP shall be null and void.

15. Entire Agreement. This Agreement constitutes the entire agreement between the Parties relating to the subject matter hereof.

16. Brokerage. SSP and Audeo represent to each other that in connection with this Agreement, they have not dealt with any brokers. The Parties indemnify and hold each other harmless, from and against all liabilities, obligations, claims, damages, penalties, causes of action, costs and expenses (including, without limitation, reasonable attorneys' fees and expenses) arising from the fact that any of them had, or is alleged to have had, dealings with any broker concerning this Agreement.

17. Counterparts. This Agreement may be executed in any number of counterparts, each of which shall be deemed to be an original but all which together will constitute but one agreement. This Agreement may be executed by original signature, and/or signature originally signed by hand but transmitted via email (e.g., by scanned .PDF) or facsimile, which signature shall be considered as valid and binding as an original signature and delivery of such executed counterpart signature page by facsimile or email shall be as effective as executing and delivering this Agreement in the presence of the other Parties to this Agreement.

18. Severability. If any clause or provision of this Agreement is illegal, invalid, or unenforceable under present or future law effective and applicable to this Agreement, then and in that event it is the intention of the Parties that the remainder of the Agreement shall not be affected thereby, and it is also the intention of the Parties that, in lieu of each clause or provision of this Agreement that is illegal, invalid or unenforceable, there be added, as a part of this Agreement, a

DocuSign Envelope ID: 47C991BF-9AE4-46BC-8807-6BF4772880E0

clause or provision as similar in terms to such illegal, invalid or unenforceable clause or provision as may be possible and be legal, valid and enforceable.

19. Section Headings. The section headings contained herein are for convenience only and are in no way intended to describe, interpret, define or limit the scope, extent or intent of this Agreement or any provision hereof. Words such as "herein", "hereof", "hereinafter" and "hereby" when used in this Agreement refer to this Agreement as a whole, unless otherwise required by the context.

[*signature page follows*]

DocuSign Envelope ID: 47C991BF-9AE4-46BC-8807-6BF4772880E0

IN WITNESS WHEREOF, the Parties hereto have executed this Facility Sharing Agreement as of the date first above written.

STUDENT SUCCESS PROGRAMS

By: _____
Name: Leendert Hering
Its: Board Chairperson

AUDEO CHARTER SCHOOLS

By: _____
Name: Gregg Haggart
Its: Board Chairperson

DocuSign Envelope ID: 47C991BF-9AE4-46BC-8807-6BF4772880E0

EXHIBIT B
INTELLECTUAL PROPERTY AGREEMENT

This Intellectual Property Agreement (the "Agreement") is made as of July 1, 2022 by Student Success Programs, a California nonprofit public benefit corporation ("SSP" or the "Licensor") and Audeo Charter Schools, a California nonprofit public benefit corporation ("Audeo" or the "Licensee"). SSP and Audeo may be referred to herein individually as a "Party" and collectively as the "Parties."

WHEREAS, SSP and Audeo share a common specific purpose "to support and benefit, and carry out the purposes of … public charter schools … to provide public education based on the educational and teaching concepts, methods, models, techniques" common to both schools, called the "Altus Model."

WHEREAS, SSP is the owner of the service mark "Altus Schools" and other intellectual property and proprietary materials that together constitute the brand image by which SSP is known to the public. SSP's intellectual property and proprietary materials include, but are not limited to: SSP's corporate names, product names, service marks, tag lines and descriptors, domain names, designs, typography, color palettes, and copyrightable works, including but not limited to content of its internet sites, stationery, signage, promotional items, advertising and marketing materials, events, press releases, photographs, forms, and electronic media as it relates to SSP. The name and mark "Altus Schools" and the other intellectual property and proprietary materials which together constitute the brand image and language by which SSP is known to the public are herein collectively referred to as the "IP Rights"; and

WHEREAS, Audeo wishes to obtain a non-exclusive license to use the IP Rights, including, without limitation, the service mark "Altus Schools," in connection with the promotion of its relationship with SSP and its provision of Audeo's products and services; and SSP is willing to grant to Audeo a non-exclusive license to use the IP Rights, including, without limitation, the service mark "Altus Schools" for such purpose, provided that Audeo agrees to comply with the terms and conditions of this Agreement.

NOW THEREFORE, for good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged by the parties, the parties agree as follows:

1. **Licensor's Grant to Licensee.** To the extent SSP owns or controls such rights, SSP grants to Audeo during the Term of this Agreement a non-exclusive license to use the IP Rights, including, without limitation, the service mark "Altus Schools" and certain copyrighted works, each only in connection with the promotion of their relationship with SSP and in connection with advertising or promoting their products and services. Except as set forth in this Agreement, such license as may be granted in this Agreement may not be assigned, pledged, encumbered or otherwise transferred by Audeo, voluntarily or involuntarily, by operation of law or otherwise, without SSP's prior written consent, which consent may be withheld in SSP's sole discretion, and any attempt to do so in violation of this Agreement will be without legal effect and void under this Agreement. SSP may terminate this License and any time and for any reason with thirty (30) days written notice to Audeo.

2. **Consideration for Licenses.** For the promises received and given and other good and valuable consideration, the sufficiency of which is hereby acknowledged, SSP grants to Audeo the licenses and rights to the IP Rights as provided in this Section I. Audeo shall be considered fully-paid and there shall be no royalty or other fee due for the license granted to Audeo herein during the period this Agreement.