



## BEAUMONT UNIFIED SCHOOL DISTRICT

### RESOLUTION 2024-25-30

#### **RENEWING CHARTER SCHOOL PETITION FOR HIGHLAND ACADEMY**

**RESOLVED** by the Beaumont Unified School District, County of Riverside, State of California, that:

**WHEREAS**, Highland Academy Charter School is a Beaumont Unified School District (“District”) authorized charter school governed and operated by Highland Academy, a California non-profit public benefit corporation, operating within the boundaries of the Beaumont Unified School District. Highland Academy Charter School serves students in TK-8 and its current charter term runs through and including June 30, 2025. Highland Academy Charter School and Highland Corporation are referred to herein individually, collectively and interchangeably as “Charter School” and/or “Highland,” and all references to one herein apply with full force and effect to both the school and corporate entity; and

**WHEREAS**, on January 13, 2025, petitioners for the Charter School submitted to the Beaumont Unified School District a petition requesting renewal of its charter (“Charter”); and

**WHEREAS**, in accordance with California Education Code Section 47607 charter school renewals and material revisions are governed by the standards and criteria in Education Code Section 47605, 47607, and 47607.2. Pursuant to Education Code Section 47607 (c), a charter school’s performance on state and local indicators is an “additional criterion for determining whether to grant a charter renewal.” For this purpose, charter schools are divided into high, middle, and low performance categories, plus Dashboard alternative status schools, based on criteria set forth in Education Code Sections 47607 (c) and 47607.2 (a) & (b). The pertinent renewal standards and the available length of the renewal term are dependent on this categorization. (Ed. Code §§ 47607 and 47607.2.); and

**WHEREAS**, in accordance with Education Code Section 47605.6 and 47607, the District held a public hearing on the provisions of the renewal Charter on March 25, 2025, at which time the District Board considered the level of support for the Charter by teachers, parents, or guardians; and

**WHEREAS**, the California Department of Education (“CDE”), on its list of Charter School Performance Categories issued in March 2024 and the updated list issued in October 2024 and in March 2025, has designated the Charter School as a “middle” performance level charter school for purposes of this renewal request. As such, the Charter School’s request for renewal was considered and is being acted on in accordance with the standards and requirements in Education Code Section 47607.2(b), applicable to middle performance level charter schools; and

**WHEREAS**, in accordance with Education Code Section 47607(d), BUSD reviewed aggregate data reflecting pupil enrollment patterns at the Charter School and reviewed other data from CDE; and

**WHEREAS**, pursuant to Education Code Section 47607.2(b) for a middle performance tier charter, the chartering authority shall consider the following factors: (1) The school wide and subgroup performance on the state and local indicators on the California School Dashboard, giving greater weight

to measurements of academy performance and (2) clear and convincing evidence, demonstrated by verified data, showing either the school achieved measurable increases in academic achievement defined by at least one year growth for each year in school or strong post-secondary outcomes; and

**WHEREAS**, the chartering authority may deny a “middle” performing school on these performance grounds by making writing factual findings that the school: 1) failed to meet or make sufficient progress toward meeting standards that provide a benefit to the pupils of the school; 2) closure of the school is in the best interest of pupils; *and* 3) if applicable, the decision provided greater weight to performance on measurements of academy achievement; and

**WHEREAS**, the Charter School submitted CAASP assessment growth verified data for Charter School students showing positive cohort growth trends across the charter term and one year’s growth for each year of the charter term; and

**WHEREAS**, Staff has reviewed and analyzed the renewal Charter pursuant to the standards and requirements of Ed. Code Sections 47605, 47607, and 47607.2. Staff’s analysis, recommendations, and recommended findings regarding the request for renewal based on its review and analysis are set forth in the written Staff Analysis, Recommendations, and Proposed Findings of Fact Regarding Review of Highland Academy Charter School Renewal Petition published April 7, 2025, (hereinafter “Staff Report, Analysis & Findings,” attached hereto to Exhibit “A” and incorporated herein by this reference); and

**WHEREAS**, for all of the reasons set forth in the Staff Report, Analysis, & Findings, Staff has recommended that the District Board approve the request for renewal of the Charter for a term of five years (July 1, 2025 – June 30, 2030); and

**WHEREAS**, the District has taken into consideration the information and documents submitted, including the renewal Charter, the proposed material revisions, statements and information presented at the public hearing, performance data, and the Staff Report, Analysis & Findings; and

**WHEREAS**, the District reviewed and deliberated on the renewal Charter and material revisions pursuant to the standards and procedures set forth in California Education Code Sections 47604, 47607, and 47607.2; and

**THEREFORE, BE IT RESOLVED AND ORDERED** that the District Board finds the above listed recitals to be true and correct and incorporates them herein by this reference.

**BE IT FURTHER RESOLVED AND ORDERED** that the District Board hereby adopts and incorporates herein by this reference as though set forth in full herein the written factual findings and specific facts supporting those findings relative to the renewal of the Charter as contained in the Staff Report, Analysis & Findings.

**BE IT FURTHER RESOLVED AND ORDERED** that the District Board having fully considered and evaluated the renewal Charter, including the performance information, giving greater weight to measurements of academic performance, and the evidence demonstrated by verified data pursuant to Education Code Section 47607.2, and the application to the Charter of the standards and criteria of Education Code Section 47605, hereby finds approval of the renewal of the Charter is consistent with sound educational practice.

**BE IT FURTHER RESOLVED AND ORDERED** that the District Board hereby approves the

Charter for the renewal of Highland for a period of five years, commencing on July 1, 2025, and continuing through and including June 30, 2030. The renewal Charter that the Governing Board is hereby approving is attached hereto as Exhibit “B”.

Passed and adopted by the Beaumont Unified School District Board of Education at a meeting held on this 22<sup>nd</sup> day of April 2025 by the following vote:

**AYES:**

**NAYS:**

**ABSENT:**

**ABSTAINED:**

---

Melissa Williamson  
Board President  
Beaumont Unified School District

---

Dr. Lanston Sylvester  
Board Clerk  
Beaumont Unified School District

**STAFF ANALYSIS, RECOMMENDATIONS, AND PROPOSED FINDINGS OF  
FACT REGARDING REVIEW OF  
HIGHLAND ACADEMY CHARTER SCHOOL RENEWAL PETITION**

April 22, 2025, posted April 7, 2025

\*\*\*\*\*

Highland Academy (Highland) seeks approval of the renewal of its independent, direct funded charter school serving students in grades TK-8. Highland was initially approved in 2013 for a five-year term to serve grades K-8 and opened in the 2013-2014 school year. Highland was renewed in 2018 for a five-year term. Highland’s current term expires June 30, 2025, as its current term was extended by operation of law by two years in 2021 and an additional year in 2023. Highland has requested renewal for a term of five years from July 2025 through June 2030, due to its designation by the California Department of Education (CDE) as a school in the middle performing category. Highland, located within the Beaumont Unified School District (District) boundaries, currently serves approximately 340 students.

**PROCEDURAL STATUS**

The Beaumont Unified School District (“District” or “BUSD”) received a renewal charter petition (“Renewal Petition” or “Charter”), from Highland on January 13, 2025. Highland is operated and governed by Highland Academy, a 501(c) corporation (“Highland Corporation”). *Education Code (EC)* Sections 47607 and 47607.2 determine the length of charter renewal based on a charter school’s placement in the high, middle, or low performance categories established by *AB 1505*.

Pursuant to criterion in *EC* Sections 47607(c) and 47607.2, Highland is in the middle performing category, and the school qualifies for a five-year renewal term (see further analysis below). If the charter is renewed by the District Board, the new term of the Charter would begin on July 1, 2025, and run through and include June 30, 2030. Renewals and material revisions of charters are governed by the standards and criteria set forth in *EC* Sections 47605, 47607 and 47607.2.

On March 25, 2025, the BUSD Board held a public hearing on the Highland Renewal Petition in accordance with the requirement to do so within 60 days of receipt of submission of the Renewal Petition.

Pursuant to *EC* Sections 47607, 47607.2 and 47605, the District has 90 days from receipt of the renewal application to act, which may be extended by an additional 30 days by mutual agreement. The parties mutually agreed that the BUSD Board will hold the decision hearing April 22, 2025, to act on the Highland request for renewal.

The complete Renewal Petition on which the BUSD Board is acting is attached to the agenda item and is available for review at <https://beaumontpublic.ic-board.com>. Once approved, the final copy will be available for review on the BUSD website at <https://www.beaumontusd.us>.



## **CRITERIA FOR RENEWAL OF A CHARTER PETITION**

Effective July 1, 2020, the legal standards for determining whether a charter petition should be renewed were updated. *EC* Section 47607(b) specifies that charter renewals and material revisions “are governed by the standards and criteria described in Section 47605, and shall include, but not be limited to, a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed.”

Pursuant to *EC* Section 47605, a renewal charter petition and/or a request for material revisions may be denied on the basis of written factual findings that support one or more of the following:

1. The charter school presents an unsound educational program for the pupils to be enrolled in the charter school.
2. The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.
3. The petition does not contain an affirmation of each of the conditions required by statute.
4. The petition does not contain a reasonably comprehensive description of all the required elements.
5. The petition does not contain a declaration of whether the charter school shall be deemed the exclusive public employer of the employees of the charter school for purposes of the Educational Employment Relations Act (EERA).

There are additional bases on which a material revision may be denied, which are not pertinent to the current Charter.

As an “additional criterion” for determining whether a charter should be renewed, the chartering authority is required to consider the charter school’s performance on the state and local indicators included in the California School Dashboard. For this purpose, charter schools are now divided into high, middle, and low performance categories, plus Dashboard Alternative Status Schools (“DASS”), based on their performance during the two consecutive years immediately preceding the renewal decision. The pertinent renewal standards and the available length of the renewal term are dependent on this categorization. (*EC* Section 47607 and 47607.2.)

The CDE annually creates a list of all charter schools and ranks their academic performance indicators from the California School Dashboard, specifying whether each school is in the high, middle, or low performing category, or is a DASS program school. This list was intended to relieve the burden on chartering authorities and provide a starting place for the renewal process. The CDE has designated Highland as a “middle” performing charter school for purposes of this renewal request.

As defined in *EC* Section 47607.2, “middle” performing charter schools are any charter school not deemed as “high” or “low” performing and are eligible to be considered for a five-year renewal term.

In determining whether to renew a middle performing charter, the chartering authority is to consider the following:

- i. *The schoolwide and subgroup performance on the state and local indicators on the Dashboard, giving greater weight to measurements of academic performance.*
- ii. *Clear and convincing evidence based on verified data showing either:*
  - a) *The school achieved measurable increases in academic achievement, defined by at least one year of growth for each year of school, OR*
  - b) *Strong post-secondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.*

The chartering authority may deny a “middle” performing school on these bases only by making written factual findings, setting forth specific facts to support the findings, that the school:

- i. *Failed to meet or make sufficient progress toward meeting standards that provide a benefit to the pupils of the school;*
- ii. *Closure of the school is in the best interest of pupils; AND*
- iii. *If applicable, that the decision provided greater weight to performance on measurements of academic performance.*

Also, a chartering authority may deny renewal of a charter school in any of the performance categories if it finds the school is demonstrably unlikely to successfully implement the program due to any of the following:

- a. *Substantial fiscal factors,*
- b. *Substantial governance factors, or*
- c. *The charter school is not serving all pupils who wish to attend.*

In such cases, the chartering authority must provide the charter school at least 30 days’ notice of the alleged violation(s) and provide the charter school with a reasonable opportunity to cure the violation(s), including a corrective action plan proposed by the charter school. Pursuant to *EC* Section 47607(e), the District may then deny renewal on these bases only if it makes either of the following findings:

- a. *The corrective action proposed by the charter school has been unsuccessful*
- b. *The violations are sufficiently severe and pervasive as to render a corrective action plan unviable*

### **DETERMINATION CRITERIA FOR RENEWAL OF HIGHLAND**

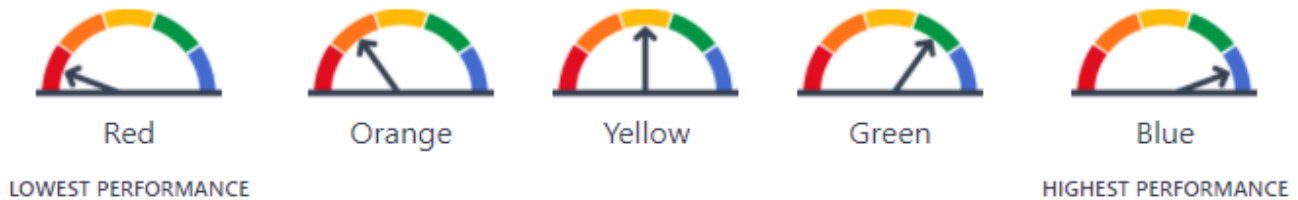
As stated above, CDE has designated Highland as a school in the middle performance category for purposes of this renewal. In its Renewal Petition, Highland states it meets the minimum required academic performance standards, and its academic performance supports Charter renewal. To assess its academic performance against the criteria for middle-performing charter schools, Highland submitted its data from the California Assessment of Student Performance and Progress (“CAASPP”) as well as comparison data for the local district and local district schools Highland students would otherwise have attended. Highland states the data submitted on pages 11-13 of the Renewal Petition establishes Highland as a school in the middle performing category, meeting the criteria for charter renewal. Staff has not reproduced all the information provided by Highland in this Staff Analysis and Proposed Findings of Fact but incorporates it herein by this reference. Staff notes that on March 14, 2025 (after the submission of the Renewal

Petition) CDE released the 2024 CAASPP data set forth below and incorporates the same herein by this reference. The full report of Highland’s 2024 dashboard results is attached hereto as Exhibit A.

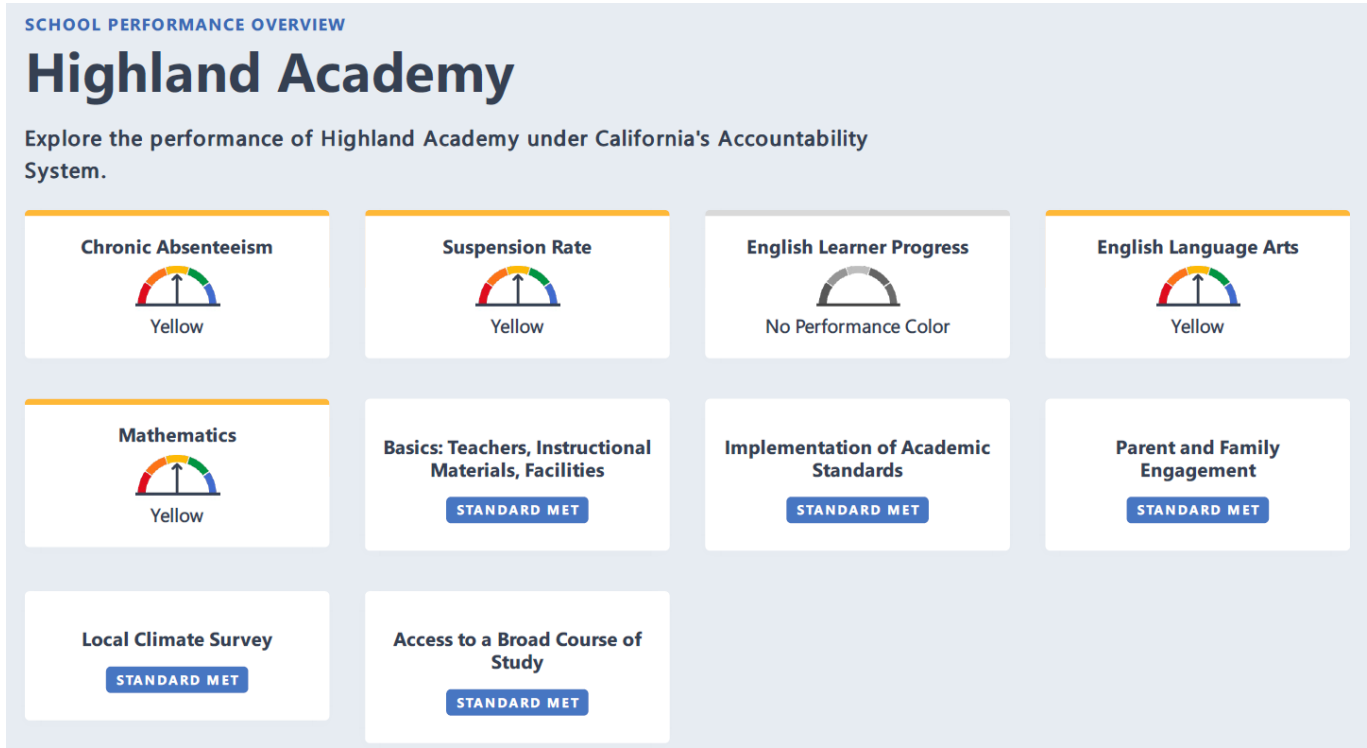
**California School Dashboard Data**

In 2017, the State of California instituted the California School Dashboard (<https://www.caschooldashboard.org>) to help parents and educators identify strengths and areas for improvement. The Dashboard reports how districts, schools (including charter and DASS schools), and student groups are performing across state and local measures. For state measures, performance is based on two factors: (1) current year results, or Status; and (2) whether results improved or declined from the prior year, or Change. Performance on state measures, using comparable statewide data, is represented by one of five colors with Red being lowest and Blue being highest (see Object 1 below). A performance level, or color is not provided on the Dashboard when a student group has fewer than 30 students. However, the Status and Change data will be displayed. Further, when a student group has fewer than 11 students, the group does not receive a performance level (color), and the group’s Status and Change are not displayed to protect the anonymity of the students. This information is represented by using a grey color gauge with the words “No Performance Color.”

**Object 1: California Dashboard Performance Color Chart**



There was no data in 2019-20 or 2020-21 due to the cancelation of statewide testing as a result of COVID-19. The 2022 Dashboard (based on 2021-22 data) did not have any prior year data for comparison and, therefore, only included Status levels, which was represented by purple “cell phone bars.” No Change was included. The 2023 Dashboard (based on 2022-23 data) had prior year data for comparison. Thus, Change was reinstated. The following data is based on 2023 and 2024 Dashboard data which shows the performance level colors, or the Status from 2023-24.



### Charter School Dashboard State and Local Indicators 2023 and 2024

The following chart reflects the Charter School’s 2023 and 2024 Dashboard performance indicators (points above or below standard), and for comparison purposes, the District’s and the State’s.

Indicator	2023 Dashboard			2024 Dashboard		
	Highland Academy	District	State	Highland Academy	District	State
ELA (academic)	-24.6	-18.1	-13.6	-20.2	-20.6	-13.2
Math (academic)	-66.7	-55.1	-49.1	-58.8	-53.8	-47.6
ELPI (academic)	72.4%	49%	48.7%	11.1%	41.4%	45.7%
Chronic Absenteeism (academic engagement)	20.9%	30.2%	24.3%	13.7%	20%	18.6%
Suspension Rate	8.1%	2.7%	3.5%	6.3%	2.1%	3.2%

	2023 Dashboard	2024 Dashboard
<b>BASICS: Teachers, Instructional Materials, Facilities</b>	<b>STANDARD MET</b>	<b>STANDARD MET</b>
<b>Implementation of Academic Standards</b>	<b>STANDARD MET</b>	<b>STANDARD MET</b>
<b>Parent and Family Engagement</b>	<b>STANDARD MET</b>	<b>STANDARD MET</b>
<b>Local Climate Survey</b>	<b>STANDARD MET</b>	<b>STANDARD MET</b>
<b>Access to a Broad Course of Study</b>	<b>STANDARD MET</b>	<b>STANDARD MET</b>

The Dashboard data shows that Highland Academy has improved in both ELA and Math between 2023 and 2024. ELA scores increased by 4.4 points, from 24.6 points below standard in 2023 to 20.2 points below standard in 2024. Math scores also improved by 7.7 points, from 66.7% points below standard in 2023 to 58.8% below the standard in 2024. The Charter School continues to perform academically on par with both the District and the State for ELA and Math.

Additionally, the Charter School saw a 7.2% decline in Chronic Absenteeism between 2023 and 2024 and has a lower percentage of Chronic Absenteeism than both the District and the State. Our school's suspension rate has also improved by 1.7%, from 8.1% in 2023 to 6.3% in 2024.

**Numerically Significant<sup>1</sup> Student Subgroup ELA Performance on the 2023 and 2024 Dashboards**

Demographic	2023 Dashboard			2024 Dashboard		
	Highland Academy	District	State	Highland Academy	District	State
Socioeconomically Disadvantaged	-52.8	-32.7	-42.6	-31.4	-31.8	-40.9
English Learner	-72.4	-67.6	-67.7	-68.4	-68.9	-67.6
Students with Disabilities	-75.7	-92	-96.3	-80.7	-98.8	-95.6
Hispanic	-49.3	-29.4	-40.2	-20.4	-30.9	-39.3
White	-7.9	-2.5	+20.8	-33.4	-6.4	+19.2

The Charter School showed improvement in ELA between 2023 and 2024 in its Socioeconomically Disadvantaged, English Learner, and Hispanic subgroups. The data also shows that Highland Academy exceeded both District and State ELA scores for its Students with Disabilities subgroup in both 2023 and 2024, as measured by Distance from Standard (“DFS”). Additionally, Highland Academy performed comparably to both the District and the State for Socioeconomically Disadvantaged, English Learner, and Hispanic student groups.

**Numerically Significant Student Subgroup Math Performance on the 2023 and 2024 Dashboards**

Demographic	2023 Dashboard			2024 Dashboard		
	Highland Academy	District	State	Highland Academy	District	State
Socioeconomically Disadvantaged	-90.3	-67.6	-80.8	-75.6	-64.9	-78.2
English Learner	-119.9	-95.2	-93.4	-104.7	-89.9	-93.4
Students with Disabilities	-125	-115	-127.3	-106.8	-116	-124.3
Hispanic	-85.1	-67.9	-80.8	-72.2	-65.2	-79.2
White	-45.9	-33.4	-11.1	-49.9	-33.4	-10.3

In 2024, Highland Academy saw significant improvements in Math scores for several student subgroups, compared to 2023 scores. Hispanic students increased by 12.9 points, Students with Disabilities by 18.2 points, English Learners by 15.2 points, and Socioeconomically Disadvantaged students by 14.7 points. Additionally, Highland Academy's performance in Math was comparable to the District's for Students with Disabilities, Hispanic students, and White students.

**Verified Data**

Per EC 47607.2(b), schools in the middle performance category are to provide additional sources of verified data to provide clear and convincing evidence to support renewal, including that the school achieved measurable increases in academic achievement, defined by at least one year’s progress for each

<sup>1</sup> The following subgroups did not have enough students at Highland Academy for the Dashboard to provide a performance level for ELA or Math: African American, Asian, Two or More Races.

year in school. The verified data come from a list of valid and reliable assessments and measures adopted by the State Board of Education. Highland provided data from the California Assessment of Student Performance and Progress Data (“CAASPP”).

Current and historical results of students who scored at or above proficiency on the California Assessment of Student Performance and Progress (“CAASPP”) state tests are included below. More detailed analysis of academic progress can be found on pages 12-13 of the petition.

**Mathematics**

- 2023-24 - 25.96%
- 2022-23 - 25.18%
- 2021-22 - 28.41%
- 2020-21 - 22.69%\*

**Language Arts**

- 2023-24 - 44.70%
- 2022-23 - 38.83%
- 2021-22 - 48.56%
- 2020-21 - 50.23\*

\*Note: Due to factors surrounding the COVID-19 pandemic, testing participation in 2020-21 varied.

To enhance academic support for at-promise youth, two intervention programs have been created. First, a 7th-period intervention class for middle schoolers provides targeted daily assistance in essential skills and homework completion. This structured setting allows struggling students to receive focused instruction and guidance, fostering improved understanding and work habits. Second, a pull-out intervention class for elementary students offers individualized support in a separate learning environment. This approach addresses specific learning gaps and provides personalized attention to those needing extra help, ensuring that foundational concepts are mastered. Both programs aim to bridge learning gaps and empower students to succeed academically.

While it is clear that the Charter School has been impacted somewhat by pandemic learning loss, it is also clear that Highland Academy is making progress in not only recouping that loss but will take measures to be on the course to exceed its pre-pandemic performance on the CAASPP.

***Other Dashboard Measures***

Highland Academy met the standard on each of the local indicators in the domains of Basics: Teachers, Instructional Materials, Facilities; Implementation of Academic Standards, Parent and Family Engagement, Local Climate Survey and access to a Broad Course of Study.

***Renewal Site Visit***

On October 30, 2024, District staff conducted a Renewal Site Visit to the Highland campus. District Staff visited classrooms, met with site leadership, and conducted interviews with educational partners such as current students, parents, and teachers. During the visit, District Staff observed instructional practices and routines consistent with the academic model outlined in the petition.

### ***Finances***

The District's Fiscal Staff is not aware of any significant financial concerns for Highland.

### ***Demographic Data***

In accordance with Education Code Section 47607(d)(1)(B) and (C), BUSD requested, but did not receive from CDE, aggregate data reflecting pupil enrollment patterns and test score patterns at Highland. BUSD did review other demographic data from CDE through the CDE website.

## **REVIEW OF THE CHARTER PETITION**

BUSD Staff reviewed the renewal Petition using the criteria established in California Education Code Sections 47605(c), 47607, and 47607.2, consistent with District Board Policy 0420.42 and found:

### ***Sound Education Program***

Highland Academy, founded in the 2013-14 academic year, caters to students from Transitional Kindergarten through 8th grade, providing a nurturing environment that fosters academic achievement and personal growth. Initially offering an independent study program, a significant percentage of students participated in this program at the school's inception. However, Highland Academy has since transitioned to a full-time in-person learning program, where all students attend daily. Highland strongly believes that students learn best in a traditional classroom setting with a teacher and has taken steps to make this a reality for all our students.

Central to Highland Academy's philosophy is the intentional maintenance of smaller class sizes across all grade levels. The school acknowledges that while smaller classes are essential for young elementary students as they build foundational skills, middle schoolers navigating transformative teenage years also thrive with increased teacher interaction. This approach allows for personalized attention, enabling educators to cater to individual learning styles and ensure that every student receives the support they need to succeed. Average class sizes in elementary school are 22 students and in middle school the average class size is 26. Highland Academy shall adhere to class size and adult to student ratios for TK, as set forth in Education Code Section 48000(g).

At Highland Academy, academic achievement is accorded the highest priority, with an emphasis on fostering diligence, self-discipline, and collaborative engagement among students. Operating within the educational standards set by the state of California, the school cultivates a project-based learning environment that encourages students to explore educational opportunities and apply their knowledge in practical ways.

Finally, Highland remains committed to serving a predominantly socio-economically disadvantaged student population, with a significant percentage of English learners and students requiring special education services. The school actively seeks to close the achievement gap for students, utilizing personalized, data-informed instruction and a community-centered approach to education. Highland ensures that students and families receive the support they need, from academic interventions to mental health and social services.

### ***Special Education***

Highland's special education program is grounded in the principles of inclusion and tailored support for students with exceptional needs. Highland Academy shall be its own local educational agency (“LEA”) for purposes of special education, in conformity with Education Code Section 47641(a). The Charter School LEA is a member of the El Dorado County Charter Special Education Local Plan Area (“SELPA”).

This affiliation enables the school to receive state and federal funding directly and to ensure compliance with all applicable laws, including the Individuals with Disabilities Education Improvement Act (IDEA). Highland is committed to providing a free and appropriate public education to all students, regardless of disability, and to working collaboratively with the District SELPA to meet these obligations. Highland is also committed to, and has plans and staffing to enable, compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act.

Staffing at Highland includes a team of qualified special education professionals, including special education teachers, paraprofessionals, and education specialists. These staff members participate in ongoing training through the District or the county to ensure they are equipped to meet the diverse needs of students. Highland also employs or contracts with itinerant staff such as speech therapists, occupational therapists, and behavioral therapists to provide necessary related services as indicated in students' Individualized Education Programs (IEPs).

Highland's approach to inclusion involves both push-in and pull-out support strategies. Push-in support allows special education staff to work alongside general education teachers in the classroom, providing targeted assistance to students with special needs. Pull-out support is available for students requiring more intensive, small-group instruction to make academic progress. This support can focus on accessing grade-level content or addressing foundational skill gaps. Related services, including speech therapy, counseling, and occupational therapy, are provided based on the specific needs outlined in each student's IEP.

The IEP process at Highland is collaborative. IEP teams at Highland include special education teachers, general education teachers, parents, SELPA representatives (if necessary), and other relevant professionals. These teams work with parents and guardians to ensure their participation, providing interpreters and alternative meeting methods, as necessary. IEPs are reviewed annually to assess their effectiveness and are reassessed every three years as part of a comprehensive reevaluation. Highland ensures all accommodations, modifications, and services outlined in the IEPs are implemented by qualified personnel and progress is communicated to parents.

### ***Academically Low Achieving Students***

Highland Academy maintains a culture of high expectations for all students. For those whose achievement potential is not being realized, administrators and teachers will work to ensure that no individual student falls behind. The structure of the Highland Academy curriculum and the instructional strategies outlined here are designed to maximize the learning opportunities for low-achieving and at-promise students. Low-achieving and at-promise students are thoroughly integrated into the entire student body, and they participate fully in all aspects of the curriculum at the Charter School. This is accomplished by providing opportunities to experience hands-on, real-world situations that will engage students more successfully than traditional methods. At Highland Academy, low-achieving students are defined as those who fall at or below the Standard Nearly Met designation on the California Assessment of Student Performance and Progress (“CAASPP”), fall below a C- average in coursework, and/or fall below the learning behavior,



language acquisition, and fine and gross motor skills in comparison with their peer group. At Highland Academy, at-promise students are defined as those who achieve at or below the Standard Not Met designation on the CAASPP, fall below a C- average in coursework. Highland Academy considers both groups as students who have not realized their full achievement potentials.

Parents of at-promise or low-achieving students will be contacted and consulted in the development of strategies to meet the specific needs of the student through the Student Study Team (“SST”) process, which is made up of teacher and student meetings, parent, teacher, and student meetings (which may also include administration), as well as possible assessment for disabilities.

This is a systematic, problem-solving approach to assist students with issues that are interfering with success.

The Charter School staff will clarify problems and concerns, develop strategies and organize resources, provide a system for school accountability, and serve to assist the parent, the teacher, and the student.

After the implementation and follow-up of an Individual Learning Plan, if the problem(s) persists, revisions to the plan may be discussed, and a referral for special education evaluation or Section 504 assessment may be considered necessary by the SST team.

### ***Academically High Achieving Students***

Highland Academy aims to provide opportunities for exceptional students to delve deeper into the core curriculum at an accelerated pace, encouraging individuality and nurturing higher-level thinking skills. Students identified as academically advanced will be invited to engage in enriching activities specifically designed to challenge their unique abilities. These activities will be meticulously crafted through collaborative efforts among teachers, students, parents, and when necessary, the administration. The objective of these activities is to immerse students in intellectually stimulating learning experiences that expand their knowledge and enable them to excel. They will not simply involve additional or “busy work,” but will provide flexibility for students to demonstrate their skills and master new content. Additionally, advanced and accelerated courses will be offered when deemed necessary.

### ***English Learners***

Highland Academy will meet all applicable legal requirements for English Learners including long-term English Learners or English Learners at risk of becoming long-term English Learners, as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements.

The following Highland Academy procedures ensure the proper placement, evaluation, and communication regarding EL student rights or those of their parent or guardian. Highland Academy will also incorporate an English Learner Advisory Committee (“ELAC”) as needed.

A home language survey is taken upon a student’s initial enrollment application into a California public school.

For all students who indicate that their home language is other than English, the English Language Proficiency Assessment (“ELPAC”) will be administered within thirty days of initial enrollment. The

ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the 2012 California ELD Standards.

The BUSD Staff concluded the Highland Renewal Petition provides sufficient information to substantiate the required elements for a sound educational program.

**1. Ability to successfully implement the program set forth in the Petition**

BUSD Staff found facts demonstrating the Petitioners are likely to successfully implement the program.

**2. Affirmation of each of the conditions required by statute**

BUSD Staff found the Petition contains the required affirmations.

**3. Reasonably comprehensive description of the required elements**

For the description of each element to be considered “reasonably comprehensive,” it is not enough for the Renewal Petition to include a description, but, rather, the description should be acceptable to BUSD and be consistent with and not contrary to BUSD’s standards and expectations for charter schools under its oversight. BUSD’s indication that the description of an element is “reasonably comprehensive” should not be interpreted to mean BUSD does not believe additional or different terms relating to an element would need to be agreed to by the Petitioner and revised as necessary. Further, while BUSD may make recommendations for remediation in an area or specify issues or terms that have been or will need to be clarified or resolved, this does not mean other areas may not need additional correction. Further, Staff’s determination an element as reasonably comprehensive may be premised on noted issues being remediated.

During the review period the District Staff found that additional specificity and requirements governing Highland’s educational program, governance and operations, including its compliance with the required charter elements, needed to be addressed. District Staff is working collaboratively with Highland administration to identify the changes, and Highland made the District’s requested changes to the Petition. The final charter petition considered by the District Board will incorporate all of the District’s requested changes and updates.

***Required Supplemental Information***

District Staff reviewed the Highland Renewal Petition, which includes the budget narrative, projected budget, and cash flow for Fiscal Years (FY) 2024-25 through 2028-29. District Staff also reviewed supplemental documents and the public hearing information to assess and provide clarification on Highland's financial position. The supplemental documents include, but are not limited to, financial audits, monthly financial statements, state-required financial reports, annual visit documents, and the Fiscal Crisis Management Assessment Team (FCMAT) Local Control Funding Formula (LCFF) Calculator, which District Staff recreated to recalculate the LCFF Revenue sources reported in the Renewal Petition for accuracy.

### ***Potential Civil Liability Effects on the School and District***

Highland is currently in the process of coming into compliance with its insurance and indemnification obligations. The District is working with the JPA to determine the appropriate levels of insurance necessary for Highland to acquire during the upcoming charter term. Highland has also agreed to comply with the District's indemnification requirements and the Final Charter or MOU approved by the District Board will also provide that Highland will acquire insurance in the amounts determined appropriate by the District's Risk Manager during the term of the Charter renewal.

#### **4. Exclusive Public Employer**

As required by the Charter Schools Act, the Charter specifies Highland Academy shall be deemed the exclusive public employer of the employees of the Charter School for the purposes of Educational Employment Relations Act ("EERA").

#### **5. Requirements for Grade-Levels Served, Facility Location, and Students Served**

Highland currently serves TK-8. It is located within the boundaries of the BUSD in a facility suitable for Highland's specific needs, and Highland plans to remain at that location throughout the renewal term. The District and Highland will enter into a five-year agreement for the use of that facility during the renewal term. Highland is located at 715 Wellwood Ave, Beaumont CA 9223.

The District Staff found Highland is able to meet the requirements for grade levels served, facility location, and students served.

#### **6. Any Other Criteria Set Forth in the Statute**

Since Highland's Charter was last renewed, several new laws have gone into effect, including but not limited to AB 1505, AB 1507, AB 1219, SB 126, SB 820, and SB 98, which enacted broad changes to the Charter Schools Act. Highland will need to comply with the changes to the law.

### **CONCLUSION**

The District Staff reviewed Highland's Renewal Petition and verified data of measurable increases in academic achievement, in response to Highland being designated as a middle performing school, utilizing the criteria for charter renewal set forth in Education Code Sections 47605, 47607, and 47607.2.

Staff recommends the Highland Charter be renewed. Staff further recommends that the BUSD Board effectuate this action by adopting the proposed resolution entitled: Resolution Approving for a term of July 1, 2025, through June 30, 2030, the Charter Renewal for Highland Charter School.

**EXHIBIT B**



**Renewal Charter Petition**  
**for**  
**Highland Academy Charter School**  
**A California Independent Charter School**

**Submitted to Beaumont Unified School District**

**For the term July 1, 2025 through June 30, 2030**

## Table of Contents

<b>I. Introduction</b>	<b>5</b>
Affirmations and Declaration	5
Successes and Accomplishments of the Prior Charter Term	8
Charter Renewal Criteria	11
<b>II. Educational Philosophy and Program</b>	<b>14</b>
Element 1: Educational Program	14
Highland Academy’s Mission Statement	14
Educational Philosophy	14
The Educated Person in the 21 <sup>st</sup> Century	14
Target Student Population	15
Community Need	16
Fundamental Structure of Academics	16
<b>III. Instructional Methodology and Curriculum</b>	<b>17</b>
Middle School – Sixth Grade	17
Middle School – Seventh Grade	26
Middle School – Eight Grade	36
Middle School Elective Courses	44
Elementary Classroom-Based Program	45
Transitional Kindergarten	45
Kindergarten	46
First Grade	47
Second Grade	49
Third Grade	51
Fourth Grade	52
Fifth Grade	54
Charter School Goals and Actions to Achieve the Eight State Priorities	56
Serving the Needs of Special Student Populations	57
Academically Low Achieving Students	57
Academically High Achieving Students	57
English Learners	58
English Learners Reclassification Procedures	59
English Learners Strategies for Instruction and Intervention	59
Special Education and Students with Disabilities	61
Section 504 of the Rehabilitation Act	61
Services for Students under the IDEA	62
Elements 2 and 3: Measurable Pupil Outcomes and Methods of Assessment	66
Alignment of Outcomes to the Eight State Priorities	66
Methods of Assessment	68
<b>IV. School Governance</b>	<b>69</b>
Element 4: Governance Structure	69
Nonprofit Public Benefit Corporation	69
Board of Directors	70
Board of Directors Membership	71
Duties of the Board of Directors	71
The Director and Assistant Director	72
Expectations and Opportunities for Parent Involvement	73

<b>V. Human Resources</b>	74
Element 5: Employee Qualifications	74
Director Qualifications	74
Assistant Director Qualifications	75
Teacher Qualifications	75
Teacher Hiring	76
Professional Development	76
Element 6: Health and Safety Procedures	77
Element 7: Student Population Balance	82
Non-Discrimination	83
<b>VI. Student Enrollment, Admission, and Attendance</b>	83
Element 8: Admission Policies and Procedures	83
Application Process	84
Public Random Drawing	85
Lottery Process Communication	86
Waiting List Development, Communication, Record Keeping	86
<b>VII. Reporting and Accountability</b>	86
Element 9: Independent Financial Audits	86
<b>VIII. Suspension/Expulsion Procedures</b>	87
Element 10: Suspension/Expulsion Procedures	87
Rules and Procedures	89
Grounds for Suspension and Expulsion of Students	89
Enumerated Offenses	89
Suspension Procedure	96
Authority to Expel	98
Expulsion Procedures	98
Special Procedures for Expulsion Hearings involving Sexual Assault or Battery Offenses	98
Record of Hearing	100
Presentation of Evidence	100
Expulsion Decision	100
Written Notice to Expel	101
Disciplinary Records	101
No Right to Appeal	101
Expelled Pupils/Alternative Education	101
Rehabilitation Plans	101
Readmission or Admission of Previously Expelled Student	101
Notice to Teachers	102
Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities	102
<b>IX. Compensation and Benefits</b>	105
Element 11: Retirement Systems	105
<b>X. Public School Attendance Alternatives</b>	105
Element 12: Public School Attendance Alternatives	105
<b>XI. Return Rights of School District Employees</b>	105
Element 13: Employee Return Rights	105
<b>XII. Dispute Resolution</b>	106

Element 14: Dispute Resolution Procedures	106
Disputes between Highland Academy and the District	106
Internal Disputes	107
<b>XIII. School Closure</b>	<b>108</b>
Element 15: Closure Procedures	108
<b>XIV. Miscellaneous Charter Provisions</b>	<b>110</b>
Budgets and Financial Reporting	110
Potential Civil Liability Effects	111
Insurance	112
Indemnification	115
Administrative Services	116
Facilities	117
Transportation	117
Governing Law and Construction	117
Debts and Obligations	117
Independent Entity	117
Use of Funds	118
Compliance with Law	118
Inspections	118
District Oversight	118
Submittal of Documents, Reports, and Information	119
Term of Charter	119
<b>XV. Appendices</b>	<b>120</b>
Appendix A: Budget Narrative and Cash Flow Statement	120
Appendix B: Bylaws of Highland Academy Charter School	134
Appendix C: Financial Controls Policy	148
Appendix D: Highland Academy's Organizational Chart	156
Appendix E: 2024-25 Local Control and Accountability Plan (LCAP)	157
Appendix F: Articles of Incorporation	205
Appendix G: Proof of Active Corporation Status	207
Appendix H: Conflict of Interest Policy	209
Appendix I: Uniform Complaint Policy and Form	213
Appendix J: Board of Directors Roster and Biographies	221
Appendix K: El Dorado County Charter SELPA Letter of Good Standing	224

# I. Introduction

## Affirmations and Declaration

Highland Academy Charter School (“Highland Academy” or the “Charter School”) will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605 and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(d)(1)]
- The Charter School declares it shall be deemed the exclusive public school employer of the employees of Highland Academy for the purposes of the Educational Employment Relations Act and shall meet the requirements of Government Code 3540-3549.3 related to collective bargaining in public education. [Ref. Education Code Sections 47605(c)(6) and 47611.5]
- The Charter School shall be nonsectarian in its programs, admission policies, employment practices, and all other operations. [Ref. Education Code Section 47605(e)(1)]
- The Charter School will not charge tuition. [Ref. Education Code Section 47605(e)(1)]
- The Charter School shall admit all students who wish to attend the Charter School unless the Charter School receives a greater number of applications than there are spaces for students in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605(e)(2), admission to the Charter School shall not be determined according to the place of residence of the student or of that student’s parent or legal guardian within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(e)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605 (e)(2)(C). [Ref. Education Code Section 47605(e)(2)(A)-(C)]
- The Charter School shall comply with the requirements of Education Code Sections 48850 *et seq.* regarding the enrollment and placement of homeless students and foster youth.
- The Charter School shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605 (e)(1)]
- The Charter School shall adopt policy that is consistent with the model policy developed by the California Attorney General addressing the Charter School’s response to immigration enforcement, notify parents/guardians of their children’s right to a free public education regardless of immigration status or religious beliefs, prohibit the collection of information or documents regarding the immigration status of students or their family members, and fulfill other requirements of Education Code Section 234.7.



- The Charter School shall provide students the right to exercise freedom of speech and of the press including, but not limited to, the use of bulletin boards; the distribution of printed materials or petitions; the wearing of buttons, badges, and other insignia; and the right of expression in official publications, in compliance with Education Code Section 48907.
- The Charter School will adhere to all applicable provisions of federal law relating to students with disabilities, including, but not limited to, the Individuals with Disabilities Education Improvement Act of 2004 (“IDEA”), Section 504 of the Rehabilitation Act of 1973 (“Section 504”), and Title II of the Americans with Disabilities Act of 1990 (“ADA”).
- The Charter School will meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- The Charter School shall ensure that teachers in the Charter School hold the Commission on Teacher Credentialing (“CTC”) certificate, permit, or other document required for the teacher’s certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. Teachers employed by charter schools during the 2019–20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher’s certificated assignment. [Ref. Education Code Sections 47605 (l)(1) and 47605.4(a)]
- The Charter School will at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(e)(3)]
- The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]
- The Charter School shall adhere to each of the conditions in Education Code Section 47605(e)(4)(A)-(D), including: (A) not discouraging a student from enrolling or seeking to enroll in the Charter School for any reason; (B) not requesting a student's records or requiring a parent, guardian, or student to submit the student's records before enrollment; (C) not encouraging a student currently attending the Charter School to disenroll or transfer to another school for any reason; and (D) providing a copy of the California Department of Education (“CDE”) notice regarding the requirements in Education Code Section 47605(e)(4)(A)-(D) to a parent/guardian or student if the student is 18 years of age or older: (i) when a parent/guardian or student inquires about enrollment, (ii) before conducting an enrollment lottery, or (iii) before disenrollment of a student. [Ref. Education Code Section 47605(e)(4)(A)-(D)]

- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
- The Charter School shall on a regular basis consult with its parents and teachers regarding the Charter School’s education programs. [Ref. Education Code Section 47605(d)(2)]
- The Charter School shall comply with any applicable jurisdictional limitations to locations of its facilities. [Ref. Education Code Section 47605-47605.1]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment and will not enroll pupils over 19 years of age unless continuously enrolled in a public school and making satisfactory progress toward high school diploma requirements. [Ref. Education Code Sections 47612(b), 47610]
- The Charter School shall comply with all applicable portions of the Every Student Succeeds 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 7920.000, *et seq.* (“CPRA”).
- The Charter School shall comply with the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g, 34 CFR Part 99 (“FERPA”).
- The Charter School shall comply with the Ralph M. Brown Act, Government Code Section 54950, *et seq.* (“Brown Act”).
- The Charter School shall comply with Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1 (“Section 1090”).

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

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

  
 \_\_\_\_\_  
 Executive Director

03/07/2025  
 \_\_\_\_\_  
 Date

## Successes and Accomplishments of the Prior Charter Term

Highland Academy, founded in the 2013-14 academic year, has witnessed substantial growth. Its initial enrollment of 180 students has expanded to its current capacity of 340, accompanied by an increase in staff from 12 to 36. Highland Academy caters to students from Transitional Kindergarten through 8th grade, providing a nurturing environment that fosters academic achievement and personal growth.

Initially offering an independent study program, a significant percentage of students participated in this program at the school's inception. However, Highland Academy has since transitioned to a full-time in-person learning program, where all students attend daily. Our school strongly believes that students learn best in a traditional classroom setting with a teacher and has taken steps to make this a reality for all our students.

Central to Highland Academy's philosophy is the intentional maintenance of smaller class sizes across all grade levels. The school acknowledges that while smaller classes are essential for young elementary students as they build foundational skills, middle schoolers navigating transformative teenage years also thrive with increased teacher interaction. This approach allows for personalized attention, enabling educators to cater to individual learning styles and ensure that every student receives the support they need to succeed. Average class sizes in elementary school are 22 students and in middle school the average class size is 26. Highland Academy shall adhere to class size and adult to student ratios for TK, as set forth in Education Code Section 48000(g).

At Highland Academy, academic achievement is accorded the highest priority, with an emphasis on fostering diligence, self-discipline, and collaborative engagement among students. Operating within the educational standards set by the state of California, the school cultivates a project-based learning environment that encourages students to explore educational opportunities and apply their knowledge in practical ways. Current and historical results of students who scored at or above proficiency on the California Assessment of Student Performance and Progress ("CAASPP") state tests are included below. More detailed analysis of academic progress can be found on pages 12-13 of this petition.

### Mathematics

- 2023-24 - 25.96%
- 2022-23 - 25.18%
- 2021-22 - 28.41%
- 2020-21 - 22.69%\*

### Language Arts

- 2023-24 - 44.70%
- 2022-23 - 38.83%
- 2021-22 - 48.56%
- 2020-21 - 50.23\*

\*Note: Due to factors surrounding the COVID-19 pandemic, testing participation in 2020-21 varied.

To enhance academic support for our at-risk youth, two intervention programs have been created. First, a 7th-period intervention class for middle schoolers provides targeted daily assistance in essential skills and homework completion. This structured setting allows struggling students to receive focused instruction and guidance, fostering improved understanding and work habits. Second, a pull-out intervention class for elementary students offers individualized support in a separate learning environment. This approach addresses specific learning gaps and provides personalized attention to those needing extra help, ensuring that

foundational concepts are mastered. Both programs aim to bridge learning gaps and empower students to succeed academically.

Our school is also dedicated to providing comprehensive support for students with special needs through collaborative partnerships. We work closely with the El Dorado County Charter Special Education Local Plan Area (“SELPA”) to ensure adherence to all legal and procedural requirements outlined in each student's Individualized Education Program (“IEP”). This collaboration ensures appropriate assessments, services, and placements are provided to meet diverse learning needs. Additionally, we have established strong relationships with multiple Non-Public Agencies (“NPA”) to access specialized expertise and resources. These partnerships allow us to offer a wide range of services, such as behavioral intervention, speech therapy, occupational therapy, and mental health counseling, ensuring that all students receive the individualized support necessary for their academic and personal success. This collaborative approach reflects our commitment to inclusive practices and providing a high-quality education for all learners.

Our school's Helping Others While Learning (“HOWL”) Expanded Learning Opportunities Program (“ELOP”) offers a comprehensive experience designed to support the academic and personal growth of all students. Available to every child, ELOP provides a safe and supervised environment where students can engage in enriching activities, receive homework assistance, and benefit from targeted tutoring. Certified teachers and trained staff are available to guide students through their assignments, clarify challenging concepts, and develop effective study habits. Beyond academics, ELOP fosters a sense of community by providing opportunities for recreation, socialization, and exploration of diverse interests. This program serves as a valuable resource for working families, ensuring students have a productive and engaging space to thrive after school hours and during school recess periods.

At Highland Academy, our focus extends beyond academic pursuits, encompassing the personal success of each student. Acknowledging the unique aspirations of its students, the school embraces them as its own objectives. This commitment is evident in the comprehensive support and guidance provided, ensuring that every student has the necessary resources and opportunities to achieve their full potential. Guided by the motto "Find Your Genius," Highland Academy recognizes that students have diverse interests and learning styles. Teachers and administrators have devoted substantial time and effort, utilizing effective tools and teaching strategies, to tailor each student's educational experience to their individual needs. One of the school's signature annual events is the "Find Your Genius" celebration, held at the end of the school year, where students showcase their learning and achievements. Notably, since the resumption of full-time in-person learning after the pandemic, attendance at this event has more than doubled, reflecting the school's commitment to fostering student success. Other school events that actively involve and attract families include Back-to-School Night, Open Houses, festivals, ASB activities, concerts, theater performances, talent shows, and field trips.

