



SOAR Charter Academy

SOAR Board Meeting

Date and Time

Tuesday August 26, 2025 at 5:00 PM PDT

Location

198. Mill Street, San Bernardino, CA 92408

THE ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE Notice is hereby given that the order of consideration of matters on this agenda may be changed without prior notice. REASONABLE LIMITATIONS MAY BE PLACED ON PUBLIC TESTIMONY The Governing Board's presiding officer reserves the right to impose reasonable time limits on public testimony to ensure that the agenda is completed. REASONABLE ACCOMMODATION WILL BE PROVIDED FOR ANY INDIVIDUAL WITH A DISABILITY Pursuant to the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, any individual with a disability who requires reasonable accommodation to attend or participate in this meeting of the Governing Board may request assistance by contacting SOAR Charter Academy during normal business hours at (909) 888-3300 as far in advance as possible, but no later than 24 hours before the meeting. FOR MORE INFORMATION For more information concerning this agenda or for materials relating to this meeting, please contact SOAR Charter Academy, 198 W. Mill St., San Bernardino, CA 92408; telephone, (909) 888-3300; fax (909)888-3310; www.soarcharteracademy.org

Agenda

	Purpose	Presenter	Time
I. Opening Items			5:00 PM
A. Record Attendance		Nicole Baird	1 m

	Purpose	Presenter	Time
B. Call the Meeting to Order		Nicole Baird	
C. Approve Minutes	Approve Minutes	Nicole Baird	1 m
Approve minutes for SOAR Board Meeting on June 17, 2025			
II. Public Comment			
III. Updates			5:02 PM
A. Directors' Updates	FYI	Trisha Lancaster	10 m
B. Financial Update	Discuss	Kristin Hadden	5 m
C. SOAR's Williams Report 4th Quarter	FYI	Kristin Hadden	5 m
D. Discussion of Board Bylaws and Board Terms	Discuss	Trisha Lancaster	10 m
Jemia Wilson's 1st term ends September 2025.			
IV. Action Items			5:32 PM
A. Approval of SOAR Parent/Student Information Handbook 2025/26	Vote	Tammi Martinez	5 m
B. Approval of Wish You Well Foundation Grant	Vote	Tammi Martinez	5 m
needs to be signed by Nicole Baird after approved.			
C. Approval of 2024/25 Unaudited Actuals	Vote	Kristin Hadden	5 m
D. Approval of 2024/25 EPA Expenditures	Vote	Kristin Hadden	5 m
V. Closing Items			5:52 PM
A. Adjourn Meeting	Vote		

Coversheet

Approve Minutes

Section:	I. Opening Items
Item:	C. Approve Minutes
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for SOAR Board Meeting on June 17, 2025

DRAFT

SOAR Charter Academy

Minutes

SOAR Board Meeting

Date and Time

星期二 六月 17, 2025 at 5:00 下午

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Directors Present

I. Kiriakos, J. Wilson, M. Montana, N. Baird

Directors Absent

D. Williams

Guests Present

K. Hadden, R. Nunez, T. Lancaster, T. Martinez

I. Opening Items

A. Record Attendance

B. Call the Meeting to Order

N. Baird called a meeting of the board of directors of SOAR Charter Academy to order on Tuesday Jun 17, 2025 at 5:00 PM.

C. Approve Minutes

J. Wilson made a motion to approve the minutes from SOAR Board Meeting on 06-03-25.

M. Montana seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

D. Williams Absent

J. Wilson Aye

N. Baird Aye

I. Kiriakos Aye

M. Montana Aye

II. Closed Session

A. Expulsion Hearing 1

Student 1 did not show and neither did the parents. The proceedings continue and the expulsion hearing continued. The board deliberated and voted unanimously voted to expel the student for a 1 year expulsion.

B. Expulsion Hearing 2

Student 2 did not show and neither did the parents. The proceedings continue and the expulsion hearing continued. The board deliberated and voted unanimously voted to expel the student for a 1 year expulsion.

III. Updates

A. Directors' Updates

Kristin Hadden explained that SOAR moved its cohort for CYBHI to cohort 5 to further gain education on how the program works.

B. Financial Update

We will be reviewing the annual budget in the action items.

IV. Action Items

A. Approval of 2025/26 Budget Overview for Parents and the Local Control Accountability Plan

I. Kiriakos made a motion to approve 2025/26 budget overview for parents and local.

J. Wilson seconded the motion.

Ileana stated that all areas of development that we have discussed through the year are stated in the LCAP.

The board **VOTED** to approve the motion.

B. Approval of 2025/26 Budget

J. Wilson made a motion to approve the 2025/26 budget.

M. Montana seconded the motion.

Kristin explained main changes in the budget for next year, including raises, ERC, reserve amount, and we have an even budget.

The board **VOTED** unanimously to approve the motion.

Roll Call

M. Montana Aye

I. Kiriakos Aye

N. Baird Aye

D. Williams Absent

J. Wilson Aye

C. Approval of 2025/26 Federal Addendum

M. Montana made a motion to approve the 2025/26 Federal Addendum.

I. Kiriakos seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

N. Baird Aye

D. Williams Absent

M. Montana Aye

J. Wilson Aye

I. Kiriakos Aye

D. Approval of 2025 Local Indicators

I. Kiriakos made a motion to approve the 2025 Local Indictors.

J. Wilson seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

I. Kiriakos Aye

N. Baird Aye

Roll Call

M. Montana Aye
D. Williams Absent
J. Wilson Aye

E. Approval of Instructional Continuity Plan

M. Montana made a motion to approve the Instructional Continuity Plan.
I. Kiriakos seconded the motion.
Tammi updated timelines but everything else stayed consistent.
The board **VOTED** unanimously to approve the motion.

Roll Call

I. Kiriakos Aye
D. Williams Absent
M. Montana Aye
J. Wilson Aye
N. Baird Aye

F. Approval of 2025/26 School Calendar

J. Wilson made a motion to approve the 2025/26 School Calendar.
M. Montana seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

I. Kiriakos Aye
M. Montana Aye
D. Williams Absent
J. Wilson Aye
N. Baird Aye

G. Approval of 2025/26 Instructional Minutes

I. Kiriakos made a motion to approve the 2025/26 Instructional Minutes.
M. Montana seconded the motion.
Tammi presented that lunches were flipped to accomodate lunch time.
The board **VOTED** unanimously to approve the motion.

Roll Call

J. Wilson Aye
I. Kiriakos Aye
N. Baird Aye
D. Williams Absent
M. Montana Aye

H. Approval of the CONAPP

M. Montana made a motion to approve the CONAPP.

J. Wilson seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

I. Kiriakos Aye
N. Baird Aye
J. Wilson Aye
D. Williams Absent
M. Montana Aye

I. Approval of EPA plan

M. Montana made a motion to approve the EPA plan.

I. Kiriakos seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

J. Wilson Aye
I. Kiriakos Aye
M. Montana Aye
N. Baird Aye
D. Williams Absent

V. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:05 下午.

Respectfully Submitted,
N. Baird

Coversheet

Directors' Updates

Section:	III. Updates
Item:	A. Directors' Updates
Purpose:	FYI
Submitted by:	
Related Material:	Directors_Updates.docx (3).pdf

July 28-August 26, 2025

Renee

- Director Meetings
- Staff Meetings
- Board Meeting
- Weekly SPED team meetings
- Weekly meeting with Mental Health counselor (touching base with Macy/ Tamika)
- Weekly meetings with OT/ Nurse/ SLP
- Weekly meetings with school Psych
- Classified Meetings
- Presented at New Family Orientation
- Present at Middle School Orientation
- Attended Back to School Nights
- Participated in SPED teacher Interview
- Meet with Mentees new year
- Phone Interviews with the Balancing Act (TV Show)
- Reviewed new contract with Speech Pathologist (SLPA)/ OT
- Organizing SPED support with subs
- Attended CAASPP Awards Assembly
- Met with Arika (to meet with Toby) Intervention teachers about SSTs/ Pano
- Updating list of SST students (reviewing goals)
- 2 Teacher support meetings (Pano/ Retention)
- Completed a webinar- YM&C "Exploring LRE"
- CYBHI Webinars (cohort 4) every Thursday
- 1st Daily Weather Checks 8/25
- Planning with LLU lessons for 2nd & 3rd grade

Tammi

- Director Meetings
- Presented at New Family Orientation 7/31
- Presented at Middle School Orientation 7/31
- Presented at TK Orientation 7/31
- Attended Back to School Night for 1st-6th 8/12
- Weekly staff bulletins and Parent Square announcements
- Completed the Student Handbook changes from legal advice including updating Title IX and Suicide Prevention Policy.
- HR Compliance Webinars - familiarizing with new updates
- Training for new dental/vision benefits employer platform
- Zoom meeting with High Impact Tutoring Sprint.. hoping to enroll with a team to bring the strategies to SOAR
- Final phone call with San Manuel regarding mobile library grant application. We have been awarded \$15,000

- Received \$1200 from Stater Bros. Foundation and \$500 from Thinkwise Credit Union toward Mobile Library
- Completed 10 additional literacy grants for Mobile Library
- Hoping for board backing and chair signature for “Wish You Well” Foundation Grant toward mobile library
- Meeting set up with Pacific Fundraisers as a platform for family and community donations toward the Mobile Library
- Phone call meeting with the producer of “The Balancing Act” television program to feature SOAR
- Followup phone call with the executive producer of The Balancing Act.. SOAR is going to be featured
- Completed staff job descriptions for renewal document
- CALSAAS monitoring for appropriate credentials and teacher placement
- Place job postings/Interview for SPED
- Meeting with potential new subs
- Met with new Mentees
- Set up a family astronomy night with the Riverside Astronomical Society for January 30th
- Fundraiser dinner nights set up; Panda Express 9/11 and Chipotle 10/8
- New hire benefits enrollment

Kristin

- Budget planning, accounts payable, and payroll
- Set up ASP, met with classified and created a new schedule so that kids can rotate clubs and get a routine
- Webinars
- CCSPP starting weekly webinars
- Director Meetings
- Met with Mentees and did a meet and greet
- SB charter meeting
- Lot and lots of ordering teacher materials/curriculum
- Lots and lots of ordering Amazon for start of school
- I am beginning to get better and went to 7 classes last week and 3-4 the week before
- Meetings bi weekly with Marisol
- Helping set up and plan Catalina with middle school
- Attended Back to School Night
- Start up of a new food program (the kids seem to be liking it more) and it has been a learning lesson and adapting
- Enrollment, enrollment, enrollment! This has been a struggle but we are working on it.
- Supporting as needed for renewal, attendance recovery, audit

Trisha

- Panorama, CSDC, McGraw, CCSA, CDE, SBCSS LCAP, and SBCSS Federal and State Network webinars
- Plan and ran PD days in July
- Sat in interviews for SPED teacher
- Presented at New Family Orientation 7/31
- Attended Back to School Night for 1st-6th 8/12
- Attended Directors meetings weekly
- Prepped agenda for Board meeting
- Met with Mentees to meet them and set goals
- Planned and ran weekly staff meetings
- Planned and ran weekly classified meetings
- Phone calls with Balancing Acts producers
- Attended SB Charter meeting hosted by SOAR
- Attended CAASPP medal assembly
- Weekly standing meetings with 3 new teachers
- Weekly standing meeting with Toby
- Instructional Aide for the Day in TK

Coversheet

Financial Update

Section:	III. Updates
Item:	B. Financial Update
Purpose:	Discuss
Submitted by:	
Related Material:	SOAR-June 2025 Board Summary 25.08.22 (1).pdf SOAR-July 2025 Board Summary 25.08.29 (1).pdf



SOAR Charter Academy

Monthly Financial Presentation – June 2025

June Highlights

Highlights

- Enrollment at 461, ADA at 92% .
- Year-end surplus \$1.4 and the fund balance remains strong at \$3.9M.
- Revenue includes ERC credit +\$975K; boosting surplus.
- Cash at month end **\$2.9 million**, 35% of expenses.

Compliance and Reporting

- UAR Due September 15
- EPA Final Expenditures due September 15
- Prop 28 – Dues September 30

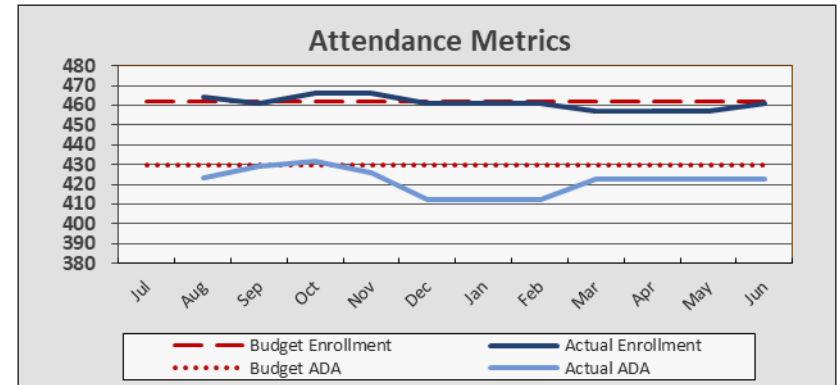


Attendance Data and Metrics

Enrollment and Per Pupil Data

Enrollment & Per Pupil Data			
	<u>Actual</u>	<u>Forecast</u>	<u>Budget</u>
Average Enrollment	461	461	468
ADA	423	423	435
Attendance Rate	92%	92%	93.0%
Unduplicated %	86.0%	86.0%	85.5%
Revenue per ADA		\$23,463	\$19,256
Expenses per ADA		\$19,996	\$19,122

Attendance Metrics



Enrollment 461.

92% ADA (422.52) and rolling UPP 85.97%.

LCFF is calculated at \$14,624 per ADA.

Revenue

- **June Updates**
 - **LCFF forecast set at 1.07% with P2 numbers.**
 - **ERC Funds +\$975K**
 - **Prop 28 Funds plus ELOP Funds.**

	One-Time Funding						
	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/2029
Expanded Learning Opportunities Program FY23-24		102,388	289,483				
Expanded Learning Opportunities Program FY24/25			673,629	673,629	637,629	637,629	637,629
Title I FY23/24		60,692	84,337				
Title I FY24/25			133,052	24,152			
Fresh Food 5370			21,848				
National School Lunch Program 5314 FY22/23			4,258				
Child and Adult Care Food Program			110,900				
Child Nutrition Fresh Fruit and Vegetable Program			60,195				
Supply Chain Assistance 5466 FY22/23				18,225			
Supply Chain Assistance 5466 FY23/24				16,793			
ARP 5634 FY21/22			1,835				
Pandemic EBT FY21/22			614				
UPK/Pre-K FY21-22			57,376				
UPK/Pre-K FY22-23			52,514				
Educator Effectiveness Block Grant	11,228	27,948	15,952	62,597			
CCSP FY23/24		103,780	76,220	20,000			
CYBHI FY23/24			10,553	44,028			
AMS Prop 28 Funding FY23/24			16,402	60,164			
AMS Prop 28 Funding FY24/25			-	75,990			
AMS Prop 28 Funding FY25/26					75,990		
AMS Prop 28 Funding FY26/27 + FY27/28						75,990	75,990
KIT Infrastructure		-	109,558	14,593			
ELOG 7426	13,258	-	17,454				
	\$ 24,486	\$ 294,809	\$ 1,736,179	\$ 1,010,170	\$ 713,619	\$ 713,619	\$ 713,619

Revenue

State Aid-Rev Limit
Federal Revenue
Other State Revenue
Other Local Revenue

Total Revenue

Year-to-Date		
Actual	Budget	Fav/(Unf)
\$ 6,177,678	\$ 5,498,924	\$ 678,754
1,707,806	610,655	1,097,151
1,916,182	1,156,097	760,086
111,919	108,810	3,109
\$ 9,913,585	\$ 7,374,485	\$ 2,539,100

Annual/Full Year		
Forecast	Budget	Fav/(Unf)
\$ 6,177,677	\$ 6,332,033	\$ (154,356)
1,707,806	676,342	1,031,464
1,916,182	1,263,722	652,460
111,919	108,810	3,109
\$ 9,913,585	\$ 8,380,907	\$ 1,532,678



Expenses

- June Updates
 - Expenses above budget –
 - Classified Salaries \$129K + benefits \$85k
 - Software \$92K
 - Transportation \$32k
 - Utilities \$66k
 - Legal \$91K
 - Other taxes and fees \$28k

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Expenses						
Certificated Salaries	\$ 3,086,307	\$ 3,110,597	\$ 24,290	\$ 3,086,307	\$ 3,110,597	\$ 24,290
Classified Salaries	1,261,828	1,132,711	(129,117)	1,261,828	1,132,711	(129,117)
Benefits	1,614,764	1,529,170	(85,594)	1,614,764	1,529,170	(85,594)
Books and Supplies	990,999	953,539	(37,460)	990,999	953,539	(37,460)
Subagreement Services	207,220	390,254	183,034	207,220	390,254	183,034
Operations	474,864	369,200	(105,664)	474,864	369,200	(105,664)
Facilities	114,822	131,611	16,789	114,822	131,611	16,789
Professional Services	646,036	620,911	(25,125)	646,036	654,236	8,200
Depreciation	51,902	51,502	(400)	51,902	51,502	(400)
Interest	-	-	-	-	-	-
Total Expenses	\$ 8,448,742	\$ 8,289,496	\$ (159,246)	\$ 8,448,742	\$ 8,322,820	\$ (125,922)