At Highland Academy, students are instilled with the value of serving others beyond themselves. To foster this spirit of giving, the academy has established partnerships with several organizations and initiatives. These include The Wounded Warriors Project, Ronald McDonald House, Kids Cures Foundation, the Rotary Club of Beaumont, the Nathan Carpio Foundation, and various Eagle Scout and other service projects. Additionally, Highland Academy students actively participate in fundraisers to support sick and needy individuals within our community. Moreover, each Highland Academy family is encouraged to contribute 20 hours of service to the school throughout the academic year, fostering a sense of collective responsibility and community involvement.

Our school offers a comprehensive sports program designed to foster teamwork, sportsmanship, and healthy competition. Students participate in a variety of sports throughout the year, including basketball, volleyball, flag football, cross country, soccer and softball. Our dedicated coaches prioritize skill development, fitness, and positive character building in an inclusive environment. Whether students are seasoned athletes or new to a

sport, our program welcomes all skill levels and encourages participation, promoting a sense of school spirit and camaraderie.

After a challenging initial period, Highland Academy now takes pride in achieving financial stability, enabling it to honor its current commitments and prepare for potential future expenses. Through careful analysis of historical data and budget projections, the Charter School consistently meets or surpasses the recommended reserve amount of 15%. The following is a summary projected surplus amounts:

<b>Fiscal Year (FY)</b>	2024-25	2025-26	2026-27	2027-28	2028-29
<b>Available Reserve %</b>	71.9%	75.5%	77.0%	79.0%	80.9%
<b>Net Position</b>	\$3,177,060	\$3,511,504	\$3,653,289	\$3,820,188	\$3,992,263

More detailed financial information can be found in Appendix A of this petition.

Our history, similar to that of all charter schools, is marked by both obstacles and achievements. Through unwavering dedication and tireless efforts, we have successfully established Highland Academy as a cornerstone of the Beaumont community. Our unique educational approach has positively impacted hundreds of students, shaping their educational journeys. We eagerly anticipate expanding our reach and serving even more students in the years to come.

## Charter Renewal Criteria

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

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

The three performance categories are as follows:

- High Performing – Presumptive renewal if the charter school meets the established renewal criteria – Education Code Section 47607(c)(2).
- Low Performing – Presumptive non-renewal if the charter school meets the non-renewal criteria, unless the chartering authority makes a finding to approve for a two-year term – Education Code Section 47607.2(a).
- Middle Performing – Presumptive renewal unless the charter school failed to meet or make sufficient progress toward meeting standards and closure is in the best interest of students, evaluated using the Dashboard and Education Code Section 47607.2(b).
- DASS – Presumptive renewal with consideration of performance on the Dashboard and applicable alternative metrics, with nonrenewal only in the event that the chartering authority finds that closure is in the best interest of students – Education Code Section 47607(c)(7).

For the first time since 2020, the CDE has published a list of high-, middle-, and low-performing charter schools. We are proud that Highland Academy has been deemed a middle-performing school, entitled to a default renewal standard, for a five-year term.

Due to the suspension of the Dashboard in 2020 and 2021, as a result of the COVID-19 pandemic, charter schools could not be placed into performance categories as contemplated by AB 1505. For 2022, the CDE could only display the most current year of data (also known as Status) on the Dashboard. The 2022 Dashboard used one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for all state indicators based on the 2021-22 school year data.

The 2023 Dashboard is the first since 2019 to display the intended red, orange, yellow, green, and blue colors for schools’ status and change scores in the state indicators. The 2022 Dashboard uses one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for all state indicators based on the 2021-22 school year data. As such, the 2023 Dashboard is not based on two years of color-based performance.

The state indicators include the following:

- Chronic Absenteeism: kindergarten through grade eight
- Suspension Rate: kindergarten through grade twelve
- English Learner Progress: grades one through twelve
- Graduation Rate: high school only
- College/Career: high school only (Note: the College/Career Indicator will not be reported on the 2022 Dashboard)

- Academic: grades three through eight and grade eleven – English Language Arts/Literacy and Mathematics

**Rationale for Renewal of Highland Academy Charter Petition**

For middle-performing charter schools, Education Code Section 47607.2(b) mandates that the District consider the performance, schoolwide and for all student subgroups, of Highland Academy on the state and local indicators on the Dashboard. The District shall provide greater weight to measurements of academic performance, which include the California Assessment of Student Performance and Progress (“CAASPP”) ELA and math assessments, the English Learner Progress indicator (“ELPI”), and the College/Career indicator (“CCI”).

Further, in addition to the state and local indicators on the Dashboard, the District shall also consider evidence, from assessments deemed verified data by the State Board of Education, showing measurable increases in academic achievement (at least one year’s progress for each year in school), or showing strong postsecondary outcomes (college enrollment, persistence, and completion rates equal to similar peers).

Highland Academy documents its performance on the Dashboard and through verified data, in support of approval of its charter renewal petition, below:

**Charter School Dashboard State and Local Indicators 2023 and 2024**

The following chart reflects the Charter School’s 2023 and 2024 Dashboard performance indicators (points above or below standard), and for comparison purposes, the District’s and the State’s.

Indicator	2023 Dashboard			2024 Dashboard		
	Highland Academy	District	State	Highland Academy	District	State
ELA (academic)	-24.6	-18.1	-13.6	-20.2	-20.6	-13.2
Math (academic)	-66.7	-55.1	-49.1	-58.8	-53.8	-47.6
ELPI (academic)	72.4%	49%	48.7%	11.1%	41.4%	45.7%
Chronic Absenteeism (academic engagement)	20.9%	30.2%	24.3%	13.7%	20%	18.6%
Suspension Rate	8.1%	2.7%	3.5%	6.3%	2.1%	3.2%

	2023 Dashboard	2024 Dashboard
BASICS: Teachers, Instructional Materials, Facilities	STANDARD MET	STANDARD MET
Implementation of Academic Standards	STANDARD MET	STANDARD MET
Parent and Family Engagement	STANDARD MET	STANDARD MET
Local Climate Survey	STANDARD MET	STANDARD MET
Access to a Broad Course of Study	STANDARD MET	STANDARD MET

The Dashboard data shows that Highland Academy has improved in both ELA and Math between 2023 and 2024. ELA scores increased by 4.4 points, from 24.6 points below standard in 2023 to 20.2 points below standard in 2024. Math scores also improved by 7.7 points, from 66.7% points below standard in 2023 to 58.8% below the standard in 2024. The Charter School continues to perform academically on par with both the District and the State for ELA and Math.

Additionally, the Charter School saw a 7.2% decline in Chronic Absenteeism between 2023 and 2024 and has a lower percentage of Chronic Absenteeism than both the District and the State. Our school's suspension rate has also improved by 1.7%, from 8.1% in 2023 to 6.3% in 2024.

**Numerically Significant<sup>1</sup> Student Subgroup ELA Performance on the 2023 and 2024 Dashboards**

Demographic	2023 Dashboard			2024 Dashboard		
	Highland Academy	District	State	Highland Academy	District	State
Socioeconomically Disadvantaged	-52.8	-32.7	-42.6	-31.4	-31.8	-40.9
English Learner	-72.4	-67.6	-67.7	-68.4	-68.9	-67.6
Students with Disabilities	-75.7	-92	-96.3	-80.7	-98.8	-95.6
Hispanic	-49.3	-29.4	-40.2	-20.4	-30.9	-39.3
White	-7.9	-2.5	+20.8	-33.4	-6.4	+19.2

The Charter School showed improvement in ELA between 2023 and 2024 in its Socioeconomically Disadvantaged, English Learner, and Hispanic subgroups. The data also shows that Highland Academy exceeded both District and State ELA scores for its Students with Disabilities subgroup in both 2023 and 2024, as measured by Distance from Standard (“DFS”). Additionally, Highland Academy performed comparably to both the District and the State for Socioeconomically Disadvantaged, English Learner, and Hispanic student groups.

**Numerically Significant Student Subgroup Math Performance on the 2023 and 2024 Dashboards**

Demographic	2023 Dashboard			2024 Dashboard		
	Highland Academy	District	State	Highland Academy	District	State
Socioeconomically Disadvantaged	-90.3	-67.6	-80.8	-75.6	-64.9	-78.2
English Learner	-119.9	-95.2	-93.4	-104.7	-89.9	-93.4
Students with Disabilities	-125	-115	-127.3	-106.8	-116	-124.3
Hispanic	-85.1	-67.9	-80.8	-72.2	-65.2	-79.2
White	-45.9	-33.4	-11.1	-49.9	-33.4	-10.3

In 2024, Highland Academy saw significant improvements in Math scores for several student subgroups, compared to 2023 scores. Hispanic students increased by 12.9 points, Students with Disabilities by 18.2 points, English Learners by 15.2 points, and Socioeconomically Disadvantaged students by 14.7 points. Additionally, Highland Academy's performance in Math was comparable to the District's for Students with Disabilities, Hispanic students, and White students.

A charter petition renewed pursuant to Section 47607.2(b) (middle performing) shall be granted a renewal term of five years. **As clearly demonstrated by the evidence above, Highland Academy meets this renewal criterion and should be granted a renewal term of 5 years.**

<sup>1</sup> The following subgroups did not have enough students at Highland Academy for the Dashboard to provide a performance level for ELA or Math: African American, Asian, Two or More Races.



## **II. Educational Philosophy and Program**

### **Element 1: Educational Program**

Governing Law: The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an “educated person” in the 21<sup>st</sup> century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. Education Code Section 47605(c)(5)(A)(i).

The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. Education Code Section 47605(c)(5)(A)(ii).

### **Highland Academy’s Mission Statement**

At Highland Academy, we pride ourselves in helping students identify their strengths. We welcome students to explore their innate curiosity through rigorous and inclusive learning. We produce respectful, imaginative, and vibrant learners to enter into our dynamic workforce and community.

There are many roads to genius, and we help you find yours!

### **Educational Philosophy**

At Highland Academy, we recognize genius as the combination of talents, gifts, and purpose that individuals possess, enabling them to make a positive impact on the world. We firmly believe that every student deserves ample opportunities to cultivate their unique genius and uncover their potential for future success.

Inspired by John Dewey's philosophy of "learning by doing," our curriculum engages students' minds, hands, and hearts. We prioritize teaching students *how* to think critically rather than dictating *what* to think. A well-rounded education is essential in preparing students for the future.

We strive to instill in our students the qualities of self-motivation, competence, and lifelong learning. We believe that these attributes are crucial for true success, and we are committed to fostering intrinsic motivation in our students so that they take ownership of their education over time.

Highland Academy acknowledges the responsibility to instill a sense of duty in our students, encouraging them to utilize their education for the betterment of their communities. Through the cultivation of their individual genius, we empower students to serve society and make a positive impact.

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

In today's rapidly evolving world, a well-rounded education is more critical than ever. Highland Academy recognizes this by emphasizing a comprehensive curriculum that encompasses literature, history, social sciences, mathematics, science, fine arts, technology, ensuring students possess a broad foundation of knowledge applicable to the complexities of the 21<sup>st</sup> century. Beyond academics, our school prioritizes essential skills, fostering critical thinking through research methodologies, and effective communication in an increasingly interconnected global landscape. Students are empowered to not only understand complex issues

but also develop solutions to multifaceted challenges. Furthermore, Highland Academy cultivates a strong sense of citizenship, encouraging students to embrace diversity and cultivate responsibility towards their local and global communities. By prioritizing values such as respect, diligence, collaboration, and acceptance, our school ensures that when students complete their studies with us, they are not only intellectually prepared but also committed to lifelong learning and ready to contribute positively to the world around them.

## Target Student Population

Highland Academy operates a TK-8<sup>th</sup> grade classroom-based in-person learning program with a maximum enrollment of 340 students. Highland Academy’s Elementary Independent Study program was completely phased out in the 2018-19 school year. Current student enrollment for each grade level is distributed as follows:

<b>TK*</b>	8
<b>Kindergarten*</b>	12
<b>1<sup>st</sup> Grade</b>	22
<b>2<sup>nd</sup> Grade</b>	22
<b>3<sup>rd</sup> Grade</b>	22
<b>4<sup>th</sup> Grade</b>	22
<b>5<sup>th</sup> Grade</b>	24
<b>6<sup>th</sup> Grade</b>	70
<b>7<sup>th</sup> Grade</b>	68
<b>8<sup>th</sup> Grade</b>	70
	<b>340 Total</b>

\*TK/Kindergarten Combination Class

The elementary and middle school programs will provide individualized instruction that will meet, the Common Core State Standards (“CCSS”), the Next Generation Science Standards (“NGSS”), the History-Social Science Framework, the English Language Development Standards (“ELD”), and remaining State Content Standards (collectively, “State Standards”), and prepare students to accomplish their post-secondary goals. The individualized nature of this program will result in students learning in a project-based environment that fits their educational, socio-emotional, and developmental needs.

Highland Academy is a welcoming school with a diverse student population. Our student body currently comprises the following demographics (per the 2024 Dashboard):

Ethnicities:

- American Indian - 1.2%
- Asian - 1.8%
- Black or African American - 2.7%
- Filipino - 1.2%
- Hispanic or Latino - 47.3%
- Two or More Races - 6.4%
- White - 35.5%

In addition to these ethnicities, our school also represents the following student groups:

- English Learners – 5.5%
- Socioeconomically Disadvantaged – 39.7%
- Students With Disabilities – 11.8%
- Foster Youth/Homeless/Migrant - 0%

## **Community Need**

Charter schools offer a valuable alternative within our educational landscape, addressing specific needs within our community. Many students thrive in the smaller, more personalized learning environments that charter schools often provide. Reduced class sizes allow for increased individual attention from teachers and foster a stronger sense of community among students. This focused environment can be particularly beneficial for students who may struggle in larger, traditional settings, or who require specialized academic programs.

Highland Academy is currently operating at full enrollment with waiting lists for each grade level. This high demand demonstrates a clear need for diverse educational options within our community. By offering a project-based learning approach, hands-on learning experiences, and a commitment to individualized attention and a nurturing learning environment that ensures all students can succeed, our school provides families with a choice that aligns with their children's individual learning styles and aspirations.

This approach not only benefits our students directly but also strengthens the overall educational landscape in our community. By fostering innovation and providing families with the opportunity to select the learning environment that best suits their children's needs, charter schools like ours contribute to a more vibrant and responsive educational system. Additionally, the majority of our 8th-grade students transition to Beaumont High School, highlighting our connection to the district. While Highland Academy operates independently, we are an integral part of the educational community, preparing students for success within the district's high school and beyond.

## **Fundamental Structure of Academics**

Each grade level at the Charter School will have a core curriculum that meets or exceeds grade-level standards in all subjects. The school aims to maintain academic rigor in the core curriculum to optimize student learning outcomes. Highland Academy strives to maintain specific class size limitations: a 1:20 teacher-to-student ratio in Transitional Kindergarten and Kindergarten, a 1:22 ratio in Grades 1 through 4, a 1:25 ratio in Grade 5, and an average class size of 26 students or fewer in Grades 6-8 middle school. These limitations are intended to promote individualized attention and effective instruction for all students.

Highland Academy will administer a push-in model for a second language acquisition component in order to fulfill language acquisition objectives and to meet the requirements for college entrance. Languages will be those that prepare students in 21<sup>st</sup> Century Skills and provide students opportunity to be competitive in the real world.

The curricula provided will follow the State Standards, thereby providing rigor and relevance for students preparing for college and career pathways in a global world. Students will experience an atmosphere of cooperative learning, competitive tasks, international studies and comparisons, science, technology, engineering and mathematics along with specific training and goal-oriented career pathways. The academic structure will include opportunities for success for all learners.

### **III. Instructional Methodology and Curriculum**

In today's highly competitive and technical world, students are best prepared for the rigors of college by having experienced an academic program that is rich, advanced, rigorous, and personalized. At Highland Academy, this will be accomplished by the use and implementation of thematic units, which will allow students exposure to content utilizing a variety of teaching and learning modalities, as well as prepare them for the rigors of the CCSS and their attendant assessments, many of which will involve the use of technology. Students will master the content and transfer advanced learning skills to academic areas. Thematic units will consist of a major project centered on the theme for each unit, exposure to literature, document studies and/or close reading of text, an oral presentation, an experiment or simulation, an infusion of technology throughout all units, and a variety of written formats. This model will be used in all subject areas with accommodations made in math and science to involve research methodology writing forms and a STEAM program, to enhance student learning of math and science standards while including technology and engineering components. The use of thematic units and STEAM will assist in motivating students and provide them with real-world applications of the concepts being studied. The goal of this type of instruction is to motivate and inspire students to actively engage and pursue their own education and be proactive in doing so. Research documents the importance of providing STEAM instructional strategies to students to proactively engage and pursue their own education. This format also allows for differentiation of instruction in each classroom for individual students, as well as differentiation for different achievement levels to accommodate honors, English Learners ("EL"), and special education courses, utilizing Specially Designed Academic Instruction in English ("SDAIE") and designated and integrated ELD strategies for English Learners.

Thematic units follow and teach all areas of the P21 Framework and Common Core State Standards. Students will obtain a deep understanding of the State Content Standards and will demonstrate mastery by formative and summative assessments, practical application, and state examinations. Training of staff is included in professional development, collaboration, and curriculum development, all to ensure that solid teaching practices are being used in all classrooms. The program at Highland Academy will meet the classroom instructional minutes and required attendance days that are enumerated by the Education Code.

Highland Academy meets the demands of knowledge acquisition by including the collaborative efforts between teacher, parent, student and school as a community working together serving grades transitional kindergarten through eighth. This program includes academic requirements, real world applications, life skills and second language acquisition component through the process of incorporating a push-in model within the academic program. Our program provides the necessary rigor for students to be successful with state and federal proficiency requirements and we will produce students who have acquired skills in life/career, learning/innovation, global interaction and technology areas.

#### **Middle School - Sixth Grade**

##### **English/Language Arts**

This framework outlines the essential skills and knowledge students should acquire throughout the year, organized by quarter. It emphasizes a spiraled approach, where concepts are revisited and deepened over time.

##### **Quarter 1: Foundations and Narrative**

- Reading Literature:
  - Focus: Analyzing plot, character, setting, and theme in short stories.
  - Texts: Diverse short stories, including myths and folktales.
  - Skills: Identifying story elements, making inferences, determining theme, comparing and contrasting texts.

- Standards: RL.6.1, RL.6.2, RL.6.3, RL.6.9
- Reading Informational Text:
  - Focus: Identifying main idea and supporting details in nonfiction articles.
  - Texts: High-interest articles on a variety of topics (science, history, current events).
  - Skills: Annotating text, summarizing, determining author's purpose, citing evidence.
  - Standards: RI.6.1, RI.6.2, RI.6.6
- Writing:
  - Focus: Crafting engaging narratives with vivid descriptions and well-developed characters.
  - Types: Personal narratives, fictional short stories.
  - Skills: Developing plot, using sensory details, showing vs. telling, incorporating dialogue.
  - Standards: W.6.3, W.6.4, W.6.5
- Speaking and Listening:
  - Focus: Engaging in collaborative discussions about literature and sharing personal narratives.
  - Skills: Active listening, respectful communication, building on others' ideas.
  - Standards: SL.6.1

#### Quarter 2: Argument and Persuasion

- Reading Literature:
  - Focus: Analyzing character motivation and conflict in novels and plays.
  - Texts: Age-appropriate novels and plays with compelling characters and themes.
  - Skills: Analyzing character development, identifying conflict and resolution, making connections to theme.
  - Standards: RL.6.3, RL.6.6
- Reading Informational Text:
  - Focus: Evaluating arguments and claims in persuasive texts.
  - Texts: Editorials, opinion pieces, speeches.
  - Skills: Identifying claims and evidence, analyzing persuasive techniques, evaluating reasoning.
  - Standards: RI.6.8, RI.6.9
- Writing:
  - Focus: Constructing well-supported arguments with clear claims and evidence.
  - Types: Persuasive essays, debates, letters to the editor.
  - Skills: Developing claims, providing evidence and reasoning, acknowledging counterarguments.
  - Standards: W.6.1, W.6.4, W.6.7
- Speaking and Listening:
  - Focus: Participating in debates and presenting persuasive speeches.
  - Skills: Presenting arguments clearly and respectfully, responding to opposing viewpoints.
  - Standards: SL.6.1, SL.6.4

#### Quarter 3: Poetry and Figurative Language

- Reading Literature:
  - Focus: Exploring diverse forms of poetry and analyzing the impact of figurative language.
  - Texts: Variety of poems (sonnets, haiku, free verse, etc.)
  - Skills: Identifying poetic devices (simile, metaphor, personification, etc.), analyzing tone and mood, interpreting meaning.
  - Standards: RL.6.4, RL.6.5, RL.6.10
- Reading Informational Text:
  - Focus: Understanding how authors use language to convey information and ideas.
  - Texts: Biographies, autobiographies, historical accounts.

- Skills: Analyzing author's craft, identifying word choice and sentence structure, understanding point of view.
- Standards: RI.6.4, RI.6.5, RI.6.6
- Writing:
  - Focus: Experimenting with poetic forms and using figurative language to enhance writing.
  - Types: Original poems, descriptive essays, creative writing pieces.
  - Skills: Using imagery, figurative language, sound devices, and varied sentence structure.
  - Standards: W.6.3, W.6.4, W.6.10
- Speaking and Listening:
  - Focus: Performing poems and presenting creative writing pieces.
  - Skills: Using vocal expression, conveying emotion, engaging the audience.
  - Standards: SL.6.4, SL.6.6

#### Quarter 4: Research and Informational Writing

- Reading Literature:
  - Focus: Analyzing theme and comparing and contrasting themes across multiple texts.
  - Texts: Novels, short stories, poems, plays with related themes.
  - Skills: Identifying universal themes, analyzing how authors develop themes, making connections between texts.
  - Standards: RL.6.2, RL.6.9
- Reading Informational Text:
  - Focus: Conducting research and synthesizing information from multiple sources.
  - Texts: Online databases, books, articles, primary sources.
  - Skills: Formulating research questions, evaluating sources, taking notes, citing evidence.
  - Standards: RI.6.7, RI.6.8, RI.6.9
- Writing:
  - Focus: Writing informative/explanatory essays based on research.
  - Types: Research reports, essays, presentations.
  - Skills: Organizing information, synthesizing findings, citing sources, using formal style.
  - Standards: W.6.2, W.6.4, W.6.6, W.6.8
- Speaking and Listening:
  - Focus: Presenting research findings and engaging in academic discussions.
  - Skills: Communicating clearly and effectively, using visuals, responding to questions.
  - Standards: SL.6.4, SL.6.5

#### Throughout the Year:

- Language: Continuously reinforce grammar, usage, and vocabulary development through mini-lessons, activities, and games. (L.6.1, L.6.2, L.6.3, L.6.4, L.6.5)
- Digital Literacy: Integrate technology for research, writing, and communication.

### **Mathematics**

This framework provides a structured outline for 6th grade math instruction, organized by quarter and aligned with the California State Standards.

#### Quarter 1: Number System Fluency and Ratios

- Focus: Deepen understanding of division of fractions, extend the number system to include negative numbers, and introduce ratios and proportional relationships.
- Key Concepts:

- Number System: Fluently divide multi-digit numbers and decimals. Compute with fractions and mixed numbers. Understand and order rational numbers (including negative numbers) on a number line. (NS.6.2, NS.6.3, NS.6.6, NS.6.7)
- Ratios and Proportional Relationships: Understand ratio concepts and use ratio reasoning to solve problems. (RP.6.1, RP.6.2, RP.6.3)
- Sample Activities:
  - Real-world problems involving fraction division (e.g., dividing recipe ingredients).
  - Games and activities to develop fluency with decimal operations.
  - Number line activities to compare and order rational numbers.
  - Exploring ratios using manipulatives and visual models.
  - Solving real-world problems involving unit rates and proportions (e.g., calculating best buys, scaling recipes).

#### Quarter 2: Expressions, Equations, and Geometry

- Focus: Develop understanding of algebraic expressions and equations, and explore geometric concepts of area, surface area, and volume.
- Key Concepts:
  - Expressions and Equations: Apply and extend previous understandings of arithmetic to algebraic expressions. Reason about and solve one-variable equations and inequalities. (EE.6.1, EE.6.2, EE.6.3, EE.6.4, EE.6.5, EE.6.8)
  - Geometry: Solve real-world and mathematical problems involving area, surface area, and volume. (G.6.1, G.6.2, G.6.3, G.6.4)
- Sample Activities:
  - Writing and evaluating expressions with variables.
  - Solving equations using manipulatives and algebraic methods.
  - Representing inequalities on number lines.
  - Calculating area of triangles, quadrilaterals, and composite figures.
  - Building 3D shapes and calculating surface area and volume.
  - Applying geometric concepts to real-world problems (e.g., designing a garden, calculating the amount of paint needed to paint a room).

#### Quarter 3: Statistics and Probability

- Focus: Develop understanding of statistical variability and summarize and describe distributions.
- Key Concepts:
  - Statistics and Probability: Develop understanding of statistical variability. Summarize and describe distributions. (SP.6.1, SP.6.2, SP.6.3, SP.6.4, SP.6.5)
- Sample Activities:
  - Collecting and analyzing data from real-world situations.
  - Creating and interpreting different types of graphs (dot plots, histograms, box plots).
  - Calculating measures of center (mean, median, mode) and variability (range, interquartile range).
  - Drawing inferences about populations based on samples.

#### Quarter 4: Pulling It All Together

- Focus: Review and reinforce key concepts from throughout the year. Apply mathematical skills to solve complex problems and engage in project-based learning.
- Key Concepts:
  - Review and integrate concepts from all domains (Number System, Ratios and Proportional Relationships, Expressions and Equations, Geometry, Statistics and Probability).
  - Problem-solving involving multiple steps and concepts.

- Mathematical modeling and real-world applications.
- Sample Activities:
  - Performance tasks that require students to apply math skills in authentic contexts.
  - Project-based learning activities that connect math to other subjects (e.g., science fair projects, designing a scale model of a building).
  - Math games and competitions that promote problem-solving and critical thinking.

#### Throughout the Year:

- Mathematical Practices: Continuously emphasize the Standards for Mathematical Practice (e.g., making sense of problems, reasoning abstractly and quantitatively, constructing viable arguments, modeling with mathematics) in all lessons and activities.
- Technology Integration: Use technology tools (e.g., calculators, online simulations, interactive whiteboards) to enhance learning and engagement.

### Social Studies

This framework outlines a year-long plan for 6th-grade history, focusing on ancient civilizations. It emphasizes inquiry-based learning, source analysis, and developing historical thinking skills.

#### Quarter 1: Early Humans and the Rise of Civilization

- Focus: Explore the Paleolithic and Neolithic eras, the development of agriculture, and the emergence of the first civilizations in Mesopotamia.
- Key Concepts:
  - Early human migration and adaptation
  - Development of tools and technologies
  - Agricultural revolution and its impact
  - Characteristics of civilization (cities, government, religion, social structure, writing, art)
  - Mesopotamia: Sumerians, Babylonians, Assyrians
- Historical Thinking Skills:
  - Analyzing primary and secondary sources (cave paintings, artifacts, texts)
  - Constructing timelines and understanding chronology
  - Comparing and contrasting different societies
- Sample Activities:
  - Creating a timeline of early human development
  - Analyzing artifacts from ancient Mesopotamia
  - Researching the Code of Hammurabi
  - Simulating an archaeological dig

#### Quarter 2: Ancient Egypt and Kush

- Focus: Investigate the geography, culture, and achievements of ancient Egypt and Kush.
- Key Concepts:
  - Nile River and its importance
  - Pharaohs, pyramids, and mummification
  - Egyptian religion and mythology
  - Hieroglyphics and other forms of writing
  - Kingdom of Kush and its interactions with Egypt
- Historical Thinking Skills:
  - Interpreting visual sources (hieroglyphics, tomb paintings)
  - Understanding cause and effect (e.g., the Nile's impact on Egyptian civilization)
  - Researching and presenting information



- Sample Activities:
  - Creating a model of a pyramid
  - Decoding hieroglyphic messages
  - Researching the role of women in ancient Egypt
  - Comparing and contrasting Egyptian and Kushite cultures

#### Quarter 3: Ancient Greece

- Focus: Explore the geography, city-states, democracy, mythology, and cultural achievements of ancient Greece.
- Key Concepts:
  - Geography of Greece and its impact on development
  - Athens and Sparta: Comparing political systems
  - Greek mythology and its influence on art and literature
  - Persian and Peloponnesian Wars
  - Contributions of Greek philosophers, mathematicians, and scientists
- Historical Thinking Skills:
  - Analyzing primary sources (e.g., excerpts from Plato, Herodotus)
  - Evaluating different perspectives (e.g., Athenian vs. Spartan viewpoints)
  - Connecting historical events to modern ideas (e.g., democracy)
- Sample Activities:
  - Debating the merits of democracy vs. oligarchy
  - Creating a presentation on a Greek god or goddess
  - Performing a scene from a Greek play
  - Researching the Olympic Games

#### Quarter 4: Ancient Rome

- Focus: Investigate the rise and fall of the Roman Republic and Empire, its government, law, culture, and lasting influence.
- Key Concepts:
  - Roman Republic: government structure, social classes, expansion
  - Roman Empire: emperors, Pax Romana, achievements in engineering and architecture
  - Roman law and its impact on legal systems
  - Christianity and its spread in the Roman Empire
  - Decline and fall of the Roman Empire
- Historical Thinking Skills:
  - Analyzing cause and effect (e.g., factors contributing to the fall of Rome)
  - Interpreting maps and timelines
  - Evaluating the legacy of Roman civilization
- Sample Activities:
  - Creating a timeline of the Roman Republic and Empire
  - Researching Roman engineering feats (aqueducts, roads)
  - Debating the impact of Roman expansion
  - Comparing Roman and modern legal systems

#### Throughout the Year:

- Geography: Integrate geography throughout the year, emphasizing the relationship between geography and historical developments.
- Primary Sources: Utilize a variety of primary sources (texts, images, artifacts) to engage students in historical inquiry.

- **Diverse Perspectives:** Include diverse perspectives and voices from the past, including women, enslaved people, and people from different social classes.
- **Civic Engagement:** Connect historical concepts to modern civic issues and encourage students to be active and informed citizens.
- **Technology Integration:** Use technology to enhance learning and engagement (e.g., virtual tours, online databases, interactive maps).

## Science

This framework outlines Highland Academy’s year-long plan for 6th-grade science, integrating the three dimensions of the NGSS: Science and Engineering Practices, Crosscutting Concepts, and Disciplinary Core Ideas. It emphasizes hands-on learning, inquiry-based investigations, and real-world applications.

### Quarter 1: Cells and Organisms

- **Focus:** Explore the structure and function of cells, the basic units of life, and how they form tissues, organs, and organ systems in multicellular organisms.
- **Disciplinary Core Ideas:**
  - LS1.A: Structure and Function (cells, tissues, organs, organ systems)
  - LS1.B: Growth and Development of Organisms
- **Science and Engineering Practices:**
  - Developing and using models (e.g., diagrams of cells, models of organ systems)
  - Planning and carrying out investigations (e.g., observing cells under a microscope)
  - Constructing explanations (e.g., explaining how different cell types contribute to the function of an organism)
- **Crosscutting Concepts:**
  - Structure and function (how the parts of a cell relate to its job)
  - Systems and system models (how cells work together in an organism)
- **Sample Activities:**
  - Microscope observations of plant and animal cells
  - Creating 3D models of cells
  - Investigating the levels of organization in an organism (cells to organ systems)
  - Researching different types of cells and their functions

### Quarter 2: Earth's Systems and Resources

- **Focus:** Investigate Earth's systems (geosphere, hydrosphere, atmosphere) and the interactions between them, with a focus on water and the water cycle.
- **Disciplinary Core Ideas:**
  - ESS2.A: Earth Materials and Systems (rock cycle, plate tectonics)
  - ESS2.C: The Roles of Water in Earth's Surface Processes (water cycle, weather patterns)
  - ESS3.A: Natural Resources (renewable and non-renewable resources)
- **Science and Engineering Practices:**
  - Analyzing and interpreting data (e.g., analyzing weather data, mapping water sources)
  - Developing and using models (e.g., creating a model of the water cycle)
  - Obtaining, evaluating, and communicating information (e.g., researching water conservation methods)
- **Crosscutting Concepts:**
  - Cause and effect (how human activities impact water resources)
  - Systems and system models (interactions between Earth's systems)
  - Energy and matter (flow of energy and matter in the water cycle)
- **Sample Activities:**

- Building a model of the water cycle
- Investigating the properties of different Earth materials (rocks, minerals)
- Researching water pollution and conservation
- Designing a water filtration system

### Quarter 3: Energy: Thermal Energy and Waves

- Focus: Explore different forms of energy, with a focus on thermal energy and its transfer, and investigate the properties of waves (light and sound).
- Disciplinary Core Ideas:
  - PS3.A: Definitions of Energy (kinetic, potential, thermal energy)
  - PS3.B: Conservation of Energy and Energy Transfer (conduction, convection, radiation)
  - PS4.A: Wave Properties (wavelength, frequency, amplitude)
- Science and Engineering Practices:
  - Planning and carrying out investigations (e.g., investigating heat transfer)
  - Analyzing and interpreting data (e.g., graphing temperature changes)
  - Using mathematics and computational thinking (e.g., calculating energy)
- Crosscutting Concepts:
  - Cause and effect (how heat affects matter)
  - Energy and matter (transfer and conservation of energy)
  - Patterns (wave patterns)
- Sample Activities:
  - Investigating heat transfer through different materials
  - Exploring the effects of light and sound waves
  - Building a simple circuit to demonstrate energy transfer
  - Designing and testing a solar oven

### Quarter 4: Ecosystem Dynamics and Biodiversity

- Focus: Investigate the relationships between organisms and their environment, explore the flow of energy in ecosystems, and understand the importance of biodiversity.
- Disciplinary Core Ideas:
  - LS2.A: Interdependent Relationships in Ecosystems (food webs, competition, symbiosis)
  - LS2.B: Cycle of Matter and Energy Transfer in Ecosystems
  - LS4.D: Biodiversity and Humans
- Science and Engineering Practices:
  - Constructing explanations (e.g., explaining how organisms interact in an ecosystem)
  - Engaging in argument from evidence (e.g., debating the impact of human activities on biodiversity)
  - Obtaining, evaluating, and communicating information (e.g., researching endangered species)
- Crosscutting Concepts:
  - Cause and effect (how changes in an ecosystem affect organisms)
  - Systems and system models (interactions within an ecosystem)
  - Stability and change (how ecosystems respond to disturbances)
- Sample Activities:
  - Creating food webs and energy pyramids
  - Investigating the impact of invasive species
  - Researching the importance of biodiversity
  - Designing a sustainable ecosystem model

Throughout the Year:

- Engineering Design: Integrate engineering design challenges throughout the year to allow students to apply their science knowledge to solve real-world problems.
- Nature of Science: Emphasize the nature of science, including the importance of evidence, the role of creativity, and the tentative nature of scientific knowledge.
- Technology Integration: Use technology to enhance learning and engage students (e.g., simulations, virtual labs, online resources).

## Physical Education

This framework provides an outline for 6th-grade PE instruction, organized by quarter and aligned with the California standards. It emphasizes a comprehensive approach to physical literacy, encompassing movement skills, fitness knowledge, and social-emotional learning.

### Quarter 1: Fundamental Movement Skills and Teamwork

- Focus: Refine and combine fundamental movement skills (locomotor, non-locomotor, manipulative) in a variety of activities and develop teamwork and cooperation skills.
- Standards:
  - Standard 1: Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities. (1.1, 1.2, 1.3, 1.4)
  - Standard 2: Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities. (2.1, 2.2)
- Sample Activities:
  - Locomotor Skills: Running, jumping, hopping, skipping, galloping, sliding – practice with variations in speed, direction, and pathways.
  - Non-locomotor Skills: Bending, twisting, stretching, balancing, curling, swinging – incorporate into warm-ups and cool-downs, individual and partner challenges.
  - Manipulative Skills: Throwing, catching, kicking, striking (with hands/implements) – introduce a variety of sports and games like volleyball, soccer, badminton, and modified baseball/softball.
  - Teamwork Activities: Cooperative games, team-building challenges, and lead-up games that require communication, cooperation, and strategy.

### Quarter 2: Fitness and Movement Concepts

- Focus: Develop understanding of the components of health-related fitness and apply movement concepts and principles to enhance performance.
- Standards:
  - Standard 3: Students assess and maintain a level of physical fitness to improve health and performance. (3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8)
  - Standard 4: Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance. (4.1, 4.2, 4.3)
- Sample Activities:
  - Fitness Activities: Design circuits and stations focusing on cardiovascular endurance (running, jumping rope), muscular strength and endurance (bodyweight exercises, resistance bands), flexibility (stretching routines), and body composition (understanding healthy body types).
  - Movement Concepts: Explore concepts like space awareness, effort, relationships (with objects and others), and time (speed, rhythm) in different activities.
  - Fitness Assessments: Introduce age-appropriate fitness assessments and guide students in setting personal fitness goals.

### Quarter 3: Rhythmic Activities and Dance

- Focus: Explore different rhythmic activities, dance forms, and expressive movement, promoting creativity and cultural awareness.
- Standards:
  - Standard 1: Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities. (1.5)
  - Standard 2: Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities. (2.3)
- Sample Activities:
  - Dance Forms: Introduce basic steps and patterns from various dance styles (folk, line dancing, creative movement).
  - Rhythmic Activities: Jump rope routines, rhythmic gymnastics with hoops or ribbons, drumming and movement games.
  - Expressive Movement: Encourage students to create and perform their own movement sequences, incorporating elements of music and storytelling.

#### Quarter 4: Individual and Dual Activities/Outdoor Pursuits

- Focus: Develop skills and strategies in individual and dual activities, and introduce outdoor pursuits, promoting lifelong physical activity and appreciation for nature.
- Standards:
  - Standard 1: Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities. (1.6, 1.7)
  - Standard 4: Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance. (4.4)
- Sample Activities:
  - Individual Activities: Track and field events (running, jumping, throwing), individual challenges (yoga, Pilates), and self-paced activities (walking, jogging).
  - Dual Activities: Badminton, tennis, pickleball, martial arts (partner work).
  - Outdoor Pursuits: Hiking, nature walks, orienteering, and cooperative games in outdoor settings (if accessible).

#### Throughout the Year:

- Social-Emotional Learning: Promote positive social interaction, sportsmanship, respect for diversity, and responsible decision-making in all activities.
- Safety: Emphasize safety rules and procedures for all activities and equipment.
- Inclusion: Provide modifications and adaptations to ensure all students can participate and succeed.

## Middle School - Seventh Grade

### English/Language Arts

This framework outlines the essential skills and knowledge 7<sup>th</sup> grade students should acquire throughout the year, organized by quarter. It emphasizes a spiraled approach, where concepts are revisited and deepened over time, and integrates reading, writing, speaking, listening, and language skills.

#### Quarter 1: Analyzing Literature and Building Arguments

- Reading Literature:
  - Focus: Analyzing character development, theme, and plot in short stories and novels.
  - Texts: Diverse short stories, classic and contemporary novels, and excerpts from longer works.
  - Skills: Making inferences, citing textual evidence, analyzing literary devices (symbolism, imagery, figurative language), comparing and contrasting characters and themes.

- Standards: RL.7.1, RL.7.2, RL.7.3, RL.7.4, RL.7.9
- Reading Informational Text:
  - Focus: Identifying central ideas, analyzing text structures, and evaluating arguments in nonfiction articles and essays.
  - Texts: High-interest articles on a variety of topics (science, history, current events), persuasive essays, speeches.
  - Skills: Annotating text, summarizing, determining author's purpose and point of view, evaluating evidence and reasoning.
  - Standards: RI.7.1, RI.7.2, RI.7.5, RI.7.6, RI.7.8
- Writing:
  - Focus: Constructing well-supported arguments with clear claims, logical reasoning, and relevant evidence.
  - Types: Argumentative essays, persuasive speeches, debates.
  - Skills: Developing claims, providing evidence and reasoning, acknowledging counterarguments, using credible sources.
  - Standards: W.7.1, W.7.4, W.7.7, W.7.8, W.7.9
- Speaking and Listening:
  - Focus: Engaging in collaborative discussions about literature and participating in debates.
  - Skills: Active listening, respectful communication, building on others' ideas, presenting arguments clearly and respectfully.
  - Standards: SL.7.1, SL.7.3, SL.7.4

#### Quarter 2: Exploring Narrative and Informative Writing

- Reading Literature:
  - Focus: Analyzing plot structure, conflict, and theme in novels, plays, and narrative poems.
  - Texts: Classic and contemporary novels, plays, narrative poems, and graphic novels.
  - Skills: Analyzing how authors create suspense and tension, identifying different types of conflict, tracing character development, interpreting themes.
  - Standards: RL.7.3, RL.7.5, RL.7.6, RL.7.7
- Reading Informational Text:
  - Focus: Analyzing how authors use text structures, language, and multimedia to convey information and ideas.
  - Texts: Biographies, autobiographies, historical accounts, science articles, online resources with multimedia components.
  - Skills: Analyzing text features (headings, subheadings, graphics), evaluating the effectiveness of visual aids, synthesizing information from multiple sources.
  - Standards: RI.7.3, RI.7.5, RI.7.7
- Writing:
  - Focus: Crafting narratives with engaging plots, vivid descriptions, and well-developed characters, and writing informative/explanatory texts to convey complex ideas.
  - Types: Short stories, personal narratives, descriptive essays, research reports, informative articles.
  - Skills: Using narrative techniques (dialogue, pacing, sensory details), organizing information logically, using transitions effectively, citing sources.
  - Standards: W.7.3, W.7.4, W.7.6, W.7.8, W.7.9
- Speaking and Listening:
  - Focus: Delivering oral presentations and engaging in discussions about informational texts.
  - Skills: Presenting information clearly and concisely, using visual aids effectively, responding to questions, participating in group discussions.

- Standards: SL.7.4, SL.7.5, SL.7.6

### Quarter 3: Poetry and Research

- Reading Literature:
  - Focus: Exploring diverse forms of poetry and analyzing the impact of figurative language, sound devices, and structure.
  - Texts: Variety of poems (sonnets, haiku, free verse, etc.), songs, spoken word poetry.
  - Skills: Identifying and analyzing poetic devices (simile, metaphor, personification, alliteration, etc.), interpreting meaning, understanding the relationship between form and content.
  - Standards: RL.7.4, RL.7.5, RL.7.10
- Reading Informational Text:
  - Focus: Conducting research and evaluating the credibility and relevance of sources.
  - Texts: Online databases, library resources, primary and secondary sources, websites.
  - Skills: Formulating research questions, using keywords effectively, evaluating sources for bias and accuracy, synthesizing information from multiple sources.
  - Standards: RI.7.6, RI.7.7, RI.7.8, RI.7.9
- Writing:
  - Focus: Writing research reports and composing original poems.
  - Types: Research papers, multimedia presentations, poetry collections.
  - Skills: Organizing information, citing sources, using formal style, experimenting with poetic forms and devices.
  - Standards: W.7.2, W.7.4, W.7.7, W.7.8, W.7.9, W.7.10
- Speaking and Listening:
  - Focus: Presenting research findings and performing poems.
  - Skills: Communicating clearly and effectively, using visual aids, engaging the audience, using vocal expression and tone.
  - Standards: SL.7.4, SL.7.5, SL.7.6

### Quarter 4: Drama and Synthesis

- Reading Literature:
  - Focus: Analyzing drama, including character development, conflict, theme, and dramatic elements (dialogue, stage directions).
  - Texts: Plays, screenplays, and dramatic scenes from novels.
  - Skills: Analyzing character interactions, interpreting stage directions, understanding dramatic irony, making connections to theme.
  - Standards: RL.7.3, RL.7.5, RL.7.6, RL.7.7
- Reading Informational Text:
  - Focus: Synthesizing information from multiple sources to draw conclusions and form opinions.
  - Texts: Articles, essays, speeches, and multimedia presentations on a variety of topics.
  - Skills: Identifying different perspectives, evaluating evidence and reasoning, analyzing how information is presented, forming and supporting own conclusions.
  - Standards: RI.7.6, RI.7.8, RI.7.9
- Writing:
  - Focus: Writing analytical essays that synthesize information from multiple sources and crafting dramatic scenes.
  - Types: Literary analysis essays, persuasive essays based on research, original scripts or scenes.
  - Skills: Developing a thesis statement, supporting claims with evidence, using textual evidence effectively, writing dialogue.
  - Standards: W.7.2, W.7.4, W.7.7, W.7.8, W.7.9

- Speaking and Listening:
  - Focus: Performing dramatic scenes and participating in discussions that require synthesis of ideas.
  - Skills: Using vocal expression and body language, collaborating with peers, presenting diverse perspectives, engaging in respectful debate.
  - Standards: SL.7.1, SL.7.3, SL.7.6

Throughout the Year:

- Language: Continuously reinforce grammar, usage, and vocabulary development through mini-lessons, activities, and games. (L.7.1, L.7.2, L.7.3, L.7.4, L.7.5, L.7.6)
- Digital Literacy: Integrate technology for research, writing, and communication.

## Mathematics

This framework provides a structured outline for Highland Academy's 7th grade math instruction.

### Quarter 1: Rational Numbers and Expressions

- Focus: Develop a deep understanding of operations with rational numbers (integers, fractions, decimals), and introduce algebraic expressions and equations.
- Key Concepts:
  - The Number System: Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. (NS.7.1, NS.7.2, NS.7.3)
  - Expressions and Equations: Use properties of operations to generate equivalent expressions. Solve real-life and mathematical problems using numerical and algebraic expressions and equations. (EE.7.1, EE.7.2, EE.7.3, EE.7.4)
- Sample Activities:
  - Number line activities and games to visualize operations with rational numbers.
  - Real-world problems involving rational numbers (e.g., temperature changes, financial literacy).
  - Simplifying and evaluating algebraic expressions.
  - Solving one-step and two-step equations.
  - Modeling real-world situations with equations.

### Quarter 2: Proportional Relationships and Percentages

- Focus: Analyze proportional relationships and use them to solve real-world and mathematical problems, including those involving percentages.
- Key Concepts:
  - Ratios and Proportional Relationships: Analyze proportional relationships and use them to solve real-world and mathematical problems. (RP.7.1, RP.7.2, RP.7.3)
- Sample Activities:
  - Identifying proportional relationships in tables, graphs, and equations.
  - Calculating unit rates and constant of proportionality.
  - Solving problems involving scale drawings, similar figures, and percent increase/decrease.
  - Real-world applications of percentages (e.g., discounts, taxes, tips).

### Quarter 3: Geometric Reasoning and Measurement

- Focus: Solve problems involving scale drawings and geometric constructions, and explore concepts of area, surface area, and volume.
- Key Concepts:



- Geometry: Draw, construct, and describe geometrical figures and describe the relationships between them. Solve real-life and mathematical problems involving angle measure, area, surface area, and volume. (G.7.1, G.7.2, G.7.3, G.7.4, G.7.5, G.7.6)
- Sample Activities:
  - Constructing geometric figures using a compass and straightedge.
  - Solving problems involving scale drawings of geometric figures.
  - Calculating area and circumference of circles.
  - Finding surface area and volume of prisms, pyramids, and cylinders.
  - Applying geometric concepts to real-world problems (e.g., designing a container, calculating the amount of fabric needed for a project).

#### Quarter 4: Statistics, Probability, and Data Analysis

- Focus: Use random sampling to draw inferences about a population. Draw informal comparative inferences about two populations. Investigate chance processes and develop, use, and evaluate probability models.
- Key Concepts:
  - Statistics and Probability: Use random sampling to draw inferences about a population. Draw informal comparative inferences about two populations. Investigate chance processes and develop, use, and evaluate probability models. (SP.7.1, SP.7.2, SP.7.3, SP.7.4, SP.7.5, SP.7.6, SP.7.7, SP.7.8)
- Sample Activities:
  - Designing and conducting surveys.
  - Analyzing data using measures of center and variability.
  - Comparing data from two different groups.
  - Conducting probability experiments and simulations.
  - Calculating theoretical and experimental probabilities.

#### Throughout the Year:

- Mathematical Practices: Continuously emphasize the Standards for Mathematical Practice (e.g., making sense of problems, reasoning abstractly and quantitatively, constructing viable arguments, modeling with mathematics) in all lessons and activities.
- Technology Integration: Use technology tools (e.g., calculators, online simulations, interactive whiteboards) to enhance learning and engagement.

### Social Studies

This framework outlines a year-long plan for 7th-grade world history, focusing on the medieval and early modern periods. It emphasizes inquiry-based learning, source analysis, and developing historical thinking skills.