Surplus / (Deficit) & Fund Balance

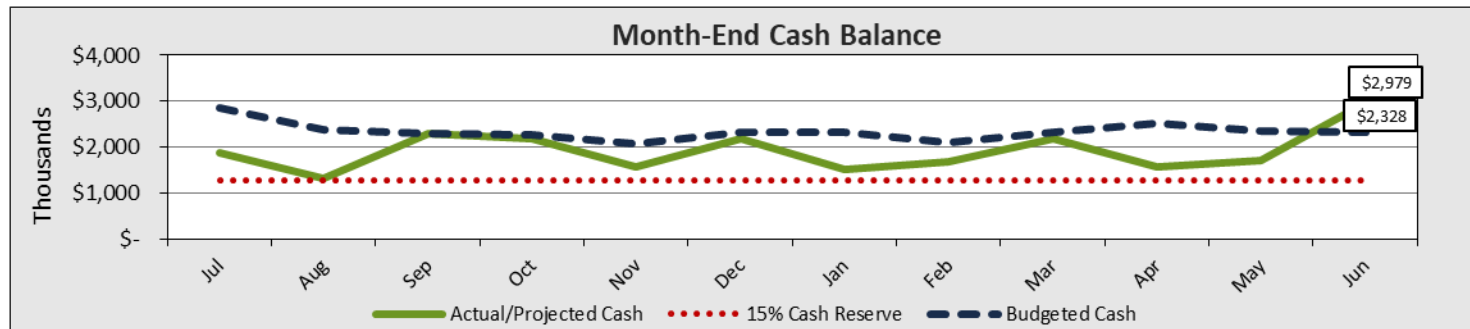
- Fund balance forecast strong **\$1.4+ million**.

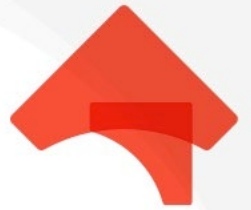
	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Total Surplus(Deficit)	\$ 1,464,843	\$ (915,011)	\$ 2,379,854	\$ 1,464,843	\$ 58,087	\$ 1,406,756
Beginning Fund Balance	<u>2,450,031</u>	<u>2,450,031</u>		<u>2,450,031</u>	<u>2,450,031</u>	
Ending Fund Balance	<u>\$ 3,914,874</u>	<u>\$ 1,535,020</u>		<u>\$ 3,914,874</u>	<u>\$ 2,508,119</u>	
<i>As a % of Annual Expenses</i>	46.3%	18.4%		46.3%	30.1%	



Cash Balance

- Current cash is \$2.9 million.
- Cash remain steady throughout the year, moved with AR timing.





Top 10 Payments

Check Number	Vendor Name	Check Date	Check Amount
27068	SANB000--San Bernardino County	6/6/2025	\$ 77,330.18
27085	COLO3347--Colonial Life	6/18/2025	5,879.50
27103	REDL000--Redlands Office Cleaning Solutions	6/18/2025	12,690.00
27104	REVO000--Revolution Foods, PBC	6/18/2025	56,420.27
27115	WRIG001--Wright Specialty Premium Trust	6/18/2025	6,724.50
27119	WEBS000--The Webstaurant Store	6/26/2025	13,733.52
27132	ULIN000--ULINE	6/26/2025	88,340.61
27134	HADD000--Kristin Hadden	6/30/2025	10,194.99
ACH	SOUT4375--Southern California Edison	6/12/2025	10,417.60
ACH	GRAV000--Gravie Administer	6/30/2025	<u>51,792.48</u>
Total Disbursements in June			<u>\$ 333,523.65</u>

Compliance Deadlines (next 60 days)



Area	Due Date	Description	Completed By	Board Must Approve	Signature Required	Additional Information
DATA TEAM	Aug-01	2024-25 Local Indicators Dashboard deadline - The 2025 Dashboard reporting window will be open from June 3, 2025 through August 1, 2025. California School Dashboard Coordinators report their LEA's 2024–25 Local Indicators to the Dashboard on the myCDEconnect unified system. These are the local indicators that will be reported on the 2024 Dashboard. This includes reporting the date that the 2025 local indicator results were reported to the local governing board/body on or before July 1, 2025, at the same meeting at which the Local Control and Accountability Plan (LCAP) is adopted. If an LEA does not submit results within the reporting window, a performance rating of "Standard Not Met" or "Standard Not Met for Two or More Years," as applicable, will appear on the LEA's 2025 Dashboard. For further information regarding Dashboard Coordinators or local indicators, please contact the Local Agency Systems Support Office by email at LCFF@cde.ca.gov.	SOAR	Yes	No	https://www.cde.ca.gov/ta/ac/cm/localindicators.asp
DATA TEAM	Aug-08	CALPADS EOY 1, 2, 3 and 4 Amendment Window Deadline - Course completion data for grades 7-12, CTE participants, concentrators, completers, program eligibility/participation, homeless student counts, student discipline, cumulative enrollment and student absence data must be submitted to CDE by 8/16/2024.	SOAR with Charter Impact support	No	No	https://www.cde.ca.gov/ds/sp/cl/rptcalendar.asp
FINANCE	Aug-30	Mandate Block Grant Application - Mandate Block Grant funding is available to fund the costs of mandated programs and activities. The Mandate Block Grant application is the only option for charter schools to receive this funding. (2025/26 forecast funding per PY ADA K-8 \$20.52, 9-12 \$57.04).	Charter Impact	No	No	https://www.cde.ca.gov/fg/fo/r14/mandatebg24rfa.asp
DATA TEAM	Aug-31	Administer English Language Proficiency Assessment for California (ELPAC) Initial Assessment - Based on the results of the home language survey, every pupil in California whose native language is not English is required to be tested within 30 days of the start of school. Be sure to note your school's 30th day of instruction and test all ELPAC students before that date. This reporting is used for students' academic performance and state and federal accountability reporting requirements.	SOAR	No	No	https://www.cde.ca.gov/ta/tg/ep/
FINANCE	Sep-15	Unaudited Actual Reports - Annual unaudited financial statements for the preceding year are due by date set by the charter authorizer (no later than September 15th).	Charter Impact	Yes	Yes	https://www.cde.ca.gov/fg/sf/fr/cs/alternative.asp
FINANCE	Board approval before Sept 30	Prop 28 Annual Report - This annual report must be board approved, submitted to the CDE through the Arts and Music in Schools Portal, and posted to the LEA's website. The mandated information for this report includes: The number of full-time equivalent teachers, classified personnel, and teaching aides; The number of pupils served; The number of school sites providing arts education programs with AMS funds.	Charter Impact with SOAR support	Yes	No	https://www.cde.ca.gov/eo/in/prop28artsandmusicdfunding.asp
FINANCE	Sep-12	California Community Schools Partnership Program (CCSPP) Annual Expenditure Report (AER) The AER will be due on Tuesday, September 12, 2025. Please email the AER to CCSPP@cde.ca.gov. Please use the original Expenditure Report that you submitted last year to complete the final expenditures for this year, all expenditures for both years should be in the same file. CDE sent the updated Expenditure Report template for your reference. The attached AER template will be used for all fiscal reporting including budget changes and the reporting of actual annual expenditures. Additionally, the AER contains all program years of the CCSPP so it can be used as a working document between the Grantee and the CDE's Community Schools Office (CSO). If there are questions on the Expenditure Report, please contact the CDE, CSO at CCSPP@cde.ca.gov. If you have questions or need to update the contacts we have listed for your organization, please email the CSO at CCSPP@cde.ca.gov	Charter Impact with SOAR support	No	Yes	https://www.cde.ca.gov/ci/gs/hs/ccspp.asp
FINANCE	Sep-12	Year-End Maintenance of Effort (Special Education) - Report due to Charter school's SELPA. Maintenance of Effort (MOE) is a requirement that you spend each year at least what you spent last year in the area of special education (with some exceptions). If you reduce your special education budget (or expenditures) in a given year, you need to be careful to ensure that you have met the MOE requirement. This does not mean you can't reduce costs, but you must do so within the guidelines of federal MOE.	Charter Impact	No	No	



Compliance Deadlines (next 60 days)

Area	Due Date	Description	Completed By	Board Must Approve	Signature Required	Additional Information
FINANCE	Sep-15	Education Protection Account (EPA) Final Expenditures - All charter schools are required to report on their websites an accounting of how much money was received from the EPA and how that money was spent. This is commonly approved by the school's Board following the Unaudited Actuals Report.	Charter Impact	Yes	No	https://www.cde.ca.gov/fg/aa/pa/pafaq.asp
FINANCE	Sep-30	ELO-P Expenditure Reporting - Reporting due for 2023-24 grant final expenditures through June 30, 2025. CDE shall initiate collection of any unexpended funds.	Charter Impact	No	No	https://www2.cde.ca.gov/elop/
FINANCE	Sep-30	The Educator Effectiveness Funds (EEF) Annual Report - Annual report due each year on Sep 30th through 2026. Funds may be expended during the 2021-22, 2022-23, 2023-24, 2024-25 and 2025-26 fiscal years. A final data and expenditure report will be due on or before September 30, 2026. Any funds not expended by June 30, 2026, must be returned to the CDE.	Charter Impact with SOAR support	No	No	https://www2.cde.ca.gov/eefannual/
FINANCE	Sep-30	NPS/RTC Pool Budget Requests (for Continuing Placements) - The SELPA operates a reimbursement pool to help defray the cost of more intensive student placements. The pool reimburses a percentage of eligible expenditures for approved non-public school and residential placements and approved site-based therapeutic programs.	SOAR with Charter Impact support	No	No	https://charterselpa.org/
DATA TEAM	Oct-01	California Basic Educational Data System (CBEDS) Information Day - The first Wed in Oct is CBEDS Information Day, used to collect information on student and staff demographics. Schools must complete the School Information Form (SIF). The SIF is used to report the count of classified staff, kindergarten program type, educational calendars, work visa applications, multilingual instructional programs, and languages of instruction. Data is due to CDE on October 31th .	SOAR	No	No	http://www.cde.ca.gov/ds/dc/cb/
FINANCE	Oct-31	ADA Report #1 - EDCOE SELPA requires the reporting of Enrollment/ADA 3 times a year for their planning and to better assist their charter members.	Charter Impact	No	No	https://charterselpa.org/
DATA TEAM	Oct-31	CBEDS-ORA - Collection of FTE of classified staff, estimated teacher hires, Kindergarten program types, H-1B work visa application, education calendar, multilingual instructional programs, languages of instruction and district of choice transfer requests and transportation data.	SOAR	No	No	https://www.cde.ca.gov/ds/dc/cb/
FINANCE	Oct-31	Federal Cash Management - Period 2 - Charter schools that are awarded a grant under any of these programs: Title I, Title II, Title III and Title IV must submit the CMDC report for a particular quarter in order to receive an apportionment for that quarter; CDE will apportion funds to LEAs whose cash balance is below a certain threshold.	Charter Impact	No	No	http://www.cde.ca.gov/fg/aa/cm/
FINANCE	Oct-31	Collect National School Lunch Program (NSLP) applications - Schools must collect or receive National School Lunch Program (NSLP) applications by October 31. Schools may process those applications after October 31, and if students are found to be eligible for free or reduced-price meals (FRPMs), those schools may update FRPM program records for eligible students with a start date before Census Day.	SOAR	No	No	https://www.cde.ca.gov/fg/aa/nt/index.asp?tabsection=1
DATA TEAM	Oct-31	Collect Alternative Income Forms from Families Alternative income forms can be used in place of, or in conjunction with, federal meal applications to determine students whose household income meets FRPM eligibility levels. Determination is required to calculate UPC (Unduplicated Pupil Count) for Supplemental and Concentration funding, as well as other state grants.	SOAR	No	No	https://www.cde.ca.gov/fg/aa/pa/altincomeforms.asp

Questions & Discussion



SOAR Charter Academy

Financial Package **June 30, 2025**

Presented by:



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SOAR Charter Academy
Monthly Cash Flow/Forecast FY24-25
Revised 3/27/2025



ADA = 422.52

Books and Supplies

4100	Textbooks and Core Materials
4302	School Supplies
4303	Special Activities/Field Trips
4305	Software
4310	Office Expense
4311	Business Meals
4312	School Fundraising Expense
4400	Noncapitalized Equipment
4700	Food Services

Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Year-End Accruals
-	17,576	-	-	3,194	(1,751)	-	4,623	-	-	-	-	-
-	4,824	7,362	4,233	3,051	8,652	8,154	2,167	5,710	2,653	6,901	10,133	-
-	-	-	-	-	-	-	-	-	1,921	-	-	-
91,760	15,386	(3,889)	38,706	273	319	140	2,610	20,985	911	4,830	35	-
8,509	14,325	5,680	4,539	4,128	6,521	201	5,283	6,722	5,342	6,251	28,257	-
-	-	-	-	-	298	1,681	-	-	689	2,370	-	-
-	-	298	2,369	308	1,141	123	1,444	247	1,329	404	979	-
-	-	5,407	-	-	10,443	-	-	1,916	3,470	1,791	98,958	-
-	7,351	22	110,409	53,502	2,035	86,258	39,237	52,053	39,610	47,310	60,319	-
100,269	59,461	14,879	160,256	64,456	27,659	96,557	55,365	87,632	55,926	69,857	198,682	-

Annual Budget	Original Budget Total	Favorable / (Unfav.)
23,643	107,539	83,896
63,840	60,000	(3,840)
1,921	-	(1,921)
172,067	80,000	(92,067)
95,756	44,000	(51,756)
5,038	-	(5,038)
8,642	-	(8,642)
121,986	160,000	38,014
498,107	502,000	3,893
990,999	953,539	(37,460)

Subagreement Services

5102	Special Education
5104	Transportation
5105	Security
5106	Other Educational Consultants

-	5,320	172	10,800	17,814	4,675	6,763	9,271	14,846	5,400	11,197	5,400	-
-	-	-	5,690	-	6,650	2,227	3,412	4,644	4,334	5,656	-	-
-	-	-	28,278	350	18,688	700	-	700	350	-	1,400	-
-	13,044	-	-	4,388	4,830	5,215	3,308	-	-	1,700	-	-
-	18,364	172	44,768	22,552	34,844	14,906	15,991	20,190	10,084	18,552	6,800	-

91,658	93,500	1,842
32,613	-	(32,613)
50,466	179,254	128,788
32,484	117,500	85,016
207,220	390,254	183,034

Operations and Housekeeping

5201	Auto and Travel
5300	Dues & Memberships
5400	Insurance
5501	Utilities
5502	Janitorial Services
5900	Communications
5901	Postage and Shipping

213	-	-	672	1,099	-	-	-	-	478	675	-	-
-	-	-	-	170	60	1,840	-	-	1,491	536	228	-
-	-	-	-	-	31,557	6,688	2,084	-	-	3,693	6,725	-
101	12,846	118	46,013	398	153	63,735	5,788	7,404	6,889	8,053	11,095	-
-	13,914	15,471	17,241	17,741	15,480	18,924	14,213	16,809	15,850	17,205	16,725	-
-	4,372	4,119	6,590	4,287	6,572	7,344	5,038	12,239	8,821	6,113	4,161	-
-	-	350	-	-	73	-	364	3,940	-	-	106	-
314	31,132	20,058	70,516	23,695	53,895	98,531	27,487	40,393	33,529	36,275	39,040	-

3,137	22,000	18,863
4,325	2,500	(1,825)
50,747	48,000	(2,747)
162,593	96,000	(66,593)
179,574	152,700	(26,874)
69,656	48,000	(21,656)
4,833	-	(4,833)
474,864	369,200	(105,664)

Facilities, Repairs and Other Leases

5601	Rent
5603	Equipment Leases
5610	Repairs and Maintenance

1,072	1,072	1,072	1,072	1,217	1,217	1,217	1,217	1,217	1,217	1,217	1,217	-
-	2,979	2,233	3,966	3,750	3,404	3,489	5,620	148	5,007	190	2,870	-
-	6,482	8,184	7,635	6,023	5,420	5,279	4,644	6,882	6,192	5,732	4,670	-
1,072	10,534	11,488	12,673	10,990	10,041	9,985	11,480	8,246	12,415	7,139	8,757	-

14,024	11,451	(2,573)
33,657	44,000	10,343
67,141	76,160	9,019
114,822	131,611	16,789

Professional/Consulting Services

5801	IT
5802	Audit & Taxes
5803	Legal
5804	Professional Development
5805	General Consulting
5806	Special Activities/Field Trips
5807	Bank Charges
5808	Printing
5809	Other taxes and fees
5810	Payroll Service Fee
5811	Management Fee
5812	District Oversight Fee
5815	Public Relations/Recruitment

-	1,360	-	-	-	-	-	-	-	-	-	-	-
-	-	-	8,000	-	7,700	-	-	-	2,300	-	-	-
-	225	-	1,533	-	9,867	75	75	2,504	-	88,362	1,221	-
2,600	1,540	-	-	-	184	-	44	-	-	6,000	5,300	-
-	284	-	-	153	-	-	-	-	-	-	-	-
-	10,413	1,501	53,812	7,316	8,468	5,548	5,155	14,218	11,003	25,293	22,131	-
-	125	-	-	-	-	1	-	-	-	-	-	-
-	1,155	-	-	-	-	-	3,138	-	-	-	305	-
380	22,074	34,402	352	(34,274)	399	119	77	331	637	2,033	1,500	-
-	1,900	1,900	1,540	1,540	1,540	3,080	-	1,540	1,640	3,280	-	-
-	5,999	5,756	5,456	5,606	5,864	11,389	532	5,531	5,805	11,995	2,271	-
-	-	23,624	-	-	18,718	42,341	(50,301)	-	-	-	162,473	-
-	5,380	-	-	4,300	7,800	5,100	4,300	-	1,200	-	-	-
2,980	50,454	67,183	70,693	(15,359)	60,540	67,653	(36,981)	24,124	22,585	136,963	195,201	-