#### Quarter 1: The Fall of Rome and the Rise of New Empires

- Focus: Analyze the decline of the Roman Empire and the emergence of new civilizations and empires in Europe, Asia, and Africa.
- Key Concepts:
  - Factors contributing to the fall of the Roman Empire
  - Development of the Byzantine Empire and its influence
  - Rise and spread of Islam
  - Early medieval Europe: feudalism, manorialism, the role of the Church
  - The Crusades and their impact
- Historical Thinking Skills:
  - Analyzing cause and effect (e.g., reasons for the fall of Rome)

- Comparing and contrasting different societies and their institutions
- Interpreting primary sources (e.g., documents, artwork, artifacts)
- Sample Activities:
  - Creating a timeline of the fall of Rome and the rise of new empires
  - Comparing the Roman Empire and the Byzantine Empire
  - Researching the life of Muhammad and the teachings of Islam
  - Debating the impact of the Crusades

#### Quarter 2: Medieval Asia and Africa

- Focus: Explore the development of civilizations in Asia and Africa during the medieval period.
- Key Concepts:
  - Dynasties in China: Tang, Song, and Yuan
  - Japanese feudalism and samurai culture
  - Kingdoms and empires of sub-Saharan Africa: Ghana, Mali, Songhai
  - Trade routes and cultural exchange (Silk Road, trans-Saharan trade)
- Historical Thinking Skills:
  - Analyzing the impact of geography on civilizations
  - Tracing cultural diffusion and exchange
  - Evaluating the role of trade in shaping societies
- Sample Activities:
  - Researching the inventions and innovations of the Tang and Song dynasties
  - Comparing feudalism in Europe and Japan
  - Mapping trade routes and analyzing the goods exchanged
  - Exploring the role of Mansa Musa in the Mali Empire

#### Quarter 3: The Renaissance and Reformation

- Focus: Investigate the cultural, intellectual, and religious changes that marked the transition from the medieval to the early modern period in Europe.
- Key Concepts:
  - Renaissance: humanism, art, science, and literature
  - Reformation: causes, key figures (Martin Luther, John Calvin), and consequences
  - Exploration and expansion: motives, key explorers, and impact on the world
- Historical Thinking Skills:
  - Analyzing the impact of new ideas and technologies
  - Understanding the causes and consequences of major historical events
  - Evaluating different perspectives on historical events
- Sample Activities:
  - Examining Renaissance artwork and analyzing its characteristics
  - Researching the impact of the printing press
  - Debating the causes and consequences of the Reformation
  - Creating a presentation on a key explorer and their voyages

#### Quarter 4: Early Modern World

- Focus: Explore the rise of absolute monarchies, the Scientific Revolution, and the Enlightenment.
- Key Concepts:
  - Absolute monarchs in Europe (e.g., Louis XIV, Peter the Great)
  - Scientific Revolution: key figures (Copernicus, Galileo, Newton) and its impact
  - Enlightenment: key ideas and thinkers (Locke, Montesquieu, Rousseau)
  - Global trade and the Columbian Exchange

- Historical Thinking Skills:
  - Analyzing the development of political systems
  - Evaluating the impact of scientific discoveries
  - Connecting historical ideas to modern society
- Sample Activities:
  - Comparing different forms of government (absolute monarchy vs. democracy)
  - Researching the impact of scientific discoveries on society
  - Analyzing Enlightenment ideas and their influence on revolutions
  - Mapping the Columbian Exchange and its consequences

#### Throughout the Year:

- Geography: Integrate geography throughout the year, emphasizing the relationship between geography and historical developments.
- Primary Sources: Utilize a variety of primary sources (texts, images, artifacts) to engage students in historical inquiry.
- Diverse Perspectives: Include diverse perspectives and voices from the past, including women, enslaved people, and people from different social classes and cultures.
- Civic Engagement: Connect historical concepts to modern civic issues and encourage students to be active and informed citizens.
- Technology Integration: Use technology to enhance learning and engagement (e.g., virtual tours, online databases, interactive maps).

#### Science

This framework outlines a year-long plan for 7th-grade science, integrating the three dimensions of the NGSS: Science and Engineering Practices, Crosscutting Concepts, and Disciplinary Core Ideas. It emphasizes hands-on learning, inquiry-based investigations, and real-world applications.

#### Quarter 1: Structure and Function of Organisms and Cells

- Focus: Explore the organization of living systems, from cells to organisms, and how structure relates to function at each level.
- Disciplinary Core Ideas:
  - LS1.A: Structure and Function (cells, tissues, organs, organ systems)
  - LS1.B: Growth and Development of Organisms
  - LS1.C: Organization for Matter and Energy Flow in Organisms (photosynthesis)
- Science and Engineering Practices:
  - Developing and using models (e.g., diagrams of cells, models of organ systems)
  - Conducting investigations (e.g., observing cells under a microscope)
  - Analyzing and interpreting data (e.g., comparing plant and animal cells)
- Crosscutting Concepts:
  - Structure and function (how the parts of a cell, organ, or system relate to its job)
  - Systems and system models (how cells, tissues, organs, and organ systems work together)
  - Scale, proportion, and quantity (comparing sizes and scales of cells, tissues, organs)
- Sample Activities:
  - Microscope observations of different cell types
  - Dissections (virtual or physical) to explore organ systems
  - Modeling the process of photosynthesis
  - Investigating how specialized cells contribute to organism function

#### Quarter 2: Earth's Systems: Processes that Shape the Earth

- Focus: Investigate the dynamic processes that shape Earth's surface and its resources, including plate tectonics, rock cycle, and the role of water.
- Disciplinary Core Ideas:
  - ESS2.A: Earth Materials and Systems (rock cycle, plate tectonics)
  - ESS2.B: Plate Tectonics and Large-Scale System Interactions (earthquakes, volcanoes)
  - ESS3.A: Natural Resources (renewable and non-renewable resources)
- Science and Engineering Practices:
  - Analyzing and interpreting data (e.g., analyzing earthquake data, mapping plate boundaries)
  - Developing and using models (e.g., creating a model of plate tectonics)
  - Constructing explanations (e.g., explaining how different landforms are created)
- Crosscutting Concepts:
  - Cause and effect (how plate tectonics causes earthquakes and volcanoes)
  - Systems and system models (interactions between Earth's systems)
  - Patterns (patterns in rock formations, landforms, and plate movements)
- Sample Activities:
  - Modeling plate tectonics with graham crackers and frosting
  - Investigating the properties of different rock types
  - Researching the impact of earthquakes and volcanoes
  - Designing a structure to withstand an earthquake

#### Quarter 3: Chemical Reactions and Matter

- Focus: Explore the properties of matter, physical and chemical changes, and the conservation of matter in chemical reactions.
- Disciplinary Core Ideas:
  - PS1.A: Structure and Properties of Matter (atoms, molecules, states of matter)
  - PS1.B: Chemical Reactions (reactants, products, conservation of matter)
- Science and Engineering Practices:
  - Planning and carrying out investigations (e.g., observing chemical reactions)
  - Analyzing and interpreting data (e.g., measuring mass before and after a reaction)
  - Constructing explanations (e.g., explaining how chemical reactions occur)
- Crosscutting Concepts:
  - Cause and effect (how reactants interact to form products)
  - Systems and system models (representing chemical reactions with models)
  - Patterns (patterns in the periodic table)
- Sample Activities:
  - Conducting experiments with chemical reactions (e.g., baking soda and vinegar)
  - Investigating the properties of different states of matter
  - Building models of atoms and molecules
  - Balancing chemical equations

#### Quarter 4: Ecosystems: Interactions, Energy, and Dynamics

- Focus: Investigate the interactions between organisms and their environment, explore the flow of energy in ecosystems, and understand the factors that affect population dynamics.
- Disciplinary Core Ideas:
  - LS2.A: Interdependent Relationships in Ecosystems (food webs, competition, symbiosis)
  - LS2.B: Cycle of Matter and Energy Transfer in Ecosystems
  - LS2.C: Ecosystem Dynamics, Functioning, and Resilience
- Science and Engineering Practices:
  - Constructing explanations (e.g., explaining how organisms interact in an ecosystem)

- Engaging in argument from evidence (e.g., debating the impact of human activities on ecosystems)
- Obtaining, evaluating, and communicating information (e.g., researching different ecosystems)
- Crosscutting Concepts:
  - Cause and effect (how changes in an ecosystem affect organisms)
  - Systems and system models (interactions within an ecosystem)
  - Stability and change (how ecosystems respond to disturbances)
- Sample Activities:
  - Creating food webs and energy pyramids
  - Investigating the impact of limiting factors on populations
  - Designing and conducting an experiment on an ecosystem
  - Researching the effects of climate change on ecosystems

#### Throughout the Year:

- Engineering Design: Integrate engineering design challenges throughout the year to allow students to apply their science knowledge to solve real-world problems.
- Nature of Science: Emphasize the nature of science, including the importance of evidence, the role of creativity, and the tentative nature of scientific knowledge.
- Technology Integration: Use technology to enhance learning and engage students (e.g., simulations, virtual labs, online resources).

### Physical Education

This framework provides a structured outline for 7th-grade PE instruction, organized by quarter and aligned with the California State Standards. It emphasizes a comprehensive approach to physical literacy, encompassing specialized movement skills, tactical understanding, fitness knowledge, and social-emotional development.

#### Quarter 1: Invasion Games and Tactical Awareness

- Focus: Develop skills and strategies for invasion games (e.g., soccer, basketball, flag football, ultimate frisbee) and apply tactical concepts like offensive and defensive strategies.
- Standards:
  - Standard 1: Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities. (1.2, 1.3, 1.4)
  - Standard 2: Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities. (2.2, 2.4)
- Sample Activities:
  - Skill Development: Dribbling, passing, shooting (basketball), throwing and catching (football), trapping and passing (soccer), marking and defending – focus on proper technique and execution.
  - Tactical Play: Introduce game-like situations and small-sided games to practice offensive and defensive strategies, spacing, and teamwork.
  - Rules and Etiquette: Emphasize fair play, sportsmanship, and knowledge of game rules.

#### Quarter 2: Net/Wall Games and Movement Analysis

- Focus: Develop skills and strategies for net/wall games (e.g., volleyball, badminton, tennis, pickleball) and analyze movement patterns to improve performance.
- Standards:
  - Standard 1: Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities. (1.4, 1.6)

- Standard 2: Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities. (2.1, 2.2)
- Sample Activities:
  - Skill Development: Serving, volleying, spiking (volleyball), forehand/backhand (tennis/badminton), returning serves – focus on accuracy, power, and control.
  - Movement Analysis: Use video analysis or peer observation to assess movement patterns, identify areas for improvement, and provide feedback.
  - Strategy and Positioning: Teach strategies for singles and doubles play, court coverage, and anticipating opponent's moves.

#### Quarter 3: Fitness for Life and Goal Setting

- Focus: Develop a personalized fitness plan based on individual needs and goals, and understand the benefits of lifelong physical activity.
- Standards:
  - Standard 3: Students assess and maintain a level of physical fitness to improve health and performance. (3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8)
  - Standard 4: Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance. (4.1, 4.2, 4.3, 4.4)
- Sample Activities:
  - Fitness Assessments: Conduct fitness assessments (e.g., FITNESSGRAM) to measure different components of fitness and track progress.
  - Goal Setting: Guide students in setting SMART (Specific, Measurable, Achievable, Relevant, Time-bound) fitness goals.
  - Fitness Planning: Teach students how to design a personalized fitness plan that includes cardiovascular exercise, strength training, flexibility, and healthy lifestyle choices.
  - Benefits of Exercise: Discuss the physical, mental, and social benefits of regular physical activity and its role in preventing chronic diseases.

#### Quarter 4: Individual/Dual Activities and Outdoor Pursuits

- Focus: Explore a variety of individual and dual activities, and introduce outdoor pursuits, fostering personal interests and lifelong physical activity habits.
- Standards:
  - Standard 1: Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities. (1.5, 1.6, 1.7)
  - Standard 5: Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity. (5.1, 5.2)
- Sample Activities:
  - Individual Activities: Offer choices like dance, gymnastics, track and field events, yoga, Pilates, individual challenges, and self-paced activities (walking, jogging).
  - Dual Activities: Badminton, tennis, pickleball, martial arts (partner work), and other activities that promote cooperation and strategy.
  - Outdoor Pursuits: (If accessible) Hiking, orienteering, rock climbing, kayaking, and cooperative games in natural settings.

#### Throughout the Year:

- Social-Emotional Learning: Promote positive social interaction, sportsmanship, respect for diversity, conflict resolution, and responsible decision-making in all activities.
- Safety: Emphasize safety rules and procedures for all activities and equipment.

- Inclusion: Provide modifications and adaptations to ensure all students can participate and succeed.
- Leadership and Cooperation: Provide opportunities for students to take on leadership roles and develop collaborative skills.

## Middle School – Eighth Grade

### English/Language Arts

This framework outlines the essential skills and knowledge students should acquire throughout the year, organized by quarter. It emphasizes a spiraled approach, where concepts are revisited and deepened over time, and integrates reading, writing, speaking, listening, and language skills.

#### Quarter 1: Identity and Self-Discovery

- Focus Standards: Reading Literature (RL.8.1-7), Reading Informational Text (RI.8.1-6), Writing (W.8.1-4), Speaking & Listening (SL.8.1-6), Language (L.8.1-6)
- Key Concepts:
  - Exploring themes of identity, belonging, and coming-of-age in diverse texts (novels, short stories, poems, articles)
  - Analyzing character development and motivation
  - Developing narrative writing skills (personal narratives, short stories)
  - Practicing effective communication skills in discussions and presentations
- Anchor Texts:
  - *The Outsiders* by S.E. Hinton (novel)
  - Selected short stories by authors like O. Henry, Edgar Allan Poe, or Sandra Cisneros
  - Poetry exploring themes of identity (e.g., works by Langston Hughes, Maya Angelou)
  - Informational texts about adolescent development and psychology
- Writing Focus:
  - Personal narrative essay: Reflecting on a significant experience that shaped their identity
  - Creative writing: Crafting short stories with well-developed characters and engaging plots

#### Quarter 2: Perspective and Point of View

- Focus Standards: Reading Literature (RL.8.1-7), Reading Informational Text (RI.8.1-6), Writing (W.8.1-4), Speaking & Listening (SL.8.1-6), Language (L.8.1-6)
- Key Concepts:
  - Examining how authors craft narratives from different perspectives
  - Analyzing how point of view influences the reader's understanding of events
  - Exploring bias and credibility in informational texts
  - Developing argumentative writing skills (persuasive essays, debates)
- Anchor Texts:
  - *To Kill a Mockingbird* by Harper Lee (novel)
  - Short stories with varying points of view (e.g., first-person, third-person limited, third-person omniscient)
  - Informational texts presenting multiple perspectives on a controversial issue
- Writing Focus:
  - Argumentative essay: Taking a stance on a debatable topic and supporting it with evidence
  - Literary analysis essay: Analyzing how an author's choices regarding point of view shape the meaning of a text

#### Quarter 3: Voice and Social Justice

- Focus Standards: Reading Literature (RL.8.1-7), Reading Informational Text (RI.8.1-6), Writing (W.8.1-4), Speaking & Listening (SL.8.1-6), Language (L.8.1-6)
- Key Concepts:
  - Exploring how authors use their voices to address social issues and promote change
  - Analyzing the power of language to influence and persuade
  - Developing research skills and incorporating evidence into writing
  - Practicing effective public speaking and active listening skills
- Anchor Texts:
  - *Roll of Thunder, Hear My Cry* by Mildred D. Taylor (novel)
  - Speeches and essays by influential figures (e.g., Martin Luther King Jr., Malala Yousafzai)
  - Informational texts about social justice issues (e.g., environmentalism, human rights)
- Writing Focus:
  - Research-based essay: Investigating a social justice issue and proposing solutions
  - Persuasive speech: Delivering a speech to advocate for a cause or raise awareness about an issue

#### Quarter 4: Purpose and Communication

- Focus Standards: Reading Literature (RL.8.1-7), Reading Informational Text (RI.8.1-6), Writing (W.8.1-4), Speaking & Listening (SL.8.1-6), Language (L.8.1-6)
- Key Concepts:
  - Analyzing how authors use language to achieve different purposes (e.g., to inform, persuade, entertain)
  - Crafting writing for specific audiences and purposes
  - Evaluating the effectiveness of different communication styles
  - Reflecting on personal growth as a reader, writer, and communicator
- Anchor Texts:
  - A variety of texts across different genres (e.g., plays, nonfiction articles, documentaries)
  - Examples of effective communication in various media (e.g., TED Talks, advertisements)
- Writing Focus:
  - Portfolio of writing samples demonstrating growth throughout the year
  - Reflective essay: Analyzing personal growth as a learner and communicator

#### Throughout the Year:

- Technology Integration: Incorporate technology tools like Google Classroom, online writing platforms, and multimedia resources to enhance learning and engagement.

### Mathematics

This is the content framework for 8th-grade math, aligned with the California State Standards for Mathematics.

#### Quarter 1: Linear Relationships and Equations

- Focus Standards: 8.EE.A (Work with radicals and integer exponents), 8.EE.B (Understand the connections between proportional relationships, lines, and linear equations), 8.EE.C (Analyze and solve linear equations and pairs of simultaneous linear equations)
- Key Concepts:
  - Reviewing properties of exponents
  - Scientific notation
  - Understanding slope and y-intercept
  - Graphing linear equations in various forms (slope-intercept, point-slope, standard)
  - Solving linear equations with one variable
  - Solving systems of equations graphically and algebraically



- Real-world Connections:
  - Analyzing real-world data with linear models (e.g., population growth, cost analysis)
  - Using linear equations to solve problems involving distance, rate, and time
  - Applying systems of equations to situations like comparing phone plans or mixture problems.

#### Quarter 2: Functions and Their Applications

- Focus Standards: 8.F.A (Define, evaluate, and compare functions), 8.F.B (Use functions to model relationships between quantities)
- Key Concepts:
  - Defining functions and identifying their key features
  - Representing functions with tables, graphs, and equations
  - Comparing linear and nonlinear functions
  - Analyzing and interpreting graphs of functions in context
  - Building functions to model real-world situations
- Real-world Connections:
  - Modeling real-world scenarios with functions (e.g., projectile motion, bacterial growth)
  - Analyzing functional relationships in science, economics, and social studies

#### Quarter 3: Geometric Transformations and Similarity

- Focus Standards: 8.G.A (Understand congruence and similarity using physical models, transparencies, or geometry software)
- Key Concepts:
  - Performing transformations (translations, reflections, rotations, dilations)
  - Understanding congruence in terms of rigid motions
  - Understanding similarity in terms of dilations and proportional relationships
  - Applying similarity to solve problems involving scale drawings and indirect measurement
- Real-world Connections:
  - Analyzing blueprints and maps
  - Understanding scale models in engineering and design
  - Exploring geometric patterns in art and architecture

#### Quarter 4: The Pythagorean Theorem and Volume

- Focus Standards: 8.G.B (Understand and apply the Pythagorean Theorem), 8.G.C (Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres)
- Key Concepts:
  - Understanding and proving the Pythagorean Theorem
  - Applying the Pythagorean Theorem to solve problems in two and three dimensions
  - Finding the distance between two points in the coordinate plane
  - Calculating the volume of cylinders, cones, and spheres
- Real-world Connections:
  - Solving problems involving indirect measurement (e.g., finding the height of a tree)
  - Calculating the volume of real-world objects (e.g., containers, buildings)
  - Applying the Pythagorean Theorem in construction and navigation

#### Throughout the Year:

- Data Analysis and Statistics: Integrate 8.SP standards (Investigate patterns of association in bivariate data) throughout the year, connecting it to linear functions and real-world data analysis.
- Mathematical Practices: Emphasize the Standards for Mathematical Practice throughout all units, encouraging students to make sense of problems, reason abstractly, construct arguments, model with

mathematics, use tools strategically, attend to precision, look for structure, and express regularity in repeated reasoning.

- Technology Integration: Incorporate technology such as graphing calculators, online simulations, and interactive whiteboards to enhance learning and engagement.

## **Social Studies**

This framework outlines a year-long plan for 8th-grade U.S. History, focusing on the nation's growth and conflict from the Constitution to the Civil War. It emphasizes inquiry-based learning, source analysis, and developing historical thinking skills.

### **Quarter 1: Foundations of American Democracy**

- Focus: Explore the creation of the U.S. Constitution, the principles of American democracy, and the challenges faced by the early republic.
- Key Concepts:
  - Articles of Confederation and its weaknesses
  - Constitutional Convention: debates and compromises (Great Compromise, Three-Fifths Compromise)
  - Principles of the Constitution: separation of powers, checks and balances, federalism, individual rights
  - Early presidency: Washington, Adams, Jefferson
  - Expansion and conflict: Louisiana Purchase, War of 1812
- Historical Thinking Skills:
  - Analyzing primary sources (e.g., the Constitution, Federalist Papers)
  - Evaluating different perspectives on historical events (e.g., Federalists vs. Anti-Federalists)
  - Understanding cause and effect (e.g., causes of the War of 1812)
- Sample Activities:
  - Participating in a mock Constitutional Convention
  - Analyzing the Bill of Rights and its significance
  - Researching the impact of the Louisiana Purchase
  - Debating the causes and consequences of the War of 1812

### **Quarter 2: Expansion and Reform**

- Focus: Examine westward expansion, the rise of sectionalism, and reform movements in the antebellum period.
- Key Concepts:
  - Westward expansion: Manifest Destiny, the acquisition of new territories, impact on Native Americans
  - Industrial Revolution: technological advancements, growth of cities, social changes
  - Reform movements: abolitionism, women's rights, education reform
  - Sectionalism: growing tensions between the North and South over slavery and other issues
- Historical Thinking Skills:
  - Analyzing maps and primary sources (e.g., diaries, letters, photographs)
  - Understanding the impact of geography on historical events
  - Evaluating the effectiveness of reform movements
- Sample Activities:
  - Mapping westward expansion and its impact on different groups
  - Researching the lives of prominent abolitionists
  - Comparing the perspectives of Northern and Southern politicians
  - Analyzing the impact of the Industrial Revolution on American society

### Quarter 3: The Road to Civil War

- Focus: Analyze the events and issues that led to the outbreak of the Civil War.
- Key Concepts:
  - Slavery: expansion of slavery, abolitionist movement, slave resistance
  - Political compromises: Missouri Compromise, Compromise of 1850, Kansas-Nebraska Act
  - Dred Scott decision and its impact
  - Election of 1860 and secession
- Historical Thinking Skills:
  - Analyzing primary sources (e.g., speeches, political cartoons, slave narratives)
  - Understanding the role of compromise in a democracy
  - Evaluating the causes of the Civil War
- Sample Activities:
  - Debating the morality of slavery
  - Analyzing the impact of key political compromises
  - Researching the Underground Railroad and slave resistance
  - Creating a timeline of events leading to the Civil War

### Quarter 4: The Civil War and Reconstruction

- Focus: Examine the Civil War, its impact on American society, and the challenges of Reconstruction.
- Key Concepts:
  - Major battles and turning points of the Civil War
  - Emancipation Proclamation and the end of slavery
  - Lincoln's assassination and its aftermath
  - Reconstruction: plans for rebuilding the South, challenges faced by African Americans
  - Jim Crow laws and the legacy of Reconstruction
- Historical Thinking Skills:
  - Analyzing primary sources (e.g., letters from soldiers, photographs, political cartoons)
  - Understanding the impact of war on society
  - Evaluating the successes and failures of Reconstruction
- Sample Activities:
  - Researching the experiences of soldiers and civilians during the Civil War
  - Analyzing the impact of the Emancipation Proclamation
  - Debating the effectiveness of different Reconstruction plans
  - Examining the legacy of the Civil War and Reconstruction
  -

### Throughout the Year:

- Geography: Integrate geography throughout the year, emphasizing the relationship between geography and historical developments.
- Primary Sources: Utilize a variety of primary sources (texts, images, artifacts) to engage students in historical inquiry.
- Diverse Perspectives: Include diverse perspectives and voices from the past, including women, enslaved people, Native Americans, and immigrants.
- Civic Engagement: Connect historical concepts to modern civic issues and encourage students to be active and informed citizens.

## Science

This framework outlines a year-long plan for 8th-grade science, integrating the three dimensions of the NGSS: Science and Engineering Practices, Crosscutting Concepts, and Disciplinary Core Ideas. It emphasizes hands-on learning, inquiry-based investigations, and real-world applications.

### Quarter 1: Forces and Motion

- Focus: Investigate Newton's laws of motion, explore the concepts of force, mass, and acceleration, and understand the relationship between forces and motion.
- Disciplinary Core Ideas:
  - PS2.A: Forces and Motion (Newton's laws, gravity, friction)
  - PS2.B: Types of Interactions (balanced and unbalanced forces)
- Science and Engineering Practices:
  - Planning and carrying out investigations (e.g., designing experiments to test forces and motion)
  - Analyzing and interpreting data (e.g., graphing motion data)
  - Using mathematics and computational thinking (e.g., calculating speed, acceleration, and force)
- Crosscutting Concepts:
  - Cause and effect (how forces affect motion)
  - Systems and system models (representing forces and motion with diagrams)
  - Stability and change (how forces can cause changes in motion)
- Sample Activities:
  - Investigating the effects of different forces on objects
  - Designing and building roller coasters to explore energy and motion
  - Analyzing motion with ticker tape timers or motion sensors
  - Exploring the concept of gravity and its effects

### Quarter 2: Waves: Light and Sound

- Focus: Investigate the properties of waves, including light and sound, and explore how waves interact with matter.
- Disciplinary Core Ideas:
  - PS4.A: Wave Properties (wavelength, frequency, amplitude)
  - PS4.B: Electromagnetic Radiation (light waves, the electromagnetic spectrum)
  - PS4.C: Information Technologies and Instrumentation (how waves are used to transmit information)
- Science and Engineering Practices:
  - Developing and using models (e.g., modeling wave behavior)
  - Planning and carrying out investigations (e.g., exploring the properties of light and sound)
  - Constructing explanations (e.g., explaining how we see and hear)
- Crosscutting Concepts:
  - Cause and effect (how waves interact with matter)
  - Energy and matter (transfer of energy through waves)
  - Patterns (patterns in wave behavior)
- Sample Activities:
  - Investigating the reflection and refraction of light
  - Exploring the properties of sound waves with tuning forks and musical instruments
  - Building a simple telescope or periscope
  - Researching how different types of waves are used in communication technology

### Quarter 3: Genetics and Heredity

- Focus: Explore the concepts of heredity, genes, DNA, and how traits are passed from one generation to the next.
- Disciplinary Core Ideas:
  - LS1.B: Growth and Development of Organisms (sexual and asexual reproduction)
  - LS3.A: Inheritance of Traits (genes, chromosomes, DNA)
  - LS3.B: Variation of Traits (mutations, genetic variation)
- Science and Engineering Practices:
  - Developing and using models (e.g., modeling DNA structure, Punnett squares)
  - Analyzing and interpreting data (e.g., analyzing patterns of inheritance)
  - Obtaining, evaluating, and communicating information (e.g., researching genetic disorders)
- Crosscutting Concepts:
  - Cause and effect (how genes influence traits)
  - Structure and function (the relationship between DNA structure and function)
  - Patterns (patterns of inheritance)
- Sample Activities:
  - Building models of DNA
  - Investigating patterns of inheritance with Punnett squares
  - Exploring the ethical implications of genetic engineering
  - Researching genetic disorders and their causes

### Quarter 4: Evolution and Natural Selection

- Focus: Investigate the evidence for evolution, understand the mechanisms of natural selection, and explore the diversity of life on Earth.
- Disciplinary Core Ideas:
  - LS4.A: Evidence of Common Ancestry and Diversity (fossil record, comparative anatomy)
  - LS4.B: Natural Selection (adaptation, survival, reproduction)
  - LS4.C: Adaptation (how organisms adapt to their environment)
- Science and Engineering Practices:
  - Analyzing and interpreting data (e.g., analyzing fossil evidence)
  - Constructing explanations (e.g., explaining how natural selection leads to evolution)
  - Engaging in argument from evidence (e.g., debating the evidence for evolution)
- Crosscutting Concepts:
  - Cause and effect (how environmental pressures drive natural selection)
  - Systems and system models (representing evolutionary relationships with diagrams)
  - Patterns (patterns in the fossil record, patterns of adaptation)
- Sample Activities:
  - Analyzing fossil evidence to understand evolutionary history
  - Simulating natural selection with games or activities
  - Researching different adaptations and how they help organisms survive
  - Debating the evidence for and against evolution

### Throughout the Year:

- Engineering Design: Integrate engineering design challenges throughout the year to allow students to apply their science knowledge to solve real-world problems.
- Nature of Science: Emphasize the nature of science, including the importance of evidence, the role of creativity, and the tentative nature of scientific knowledge.
- Technology Integration: Use technology to enhance learning and engage students (e.g., simulations, virtual labs, online resources).

## Physical Education

This framework provides a structured outline for 8th-grade PE, organized by quarter and aligned with the California standards. It emphasizes a comprehensive approach to physical literacy, focusing on refining skills, applying tactical knowledge, promoting lifelong fitness, and enhancing social-emotional development.

### Quarter 1: Team Sports and Leadership

- Focus: Develop advanced skills and strategies in team sports (e.g., basketball, volleyball, soccer, flag football), emphasizing leadership, communication, and cooperation.
- Standards:
  - Standard 1: Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities. (1.2, 1.3, 1.4)
  - Standard 2: Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities. (2.2, 2.4)
  - Standard 5: Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity. (5.3, 5.5)
- Sample Activities:
  - Skill Refinement: Focus on refining sport-specific skills (shooting, passing, setting, spiking, throwing, catching, etc.) with an emphasis on accuracy, power, and control.
  - Teamwork and Strategy: Engage in game-like situations and modified games to practice offensive and defensive strategies, teamwork, and communication.
  - Leadership Development: Provide opportunities for students to take on leadership roles (captains, coaches, officials) and develop skills in communication, organization, and conflict resolution.

### Quarter 2: Individual and Dual Activities/ Lifetime Activities

- Focus: Explore a variety of individual and dual activities, emphasizing those that can be enjoyed throughout life, and develop personal fitness goals and plans.
- Standards:
  - Standard 1: Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities. (1.5, 1.6, 1.7)
  - Standard 3: Students assess and maintain a level of physical fitness to improve health and performance. (3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8)
  - Standard 4: Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance. (4.1, 4.2, 4.3, 4.4)
- Sample Activities:
  - Individual Activities: Offer choices like dance, gymnastics, track and field events, yoga, Pilates, individual challenges, and self-paced activities (walking, jogging, cycling).
  - Dual Activities: Badminton, tennis, pickleball, martial arts (partner work) – focus on strategy, etiquette, and skill development.
  - Lifetime Activities: Introduce and practice activities that can be enjoyed throughout life, such as hiking, swimming, biking, and dance.
  - Fitness Planning: Guide students in developing personalized fitness plans based on their interests, goals, and fitness assessments.

### Quarter 3: Movement Analysis and Performance Enhancement

- Focus: Analyze movement patterns in a variety of activities, apply biomechanical principles to improve performance, and understand the role of technology in sports and fitness.

- Standards:
  - Standard 2: Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities. (2.1, 2.3)
  - Standard 4: Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance. (4.5)
- Sample Activities:
  - Movement Analysis: Use video analysis, peer feedback, and self-reflection to analyze movement patterns in different activities (e.g., throwing, jumping, running).
  - Biomechanics: Introduce basic biomechanical principles (force, leverage, momentum) and discuss how they apply to movement and performance.
  - Technology in Sports: Explore how technology is used in sports and fitness (e.g., wearable trackers, video analysis software, virtual reality training).

#### Quarter 4: Outdoor Pursuits and Adventure Activities

- Focus: Engage in outdoor pursuits and adventure activities that promote physical activity, teamwork, problem-solving, and appreciation for the environment.
- Standards:
  - Standard 1: Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities. (1.7)
  - Standard 5: Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity. (5.1, 5.2, 5.4)
- Sample Activities:
  - Outdoor Pursuits: (If accessible) Hiking, orienteering, rock climbing, kayaking, camping, and team-building activities in natural settings.
  - Adventure Activities: Introduce activities like ropes courses, challenge courses, and cooperative games that require problem-solving and teamwork.
  - Environmental Awareness: Discuss the importance of respecting and preserving the natural environment.

#### Throughout the Year:

- Social-Emotional Learning: Promote positive social interaction, sportsmanship, respect for diversity, conflict resolution, leadership, and responsible decision-making in all activities.
- Safety: Emphasize safety rules and procedures for all activities and equipment.
- Inclusion: Provide modifications and adaptations to ensure all students can participate and succeed.
- Health and Wellness: Integrate discussions on nutrition, stress management, sleep hygiene, and the importance of physical activity for overall health and well-being.

## Middle School Elective Courses

Highland Academy believes in fostering well-rounded individuals ready to embrace the challenges and opportunities of the 21st century. Our diverse elective program offers students a chance to explore their passions and uncover hidden talents. From the visual arts to the performing arts with drama and choir, students can express their creativity and build confidence. We also offer a range of practical skills electives.

This wide array of choices allows students to delve into subjects not typically covered in core classes, gaining valuable experience and knowledge that will serve them well beyond the classroom. By exploring these different areas, students discover new interests, develop critical thinking skills, and learn to adapt to new situations – all essential skills for navigating the complexities of our ever-evolving world.

## **Elementary Classroom-Based Program**

### **Program**

The classroom-based program for elementary grades TK-5 will operate with 1 certificated teacher per class. The students in these classes will attend school per the instructional minute requirement set forth by the State of California. All of these minutes will be fulfilled in a classroom, with no part of the program consisting of Independent Study. Students will be taught in all applicable areas of the CCSS and State Content Standards, including Language Arts, Mathematics, Science, Social Studies, Physical Education, and electives (the latter two are non-core courses).

### **Electives**

Elementary students will attend electives as a part of their curriculum. These electives will consist of some or all the following: art, drama, music, student leadership, STEAM, and foreign language.

### **Schedule**

The elementary students will attend school on the same campus as the middle school program, but will have a different bell schedule to provide start times, end times, breaks, lunch, recess, and after school release at separate times from the middle school students. Start times, end times, breaks, recess, and lunch will be supervised by elementary teachers, school administration, and campus supervisory staff.

## **Transitional Kindergarten**

### **English/Language Arts**

- Phonological Awareness: Recognize rhyming words, identify beginning sounds of words, and break words into syllables.
- Print Awareness: Understand that print carries meaning, recognize their own name in print, and follow words from left to right and top to bottom on a page.
- Reading and Writing: Develop pre-reading skills like retelling a story and identifying characters, and begin to write letters and their own name.
- Language Development: Expand vocabulary, use complete sentences, and engage in conversations with peers and adults.

### **Mathematics**

- Number Sense: Count to 20 or higher, recognize numerals to 10, understand one-to-one correspondence (one object per number counted), and begin to compare quantities (more, less, equal).
- Shapes and Spatial Reasoning: Identify and name basic shapes (circle, square, triangle), explore spatial relationships (above, below, next to), and sort objects by attributes (size, color, shape).
- Problem Solving: Use manipulatives and simple drawings to solve basic math problems, and begin to understand concepts like adding to and taking away.

### **Social Studies**

- Sense of Self and Family: Understand their own identity, family history, and traditions.
- Past, Present, and Future: Begin to grasp the concept of time and explore simple historical timelines (e.g., their own life events).
- Community and Culture: Learn about their local community, different cultures, and important figures in history.



## **Science**

- Exploration and Observation: Develop curiosity about the natural world, make observations using their senses, and ask questions.
- Life Science: Learn about living things (plants, animals), their basic needs, and life cycles.
- Physical Science: Explore simple concepts like sinking and floating, magnets, and motion.
- Earth Science: Learn about weather, seasons, and the environment.

## **Physical Education**

- Gross Motor Skills: Develop fundamental movement skills like running, jumping, throwing, catching, and balancing.
- Fine Motor Skills: Improve hand-eye coordination and dexterity through activities like drawing, cutting, and manipulating small objects.
- Body Awareness: Understand the parts of their body and how to move them safely.
- Health and Wellness: Learn about healthy habits like proper nutrition and the importance of exercise.

## **Kindergarten**

### **English/Language Arts**

A primary focus of our language arts instruction in kindergarten will be helping students make sense of the alphabet. Students will also learn beginning skills to comprehend and analyze what they are reading. Additionally, our kindergarten students will develop writing skills by using a combination of drawing, dictation, and writing to express opinions, relate an event, or provide information. With guidance and support from adults, our students will learn to use digital tools to produce and publish writings. Students will develop skills in speaking and listening through discussions with peers and adults. In both writing and speaking, students will learn the conventions of English. Students will learn academic language in context while reading, writing, listening, and engaging in discussions about books and grade-level topics. In kindergarten, our language arts instruction will prioritize helping students comprehend the alphabet. We will also introduce fundamental skills to aid in understanding and analyzing what they read. Furthermore, our kindergarteners will cultivate writing abilities by combining drawing, dictation, and writing to express opinions, recount events, or share information. With adult supervision and support, students will learn to utilize digital tools to produce and distribute their writings. Through discussions with peers and adults, students will develop speaking and listening skills. In both writing and speaking, students will become familiar with English conventions. Academic language will be taught in context through reading, writing, listening, and engaging in discussions about books and grade-level topics.

### **Mathematics**

In their journey of mathematical understanding, Kindergarteners will embark on an exploration of the intricate relationship between numbers and quantities. Beginning with sets of objects, they will establish a foundational understanding of place value through counting, representing, and comparing whole numbers. Furthermore, students will engage in describing and modeling objects in their surroundings, utilizing simple geometric shapes and appropriate vocabulary, enabling them to gain a deeper appreciation for the world around them.

### **Social Studies**

- Explore the concept of time: Kindergarteners will learn about past, present, and future, and begin to understand how events are sequenced in time. They will explore simple timelines and learn about important historical figures.

- Understand their place in the world: Students will learn about their families, their community, and their country. They will explore different cultures and traditions and begin to appreciate the diversity of the world around them.
- Develop basic map skills: Kindergarteners will be introduced to maps and globes, and learn to identify basic landforms and bodies of water. They will also begin to understand the concept of location and direction.

## **Science**

- Engage in scientific inquiry: Students will develop their curiosity and learn to ask questions about the world around them. They will conduct simple experiments and make observations using their senses.
- Understand basic life science concepts: Kindergarteners will learn about living and non-living things, basic needs of plants and animals, and life cycles. They will explore different habitats and learn about the interdependence of living things.
- Explore physical science concepts: Students will investigate concepts like motion, forces, and simple machines. They will experiment with magnets, explore the properties of matter (solids, liquids, and gases), and learn about energy.
- Learn about Earth and space: Kindergarteners will explore weather patterns, seasons, and the Earth's resources. They will also be introduced to the solar system and learn about the sun, moon, and stars.

## **Physical Education**

In Kindergarten, students will be introduced to the basics of physical education. They will start by learning the proper techniques for locomotor movements, such as jumping, hopping, galloping, sliding, walking, running, leaping, and skipping. They will also learn non-locomotor movements, such as bending, stretching, swaying, and twisting. Additionally, students will learn about the importance of stretching exercises and how muscles move bones. They will also gain an understanding of how the heart and lungs work together to deliver oxygen to the muscles. Throughout the kindergarten year, students will practice and refine these fundamental movement skills through various activities and games. By the end of kindergarten, students will have developed a solid foundation in physical education that will serve as a basis for future learning and development.

## **First Grade**

### **English/Language Arts**

In first grade, students will acquire skills that foster independent reading and writing. They will master common sight words and produce sounds for consonants, consonant blends, and long and short vowels. This will equip them to decode increasingly complex words and read first-grade texts accurately, purposefully, and comprehendingly. They will also gain exposure to various literary and informational texts, learning to ask clarifying questions to enhance their understanding.

Additionally, students will expand their reading comprehension strategies for both narrative and informational texts, enabling them to retell the main idea of a text and respond to clarifying questions. Through context clues, identifying familiar root words in words with affixes, reading and being read aloud to, and discussions about texts and topics, students will enrich their academic and content-specific vocabulary.

Moreover, students will develop their writing abilities by composing simple pieces that adhere to language conventions, such as correctly using singular and plural nouns, capitalizing the first word of a sentence, and employing appropriate ending punctuation to complete sentences.

## **Math**

By the end of the school year, our first-grade students will possess a solid understanding of whole numbers and place value (up to 100). They will utilize objects, drawings, and symbols to represent unknown numbers when solving addition and subtraction word problems (within 20) and will demonstrate fluency with these operations (within 10).

Our students will acquire the ability to add two-digit and one-digit numbers (or a two-digit number and a multiple of ten) within 100 using concrete models or drawings and employing various strategies (such as place value or properties of operations). Additionally, they will learn to use mental math to determine 10 more or 10 less than a two-digit number and will be able to subtract multiples of 10 from multiples of 10 (for positive or zero differences and numbers in the range of 10-90).

Moving beyond numbers, our students will engage with measurement, data, and shapes. They will measure the length of objects through indirect comparison and will develop skills in organizing, representing, and interpreting data with up to three categories. Furthermore, they will begin to understand how to describe, extend, and explain methods for reaching the next element in simple repeating patterns.

Our students will gain hands-on experience by building two- and three-dimensional shapes and will learn to partition circles and rectangles into fractional pieces. They will also become familiar with the vocabulary related to fractions, such as halves, fourths, and quarters.

## **Social Studies**

- Understanding chronology: First graders will delve deeper into the concept of time, learning to sequence events and understand the difference between past, present, and future. They will explore historical timelines and learn about cause and effect relationships.
- Exploring significant historical figures and events: Students will learn about important people and events in history, both locally and nationally. They will begin to understand the contributions of diverse individuals and cultures to society.
- Developing a sense of civic responsibility: First graders will learn about their rights and responsibilities as citizens. They will explore the concept of community and learn about the importance of rules and laws.

## **Science**

In 1<sup>st</sup> grade science, students will gain an understanding of the common properties of solids, liquids, and gases, as well as the differences and similarities between them. They will study the changes in states of matter that occur when solids and liquids are heated.

Students will investigate the essential resources (such as air, soil, water, and energy from sunlight or food) that organisms need to survive. They will explore how plants and animals adapt to different environments and the predictable range of weather conditions associated with each season. Students will learn to use simple equipment to measure weather conditions and understand how sunlight influences the planet's temperature and weather patterns.

Throughout their studies, students will develop their observation skills by making careful observations and comparing and ordering objects and events. They will also learn to make quantitative observations and comparisons by recording and using numbers. To effectively communicate their findings, students will learn to represent their observations and data using pictures, numbers, graphs, or written statements.

## **Physical Education**

First grade physical education aims to build a strong foundation for a lifetime of healthy habits and active living. Students will further develop fundamental movement skills like running, jumping, throwing, and catching, with a focus on improving coordination, agility, and balance. They will also engage in activities that enhance fine motor skills and hand-eye coordination, such as dribbling and manipulating objects. Beyond physical skills, first graders will learn the importance of teamwork and cooperation through games and activities that require collaboration and communication. The program will emphasize sportsmanship, respect for others, and safe practices. By instilling a love of movement and an understanding of the benefits of physical activity, first grade physical education empowers students to make healthy choices and embrace an active lifestyle.

## **Second Grade**

### **English/Language Arts**

By the end of the school year, our second graders will achieve grade-level proficiency in reading aloud and silently. They'll be able to ask and respond to clarifying questions regarding the text (e.g., who, what, why) and utilize text features (such as headings and bold type) to locate specific information. They'll also explore the author's purpose when analyzing informational text. These strategies will enhance their comprehension in all content areas.

Additionally, students will learn more advanced strategies for analyzing literary works. For instance, they'll compare and contrast different versions of the same story across various cultures.

In terms of writing, students will compose using Standard English conventions. They'll learn to use reference materials to gather information for their written compositions and oral reports. They'll develop initial skills in editing and revising text, which they'll apply to their writing. Students will also gain the ability to follow multi-step directions, provide descriptive details when storytelling or recounting events, and structure their oral presentations logically.

As they engage with grade-level texts and topics, students will expand their vocabulary and academic language. They'll learn to use dictionaries and glossaries to clarify word meanings, check their spelling, and make necessary corrections. Additionally, they'll leverage their knowledge of individual words to predict the meaning of compound words and utilize their understanding of prefixes to determine the meaning of new words formed by adding prefixes to known words.

### **Mathematics**

Within 1,000, students will comprehend place value, read, write, order, and compare whole numbers. They'll master addition and subtraction (within 1,000), particularly within 100, and use these operations to solve one- and two-step word problems with unknowns in various positions. Additionally, they'll memorize all sums of two one-digit numbers.

Students will grasp basic multiplication and division concepts. They'll demonstrate multiplication through repeated addition and counting by multiples, and division through repeated subtraction and equal group sharing.

Our second-graders will become familiar with standard units of measurement and measure the length of objects using appropriate tools. They'll relate addition and subtraction to length by representing positive whole numbers (from 0), sums, and differences up to 100 on a number line diagram. They'll learn to model and solve problems involving money amounts and use picture and bar graphs to present and interpret data.

Our students will understand plane and solid geometric shapes, recognizing and describing them by various attributes like the number and form of faces. They'll grasp early area concepts by partitioning rectangles into rows and columns, counting squares, and partitioning circles and rectangles into equal shares. They'll also become familiar with related fraction vocabulary like thirds and a third of.

### **Social Studies**

- Investigating local history: Second graders will delve into the history of their community and state, exploring its origins, growth, and cultural development. They will learn about local landmarks, historical figures, and significant events that have shaped their region.
- Understanding different cultures: Students will expand their knowledge of diverse cultures around the world, exploring their traditions, customs, and contributions to society. They will learn to appreciate the similarities and differences among various cultures and develop respect for diversity.
- Mapping the world: Second graders will build upon their basic map skills, learning to identify continents, countries, and major geographical features. They will use maps and globes to understand location, direction, and spatial relationships.

### **Science**

During their second-grade year, our students will engage in a comprehensive exploration of various scientific concepts. They will have ample time to investigate different ideas, ask questions, observe patterns, and make educated predictions. Students will utilize simple equipment and tools to aid in their observations and will collaborate with their peers to discuss their findings. This will help them develop essential skills in making meticulous, reproducible, and verifiable observations. Additionally, they will have multiple opportunities to communicate their findings in writing, through illustrations, and orally.

In the physical sciences, students will gain an understanding of forces (pushes and pulls) and explore phenomena such as gravity, magnetism, and sound. In the life sciences, they will delve into the life cycles of animals and plants, gaining insights into basic concepts of inheritance. As for the earth sciences, students will learn about the composition of rocks and discover how smaller rocks and soil are formed through the breakage and weathering of larger rocks. They will also explore the presence of organic materials in soil and be introduced to fossils and their significance in providing evidence about Earth's history.

Equipped with appropriate tools, students will develop their measurement skills by practicing how to measure length, weight, temperature, and liquid volume. They will express these measurements using standard metric system units. To enhance their investigative abilities, students will learn how to organize their observations in chronological order and follow oral instructions for conducting scientific investigations effectively.

### **Physical Education**

In the 2nd Grade, students will prioritize mastering the appropriate techniques for locomotor and nonlocomotor skills. They will initiate learning tumbling skills at a level that enables them to devise their own routines and skillfully transfer weight from one body part to another. As the school year progresses, students will enhance their control over manipulative skills and acquire the ability to describe the correct techniques in more detail. They will gain insights into the advantages of physical activity, the importance of proper nutrition, and effective strategies for solving movement challenges with a partner. Additionally, students will familiarize themselves with fundamental concepts such as force, open space, and base of support as they engage in various physical education lessons.

## **Third Grade**

### **English/Language Arts**

In the third grade, our instruction will prioritize vocabulary acquisition, comprehension strategies, text analysis, language conventions, and writing. Students will develop foundational decoding skills and grasp essential language features. They will then apply this knowledge to reading both literature and informational texts.

To enhance vocabulary development, students will use context as an independent strategy. They will refer to information within the text to ask and answer questions, as well as apply text analysis strategies to identify the central message or theme.

Furthermore, students will learn about subject-verb agreement and verb tenses. This knowledge will be utilized to write and speak in grammatically correct and complete sentences.

As students gain proficiency in English language conventions and expand their vocabulary, they will incorporate this knowledge into their writing assignments and discussions related to grade-level topics.

### **Mathematics**

By the end of the school year, our third-grade students will have gained a solid understanding of place value, particularly focusing on quantities in the thousands. They will also learn to round whole numbers to the nearest 10 or 100 with ease. Additionally, they will memorize the products of numbers from 1 to 9, enabling them to multiply and divide fluently within 100 and add and subtract within 1000. These skills will empower them to tackle word problems involving addition, subtraction, multiplication, and division.

Moreover, students will recognize fractions as numbers and utilize a number line to represent, explain, and compare different types of positive fractions. This includes unit fractions, equivalent fractions, whole numbers as fractions, and fractions with the same numerator or denominator. They will apply this knowledge to measure lengths using rulers marked with halves and fourths of an inch. Furthermore, they will connect their understanding of fractions and geometry by partitioning shapes into parts with equal areas and representing each part as a unit fraction of the whole.

Regarding measurement, our third graders will learn how to measure liquid volume using standard units and the area of plane figures by counting unit squares. They will grasp the concept of area's relationship to multiplication and division and comprehend that the area of a rectangle can be determined by multiplying its side lengths. Additionally, students will be able to compare common geometric shapes, such as rectangles and quadrilaterals, based on shared attributes like having four sides.

### **Social Studies**

- Deepening local history knowledge: Third graders will expand their understanding of their community and state's history by exploring primary sources, examining local landmarks and historical sites, and investigating the impact of significant events and individuals.
- Exploring world cultures: Students will broaden their global perspective by studying diverse cultures from different continents, examining their traditions, beliefs, and contributions to the world. They will analyze similarities and differences among cultures and develop an appreciation for diversity.
- Analyzing historical events: Third graders will strengthen their understanding of chronology and cause-and-effect relationships by analyzing historical events and figures. They will learn to identify key factors that contributed to historical changes and evaluate the impact of those changes on society.

## **Science**

In the sciences, students will enhance their skills in conducting meticulous, replicable, and validated observations, pattern recognition, categorization, question development, and effective communication of findings both in written and oral forms. They will engage in research, explore new topics, and gain a deeper understanding of the significant role of technology in scientific endeavors.

Specifically, third grade students will further develop their comprehension of the structure of matter and the forces that govern interactions. They will delve into the properties of light, investigating how it influences our perception of direction, shadow, and color. Their knowledge of ecology will expand as they study diverse environments such as oceans, deserts, tundra, forests, grasslands, and wetlands, exploring the adaptations of organisms to these unique habitats. Additionally, they will discover that celestial objects move in regular and predictable patterns across the sky.

Through hands-on experiences, students will practice making precise measurements, recognizing that even careful measurements may contain errors. They will also learn to distinguish predictions from mere guesses and understand the importance of verifying predictions through experimentation and careful data analysis.

## **Physical Education**

In third grade, students will focus on integrating locomotor and nonlocomotor skills into new movement sequences. They will explore alternative movements, such as tumbling, creative dance, and formal dance. Students will learn the basic steps of line, circle, and folk dances and perform dances with a partner.

Additionally, third graders will learn the proper technique for manipulative skills and describe them in detail, such as throwing a ball to a moving partner or dribbling while moving forward. They will refine their throwing, catching, kicking, and striking skills.

Students will practice basic stretches, demonstrate proper warm-up and cool-down exercises, and increase the number of endurance exercises they can perform. They will track their improvement in individual fitness activities and work towards personal goals for enhancing motor skills.

Furthermore, students will learn about their body's response to physical activity and the interaction between the heart, lungs, and muscles. They will understand the importance of safety procedures and rules, as well as the consequences of disregarding them.

Finally, students will develop coaching skills by providing movement cues and words of encouragement to other students.

## **Fourth Grade**

### **English/Language Arts**

In fourth grade, students will read a wide variety of literature from different cultures and time periods, including poems, prose, and dramas. They will analyze the structural elements of these texts and practice summarizing them concisely. They will also study informational texts, looking at their overall structure and organization, the differences between first- and secondhand accounts, and how the author uses evidence to support their points. To enhance their reading comprehension, writing, and speaking skills, students will acquire grade-level academic language and domain-specific vocabulary. They will also learn various strategies for independently acquiring vocabulary.

In addition to reading, students will write detailed informational and explanatory texts using headings, illustrations, definitions, and quotations. They will also write narratives that develop real or imagined experiences or events. Technology will be used to find information, collaborate with others, and produce and publish written work.

Students will engage in collaborative discussions on grade-level topics and texts, paraphrase information from various media and formats, and deliver formal narrative presentations. To support their writing and speaking skills, they will learn the conventions of Standard English grammar, usage, capitalization, punctuation, and spelling.

### **Mathematics**

Students will learn to apply the four operations (addition, subtraction, multiplication, and division) with whole numbers to solve multistep word problems, including problems in which remainders must be interpreted. They will learn to fluently add and subtract multi-digit numbers and can also round multi-digit numbers. Students will be able to multiply multi-digit numbers by two-digit numbers and divide four-digit dividends and one-digit divisors to find whole-number quotients and remainders.

Students will develop an understanding of equivalence and ordering of fractions. They will compare two fractions with different numerators and different denominators by creating common denominators or numerators or by comparing to benchmark fractions such as  $\frac{1}{2}$ . Students will decompose a fraction into a sum of fractions with the same denominator. They solve word problems involving addition and subtraction of fractions with denominators and multiplication of a fraction by a whole number. Students will use decimal notation for fractions with denominators of 10 or 100 (e.g., rewrite 0.62 as  $\frac{62}{100}$ ). They also compare two decimals to hundredths by reasoning about their size and recording the results of the comparisons with the symbols  $>$ ,  $=$ , or  $<$ .

Students will be able to use the four operations to solve word problems involving measurement and conversion of measurements from a larger unit to a smaller unit within one system (e.g., metric or English units). They will learn the area and perimeter of rectangles and apply the formulas in real-world problems. Students will develop an understanding of the concept of lines and angles. They will measure angles in whole-number degrees and solve addition and subtraction problems to find unknown angles on a diagram. They will draw and identify points, lines (including parallel and perpendicular lines), and angles in two-dimensional figures. In addition, students will learn to classify two-dimensional figures, including special triangles and quadrilaterals, based on the presence or absence of parallel or perpendicular lines or of angles of a specified size. Students will understand the concept of symmetry for two-dimensional figures.

### **Social Studies**

In-depth exploration of California's history is a key component of the curriculum. Students will gain insights into pre-Columbian societies, the profound impact of Spanish and American colonization, and the transformative changes that occurred following California's integration into the United States. This exploration will enhance their geographic and environmental understanding, helping them comprehend the intricate relationship between the physical environment and human activities. Students will develop a solid foundation in historical and social science analysis skills, essential for studying broader narratives of early American history, which are emphasized in the fifth grade. Additionally, they will examine the responsibilities of local, state, and federal governments, laying the groundwork for their future exploration of the origins of the United States Constitution.



## **Science**

In the realm of science, 4<sup>th</sup> grade students will embark on a journey of discovery and exploration. They will learn to formulate predictions, supported by evidence, based on cause-and-effect relationships. Differentiating between observation and inference, they will conduct multiple trials to test their hypotheses. Through investigative activities, students will follow written instructions and refine their skills in expressing measurements in metric system units. Encouraged to ask their own questions, they will design and conduct scientific investigations, articulating their findings in written reports.

In the domain of physical science, students will deepen their understanding of electricity and magnetism. They will explore practical applications of these effects, constructing simple circuits, compasses, and electromagnets.

Venturing into life sciences, students will expand their knowledge of ecology by studying food chains and webs. They will investigate the intricate relationships between producers, consumers, and decomposers. Exploring all components of an ecosystem, living and nonliving, they will be introduced to the fascinating world of microorganisms.

Delving into earth science, our fourth graders will embark on a journey through rocks, minerals, and the rock cycle. They will learn to differentiate rocks based on their properties and identify common minerals. Uncovering the processes of erosion and weathering, students will understand the pivotal role of water in shaping Earth's surface. Additionally, they will explore rapid processes that transform Earth's land surface, such as landslides, volcanic eruptions, and earthquakes.

## **Physical Education**

In the physical education curriculum, students will primarily focus on acquiring and refining manipulation skills, including kicking, throwing, and striking. They will utilize rackets and paddles to strike objects accurately. Additionally, they will be taught the proper techniques for these manipulative skills, such as body orientation when serving a ball. Students will also distinguish between similar skills, such as kicking and punting, and explore individual defensive and offensive moves.

Furthermore, students will engage in various activities designed to increase the level and frequency of their physical activity. They will set goals related to health-related physical fitness and track their progress in improving their skills and fitness. Fourth-grade students will be introduced to the concept of perceived exertion, helping them understand how their bodies respond to different levels of physical activity.

The curriculum will also emphasize the significance of maintaining muscular endurance and strength, engaging in aerobic and flexibility exercises, and consuming water and healthy foods to enhance physical performance. Students will be encouraged to include others in physical activities, irrespective of skill differences, and to accept responsibility for their own performance. They will be taught to approach both winning and losing with dignity and respect.

Through this comprehensive physical education program, students will develop the skills, knowledge, and attitudes necessary for lifelong engagement in physical activity and the pursuit of a healthy lifestyle.

## **Fifth Grade**

### **English/Language Arts**

In fifth grade, students will delve into a variety of historically and culturally significant literature, honing their comprehension skills for complex and narrative texts. They will read grade-level texts fluently and accurately, mastering foundational reading skills. Students will analyze how structural elements, viewpoints, visual

components, and figurative language contribute to the meaning or tone of a text. They will develop their comprehension and analysis abilities by comparing, contrasting, and integrating information from multiple texts, identifying themes or theses, and drawing conclusions using textual evidence.

Through their reading, students will acquire academic language and domain-specific vocabulary, which they will incorporate into their writing and speaking. In their writing, students will learn to organize information logically, link opinions to reasons and related ideas using effective language and employ narrative techniques to develop storylines or characters. They will engage in both extended and short-form writing tasks, catering to various content-specific objectives, purposes, and audiences. Additionally, students will utilize technology to gather information for research projects and engage in collaborative interactions.

Our fifth-grade students will actively participate in collaborative discussions, critically analyze logical fallacies in presentations or media sources, and develop skills for planning and delivering effective presentations. They will incorporate Standard English grammar conventions, capitalization, punctuation, and spelling into their speaking and writing, enhancing the clarity and sophistication of their communication.

### **Mathematics**

In this school year, students will acquire skills in writing and evaluating simple numerical expressions, including those with parentheses, brackets, or braces. They will gain the ability to express whole numbers between 2 and 50 as a product of their prime factors. Furthermore, students will learn to form ordered pairs from numerical patterns generated from given rules and plot these pairs on a coordinate plane. By the end of the year, they will have achieved fluency in multi-digit addition, subtraction, multiplication, and division of positive whole numbers. Additionally, students will be able to find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors. They will demonstrate a solid understanding of operations with decimals, accurately adding, subtracting, multiplying, and dividing decimals to hundredths.

Students will employ whole-number exponents to represent powers of 10. They will develop an understanding of equivalent fractions and will be able to add and subtract fractions with unlike denominators, as well as multiply a fraction or whole number by a fraction. They will understand that a fraction represents the division of the numerator by the denominator ( $a/b = a \div b$ ) and will be able to divide unit fractions by whole numbers and vice versa.

Students will learn to convert between different-sized standard measurement units within the same measurement system and solve related problems. They will be able to display data in graphs and interpret the meaning of the data to solve problems. They will gain an understanding of the relationship between the formulas for the area of a triangle, parallelogram, and rectangle and will be able to use these formulas to solve problems.

Students will be able to apply the formulas  $V = l \times w \times h$  and  $V = b \times h$  for rectangular prisms with whole-number edge lengths. They will solve problems related to the sum of the angles of a triangle or a quadrilateral. They will also be able to plot points in the first quadrant of the coordinate plane to solve real-world and mathematical problems.

### **Social Studies**

Through studying the history of colonial America, the American Revolution, and the initial decades of the new nation, students will develop a profound and appreciative understanding of this period. Additionally, students will continue to enhance their critical skills necessary for historical studies, including: chronological and spatial thinking, fundamental map skills, utilizing primary and secondary sources to support arguments, interpreting historical events through cause-and-effect analysis, and evaluating the consequences of human actions.

## **Science**

In physical science, students will differentiate between molecules, atoms, chemical compounds, and mixtures, and explore the organization of atoms on the periodic table. They will study chemical reactions and discover the distinctive properties of metallic elements and salts.

In life science, students will build upon their knowledge of external adaptations in plants and animals to learn about the internal structures and processes of living things, focusing on the basics of physiology. They will enhance their understanding of the hydrologic cycle, examining how water moves between the land and oceans and how it influences the distribution of weather-related precipitation.

Additionally, they will explore the causes and effects of weather. Beyond Earth, students will delve into the solar system, discovering its composition and learning about asteroids, comets, the Sun, planets, and moons. They will investigate the nature of the Sun and the relationship between gravity and planetary orbits.

Throughout their studies, students will develop their ability to formulate testable questions, plan investigations, and utilize appropriate tools for quantitative observations.

## **Physical Education**

Students will acquire manipulative skills, focusing on enhancing accuracy and distance. They will effectively manipulate objects using body parts or implements. For instance, they will stop a kicked ball by trapping it with their foot and strike a dropped ball with a racket or paddle. Additionally, students will learn and practice both offensive and defensive skills.

Moreover, students will create and perform dances with deliberate changes in speed, direction, and rhythmic routines involving object manipulation. They will learn fitness concepts, such as training principles and methods to enhance their aerobic capacity. Furthermore, students will demonstrate the ability to set and monitor achievable short-term and long-term goals for improved physical fitness.

Furthermore, students will assess their health-related physical fitness and gradually increase the duration and intensity of their physical activities. They will learn the importance of cooperative work and respect for others with varying abilities.

## **Charter School Goals and Actions to Achieve the Eight State Priorities**

Pursuant to Education Code Section 47605(c)(5)(A)(ii), a reasonably comprehensive description of the Charter School's annual goals to be achieved in the Eight State Priorities, school-wide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals, can be found in the Charter School's Local Control and Accountability Plan ("LCAP"). Each of these goals addresses the unique needs of all students attending the Charter School, including our numerically significant student subgroups. The metrics associated with these goals help the Charter School 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. The current LCAP is on file with the District, County, and State.

The Charter School shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. The Charter School reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter term through the annual LCAP update. The Charter School shall submit the LCAP to the District and County Superintendent of Schools annually on or before July 1, as required by Education Code

Section 47604.33. The Charter School shall also 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 shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.

## **Serving the Needs of Special Student Populations**

### **Academically Low Achieving Students**

Highland Academy maintains a culture of high expectations for all students. For those whose achievement potential is not being realized, administrators and teachers will work to ensure that no individual student falls behind. The structure of the Highland Academy curriculum and the instructional strategies outlined here are designed to maximize the learning opportunities for low-achieving and at-promise students. Low-achieving and at-promise students are thoroughly integrated into the entire student body, and they participate fully in all aspects of the curriculum at the Charter School. This is accomplished by providing opportunities to experience hands-on, real world situations that will engage students more successfully than traditional methods.

At Highland Academy, low-achieving students are defined as those who fall at or below the Standard Nearly Met designation on the California Assessment of Student Performance and Progress (“CAASPP”), fall below a C- average in coursework, and/or fall below the learning behavior, language acquisition, and fine and gross motor skills in comparison with their peer group. At Highland Academy, at-promise students are defined as those who achieve at or below the Standard Not Met designation on the CAASPP, fall below a C- average in coursework. Highland Academy considers both groups as students who have not realized their full achievement potentials.

Parents of at-promise or low-achieving students will be contacted and consulted in the development of strategies to meet the specific needs of the student through the Student Study Team (“SST”) process, which is made up of teacher and student meetings, parent, teacher, and student meetings (which may also include administration), as well as possible assessment for disabilities.

This is a systematic, problem-solving approach to assist students with issues that are interfering with success. The Charter School staff will clarify problems and concerns, develop strategies and organize resources, provide a system for school accountability, and serve to assist the parent, the teacher, and the student.

After the implementation and follow-up of an Individual Learning Plan, if the problem(s) persists, revisions to the plan may be discussed, and a referral for special education evaluation or Section 504 assessment may be considered necessary by the SST team.

### **Academically High Achieving Students**

Highland Academy aims to provide opportunities for exceptional students to delve deeper into the core curriculum at an accelerated pace, encouraging individuality and nurturing higher-level thinking skills. Students identified as academically advanced will be invited to engage in enriching activities specifically designed to challenge their unique abilities. These activities will be meticulously crafted through collaborative efforts among teachers, students, parents, and when necessary, the administration. The objective of these activities is to immerse students in intellectually stimulating learning experiences that expand their knowledge and enable them to excel. They will not simply involve additional or "busy work" but will provide flexibility for students to demonstrate their skills and master new content. Additionally, advanced and accelerated courses will be offered when deemed necessary.

## English Learners

Highland Academy will meet all applicable legal requirements for English Learners including long-term English Learners or English Learners at risk of becoming long-term English Learners, as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements.

The following Highland Academy procedures ensure the proper placement, evaluation, and communication regarding EL student rights or those of their parent or guardian. Highland Academy will also incorporate an English Learner Advisory Committee (“ELAC”) as needed.

A home language survey is taken upon a student’s initial enrollment application into a California public school. For all students who indicate that their home language is other than English, the English Language Proficiency Assessment (“ELPAC”) will be administered within thirty days of initial enrollment.<sup>2</sup> The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the 2012 California ELD Standards.

The ELPAC consists of two separate assessments:

- Initial Assessment (“IA”)

The ELPAC IA is used to identify students as either an English Learner, or as fluent in English. The IA is administered only once during a student’s time in the California public school system based upon the results of the home language survey. The locally scored IA will be the official score. The IA is given to students in grades TK–12 whose primary language is not English to determine their English proficiency status.

- Summative Assessment (“SA”)

ELs will take the SA every year until they are reclassified as fluent English proficient. The ELPAC SA is only given to students who have previously been identified as an EL based upon the IA results, in order to measure how well they are progressing with English development in each of the four domains. The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

Both the ELPAC SA and IA are assessments administered in seven grade spans—TK/K, 1, 2, 3–5, 6–8, 9–10, and 11–12. In transitional kindergarten/kindergarten and grade 1, all domains are administered individually. In grades 2–12, the test is administered in groups, exclusive of speaking, which is administered individually. The ELPAC IA and SA will be administered via a computer-based platform, while the ELPAC Writing Domain for Kindergarten through 2<sup>nd</sup> grade will continue to be administered as a paper-pencil test. Testing times will vary depending upon the grade level, domain, and individual student. Both the ELPAC IA and SA are given in two separate testing windows through the school year.

The IA testing window will be year-round (July 1–June 30). Any student whose primary language is other than English as determined by the home language survey and who has not previously been identified as an English Learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English language proficiency within 30 calendar days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year.

---

<sup>2</sup> The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been ELPAC tested. All other students who have indicated a home language other than English will continue with annual ELPAC testing based upon the date last tested at the prior school of enrollment.

The SA testing window will be a four-month window after January 1 (February 1–May 31). The English language proficiency of all currently enrolled English Learners shall be assessed by administering the test during the annual assessment window.

Highland Academy staff will notify all parents of the Charter School’s responsibility for ELPAC testing and ELPAC results within thirty days of receiving the results from the publisher. The ELPAC shall be used to fulfill the requirements under the Every Student Succeeds Act for annual English proficiency testing.

### **English Learners Reclassification Procedures**

Reclassification procedures use multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, one or more of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the ELPAC;
- Participation of the pupil’s classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil’s curriculum mastery;
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents’ opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process;
- Comparison of the pupil’s performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

### **English Learners Strategies for Instruction and Intervention**

Supporting English learners (ELs) requires a multi-faceted approach that combines effective teaching strategies with a welcoming and inclusive school environment. Strategies being implemented at Highland Academy include:

#### **Classroom Strategies:**

- Tailoring lessons to different proficiency levels, providing varied materials, and using visual aids, real-world objects, and hands-on activities to enhance accessibility.
- Scaffolding complex tasks into manageable steps, offering sentence starters, graphic organizers, and models for language production.
- Building on prior knowledge by connecting new learning to existing knowledge and encouraging students to share their cultural backgrounds.
- Facilitating collaborative learning through pair and group work, assigning roles to ensure active participation.
- Teaching vocabulary explicitly with clear definitions and examples, providing opportunities to practice using new words in context.
- Integrating technology like language learning apps, interactive whiteboards, and online resources for individualized support and engagement.

- Creating a classroom environment that respects cultural diversity, incorporating materials that reflect students' backgrounds.

### **School-wide Initiatives:**

- Providing training to teachers on effective EL teaching strategies, including language acquisition theory, culturally responsive teaching, and differentiated instruction.
- Employing ESL specialists, bilingual aides, and tutors for additional support in the classroom and small groups.
- Celebrating diversity and welcoming EL families, offering translated materials and interpreters for better communication.
- Monitoring ELs' progress in language development and academic achievement through appropriate assessments, providing regular feedback, and adjusting instruction accordingly.
- Engaging with ELs' parents, involving them in their children's education, and offering workshops and resources to support language learning at home.
- Creation of a 7<sup>th</sup> period “study hall” provides English Learning students with invaluable independent practice time to reinforce language concepts, complete assignments, and seek individualized support from teachers or peers. This structured environment fosters self-directed learning and allows for personalized attention to address specific language acquisition needs, promoting academic success.

The Charter School shall comply with all applicable federal law in regard to services and the education of English Learner students. The Charter School shall develop, implement, and maintain policies and procedures for the provision of services to EL students in accordance with guidance published by the Office of Civil Rights of the U.S. Department of Education. At a minimum these policies and procedures shall:

- Identify students who need assistance including the use of a home language survey and mandatory ELPAC testing as required by law.
- Ensure that necessary, appropriately credentialed staff (Cross-cultural Language Acquisition and Design, or “CLAD”), curricular materials, and facilities are in place and used properly.
- Develop appropriate evaluation standards, including program exit criteria, for measuring the progress of students.
- Assess the success of the program and modify it where needed.

### **Monitoring and Evaluation of Program Effectiveness**

The Charter School evaluates the effectiveness of its education program for ELs by:

- Adhering to Charter School-adopted academic benchmarks by language proficiency level and years in program to determine annual progress.
- Monitoring teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring student identification and placement.
- Monitoring parental program choice options.
- Monitoring availability of adequate resources.

## **Special Education and Students with Disabilities**

Highland Academy shall comply with all applicable State and Federal Laws in serving students with disabilities. These laws include, but are not limited to, Section 504, the ADA, and the IDEA.

Highland Academy shall be its own local educational agency (“LEA”) for purposes of special education, in conformity with Education Code Section 47641(a). The Charter School LEA is a member of the El Dorado County Charter Special Education Local Plan Area (“SELPA”).

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 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 student records.

The Charter School may seek resources and services (e.g. Speech, Occupational Therapy, Adapted P.E., Nursing, and Transportation) from the SELPA, subject to SELPA approval and availability. The Charter School may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors.

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.

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

Highland Academy 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 will be assembled by the Director 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 will 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 will evaluate the nature of the student’s disability and the impact upon the student’s education. This evaluation will 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 will be made by the 504 team.

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

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

All 504 team participants, parents, guardians, teachers and any other participants in the student’s education, including substitutes and tutors, must have a copy of each student’s 504 Plan. The site administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that teachers 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.

Should Highland Academy be unable to provide the services necessary to comply with the requirements of Section 504 and the ADA, Highland Academy may request that the District provide the necessary services, and the District may agree if it so chooses in its sole discretion, at a cost to be negotiated between the District and Highland Academy separate from the terms of this Charter and/or Highland Academy shall contract with outside service providers, at Highland Academy’s sole expense, to provide the services.

### **Services for Students under the IDEA**

The Charter School 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.

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

## Staffing

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

The Charter School 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

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

## Identification and Referral

The Charter School 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.

The Charter School 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. The Charter School 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

The Charter School 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 Director 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 parental rights.

### IEP Development

The Charter School 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

The Charter School shall be responsible for all school site implementation of the IEP. As part of this responsibility, the Charter School 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. The Charter School shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology.

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

The Charter School 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 the Charter School 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 the Charter School 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 the Charter School 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 the Charter School 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

The Charter School 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 the Charter School and no student shall be denied admission nor counseled out of the Charter School due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need for, special education services.

### Parent/Guardian Concerns and Complaints

The Charter School 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

The Charter School 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.

## **Elements 2 and 3: Measurable Pupil Outcomes and Methods of Assessment**

**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 school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the 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, or the nature of the program operated, by the charter school. Education Code Section 47605(c)(5)(B).

**Governing Law:** The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. Education Code Section 47605(c)(5)(C).

Highland Academy affirms that, 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.

### **Alignment of Outcomes to the Eight State Priorities**

Pursuant to Education Code Section 47605(c)(5)(B), a reasonably comprehensive description of the Charter School’s school-wide and pupil outcome goals and performance targets aligned to the Eight State Priorities that apply for the grade levels served, or the nature of the program operated by the Charter School, and methods for measuring progress, can be found in the Charter School’s LCAP.

The student outcomes listed below are based on the State Standards and will be assessed utilizing all state standardized testing measures such as: CAASPP, progress monitoring, formative, and summative teacher assessments.

#### **Core Academic Skills (using State Standards)**

*Language Arts:* Students will demonstrate the ability to read, write, listen, and speak in multiple forms of expression (written, oral, and multimedia) and demonstrate communication skills appropriate to setting and audience. They will comprehend and critically interpret multiple forms of expression from various sources, writers, and cultures. Students will critically evaluate their work and the work of others.

*Mathematics:* Students will use mathematical reasoning, concepts, and logical thinking to solve problems; understand mathematical concepts; communicate mathematical ideas; connect mathematics to other studies and their own lives; articulate their understanding of the power of mathematics (e.g. mathematics, universality, patterns in nature, and elegant solutions); invent mathematical procedures that allow them to compute and perform basic operations; and acknowledge, understand, and apply others’ mathematical methods of solving problems.

*Sciences:* Students will understand and apply major concepts of life and physical sciences and use the principles of the scientific method. Students will apply their understanding of scientific concepts to make informed decisions on issues (social, environmental, political, etc.) affecting their community and the world, as well as being able to use written research methods to convey their understanding.

*History/Social Studies:* Students will understand multiple perspectives while demonstrating mastery of civic, cultural, historical, and geographical concepts. Students will apply this understanding to act as informed participants in today's world of diverse cultures.

### **Achievement Targets for Core Academic Skills**

Testing in spring 2025 will result in a 5% increase of students scoring at the Standard Met level or above in all CAASPP assessments. This increase will be applied to all subsequent years as well.

### **Specialties: Non-Core Curriculum**

*Creative Arts and Performing Arts:* Students will demonstrate understanding of a fundamental body of knowledge and technical skills in the visual and performing arts. Students will critically evaluate their work and the work of others.

*World Language:* Students will demonstrate skills in speaking, reading, writing, and listening comprehension in Spanish as well as English. Students will understand key aspects of the culture, both past and present, of the second language.

*Technology:* Students will utilize Information Technology (IT) for inquiry-based research, documentation and presentation. Students will use IT-based tools to express, model, measure, and record physical and temporal events.

*PE/Health:* Students will demonstrate knowledge in various forms of exercise and recreation for life-long fitness habits, which will enable participation in, and an understanding of, sports and recreational activities. Students will understand the connection between heart, mind, and body.

*Trade Electives:* Students will have opportunity to participate in elective courses which enhance knowledge of specific trade skill sets.

*Character Education and Attitudes:* Highland Academy students will receive an education that adheres to the California State Standards, while also cultivating personal character traits that will serve them well beyond high school. These qualities encompass strong leadership abilities, a sense of civic duty, a diligent work ethic, self-motivation, honesty, and respect for country, community, family, and self.

Highland Academy staff will exemplify these attributes and guide students in their development through individualized interactions. Students will actively participate in their classrooms and the school environment, planning and executing projects that not only enhance the Charter School community but also foster the aforementioned characteristics.

Teachers, students, parents/guardians will collaborate to create tailored education plans. They will design individual and group classroom projects that demonstrate proficiency in the California Standards for Education while nurturing character development.

## Methods of Assessment

Highland Academy will participate and comply with all State of California assessment requirements.

Formal assessments will take place multiple times a year:

### *Fall & Winter:*

Throughout the academic year, Highland Academy students engage in diagnostic assessments drawn from verified data sources. These evaluations enable the Charter School to track each student's progress in reading and mathematics, pinpoint their strengths and weaknesses, and tailor instruction to suit their individual learning needs. The data collected empowers our teachers to offer targeted assistance and guide students toward academic achievement. Additionally, eligible English Learner (EL) students will participate in the California English Language Development Test.

### *Spring:*

Above assessments, plus:

- CAASPP; the California Alternate Assessment
- California Physical Fitness Test (Grades 5 and 7)
- ELPAC as eligible in the spring

In addition to mandated assessments, teachers will continually evaluate students using various methods.

### Multiple Observations:

- Focus on the entire class and individual students.
- Observe skills, processes, and attitudes.
- Use age-appropriate note-taking techniques to optimize observation time.
- Record observations on student behavior, interactions, independent work capabilities, and motivation in school-adopted student data systems.

### Performance Assessments:

- Represent students' understanding of real-world challenges and problems.
- Incorporate a range of skills, concepts, and high-level thinking skills.
- Expressed in various modalities (oral presentations, art, charts, models, simulations, writing, audio, and video).
- Rubrics with standards communicated to students will be developed collaboratively by the Charter School staff.

### Public Exhibitions:

- Student work (projects, visual art, inventions, and play performances) is assessed by students, peers, teachers, and, when appropriate, individuals outside the Charter School community.

### Selected Response Assessments:

- Tests, quizzes, and cloze activities are used by teachers.

### Portfolios:

- Collections of student work that demonstrate academic and personal success, development, higher-order thinking skills, creativity, and reflection.
- Portions of the portfolio will be placed in student cumulative files for a record of annual work samples.

## **IV. School Governance**

### **Element 4: Governance Structure**

The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement. Education Code Section 47605(c)(5)(D).

#### **Nonprofit Public Benefit Corporation**

Highland Academy is a directly funded independent charter school and is operated as a California nonprofit public benefit corporation pursuant to California law. Highland has received its full tax-exempt status from the federal and California state governments under the federal Internal Revenue Code Section 501(c)(3) and the companion California state tax laws and regulations. See Appendices B, F, and H for the Articles of Incorporation, Bylaws, and Conflict of Interest Code.

Highland Academy will operate collaboratively, yet independently from Beaumont Unified School District, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the District and Highland Academy. Pursuant to California Education Code Section 47604(d), the District shall not be liable for the debts and obligations of the Charter School, operated by a California nonprofit public benefit corporation, or for claims arising from the performance of acts, errors, or omissions by the Charter School as long as Beaumont Unified School District has complied with all oversight responsibilities required by law.

The Charter School will be governed pursuant to this Charter and its Articles of Incorporation and bylaws. The Charter School may not delegate any or all of its governance or management duties to another person or entity, including but not limited to a parent, subsidiary, or related corporation, except as specifically provided for in this Charter.

Should the provisions of this Charter conflict with the Articles of Incorporation, Bylaws, policies, or practices, of the Charter School, the provisions of this Charter shall prevail.

The Charter School shall provide to the District Superintendent copies of its Governing Board agendas (including all backup materials), and the agendas (including all backup materials) of any other boards and committees, on or before the date required for posting of such agendas in compliance with the Brown Act.

To the fullest extent permitted by law, Highland Academy agrees to promptly, fully and completely indemnify, defend through counsel reasonably acceptable to the District, and hold harmless the District, the District's Board of Trustees, and each of their members, officers, administrators, employees, agents, representatives, volunteers, successors, and assigns ("Indemnitees") from and against any and all claims, demands, actions, causes of action, suits, losses, expenses, costs, penalties, obligations, or liabilities of whatever nature or kind, including, but not limited to, attorney's fees and litigation costs, that in any way arise out of or relate to any actual or alleged act or omission on the part of the Charter School, on the part of Highland Academy, and/or on the part of the board of directors, administrators, employees, agents, representatives, volunteers, subcontractors, invitees, successors, and/or assigns of Highland Academy in any way related to the performance of and/or to the failure to perform in whole or in part any obligation under the Charter and/or in any way related to the operation of Highland Academy or of any other facility, program, or activity. The obligations of Highland Academy to defend the District and the other Indemnitees identified herein is not contingent upon there being an acknowledgment of or a determination of the merit of any claim, demand, action, cause of action, or suit, and those obligations will be deemed to be triggered immediately upon the assertion of any claim, demand, action, cause of action, or suit within the scope of this paragraph. However, nothing in this paragraph shall be construed to obligate Highland Academy to



indemnify an Indemnitee for any claims, demands, actions, causes of action, suits, losses, expenses, costs, penalties, obligations, or liabilities resulting from an Indemnitee's sole negligence, from an Indemnitee's active negligence, or from an Indemnitee's willful misconduct where such sole negligence, active negligence, or willful misconduct has been adjudged by the final and binding findings of a court of competent jurisdiction; except, in instances where the active negligence or willful misconduct of an Indemnitee accounts for only part of the loss(es) involved, the indemnity obligations of Highland Academy shall be for that portion of the loss(es) not due to the active negligence or the willful misconduct of such Indemnitees.

Highland Academy shall purchase and maintain in full force and effect at all times during the term of this Charter insurance in amounts and types and subject to the terms approved by the District's risk manager and maintained in full force and effect for the term of the Charter by and between the District and Highland Academy. Highland Academy shall furnish the District with duplicate originals of each policy of insurance and/or each memorandum of coverage required by this Charter, including all declarations, forms, and endorsements, which shall be received and approved by the District by July 1st of each year. If at any time any policy of insurance or memorandum of coverage required by this Charter is suspended, rescinded, voided, canceled, reduced in coverage or in limits, or non-renewed, or materially changed for any reason, Highland Academy shall cease operations until such policy of insurance and/or memorandum of coverage is restored and if the required insurance and/or self-insurance is not restored within two (2) business days, the Charter shall be subject to revocation pursuant to Education Code section 47607.

Highland Academy's obligations to acquire and maintain insurance as provided in this section shall survive the revocation, expiration, termination, or cancellation of this Charter or any other act or event that would end Highland Academy's right to operate as a charter school pursuant to this Charter or cause Highland Academy to cease operation until Highland Academy has fully complied with the Closure Protocol set forth in this Charter..

The Charter School has adopted a Conflict of Interest Code that complies with the Political Reform Act, Section 1090, as set forth in Education Code Section 47604.1, and California Corporations Code conflict of interest rules, and which shall be updated with any charter school-specific conflict of interest laws or regulations applicable in the future. As required, the Conflict of Interest Code has been submitted to the County Board of Supervisors for approval. Highland Academy shall comply with the Ralph M. Brown Act as set forth in Government Code section 54950, *et seq.* and any attendant regulations as they may be amended from time to time.

The Conflict of Interest Code is attached as Appendix H. The code requires that all the Board members and certain high-level school employees and consultants refrain from discussing and voting on matters which could materially affect their financial interests. Additionally, the Code requires these individuals to disclose annually certain financial interests which could be materially affected by their positions at the Charter School.

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

Highland Academy shall at all times comply with the terms and requirements of the free schools guarantee of the California Constitution, Article IX, section 5, in all applicable aspects of the Highland Academy program.

### **Board of Directors**

Highland Academy will be governed by the Highland Board of Directors ("Board" or "Board of Directors"), in accordance with applicable law and its adopted bylaws, as may be subsequently amended pursuant to the amendment process specified in the bylaws which shall be consistent with the terms of this charter. All Board meetings shall comply with the Brown Act and Education Code Section 47604.1(c).

## Board of Directors Membership

The Board of Directors consists of a minimum of 5 members. As provided by Education Code Section 47604(c), the District shall be entitled to one representative on the Board of Directors. The District's Board reserves its right pursuant to Education Code Section 47604(c) to have a representative on the Highland Board, and if the District Board chooses to exercise this right, such representative shall be solely of the District's choosing and shall be appointed by the District Board or designee rather than the Highland Board. Any District representative to the Highland Board shall serve solely at the District Governing Board or designee's discretion and may serve an unlimited number of consecutive terms. The Corporation Bylaws shall specify that 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 District representative and such representative shall serve at the pleasure of and be removed only by the action of the District Governing Board or designee. Should the District exercise this right, Highland Academy may choose to expand the number of Directors by one, if necessary, in order to maintain an odd number. . The Board of Directors will meet monthly.

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

Following are the names of the current Board of Directors. Their biographies can be found in Appendix J:

<u>Name</u>	<u>Category</u>
Matthew Neri	Board President
Kristina Santillan	Board Secretary
Jason French	Board Member
Kelly Griffenhagen	Board Vice-President
Johana Carpio	Board Member

## Duties of the Board of Directors

The Board of Directors is responsible for the operation and fiscal affairs of the Charter School and establishing broad policies and overseeing high-level decisions that affect the Charter School. Those duties include:

- Defining or refining the organization's mission, values and vision;
- Implementing strategic direction;
- Adopting policies to ensure that the Charter School is run effectively, legally, and ethically;
- Overseeing, evaluating, and supporting the Charter School's Director;
- Monitoring the operational budget and finances for long-term viability;
- Seeing that adequate funds are secured for the operating and capital needs of the Charter School;
- Approving all contractual agreements;
- Acting as a fiscal agent. This includes but is not limited to the receipt of funds for the operation of the Charter School in accordance with applicable laws and the receipt of grants and donations consistent with the mission of the Charter School;
- Contracting with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices;
- Establishing operational committees as needed;
- Measuring regularly the progress of both student and staff performance;
- Involving parents and the community in school related programs;

- Executing all applicable responsibilities provided for in the California Corporations Code;
- Engaging in ongoing strategic planning;
- Approving the Charter School calendar and scheduling of Board meetings;
- Reviewing requests for out of state or overnight field trips;
- Participating in the dispute resolution procedure and complaint procedures when necessary;
- Approving charter amendments as necessary and submitting requests for material revisions as necessary to the District for consideration;
- Approving annual independent fiscal audit and performance report; and
- Appointing an administrative panel or acting as a hearing body and taking action on recommended student expulsions.

The Board also approves policies and other documents as required by state or federal law. Members of the Board may also participate in raising funds for the Charter School and increasing public awareness of the Charter School's programs.

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 the purposes for which schools are established.

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 and performance reports, 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 will attend an annual in-service for the purposes of training individual board members on their responsibilities with topics to include, at minimum, ethics, conflicts of interest and the Brown Act.

### **The Director and Assistant Director**

All following details in this section apply to both the Director and the Assistant Director. The Director will be the leader of the Charter School. The Director will ensure that the curriculum is implemented in order to maximize student-learning experiences. The Director must report directly to the Charter School Board of Directors, and is responsible for the orderly operation of the Charter School and the supervision of all employees in the Charter School.

The Director shall perform assigned tasks as directed by the Charter School 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 the Charter School enacts its mission;
- Supervise, evaluate, hire, and fire teachers and staff;
- Communicate and report to the Charter School Board of Directors;

- Oversee school finances to ensure financial stability;
- Participate in and develop professional development workshops as needed;
- Serve or appoint a designee to serve on any committees of the Charter School;
- 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 Charter School building;
- Promote the Charter School 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 school annual performance report, the SARC, and the LCAP;
- Present independent fiscal audit to the Charter School Board of Directors and, after review by the Board of Directors, submit audit to the District Board of Education and the County Superintendent of Schools, the State Controller and the California Department of Education;
- 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.

### **Expectations and Opportunities for Parent Involvement**

Highland Academy recognizes that children learn best when parents are engaged in their education. Because of the Charter School's unique mission, it is especially important for parents to understand and fully support the education program. To ensure that families fully understand and support Highland Academy's program prior to starting classes, the Charter School will:

- Present information about the Charter School's mission, goals and approaches during the open enrollment process. Parents will be provided time to ask questions, and will be asked to sign document confirming that they understand the Charter School's mission, goals and approaches.
- Meet with each family after registration and before the start of school, to answer remaining questions, to learn more about their individual child and the child's unique strengths and needs, and to develop an educational plan.

- To encourage parent participation in all aspects of school life, the Charter School features:

***Participation in school decision-making:*** Parents have a representative on the Board of Directors.

***Opportunities to evaluate the Charter School and its staff:*** Each spring, parents will be asked to complete a survey evaluating Highland Academy, the Director, and their child’s teachers. The survey results will be reviewed by Highland Academy staff and will be a factor in personnel decisions.

In addition, Highland Academy encourages, but does not require, 20 hours of volunteer service by each family each year. Highland Academy will provide a variety of opportunities to match with family members’ different skills and interests, as well as schedules and availability. Examples include helping in classrooms, leading extra-curricular activities, coaching sports teams, assisting with event planning, attending field trips, participating in PTSA meetings, serving on parent committees, fundraising, and communicating with other parents. Parents may have the option to select their preferred service activities or the Charter School may assign these activities as needed. No student will be denied admission or ongoing enrollment for failure of a family to fulfill the encouraged 20 hours of participation.

## **V. Human Resources**

### **Element 5: Employee Qualifications**

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

Highland Academy will recruit professional, effective, and qualified personnel to serve in administrative, instructional, instructional support, and non-instructional support capacities. Prospective employees are carefully screened to ensure they have the qualifications for employment as outlined in their job descriptions. All employees will be at-will. Specifically, Highland Academy’s key staff members will meet the following qualifications.

#### **Director Qualifications**

Highland Academy’s Director is the instructional leader at the Charter School, with responsibility for ensuring the Charter School and its students achieve the outcomes outlined in this charter petition.

The Director will have the following qualifications:

*Required knowledge, skills, and abilities:*

- ◆ Demonstrated commitment to fostering a dynamic and academically rigorous education program.
- ◆ Demonstrated knowledge of curriculum development and program design.
- ◆ Demonstrated knowledge of evaluation and assessment of student progress.
- ◆ Experience with facilitating the development of teachers.
- ◆ Entrepreneurial passion;
- ◆ Proven ability to be a collaborative member of a team.
- ◆ Excellent communication, presentation and interpersonal skills.
- ◆ Excellent organization, time management and follow-up skills.
- ◆ Ability to maintain and establish accountability controls for testing and administration.
- ◆ Demonstrated knowledge of budgeting, master scheduling, and public relations.

- ◆ Demonstrated knowledge of state and federal education laws and codes.

*Minimum educational level:*

Master's Degree

*Certification:*

California Teaching Credential – Multiple Subject or Single Subject  
Administrative Credential preferred

### **Assistant Director Qualifications**

Highland Academy's Assistant Director will also serve in cooperation with the Director as an instructional leader at the Charter School, with responsibility for ensuring the Charter School and its students achieve the outcomes outlined in this charter petition.

*Required knowledge, skills, and abilities:*

- ◆ Demonstrated commitment to fostering a dynamic and academically rigorous educational program.
- ◆ Demonstrated knowledge of curriculum development and program design.
- ◆ Demonstrated knowledge of evaluation and assessment of student progress.
- ◆ Experience with facilitating the development of teachers.
- ◆ Entrepreneurial passion;
- ◆ Proven ability to be a collaborative member of a team.
- ◆ Excellent communication, presentation and interpersonal skills.
- ◆ Excellent organization, time management and follow-up skills.
- ◆ Ability to maintain and establish accountability controls for testing, and administration of response to intervention and other student assessments .
- ◆ Ability to manage, organize, and train, office and other school personnel.
- ◆ Demonstrated knowledge in testing measures and school psychology

*Minimum educational level:*

Master's Degree

*Certification:*

California Teaching Credential – Multiple Subject and/or Single Subject  
Administrative Credential preferred

### **Teacher Qualifications**

Teachers at Highland Academy will meet all requirements for employment set forth in applicable provisions of law, including Education Code Section 47605(l). The qualifications of teachers to be employed at Highland Academy will be designed to ensure students meet the educational goals outlined in this charter petition.

*Required knowledge, skills, and abilities:*

- ◆ Knowledge of child cognitive development and different learning styles.
- ◆ Deep knowledge of subject matter, including State Standards and subject-specific frameworks.
- ◆ Knowledge of assessment practices and interpretation of scores to guide instruction.
- ◆ Knowledge of effective language immersion teaching practices.
- ◆ Ability to analyze and use qualitative and quantitative student academic

- performance data to guide classroom practice.
- ◆ Ability and willingness to reflect and improve on his or her own performance.
- ◆ Demonstrated interest in and ability to collaborate with colleagues, parents and community.

*Minimum educational level:*

Bachelor's degree

*Certification:*

Teachers will be required to hold the California Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment. The Charter School will report to the CTC any change in a certificated employee's employment status as a result of an allegation of misconduct or while an allegation of misconduct is pending, pursuant to Education Code Section 44030.5.

Single-subject teachers hired to teach a specific subject (e.g. Math, English) will be required to hold a subject-specific credential or permit from the California Commission on Teacher Credentialing.

Teachers assigned to a TK classroom will have been issued the CTC certificate, permit, or other document required for their certificated assignment, and shall have one of the following:

- At least 24 units in early childhood education, or childhood development, or both.
- As determined by the local educational agency employing the teacher, professional experience in a classroom setting with preschool age children comparable to the 24 units of education described in bullet (1).
- A child development permit issued by the CTC.

Highland Academy shall maintain the student to adult ratio in transitional kindergarten classrooms as required by Education Code Section 48000(g).

*Experience recommended:*

1+ year working with students as a teacher, teacher intern, or teaching assistant preferred

**Teacher Hiring**

Highland Academy will use a rigorous multiple-stage approach to teacher selection that may include: a resume screen; interview(s); writing sample; demonstration lesson with or without students; and reference checks.

Criteria for selection are based on those used by the National Board for Professional Teaching Standards:

- ◆ Committed to students and learning
- ◆ Knowledgeable about their subject matter
- ◆ Skilled in management of learning
- ◆ Reflective in their practice
- ◆ Community-oriented

**Professional Development**

Highland Academy is committed to the professional development of all of its team members. Once teachers are hired, the Charter School will invest in their continued professional development by providing Teacher Induction services and other professional development opportunities. Teachers will participate in one week of summer training to build classroom management skills, increase capacity to plan meaningful and engaging lessons, and practice specific language immersion teaching strategies. Highland Academy's Director and Assistant Director, as instructional leaders, will provide on-site coaching to all teachers. Teachers are organized into teams, led by an experienced "lead teacher" who has the skills to mentor others. Other site team members are provided periodic formal and topical training sessions as well as real-time, day-to-day coaching by

functional experts in a variety of areas. In addition, all team members are encouraged to pursue external professional development opportunities in the form of workshops or additional certification. Additionally, professional development is adjusted annually to account for any new legal requirements, as applicable.

## **Element 6: Health & 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) For all schools, the development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (K), inclusive, of paragraph (2) of subdivision (a) of Section 32282 and procedures for conducting tactical responses to criminal incidents. For schools serving pupils in any of grades 7 to 12, inclusive, the development of a school safety plan shall also include the safety topic listed in subparagraph (L) of paragraph (2) of subdivision (a) of Section 32282.
- (iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school. Education Code Section 47605(b)(5)(F).

### **Health and Safety Procedures for Highland Academy**

In order to provide safety for all students and staff members, Highland Academy adopts and implements appropriate and comprehensive health and safety policies and procedures and risk management policies at its school site, designed in consultation with Highland Academy's insurance carrier. These procedures are incorporated into the Charter School's student and staff handbooks and will be reviewed on an ongoing basis by the Director and Board of Directors. The Charter School shall ensure that staff are trained annually on the health and safety policies.

The following is a summary of the health and safety policies of the Charter School:

### **Procedures for Background Checks**

Employees and contractors of Highland Academy will be required to submit to a criminal background check and furnish a criminal record summary as required by Education Code 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 Director and Office personnel shall monitor compliance with this policy and report to the Charter School Board of Directors on a regular basis. The Board President shall monitor the fingerprinting and background clearance of the Director. Individuals who will volunteer at the Charter School outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

### **Role of Staff as Mandated Child Abuse Reporters**

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

### **Tuberculosis Risk Assessment and Examination**

Employees and volunteers who have frequent or prolonged contact with students, will be assessed and examined



(if necessary) for tuberculosis prior to commencing employment and working with students, and for employees at least once each four years thereafter, as required by Education Code Section 49406.

### **Immunizations**

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

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

### **Medication in School**

Highland Academy 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, Scoliosis**

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

### **Diabetes**

The Charter School shall make type 1 diabetes informational materials accessible to the parent or guardian of a pupil when the pupil is first enrolled in elementary school. Highland Academy will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:

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

### **Suicide Prevention Policy**

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

### **Prevention of Human Trafficking**

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

### **Menstrual Products**

The Charter School shall stock the school's restrooms at all times with an adequate supply of menstrual products, available and accessible, free of cost, in all women's restrooms and all-gender restrooms, and in at least one men's restroom. The Charter School shall post a notice regarding the requirements of 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**

On or before July 1, 2026, the Charter School shall provide and maintain at least one all-gender restroom for voluntary student use at each of its schoolsites 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**

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 adequate time to eat as determined by the Charter School in consideration of available guidance.

### **Recess**

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

### **California Healthy Youth Act**

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

### **Mental Health Education**

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

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

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

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

### **Workplace Violence Prevention Plan**

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

### **Emergency Preparedness**

Highland Academy shall adhere to an Emergency Preparedness Handbook drafted specifically to the needs of the school site in conjunction with law enforcement and the Fire Marshall. This handbook shall include, but not be limited to, the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. If

assuming a facility that was previously used as a school site, any existing emergency preparedness plan for the school site shall be used as a starting basis for updating the handbook for Highland Academy.

### **Blood-borne Pathogens**

Highland Academy shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the workplace. Highland Academy has a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne 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-Free / Alcohol-Free / Smoke-Free Environment**

Highland Academy shall be a drug-, alcohol- and smoke-free workplace.

### **Facility Safety**

Highland Academy shall comply with Education Code Section 47610 by utilizing facilities that are compliant with the Field Act or facilities that are compliant with the California Building Standards Code. Highland Academy 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. Highland Academy shall conduct fire drills at least once a month pursuant to Education Code Section 32001 and in conjunction with the District (if at District facilities). Highland Academy will provide Active Shooter and Emergency training, as needed.

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

Highland Academy 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 has developed 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, student to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with Highland Academy’s 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.

### **Bullying Prevention**

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

### ***Supporting LGBTQ Students***

Commencing with the 2025-26 school year and ending with completion of the 2029-30 school year, the charter school shall use an online training delivery platform and curriculum to provide at least 1 hour of required LGBTQ

cultural competency training annually to teachers and other certificated employees and maintain records of such training as required by Education Code Section 218.