1,360	-	(1,360)
18,000	25,500	7,500
103,861	12,000	(91,861)
15,668	43,900	28,232
437	25,000	24,563
164,858	188,354	23,496
126	1,200	1,074
4,598	-	(4,598)
28,029	-	(28,029)
17,960	8,000	(9,960)
66,203	75,000	8,797
196,855	253,281	56,426
28,080	22,000	(6,080)
646,036	654,236	8,200

Depreciation

6900	Depreciation Expense
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4,604	4,205	4,205	4,205	4,205	4,205	4,205	4,205	4,985	4,292	4,292	4,292	-
4,604	4,205	4,205	4,205	4,205	4,205	4,205	4,205	4,985	4,292	4,292	4,292	-

51,902	51,502	(400)
51,902	51,502	(400)

Interest

-	-	-	-	-	-	-	-	-	-	-	-	-
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-	-	-
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Total Expenses

313,744	631,195	675,729	892,045	619,682	576,853	870,324	745,369	715,403	577,040	872,321	959,037	-
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8,448,742	8,322,820	(125,922)
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Monthly Surplus (Deficit)

(313,744)	(630,655)	(43,862)	(211,557)	(144,962)	(30,665)	298,815	143,231	(125,766)	(100,450)	(22,532)	2,646,990	(0)
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1,464,843	58,087	1,406,756
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SOAR Charter Academy
Monthly Cash Flow/Forecast FY24-25
Revised 3/27/2025

ADA = 422.52



Cash Flow Adjustments

Monthly Surplus (Deficit)

Cash flows from operating activities

Depreciation/Amortization

Public Funding Receivables

Grants and Contributions Rec.

Prepaid Expenses

Accounts Payable

Accrued Expenses

Deferred Revenue

Total Change in Cash

Cash, Beginning of Month

Cash, End of Month

	Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
	(313,744)	(630,655)	(43,862)	(211,557)	(144,962)	(30,665)	298,815	143,231	(125,766)	(100,450)	(22,532)	2,646,990	(0)	1,464,843		
	4,604	4,205	4,205	4,205	4,205	4,205	4,205	4,205	4,985	4,292	4,292	4,292	-	51,902		
	-	95,351	895,196	59,945	(433,392)	433,391	(433,392)	63,506	433,392	(476,590)	16,503	(1,123,780)	0	(469,869)		
	1,090	802	(8,604)	-	3,476	1,619	43,406	1,188	1,063	889	2,039	(446)	-	46,523		
	30,533	13,111	(4,954)	(1,748)	(3,011)	46,153	(43,027)	(21,742)	19,633	(463)	-	-	-	34,487		
	(151,281)	(4,748)	148	298	14,686	(14,984)	1,690	-	-	10,239	(11,904)	1,425	-	(154,430)		
	(227,282)	51,103	68,917	(22,347)	(7,884)	22,722	52,837	(98,825)	2,866	(32,119)	54,856	322,828	-	187,673		
	95,351	(95,351)	69,700	67,466	(34,274)	134,932	(592,281)	67,466	164,888	-	89,297	(580,390)	-	(613,195)		
	(560,728)	(566,181)	980,747	(103,737)	(601,155)	597,374	(667,747)	159,029	501,062	(594,203)	132,552	1,270,920				
	2,431,365	1,870,637	1,304,456	2,285,203	2,181,466	1,580,311	2,177,685	1,509,939	1,668,968	2,170,030	1,575,827	1,708,379				
	1,870,637	1,304,456	2,285,203	2,181,466	1,580,311	2,177,685	1,509,939	1,668,968	2,170,030	1,575,827	1,708,379	2,979,299				

SOAR Charter Academy**Statement of Financial Position**

June 30, 2025

	Current Balance	Beginning Year Balance	YTD Change	YTD % Change
Assets				
Current Assets				
Cash & Cash Equivalents	\$ 2,979,299	\$ 2,431,365	\$ 547,934	23%
Accounts Receivable	5,379	51,902	(46,523.27)	-90%
Public Funding Receivables	1,616,191	1,146,321	469,869.23	41%
Prepaid Expenses	51,792	86,280	(34,487.27)	-40%
Total Current Assets	4,652,661	3,715,869	936,793	25%
Property & Equipment, Net	220,100	272,002	(51,902)	-19%
Deposits	19,865	19,865	-	0%
Total Long Term Assets	239,965	291,867	(51,902)	-18%
Total Assets	\$ 4,892,626	\$ 4,007,736	\$ 884,891	22%
Liabilities				
Current Liabilities				
Accounts Payable	\$ 1,425	\$ 155,855	\$ (154,430)	-99%
Accrued Liabilities	682,012	494,340	187,673	38%
Deferred Revenue	290,756	903,951	(613,195)	-68%
Total Current Liabilities	974,194	1,554,146	(579,953)	-37%
Long-Term Liabilities				
Other Long-Term Liabilities	3,558	3,558	-	0%
Total Long-Term Liabilities	3,558	3,558	-	0%
Total Liabilities	\$ 977,752	\$ 1,557,704	\$ (579,953)	-37%
Total Net Assets	3,914,875	2,450,031	1,464,843	60%
Total Liabilities and Net Assets	\$ 4,892,626	\$ 4,007,736	\$ 884,891	22%

SOAR Charter Academy**Statement of Cash Flows**

For the period ended June 30, 2025

	Month Ended 06/30/25	YTD Ended 06/30/25
Cash Flows from Operating Activities		
Change in Net Assets	\$ 2,646,990	\$ 1,464,843
Adjustments to reconcile change in net assets to net cash flows from operating activities:		
Depreciation	4,292	51,902
Decrease/(Increase) in Operating Assets:		
Public Funding Receivables	(1,123,780)	(469,869)
Grants, Contributions & Pledges Receivable	(446)	46,523
Prepaid Expenses	-	34,487
Accounts Payable	1,425	(154,430)
Accrued Expenses	322,828	187,673
Deferred Revenue	(580,390)	(613,195)
Total Cash Flows from Operating Activities	1,270,920	547,934
Cash Flows from Financing Activities		
Change in Cash & Cash Equivalents	1,270,920	547,934
Cash & Cash Equivalents, Beginning of Period	1,708,379	2,431,365
Cash and Cash Equivalents, End of Period	\$ 2,979,299	\$ 2,979,299