### **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.

### **Athletic Programs**

To the extent, the Charter School offers athletic programming, the Charter School shall comply with all applicable laws related to health and safety policies and procedures surrounding athletic programs at charter schools, including but not limited to providing information to athletes regarding sudden cardiac arrest and annually providing each athlete an Opioid Factsheet for Patients.

In the event the Charter School participates in any interscholastic athletic programs, it shall comply with all applicable requirements, including, but not limited to, adopting a written emergency action plan for sudden cardiac arrest or other medical emergencies related to athletic programs, and acquiring at least one automated external defibrillator.

### **Transportation Services**

Effective July 1, 2025, the Charter School shall comply with the requirements of Education Code Section 39875(c), if applicable, relating to background checks and testing for individuals providing transportation services for students. If applicable, the Charter School shall prepare a transportation safety plan containing procedures for school personnel to ensure the safe transport of students in accordance with Education Code Section 39831.3.

## **Element 7: 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 school district to which the charter petition is submitted. Upon renewal, for a charter school not deemed to be a local educational agency for purposes of special education pursuant to Section 47641, the chartering authority may consider the effect of school placements made by the chartering authority in providing a free and appropriate public education as required by the federal Individuals with

Disabilities Education Act (Public Law 101-476), on the balance of pupils with disabilities at the charter school. Education Code Section 47605(c)(5)(G).

### **Non – Discrimination**

The philosophy, policies, and procedures of Highland Academy shall at all times be dedicated to enhancing, achieving, and maintaining a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, that is reflective of the general population residing in the territorial jurisdiction of the Beaumont Unified School District. All students will be considered for admission, accepted for admission, and retained in the Charter School without regard to the characteristics listed in 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).

The following methods will be employed to pursue a racial and ethnic, special education, and English Learner including redesignated English Learner balance of students that reflects the general population residing within the territorial jurisdiction of the Beaumont Unified School District:

- Posting information regarding the Charter School in Spanish, with other languages available upon request;
- Visiting different community groups, centers, and organizations that are representative of a cross-section of the community;
- Developing promotional and informational material that appeals to the diversity in race, ethnicity, ability, language, and socioeconomics represented in the community;
- Organizing and participating in outreach meetings that include prospective students and parents from diverse race, ethnicity, ability, language, and socioeconomic backgrounds; and
- Distributing promotional and informational packages to a broad variety of community groups and agencies that serve diverse race, ethnicity, ability, language, and socioeconomic groups within the community.
- Providing informational materials to local realtors so that families of all ethnic and cultural backgrounds who are considering moving to the area are informed about the option of attending a charter school adhering to specific educational needs of students within a global framework.

## **VI. Student Enrollment, Admission, and Attendance**

### **Element 8: Admission Policies and Procedures**

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

Highland Academy will be nonsectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against any student based on any of the characteristics listed in Education Code Section 220.

The Charter School shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of

the pupil or the pupil's parent or legal guardian within the state. In accordance with Education Code Sections 49011 and 47605(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

Highland Academy expects families to understand and support the Charter School's mission, vision, and educational philosophy.

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

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

## **Application Process**

Families must fill out the Highland Academy Application Form, which conforms to the law regarding nondiscrimination, to be considered for enrollment in Highland Academy.

In order to attract informed applicants who understand and are committed to the Charter School program and philosophy, all parents who desire to enroll their child at Highland Academy will be required, before the end of the open enrollment period, to attend a group informational meeting. During the meeting, Highland Academy will summarize the Charter School's philosophy and educational program, explain the Charter School's policies and rules (including consequences for violation of the policies and rules), and offer ideas and tips on topics such as supporting students, encouraging positive behavior at home, and parenting teenagers. Highland Academy will schedule informational meetings in several locations in the District and surrounding communities in order to reach prospective families.

Parents are strongly encouraged to participate in Highland Academy's educational community as outlined in the handbook.

After admission, students will be required to submit an enrollment packet, which shall include the following:

- Student enrollment form
- Proof of minimum age requirements
- Proof of immunization
- Completion of emergency medical information form
- Home language survey

- Release of records<sup>3</sup>
- Proof of address and other required legal enrollment documents

## **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, who are guaranteed admission in the following school year. In the case of a public random drawing, the following admission preferences shall be given:

1. Siblings of students admitted to or attending the Charter School
2. Children of Charter School teachers and staff
3. Students residing within the boundaries of the District
4. All other applicants

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

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

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

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

The Charter School will conduct the lottery in the spring for enrollment in fall of that year.

---

<sup>3</sup> In accordance with Education Code Section 47605(e)(4)(B), 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.



## **Lottery Process Communication**

Highland Academy will typically designate an application deadline of March 31, and only applications received prior to the deadline will be considered for the public random drawing. Public random drawing rules, deadlines, dates and times will be communicated in the application form and on the Charter School's website. Public notice will be posted in a public location and the Highland Academy school website regarding the date and time of the public drawing once the deadline date has passed. The Charter School will also inform parents of all applicants and all interested parties of the rules to be followed during the public random drawing process via mail or email at least two weeks prior to the lottery date.

The lottery will be conducted on a Saturday afternoon or weekday evening so that all interested parties will be able to attend. A parent/ guardian or an authorized representative is not required to be present at the time of the lottery.

### **Waiting List Development, Communication, Record Keeping**

In reference to the development of the waiting list, the lottery will be conducted so that all names will have an equal opportunity to be pulled. Any applications received after the lottery will be held in abeyance for a subsequent lottery, if needed.

Each year, maintenance of the waiting list will be conducted. Each family on the waiting list will be contacted via phone or email and asked to confirm that they wish to remain on the waiting list. Each family will have 2-3 business days to respond. At the end of the 2-3 business days, those families not responding will be removed from the waiting list.

## **VII. Reporting and Accountability**

### **Element 9: Independent Financial Audits**

Governing Law: The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. Education Code Section 47605(c)(5)(I).

An annual financial audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605(c)(5)(1) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting principles. 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 TK-12 Audit Guide.

The Charter School Board will select an independent auditor through a request for proposal format. 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 any applicable Office of Management and Budget circulars.

The annual audit will be completed and forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Charter School's administration will review any audit exceptions or deficiencies and report to the Highland Academy Board recommendations on how to

resolve them. Highland Academy shall submit a report in writing to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Exceptions and deficiencies so noted shall be addressed within 60 days or within such shorter time as specified in the audit. 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.

The auditor will verify the accuracy of the Charter School’s financial statements, accounting practices, revenue-related data collection and reporting practices and will review the Charter School’s internal controls. The audit will include a review of ADA as reported by Highland Academy. Moreover, the audits will ensure that the Charter School’s money is being handled responsibly and that its financial statements conform to generally accepted accounting principles.

## **VIII. Suspension/Expulsion Procedures**

### **Element 10: Suspension/Expulsion Procedures**

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

- (i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil’s side of the story.
- (ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:
  - (I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil’s basic rights.
  - (II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.
- (iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil’s parent or guardian, or, if the pupil is a homeless child or youth, or a foster child or youth, in the native language of the homeless or foster child’s educational rights holder. In the case of a foster child or youth, the written notice shall also be provided to the foster child’s attorney and county social worker. If the pupil is an Indian child, as defined in Section 224.1 of the Welfare and Institutions Code, the written notice shall also be provided to the Indian child’s tribal social worker and, if applicable, county social worker. The written notice shall inform the pupil, the pupil’s parent or guardian, the homeless child’s educational rights holder, the foster child’s educational rights holder, attorney, and county social worker, or the Indian child’s tribal social worker and, if applicable, county social worker of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil’s parent or guardian, the homeless child’s educational rights holder, the foster child’s educational rights holder, attorney, or county social worker, or the Indian child’s tribal social worker or, if applicable, county social worker initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

(iv) A foster child’s educational rights holder, attorney, and county social worker and an Indian child’s tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information. Education Code Section 47605(c)(5)(J).

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

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This policy 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. Prior to making any such revisions, Charter School shall submit the proposed revision in writing to the District Superintendent or designee for a determination whether the proposed change constitutes a material revision, in which case such change may not be made or implemented by Charter School prior to District Board approval of such a material revision.

Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee’s use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians<sup>44</sup> are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this Policy and its Procedures are available on request at the Director’s office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the IDEA or who is qualified for services under Section 504 is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable

---

<sup>4</sup> 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.

provisions of the Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian 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.

### **Rules and Procedures**

Students who do not live up to their responsibilities and who violate the Charter School rules may expect consequences for their behavior, such as:

- Warning
- Loss of Privileges
- Notices to parents/guardians by phone or letter
- Referral to Administrator
- Request for parent conference
- Discipline, as set forth below

### **A. Grounds for Suspension and Expulsion of Students**

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; or d) during, going to, or coming from a school-sponsored activity.

### **B. Enumerated Offenses**

1. Discretionary Suspension Offenses. Students may be suspended when it is determined the student:
  - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
  - b) Willfully used force or violence upon the person of another, except self-defense.
  - c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
  - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
  - e) Committed or attempted to commit robbery or extortion.

- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) 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 4 to 8, 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 pupils in any of grades 4 to 8, 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 4 to 8, 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 pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this 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 Director or designee’s concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for when it is determined the student:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Director or designee’s concurrence.

b) Brandished a knife at another person.

c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, *et seq.*

d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion when it is determined the student:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the



organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.

- p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 8, inclusive.
- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision Education Code Section 233(e). This provision shall apply to pupils in any of grades 4 to 8, 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 4 to 8, 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 his or her 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 unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Director or designee's concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion when it is determined pursuant to the procedures below that the student:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Director or designee's concurrence.
- b) Brandished a knife at another person.
- c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, *et seq.*
- d) Committed or attempted to commit a sexual assault 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 "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

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

### **C. Suspension Procedure**

Suspensions shall be initiated according to the following procedures:

#### 1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Director or the Director's designee with the student and the student's parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Director or designee.

The conference may be omitted if the Director or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and the 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 pupil 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/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 in person or by email. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student as well as the date the student may return to school following the suspension. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

## 3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Director or Director’s designee, the student and the student’s guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student or the student’s parents, unless the student and the student’s parents fail to attend the conference.

This determination will be made by the Director or designee upon either of the following: 1) the student’s presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student’s suspension will be extended pending the results of an expulsion hearing.

## 4. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 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**

A student may be expelled either by a neutral Hearing Officer or panel (“Administrative Panel”), appointed by the Director following a hearing before it. An Administrative Panel appointed by the Director shall consist of at least three (3) members who do not know or have an instructional or supervisory relationship to the student. The Hearing Officer or Administrative Panel shall make the determination regarding the expulsion of any student found to have committed an expellable offense, subject to appeal and review by the Board of Directors.

## **E. Expulsion Procedures**

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Director or designee determines that the student has committed an expellable offense and recommends the student for expulsion.

The Director or designee shall either select a Hearing Officer or appoint an Administrative Panel to hear and consider the recommendation for expulsion. The hearing shall be held in closed session (complying with all student confidentiality rules under FERPA) unless the student makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student’s parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School’s disciplinary rules which relate to the alleged violation;
4. Notification of the student’s or parent/guardian’s obligation to provide information about the student’s status at the Charter School to any other school district or school to which the student seeks enrollment;
5. 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 day’s notice of their scheduled testimony, (b) have up to two (2) adult support persons of their choosing present in the hearing at the time

the complaining witness testifies, which may include a parent/ guardian, or legal counsel; and (c) elect to have the hearing closed while testifying.

2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
4. The Hearing Officer or Administrative Panel 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 Hearing Officer or Administrative Panel 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 Hearing Officer or Administrative Panel presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The Hearing Officer or Administrative Panel 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 Hearing Officer or Administrative Panel from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary 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 Hearing Officer or 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 Hearing Officer 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 Hearing Officer or Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board of Directors, which will make a final determination regarding the expulsion. The Board of Directors shall make the final decision regarding expulsion within ten (10) school days following the conclusion of the hearing. The decision of the Board of Directors is final.

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

The Director or designee shall send a copy of the written notice of the decision to expel to the chartering authority. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

## **K. Disciplinary Records**

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the chartering authority upon request.

## **L. No Right to Appeal**

The student shall have no right of appeal from expulsion from the Charter School as the Charter School 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 pupil may reapply to the Charter School for readmission.

## **O. Readmission or Admission of Previously Expelled Student**

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board of Directors following a meeting with the Director or designee and the student and student's parent/guardian to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Director or designee shall make a recommendation to the Board of Directors following the meeting regarding the Director's or designee's determination. The Board shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission or admission to the Charter School.



## **P. Notice to Teachers**

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

## **Q. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities**

### **1. Notification of District**

The Charter School shall immediately notify the District and coordinate the procedures in this policy with the District of the discipline of any student with a disability or student that the Charter School or the District 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 would constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

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

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent/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:

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

- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent/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 Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

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

#### 6. Interim Alternative Educational Setting

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

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

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

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

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent/guardian has requested an evaluation of the child.
- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA eligible children with disabilities, including the right to stay-put.

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

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

## **IX. Compensation and Benefits**

### **Element 11: Retirement Systems**

*Governing Law: The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. Education Code Section 47605(c)(5)(K).*

Personnel of Highland Academy will be provided private health, dental, and vision benefits, separate from BUSD. All full-time personnel will participate in the Public Employees' Retirement System ("PERS"), federal social security, and the State Teachers' Retirement System ("STRS"), depending upon certificated status and eligibility. The Director is responsible for ensuring that appropriate arrangements for coverage have been made.

## **X. Public School Attendance Alternatives**

### **Element 12: Public School Attendance Alternatives**

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

No student may be required to attend the Charter School. Students who reside within the District who choose not to attend the Charter School may attend school within the District according to District policy or at another school district or school within the District through the District's intra- and inter-district transfer policies. The parent or guardian of a student enrolled in the Charter School will be informed on admission forms that the students have no right to admission in a particular school of a local education agency as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by BUSD.

## **XI. Return Rights of School District Employees**

### **Element 13: Employee Return Rights**

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

No public school district employee shall be required to work at the Charter School. Employees of the District who choose to leave the employment of the District to work at the Charter School will have no automatic rights of return to the District after employment by the Charter School unless specifically granted by the District through a leave of absence or other agreement. Charter School employees shall have any right upon leaving the District to work in the Charter School that the District may specify, any rights of return to employment in a school district after employment in the Charter School that the District may specify, and any other rights upon leaving employment to work in the Charter School that the District determines to be reasonable and not in conflict with any law.

Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to the Charter School. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

## **XII. Dispute Resolution**

### **Element 14: Dispute Resolution Procedures**

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

#### **Disputes between Highland Academy and the District**

Highland Academy and Beaumont Unified School District will be encouraged to attempt to resolve any disputes with the District amicably and reasonably without resorting to formal procedures. All timelines and procedures in this section may be revised upon mutual written agreement of authorized representatives of District and the Charter School.

If either the Charter School or District determines that a violation of the Charter or other written agreement between the Charter School and the District may have occurred or a problem has arisen related to the operation of the Charter School and/or the District's oversight obligations, or a dispute otherwise arises between the District and the Charter School, the following procedures shall be followed to resolve the dispute:

1. Should the District determine that the violation or issue in question constitutes a severe and imminent threat to the health or safety of the pupils, it shall not be bound by any portion of this dispute resolution process and may commence revocation proceedings immediately in accordance with Education Code Section 47607 and its implementing regulations or take action as it deems necessary.
2. In the event that the District believes the dispute relates to an issue that could lead to revocation of the Charter, participation in the dispute resolution procedures outlined herein is not required and shall not be interpreted to impede or act as a pre-requisite to the District's ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations. Rather, the District may choose, in its sole discretion, to proceed directly with the revocation procedures or may choose to participate in all or part of the dispute resolution procedures set forth below, and may terminate its participation in these procedures and proceed with revocation procedures at any time it may choose.
3. If the violation or issue in question does not constitute a severe and imminent threat and/or the District has not decided to commence revocation procedures without following this dispute resolution procedure and/or the District does not believe the dispute relates to an issue that could lead to revocation of the Charter, either party will provide written notification of the violation or issue. The date that this notice is orally provided or sent shall be the "Notice Date." Any such notice provided by District will also be deemed the notice required under the provisions of Education Code 47607(g) prior to revocation of a charter. Upon issuance of this notice, a meeting will be scheduled to discuss and possibly resolve the dispute. Both parties

must have representatives present at this meeting and the meeting shall be held within ten (10) school days after the Notice Date unless the parties mutually agree to an extension. The District representative at the meeting will be the Superintendent or the Superintendent's designee, and the Charter School representative will be the Charter School's School Coordinator or the School Coordinator's designee. If the dispute is not resolved at this meeting, or in strict accordance with any plan for resolution agreed upon at this meeting, the parties will proceed to step 4 or take any other action they deem appropriate in response to the dispute. Unless otherwise mutually agreed by the parties, any period of time agreed upon at the meeting for the Charter School to attempt to cure the issue shall be deemed and is agreed by the Charter School and the District to constitute the "reasonable opportunity to remedy the violation" provided for in Education Code Section 47607(g) prior to revocation of the Charter without requiring the District to provide an additional "reasonable opportunity to remedy the violation" as part of the revocation procedures.

4. If the dispute is not resolved in accordance with the procedures through Step 3, either party will be deemed to have exhausted the dispute resolution procedures within the Charter and may pursue any alternative legal options for resolution, including the revocation of the Charter and/or other appropriate action in accordance with Education Code Section 47607 or applicable law.

#### Internal Disputes

The Charter School Board will adopt policies and processes (including in compliance with Title IX and the Uniform Complaint Procedures) for airing and resolving complaints and disputes, other than those between the District and the Charter School, which are covered above. Parents/guardians, students, Board members, volunteers, and staff at the Charter School will be provided with a copy of the Charter School's policies and dispute resolution processes.

The District will refer all disputes or complaints it receives not related to a possible violation of the Charter or other written agreement between the District and the Charter School or law or to the operation of the Charter School or the District's oversight obligations, to the Charter School's School Coordinator for resolution according to the Charter School's internal complaint and/or dispute resolution processes. The District may choose to submit disputes that are related to possible violations of the Charter or other written agreement between the District and the Charter School or the law or to the operation of the Charter School or the District's oversight obligations to the Charter School's School Coordinator for resolution according to the Charter School's internal complaint and/or dispute resolution processes. Should the District receive a complaint regarding the Charter School that is referred to the Charter School for investigation and/or resolution, the Charter School shall provide the District with updates regarding the Charter School's investigation and resolution of the matter at least every two weeks and upon resolution of the complaint or issue. In the event that the Charter School's adopted policies and processes fail to resolve the dispute, the District agrees not to intervene in the dispute without the consent of the Charter School's Board unless the matter relates to a possible violation of the Charter or other written agreement between the District and the Charter School or law or to the operation of the Charter School or the District's oversight obligations.

### **XIII. School Closure**

#### **Element 15: Closure Procedures**

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

Closure of the Charter School will be documented by official action of the Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

The Charter School will promptly notify parents and students of the Charter School, the District, the Riverside County Office of Education, the Charter School's SELPA, the retirement systems in which the Charter School's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Charter School will ensure that the notification to the parents and students of the Charter School of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the Charter School.

The Charter School will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, the Charter School will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with FERPA, 20 U.S.C. § 1232g. The Charter School will ask the District to store original records of Charter School students. All student records of the Charter School shall be transferred to the District upon Charter School closure. If the District will not or cannot store the records, the Charter School shall work with the County Office of Education to determine a suitable alternative location for storage.

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

As soon as reasonably practical, the Charter School will prepare final financial records. The Charter School will also have an independent audit completed within six months after closure. The Charter School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the Charter School and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in

apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the Charter School.

The Charter School will complete and file any annual reports required pursuant to Education Code section 47604.33. On closure of the Charter School any liability or debt incurred by Highland Academy will be the responsibility of the Highland Academy and not the District. Highland Academy understands and acknowledges that Highland Academy will cover the outstanding debts or liabilities of Highland Academy. Highland Academy understands and acknowledges that only unrestricted funds will be used to pay creditors. If in the possession of Highland Academy, any unused AB 602 funds will be returned to school's SELPA, and other restricted categorical funds will be returned to the source of those funds. Upon closure of the charter school and the dissolution of the nonprofit public benefit corporation, and after paying or adequately providing for the school's debts and obligations, its remaining assets, if any, shall be distributed to the District or another public school that satisfies the requirements of paragraphs (a) through (e) of section III.A of Notice 2015-07 issued by the Internal Revenue Service and the Treasury Department entitled "Relief for Certain Participants in § 414(d) Plans" or any final regulations implementing 26 U.S.C. § 414(d) or to a State, political subdivision of a State, or agency or instrumentality thereof. Any assets acquired from the District or District property will be promptly returned upon Charter School closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, the Charter School shall remain solely responsible for all liabilities arising from the operation of the Charter School.

As the Charter School is operated as 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 the reserve fund to undertake any expenses associated with the closure procedures identified above.

The Closure Procedures set forth in this Charter and any closure requirements of law or regulation shall survive the revocation, expiration, termination, or cancellation of the Charter or any other act or event that would end the Charter School's right to operate as a charter school pursuant to the Charter or cause the Charter School to cease operation. The Charter School and the District agree that, due to the nature of the property and activities that are the subject of the Charter, the District and public shall suffer irreparable harm should the Charter School breach any obligation under its Closure Procedures. The District, therefore, shall have the right to seek equitable relief to enforce any right arising under any provision of the Closure Procedures or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.



## **XIV. Miscellaneous Charter Provisions**

### **Budgets and Financial Reporting**

Governing Law: The petitioner or petitioners also shall be required to provide financial statements that include a proposed first-year operational budget, including start-up costs, and cash flow and financial projections for the first three years of operation. California Education Code Section 47605(h).

Highland Academy will receive those funds to which it is entitled from the state and federal governments. The annual budget for revenues and expenditures will be prepared and presented to the Highland Academy Board of Directors for adoption consistent with the general timelines and requirements related to state school budgets in the state of California. The adopted budget must reflect annual budget priorities and be balanced. It must be adopted by the Highland Academy Board of Directors and must accommodate any adjustments or revisions required as a result of the annual audit. The Director, or Assistant Director, under the supervision of the Director, shall be responsible for providing BUSD with all reports and data necessary to meet District, County, and State financial requirements.

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

- A budget narrative
- A projected budget
- Financial projections and cash flow for five years of operation

The Charter School shall provide reports to the District and County Superintendent of Schools as follows in accordance with Education Code Section 47604.33, and shall provide additional fiscal reports as requested by the District:

1. By July 1, a preliminary budget for the current fiscal year.
2. By July 1, an annual update (LCAP) required pursuant to Education Code Section 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, California Department of Education and County Superintendent of Schools.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

The Charter School will provide reporting to the District as required by law and as requested by the District including, but not limited to, the following: California Basic Educational Data System (CBEDS), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m), the School Accountability Report Card (SARC), and the LCAP.

The Charter School agrees to and submits to the right of the District to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3, the Charter School shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the District.

As a governing body, the Highland Academy Board has fiduciary responsibility for Highland Academy. The Highland Academy Board will act on major budget and fiscal issues, including the adoption of the Annual Budget Plan.

The Budget Plan for Highland Academy has thus been developed on a *fiscally conservative basis*, with all key variables identified. As the state's budget plans are refined, Highland Academy's budget plan will be updated. In addition, the *Budget Plan* contains *Reserves for Economic Uncertainty* to allow for changes to both the state budget plan and for mid-year budget adjustments that may be necessary because of a wide range of variable modifications ranging from student enrollment fluctuations to mid-year state funding reduction or change. The current year budget plan and any subsequent budget plans will be monitored monthly, and refinements and updates will be prepared on a regular basis so that the Operating Budget will be well-founded.

### **Potential Civil Liability Effects**

*Governing Law:* *Potential civil liability effects, if any, upon the charter school and upon the school district. Education Code Section 47605(h).*

The Charter School shall be operated as 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 as or by a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. The Charter School shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of the Charter School.

The corporate bylaws of the Charter School shall provide for indemnification of the Charter School's Board, officers, agents, and employees, and the Charter School will purchase general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts will be determined by recommendation of the District and the Charter School's insurance company for schools of similar size, location, and student population and shall comply with the District's risk management standards for a charter school under its oversight, including, at minimum, compliance with all the provisions described in the Insurance section below.

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

## Insurance

Highland Academy Charter School and Highland Academy Corporation shall purchase and maintain, in full force and effect at all times during the term of this Charter, insurance in amounts and types and subject to the terms approved by the Beaumont Unified School District's risk manager.

No coverage shall be provided to Highland Academy by the District, including self-insured programs or commercial insurance policies. In the event Highland Academy adds locations (which may only be done through an approved material revision to its Charter), each Highland Academy location shall meet the below insurance requirements individually. It shall continue to be Highland Academy's responsibility, not the District's, to monitor its vendors, contractors, partners, or sponsors for compliance with the insurance requirements.

Highland Academy shall purchase and maintain in full force and effect at all times during the term of this Charter and/or any MOU or other agreement between the parties' insurance in amounts and types and subject to the terms approved by the District's risk manager and as specified below. Highland Academy's obligations to acquire and maintain insurance as provided in this section of the Charter shall survive the revocation, expiration, termination, or cancellation of this Charter or any MOU or any other agreement between the parties or any other act or event that would end Highland Academy's right to operate as a charter school pursuant to its Charter or cause Highland Academy to cease operations until Highland Academy has fully complied with the Closure Protocol set forth in this Charter and/or any closure or termination procedures or requirements in any MOU or other agreement between the parties and any additional closure procedures required by law, regulation, or required by the California Department of Education.

Without limiting this Charter or any MOU or other agreement between the parties and/or the defense, indemnity, and hold-harmless obligations of Highland Academy, throughout the life of the Charter and any MOU or other agreement between the parties, Highland Academy shall obtain, pay for, and maintain in full force and effect insurance policies issued by an insurer or insurers admitted by the California Insurance Commissioner to do business in the State of California and rated not less than "A or A-VII" by A.M. Best Insurance Rating Guide, or, in the case of self-insurance, with a California Joint Powers Authority, a memorandum or memoranda of coverage providing coverage as follows:

1. COMMERCIAL GENERAL LIABILITY insurance and/or coverage, which shall include coverage for: "bodily injury," "property damage," "advertising injury," and "personal injury," including, but not limited to, coverage for products and completed operations, with combined single limits of not less than \$1,000,000 per occurrence and \$5,000,000 in the aggregate. This coverage will be on an occurrence basis. Additionally, Excess Liability coverage shall be procured in the amount of \$10,000,000 per occurrence and \$ 20,000,000 in the aggregate.
  - a. General Liability Insurance Endorsement Negligence Related to Sexual Abuse or Molestation providing coverage for allegations of wrongful acts or negligence should an injury occur as a result of sexual abuse with liability coverage of \$15,000,000 per occurrence. Such insurance must include coverage for sexual abuse perpetrated by a student, students in supervised internship program, employed school psychologists and counselors, employee, officer or director, business invitee, volunteer or representative, and agent for whose conduct the insured entity is responsible.
  - b. General Liability Insurance Endorsement Negligence Related to Corporal Punishment providing coverage for allegations of wrongful acts or negligence should an injury occur as a result of corporal punishment.

2. EMPLOYEE BENEFITS LIABILITY insurance and/or coverage which shall include coverage for errors and omissions in the administration of an employee benefit program. Such coverage shall be in an amount not less than \$1,000,000 per occurrence and \$1,000,000 in the aggregate.
3. PROPERTY insurance and/or coverage, which shall include: (a) coverage for Highland Academy property on an “all risk” basis with full replacement cost coverage and code upgrade coverage, (b) Fire Legal Liability, to protect against liability for portions of premises leased or rented, and (c) Business Personal Property, to protect on a Broad Form, named peril basis, for all furniture, equipment and supplies of Highland Academy. If any District property is leased, rented or borrowed, it shall also be insured by Highland Academy in the same manner as (a), (b), and (c) above.
4. COMMERCIAL AUTO LIABILITY insurance and/or coverage, which shall include coverage for owned, non-owned, and hired autos, with bodily injury and property damage liability limits not less than \$5,000,000 per person and per occurrence.
5. WORKER’S COMPENSATION insurance and/or coverage, as required by applicable law, with not less than statutory limits.
6. ERRORS AND OMISSIONS insurance and/or coverage providing coverage for educators’ legal liability and error and omissions in an amount not less than \$5,000,000 per “claim” with an aggregate policy limit of \$15,000,000.
7. FIDELITY BOND coverage shall be maintained by Highland Academy to cover all Highland Academy employees who handle, process or otherwise have responsibility for Highland Academy funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$1,000,000 per occurrence.
8. Cyber Liability insurance and/ or coverage for the Charter School and for the Charter School to require Tech or IT liability from its third party vendors, which shall include coverage for Security, Privacy, Business Interruption, Cyber Extortion, and denial of Service , in an amount not less than \$5,000,000 or in an amount sufficient to cover the full replacement value of damages to, alteration of, loss of, or destruction of electronic data and/ or information property of the Charter that will be in the care, custody, or control of the Vendor. Additionally, the Charter would have vicarious liability for the work performed by the vendor/ consultant.

All of the insurance and/or coverage required by the foregoing provisions of this Charter shall: (a) be endorsed to name the District, Board members, officers, Board appointed groups, committees, boards, and any other Board appointed body, and administrators, employees and attorneys, agents, representatives, volunteers, successors, and assigns (collectively hereinafter the “District and the District Personnel”) as additional insureds; (b) shall be primary insurance, and any insurance and/or self-insurance or coverage maintained by the District and/or by the District Personnel shall be in excess of Highland Academy’s insurance and/or coverage required by the foregoing provisions of this Charter and shall not contribute with the primary insurance and/or coverage to be provided by Highland Academy; (c) shall be on an “occurrence” basis rather than a “claims made” basis, excepting only educators’ legal liability and errors and omissions insurance and/or coverage, which shall be on a “claims made” basis; and (d) shall apply separately to each insured against whom claim is made or suit is brought, except with respect to the limits of liability set forth in the applicable policy or memorandum of coverage.

Each policy of insurance and/or memorandum of coverage required by the foregoing provisions of this Charter shall be endorsed to state that coverage shall not be suspended, rescinded, voided, canceled, reduced in coverage or in limits, or non-renewed, or materially changed for any reason, without thirty (30) days’ prior written notice thereof given by the insurer to the District by U.S. Mail, certified, or by personal delivery. In addition to such

notice provided to the District by the insurer, Highland Academy shall also provide the District with thirty (30) days' prior written notice, by certified mail, return receipt requested, of the suspension, recession, voiding, cancellation, reduction in coverage or limits, non-renewal, or material change for any reason, of any policy of insurance or memorandum of coverage required by the foregoing provisions of this Charter. If at any time any policy of insurance or memorandum of coverage required by the foregoing provisions of this Charter is suspended, rescinded, voided, canceled, reduced in coverage or in limits, or non-renewed, or materially changed for any reason, Highland Academy shall cease operations until such policy of insurance and/or memorandum of coverage is restored, and if the required insurance and/or coverage is not restored within two (2) business days, the Charter shall be subject to revocation pursuant Education Code Section 47607 and/or shall become void at the District's option. The acceptance by the District of the insurance and/or coverage required by the foregoing provisions of this Charter shall in no way limit the liability or responsibility of Highland Academy or of any insurer or joint powers authority to the District.

Each policy of insurance and/or memorandum of coverage required by the foregoing provisions of this Charter shall be endorsed to state that all rights of subrogation against the District and/or the District Personnel are waived.

The District retains the right to adjust the amount/ types of insurance Highland Academy is required to attain at any time during the term of the Charter, as recommended by the District's risk manager. If the specific insurance types, coverages, and limits specified above or by the District are not available or become unavailable to Highland Academy in the insurance marketplace within the range of commercially reasonable rates (the rates generally paid by charter schools and school districts in California for similar insurance), Highland Academy shall procure or arrange for the next best commercially reasonable and available coverage in consultation with the District. In such circumstances, the obtained coverage shall be deemed to satisfy the provisions of this section regarding insurance.

### **Verification of Coverage**

Highland Academy shall provide to the District duplicate originals of each policy of insurance and/or each memorandum of coverage required by the foregoing provisions of this Charter, including all declarations, forms, and endorsements, which shall be received and approved by the District risk manager within thirty (30) days of the approval of this Charter and by July 1 and January 7 of each year thereafter, and at any other time that a policy of insurance and/or memorandum of coverage is changed and at any other time a request is made by the District for such documents. The duplicate originals and original endorsements required by this provision shall be signed by a person authorized by the insurer and/or joint powers authority to bind coverage on its behalf. The procuring of such insurance and/or coverage or the delivery of duplicate originals and endorsements evidencing the same shall in no way be construed as a limitation of the obligation(s) of Highland Academy to defend, indemnify, and hold harmless the District and the District Personnel.

### **Deductibles and Limits of Liability**

The limits of liability applicable to the policies of insurance and/or memoranda of coverage required by the foregoing provisions of this Charter shall not reduce or limit the obligation(s) of Highland Academy to defend, indemnify, and hold harmless the District and the District Personnel.

The limits of liability applicable to the policies of liability insurance and/or memoranda of coverage in place of liability insurance required by the foregoing provisions of this Charter shall not be reduced by or apply to defense costs or attorney's fees incurred to defend against covered claims.

Any deductible(s) or self-insured retention(s) applicable to the insurance and/or coverages required by the foregoing provisions of this Charter must be declared to and approved by the District.

Highland Academy shall promptly respond to all inquiries from the District regarding any claims against Highland Academy and/or any obligation of Highland Academy under the foregoing provisions of this Charter.

Additionally, Highland Academy shall, at all times, maintain a funds balance (reserve) of its expenditures as suggested by Section 15450, Title 5 of the California Code of Regulations.

### **Indemnification**

To the fullest extent permitted by law, Highland Academy and Highland Academy Charter School agrees to promptly, fully and completely indemnify, defend through counsel reasonably acceptable to Beaumont Unified School District and hold harmless the Beaumont Unified School District, the Beaumont Unified School District's Board of Trustees, and each of their members, officers, Board appointed groups, committees, boards, and any other Board appointed body, and administrators, employees and attorneys, agents, representatives, volunteers, successors, and assigns ("Indemnitees") from and against any and all claims, demands, actions, causes of action, suits, losses, expenses, costs, penalties, obligations, or liabilities of whatever nature or kind, including, but not limited to, attorney's fees and litigation costs, that in any way arise out of or relate to any actual or alleged act or omission on the part of Highland Academy/Corporation, and/or on the part of the board of directors, officers, board appointed groups, committees, boards, and any other Highland Academy/Corporation appointed body, and administrators, employees, attorneys, agents, representatives, volunteers, subcontractors, invitees, successors, and/or assigns of Highland Academy/Corporation in any way related to the performance of and/or to the failure to perform in whole or in part any obligation under this Charter and/or in any way related to the operation or operations of Highland Academy/Corporation or of any other facility, program, or activity. The obligations of Highland Academy/Corporation to defend the Beaumont Unified School District and the other Indemnitees identified herein is not contingent upon there being an acknowledgement of or a determination of the merit of any claim, demand, action, cause of action, or suit, and those obligations will be deemed to be triggered immediately upon the assertion of any claim, demands, actions, cause of action, or suit within the scope of this paragraph. However, nothing in this paragraph shall be constructed to obligate Highland Academy/Corporation to indemnify Indemnitees for any claims, demands, actions, causes of action, suits, losses, expenses, costs, penalties, obligations, or liabilities resulting from an Indemnitee's sole negligence or from an Indemnitee's willful misconduct where such sole negligence or willful misconduct has been adjudged by the final and binding findings of a court of competent jurisdiction; except, in instances where the sole negligence or willful misconduct of an Indemnitee accounts for only part of the loss(es) involved, the indemnity obligations of Highland Academy/Corporation shall be for that portion of the loss(es) not due to the sole negligence or the willful misconduct of such Indemnitees.

Highland Academy/Corporation further specifies that its indemnification, defense, and hold harmless obligations pursuant to this Charter extend to indemnify, defend, and hold the Indemnitees harmless from any and all financial obligations in the event of an unbalanced budget.

Highland Academy/Corporation's obligation to indemnify, defend, and hold harmless the Indemnitees, as set forth in this section of the Charter, shall survive the revocation, expiration, termination, or cancellation of this Charter or any other act or event that would end Highland Academy/Corporation's right to operate as a charter school pursuant to this Charter or cause Highland Academy/Corporation to cease operations.

Pursuant to Education Code section 47604(d), an entity that grants a charter to a charter school operated as or 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 authorizing entity has complied with all oversight responsibilities required by law. Highland Academy/Corporation shall at all times be operated as or by a nonprofit public benefit corporation. Further, Highland Academy/Corporation shall work diligently to assist the District in meeting any and all oversight obligations under the law, or other District-

requested protocol(s) to ensure the District shall not be liable for the operation of the Charter School. Nothing in this paragraph shall serve to reduce or excuse Highland Academy/Corporation's obligations to obtain and maintain the insurance required by this Charter and/or its obligation to indemnify, defend, and hold harmless the Indemnitees, as set forth in this Charter.

### **Administrative Services**

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

Beaumont Unified School District will provide only those business, administrative, and support services for Highland Academy as agreed upon in a separate addendum or MOU. Support services include, but are not limited to, payroll, accounts payable/receivable, benefits, technology, risk management, facilities, special education services, and procurement. BUSD abides by the California Public Contract Code bidding requirements when entering into contractual agreements, and researches the least expensive supplier for non-contractual expenses and services.

## **Facilities**

Governing Law: The facilities to be used by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate. Education Code Section 47605(h).

The location of Highland Academy is 715 Wellwood Ave. Beaumont, CA 92223.

Highland Academy and BUSD operate under a lease agreement for the existing property, which is provided by BUSD. Should Highland Academy need to pursue other locations, Highland shall request approval of a material revision of the Charter and is not authorized to move/ add location without District Board approval.

## **Transportation**

Highland Academy will not provide transportation for its students or employees. Transportation to/from home/school shall be provided to special education students whose transportation is mandated by their Individualized Education Program. The Charter School intends to charter buses for field trips.

## **Governing Law and Construction**

This Charter shall, in all respects, be governed by the laws of the State of California applicable to agreements executed and to be wholly performed within the State of California. Nothing contained herein shall be construed so as to require the commission of any act contrary to law.

## **Debts and Obligations**

Highland Academy Charter School shall be solely responsible for all costs and expenses related to this Charter and its operation, including, but not limited to, costs of insurance, reserves, staff and operations.

Highland Academy Charter School shall have no authority to enter contracts for or on behalf of the District. Any contracts, purchase orders, or other documents which are not approved or ratified by the District Governing Board as required by law, including, but not limited to, Education Code section 17604, shall be unenforceable against the District and shall be Highland Academy Charter School's sole responsibility.

Highland Academy Charter School shall require that the following language is included in any and all contracts entered into by those entities:

Highland Academy Charter School shall have no authority to enter contracts for or on behalf of the Beaumont Unified School District. Any contracts, purchase orders, or other documents which are not approved or ratified by the Beaumont Unified School District Governing Board as required by law, including, but not limited to, Education Code section 17604, shall be unenforceable against the Beaumont Unified School District and shall be Highland Academy Charter School's sole responsibility.

## **Independent Entity**

Highland Academy and Highland Academy Charter School and their respective officers, board members, employees and volunteers, shall operate and provide the school services pursuant to this Charter as a wholly independent entity. Beaumont Unified School District and Highland/Highland Academy Charter School shall not in any way or for any purpose become or be deemed to be agents, partners, joint venturers, or a joint enterprise.



The District shall not be liable for the actions or liabilities of Highland Academy and/or Highland Academy Charter School.

### **Use of Funds**

No funds from this Charter may be transferred or used to start or operate another charter school without the prior approval of the District Board of Education.

### **Compliance with Law**

Highland Academy shall follow any and all other federal, state and local laws and regulations that apply to Highland including but not limited to:

1. Highland Academy shall maintain accurate and current written records that document all pupil attendance and make these records available for audit and inspection.
2. Highland Academy shall comply with any jurisdictional limitations to locations of its facilities.
3. Highland Academy shall comply with all laws establishing the minimum and maximum age for public school enrollment.
4. Highland Academy shall comply with all applicable portions of the Elementary and Secondary Education Act/ESSA.
5. Highland Academy shall comply with the Public Records Act.
6. Highland Academy shall comply with the Family Educational Rights and Privacy Act.

### **Inspections**

Highland Academy agrees to permit the District to inspect and receive copies of all records relating to the operation of Highland Academy, including financial, personnel, attendance accounting, and pupil records. Highland Academy shall promptly comply with all reasonable inquiries from the District in accordance with Education Code section 47604.3. Highland Academy shall be subject to the California Public Records Act.

### **District Oversight**

Pursuant to California law, the District will be required to provide oversight and performance monitoring services, including monitoring school and student performance data, reviewing the Charter School's audit reports, performing annual site visits, engaging in any necessary dispute resolution processes, and considering charter amendment and renewal requests. In accordance with Education Code Section 47613(a), the District may charge for the actual costs of supervisory oversight of the Charter School not to exceed one (1) percent of the revenue of the Charter School. The District may charge up to three (3) percent of the revenue of the Charter School if the Charter School is able to obtain substantially rent free facilities from the District. Pursuant to Education Code Section 47613(f), "revenue of the charter school" is defined as the amount received in the current fiscal year from the local control funding formula calculated pursuant to Education Code Section 42238.02, as implemented by Education Code Section 42238.03.

### **Submittal of Documents, Reports, and Information**

On or before May 1 of each year, Highland Academy shall submit to the District an approved school calendar establishing that Highland Academy is complying with the required minimum number of school days and an approved bell scheduled to establish the number of instructional minutes being offered.

No less than one month before the commencement of each new semester, Highland Academy shall provide the District with a list of classes to evidence class offerings for the semester.

On or before September 1 of each year, Highland Academy shall provide the District with a teacher roster by resident/nonresident to determine tracking of students between the District and Highland Academy. Highland Academy shall track students who leave the Charter School to return to the District.

If a pupil who is subject to compulsory full-time education pursuant to Education Code section 48200 leaves Highland Academy without graduating or completing the school year for any reason, Highland Academy 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 a transcript of grades or report card, and health information.

### **Term of Charter**

The term of this Charter shall be for five years, July 1, 2025 through and including June 30, 2030.

## Appendix A: Budget Narrative and Cash Flow Statement

Below is the financial information and narrative for the proposal of Highland Academy (“HACS”). The financial statements include a 5-year pro-forma annual budget and monthly cash flow statement (the planning year plus 4 years of operations for 2024-25 through 2028-29 inclusive).

### Students: Enrollment, Demographics and Average Daily Attendance

Revenues for HACS will depend on the number of students enrolled and their attendance. Average Daily Attendance (ADA) is the aggregate attendance during a reporting period divided by the number of days the school is in session during that period. ADA is used to calculate many of the revenue sources. To allow for conservatism, this budget assumes a 95% attendance rate.

It is planned that HACS will maintain enrollment of 340, its current capacity. The following table shows HACS’s projected enrollment and ADA.

**Table A: Enrollment & ADA**

	2024-25 <i>Year 1</i>	2025-26 <i>Year 2</i>	2026-27 <i>Year 3</i>	2027-28 <i>Year 4</i>	2028-29 <i>Year 5</i>
<b>Projected Enrollment &amp; ADA by Grade</b>					
TK	8	8	8	8	8
K	12	12	12	12	12
1st Grade	22	22	22	22	22
2nd Grade	22	22	22	22	22
3rd Grade	22	22	22	22	22
4th Grade	22	22	22	22	22
5th Grade	24	24	24	24	24
6th Grade	70	70	70	70	70
7th Grade	68	68	68	68	68
8th Grade	70	70	70	70	70
<b>Total Projected Enrollment</b>	<b>340</b>	<b>340</b>	<b>340</b>	<b>340</b>	<b>340</b>
<b>Average Daily Attendance (ADA)</b>					
ADA %	95%	95%	95%	95%	95%
<b>Total</b>	<b>323.00</b>	<b>323.00</b>	<b>323.00</b>	<b>323.00</b>	<b>323.00</b>

## Revenues

Factoring in all revenues at the school, per-pupil funding is expected to be between \$14,000 to \$16,000 for ADA. LCFF state revenue streams provide the largest source of funding making up 78% to 83% of HACS’s total revenues. All revenues are monitored throughout the year as various funding estimates are refined and recalculated.

**Table B: Summary of Projected Revenues**

	2024-25	2025-26	2026-27	2027-28	2028-29
	Year 1	Year 2	Year 3	Year 4	Year 5
<b>Summary of Revenue Programs</b>					
State Aid - Revenue Limit	\$3,701,660	\$3,805,072	\$3,922,294	\$4,051,752	\$4,185,074
Federal Revenue	162,864	161,884	161,884	161,884	161,884
Other State Revenue	855,328	799,628	703,325	704,325	669,583
Other Local Revenue	48,733	48,733	48,733	48,733	48,733
<b>Total Revenues</b>	<b>\$4,768,585</b>	<b>\$4,815,317</b>	<b>\$4,836,237</b>	<b>\$4,966,695</b>	<b>\$5,065,274</b>
<i>State Revenues as % of Total</i>	77.6%	79.0%	81.1%	81.6%	82.6%
<i>Revenues per ADA</i>	\$14,763	\$14,908	\$14,973	\$15,377	\$15,682

## State Revenues

State Revenues are estimated based on specific programs as identified below, with the majority of funding dependent upon the annual State budget and the school’s student population.

### *Principal Apportionment*

The LCFF FCMAT calculator (FCMAT Version v25.2a released 8/16/24) was used to determine the LCFF projections for each year of the above revenue projections which are based on expected student ADA and the expected unduplicated count of students at HACS of 40.71%.

These projections show that in year 1, a total of \$64,600, or \$200 per ADA, of the principal apportionment ADA funding will be disbursed via the Education Protection Account. Approximately 16% of the LCFF revenues (or \$1,850 per ADA) are projected to be disbursed via In-Lieu Property Taxes (ILPT).

**Table C: Projected State Revenues**

	2024-25	2025-26	2026-27	2027-28	2028-29
	Year 1	Year 2	Year 3	Year 4	Year 5
<b>State Aid - Revenue Limit</b>					
LCFF State Aid	\$3,039,188	\$3,128,260	\$3,226,634	\$3,335,268	\$3,447,143
Education Protection Account	64,600	64,600	64,600	64,600	64,600
State Aid - Prior Year	2,068	-	-	-	-
In Lieu of Property Taxes	597,573	615,082	634,027	654,950	676,497
<b>Total State Revenue</b>	<b>\$3,703,429</b>	<b>\$3,807,942</b>	<b>\$3,925,261</b>	<b>\$4,054,818</b>	<b>\$4,188,240</b>

## Federal Revenues

### Special Education

HACS provides special education services and will work with the El Dorado County Charter SELPA (SELPA) to ensure resources are provided to ensure compliant, efficient and effective delivery of services. HACS’s state special education

funding includes general state aid of \$897/ADA. The school’s projected state special ed revenue, within the “Other State Revenue” category includes Educational Related Mental Health Services (ERMHS) level 2 funding at \$83/ADA. In addition to state special education funding, the revenue projection for HACS also assumes \$143/ADA of federal special education funding. HACS will also receive around \$4,000 in Federal Mental Health funding.

Free and Reduced-Price Meal Eligibility

The federally funded National School Lunch Program provides free and reduced-price meals for lunch and breakfast to eligible students, based on parent/guardian income levels. For this budget, we assume that the percentage of our students eligible to receive federal funding reimbursements will be about 38%. Additional receipts from paid student meals have not been included for conservatism and in consideration of universal free meals. Food expenses for this program are shown below; serving staff expenses are included in classified salaries and benefits OR contracted services. State funding for meals above federal reimbursement is also included.

Title Programs

Based on roughly 38% of students qualifying for free and reduced prices meals, HACS has also included a minimal amount of Title funds.

**Table D: Projected Federal Revenues**

	2024-25	2025-26	2026-27	2027-28	2028-29
	Year 1	Year 2	Year 3	Year 4	Year 5
<b>Federal Revenue</b>					
Special Education - Entitlement	\$46,200	\$45,220	\$45,220	\$45,220	\$45,220
Federal Child Nutrition	53,002	53,002	53,002	53,002	53,002
Title I, Part A - Basic Low Income	42,320	42,320	42,320	42,320	42,320
Title II, Part A - Teacher Quality	7,473	7,473	7,473	7,473	7,473
Other Federal Revenue	13,869	13,869	13,869	13,869	13,869
<b>Total Federal Revenue</b>	<b>\$162,864</b>	<b>\$161,884</b>	<b>\$161,884</b>	<b>\$161,884</b>	<b>\$161,884</b>

Other State Revenues

Lottery & Mandated Block Grant

Lottery funding is based upon a projection of \$273 per ADA per year. Lottery funds are mainly allocated for general purpose use with nearly 25% of the funds restricted for instructional materials. Projections for the Mandate Block Grant are assumed at \$20.06/ADA for grades K-8 and \$55.76/ADA for grades 9-12. Since funding is dependent on the previous year’s ADA, HACS will not be eligible to receive the Mandate Block Grant funding until the second year of operations.

The Lottery funds have been included in year one and an accrual and receivable at the end of year one as the funds will be paid as a prior year adjustment during year two of operations.

Charter School Facility Grant (SB740)

HACS does not qualify for the SB740 grant.

### Expanded Learning Opportunity Program (ELOP)

As mentioned earlier, HACS is modeled to have an unduplicated student percentage (UPP) of 40.71%. ELOP is paid on the prior year ADA and UPP and is funded to school serving students K-5. ELOP funding is given to extend the learning day to 9 hours and requires the school to be open for 30 non-instructional days. HACS is budgeted to recognize between \$111K and \$168K per year over the next 4 years.

### Arts, Music, and Instructional Materials Discretionary Block Grant (AMIMBG)

HACS has funds available through the Arts, Music, and Instructional Materials Discretionary Block Grant (AMIMBG). This funding is a part of COVID era relief that was granted to help schools to obtain standards-aligned professional development and instructional materials in specified areas, obtain professional development on improving school culture, develop diverse and culturally relevant book collections, operational costs and COVID personal protective equipment. The school was awarded \$194,911 in funding and plans to spend \$97,456 in each of the next 2 years which will fully expend its allocation.

### Learning Recovery Emergency Block Grant (LREBG)

The Learning Recovery Emergency Block Grant (LREBG) provides funding to HACS to be used for learning recovery initiatives through the 2027-28 school year that, at a minimum, support academic learning recovery, and staff and pupil social and emotional well-being. HACS has been awarded \$233,911, which the school plans to spend in equal portions (\$58,478) over the next 4-years to completely expend the remaining funds.

### UPK Planning and Implementation (P&I) Grant Program (UPK)

The UPK Planning and Implementation (P&I) Grant Program (UPK) provides funding to HACS to support planning and implementation around access to PreKindergarten programs. This grant was allocated over 2021-22 and 2022-23 and must be expended by the end of 2025-26. HACS was awarded \$30,879, and plans to spend the remaining balance of \$18,479 over the next 2-years to completely expend the remaining funds.

### Prop 28 – Arts & Music in Schools Funding (AMS)

On November 8, 2022, California voters approved Proposition 28: The Arts and Music in Schools (AMS) Funding Guarantee and Accountability Act. Funding is ongoing (i.e., allocated annually), and school districts have up to three years to spend an allocation. The funds need to increase arts education spending, not replace existing expenditures. HACS was awarded \$46,740 in 2023-24 and an additional \$44,785 in 2024-25. The School and plans to spend \$40,000 this year and increase that amount annually.

**Table E: Projected Other State Revenues**

	2024-25	2025-26	2026-27	2027-28	2028-29
	Year 1	Year 2	Year 3	Year 4	Year 5
<b>Other State Revenue</b>					
State Special Education	\$289,699	\$289,699	\$289,699	\$289,699	\$289,699
Child Nutrition	101,231	101,231	101,231	101,231	101,231
School Facilities (SB740)	-	-	-	-	-
Mandated Cost	6,292	6,327	6,479	6,479	6,479
State Lottery	88,179	88,179	88,179	88,179	88,179
Prior Year Revenue	2,221	2,221	2,221	2,221	2,221
Other State Revenue	367,706	311,971	215,516	216,516	181,773
<b>Total Other State Revenue</b>	<b>\$855,328</b>	<b>\$799,628</b>	<b>\$703,325</b>	<b>\$704,325</b>	<b>\$669,583</b>

Other Local Revenues

HACS does intend to utilize fundraising, and non-public revenue has been added to the budget based on historical funding levels.

**Expenditures**

The projected expenditures through 2028-29 are shown below and are followed by a summary of assumptions for some of the larger expenses.

**Table F: Summary of Projected Expenses**

	2024-25	2025-26	2026-27	2027-28	2028-29
	Year 1	Year 2	Year 3	Year 4	Year 5
<b>Summary of Projected Expenses</b>					
Certificated Salaries	\$1,667,543	\$1,767,672	\$1,803,026	\$1,839,086	\$1,875,868
Classified Salaries	584,569	640,222	653,027	666,087	679,409
Employee Benefits	611,315	654,735	667,420	680,352	693,538
<b>Total Compensation</b>	<b>\$2,863,427</b>	<b>\$3,062,629</b>	<b>\$3,123,472</b>	<b>\$3,185,525</b>	<b>\$3,248,815</b>
Books and Supplies	521,827	532,263	542,908	553,767	564,842
Subagreement Services	213,340	217,607	221,959	226,398	230,926
Operations and Housekeeping	208,085	212,247	216,492	220,821	225,238
Facilities, Repairs and Other Leas	184,038	187,719	191,473	195,303	199,209
Professional/Consulting Services	387,460	391,894	400,733	410,044	419,581
Depreciation	42,932	43,791	44,666	45,560	46,471
Interest	-	-	-	-	-
<b>Total Non-Comp</b>	<b>\$1,557,681</b>	<b>\$1,585,520</b>	<b>\$1,618,231</b>	<b>\$1,651,893</b>	<b>\$1,686,266</b>
<b>Total Expenses</b>	<b>\$4,421,109</b>	<b>\$4,648,150</b>	<b>\$4,741,703</b>	<b>\$4,837,418</b>	<b>\$4,935,081</b>

Total Compensation - Salaries and Employee Benefits

Total compensation costs (salary and benefits) at capacity remain relatively constant near 65% of total expenditures. “Compensation” includes the salary costs of all staff, including those who work full-time and part-time, and includes all staff benefits including social security, Medicare, and workers’ compensation.

HACS’s teacher staffing levels are based upon enrollment projections. Ratios of Students to Certificated Teachers to is expected to be at or below 19:1 over the course of the full 5 years of operations. However, that ratio is slightly lower at 14:2 when including all staff who are in Student/Program support roles.

**Table G: Instructional Staff Ratio**

	2024-25	2025-26	2026-27	2027-28	2028-29
	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>
<b>Instructional Staff Ratio</b>					
School Attendance	340.0	340.0	340.0	340.0	340.0
Certificated Teacher	18.0	18.0	18.0	18.0	18.0
Certificated Pupil Support (including SPED)	1.0	1.0	1.0	1.0	1.0
Classified Instructional Aides	5.0	5.0	5.0	5.0	5.0
<b>Total Instructional Staff</b>	<b>24.0</b>	<b>24.0</b>	<b>24.0</b>	<b>24.0</b>	<b>24.0</b>
<i>Student : Instructional Staff Ratio</i>	<i>14.2</i>	<i>14.2</i>	<i>14.2</i>	<i>14.2</i>	<i>14.2</i>
	2024-25	2025-26	2026-27	2027-28	2028-29
	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>

The staffing tables associated with our financial projections are shown below:

**Table H: Staffing Summary**

<b>Total Staffing</b>					
<b>Instructional Staff</b>					
<b>Teachers</b>					
TK-K	1.0	1.0	1.0	1.0	1.0
1st Grade	1.0	1.0	1.0	1.0	1.0
2nd Grade	1.0	1.0	1.0	1.0	1.0
3rd Grade	1.0	1.0	1.0	1.0	1.0
4th Grade	1.0	1.0	1.0	1.0	1.0
5th Grade	1.0	1.0	1.0	1.0	1.0
6th/7th Grade	4.0	4.0	4.0	4.0	4.0
7th/8th Grade	4.0	4.0	4.0	4.0	4.0
SPED/PE/Electives	4.0	4.0	4.0	4.0	4.0
<b>Total Teacher</b>	<b>18.0</b>	<b>18.0</b>	<b>18.0</b>	<b>18.0</b>	<b>18.0</b>
<b>Other Instructional Staff</b>					
Certificated Pupil Support (including SPED)	1.0	1.0	1.0	1.0	1.0
Classified Instructional Aides	5.0	5.0	5.0	5.0	5.0
<b>Total Other Instructional Staff</b>	<b>6.0</b>	<b>6.0</b>	<b>6.0</b>	<b>6.0</b>	<b>6.0</b>
<b>Total Instructional Staff</b>	<b>24.0</b>	<b>24.0</b>	<b>24.0</b>	<b>24.0</b>	<b>24.0</b>
<b>Administrative Staff - Certified</b>					
Executive Director	1.0	1.0	1.0	1.0	1.0
Assistant Director	1.0	1.0	1.0	1.0	1.0
<b>Total Administrative Staff - Certified</b>	<b>2.0</b>	<b>2.0</b>	<b>2.0</b>	<b>2.0</b>	<b>2.0</b>
<b>Support and Administrative Staff</b>					
Support Staff - Classified (FTE)	-	-	-	-	-
Administrative - Classified (FTE)	1.0	1.0	1.0	1.0	1.0
Clerical Staff - Classified (FTE)	1.0	1.0	1.0	1.0	1.0
Other Staff - Classified (FTE)	9.0	9.0	9.0	9.0	9.0
<b>Total Classified Staff</b>	<b>11.0</b>	<b>11.0</b>	<b>11.0</b>	<b>11.0</b>	<b>11.0</b>
<b>Total Staffing</b>	<b>37.0</b>	<b>37.0</b>	<b>37.0</b>	<b>37.0</b>	<b>37.0</b>



The average salary structure for key FTE staff positions is listed in the table below. The budget assumes a 2% cost of living adjustment every year. Note that the projected total salary amounts in Table E also includes support staff costs.

**Table I: Average Budgeted Salary by Position**

	2024-25 <i>Year 1</i>	2025-26 <i>Year 2</i>	2026-27 <i>Year 3</i>	2027-28 <i>Year 4</i>	2028-29 <i>Year 5</i>
<i>Average Budgeted Salary by Position</i>					
Teacher (including SPED)	\$68,574	\$73,048	\$74,509	\$76,000	\$77,520
Administrative Staff - Certified	\$109,795	\$114,222	\$116,507	\$118,837	\$121,213
Classified Staff (Support and Administrative)	\$36,536	\$40,014	\$40,814	\$41,630	\$42,463

**Table J: Employee Benefits**

	2024-25 <i>Year 1</i>	2025-26 <i>Year 2</i>	2026-27 <i>Year 3</i>	2027-28 <i>Year 4</i>	2028-29 <i>Year 5</i>
<i>Employee Benefits</i>					
STRS	\$306,242	\$312,366	\$318,614	\$324,986	\$331,486
OASDI	\$37,940	\$39,694	\$40,488	\$41,297	\$42,123
Medicare	\$33,115	\$34,914	\$35,613	\$36,325	\$37,052
Health and Welfare	\$181,062	\$186,493	\$192,088	\$197,851	\$203,786
State Unemployment	\$8,630	\$8,803	\$8,979	\$9,158	\$9,341
Workers' Compensation	\$24,627	\$33,711	\$34,385	\$35,072	\$35,774
Other Benefits	\$19,700	\$22,120	\$22,563	\$23,014	\$23,474
<b>Total Benefits</b>	<b>\$611,315</b>	<b>\$638,102</b>	<b>\$652,729</b>	<b>\$667,704</b>	<b>\$683,037</b>

The table above lists the total projected annual employer costs for all employee benefits, on a year-by-year basis. Within employee benefits, most benefits are statutory and are determined by either state or federal mandate and are based on current rate factors. These benefits differ by type of employee (i.e. certificated or classified) and by whether they are full-time, part-time and/or hourly employees. HACS's employees participate in different combinations of STRS, Social Security, Medicare, and workers' compensation depending on position. For full-time certificated employees, who participate in the State Teachers' Retirement System (and not in the Federal Social Security system), the employer contribution is expected to remain at 19.10% per the Governor's proposed budget in 2024-25 and remains flat for all subsequent years.

**Books and Supplies and Food Services**

Many of the core programming cost projections are based upon a per pupil allotment for instructional supplies, online curricula, project materials and some assessments. These costs and additional enrichment/field trip opportunities for students may be supplemented in the future by private funding as it is secured, thus these estimates are conservative. HACS will provide breakfast and lunch for all students and will participate in the National Free and Reduced Lunch Program.

**Table K: Books, Supplies, & Food Services**

	2024-25	2025-26	2026-27	2027-28	2028-29
	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>
<b>Books &amp; Supplies</b>					
Books and Other Materials	\$5,780	\$5,896	\$6,014	\$6,134	\$6,257
School Supplies	\$100,000	\$102,000	\$104,040	\$106,121	\$108,243
Software	\$90,000	\$91,800	\$93,636	\$95,509	\$97,419
Office Expense	\$65,000	\$66,300	\$67,626	\$68,979	\$70,358
Business Meals	\$5,000	\$5,100	\$5,202	\$5,306	\$5,412
School Fundraising	\$1,000	\$1,020	\$1,040	\$1,061	\$1,082
Noncapitalized Equipment	\$100,000	\$102,000	\$104,040	\$106,121	\$108,243
Food Services	\$155,046	\$158,147	\$161,310	\$164,537	\$167,827
<b>Total Books &amp; Supplies</b>	<b>\$521,827</b>	<b>\$532,263</b>	<b>\$542,908</b>	<b>\$553,767</b>	<b>\$564,842</b>

The purchase of equipment is also a critical part of the instructional program. The budget accounts for the refresh of equipment (furniture and technology) as these items do wear out over time and need replacement. This budget remains relatively flat through the years at around \$100,000.

### Other Expenses

Many of the operating cost projections are based upon historical averages experienced at other independent charter schools, such as communication costs, utilities, insurance, and copier lease costs.

**Table L: Subagreement Services**

	2024-25	2025-26	2026-27	2027-28	2028-29
	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>
<b>Subagreement Services</b>					
Special Education	207,000	211,140	215,363	219,670	224,063
Security	1,340	1,367	1,394	1,422	1,450
Other Educational Consultants	5,000	5,100	5,202	5,306	5,412
<b>Total Subagreement Services</b>	<b>\$213,340</b>	<b>\$217,607</b>	<b>\$221,959</b>	<b>\$226,398</b>	<b>\$230,926</b>

### SPED Consultants

Special Education Consultant costs include all outside service provider costs estimated at \$207,000 in year 1 (plus COLA adjustments and increases based on population growth thereafter). This includes psychological, speech language and occupational therapy services to HACS's students with IEPs. This cost is in addition to the in-house special education positions included in the personnel costs.

**Table M: Professional Services**

	2024-25	2025-26	2026-27	2027-28	2028-29
	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>
<b>Professional Services</b>					
IT	\$6,986	\$7,125	\$7,268	\$7,413	\$7,561
Audit & Taxes	\$31,265	\$31,891	\$32,528	\$33,179	\$33,843
Legal	\$25,000	\$25,500	\$26,010	\$26,530	\$27,061
Professional Development	\$30,000	\$30,600	\$31,212	\$31,836	\$32,473
General Consulting	\$8,337	\$8,504	\$8,674	\$8,847	\$9,024
Special Activities/Field Trips	\$35,000	\$35,700	\$36,414	\$37,142	\$37,885
Bank Charges	\$1,600	\$1,632	\$1,665	\$1,698	\$1,732
Printing	\$6,200	\$6,324	\$6,450	\$6,579	\$6,711
Other taxes and fees	\$9,969	\$10,168	\$10,372	\$10,579	\$10,791
Payroll Service Fee	\$17,614	\$17,966	\$18,325	\$18,692	\$19,066
Management Fee	\$87,249	\$88,994	\$90,774	\$92,589	\$94,441
District Oversight Fee	\$111,103	\$114,238	\$117,758	\$121,645	\$125,647
SPED Encroachment	\$15,637	\$11,722	\$11,722	\$11,722	\$11,722
Public Relations/Recruitment	\$1,500	\$1,530	\$1,561	\$1,592	\$1,624
<b>Total Professional Services</b>	<b>\$387,460</b>	<b>\$391,894</b>	<b>\$400,733</b>	<b>\$410,044</b>	<b>\$419,581</b>

Expenses shown in the table above are primarily based on preliminary negotiations with prospective service providers or based on industry averages. We make note of items below as needed to explain our budgeting assumptions.

Management Fee

HACS has contracted with Charter Impact, Inc. to provide financial management services including financial reporting, accounts payable, and general accounting. Fees for these services are budgeted at 1.55% of total revenue. Charter Impact, Inc. also provides hourly based support for attendance, CALPADS and other student data needs. These fees have also been included in the Management Fee account within the budget.

Authorizer Oversight Fee

HACS has projected that it will be required to pay a fee of 3% of general-purpose revenues.

**Table N: Facilities, Repairs and Other Leases Expenses**

	2024-25	2025-26	2026-27	2027-28	2028-29
	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>
<b>Facilities, Repairs and Other Leases</b>					
Rent	\$84,550	\$86,241	\$87,966	\$89,725	\$91,520
Equipment Leases	\$6,388	\$6,516	\$6,646	\$6,779	\$6,915
Repairs and Maintenance	\$93,100	\$94,962	\$96,861	\$98,798	\$100,774
<b>Total Facilities, Repairs and Other</b>	<b>\$184,038</b>	<b>\$187,719</b>	<b>\$191,473</b>	<b>\$195,303</b>	<b>\$199,209</b>

## Facilities Rent

HACS plans to extend its Proposition 39 agreement with Beaumont Unified School District “District”. The School occupies and utilizes a portion of the District’s former Wellwood Elementary School site at 715 Wellwood Avenue, Beaumont, CA. The cost of this is currently \$84,549.92 per year. Per the agreement, HACS is responsible for ongoing minor and routine maintenance and landscaping. The District shall be responsible for major maintenance projects.

**Table O: Operations and Housekeeping**

	<b>2024-25</b>	<b>2025-26</b>	<b>2026-27</b>	<b>2027-28</b>	<b>2028-29</b>
	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>
<b><i>Operations and Housekeeping</i></b>					
Auto and Travel	\$10,000	\$10,200	\$10,404	\$10,612	\$10,824
Dues & Memberships	\$6,824	\$6,960	\$7,099	\$7,241	\$7,386
Insurance	\$27,610	\$28,162	\$28,726	\$29,300	\$29,886
Utilities	\$80,000	\$81,600	\$83,232	\$84,897	\$86,595
Janitorial Services	\$27,141	\$27,683	\$28,237	\$28,802	\$29,378
ASB Fundraising Expense	\$44,863	\$45,760	\$46,675	\$47,609	\$48,561
Communications	\$8,147	\$8,310	\$8,477	\$8,646	\$8,819
Postage and Shipping	\$3,500	\$3,570	\$3,641	\$3,714	\$3,789
<b>Total Operations and Housekeepir</b>	<b>\$208,085</b>	<b>\$212,247</b>	<b>\$216,492</b>	<b>\$220,821</b>	<b>\$225,238</b>

## Cash Flow

HACS has a healthy cash flow and no borrowing is projected to be needed in the next several years.

## Ending Cash Balance

At the end of 2024-25, HACS is projected to have a cash balance of almost \$3.2 million representing 72% of expenses. Over the next 5 years, this is projected to increase to almost \$4 million or 81% of expenses.

**Table P: Statement of Activities & Cash Balance**

	2024-25	2025-26	2026-27	2027-28	2028-29
	Year 1	Year 2	Year 3	Year 4	Year 5
<b>Statement of Activities</b>					
<b>Revenues</b>					
State Aid - Revenue Limit	\$3,703,429	\$3,807,942	\$3,925,261	\$4,054,818	\$4,188,240
Federal Revenue	162,864	161,884	161,884	161,884	161,884
Other State Revenue	855,328	799,628	703,325	704,325	669,583
Other Local Revenue	48,733	48,733	48,733	48,733	48,733
<b>Total Revenues</b>	<b>\$4,770,354</b>	<b>\$4,818,188</b>	<b>\$4,839,204</b>	<b>\$4,969,761</b>	<b>\$5,068,440</b>
<b>Expenses</b>					
Certificated Salaries	\$1,667,543	\$1,767,672	\$1,803,026	\$1,839,086	\$1,875,868
Classified Salaries	584,569	640,222	653,027	666,087	679,409
Employee Benefits	611,315	654,735	667,420	680,352	693,538
Books & Supplies	521,827	532,263	542,908	553,767	564,842
Subagreement Services	213,340	217,607	221,959	226,398	230,926
Operations and Housekeeping	208,085	212,247	216,492	220,821	225,238
Facilities, Repairs and Other Lease	184,038	187,719	191,473	195,303	199,209
Professional Services	387,460	391,894	400,733	410,044	419,581
Depreciation and Interest	42,932	43,791	44,666	45,560	46,471
<b>Total Expenses</b>	<b>\$4,421,109</b>	<b>\$4,648,150</b>	<b>\$4,741,703</b>	<b>\$4,837,418</b>	<b>\$4,935,081</b>
<b>Increase/(Decrease) of Net Assets</b>	<b>\$349,245</b>	<b>\$170,038</b>	<b>\$97,501</b>	<b>\$132,343</b>	<b>\$133,360</b>
	7.9%	3.7%	2.1%	2.7%	2.7%
Beginning Cash Balance	2,905,503	3,177,060	3,511,504	3,653,289	3,820,188
<b>Ending Cash Balance</b>	<b>\$3,177,060</b>	<b>\$3,511,504</b>	<b>\$3,653,289</b>	<b>\$3,820,188</b>	<b>\$3,992,263</b>
<b>Cash Balance (% of Expenditures)</b>	<b>71.9%</b>	<b>75.5%</b>	<b>77.0%</b>	<b>79.0%</b>	<b>80.9%</b>

Revenues

Since revenues fluctuate and are received from multiple sources, accurate cash projections are vital to maintenance of a healthy financial position. The greatest cash flow challenge is correctly predicting the flow of federal and state revenue sources. California law specifies the payment schedule for State Aid funds. Although this schedule is subject to legislative and regulatory change, the California Department of Education (CDE) has committed to a 5-5-9 payment schedule. We have used this schedule to project our cash flow position for the first five years HACS is in operation. To be conservative, we have assumed that all funds will be received in the month following their scheduled payment. We assumed no deferrals in these projections.

State Aid – Revenue Limit

The State Aid – Revenue Limit funds come from a combination of three sources: In Lieu Property Taxes, State Aid, and Education Protection Account. The district where the school is located pays the Charter School an In-Lieu Property Tax amount per ADA near the end of each month. State Aid is due from the state on or before the end of the month and is paid monthly from July to June on a 5-5-9 schedule. Based on the typical timing of funds coming through County Treasurer to a school bank account, we have assumed a one month delay in the

payments. The Economic Protection Account flows quarterly in September, December, March and June. Again, for conservatism, we have assumed that all receipts will be delayed to the month following their scheduled payment.

California Lottery

State Lottery Revenues are paid according to the prior year’s ADA, and are paid quarterly.

Expenditures

The most significant part of HACS’s cost structure is staff compensation which is generally paid evenly throughout the year except in June, July & August when staff are between years and some are working Summer sessions. Most of the curriculum costs are front-loaded to the beginning of the school year.

Fund Balance

The fund balance is expected to be above the CDE-recommended levels in each year of operations and grow to 80% by the end of year 5.

**Table Q: Statement of Fund Balance**

	2024-25 <i>Year 1</i>	2025-26 <i>Year 2</i>	2026-27 <i>Year 3</i>	2027-28 <i>Year 4</i>	2028-29 <i>Year 5</i>
<b>Fund Balance</b>					
Beginning Fund Balance	\$3,013,853	\$3,363,098	\$3,549,769	\$3,661,961	\$3,806,951
Increase/(Decrease) in Net Assets	349,245	186,671	112,192	144,991	143,861
<b>Ending Fund Balance</b>	<b>\$3,363,098</b>	<b>\$3,549,769</b>	<b>\$3,661,961</b>	<b>\$3,806,951</b>	<b>\$3,950,812</b>
<b>Fund Balance (% of Expenditures)</b>	<b>76.1%</b>	<b>76.6%</b>	<b>77.5%</b>	<b>78.9%</b>	<b>80.2%</b>

**Restricted Funding and Tracking**

The budget for HACS has been built on a methodology where all restricted funding has been balanced with an offsetting expense to encumber expenses in the same year that the restricted revenue is recognized. For any multi-year funding, such as ELO-P, the school plans to recognize and expend funding in full with each award year.



**Table R: Compliance Trackers**

**Year 1: 2024-25**

24-25	EPA	SPED	NUTRITION	TITLE I	TITLE II	TITLE IV	LOTTERY	ELOP	UPK	AMIMBG	LREBG	AMS - Prop 28	UNRESTRICTED
Object Code	8012	8181, 8311	8220, 8520, 8634	8290	8291	8296	8560	8599	8599	8599	8599	8599	N/A
Resource Code	1400	3310 6500 6546 3327	5310	3010	4035	4127	1100 6300	2600	6053	6762	7435	6770	N/A
<b>Revenues</b>													
LCFF Sources	64,600	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 3,638,829
Federal	-	46,200	53,002	42,320	7,473	10,000	-	-	-	-	-	-	3,869
Other State	-	289,699	101,231	-	-	-	88,179	167,698	10,293	97,456	35,743	40,000	25,029
Other Local	-	-	-	-	-	-	-	-	-	-	-	-	48,733
<b>Total</b>	<b>64,600</b>	<b>335,899</b>	<b>154,234</b>	<b>42,320</b>	<b>7,473</b>	<b>10,000</b>	<b>88,179</b>	<b>167,698</b>	<b>10,293</b>	<b>97,456</b>	<b>35,743</b>	<b>40,000</b>	<b>3,716,460</b>
<b>Expenses</b>													
Salaries	54,012	138,944	-	48,017	-	-	-	108,120	-	77,578	33,280	-	1,792,162
Benefits	11,099	26,409	-	10,189	-	-	-	19,300	-	21,616	9,328	-	513,673
Books & Supplies	-	-	154,234	-	-	10,000	88,179	-	-	-	-	-	269,414
Subagreements	-	207,000	-	-	-	-	-	-	-	-	-	-	6,340
Operations	-	-	-	-	-	-	-	20,000	-	-	-	-	188,085
Facilities	-	-	-	-	-	-	-	25,365	10,293	-	-	10,000	138,380
Prof Services	-	15,637	1,854	-	7,484	-	-	-	-	-	-	30,000	332,484
Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	42,932
Interest	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total</b>	<b>65,111</b>	<b>387,990</b>	<b>156,088</b>	<b>58,206</b>	<b>7,484</b>	<b>10,000</b>	<b>88,179</b>	<b>172,784</b>	<b>10,293</b>	<b>99,194</b>	<b>42,608</b>	<b>40,000</b>	<b>3,283,470</b>
Surplus (Deficit)	\$ (511)	\$ (52,092)	\$ (1,854)	\$ (15,886)	\$ (11)	\$ -	\$ -	\$ (5,086)	\$ -	\$ (1,738)	\$ (6,866)	\$ -	\$ 432,989

**Year 2: 2025-26**

25-26	EPA	SPED	NUTRITION	TITLE I	TITLE II	TITLE IV	LOTTERY	ELOP	UPK	AMIMBG	LREBG	AMS - Prop 28	UNRESTRICTED
Object Code	8012	8181, 8311	8220, 8520, 8634	8290	8291	8296	8560	8599	8599	8599	8599	8599	N/A
Resource Code	1400	3310 6500 6546 3327	5310	3010	4035	4127	1100 6300	2600	6053	6762	7435	6770	N/A
<b>Revenues</b>													
LCFF Sources	64,600	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 3,743,342
Federal	-	45,220	53,002	42,320	7,473	10,000	-	-	-	-	-	-	3,869
Other State	-	289,699	101,231	-	-	-	88,179	110,964	8,186	97,455	35,743	41,000	27,171
Other Local	-	-	-	-	-	-	-	-	-	-	-	-	48,733
<b>Total</b>	<b>64,600</b>	<b>334,919</b>	<b>154,234</b>	<b>42,320</b>	<b>7,473</b>	<b>10,000</b>	<b>88,179</b>	<b>110,964</b>	<b>8,186</b>	<b>97,455</b>	<b>35,743</b>	<b>41,000</b>	<b>3,823,115</b>
<b>Expenses</b>													
Salaries	55,092	141,723	-	66,186	-	-	-	110,282	-	79,129	33,946	-	1,923,577
Benefits	11,321	26,937	-	14,044	-	-	-	19,686	-	22,049	9,515	-	534,892
Books & Supplies	-	-	157,318	-	-	10,000	88,179	-	-	-	-	10,400	266,366
Subagreements	-	211,140	-	-	-	-	-	-	-	-	-	-	6,467
Operations	-	-	-	-	-	-	-	20,400	-	-	-	-	191,847
Facilities	-	-	-	-	-	-	-	25,872	10,499	-	-	-	151,348
Prof Services	-	11,722	1,891	-	7,473	-	-	-	-	-	-	30,600	340,208
Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	43,791
Interest	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total</b>	<b>66,413</b>	<b>391,522</b>	<b>159,209</b>	<b>80,229</b>	<b>7,473</b>	<b>10,000</b>	<b>88,179</b>	<b>176,240</b>	<b>10,499</b>	<b>101,178</b>	<b>43,461</b>	<b>41,000</b>	<b>3,458,495</b>
Surplus (Deficit)	\$ (1,813)	\$ (56,603)	\$ (4,976)	\$ (37,909)	\$ -	\$ -	\$ -	\$ (65,276)	\$ (2,313)	\$ (3,723)	\$ (7,718)	\$ -	\$ 364,621

**Year 3: 2026-27**

26-27	EPA	SPED	NUTRITION	TITLE I	TITLE II	TITLE IV	LOTTERY	ELOP	UPK	AMIMBG	LREBG	AMS - Prop 28	UNRESTRICTED
Object Code	8012	8181, 8311	8220, 8520, 8634	8290	8291	8296	8560	Object Code	Object Code	Object Code	Object Code	8599	N/A
Resource Code-->	1400	3310 6500 6546 3327	5310	3010	4035	4127	1100 6300	2600	6053	6762	7435	6770	N/A
<b>Revenues</b>													
LCFF Sources	64,600	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 3,860,661
Federal	-	45,220	53,002	42,320	7,473	10,000	-	-	-	-	-	-	3,869
Other State	-	289,699	101,231	-	-	-	88,179	110,964	-	-	35,743	42,000	35,509
Other Local	-	-	-	-	-	-	-	-	-	-	-	-	48,733
<b>Total</b>	<b>64,600</b>	<b>334,919</b>	<b>154,234</b>	<b>42,320</b>	<b>7,473</b>	<b>10,000</b>	<b>88,179</b>	<b>110,964</b>	<b>-</b>	<b>-</b>	<b>35,743</b>	<b>42,000</b>	<b>3,948,773</b>
<b>Expenses</b>													
Salaries	56,194	144,557	-	67,509	-	-	-	112,488	-	-	34,625	-	2,042,761
Benefits	11,548	27,476	-	14,325	-	-	-	20,079	-	-	9,705	-	569,944
Books & Supplies	-	-	160,465	-	-	10,000	88,179	-	-	-	-	10,788	273,477
Subagreements	-	215,363	-	-	-	-	-	-	-	-	-	-	6,596
Operations	-	-	-	-	-	-	-	-	-	-	-	-	216,492
Facilities	-	-	-	-	-	-	-	-	-	-	-	-	191,473
Prof Services	-	11,722	1,929	7,473	-	-	-	-	-	-	-	31,212	348,397
Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	44,666
Interest	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total</b>	<b>67,741</b>	<b>399,118</b>	<b>162,394</b>	<b>81,834</b>	<b>7,473</b>	<b>10,000</b>	<b>88,179</b>	<b>132,567</b>	<b>-</b>	<b>-</b>	<b>44,330</b>	<b>42,000</b>	<b>3,693,805</b>
<b>Surplus (Deficit)</b>	<b>\$ (3,141)</b>	<b>\$ (64,199)</b>	<b>\$ (8,160)</b>	<b>\$ (39,514)</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ (21,603)</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ (8,587)</b>	<b>\$ -</b>	<b>\$ 254,967</b>

**Year 4: 2027-28**

27-28	EPA	SPED	NUTRITION	TITLE I	TITLE II	TITLE IV	LOTTERY	ELOP	UPK	AMIMBG	LREBG	AMS - Prop 28	UNRESTRICTED
Object Code	8012	8181, 8311	8220, 8520, 8634	8290	8291	8296	8560	Object Code	Object Code	Object Code	Object Code	8599	N/A
Resource Code-->	1400	3310 6500 6546 3327	5310	3010	4035	4127	1100 6300	2600	6053	6762	7435	6770	N/A
<b>Revenues</b>													
LCFF Sources	64,600	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 3,860,661
Federal	-	45,220	53,002	42,320	7,473	10,000	-	-	-	-	-	-	3,869
Other State	-	289,699	101,231	-	-	-	88,179	110,964	-	-	35,743	43,000	34,509
Other Local	-	-	-	-	-	-	-	-	-	-	-	-	48,733
<b>Total</b>	<b>64,600</b>	<b>334,919</b>	<b>154,234</b>	<b>42,320</b>	<b>7,473</b>	<b>10,000</b>	<b>88,179</b>	<b>110,964</b>	<b>-</b>	<b>-</b>	<b>35,743</b>	<b>43,000</b>	<b>3,947,773</b>
<b>Expenses</b>													
Salaries	57,318	147,449	-	68,860	-	-	-	114,737	-	-	30,000	-	2,039,770
Benefits	11,779	28,025	-	14,611	-	-	-	20,481	-	-	8,409	-	569,772
Books & Supplies	-	-	160,465	-	-	10,000	88,179	-	-	-	-	11,788	272,477
Subagreements	-	215,363	-	-	-	-	-	-	-	-	-	-	6,596
Operations	-	-	-	-	-	-	-	-	-	-	-	-	216,492
Facilities	-	-	-	-	-	-	-	-	-	-	-	-	191,473
Prof Services	-	-	1,929	7,473	-	-	-	-	-	-	-	31,212	360,119
Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	44,666
Interest	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total</b>	<b>69,096</b>	<b>390,837</b>	<b>162,394</b>	<b>83,471</b>	<b>7,473</b>	<b>10,000</b>	<b>88,179</b>	<b>135,218</b>	<b>-</b>	<b>-</b>	<b>38,409</b>	<b>43,000</b>	<b>3,701,365</b>
<b>Surplus (Deficit)</b>	<b>\$ (4,496)</b>	<b>\$ (55,918)</b>	<b>\$ (8,160)</b>	<b>\$ (41,151)</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ (24,254)</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ (2,666)</b>	<b>\$ -</b>	<b>\$ 246,408</b>

**Year 5: 2028-29**

28-29	EPA	SPED	NUTRITION	TITLE I	TITLE II	TITLE IV	LOTTERY	ELOP	UPK	AMIMBG	LREBG	AMS - Prop 28	UNRESTRICTED
Object Code	8012	8181, 8311	8220, 8520, 8634	8290	8291	8296	8560	Object Code	Object Code	Object Code	Object Code	8599	N/A
Resource Code-->	1400	3310 6500 6546 3327	5310	3010	4035	4127	1100 6300	2600	6053	6762	7435	6770	N/A
<b>Revenues</b>													
LCFF Sources	64,600	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 3,860,661
Federal	-	45,220	53,002	42,320	7,473	10,000	-	-	-	-	-	-	3,869
Other State	-	289,699	101,231	-	-	-	88,179	110,964	-	-	-	44,000	69,252
Other Local	-	-	-	-	-	-	-	-	-	-	-	-	48,733
<b>Total</b>	<b>64,600</b>	<b>334,919</b>	<b>154,234</b>	<b>42,320</b>	<b>7,473</b>	<b>10,000</b>	<b>88,179</b>	<b>110,964</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>44,000</b>	<b>3,982,516</b>
<b>Expenses</b>													
Salaries	57,318	147,449	-	68,860	-	-	-	117,032	-	-	-	-	2,067,475
Benefits	11,099	26,409	-	13,768	-	-	-	20,891	-	-	-	-	580,910
Books & Supplies	-	215,363	160,465	-	-	10,000	88,179	-	-	-	-	12,000	56,902
Subagreements	-	-	-	-	-	-	-	-	-	-	-	-	221,959
Operations	-	-	-	-	-	-	-	-	-	-	-	-	216,492
Facilities	-	-	1,929	-	-	-	-	-	-	-	-	-	189,544
Prof Services	-	-	-	7,473	-	-	-	-	-	-	-	32,000	361,260
Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	44,666
Interest	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total</b>	<b>68,417</b>	<b>389,220</b>	<b>162,394</b>	<b>82,628</b>	<b>7,473</b>	<b>10,000</b>	<b>88,179</b>	<b>137,923</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>44,000</b>	<b>3,739,208</b>
<b>Surplus (Deficit)</b>	<b>\$ (3,817)</b>	<b>\$ (54,301)</b>	<b>\$ (8,160)</b>	<b>\$ (40,308)</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ (26,959)</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 243,308</b>



# **Bylaws of the Highland Academy Charter School**

---

**A California Nonprofit Public Benefit Corporation**

## **ARTICLE I – NAME**

Section 1.0 Name. The name of this corporation shall be Highland Academy Charter School (“Corporation”).

## **ARTICLE II - OFFICES**

Section 2.0 Principal Offices. The principal office of the Corporation will be located at 715 Wellwood Ave., Beaumont, CA 92223.

Section 2.1 Change of Address. The Board of Directors hereby is granted full power and authority to change the location of the principal office of the Corporation. Any such change shall be noted by the Secretary in these Bylaws opposite this section; alternatively, this Section may be amended to state the new location.

Section 2.2 Other Offices. The Board may at any time establish branch or subordinate offices at any place or places where the Corporation is qualified to conduct its activities.

## **ARTICLE III – PURPOSES**

Section 3.0 Purposes. The purpose of the Corporation is to manage, operate, guide, direct and promote public charter schools. 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.

## **ARTICLE IV - CONSTRUCTION AND DEFINITIONS**

Section 4.0 Construction and Definitions. Unless the context states otherwise, the general provisions, rules 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 5.0 Dedication of Assets. This corporation’s assets are irrevocably

dedicated to public benefit purposes as set forth in the charter governing the charter schools operated as or by the Corporation. No part of the net earnings, properties, or assets of the corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the Corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the Corporation shall be distributed to a nonprofit fund, foundation, or corporation that is organized and operated exclusively for charitable purposes and that has established its exempt status under Internal Revenue Code section 501(c)(3).

## **ARTICLE VI- MEMBERS**

Section 6.0 Corporation Without Members. The Corporation shall have no members within the meaning of the Nonprofit Corporation Law.

## **ARTICLE VII - DIRECTORS**

Section 7.0 Board. The Board shall meet at a minimum of a quarterly basis, but will typically do so monthly, to carry out the overall business oversight of the Corporation. Scheduled meeting dates may be modified or cancelled as determined by the Board. The Board acts in the oversight capacity of the charter school. 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 ("Board").

Section 7.1 Powers. The Board shall perform such duties as are necessary to carry out the purposes of the Corporation as stated in the Articles of Incorporation, these Bylaws, and applicable laws and shall possess only those powers necessary and required to perform such duties.

(A) Specific Powers. The specific powers of the Directors include but are not limited to the following:

(1) Appoint and remove, at the pleasure of the Board, all officers, agents, and employees of the Corporation; prescribe any powers and duties for them that are consistent with law, with the Articles of Incorporation and with these bylaws; fix their compensation; and require from them security for faithful service.

(2) Change the principal office or the principal business office in the State 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 the State.

(3) Adopt, make and use a corporate seal, and alter the form of the seal and the certificate.

(4) 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, hypothecation, or other evidences of debt and securities.

#### Section 7.2 Number and Qualification of Directors.

(A) The authorized number of directors shall be not less than five (5) nor more than seventeen (17), unless changed by an amendment to these Bylaws duly adopted in accordance with Article XV hereof. All directors shall have full voting rights, including any representative appointed by the chartering authority as consistent with Education Code Section 47604(c). 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. All directors, except for the representative designated by the chartering authority, shall be appointed by the existing Board of Directors.

#### Section 7.3 Nomination; Election and Term of Office.

(A) Any non-interested person may be nominated to be a Director by the method of nomination authorized by the Board or by any other method authorized by law.

(B) Directors shall be elected by the Board at the annual meeting.

(C) Directors are elected for a term from one to three (3) years. Directors may serve two (2) consecutive terms. After at least a one (1) year hiatus, a previous Director may be serve one (1) additional term but, only at the invitation of the Board.

(D) A vacancy occurring in the office of Director may be filled by the Board for the balance of the unexpired term and until a successor has been elected and qualified.

(E) Each elected Director shall hold office until the expiration of the term(s) for which elected and until a successor has been elected and qualified.

(F) The terms to be staggered, as follows: Two (2) directors shall be elected for the term of three (3) years, one Director for the term of two (2) years, and one Director for the term of one (1) year. These terms may be altered at the discretion of the Board, and in compliance with CCC, including but not limited to section 5220 (a).

Section 7.4 Interested Person. No persons serving on the Board may be interested persons as defined herein. An interested person means either: (i) any person currently being compensated by the Corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise; or (ii) 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. The Board may adopt other policies circumscribing potential conflicts of interest.

#### Section 7.5 Resignation and Removal of Directors.

(A) Except as provided in paragraph (C) of this Section 7.5, any Director may resign effective upon giving written notice to the President of the Board, the Chief Executive Officer, or the Secretary, or the Board. The resignation shall be effective when the notice is given unless it specifies a later time for the effectiveness of such resignation. Unless such resignation specifies otherwise, its acceptance by the Corporation shall not be necessary to make it 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.

(B) Except on notice to the California Attorney General, no director may resign if the Corporation could be left without a duly elected director or directors.

(C) Any director, except for the representative appointed by the chartering authority, may be removed, with or without cause, by the vote of the majority of the members of the entire 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 representative designated by the chartering authority 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 director shall be filled as provided in Section 7.7.

Section 7.6 Vacancies on Board. A vacancy or vacancies on the Board of Directors shall exist on the occurrence of the following:

(A) The death, resignation, or removal of any directors;

(B) An increase in the authorized number of directors,

(C) The declaration by resolution of the Board of a vacancy in the office of a director who has been declared of unsound mind by an order of court, convicted of a felony, or found by final order or judgment of any court to have breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3.

Section 7.7 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 (a) the affirmative vote of a majority of the directors then in office at a regular or special meeting of the Board, or (b) a sole remaining director. A vacancy in the seat of the representative of the chartering authority shall be filled by the chartering authority.

Section 7.8 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 7.9 Place of Meetings. Meetings of the Board shall be held at the principal office of the Corporation unless the Board of Directors designates another location in accordance with these bylaws. The Board of Directors may also designate that a meeting be held at any place within the physical boundaries of the county in which that charter school or schools are located. All meetings of the Board shall be held in compliance with the requirements of the Brown Act. A two-way teleconference location shall be established at each schoolsite and each resource center.

#### Section 7.10 Meetings.

(A) Meetings; Annual Meetings. All meetings of the Board of Directors and its committees shall be called, noticed, and held in compliance with the provisions of the Brown Act. An annual meeting of the Board shall be scheduled at or near the end of each fiscal year for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as noticed by the Board of Directors in accordance with the Brown Act.

(B) Regular Meetings. Regular meetings of the Board, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board. 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.

(C) Special Meetings. A special meeting of the Board for any purpose may be called at any time by the President of the Board, or by a majority of the Board of Directors. If a President of the Board has not been elected then the Vice President 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.

(D) 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. Directors shall also receive at least twenty-four (24) hours notice of the special meeting, in the following manner:

- a. Any such notice shall be addressed or delivered to each director at the director's

address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the director for purposes of notice, or, if an address is not shown on the Corporation's records or is not readily ascertainable, at the place at which the meetings of the Board of Directors are regularly held.

- b. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.

The notice of special meeting shall state the time of the meeting, the place, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

(E) Emergency Meetings. Notwithstanding anything in this section to the contrary, the President of the Board may call an emergency meeting of the Board, giving at least one hour notice to the public if such a meeting is, in the opinion of the President of the Board, necessary to deal with an unforeseen emergency condition. An "emergency condition," is as defined by the Brown Act.

(F) Teleconference Meetings. 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 that charter school or schools are located ;
- 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;<sup>1</sup>

---

<sup>1</sup> 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.

- 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.<sup>2</sup>

(G) Quorum. A majority of the Directors then in office shall constitute a required quorum for the transaction of business, except to adjourn as hereinafter provided. Every act or decision done or made by a majority vote of the Directors present at a meeting duly held at which a required quorum is present shall be regarded as the act of the Board. Should there be less than a majority of the directors present at the inception of any meeting, the meeting shall be adjourned. Directors may not vote by proxy. The vote or abstention of each Board member present for each action taken shall be publicly reported.

(H) Adjournment. A majority of the Directors present, whether or not a quorum is present, may adjourn any meeting to another time and place. Notice of such adjournment to another time or place shall be given, prior to the time scheduled for the continuation of the meeting, to the directors who were not present at the time of the adjournment, and to the public in the manner prescribed by the Brown Act.

Section 7.11 Compensation and Reimbursement. Directors may not receive compensation for their services as directors or officers, 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 7.12 Required Vote of Directors.

(A) Every act or decision done or made by a majority of the Directors present at a meeting duly held at which quorum is present is the act of the Board. A meeting at which a quorum is initially present may continue to transact business notwithstanding the withdrawal of Directors, if any action taken is approved by at least a majority of the required quorum for such meeting.

(B) Notwithstanding paragraph (A) of this Section 7.12, the appointment or removal of the President requires the affirmative approval of a majority of the number of Directors then in office.

### **ARTICLE VIII - OFFICERS**

Section 8.0 Officers. The officers of the Corporation shall be a President of the

---

<sup>2</sup> The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

Board, a Vice President, a Secretary and a Chief Executive Officer, and such other officers with such titles and duties as shall be determined and deemed advisable by the Board. The same person may hold any two or more offices, except that neither the Secretary nor the CFO may serve concurrently as either President of the Board or Chief Executive Officer. The Board shall be responsible for hiring and evaluating the Chief Executive Officer of the Corporation.

(A) The Chief Executive Officer, also known as the Executive Director, is the general manager of the Corporation and, shall, subject to the control of the Board, have general supervision, direction, and control of the business and affairs of the Corporation and of its officers, employees, and agents, including the right to employ, discharge, and prescribe the duties and compensation of all officers, employees, and agents of the corporation, as fully described in any applicable employment contract, agreement, or job specification, except where such matters are prescribed in the Bylaws or by the Board. The Chief Executive Officer shall have such other powers and duties as the Board of Directors or the bylaws may require.

(B) The President of the Board shall preside at all meetings of the Board and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. The President of the Board is authorized to sign all contracts, notes, conveyances, and other papers, documents, and instruments in writing in the name of the Corporation.

(C) The Vice President shall, in the absence of the President or the inability or refusal of the President to act, carry on all duties and powers required by law or conferred by these Bylaws upon the President of the Board.

(D) The Secretary shall keep or cause to be kept at the Corporation's principal office or such other places 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 the directors 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 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 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 sign in the name of the Corporation, either alone or with one or more other officers, all documents authorized or required to be signed by the Secretary. If the Corporation has a corporate seal, the Secretary shall keep the seal at the Corporation's principal office and shall affix the seal to documents as appropriate or desired. The Board may by resolution authorize one or more Assistant Secretaries to perform, under the direction of the Secretary, some or all the duties of the Secretary.



(E) 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 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 (a) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the Corporation with such depositories as the Board of Directors may designate; (b) disburse the Corporation's funds as the Board of Directors may order; (c) render to the President, Chairman 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 (d) 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.

Section 8.1 Appointment of Officers. The officers of the Corporation, shall be appointed by the Board, and each shall serve at the pleasure of the Board, subject to the right, if any, of an officer under any contract of employment. The officers shall be chosen annually from among the members of the Board.

Section 8.2 Removal of Officers.

(A) Without prejudice to the rights of an Any officer appointed by the Board may be removed from office at any time by the Board, with or without cause or prior notice.

(B) When authorized by the Board, any appointed officer may be appointed for a specific term under a contract of employment. Notwithstanding that such officer is appointed for a specified term or under a contract of employment, any such officer may be removed from office at any time pursuant to paragraph (B) of this Section 8.2 and shall have no claim against the Corporation on account of such removal other than for such monetary compensation as the officer may be entitled to under the terms of the contract of employment.

Section 8.3 Resignation of Officers. Any officer may resign at any time by giving written notice to the Corporation. Any such resignation shall take effect at the date of the receipt of such notice or at any later time specified therein; and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective. Any such resignation is without prejudice to the rights, if any, of the Corporation under any contract to which the officer is a party.

Section 8.4 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 regular appointment to such office, provided, however, that vacancies need not be filled on an annual basis.

#### **ARTICLE IX - CONTRACTS WITH DIRECTORS**

Section 9.0 Contracts with Directors. 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 - CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES**

Section 10.0 Contracts with Non-Director Designated Employees. The Corporation shall not enter into a contract or transaction in which a non-director designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest unless all of the requirements in the Corporation's Conflict of Interest Code have been fulfilled.

#### **ARTICLE XI - INDEMNIFICATION OF DIRECTORS, OFFICERS, EMPLOYEES, AND OTHER AGENTS**

Section 11.0 Right of Indemnity. 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 reasonable 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.

Section 11.1 Approval of Indemnity. On written request to the Board by any person seeking indemnification under Corporations Code Section 5238(6) or Section 5238(c), the Board shall promptly determine under Corporations Code Section 5238(e) whether the applicable

standard of conduct set forth in Corporations Code Section 5238(b) or Section 5238(c) has *been* met and, if so, the Board shall authorize indemnification.

Section 11.2 Advance of Expenses. Expenses incurred in defending any proceeding may be advanced by the Corporation as authorized in Corporations Code Section 5238 prior to the final disposition of such proceeding, upon receipt of an undertaking by or on behalf of the Director, officer, or employee to repay such amount unless it shall be determined ultimately that the Director, officer, or employee is entitled to be indemnified.