SOAR Charter Academy

Budget vs Actual

For the period ended June 30, 2025

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Revenues							
State Aid - Revenue Limit							
LCFF State Aid	\$ 295,105	\$ 872,990	\$ (577,885)	\$ 4,373,383	\$ 4,513,323	\$ (139,940)	\$ 4,513,323
Education Protection Account	841,507	371,303	470,204	1,469,218	1,485,212	(15,994)	1,485,212
State Aid - Prior Year	(4,952)	-	(4,952)	2	-	2	-
In Lieu of Property Taxes	229,008	50,624	178,384	335,075	333,498	1,577	333,498
Total State Aid - Revenue Limit	1,360,668	1,294,917	65,751	6,177,678	6,332,033	(154,356)	6,332,033
Federal Revenue							
Federal Child Nutrition	204,689	114,241	90,448	459,873	502,671	(42,798)	502,671
Title I, Part A - Basic Low Income	140,721	-	140,721	217,389	144,337	73,052	144,337
Title II, Part A - Teacher Quality	8,929	-	8,929	19,056	17,756	1,300	17,756
Other Federal Revenue	889,427	-	889,427	991,833	11,578	980,255	11,578
Prior Year Federal Revenue	-	-	-	19,655	-	19,655	-
Total Federal Revenue	1,243,766	114,241	1,129,525	1,707,806	676,342	1,031,464	676,342
Other State Revenue							
State Special Education	222,703	69,812	152,892	346,825	360,923	(14,098)	360,923
State Child Nutrition	32,898	20,970	11,928	80,899	87,376	(6,478)	87,376
Mandated Cost	-	-	-	8,198	8,198	(0)	8,198
State Lottery	60,514	60,050	464	119,827	113,193	6,634	113,193
Prior Year Revenue	(5,505)	-	(5,505)	9,480	-	9,480	-
Other State Revenue	677,582	171,223	506,359	1,350,953	694,032	656,921	694,032
Total Other State Revenue	988,192	322,055	666,137	1,916,182	1,263,722	652,460	1,263,722
Other Local Revenue							
Other Local Revenue	1,883	-	1,883	1,883	-	1,883	-
School Fundraising	11,518	-	11,518	110,036	108,810	1,226	108,810
Total Other Local Revenue	13,401	-	13,401	111,919	108,810	3,109	108,810
Total Revenues	\$ 3,606,027	\$ 1,731,213	\$ 1,874,814	\$ 9,913,585	\$ 8,380,907	\$ 1,532,678	\$ 8,380,907
Expenses							
Certificated Salaries							
Teachers' Salaries	\$ 197,799	\$ 178,450	\$ (19,349)	\$ 2,155,947	\$ 1,962,950	\$ (192,997)	\$ 1,962,950
Teachers' Substitute Hours	8,328	4,073	(4,256)	121,488	44,800	(76,688)	44,800
Teachers' Extra Duty/Stipends	2,700	11,818	9,118	18,800	130,000	111,200	130,000
Pupil Support Salaries	16,268	35,627	19,359	175,420	391,892	216,472	391,892
Administrators' Salaries	55,814	48,413	(7,401)	614,652	580,955	(33,697)	580,955
Total Certificated Salaries	280,909	278,380	(2,529)	3,086,307	3,110,597	24,290	3,110,597
Classified Salaries							
Instructional Salaries	40,444	57,623	17,178	625,345	633,850	8,505	633,850
Support Salaries	10,746	4,327	(6,419)	82,289	47,600	(34,689)	47,600
Clerical and Office Staff Salaries	21,310	19,380	(1,930)	288,554	213,177	(75,376)	213,177
Other Classified Salaries	18,964	21,644	2,680	265,640	238,083	(27,557)	238,083
Total Classified Salaries	91,465	102,974	11,508	1,261,828	1,132,711	(129,117)	1,132,711
Benefits							
State Teachers' Retirement System, certifica	52,457	53,171	713	613,082	594,124	(18,958)	594,124
OASDI/Medicare/Alternative, certificated pc	5,945	6,384	440	84,234	70,228	(14,006)	70,228
Medicare/Alternative, certificated positions	5,392	5,530	137	62,723	61,528	(1,195)	61,528
Health and Welfare Benefits, certificated po	66,145	63,000	(3,145)	805,848	756,000	(49,848)	756,000
State Unemployment Insurance, certificated	86	455	369	13,991	9,100	(4,891)	9,100
Workers' Compensation Insurance, certificat	3,864	3,432	(432)	34,886	38,190	3,304	38,190
Total Benefits	133,889	131,972	(1,918)	1,614,764	1,529,170	(85,594)	1,529,170
Books & Supplies							
Textbooks and Core Materials	-	8,962	8,962	23,643	107,539	83,896	107,539
School Supplies	10,133	5,000	(5,133)	63,840	60,000	(3,840)	60,000
Special Activities/Field Trips	-	-	-	1,921	-	(1,921)	-
Software	35	6,667	6,632	172,067	80,000	(92,067)	80,000
Office Expense	28,257	3,667	(24,591)	95,756	44,000	(51,756)	44,000
Business Meals	-	-	-	5,038	-	(5,038)	-
School Fundraising Expense	979	-	(979)	8,642	-	(8,642)	-
Noncapitalized Equipment	98,958	13,333	(85,625)	121,986	160,000	38,014	160,000
Food Services	60,319	41,833	(18,486)	498,107	502,000	3,893	502,000
Total Books & Supplies	198,682	79,462	(119,220)	990,999	953,539	(37,460)	953,539
Subagreement Services							
Special Education	5,400	7,792	2,392	91,658	93,500	1,842	93,500
Transportation	-	-	-	32,613	-	(32,613)	-
Security	1,400	14,938	13,538	50,466	179,254	128,788	179,254
Other Educational Consultants	-	9,792	9,792	32,484	117,500	85,016	117,500
Total Subagreement Services	6,800	32,521	25,721	207,220	390,255	183,034	390,255

SOAR Charter Academy

Budget vs Actual

For the period ended June 30, 2025

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Operations & Housekeeping							
Auto and Travel	-	1,833	1,833	3,137	22,000	18,863	22,000
Dues & Memberships	228	208	(20)	4,325	2,500	(1,825)	2,500
Insurance	6,725	4,000	(2,725)	50,747	48,000	(2,747)	48,000
Utilities	11,095	8,000	(3,095)	162,593	96,000	(66,593)	96,000
Janitorial Services	16,725	12,725	(4,000)	179,574	152,700	(26,874)	152,700
Communications	4,161	4,000	(161)	69,656	48,000	(21,656)	48,000
Postage and Shipping	106	-	(106)	4,833	-	(4,833)	-
Total Operations & Housekeeping	39,040	30,767	(8,273)	474,864	369,200	(105,664)	369,200
Facilities, Repairs & Other Leases							
Rent	1,217	954	(263)	14,024	11,451	(2,573)	11,451
Additional Rent	-	-	-	-	-	-	-
Equipment Leases	2,870	3,667	796	33,657	44,000	10,343	44,000
Repairs and Maintenance	4,670	6,347	1,677	67,141	76,160	9,019	76,160
Total Facilities, Repairs & Other Leases	8,757	10,968	2,210	114,822	131,611	16,789	131,611
Professional/Consulting Services							
IT	-	-	-	1,360	-	(1,360)	-
Audit & Taxes	-	2,125	2,125	18,000	25,500	7,500	25,500
Legal	1,221	1,000	(221)	103,861	12,000	(91,861)	12,000
Professional Development	5,300	3,658	(1,642)	15,668	43,900	28,232	43,900
General Consulting	-	2,083	2,083	437	25,000	24,563	25,000
Special Activities/Field Trips	22,131	15,696	(6,435)	164,858	188,354	23,496	188,354
Bank Charges	-	100	100	126	1,200	1,074	1,200
Printing	305	-	(305)	4,598	-	(4,598)	-
Other Taxes and Fees	1,500	-	(1,500)	28,029	-	(28,029)	-
Payroll Service Fee	-	667	667	17,960	8,000	(9,960)	8,000
Management Fee	2,271	6,250	3,979	66,203	75,000	8,797	75,000
District Oversight Fee	162,473	51,797	(110,677)	196,855	253,281	56,426	253,281
Public Relations/Recruitment	-	1,833	1,833	28,080	22,000	(6,080)	22,000
Total Professional/Consulting Services	195,201	85,210	(109,992)	646,036	654,236	8,200	654,236
Depreciation							
Depreciation Expense	4,292	4,292	(0)	51,902	51,502	(400)	51,502
Total Depreciation	4,292	4,292	(0)	51,902	51,502	(400)	51,502
Total Expenses	\$ 959,037	\$ 756,544	\$ (202,492)	\$ 8,448,742	\$ 8,322,820	\$ (125,922)	\$ 8,322,820
Change in Net Assets	2,646,990	974,669	1,672,321	1,464,843	58,087	1,406,756	58,087
Net Assets, Beginning of Period	1,267,884			2,450,031			
Net Assets, End of Period	\$ 3,914,875			\$ 3,914,875			

SOAR Charter Academy**Check Register**

For the period ended June 30, 2025

Check Number	Vendor Name	Check Date	Check Amount
27068	SANB000--San Bernardino County	6/6/2025	\$ 77,330.18
27069	VOYA001--Voya Financial FBO CalSTRS Pension2	6/9/2025	296.02
27070	PROC000--Dena Proch	6/11/2025	154.73
27071	SHAW000--Dustin Shaw	6/11/2025	50.00
27072	QUEV000--Erica Quevedo	6/11/2025	35.73
27073	SAUC001--Gina Saucedo	6/11/2025	16.76
27074	HICK000--Jason Hicks	6/11/2025	31.24
27075	WALK000--Toby Walker	6/11/2025	870.69
27076	ACOS000--Veronica Acosta	6/11/2025	807.80
27077	CHAR000--Charter Impact, LLC	6/11/2025	845.59
27078	UNIT0000--United States Treasury	6/12/2025	190.85
27079	DISC002--Discovery Cube LA	6/17/2025	1,430.00
27080	BURR000--Burrtec Waste Industries, Inc.	6/18/2025	1,713.32
27081	CARI000--Caribbean Pacific Bus	6/18/2025	5,662.80
27082	CDWG000--CDW Government	6/18/2025	503.72
27083	CLEA002--Clean Sport Inc	6/18/2025	2,321.69
27084	COLO3230--Colonial Life	6/18/2025	424.80
27085	COLO3347--Colonial Life	6/18/2025	5,879.50
27086	COLO7405--Colonial Life	6/18/2025	2,894.26
27087	DPRI000--D-Printing	6/18/2025	305.00
27088	DEPA000--Department of Justice	6/18/2025	608.00
27089	DREA000--DreamBox Therapy	6/18/2025	5,400.00
27090	FRON000--Frontier	6/18/2025	416.01
27091	GOPH000--Gopher	6/18/2025	2,878.30
27092	GREA001--GreatAmerica Financial Svcs.	6/18/2025	628.89
27093	GREA002--GreatAmerica Financial Svcs.	6/18/2025	2,492.76
27094	IDCA000--ID Card Group	6/18/2025	87.42
27095	IEGO000--IE Gourmet Food Trucks	6/18/2025	4,665.02
27096	INTE001--Interquest Group, Inc	6/18/2025	700.00
27097	YMCX000--Law Offices of Young, Minney, & Corr, LLP	6/18/2025	1,221.00
27098	MIDA000--MidAmerica	6/18/2025	3,945.25
27099	MODU000--Modular Building Concepts	6/18/2025	1,216.80
27100	ODPB000--ODP Business Solutions, LLC	6/18/2025	1,206.82
27101	PRIM000--Primo Brands	6/18/2025	2,051.26
27102	RAVE000--Raven Termite & Pest Control	6/18/2025	180.00
27103	REDL000--Redlands Office Cleaning Solutions	6/18/2025	12,690.00
27104	REVO000--Revolution Foods, PBC	6/18/2025	56,420.27
27105	SNAP000--SNAP Graphics and Design	6/18/2025	1,006.39
27106	AMAZ000--SYNCB/AMAZON	6/18/2025	2,254.19
27107	FRUI000--The Fruitguys LLC	6/18/2025	3,899.00
27108	HART7211--The Hartford	6/18/2025	166.40
27109	TONE000--Tonerprice.com	6/18/2025	514.00
27110	TPXC2257--TPX Communications	6/18/2025	889.16
27111	TROP000--Trophy House	6/18/2025	1,100.07
27112	UNIT005--United Pet Care	6/18/2025	119.50
27113	UNLI000--Unlimited Landscaping	6/18/2025	4,490.00
27114	VERI9423--Verizon Wireless	6/18/2025	2,581.09
27115	WRIG001--Wright Specialty Premium Trust	6/18/2025	6,724.50
27116	YUCA002--Yucaipa Bus Service	6/18/2025	1,463.33
27118	VOYA001--Voya Financial FBO CalSTRS Pension2	6/26/2025	4,360.00
27119	WEBS000--The Webstaurant Store	6/26/2025	13,733.52
27120	AVAL000--Angel Avalos	6/26/2025	742.37
27121	BIOC000--Bio Corporation	6/26/2025	348.33
27122	CDWG000--CDW Government	6/26/2025	1,429.26
27123	CITY000--City of San Bernardino	6/26/2025	503.96
27124	BURL000--Dawn Burley Hill	6/26/2025	187.30
27125	PROC000--Dena Proch	6/26/2025	29.26
27126	SHAW000--Dustin Shaw	6/26/2025	27.19
27127	GPEX000--GPE	6/26/2025	3,864.00
27128	INTE001--Interquest Group, Inc	6/26/2025	700.00
27129	LOSA000--Los Angeles County Office of Education	6/26/2025	4,300.00
27130	MIDA000--MidAmerica	6/26/2025	2,377.04
27131	ODPB000--ODP Business Solutions, LLC	6/26/2025	78.60

SOAR Charter Academy

Check Register

For the period ended June 30, 2025

Check Number	Vendor Name	Check Date	Check Amount
27132	ULIN000--ULINE	6/26/2025	88,340.61
27133	SANB000--San Bernardino County	6/26/2025	450.00
27134	HADD000--Kristin Hadden	6/30/2025	10,194.99
27135	MART002--Tammi Martinez	6/30/2025	2,008.92
27136	WALK000--Toby Walker	6/30/2025	763.60
ACH	INOV000--Inova	6/9/2025	231.50
ACH	INOV000--Inova	6/9/2025	14,416.91
ACH	INOV000--Inova	6/9/2025	47,570.42
ACH	BASI000--Basic Pacific Claim Fund	6/9/2025	32.70
ACH	INOV000--Inova	6/12/2025	4,443.44
ACH	SOUT4375--Southern California Edison	6/12/2025	10,417.60
ACH	INOV000--Inova	6/12/2025	36,909.58
ACH	BASI000--Basic Pacific Claim Fund	6/17/2025	89.00
ACH	COLO3230--Colonial Life	6/24/2025	212.40
ACH	INOV000--Inova	6/24/2025	231.50
ACH	BASI000--Basic Pacific Claim Fund	6/24/2025	423.34
ACH	COLO3230--Colonial Life	6/24/2025	3,010.32
ACH	INOV000--Inova	6/24/2025	56,703.62
ACH	INOV000--Inova	6/24/2025	216,908.93
ACH	SOCA1153--SoCalGas	6/30/2025	173.08
ACH	GRAV000--Gravie Administer	6/30/2025	<u>51,792.48</u>
Total Disbursements in June			<u><u>\$ 801,785.88</u></u>

SOAR Charter Academy**Check Register**

For the period ended June 30, 2025

Check Number	Vendor Name	Check Date	Check Amount
1691	CALI022--California Living History	6/5/2025	\$ 106.00
ACH	AMAZ001--Amazon.com	6/2/2025	16.30
ACH	AMAZ001--Amazon.com	6/2/2025	35.30
ACH	AMAZ001--Amazon.com	6/2/2025	37.22
ACH	AMAZ001--Amazon.com	6/2/2025	52.17
ACH	AMAZ001--Amazon.com	6/2/2025	71.20
ACH	AMAZ001--Amazon.com	6/2/2025	84.23
ACH	AMAZ001--Amazon.com	6/2/2025	141.37
ACH	AMAZ001--Amazon.com	6/2/2025	167.32
ACH	AMAZ001--Amazon.com	6/2/2025	246.44
ACH	AMAZ001--Amazon.com	6/2/2025	275.59
ACH	AMAZ001--Amazon.com	6/2/2025	811.73
ACH	AMAZ001--Amazon.com	6/3/2025	15.49
ACH	AMAZ001--Amazon.com	6/3/2025	26.35
ACH	AMAZ001--Amazon.com	6/3/2025	61.90
ACH	AMAZ001--Amazon.com	6/3/2025	1,674.72
ACH	AMAZ001--Amazon.com	6/4/2025	8.12
ACH	WALM000--Walmart	6/4/2025	127.30
ACH	SAMS000--Sams Club	6/5/2025	19.96
ACH	WALM000--Walmart	6/5/2025	156.23
ACH	SAMS000--Sams Club	6/5/2025	242.27
ACH	SAMS000--Sams Club	6/6/2025	65.92
ACH	DPRI000--D-Printing	6/6/2025	305.00
ACH	AMAZ001--Amazon.com	6/9/2025	13.04
ACH	AMAZ001--Amazon.com	6/9/2025	93.30
ACH	AMAZ001--Amazon.com	6/10/2025	55.44
ACH	CAP1002--Capital One	6/10/2025	275.00
ACH	AMAZ001--Amazon.com	6/11/2025	36.96
ACH	SMAR000--Smart and Final	6/11/2025	50.38
ACH	NATI001--NATIONAL CACFP Association - Spons	6/11/2025	228.19
ACH	SAMS000--Sams Club	6/11/2025	795.47
ACH	AMAZ001--Amazon.com	6/13/2025	11.68
ACH	AMAZ001--Amazon.com	6/13/2025	25.00
ACH	AMAZ001--Amazon.com	6/13/2025	25.01
ACH	AMAZ001--Amazon.com	6/13/2025	26.00
ACH	AMAZ001--Amazon.com	6/13/2025	27.88
ACH	AMAZ001--Amazon.com	6/13/2025	34.03
ACH	AMAZ001--Amazon.com	6/13/2025	35.88
ACH	AMAZ001--Amazon.com	6/13/2025	52.17
ACH	AMAZ001--Amazon.com	6/13/2025	55.44
ACH	AMAZ001--Amazon.com	6/13/2025	56.40
ACH	AMAZ001--Amazon.com	6/13/2025	72.06
ACH	AMAZ001--Amazon.com	6/13/2025	76.11
ACH	AMAZ001--Amazon.com	6/13/2025	80.08
ACH	AMAZ001--Amazon.com	6/13/2025	85.70
ACH	AMAZ001--Amazon.com	6/13/2025	86.55
ACH	AMAZ001--Amazon.com	6/13/2025	113.01
ACH	AMAZ001--Amazon.com	6/13/2025	119.77
ACH	AMAZ001--Amazon.com	6/13/2025	140.37
ACH	AMAZ001--Amazon.com	6/13/2025	149.18
ACH	AMAZ001--Amazon.com	6/13/2025	154.56
ACH	AMAZ001--Amazon.com	6/13/2025	163.16
ACH	AMAZ001--Amazon.com	6/13/2025	166.66
ACH	AMAZ001--Amazon.com	6/13/2025	169.96
ACH	AMAZ001--Amazon.com	6/13/2025	268.99
ACH	AMAZ001--Amazon.com	6/16/2025	72.12
ACH	AMAZ001--Amazon.com	6/24/2025	30.38
ACH	AMAZ001--Amazon.com	6/24/2025	39.03
ACH	AMAZ001--Amazon.com	6/24/2025	136.28
ACH	ADOB001--Adobe Inc	6/25/2025	34.99
ACH	AMAZ001--Amazon.com	6/25/2025	10.32
ACH	AMAZ001--Amazon.com	6/25/2025	23.37
ACH	AMAZ001--Amazon.com	6/25/2025	28.54