Section 11.3 Insurance. The Corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its directors, officers, employees, and other agents, to cover any liability asserted against or incurred by any director, officer, employee, or agent in such capacity or arising from the director's, officer's, employee's, or agent's status as such.

## **ARTICLE XII - COMMITTEES**

Section 12.0 Creation and 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 directors then in office. 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 12.1 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 12.2 Term of Office. Each member of a committee shall continue as such until the annual meeting of the Board and until his or her successor is appointed, unless

- (i) the committee sooner shall have been terminated,
- (ii) such member sooner shall have been removed from such committee, or
- (iii) such member shall have ceased to be a member of the Corporation.

Section 12.3 Standing Committees. Standing Committees may be established in the areas of Budget, Personnel and Fundraising. A Committee Chairman of each Standing Committee shall be appointed by the Board. The Committee Chairman shall preside at all meetings of the appointed Committee. Any Committee Chairman appointed by the Board may be removed from office at any time by the Board, with or without cause or prior notice.

### **ARTICLE XIII - INSPECTION RIGHTS**

Section 13. 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 13.1. 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.

### **ARTICLE XIV - RECORDS AND REPORTS**

Section 14.0 Minute Book. The Corporation shall keep or cause to be kept a minute book which shall contain:

(A) The record of all meetings of the Board including date, place, those attending and the proceedings thereof, a copy of the notice of the meeting and when and how given, written waivers of notice of meeting, written consents to holding meeting, written approvals of minutes of meeting, and unanimous written consents to action of the Board without a meeting, and similarly as to meetings of committees of the Board established pursuant to the Bylaws and as to meetings or written consents of the incorporator or incorporators of the Corporation prior to the

appointment of the initial Directors.

(B) A copy of the Articles and all amendments thereof and a copy of all certificates filed with the Secretary of State.

(C) A copy of the Bylaws as amended, duly certified by the Secretary.

Section 14.1 Annual Report.

(A) The Board 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, of the fiscal year:

- (1) The assets and liabilities, including the trust funds, of the Corporation as of the end of the fiscal year.
- (2) The principal changes in assets and liabilities, including trust funds.
- (3) The revenue or receipts of the Corporation both unrestricted and restricted to particular purposes.
- (4) The expenses or disbursements of the Corporation for both general and restricted purposes;
- (5) Any information required under these bylaws; and
- (6) 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 13.2 Annual Statement of Certain Transactions and Indemnifications. The Corporation will comply with Corporations Code section 6322.

## **ARTICLE XV - GENERAL PROVISIONS**

Section 15.0 Checks, Drafts, Evidences of Indebtedness, and Deposits. All checks, drafts or other orders for payment of money, notes or other evidences of indebtedness, issued in the name of or payable to the Corporation, shall be signed or endorsed by such person or persons and in such manner as, from time to time, shall be determined by resolution of the Board. All funds of the Corporation shall be deposited in a timely manner to the credit of the Corporation in such banks, trust companies, or other depositories as the Board may direct.

Section 15.1 Contracts. The Board, except as otherwise provided in these bylaws, may authorize any officer or officers, agent or agents, to enter into any contract or execute any instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to specific instances; and, unless so authorized or ratified by the Board or within the agency power of an officer, no officer, agent or employee shall have any power or authority to bind the Corporation by any contract or engagement or to pledge its credit or to render it liable for any purpose or to any amount.

Section 15.2 Gifts and Donations. The Board may accept on behalf of the Corporation any contributions, gifts, bequests, or devises for the general purpose or for any special purpose of the Corporation that do not violate the Corporation’s Articles of Incorporation.

Section 15.3 Bonding. All employees handling funds shall be properly bonded.

**ARTICLE XVI - AMENDMENTS**

Section 16.0 Amendment of Bylaws. The amendment of Bylaws requires the approval of seventy percent (70%) vote of the Board. If any provision of these bylaws requires the vote of a larger proportion of the Board than is otherwise required by law, that provision may not be altered, amended, or repealed except by that greater vote.

Section 16.1 Amendment of Articles. The amendment of Articles is provided for by California state law and requires the approval of not less than two-thirds majority of the Board and the filing of a Certificate of Amendment of the Articles of Incorporation or a Restated Articles of Incorporation with the Secretary of State.

## Appendix C: Financial Controls Policy

Highland Academy Charter School shall employ a Program Director (PD) and a Finance Director (FD) to administer the daily fiscal and long-term accounting functions of the School. The Charter School will contract with a bookkeeper (BK) to provide support to the School in analyzing, reconciling and adjusting account balances, and to ensure the records are maintained in accordance with generally accepted accounting principles (GAAP). The BK also may assist in developing the Charter School's charter of accounts and implementation of an accounting software system.

The internal financial control policies and procedures of the Charter School are as follows:

### I. ACCOUNTING SYSTEM

**Policy:** The charter school shall use the accrual basis accounting in accordance with GAAP. All financial statements and any reporting to the IRS or other governmental entities shall be completed using this method.

**Procedure:** The charter school shall maintain an accrual basis accounting system in accordance with generally accepted accounting procedures. All financial statements and reports to the IRS and other governmental entities shall be completed by the charter school or an accounting firm selected by the charter school on an accrual basis, or otherwise in accordance with IRS or other regulations, and shall be submitted to such entities by the charter school.

### II. BOOKS OF ACCOUNT

**Policy:** The books of account shall be maintained in accordance with GAAP, and include Budget Reports, General Ledger, and detailed journals for all cash receipts and cash disbursements (including payroll).

**Procedure:** The BK shall assist in maintaining all books of accounts. An accounting software package will be utilized to properly record all assets, liabilities, net assets, revenues, expenses and budgets. The FD will be available, as needed, to provide monthly accounting support to the CPA.

### III. CHART OF ACCOUNTS

**Policy:** A corporate Chart of Accounts in accordance with GAAP shall be developed by the FD to properly record all accounting activity.

**Procedure:** The BK shall record all school fiscal transactions to the Chart of Accounts in accordance with GAAP. The PD and FD will allocate revenues and expenses according to the Chart of Accounts.

### IV. FINANCIAL STATEMENTS

**Policy:** Financial statements shall be prepared by the bookkeeper and shall be reviewed by the FD before being presented to the Board of Directors.

**Procedure:** The BK shall prepare monthly balance sheets and statements of activity. These statements will be prepared in accordance with GAAP, and include a detailed reporting of asset, liability, revenue and expense categories, and a comparison between year-to-date actual and year-to-date budget data. Financial statements shall be reviewed by the FD and presented to the Board of Directors during board meetings.

#### **V. BANK ACCOUNT MANAGEMENT: ISSUING/SIGNING CHECKS**

**Policy:** Check signing procedures as established by the Board shall be adhered to by staff.

**Procedure:** School checks shall be signed by the PD. Checks shall be issued only when within the approved budget and with the approval of the PD. Checks shall be prepared for signature by the BK. The BK shall not have check signing authority or withdrawal authority. Voided checks shall be retained to insure proper maintenance of checking account records.

#### **VI. BANK ACCOUNT MANAGEMENT: OPENING/CLOSING ACCOUNTS**

**Policy:** The signature of the PD shall be required to open or close accounts, subject to restrictions of such authority established by the Board of Directors and by state law or regulation.

**Procedure:** The PD, after consultation with and authorization by the Board President, shall secure any necessary signatures to open or close a charter school account.

#### **VII. BANK ACCOUNT RECONCILIATION**

**Policy:** Reconciliation of each charter school account shall be done within sixty (60) days of receipt of bank statements.

**Procedure:** The BK shall reconcile all bank accounts monthly. The FD will open all bank statements and review cancelled checks and monthly bank statement activity, and compare the cash receipts log (prepared by the mail opener) to the deposits listed on the bank statement.

#### **VIII. PETTY CASH**

**Policy:** The charter school shall maintain a petty cash fund to be used for reimbursements to employees for minimal out-of-pocket business-related expenses, not to exceed \$500.00.

**Procedure:** The PD shall reimburse employees for out-of-pocket expenses, upon submission of a petty cash reimbursement voucher, approved by the PD, and substantiating receipts related to each expenditure. The Office Manager shall verify all receipts as required for all requested reimbursements, make any required payment, and maintain the petty cash fund. Replenishment of the petty cash fund will be documented with a check request prepared by the BK as needed, and approved by the PD. The Office Manager will count and reconcile the petty cash fund monthly.

#### **IX. ACCOUNTS RECEIVABLE**



**Policy:** The charter school will maintain accounts receivable in accordance with GAAP for scheduled receipts from the school districts, grants or any other amounts due but not yet received.

**Procedure:** All revenues will be recorded on an accrual basis in accordance with GAAP. The BK will maintain an aged schedule of amounts receivable, which lists payer, date, description, and account. The FD will review reconciliations of the revenue accounts on a monthly basis.

## **X. ACCOUNTS PAYABLE**

**Policy:** The charter school, whenever practical, shall pay invoices within 60 days of their issue, unless alternative arrangements are made with vendors or unless a dispute arises. Invoices of an amount which precludes payment within 60 days may be put on a payment plan, allowing a monthly payment agreeable to both the charter school and the vendors, unless another arrangement is reached agreeable to both the charter school and the vendors.

**Procedure:** All accounts payable shall be recorded on an accrual basis in accordance with GAAP. Accounts payable shall be maintained by the FD who shall ensure timely payment and the development of payment plans. The BK shall maintain an aging of accounts payable schedule listing the payee, transaction date, amount and payable description and account. Payments of invoices shall be processed on or about the end of each week. All purchases in excess of \$5,000 shall be approved by the Board of Directors. All invoices will be approved by the PD prior to payment by the BK. No payment will be made without a properly approved invoice or other supporting documentation. All contracts and loans shall be approved by the Board of Directors.

## **XI. PAYROLL SYSTEM**

**Policy:** The charter school shall maintain a payroll system approved by the Board of Directors.

**Procedure:** Documentation of authorized pay rates shall be maintained in the employee's personnel file. Personnel files shall be secured with access limited to authorized individuals. The charter school will contract with a payroll service to provide payroll processing. Personnel will be paid semimonthly, by check. Personnel electing direct deposit will receive a check stub. Hourly employee timesheets will be maintained after scheduled work. Virtual (Google) timesheets, filled in by the employee and approved by a supervisor (PD, Assistant PD, or the Office Manager), shall be forwarded to the FD at the end of the pay period for payroll processing. The FD will review the timesheets for signatures or approvals, review time worked and verify for mathematical accuracy, summarize the payroll information and forward it to the payroll service for processing. The PD will receive all completed payroll reports and paychecks from the payroll service. The PD will review the payroll reports and document approval. The Office Manager will distribute the paychecks. All payroll changes will be authorized by the PD and forwarded to the payroll service by the FD. The BK will record each payroll to the accounting system, including any payroll accruals, in accordance with GAAP. The payroll service will be responsible for payment of all payroll-related liabilities. A deferred compensation program may be established in accordance with IRS

and personnel policies and administered by a third party. All services performed by independent contractors will be processed as accounts payable. At the close of the fiscal year, Forms 1099 will be issued to independent contractors in accordance with IRS regulations.

## **XII. MAIL MANAGEMENT; INCOMING CHECKS**

**Policy:** All incoming mail is opened and distributed by a designated staff person. Any checks received are immediately restrictively endorsed by the mail opener.

**Procedure:** All mail shall be opened by the Office Manager or any other employee as designated by the PD. The Office Manager (or other designated employee) shall record the name, date received, name(s) or donor, address (if available), amount, and type of receipt. The Office Manager shall stamp the check "for deposit only" into the charter school's account, and shall present these checks to the PD who then shall prepare the deposit slip and deposit the checks into the appropriate account. A copy of each check shall be attached to a copy of the deposit slip and deposit receipt and shall be filed and used for reconciliation of the bank statement. The FD will receive the documentation related to the cash receipts deposit and record the activity to the accounting system. The Board of Directors will review all cash receipts monthly, including a comparison of amounts received to the budget.

## **XIII. BUDGETING OF FUNDS**

**Policy:** The Board of Directors shall approve an annual operating budget for the charter school. Adjustments to budget categories during the year shall be approved by the Board.

**Procedure:** The FD shall develop, in conjunction with the PD, the charter school's annual budgets. Budget assumptions in the initial year of operations **will** be based on known expenditures of similar entities, modified for the charter school's specifications and expectations. Future budgets **will** be based on the school's history, specifications and expectations. Budgeted expense categories shall include the cost of personnel instruction, administration, facilities, operations and other spending categories of the charter school. Detailed expenses, such as supplies, repairs and maintenance, travel, contracted services, utilities, rent, and other expenses will be budgeted according the above spending categories. The Board of Directors will approve the annual budget of the charter school by May 31st of the immediately preceding fiscal year. The Board also will approve any amendments proposed during the year. The Board of Directors will compare year-to-date revenues and expenditures to the budget and review significant variations on a monthly basis.

## **XIV. CAPITAL DEPRECIATION; DISPOSITIONS AND DEPRECIATION**

**Policy:** The Charter School shall, either independently or with the assistance of the BK, maintain appropriate fixed asset and related depreciation accounts.

**Procedure:** All property and equipment acquisitions and dispositions shall be approved by the Board of Directors. Assets in excess of \$5000 shall be capitalized and depreciated over their useful life in accordance with GAAP for nonprofit organizations. Asset purchases of under \$5000 and software purchases shall be expensed. The BK will reconcile the fixed asset and related depreciation schedules to the general ledger account monthly.

#### **XV. STAFF AND TRAVEL EXPENSES**

**Policy:** Staff shall be reimbursed for travel and related expenses while on approved charter school business.

**Procedure:** All out-of-town travel shall be approved by the PD or the Assistant PD in advance. All staff shall submit travel reimbursement forms by which they request reimbursement. Travel reimbursement forms shall document employee name, travel dates, destination, business purpose, and detail business costs such as tolls, parking, mileage and meals. All receipts and substantive documentation must be attached to the travel reimbursement form. Submitted travel reimbursement forms shall be reviewed by the FD for: (a) accuracy of computations; (b) completeness of required receipts; and (c) adherence to established guidelines.

Inaccurate or incomplete information shall be discussed with the submitting staff member, and any necessary additional information shall be requested by and provided to the FD prior to reimbursement. Staff shall be compensated within 20 business days of submission of a complete and accurate reimbursement form to the PD or the Assistant PD. Reimbursement requests submitted by the FD shall be reviewed and approved for payment by the PD; requests submitted by the PD shall be reviewed and approved for payment by the Assistant PD.

#### **XVI. AUDITS; FINANCIAL REGULATORY FORMS**

**Policy:** Independent audits of the financial statements shall be conducted annually by a California Certified Public Accountant approved by the Board of Directors. Annual financial audits will be conducted in accordance with generally accepted auditing standards. Financial regulatory forms shall be completed as necessary by the charter school or an accounting firm approved by the Board of Directors.

**Procedure:** Appropriate financial forms and reports shall be filed with the charter entity, federal government and appropriate state agencies. Upon completion, audits shall be reviewed by the PD and the FD before being submitted to the Board of Directors for review. All audits shall include a management letter.

#### **XVII. INSURANCE**

**Policy:** The charter school shall maintain appropriate insurance coverage.

**Procedure:** At a minimum, the following insurance shall be maintained: (a) Commercial Package (including property and liability); (b) Directors and Officers Liability; (c) Disability; and (d) Workers Compensation. The charter school also shall contribute to the state Unemployment Insurance Fund in accordance with applicable law.

#### **XVIII. FEES SCHEDULE**

**Policy:** The charter school does not charge fees for surveys, workshops, consultation, or publications, and thus does not maintain a schedule of fees.

#### **XIX. PERSONNEL LEAVE**

**Policy:** The charter school does not pay out accrued vacation leave and shall not record the balance on financial statements as a liability. A full-time employee shall receive 10 days of personal leave within a fiscal year. Employees are encouraged to fully utilize their vacation time before the end of a fiscal year. The charter school allows a maximum carryover personal leave up to 5 days.

**Procedure:** Employees' use of accrued leave shall be approved by of the PD in accordance with established personnel policy. Personnel records, including unused personal leave, are maintained by the payroll service. The balances of employees' personal leave will be stated on their pay stubs; however, they have no cash value and will not be paid out should the employees choose to terminate employment at the charter school.

#### **XX. CONTRACTS**

**Policy:** The execution of contracts and grants shall be within the scope of the charter school's mission, goals, and annual plans.

**Procedure:** The charter school may enter into contracts for such things as professional services or rentals or to perform a function with the scope of the charter school's mission, goals and annual plans. All contractual agreements shall be in writing, and signed and dated by the PD. All contracts of the charter school must be approved by the Board of Directors.

#### **XXI. INVESTMENT POLICIES**

**Policy:** The charter school's funds shall be invested in a money market funds and certificates of deposit.

**Procedure:** The PD shall identify excess funds available for investment, and approve the transfer of such funds to be made by the FD.

#### **XXII. BORROWING FUNDS**

**Policy:** All borrowing of funds, and the establishment or increase of all credit lines must be approved by the Board of Directors.

**Procedure:** Based on annual audits, financial statements, and cash flow projections, the PD may establish credit lines and borrowing limits as directed by the Board of Directors. Borrowed funds will be repaid

with appropriate, measurable and identifiable revenues in accordance with GAAP. The PD and FD shall alert the Board of Directors if lines of credit or borrowing limits ever are not adequate to meet the needs of the organization. The Board of Directors may amend the borrowing policy and credit limits.

#### **XXIII. BEQUESTS AND CONTRIBUTIONS**

**Policy:** Non-restricted bequests and contributions shall be used for operations or special projects as designated and approved by the PD and/or the Board of Directors of the charter school, consistent with conditions set forth by the Board of Directors of the charter school. Bequests and contributions that are donor restricted shall be used for the purpose articulated by the donor, except that in no case shall the school accept any such bequest or contribution for which the donor restriction violates any federal or California state law.

**Procedure:** Bequests and contributions will be properly budgeted and accounted for in accordance with GAAP for nonprofit organizations. The BK will maintain supporting schedules to document revenues and expenditures related to unrestricted, temporarily restricted and permanently restricted net assets. Non-restricted bequests and contributions shall be used for operations or special projects as designated and approved by the PD and/or Board of Directors of the charter school. Bequests and contributions that are donor restricted shall be used for the purpose articulated by the donor. The Board of Directors will review and approve expenditures on a monthly basis in accordance with donor stipulations, if any.

#### **XXIV. HONORARIA**

**Policy:** Honoraria received by staff while on charter school time or on charter school business shall be the property of the charter school.

**Procedure:** Staff shall request that any anticipated honoraria be made payable to the charter school, and any honoraria received by staff in any form shall be the property of the charter school.

#### **XXV. CREDIT CARDS**

**Policy:** The charter school may maintain corporate credit cards which shall be issued to staff as designated by the Board of Directors. Such credit cards shall be used solely for charter school business.

**Procedure:** All credit cards account billing shall be given immediately to the BK. The BK shall maintain a system of all charges reported by staff and each charge shall be checked against the bills. Discrepancies in these receipts or billing shall be reported by the BK to PD and FD for investigation. The use of the credit cards shall adhere to established personnel policy. In the event of termination of employment, staff shall be required to return any credit cards that have been issued to them.

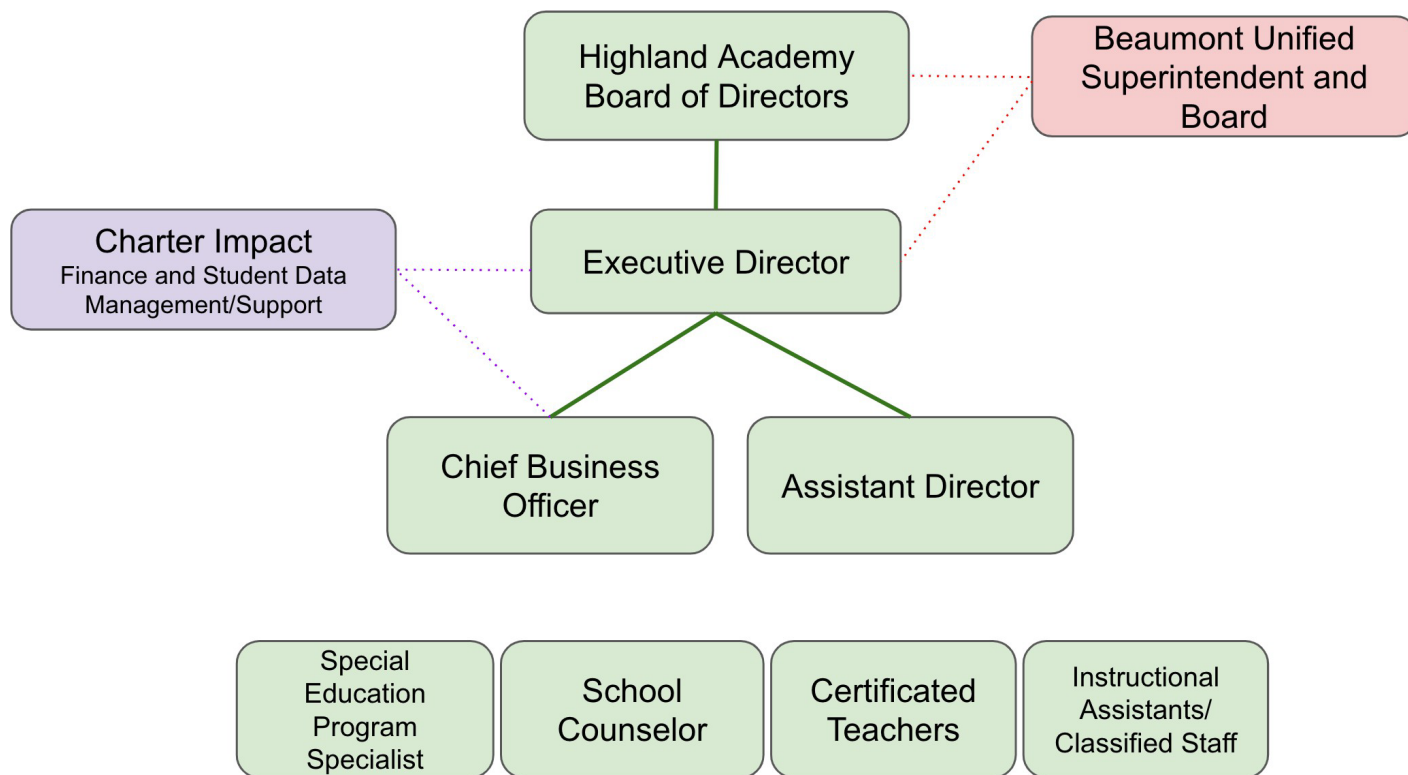
#### **XXVI. PURCHASING PRACTICES**

**Policy:** Guiding the purchase of all goods and services of the charter school will be: (a) price; (b) quality; and (c) dependability. Particular vendors may be chosen for any one or any combination of these factors; however, at all times the selection of a particular good, service, or vendor shall be with the intention of

maintaining a top-quality school. The execution of contracts and grants shall be within the scope of the charter school's mission, goals, and annual plans.

***Procedure:*** When a product to be purchased which costs more than \$10,000, the PD, or his or her designee, shall make every reasonable effort to secure quotes and product specifications from at least three providers of the product or a similar product. The PD shall select from among these offers, and document the reasons for selecting the chosen option which shall include mention of the aforementioned factors that guide such selection. Professional service contracts are excluded from the requirement to seek multiple bids; however, nothing shall preclude the PD from seeking such multiple bids for these contracts. These contractual agreements shall be presented in writing and approved by the board of directors before execution.

## Addendum D: Organizational Chart



## Appendix E: 2024-25 Local Control and Accountability Plan (LCAP)



### LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Highland Academy Charter School

CDS Code: 33 66993 0127142

School Year: 2024-25

LEA contact information:

Billy McIntosh

Executive Director

[bmcintosh@highland-academy.org](mailto:bmcintosh@highland-academy.org)

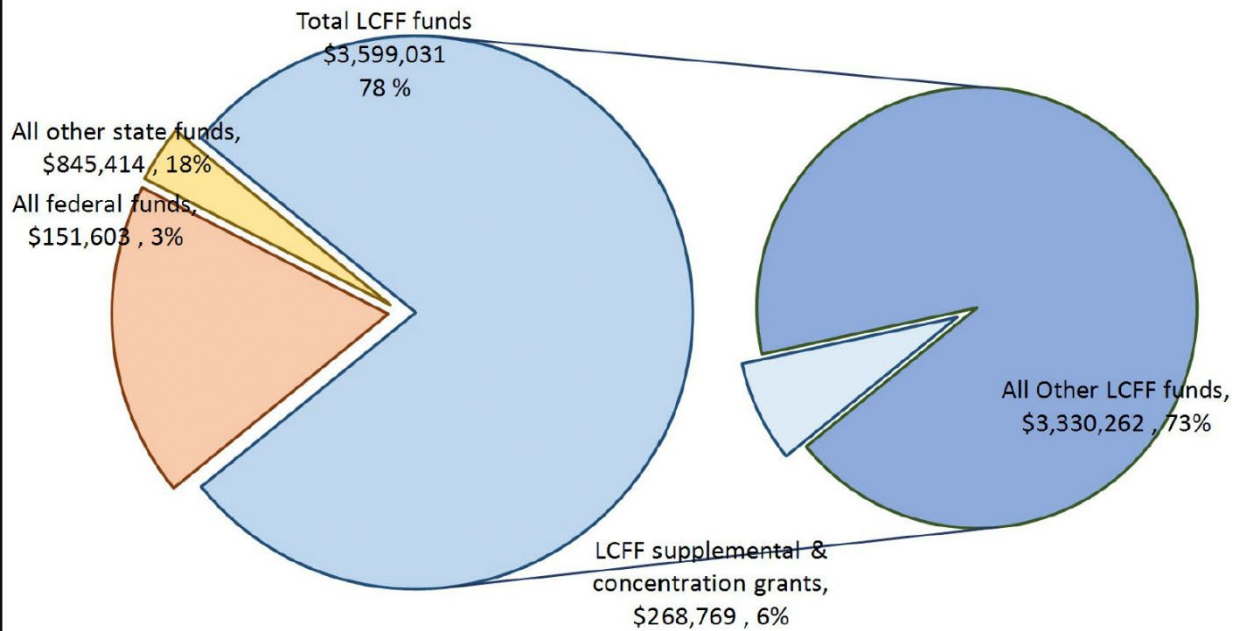
(951) 266-0220

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).

#### **Budget Overview for the 2024-25 School Year**



## Projected Revenue by Fund Source

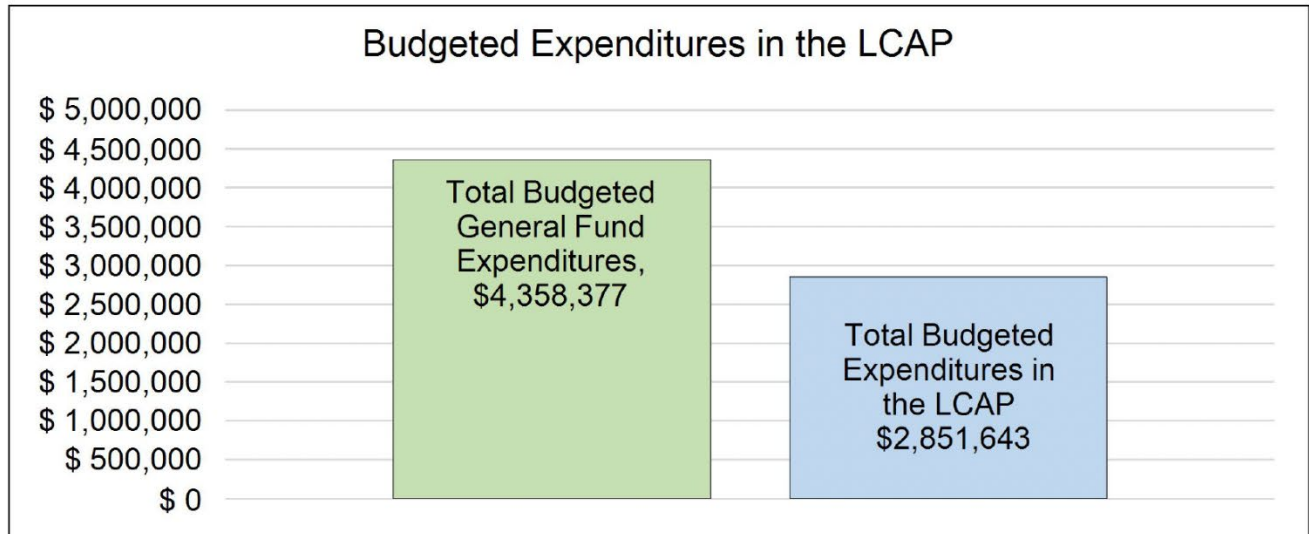


This chart shows the total general purpose revenue Highland Academy Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Highland Academy Charter School is \$4,596,048, of which \$3599031 is Local Control Funding Formula (LCFF), \$845414 is other state funds, \$0 is local funds, and \$151603 is federal funds. Of the \$3599031 in LCFF Funds, \$268769 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 Highland Academy Charter School plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

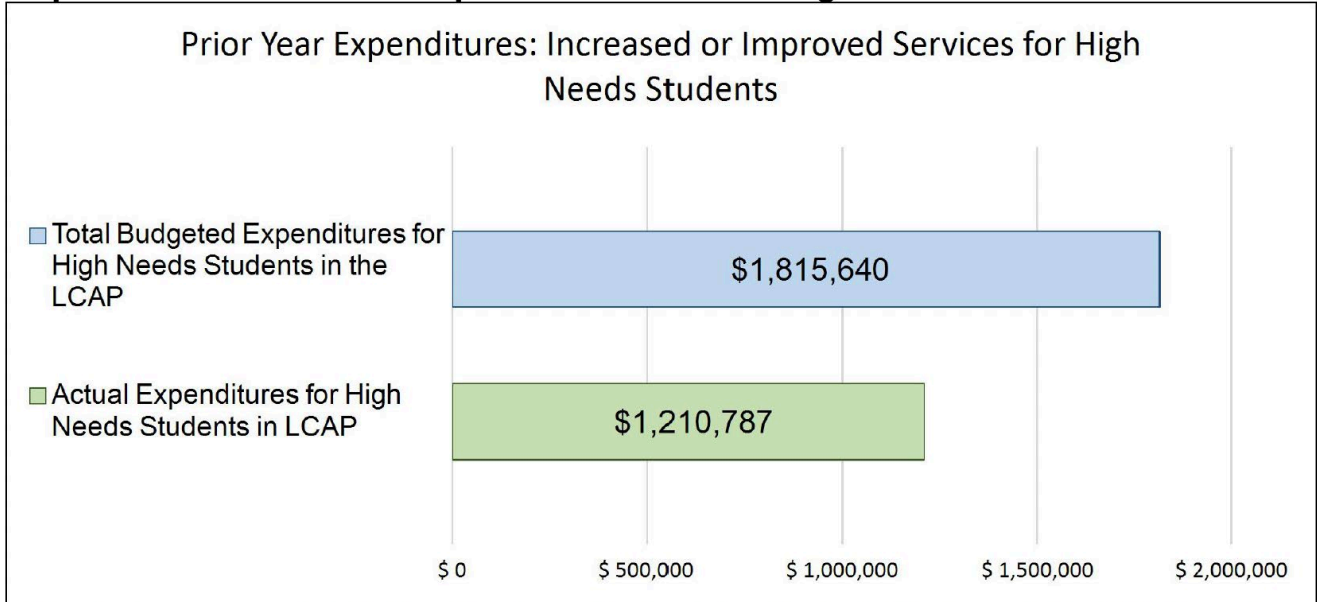
The text description of the above chart is as follows: Highland Academy Charter School plans to spend \$4358377 for the 2024-25 school year. Of that amount, \$2851643 is tied to actions/services in the LCAP and \$1,506,734 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

### Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Highland Academy Charter School is projecting it will receive \$268769 based on the enrollment of foster youth, English learner, and low-income students. Highland Academy Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Highland Academy Charter School plans to spend \$268932 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 2023-24



This chart compares what Highland Academy 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 Highland Academy 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 2023-24, Highland Academy Charter School's LCAP budgeted \$1815640 for planned actions to increase or improve services for high needs students. Highland Academy Charter School actually spent \$1210787 for actions to increase or improve services for high needs students in 2023-24.



## 2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Highland Academy Charter School	Billy McIntosh Executive Director	bmcintosh@highland-academy.org (951) 266-0220



## Goals and Actions

### Goal

Goal #	Description
1	Students will receive learning services fundamental to academic success, including qualified teachers, standards aligned instructional materials, a well designed academic program, and appropriately maintained school facilities.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teachers: Fully Credentialed & Appropriately Assigned	2019-20 SARC: 100% fully credentialed 0% teaching outside subject area 0 Misassignments 0 Teacher Vacancies Local Indicator: Met	100% of Highland Academy's teachers are fully credentialed with 0% of them teaching outside their subject area, 0 Misassignments, and 0 Teacher Vacancies	Number of Misassignments - 2.60 Vacant Positions - 0.00 Total Out-of-Field Teachers - 2.30	The 2022-23 SARC shows the following data for the 2021-22 school year: Number of Misassignments - 2.40 Vacant Positions - 0.00 Total Out-of-Field Teachers - 2	100% of Highland Academy teachers to be fully credentialed with 0% teaching outside their subject area
CAASPP ELA - ALL students	50.33% Met or Exceeded Standard in 2019 2019 Dashboard 0.8 points below the standard	Internal iReady Diagnostic data shows 52% of our students met or exceeded state standards in ELA. Note: We have no current CAASPP data due to the COVID-19 pandemic.	48.56% Met or Exceeded Standard in 2021-22 2021-22 Dashboard 0.8 points above standard	39% Met or Exceeded Standard in 2022-23 • ----- Current iReady diagnostic data - administered in December 2023 - shows 41% of students at or above grade level in ELA, with another 26% of students only one level away and	51.56% of students will meet or exceed ELA standards (average 3% growth per year)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP Math - ALL students	28.76% Met or Exceeded Standard in 2019 2019 Dashboard 58.8 points below the standard	Internal iReady Diagnostic data shows 34% of our students met or exceeded state standards in Math. Note: We have no current CAASPP data due to the COVID-19 pandemic.	28.42% Met or Exceeded Standard in 2021-22 2021-22 Dashboard 56.3 points below standard	25% Met or Exceeded Standard in 2022-23 • ----- Current iReady diagnostic data - given in December 2023 - shows 22% of students at or above grade level in Math, with a substantial 41% of students only one level away and considered a "focus" or "bubble" student.	31.42% of students will meet or exceed Math standards (average 3% growth per year)
Student Access to Curriculum	100% Student Access to Adopted Curriculum	100% of Highland Academy students had access to our school's adopted curriculum in all of their classes.	100% of Highland Academy students had access to our school's adopted curriculum in all of their classes.	100% of Highland Academy students had access to our school's adopted curriculum in all of their classes.	Maintain access to the school's curriculum
English Learner Progress	2019 Dashboard 50% of EL Students making progress towards proficiency	No current Dashboard data available.	2021-22 Dashboard indicates 50% of EL students are making progress towards English language proficiency	The 2022-23 SARC indicates 72.4% of English Learners are making progress towards English language proficiency, an increase of 22.4%.	Increase percentage of EL students making progress towards proficiency to 60%

## Goal Analysis



An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Our charter school's planned actions for the past period have been closely aligned with their actual implementation. There haven't been any major discrepancies between what we set out to achieve and what we've been able to accomplish.

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.

Material differences between Budgeted Expenditures and Estimated Actual Expenditures are minimal.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- After a spike in Year 2, Highland Academy reports that the number of teacher misassignments has since decreased from 2.60 in 2021-22 to 2.40 the next year in 2022-23. Similarly, total out-of-field teachers decreased from 2.30 in 2021-22 to 2.0 in 2022-23. Our goal is and continues to be to have highly qualified educators in each class.
- We fell short in our efforts to improve test scores in ELA and Math. 50.33% Met or Exceeded Standard in 2019 (pre-COVID), 48.56% Met or Exceeded Standard in 2021-22, and 39% Met or Exceeded Standard in 2022-23. Similarly in Math, 28.76% Met or Exceeded Standard in 2019 (pre-COVID), 28.42% Met or Exceeded Standard in 2021-22, and 25% Met or Exceeded Standard in 2022-23.
- English Learners continue to make steady progress at our school. The 2022-23 SARC indicates 72.4% of English Learners are making progress towards English language proficiency, an increase of 22.4%.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of student data at our school has revealed a significant learning loss during the COVID-19 pandemic, exceeding initial expectations. This necessitates the implementation of additional both pull-out and push-in remediation and intervention strategies. In response to these identified needs, our school is currently developing and implementing a new curriculum and associated programs.

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.



## Goals and Actions

### Goal

Goal #	Description
2	Increase levels of involvement and engagement across all stakeholder groups.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rates	2020/21 ADA as of April 2021: 97.9%	2021/22 ADA as of May 2022: 94.4%	2022/23 ADA as of May 2023: 92.2%	2023-24 Average Daily Attendance (ADA) as of December 2023: 94.8%	Highland Academy will maintain an ADA of at least 95%
Chronic Absenteeism Rate	2019 CA Dashboard: 4.7% of HACS students identified as Chronically Absent ("green")	No current dashboard data available; Internal SIS data shows our number of chronically absent students at 5%.	2022 CA Dashboard: 17.2% of HACS students identified as Chronically Absent ("High")	2023 CA Dashboard: 20.1% of HACS students identified as Chronically Absent ("Red")	Decrease the percentage of Chronically Absent students by 10% to 7.2%.
Participation	Increased attendance as measured by attendance sheets, head counts, and observations	Attendance at school activities, sporting events, and Board Meetings increased an estimated 15% from 2019.	Attendance at school activities, sporting events, and Board Meetings increased from the previous school year	Attendance at school activities, sporting events, and Board Meetings has increased from the previous school year by an estimated 15%.	Continue increasing parent and student attendance at school activities, sporting events, and Board meetings from the proceeding year.
Student Enrollment	2020/21 Enrollment as of April 2021: 321	Highland Academy's current enrollment as of May 2022 was 322.	Highland Academy's current enrollment as of May 2023 was 322.	Highland Academy's current enrollment as of December 2023 was 334	Highland Academy will maintain an enrollment of at least 338 students with waiting lists for all grade levels.



## Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Our charter school's planned actions for the past period have been closely aligned with their actual implementation. There haven't been any major discrepancies between what we set out to achieve and what we've been able to accomplish.

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.

Material differences between Budgeted Expenditures and Estimated Actual Expenditures are minimal.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Highland Academy has maintain full enrollment for all three years of this LCAP cycle with waiting lists as most grade levels.
- We've seen a concerning rise in chronic absenteeism since the pandemic. Over 20% of our students are now missing 10% or more of instructional days. This is a significant increase from pre-pandemic levels, and it's a trend we're taking very seriously. While chronic absenteeism is a statewide issue, it's important that we address it head-on within our own school community.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Planned goals, metrics, and desired outcomes are unchanged. School attendance is crucial for student success and the bottom line is Highland Academy needs to do a better job of getting students to school everyday. Our school has created a committee in response to our eligibility for Differentiated Assistance and TSI, and the committee will be working with all stakeholder groups and attending all relevant meetings and trainings to address this concern from top to bottom.

**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.**



## Goals and Actions

### Goal

Goal #	Description
3	All students will have access to a multi-tiered system of attendance, behavioral and emotional supports to help them be successful in the wake of the pandemic.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension Rate	2019 Dashboard - 8.4% of students were suspended at least once during the school year.	No current Dashboard data available. Current SIS data shows 8.7% of Highland Academy students were suspended at least once during the year.	2022 Dashboard - 10.1% of students were suspended at least once during the school year.	2023 Dashboard - 8.07% of students were suspended at least once during the school year.	Decrease by the amount of students who are suspended during the school year by a minimum of 2%.
Chronic Absenteeism Rate	2019 Dashboard - 4.7% of students were chronically absent	No current Dashboard data available. Current SIS data shows 5% of students were chronically absent this year.	2022 CA Dashboard: 17.2% of HACS students identified as Chronically Absent ("High")	2023 CA Dashboard: 20.1% of HACS students identified as Chronically Absent ("Red").	Decrease the percentage of Chronically Absent students by 10% to 7.2%.
Attendance Rate	2020/21 ADA as of April 2021: 97.9%	21/22 ADA as of May 2022 is 94.4%	2022-23 ADA as of May 2023: 92.2%	2023-24 ADA as of December 2023: 94.8%	Increase our school's ADA to at least 95%
LCAP Survey Response	86.3% of parents answered favorably on the 2020/21 LCAP survey regarding our school's response to the COVID-19	85% of parents responded favorably on the 21/22 LCAP survey.	87% of parents responded favorably overall on our school's 2022-23 LCAP survey.	89.3% of parents responded favorably overall on our school's most recent stakeholder satisfaction survey.	Maintain at least a favorable response percentage of 85% on the annual LCAP survey.



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	pandemic and Distance Learning.				

## Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Our charter school's planned actions for the past period have been closely aligned with their actual implementation. There haven't been any major discrepancies between what we set out to achieve and what we've been able to accomplish.

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.

Material differences between Budgeted Expenditures and Estimated Actual Expenditures are minimal.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The number of students suspended from school at least once has decreased from 10.1% in Year 2 to 8.07% in Year 3. Hiring a Campus Supervisor, Counselor, increasing supervision, utilizing various alternatives to suspension, and beginning implementation of a school-wide Social Emotional Curriculum Learning (CASEL) has reduced student discipline dramatically throughout campus.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

We have been very proud of the progress we have made in this area and plan to continue similarly for upcoming school years. We started using the SEL curriculum CASEL last year and aim to have it fully implemented at our site for the upcoming school year.

**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.**



## Instructions

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](mailto:lcff@cde.ca.gov).

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

## Goals and Actions

### Goal(s)

#### Description:

Copy and paste verbatim from the 2023–24 LCAP.

#### Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

#### Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

#### Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the “Measuring and Reporting Results” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

## Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.



- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This 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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired 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, desired 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.

California Department of Education  
November 2023





## 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
Highland Academy Charter School	Billy McIntosh Executive Director	bmcintosh@highland-academy.org (951) 266-0220

## Plan Summary [2024-25]

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Established in 2013, Highland Academy is a vibrant charter school nestled in Beaumont, California, fostering 340 students from transitional kindergarten through 8th grade. Highland Academy prioritizes project-based learning, where classrooms transform into hubs of exploration and collaboration. Students dive into real-world problems, tackling them through hands-on projects that integrate various subjects. This approach ignites curiosity, critical thinking, and a sense of purpose. The small school size, with roughly 22 students per class in elementary and 25 in middle school, allow for personalized attention and a strong sense of community. Highland Academy teachers become facilitators, guiding students on their unique learning journeys.

Our school isn't just about academics; it's about fostering well-rounded individuals. Our approach to education naturally encourages collaboration, communication, and problem-solving skills. Our students learn to think critically, present their ideas confidently, and work together to achieve a common goal. From building robots to publishing a book, Highland Academy empower students to become active participants in their own learning and the world around them.



Highland Academy's is a safe place for everybody and has a diverse student population that is currently comprised of:

- Black or African American - 2.1%
- American Indian or Alaskan Native - 0.6%
- Asian - 2.7%
- Filipino - 0.3%
- Hispanic or Latino - 48.8%
- Native Hawaiian or Pacific Islander - 0%
- Two or More Races - 7.3%
- White - 34.5%

9.1% of Highland Academy's students are English learners, 40.3% are Socioeconomically Disadvantaged, and 13% are students with disabilities. Highland Academy is a member of the EL Dorado Charter SELPA which enables us the ability to provide excellent educational opportunities for our special needs students. Highland Academy currently employs 3 administrators, 19 certificated teachers, and 15 paraprofessional and support staff. All of our 37 staff members are passionate about supporting students and helping them find their genius.

As a California public charter school, we operate independently of any district. However, Highland Academy maintains a strong relationship with our authorizing district Beaumont Unified. We also actively collaborate with the Riverside County Office of Education. Both organizations honor parent choice in education and support our innovative option for the community, and we are grateful for their support.

## Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Highland Academy is proud to celebrate another year of growth and development for our students! We are particularly encouraged by increased parent attendance at school events, meetings, performances, assemblies, sports, and volunteering in classrooms. Students report feeling safe and supported at school in the most recent survey, and this is a result of the school prioritizing supervision around campus and implementing a school-wide social emotional program in classrooms that both students and teachers have benefited from. The supports we have in place for at-risk students, both academic and emotional, are having a positive impact and we are actively looking for ways to expand their reach around campus. We are particularly encouraged by our middle school's 7th Period that has given much need remediation time for our at-risk students, and given students who are ahead an opportunity to explore new opportunities. The California School Dashboard shows us trending in the right direction in regards to discipline with our suspension rate down 2% from last year. Our school's restorative practices are keepings kids in class more, while also holding them accountable. These achievements and more across campus reflect the dedication of our teachers, staff, and families who work tirelessly to create a vibrant learning environment.

However, we recognize that there are always areas where we can improve. Based on our review of the California School Dashboard and local data, we are focusing on these areas for improvement:



Consistent attendance is crucial for student success. The link between academic achievement and student attendance is clear. Students who are not in class, regardless of the reason, are missing out on essential instruction. Admittedly our school, like many, have struggled with chronic absenteeism since the pandemic. While technology has made it easier than ever to keep up with a class virtually, that is never an equivalent replacement for a student being physically present in the classroom. Our goal is to get every student to class as much as possible, with the goal of missing less than 10% of the school year. Currently the Dashboard shows our chronic absenteeism rate at 20.9%. To combat chronic absenteeism, we have established an early warning system that combines daily, weekly, and monthly attendance and allows our team to identify at-risk students quickly. We are also looking for ways to make connections with our families through conversations, partnerships with local organizations, workshops for parents, ensuring they have the resources and knowledge they need. We have taken great strides in creating a fun and supportive environment on campus that students want to come to daily. We prioritize creating a positive school climate that keeps students motivated and connected to the school community.

Academic achievement in Math and Language Arts is also an area of focus for our school. While our verified internal student data shined a more positive light on student achievement, our CAASPP scores did drop last year - 38.83% from 48.56% in ELA and 25.18% from 28.81% in Math. We are aiming aim to boost math and English scores by providing targeted support for struggling students, incorporating regular practice with different types of assessments to solidify understanding, and improving teaching practice throughout campus by providing teachers with professional development opportunities.

## Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Highland Academy is eligible for Additional Targeted Support and Improvement (ATSI) for Two or More students based on the 2023 California School Dashboard. Additionally, Highland Academy is eligible for Differentiated Assistance (DA) in 2023-2024 based on outcomes for Students with Disabilities, English Learner students, and Socioeconomically Disadvantaged students in the areas of Pupil Engagement (Priority 5) and School Climate (Priority 6). Our school recognizes the importance of collaborative action in improving student outcomes. At the school level, Highland Academy has created a committee composed of school leadership, teachers, parents, and student representatives to address the areas of improvement identified by both ATSI and DA. This committee is working collaboratively to:

- Attend relevant trainings and workshops.
- Conduct a comprehensive needs assessment, analyzing student data, identifying root causes of low performance, and gathering stakeholder input. The committee's current main areas of focus are our school's attendance and suspension rates.
- Develop clear, measurable goals for improvement aligned with the identified needs.
- Review and select evidence-based interventions to address specific areas of concern.

Highland Academy is also partnering with Riverside County Office of Education (RCOE) during this process. To date, the committee has attended county sponsored Differentiated Assistance workshops on February 7, 2024, March 13, 2024, April 24, 2024. The committee will continue attending these and other related meetings for the upcoming school year as well. These workshops allow us to access best practices and resources for conducting needs assessments and setting effective goals to address the identified concerns.

• -----



The school will implement a comprehensive system in 2024-25 to monitor and evaluate the effectiveness of our student and school improvement plan. This system will focus on Pupil Engagement (Priority 5) and School Climate (Priority 6), with a specific focus on supporting our at-risk students.

**Tracking Student Attendance:**

- **Daily & Weekly Attendance Monitoring:** Daily and weekly attendance data will be tracked through our student information system PowerSchool. This allows us to identify early warning signs of attendance issues.
- **Monthly Reports:** We will generate regular reports that categorize attendance data (excused/unexcused absences, tardies) by student and class. This will enable us to pinpoint classrooms or student groups requiring additional attention.
- **Quarterly Attendance Trend Analysis:** Regularly analyzing attendance trends allows us to identify patterns and potential underlying issues.

**Responding to Attendance Concerns:**

**Attendance Intervention Tiers:** We will establish a tiered intervention system for addressing attendance issues.

- **Tier 1:** For occasional absences, parents will receive automated phone calls or emails reminding them of the importance of regular attendance.
- **Tier 2:** For more frequent absences, personalized letters or phone calls from administrators or the counselor will be made to discuss concerns and explore any underlying problems.
- **Tier 3:** For chronic absenteeism, where students are missing more than 10% of school days, a School Attendance Review Board (SARB) meeting will be scheduled with families to develop a collaborative plan to improve attendance. This plan may involve social workers or community resources if needed.

**Evaluation of Attendance Strategies:**

- **Regular Review:** The effectiveness of our attendance interventions will be regularly reviewed by the ATSI/DA Committee. We will analyze data to see if our strategies are leading to improved attendance rates.
- **Data-Driven Adjustments:** Based on the data, the committee will make adjustments to our interventions as needed. This may involve revising communication methods, exploring alternative solutions, or seeking additional support from the county.
- **Committee** will share attendance data and trends with the school's Board no less than quarterly.

**Beyond Attendance: Collaboration with Families and Incentives**

- **Parent-Teacher Conferences:** Regularly scheduled conferences will be used to discuss student progress, including attendance. Teachers can collaborate with families to identify any barriers to attendance and develop a support plan.
- **Family Engagement Events:** The school will host events and workshops aimed at building strong relationships with families. This fosters a sense of community and encourages open communication about student well-being and attendance. Attendance at school events has increased for 4 consecutive years and we aim to keep the momentum going.
- **Attendance incentives and celebrations:** We will look for ways to celebrate exceptional attendance, and motivate other students to do the same, via incentives and celebrations that both the student and family can participate in.

Highland Academy is also equally committed to creating a safe and supportive learning environment that fosters student growth and makes



students feel welcome. Our approach to monitoring and evaluating the school improvement plan will prioritize positive behavior interventions and alternatives (PBIS) while tracking discipline data, including suspension rates.

#### Tracking Suspension Rates:

- Detailed Data Collection: The Differentiated Assistance Committee will track all disciplinary incidents, including suspensions, along with associated demographics and contributing factors. This allows us to identify patterns and potential areas for improvement.
- Disaggregated Data Analysis: We will analyze suspension data by student subgroups (grade level, ethnicity, gender) to identify disparities that require targeted interventions.
- Benchmarking: We will compare our suspension rates to district and state averages to identify areas for improvement and track progress over time.
- School suspension data will be shared with the school's Board no less than quarterly.

#### Promoting Positive Behavior:

- PBIS Implementation: We will refine our existing multi-tiered PBIS framework focused on prevention, early intervention, and targeted support. This may include clear behavioral expectations, social-emotional learning programs, and positive reinforcement strategies.
- Data-Driven Decision Making: Data collected through PBIS will be used to inform adjustments to our interventions. This ensures we are providing targeted support to students who need it most.
- Restorative Justice Practices: We will explore restorative justice practices as an alternative to suspension. This allows students to take responsibility for their actions and repair harm caused, promoting positive behavior change.
- Implementation of a school-wide social emotional program that can be used with all students TK-8.

#### Evaluating the Impact:

- Suspension Reduction Goal Setting: We will establish clear, measurable goals for reducing suspension rates. This ensures we are working towards a tangible improvement in school climate.
- Climate Surveys: Student and staff surveys will be conducted to gauge perceptions of school climate and safety. This provides additional data on the effectiveness of our interventions.
- Focus on Long-Term Outcomes: While tracking suspension rates is important, we will also emphasize positive outcomes like improved attendance, academic achievement, and reduced referrals for disciplinary action.

## 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.

Highland Academy Charter School has not been identified as being eligible for comprehensive support and improvement.

**Support for Identified Schools**

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

**Monitoring and Evaluating Effectiveness**

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A



# 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
All Stakeholders - Parents, students, and staff	Our school held two LCAP information meetings on December 13, 2023 @ 3:30 and then again on April 25, 2024 @ 4:30. Invitations to these meetings were sent home with students and posted online. LCAP information from the meeting was then posted online afterwards and shared with our families, with a link to an open response survey included.
All Staff	Staff meetings are held twice a month on Fridays. Staff meeting agendas are provided to staff 3 days ahead of time and all have an opportunity to add items for discussion. Several of the changes to our program mentioned in this LCAP are a direct result of these discussions.
All Stakeholders - Parents, students, and staff	The parents, staff, and students received a stakeholder survey during the month of March 2024. 65% of parents, 89% of staff, and 55% of students responded.
All Stakeholders - Parents, students, and staff	The LCAP was presented at our school's May 23, 2024 Board meeting for public hearing. Invitations went out physically and virtually to our families 3 days ahead of time.
All Stakeholders - Parents, students, and staff	The school has formed a Differentiated Assistance Committee that is comprised of school administration, teachers, and a parent representative. The committee has responsibility for gathering

Educational Partner(s)	Process for Engagement
	stakeholder feedback on school attendance and student discipline and implementing changes program-wide.
A description of how the adopted LCAP was influenced by the feedback provided by educational partners.	
<p>Our educational partners' feedback generally indicated that the school is on-track. Adjustments to this year's plan are focused primarily in the areas of need identified on the CA School Dashboard. Input from parents/guardians, students, and staff did however have a direct impact on:</p> <ul style="list-style-type: none"> <li>• the creation of a 7th Period intervention middle school program that provided remedial support to at-risk students;</li> <li>• the adoption of new curriculum in several classes;</li> <li>• the implementation of a new communication system to more consistently reach our parents by email, text, or phone as needed;</li> <li>• the purchase of a campus-wide surveillance system;</li> <li>• the creation of one additional FTE, a classroom para-professional position;</li> <li>• professional development provided to staff to improve classroom instruction, ensuring it is rigorous, and standards-based, but inclusive of all students' goals and abilities;</li> <li>• providing specific, targeted intervention programs (pull-out remediation, elective classes, and targeted 7th periods) in ELA and math for identified students TK-8;</li> <li>• the implementation of tutoring with subject matter teachers/office hours/virtual &amp; live support hours;</li> <li>• expanding our school's ELO Program, both the HOWL after school program and the June-July Summer Academy.</li> </ul>	



# Goals and Actions

## Goal

Goal #	Description	Type of Goal
1	Students will receive learning services fundamental to academic success, including qualified teachers, standards aligned instructional materials, a well designed academic program, and appropriately maintained school facilities.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Teachers: Fully Credentialed & Appropriately Assigned	Most recent SARC Data: 74.79% - Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)  0% Intern Credential Holders Properly Assigned  13.61% Teachers Without Credentials and			Increase the amount of fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) to at least 83.79%.  Decrease the number of teachers Without	



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	CAASPP ELA - ALL students	<p>Misassignments ("ineffective" under ESSA)</p> <p>11.54% Credentialed Teachers Assigned Out-of-field ("out-of-field" under ESSA)</p>			<p>Credentials and Misassignments ("ineffective" under ESSA) to at least 4.30%</p> <p>Decrease the number of Credentialed Teachers Assigned Out-of-field ("out-of-field" under ESSA) to at least 4.28%</p>	
		<p>38.83% of HACS students Met or Exceeded Standard in the 2023 School Year (SY)</p> <p>2022-23 state testing average was 46.66%, putting our school 7.83% below that mark.</p>			<p>Increase the number of HACS students who Met or Exceeded Standard in ELA to 53.83%</p>	
1.3	CAASPP Math - ALL students	<p>25.18% of HACS students Met or Exceeded Standard in the 2023 SY.</p> <p>2022-23 state testing average was 34.62% putting our school 9.44% below that mark.</p>			<p>Increase the number of HACS students who Met or Exceeded Standard in Math to 40.18%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	Student Access to Curriculum	100% Student Access to Adopted Curriculum			Maintain 100% Student Access to Adopted Curriculum	
1.5	English Learner Progress	2023 Dashboard 50% of EL Students making progress towards proficiency				

### Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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.

Not Applicable.

### Actions

Action #	Title	Description	Total Funds	Contributing
1.1	New Teacher Induction	Highland Academy prioritizes the development of our educators. New faculty members entering their first or second year are eligible for full financial support towards completing their state teacher induction program.	\$20,000.00	No

Action #	Title	Description	Total Funds	Contributing
		This program expedites the credentialing process and ensures you meet all necessary requirements for licensure.		
<b>1.2</b>	Academic Diagnostics and Monitoring	Empowering teachers with actionable data from diagnostic programs to monitor student progress in both Language Arts and Math.	\$23,720.00	Yes
<b>1.3</b>	Highly Qualified Educators	Employ and retain a highly qualified educators. Ensure teachers, administrators, and paraprofessionals are properly credentialed and appropriately assigned.	\$1,601,389.01	No
<b>1.4</b>	Chromebooks & Technology Upgrades	Equip all students with Chromebooks and essential technology to ensure equitable access to the core curriculum and active engagement in class.	\$80,000.00	No
<b>1.5</b>	Professional Development	Highland Academy's professional development program emphasizes ongoing support for all teachers. We prioritize training on effective strategies for supporting English Learners, students with disabilities, and students who are otherwise at-risk.	\$18,500.00	Yes
<b>1.6</b>	Safe & Maintained Facilities	Ensure a clean, safe, and efficient learning environment for our students and staff. Our school will respond to repair needs promptly to ensure campus remains functional year-round.	\$323,566.00	No
<b>1.7</b>	Special Education Paraprofessionals	Highland Academy will employ qualified paraprofessionals to work with students who have IEPs, 504s or are otherwise considered at-risk in helping them make progress towards their goals.	\$61,091.72	No
<b>1.8</b>	Curriculum	Highland Academy is investing in high-quality, standards-aligned curriculum that seamlessly integrates with our project-based learning (PBL) approach. This curriculum offers built-in differentiation, ensuring both	\$30,000.00	Yes



Action #	Title	Description	Total Funds	Contributing
		advanced and struggling learners receive the support they need to thrive in engaging, project-driven environments.		
<b>1.9</b>	SAI Education Specialist	To bolster our commitment to supporting struggling students, Highland Academy has hired a dedicated Education Specialist. This specialist will focus on managing IEP caseloads, collaborating with teachers to deliver targeted instruction, and providing individualized support to ensure all students have the resources they need to meet their goals.	\$104,200.00	No
<b>1.10</b>	Related Services	Highland Academy partners with a reputable Non-Public Agencies (NPA) to ensure all students on Individualized Education Programs (IEPs) receive the specialized support they need. This partnership allows us to expand our in-house expertise and provide high-quality related services aligned with each student's IEP goals.	\$207,000.00	No
<b>1.11</b>	Math and ELA Paraprofessionals	The school employs two language arts and math paraprofessionals to provide targeted academic support to English learners, low-income students, and others facing academic challenges.	\$46,529.90	Yes
<b>1.12</b>	Remedial Math and Language Arts Teachers	The school employs a remedial language arts teacher and a remedial math teacher to provide targeted academic support to English learners, low-income students, and others facing academic challenges.	\$161,779.23	Yes

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
2	Increase levels of involvement and engagement across all stakeholder groups.	Broad Goal

State Priorities addressed by this goal.

- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Increasing involvement and engagement across all stakeholder groups – students, parents, and teachers – is crucial for our school's success. By fostering this collaborative environment, we benefit from a wider range of perspectives, leading to more effective programs and a stronger sense of community. Engaged students feel empowered and invested in their learning, while involved parents become active partners in their child's education. Empowered teachers, with the support of parents and students, can create a more responsive and enriching learning experience for all. This collaborative approach ultimately strengthens the charter school's ability to achieve its mission and ensure student success.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Average Daily Attendance (ADA) Rate	2023-24 SY ADA as of May 2024: 94.8%			Increase and maintain an ADA of at least 95%	
2.2	Chronic Absenteeism	2022-23 CA Dashboard: 20.9% of HACS students identified as Chronically Absent			No more than 11.9% of HACS students identified as Chronically Absent	
2.3	Stakeholder participation	Attendance and participation as			Increased attendance and	



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.4	Student Enrollment	measured by attendance sheets, head counts, and observations Enrollment as of April 2024: 321			participation from the prior year as measured by attendance sheets, head counts, and observations Maintain an enrollment of at least 330 students	

### Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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.

Not Applicable.

### Actions

Action #	Title	Description	Total Funds	Contributing
<b>2.1</b>	Technology - Group Messaging	Highland Academy is committed to ensuring all families receive important school updates. We utilize Bloomz, a powerful communication tool, to reach all of our families via text, email, or phone call.	\$2,000.00	No
<b>2.2</b>	Technology - Website and social media	Highland Academy is committed to keeping our families informed and engaged. We're actively developing our website (highland-academy.org) and social media presence to provide a central hub for resources, upcoming events, and important school information.	\$1,000.00	No
<b>2.3</b>	Student Information System (SIS)	We leverage our student information system, PowerSchool, to monitor attendance data daily, weekly, and monthly. This allows us to identify students at risk of missing excessive school and proactively implement our supportive attendance policy to ensure their academic success.	\$12,000.00	No
<b>2.4</b>	Virtual Tutoring / Meetings	Highland Academy leverages Google Meets and Zoom to facilitate efficient and cost-effective professional development and meetings. Recognizing most interactions fall under the 40-minute free tier, teachers will primarily utilize free Zoom accounts. However, for administrators and our Student Attendance and Intervention (SAI) Specialist who may conduct extended IEP meetings, a Zoom Pro account will be secured to ensure uninterrupted sessions.	\$639.60	No
<b>2.5</b>	Stakeholder Feedback	Highland Academy prioritizes open communication and continuous improvement by gathering feedback from all stakeholders. We leverage the power of Google Suite to conduct surveys at least twice a year, at the conclusion of each semester.	\$990.00	No

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
3	All students will have access to a multi-tiered system of attendance, behavioral and emotional supports to help them be successful.	Broad Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Many in our school community – staff and students alike – are grappling with trauma, anxiety, and stress in the wake of the pandemic. Recognizing the global mental health crisis, Highland Academy is committed to providing a supportive environment where students can navigate these challenges.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Suspension Rate & local discipline data	2022-23 Dashboard - 8.07% of students were suspended at least once during the school year.			5.07% or less of students will be suspended at least once during the school year.	
3.2	Chronic Absenteeism	2022-23 CA Dashboard: 20.9% of students identified as Chronically Absent			No more than 11.9% of HACS students identified as Chronically Absent	
3.3	Attendance Rate	2023-24 SY ADA as of May 2024: 94.8%			Increase and maintain an ADA of at least 95%	



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.4	Stakeholder Survey Responses	85% favorability rating on most recent LCAP Survey			Maintain at least an 85% favorability rating on most recent LCAP Survey	

### Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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.

Not Applicable.

### Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Credentialed School Counselor	To ensure all students thrive, Highland Academy has a credentialed school counselor. This counselor will prioritize working with students identified as needing extra help, such as those struggling emotionally, socially, or behaviorally.	\$85,217.08	Yes

Action #	Title	Description	Total Funds	Contributing
<b>3.2</b>	School-wide social emotional development program	Integrating a comprehensive Social-Emotional Learning (SEL) curriculum across all grade levels (TK-8) for the entire school.	\$10,000.00	Yes
<b>3.3</b>	Alternatives to suspension	To promote positive behavior change, Highland Academy will explore alternatives to suspension whenever possible. These alternatives will emphasize Restorative Justice, allowing students to take responsibility for their actions, repair harm, and learn from their mistakes.	\$2,500.00	Yes
<b>3.4</b>	School Events, Assemblies, and Activities	To foster a strong sense of community, our school is expanding its calendar with exciting events, assemblies, and activities – both in and out of school hours. This year, we're aiming for even greater student and parent participation, ensuring everyone feels like they belong!	\$10,000.00	No
<b>3.5</b>	Conflict resolution program	Highland Academy is equipping its counselor and teachers with the skills to become conflict resolution champions. This means students will benefit from expert guidance in resolving disagreements effectively.	\$1,500.00	Yes
<b>3.6</b>	Campus Supervisor	Our campus supervisor creates a safer environment by monitoring hallways and grounds, deterring disruptive behavior, and intervening in conflicts. This employee also acts as positive role models for students, fostering a sense of community and providing guidance during this crucial developmental stage.	\$48,020.50	No



# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$268769	\$0

## 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
8.142%	0.000%	\$0.00	8.142%

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 #	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
1.2	<p><b>Action:</b> Academic Diagnostics and Monitoring</p> <p><b>Need:</b> Academic Achievement in ELA and Math</p> <p><b>Scope:</b> LEA-wide</p>	Consistent monitoring and intervention to identify and provide support to at-risk students.	iReady Diagnostic data

Goal and Action #	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
1.5	<p><b>Action:</b> Professional Development</p> <p><b>Need:</b> Academic Achievement in ELA and Math</p> <p><b>Scope:</b> LEA-wide</p>	Students who are identified as at-risk are in need of trained teachers who can effectively implement a tiered-system of supports	iReady Diagnostic data, student grades, feedback from stakeholder surveys
1.8	<p><b>Action:</b> Curriculum</p> <p><b>Need:</b> Academic Achievement in ELA and Math</p> <p><b>Scope:</b> LEA-wide</p>	EL, Low income, and at-risk students have need of quality curriculum with embedded remedial tools.	iReady Diagnostic data, student grades, feedback from stakeholder surveys
1.11	<p><b>Action:</b> Math and ELA Paraprofessionals</p> <p><b>Need:</b> Academic Achievement in ELA and Math</p> <p><b>Scope:</b> LEA-wide</p>	Students identified as at-risk have need of one-on-one and small group differentiated support	iReady Diagnostic data, student grades, feedback from stakeholder surveys
1.12	<p><b>Action:</b> Remedial Math and Language Arts Teachers</p> <p><b>Need:</b> Academic Achievement in ELA and Math</p> <p><b>Scope:</b></p>	Students identified as at-risk have need of one-on-one and small group differentiated support	iReady Diagnostic data, student grades, feedback from stakeholder surveys



Goal and Action #	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
3.1	<p>LEA-wide</p> <p><b>Action:</b> Credentialed School Counselor</p> <p><b>Need:</b> School counselors act as a safety net for at-risk students, offering emotional support and guidance through challenging times.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Counselors can help students develop coping mechanisms for social or emotional difficulties, navigate conflicts with peers, and improve classroom behavior.</p>	<p>Student grades, attendance, and behavior</p>
3.2	<p><b>Action:</b> School-wide social emotional development program</p> <p><b>Need:</b> Students who are at-risk were some of the most adversely impacted by the pandemic and the most in need of emotional and social support.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Attendance and suspension rates of these students are high necessitating a our entire's focus to address these concerns.</p>	<p>ADA %, Chronic Absenteeism data, discipline data</p>
3.3	<p><b>Action:</b> Alternatives to suspension</p> <p><b>Need:</b> High suspension rates of unduplicated pupils</p> <p><b>Scope:</b></p>	<p>Restorative justice can be particularly beneficial for unduplicated pupils, those who may not have had consistent educational experiences. This approach focuses on repairing harm and building relationships, rather than punishment. This can be crucial for students who might be struggling due to past disruptions in their schooling. By fostering open communication and accountability through restorative practices, unduplicated pupils can gain</p>	<p>Suspension rates and behavior discipline data</p>

Goal and Action #	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
	LEA-wide	a sense of belonging and develop the social-emotional skills needed to thrive in the school community.	
<b>3.5</b>	<b>Action:</b> Conflict resolution program <b>Need:</b> High suspension rates of unduplicated pupils <b>Scope:</b> LEA-wide	These pupils, often lacking consistent educational experiences, need strong conflict resolution skills. Our school's program will help students learning to communicate effectively, de-escalate situations, and find solutions equips them with crucial social-emotional tools they might have missed out on previously.	Suspension rates and behavior discipline data

**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

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.

**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.

N/A
-----

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	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		
Staff-to-student ratio of certificated staff providing direct services to students		



## 2024-25 Total Expenditures Table

LCAP Year	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 Increase or Improve Services for the Coming School Year (3 + Carryover %)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	3301030	268769	8.142%	0.000%	8.142%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$2,176,968.23	\$575,714.01		\$98,960.80	\$2,851,643.04	\$2,231,552.44	\$620,090.60

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	New Teacher Induction	All	No				SY 2024-25	\$0.00	\$20,000.00				\$20,000.00	
1	1.2	Academic Diagnostics and Monitoring	English Foster Low	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	SY 2024-25	\$0.00	\$23,720.00				\$23,720.00	
1	1.3	Highly Qualified Educators	All	No				SY 2024-25	\$1,601,389.01	\$1,450,113.26	\$151,275.75			\$1,601,389.01	
1	1.4	Chromebooks & Technology Upgrades	All	No				SY 2024-25	\$0.00	\$80,000.00				\$80,000.00	
1	1.5	Professional Development	English Foster Low	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	SY 2024-25	\$0.00	\$8,500.00	\$10,000.00			\$18,500.00	
1	1.6	Safe & Maintained Facilities	All Students Disabilities	No				SY 2024-25	\$123,325.00	\$283,273.00	\$40,293.00			\$323,566.00	
1	1.7	Special Education Paraprofessionals	Students Disabilities	No				SY 2024-25	\$61,091.72		\$61,091.72			\$61,091.72	
1	1.8	Curriculum	English Foster Low	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	SY 2024-25	\$0.00	\$30,000.00				\$30,000.00	
1	1.9	SAI Education Specialist	Students Disabilities	No				SY 2024-25	\$104,200.00		\$104,200.00			\$104,200.00	
1	1.10	Related Services	Students Disabilities	No				SY 2024-25	\$0.00	\$207,000.00	\$166,245.00		\$40,755.00	\$207,000.00	

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	1.11	Math and ELA Paraprofessionals	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	SY 2024-25	\$46,529.90	\$0.00	\$46,529.90				\$46,529.90	
1	1.12	Remedial Math and Language Arts Teachers	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	SY 2024-25	\$161,779.23	\$0.00	\$103,573.43			\$58,205.80	\$161,779.23	
2	2.1	Technology - Group Messaging	All	No				SY 2024-25	\$0.00	\$2,000.00	\$2,000.00				\$2,000.00	
2	2.2	Technology - Website and social media	All	No				SY 2024-25	\$0.00	\$1,000.00	\$1,000.00				\$1,000.00	
2	2.3	Student Information System (SIS)	All	No				SY 2024-25	\$0.00	\$12,000.00	\$12,000.00				\$12,000.00	
2	2.4	Virtual Tutoring / Meetings	All	No				SY 2024-25	\$0.00	\$639.60	\$639.60				\$639.60	
2	2.5	Stakeholder Feedback	All	No				SY 2024-25	\$0.00	\$990.00	\$990.00				\$990.00	
3	3.1	Credentialed School Counselor	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	SY 2024-25	\$85,217.08	\$0.00	\$42,608.54	\$42,608.54			\$85,217.08	
3	3.2	School-wide social emotional development program	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	SY 2024-25	\$0.00	\$10,000.00	\$10,000.00				\$10,000.00	
3	3.3	Alternatives to suspension	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$2,500.00	\$2,500.00				\$2,500.00	
3	3.4	School Events, Assemblies, and Activities	All	No				SY 2024-25	\$0.00	\$10,000.00	\$10,000.00				\$10,000.00	
3	3.5	Conflict resolution program	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$1,500.00	\$1,500.00				\$1,500.00	
3	3.6	Campus Supervisor	All Students with Disabilities	No					\$48,020.50	\$0.00	\$48,020.50				\$48,020.50	

## 2024-25 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
3301030	268769	8.142%	0.000%	8.142%	\$268,931.87	0.000%	8.147 %	<b>Total:</b>	\$268,931.87
								<b>LEA-wide Total:</b>	\$268,931.87
								<b>Limited Total:</b>	\$0.00
								<b>Schoolwide Total:</b>	\$0.00
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	1.2	Academic Diagnostics and Monitoring	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$23,720.00		
1	1.5	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$8,500.00		
1	1.8	Curriculum	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$30,000.00		
1	1.11	Math and ELA Paraprofessionals	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$46,529.90		
1	1.12	Remedial Math and Language Arts Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$103,573.43		
3	3.1	Credentialed School Counselor	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$42,608.54		

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 (%)
3	3.2	School-wide social emotional development program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	
3	3.3	Alternatives to suspension	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,500.00	
3	3.5	Conflict resolution program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,500.00	



# 2023-24 Annual Update Table

Totals		Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals		\$2,336,509.34	\$2,365,071.00

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	1.1	New Teacher Induction	Yes	\$28,200.00	\$19,200
1	1.2	English Learner Coordinator	Yes	\$4,950.00	6495
1	1.3	Academic Diagnostics and Monitoring	Yes	\$16,550.00	23971
1	1.4	Highly Qualified Teachers	Yes	\$1,438,956.00	1405523
1	1.5	Chromebooks & Technology Upgrades	No	\$39,345.00	25422
1	1.6	Professional Development	Yes	\$65,700.00	16823
1	1.7	Safe & Maintained Facilities	No	\$216,080.00	218892
1	1.8	Paraprofessionals	Yes	\$125,438.00	117762
1	1.9	Curriculum	Yes	\$70,912.00	86289
1	1.10	Special Education Specialist	No	\$80,340.00	96322
1	1.11	Related Services	No	\$110,481.00	147546

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)
2	2.1	Technology - Group Messaging	No	\$2,200.00	3163
2	2.2	Technology - Website and social media	No	\$915.41	596
2	2.3	Technology - Zoom and virtual meetings	No	\$749.50	541
2	2.4	Stakeholder Feedback	No	\$0.00	0.00
2	2.5	Technology - Student Information System	No	\$8,850.43	19893
2	2.6	English Language Learner Support	Yes	\$7,434.00	8962
3	3.1	School Counselor	Yes	\$43,400.00	67185
3	3.2	Multi-tiered system of supports (MTSS)	Yes	\$10,000.00	12055
3	3.3	Alternatives to suspension	Yes	\$1,600.00	5157
3	3.4	School Events and Activities	No	\$19,676.00	40078
3	3.5	Peer Mediation	Yes	\$2,500.00	2579
3	3.6	Attendance Assemblies and Incentives	No	\$2,500.00	0
3	3.7	Campus Supervisor	No	\$39,732.00	40617

## 2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)	
256125	\$1,815,640.00	\$1,210,787.00	\$604,853.00	0.000%	0.000%	0.000%	
Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing 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	1.1	New Teacher Induction	Yes	\$28,200.00	\$19,200.00		
1	1.2	English Learner Coordinator	Yes	\$4,950.00	6495		
1	1.3	Academic Diagnostics and Monitoring	Yes	\$16,550.00	8071		
1	1.4	Highly Qualified Teachers	Yes	\$1,438,956.00	1102381		
1	1.6	Professional Development	Yes	\$65,700.00	8937		
1	1.8	Paraprofessionals	Yes	\$125,438.00	31022		
1	1.9	Curriculum	Yes	\$70,912.00	1181		
2	2.6	English Language Learner Support	Yes	\$7,434.00	8962		
3	3.1	School Counselor	Yes	\$43,400.00	24538		
3	3.2	Multi-tiered system of supports (MTSS)	Yes	\$10,000.00	0		
3	3.3	Alternatives to suspension	Yes	\$1,600.00	0		
3	3.5	Peer Mediation	Yes	\$2,500.00	0		



## 2023-24 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 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)
3261082	256125	0	7.854%	\$1,210,787.00	0.000%	37.128%	\$0.00	0.000%

# Appendix F: Articles of Incorporation

3478660

Articles of Incorporation  
Of  
Highland Academy Charter School

**FILED** (B) [Signature]  
In the office of the Secretary of State  
of the State of California  
APR 30 2012

## ARTICLE I

The name of this corporation is Highland Academy Charter School.

## ARTICLE II

This corporation is a non-profit 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 PURPOSES.

The purpose for which this corporation is formed is: Education.

## ARTICLE III

The name and address in the State of California of this corporation's initial agent for service of process is:

Brent Raymond Bishop

34194 O'Grady Ct.

Beaumont, CA 92223

## ARTICLE IV

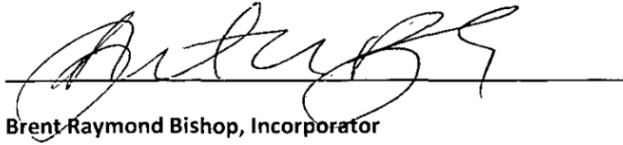
This corporation is organized and operated exclusively for public purposes within the meaning of Section 501(c)(3), Internal revenue Code.

No substantial part of the activities of this corporation shall consist of carrying on propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate or intervene in any political campaign (including the publishing or distribution of statements) on behalf of any candidate for public office.

## ARTICLE V

The property of this corporation is irrevocably dedicated to public purposes and no part of the net income or assets of this corporation shall ever inure to the benefit of any director, officer or member thereof or to the benefit of any private person. Upon the dissolution or winding up of this corporation, its assets remaining after payment, or provision for payment, of all debts and liabilities of this corporation shall be distributed to a nonprofit fund, foundation or corporation which is organized

and operated exclusively for public purposes and which has established its tax exempt status under Section 501(c)(3), Internal revenue Code.



Brent Raymond Bishop, Incorporator

## Appendix G: Proof of Active Corporation Status

HIGHLAND ACADEMY CHARTER SCHOOL (3478660)	>	04/30/2012	Active	Nonprofit Corporation - CA - Public Benefit	CALIFORNIA	WILLIAM MCINTOSH
---	---	------------	--------	---	------------	------------------

### HIGHLAND ACADEMY CHARTER SCHOOL (3478660) ✕



**Request Certificate**

---

<i>Initial Filing Date</i>	04/30/2012
<i>Status</i>	Active
<i>Standing - SOS</i>	Good
<i>Standing - FTB</i>	Good
<i>Standing - Agent</i>	Good
<i>Standing - VCFCF</i>	Good
<i>Formed In</i>	CALIFORNIA
<i>Entity Type</i>	Nonprofit Corporation - CA - Public Benefit
<i>Principal Address</i>	715 WELLWOOD AVE BEAUMONT, CA 92835
<i>Mailing Address</i>	715 WELLWOOD AVE BEAUMONT, CA 92223
<i>Statement of Info Due Date</i>	04/30/2026
<i>Agent</i>	Individual WILLIAM MCINTOSH 715 WELLWOOD AVE BEAUMONT, CA 92223



**View History**



**Request Access**



BA20240952216



STATE OF CALIFORNIA
Office of the Secretary of State
STATEMENT OF INFORMATION
CA NONPROFIT CORPORATION

California Secretary of State
1500 11th Street
Sacramento, California 95814
(916) 657-5448

For Office Use Only
-FILED-
File No.: BA20240952216
Date Filed: 5/14/2024

B2736-8939 05/14/2024 1:24 PM Received by California Secretary of State

Entity Details
Corporation Name: HIGHLAND ACADEMY CHARTER SCHOOL
Entity No.: 3478660
Formed In: CALIFORNIA
Street Address of California Principal Office of Corporation: 715 WELLWOOD AVE, BEAUMONT, CA 92835
Mailing Address of Corporation: 715 WELLWOOD AVE, BEAUMONT, CA 92223
Officers: WILLIAM MCINTOSH (CEO), Elissa Lerma (Secretary), Terrence Lee (CFO)
Additional Officers: None Entered
Agent for Service of Process: WILLIAM MCINTOSH
Email Notifications: Opt-in Email Notifications (No)
Electronic Signature: Terrence Lee (Signed), 05/14/2024 (Date)

## Appendix H: Conflict of Interest Policy



### Conflict of Interest Policy

#### Article I

##### A. Purpose

The purpose of the conflict of interest policy is to protect Highland Academy Charter School's (HACS) interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of HACS or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

#### Article II - Definitions

##### A. Interested Person

Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

##### B. Financial Interest

A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

1. An ownership or investment interest in any entity with which HACS has a transaction or arrangement,
2. . A compensation arrangement with HACS or with any entity or individual with which HACS has a transaction or arrangement, or
3. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which HACS is negotiating a transaction or arrangement.
  - a. Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

- b. A financial interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

### **Article III - Procedures**

#### **A. Duty to Disclose**

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

#### **B. Determining Whether a Conflict of Interest Exists**

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

#### **C. Procedures for Addressing the Conflict of Interest**

1. An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
2. The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
3. After exercising due diligence, the governing board or committee shall determine if HACS can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
4. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in HACS's best



interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

**D. Violations of the Conflicts of Interest Policy**

1. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
2. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

**Article IV - Records of Proceedings**

The minutes of the governing board and all committees with board delegated powers shall contain:

- A. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.
- B. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

**Article V - Compensation**

- A. A voting member of the governing board who receives compensation, directly or indirectly, from HACS for services is precluded from voting on matters pertaining to that member's compensation.
- B. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from HACS for services is precluded from voting on matters pertaining to that member's compensation.

C. No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

#### **Article VI - Annual Statements**

Each director, principal officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:

- A. Has received a copy of the conflicts of interest policy,
- B. Has read and understands the policy,
- C. Has agreed to comply with the policy, and
- D. Understands HACS is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

#### **Article VII - Periodic Reviews**

To ensure HACS operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- A. Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining.
- B. Whether partnerships, joint ventures, and arrangements with management organizations conform to HACS's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

#### **Article VIII - Use of Outside Experts**

When conducting the periodic reviews as provided for in Article VII, HACS may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.

# Appendix I: Uniform Complaint Policy and Form

## Highland Academy Charter School Uniform Complaint Policy and Procedure

### Scope

Highland Academy Charter School's ("Charter School") 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 conducting investigations shall be knowledgeable about the laws and programs which they are assigned to investigate. This complaint procedure is adopted to provide a uniform system of complaint processing for the following types of complaints:

- (1) Complaints of discrimination against any protected group including actual or perceived, including discrimination on the basis of age, sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability, 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.; and
- (2) Complaints of violations of state or federal law and regulations governing the following programs including but not limited to: special education, Title II, Section 504 of the Rehabilitation Act, consolidated categorical aid, No Child Left Behind, migrant education, career technical and technical education training programs, child care and development programs, child nutrition program

The Charter School acknowledges and respects every individual's rights to privacy. Discrimination complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process. This includes keeping the identity of the complainant confidential, as appropriate and except to the extent necessary to carry out the investigation or proceedings, as determined by the Executive Director or designee on a case-by-case basis.

The Charter School prohibits any form of retaliation against any complainant in the complaint process, including but not limited to a complainant's filing of a complaint or the reporting of instances of discrimination. Such participation shall not in any way affect the status, grades or work assignments of the complainant.

### Compliance Officers

The Board of Directors designates the following compliance officer(s) to receive and investigate complaints and to ensure the Charter School's compliance with law:

Executive Director  
Highland Academy Charter School  
715 Wellwood Ave.  
Beaumont, CA 92223

The Executive Director or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Designated employees may have access to legal counsel as determined by the Executive Director or designee.

### Notifications

The Executive Director or designee shall annually provide written notification of the Charter School's uniform

complaint procedures to students, employees, parents/guardians, the Board of Directors, appropriate private officials or representatives, and other interested parties.

The Executive Director or designee shall make available copies of the Charter School's uniform complaint procedures free of charge.

The notice shall:

1. Identify the person(s), position(s), or unit(s) responsible for receiving complaints.
2. Advise the complainant of any civil law remedies that may be available to him/her under state or federal discrimination laws, if applicable.
3. Advise the complainant of the appeal process pursuant to Education Code 262.3, including the complainant's right to take the complaint directly to the California Department of Education (CDE) or to pursue remedies before civil courts or other public agencies.
4. Include statements that:
  - a. The Charter School is primarily responsible for compliance with state and federal laws and regulations;
  - b. The complaint review shall be completed within 60 calendar days from the date of receipt of the complaint unless the complainant agrees in writing to an extension of the timeline;
  - c. An unlawful discrimination complaint must be filed not later than six months from the date the alleged discrimination occurs, or six months from the date the complainant first obtains knowledge of the facts of the alleged discrimination;
  - d. The complainant has a right to appeal the Charter School's decision to the CDE by filing a written appeal within 15 days of receiving the Charter School's decision; and
  - e. The appeal to the CDE must include a copy of the complaint filed with the Charter School and a copy of the Charter School's decision.

## 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 governing educational programs. Compliance officers shall maintain a record of each complaint and subsequent related actions.

All parties involved in allegations 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, public agency, or organization may file a written complaint of alleged noncompliance by the Charter School.

A complaint alleging unlawful discrimination or harassment shall be initiated no later than six months from the date when the alleged discrimination occurred, or six months from the date when the complainant first obtained knowledge of the facts of the alleged discrimination. A complaint may be filed by a person who alleges that he/she personally suffered unlawful discrimination or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination.

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.

If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, Charter School staff shall assist him/her in the filing of the complaint.

- **Step 2: Mediation**

Within three 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 a discrimination 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 problem within the parameters of law, the compliance officer shall proceed with his/her 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 days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally.

The complainant and/or his/her 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 Charter School's investigator with documents or other evidence related to the allegations in the complaint, or his/her failure or refusal to cooperate in the investigation or his/her 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 investigator 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.

- **Step 4: Response**

OPTION 1:

Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written report of the Charter School's investigation and decision, as described in Step #5 below, within 60 days of the Charter School's receipt of the complaint.

OPTION 2:

Within 30 days of receiving the complaint, the compliance officer shall prepare and send to the complainant a written report of the Charter School's investigation and decision, as described in Step #5 below. If the complainant is dissatisfied with the compliance officer's decision, he/she may, within five days, file his/her complaint in writing with the Board of Directors.

The Board may consider the matter at its next regular Board meeting or at a special Board meeting convened in order to meet the 60-day time limit within which the complaint must be answered. The Board may decide not to hear the complaint, in which case the compliance officer's decision shall be final.

If the Board hears the complaint, the compliance officer shall send the Board's decision to the complainant within 60 days of the Charter School's initial receipt of the complaint or within the time period that has been specified in a written agreement with the complainant.

- **Step 5: Final Written Decision**

The Charter School's decision shall be in writing and sent to 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(s) of law.
3. Disposition of the complaint.
4. Rationale for such disposition.
5. Corrective actions, if any are warranted.
6. Notice of the complainant's right to appeal the Charter School's decision within fifteen (15) days to the CDE and procedures to be followed for initiating such an appeal.
7. For discrimination complaints arising under state law, notice that the complainant must wait until 60 days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies.
8. For discrimination complaints arising under federal law such complaint may be made at any time to the U.S. Department of Education, Office for Civil Rights.

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 report shall not give any further information as to the nature of the disciplinary action.

#### Appeals to the California Department of Education

If dissatisfied with the Charter School's decision, the complainant may appeal in writing to the CDE within fifteen (15) days of receiving the Charter School's decision. When appealing to the CDE, the complainant must specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of the Charter School's decision.

Upon notification by the CDE that the complainant has appealed the Charter School's decision, the Executive Director or designee shall forward the following documents to the CDE:

1. A copy of the original complaint.
2. A copy of the decision.
3. A summary of the nature and extent of the investigation conducted by the Charter School, if not covered by the decision.
4. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by all parties and gathered by the investigator.
5. A report of any action taken to resolve the complaint.
6. A copy of the Charter School's complaint procedures.



7. Other relevant information requested by the CDE.

The CDE may directly intervene in the complaint without waiting for action by the Charter School when one of the conditions listed in Title 5, California Code of Regulations, Section 4650 5 CCR 4650 exists, including cases in which the Charter School has not taken action within 60 days of the date 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 discrimination complaints arising under state law, however, a complainant must wait until 60 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 his/her right to file a complaint in accordance with 5 CCR 4622.

## Uniform Complaint Procedure Discrimination/Harassment Complaint Reporting Form

In accordance with the District's Uniform Complaint Procedures (5 CCR 4620) each school district shall follow uniform complaint procedures when addressing complaints alleging unlawful discrimination against any protected group. Protected groups put forth under Title IX and in California are enumerated by Education Code §§ 200 and 220, Government Code §11135, and include actual or perceived sex, sexual orientation, gender, ethnicity, race, ancestry, national origin, religion, color, mental or physical disability, and age, as well as association with member of a protected class. Additionally, it is the policy of the State of California, pursuant to Section 200, that all persons should enjoy freedom from discrimination and/or harassment of any kind in the educational institutions of the state. This also includes sexual harassment, which is a form of sexual discrimination (EC § 231.5).

### I. Contact Information:

Name: \_\_\_\_\_  
Address: \_\_\_\_\_  
City: \_\_\_\_\_ Zip: \_\_\_\_\_  
Home Phone: \_\_\_\_\_ Work or Cell Phone: \_\_\_\_\_

### II. Complainant

You are filing this complaint on behalf of: \_\_\_\_\_  
 yourself     your child or a (student)     another student     a group

### III. School Information

School Name: \_\_\_\_\_  
Principal's Name: \_\_\_\_\_  
Address: \_\_\_\_\_ City: \_\_\_\_\_

### IV. Basis of Discrimination or Harassment:

Please check the following box(s), based on the type(s) of harassment you experienced, (Education Code §§ 200 and 220, Government Code §11135) including *actual or perceived*:

Complaints related to:

- |   |   |
|---|---|
| <input type="checkbox"/> Sexual orientation | <input type="checkbox"/> Ancestry                                 |
| <input type="checkbox"/> Gender*            | <input type="checkbox"/> Mental or physical disability            |
| <input type="checkbox"/> Ethnicity          | <input type="checkbox"/> Age                                      |
| <input type="checkbox"/> Race               | <input type="checkbox"/> Association with any of these categories |
| <input type="checkbox"/> National origin    | <input type="checkbox"/> Sexual Harassment                        |
| <input type="checkbox"/> Religion           | <input type="checkbox"/> Sex (Title IX)                           |
| <input type="checkbox"/> Color              |   |

\*According to state law, "Gender" means sex, and includes a person's gender identity and gender related appearance and behavior whether or not stereotypically associated with the person's assigned sex at birth." CA Education Code § 210.7 & CA Penal Code § 422.56(c).

**V. Details of Complaint**

Please answer the following questions to the best of your ability. Attach additional sheets of paper if you need more space.

Please **describe** the type of harassment or discrimination that you experienced, including the events or actions, in as much detail as possible:

---

---

---

List the **people** involved in harassing or discriminating against you:

---

---

---

List any **witnesses** of the incident:

---

---

Describe the **location where** the harassment/discrimination occurred:

---

---

---

---

Please list **all the date(s) and times** when the harassment/discrimination occurred or when the alleged harassment/discrimination first came to your attention:

---

---

---

**What steps**, if any, have you taken to resolve this issue before filing a complaint?

---

---

---

---

\_\_\_\_\_  
Signature of person filing complaint

\_\_\_\_\_  
Date

Received by:  
Title:

Date Filed:

**Please provide a duplicate copy to the complainant.**

## **Appendix J: Board of Directors Roster and Biographies**

### **Matthew Neri, Board President**

Mr. Neri, one of the founding parents of Highland Academy, has been an integral part of the school community since its establishment. His extensive 27-year career in communications has equipped him with the skills and experience to foster and nurture strong relationships within the community, which has been invaluable to the school's development.

Mr. Neri's dedication to Highland Academy is evident through his active involvement in leadership roles. He served on the Board of Directors for six years, contributing his expertise and insights to guide the school's direction. After a one-year hiatus, he returned in 2024 and was elected Board President.

His commitment to Highland Academy stems from a deep belief in the school's mission and a strong admiration for the exceptional work carried out by the administration, teachers, and staff. He continues to be inspired by the vision established by the original founders and takes immense pride in the flourishing learning community that they have collectively built.

### **Kelly Griffenhagen, Board Vice-President**

Kelly Griffenhagen is an elementary school teacher of 21 years. Before becoming an elementary school teacher, she was an aide in a Special Education classroom for 6 years. She earned her AA from Crafton Hills College in Liberal Studies and her B.A. from Cal State San Bernardino in Liberal Arts. She holds a California Teaching Credential with an English Learner Authorization. Mrs. Griffenhagen holds an M.A. from National University in Technology. Her professional experience has included mentoring student teachers, leadership roles within her district and serving as principal designee. Kelly Griffenhagen is a strong advocate for students and believed that all students deserve to be treated with respect and kindness. With her fellow board members, she will make sure that decisions are made with students and staff best interest at heart.

### **Kristina Santillan, Board Secretary**

Kristina Santillan is a new member of the Highland Academy School Board. She is the mother of two daughters who currently attend Highland Academy and have done so since their Kindergarten year, starting in 2018. She is married to her husband, Anthony, and they have built a life together for 22 years.

Ms. Santillan is a college graduate with a degree in Respiratory Care, holds a State Licensure as a Respiratory Practitioner, and has a National Credential. She also has degrees in Anatomy and Physiology and Psychology. She has worked as a Respiratory Practitioner for 15 years at Kaiser Permanente. Her experience includes working in all areas of the hospital, providing and managing life support for patients in the ICUs and ER, and delivering Respiratory Care for Telemetry and Med/Surg Units. She also holds a specialized Certification in Neonatal Care for pre-term infants, through which she has attended hundreds of high-risk deliveries and provided and managed life support for hundreds more neonates.

Outside of work, Ms. Santillan's life and time are primarily dedicated to her family. Her daughters are involved in after-school activities and sports, which she and her husband enjoy watching. As a family, they spend time exploring new places, visiting museums and gardens, and enjoying movies and good food together. They are a Catholic family actively involved in church and church activities, focused on furthering their faith, knowledge, and love for God.

When Ms. Santillan and her husband were initially searching for schools for their eldest daughter, they determined that a Charter School was the best choice. They appreciated the small class sizes and the overall intimate school environment, which they believed would foster a better learning atmosphere. Both of their daughters have attended Highland Academy since Kindergarten and have thrived due to the dedication of their teachers. Her hopes and goals for the school's future include fostering an environment that encourages academic excellence and attracts students who are motivated to challenge themselves and excel academically, achieving a high standard in their education. She and her husband have always valued the school's family-oriented nature and strong family involvement,

believing this aspect is crucial for students' success and hard work. Ms. Santillan looks forward to the school's continued positive development for both students and staff and hopes to contribute pragmatically to that progress.

### **Jason French, Board Member**

Mr. Jason French considers himself a blessed man. Throughout his life, he has striven to excel in all that he does and inspire others. By any meaningful measure, he has been successful. He considers his extraordinary wife to be one of his greatest blessings. Her leadership, support, and love for their family have been the benchmark he aspires to. As a father blessed with boys and girls, he is in awe of the stewardship he has been gifted. His family holds all his hopes for the future, shaping all major decisions he makes.

Mr. French has been focused on education from an early age and is grateful for the opportunity to scale up his experience through service. He started as a counselor at the YMCA all four of his high school years, then had the privilege of working for Jurupa Unified School District while he earned his B.A. in Liberal Studies. He was given the opportunity to work with students and sports teams from kindergarten through high school. As an ESL bilingual tutor, he gained insights into different cultures that narrowed the learning gap for his pupils. Working in the RSP and SDC programs allowed him to see the impact of IEP caseloads properly managed and where additional resources needed request. As a player and then coach for multiple sports across all ages, he reveled in each athlete's joy and glory as their skills grew from beginner to advanced. More importantly, he was always humbled by the efforts individual students put in to build a cohesive team, focused on a singular goal.

After graduating from CSUSB, he worked for Lamar Billboard Advertising for nearly 20 years. Starting as an assistant and finishing as a Regional Sales Manager, he was able to see the most effective processes in marketing and advertising across all platforms. Working with amazing team members, they were able to achieve incredible success. As they improved the financial standings for their clientele, they realized the increase in their profit margins. They grew their market share through acquisitions and partnerships, allowing them to provide community service donations to local, regional, and national non-profit entities continuously. Mr. French has received Congressional recognition and multiple community awards for his service with organizations like the Ontario Chamber of Commerce Board of Directors and as a Founding Director for the Regional Police Museum. He is currently the Temple Facilities Assistant at the Redlands Temple, maintaining the operations of a 34,000 square foot house of worship on 4.6 acres. He also serves as a volunteer leader with his church, entrusted with various roles from Sunday School to assisting with congregation finances.

He believes youth deserve a chance to thrive. Current research indicates most won't thrive without individual attention. The choices before them now are virtual anonymity online or real anonymity in a crowded classroom. Highland Academy Charter School can grow to fill that gap. As a member of the Highland Academy Board of Directors, his focus is on not just meeting but exceeding the needs of the community. By building on the achievements of those before him, he is confident they can effectively scale up their framework to duplicate their successes for a larger age group, focusing on their resilient culture and the core values that have been so impactful to their students.

### **Johana Carpio, Board Member**

Johana Carpio, honored to join the Highland Academy Board in 2023, has been involved with Highland as both a parent and community member. She is passionate about Highland's motto "Find Your Genius" and helping each student find their talents and passion. Ms. Carpio understands that an alternative to a traditional school setting is sometimes necessary and is thrilled that Highland Academy fills that need within our community. She believes strongly in parent choice and that parents, ultimately, understand what educational setting will best benefit their students.

As a resident, volunteer, and real estate professional, Ms. Carpio's community connections have helped Highland Academy take a more prominent community role. Her connections have helped advance our school by getting us involved in multiple events and volunteer opportunities.

Ms. Carpio is also the proud founder of the Nathan Carpio Foundation, which honors her late son, who also attended Highland Academy. This organization was founded to honor his memory and is committed to making a lasting impact on our community. The foundation works tirelessly to collect, distribute, and deliver toys and experiences to children who may not otherwise have access to them, especially during special occasions and holidays. Through its efforts, the foundation aims to

foster a sense of belonging, inspire creativity, and instill a sense of wonder in the hearts of our community.

## **Appendix K: El Dorado County Charter SELPA Letter of Good Standing**

April 3, 2025

Billy McIntosh  
Executive Director  
Highland Academy  
715 Wellwood Avenue  
Beaumont, CA 92223

***Sent via Email***

Re: Highland Academy – CDS # 33-66993-0127142

To whom it may concern,

Highland Academy has been a member of the El Dorado County Charter SELPA since July 2021. Highland Academy is a member in good standing and has demonstrated the commitment and capacity to function as a LEA for special education services.

Please contact me if you have any questions.

Sincerely,



Ginese Quann  
Executive Director

GQ:lc

cc: Mays Kakish, Superintendent, Beaumont Unified