SOAR Charter Academy

Check Register

For the period ended June 30, 2025

Check Number	Vendor Name	Check Date	Check Amount
ACH	AMAZ001--Amazon.com	6/25/2025	29.35
ACH	AMAZ001--Amazon.com	6/25/2025	29.76
ACH	AMAZ001--Amazon.com	6/25/2025	31.53
ACH	AMAZ001--Amazon.com	6/25/2025	34.25
ACH	AMAZ001--Amazon.com	6/25/2025	34.80
ACH	AMAZ001--Amazon.com	6/25/2025	35.88
ACH	AMAZ001--Amazon.com	6/25/2025	45.55
ACH	AMAZ001--Amazon.com	6/25/2025	46.74
ACH	AMAZ001--Amazon.com	6/25/2025	58.69
ACH	AMAZ001--Amazon.com	6/25/2025	76.10
ACH	AMAZ001--Amazon.com	6/25/2025	78.00
ACH	AMAZ001--Amazon.com	6/25/2025	80.25
ACH	AMAZ001--Amazon.com	6/25/2025	82.09
ACH	AMAZ001--Amazon.com	6/25/2025	86.46
ACH	AMAZ001--Amazon.com	6/25/2025	86.99
ACH	AMAZ001--Amazon.com	6/25/2025	88.05
ACH	AMAZ001--Amazon.com	6/25/2025	105.18
ACH	AMAZ001--Amazon.com	6/25/2025	110.63
ACH	AMAZ001--Amazon.com	6/25/2025	133.22
ACH	AMAZ001--Amazon.com	6/25/2025	149.59
ACH	AMAZ001--Amazon.com	6/25/2025	208.19
ACH	AMAZ001--Amazon.com	6/26/2025	18.32
ACH	AMAZ001--Amazon.com	6/26/2025	112.06
ACH	AMAZ001--Amazon.com	6/26/2025	146.52
ACH	AMAZ001--Amazon.com	6/26/2025	184.86
ACH	AMAZ001--Amazon.com	6/26/2025	438.11
ACH	AMAZ001--Amazon.com	6/27/2025	826.00
ACH	SAMS000--Sams Club	6/30/2025	282.41
ACH	SIXF000--Six Flags Magic Mountain	6/9/2025	2,531.34
ACH	KNOT000--Knott's Berry Farm Youth Sales	6/9/2025	<u>2,669.06</u>
Total Disbursements in June			<u><u>\$ 17,706.57</u></u>

SOAR Charter Academy

Accounts Payable Aging

June 30, 2025

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Charter Impact, LLC	17537	6/30/2025	6/30/2025	273	-	-	-	-	273
Charter Impact, LLC	17559	6/30/2025	6/30/2025	1,152	-	-	-	-	1,152
Total Outstanding Invoices in June				\$ 1,425	\$ -	\$ -	\$ -	\$ -	\$ 1,425



SOAR Charter Academy

Monthly Financial Presentation – July 2025

July Highlights

Highlights

- Forecast enrollment at 468 with ADA environment at 93%.
- Current forecast surplus \$388K. The fund balance remains strong.
- Forecast includes CCSP Grant \$307K and CYBHI grant 54K; receipt of new Block Grant funds will boost surplus.
- Cash ended month **\$2.5 million**, 29% of expenses.

Compliance and Reporting

- UAR Due September 15
- EPA Final Expenditures Due September 15
- Prop 28 – Dues September 30

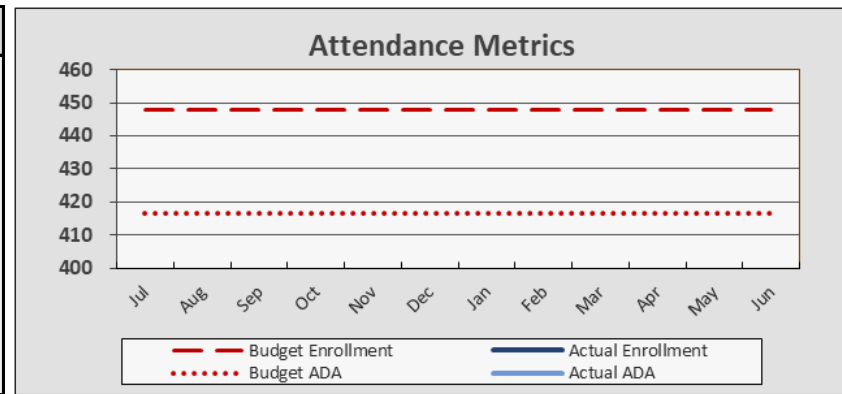


Attendance Data and Metrics

Enrollment and Per Pupil Data

Enrollment & Per Pupil Data			
	<u>Actual</u>	<u>Forecast</u>	<u>Budget</u>
Average Enrollment	n/a	468	468
ADA	n/a	435	435
Attendance Rate	n/a	93.0%	93.0%
Unduplicated %	86.1%	86.1%	86.1%
Revenue per ADA		\$20,789	\$20,491
Expenses per ADA		\$19,897	\$19,973

Attendance Metrics



Enrollment set at 468.

93% ADA forecast (435) and rolling UPP 86.1%.

LCFF is calculated at \$15,235 per ADA.

Revenue

- **July Updates**
 - LCFF forecast set 2.30% Cola.
 - Increase Title I funding from prior year allocation.
 - CCSPP Grant Funds and CYBHI Grant

	One-Time Funding				
	2024/25	2025/26	2026/27	2027/28	2028/2029
CYBHI	10,553	54,581			
Expanded Learning Opportunities Program FY23-24	289,483				
Expanded Learning Opportunities Program FY24/25	673,629				
Expanded Learning Opportunities Program FY25/26		731,310	673,629	673,629	673,629
Title I FY23/24	84,337				
Title I FY24/25	133,052	24,152			
Fresh Food 5370	21,848				
National School Lunch Program 5314 FY22/23	4,258				
Child Nutrition Fresh Fruit and Vegetable Program	110,900				
Child Nutrition Fresh Fruit and Vegetable Program	60,195				
Supply Chain Assistance 5466 FY22/23		18,225			
Supply Chain Assistance 5466 FY23/24		16,793			
ARP 5634 FY21/22	1,835				
Pandemic EBT FY21/22	614				
UPK/Pre-K FY21-22	57,376				
UPK/Pre-K FY22-23	52,514				
Educator Effectiveness Block Grant	15,952	62,642			
CCSP FY23/24	96,220	307,871	307,871	307,871	307,870.92
AMS Prop 28 Funding FY23/24	16,402	60,164			
AMS Prop 28 Funding FY24/25	-	75,985			
AMS Prop 28 Funding FY25/26			90,449		
AMS Prop 28 Funding FY26/27 + FY27/28				75,985	75,985
KIT Infrastructure	109,558	14,593			
ELOG 7426	17,454		-	-	-
	\$ 1,756,179	\$ 1,311,735	\$ 1,071,949	\$ 1,057,485	\$ 749,614

Revenue

State Aid-Rev Limit
Federal Revenue
Other State Revenue
Other Local Revenue

Total Revenue

Year-to-Date		
Actual	Budget	Fav/(Unf)
\$ 247,297	\$ -	\$ 247,297
-	-	-
-	-	-
-	-	-
\$ 247,297	\$ -	\$ 247,297

Annual/Full Year		
Forecast	Budget	Fav/(Unf)
\$ 6,630,848	\$ 6,630,849	\$ (1)
533,126	483,649	49,477
1,884,255	1,803,961	80,293
-	-	-
\$ 9,048,228	\$ 8,918,459	\$ 129,770



Expenses

- **July Updates**
 - **Expense update** – Positive variance in year-to-date due to the timing of expenses.
 - **Expenses forecast below budget** –
 - **Staffing Model changes in Classified Salaries and Benefits (\$49k)**

	<i>Year-to-Date</i>			<i>Annual/Full Year</i>		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Expenses						
Certificated Salaries	\$ 74,614	\$ 51,860	\$ (22,754)	\$ 2,861,134	\$ 2,838,380	\$ (22,754)
Classified Salaries	14,570	51,860	37,289	2,152,501	2,189,791	37,289
Benefits	73,425	83,357	9,932	1,551,083	1,563,808	12,725
Books and Supplies	6,628	23,583	16,955	567,029	567,029	-
Subagreement Services	-	-	-	118,700	118,700	-
Operations	13,495	31,992	18,497	406,800	406,800	-
Facilities	-	11,233	11,233	134,800	134,800	-
Professional Services	8,868	16,951	8,083	815,285	820,817	5,533
Depreciation	4,292	4,400	108	52,692	52,800	108
Interest	-	-	-	-	-	-
Total Expenses	\$ 195,892	\$ 275,236	\$ 79,343	\$ 8,660,025	\$ 8,692,925	\$ 32,901

Surplus / (Deficit) & Fund Balance

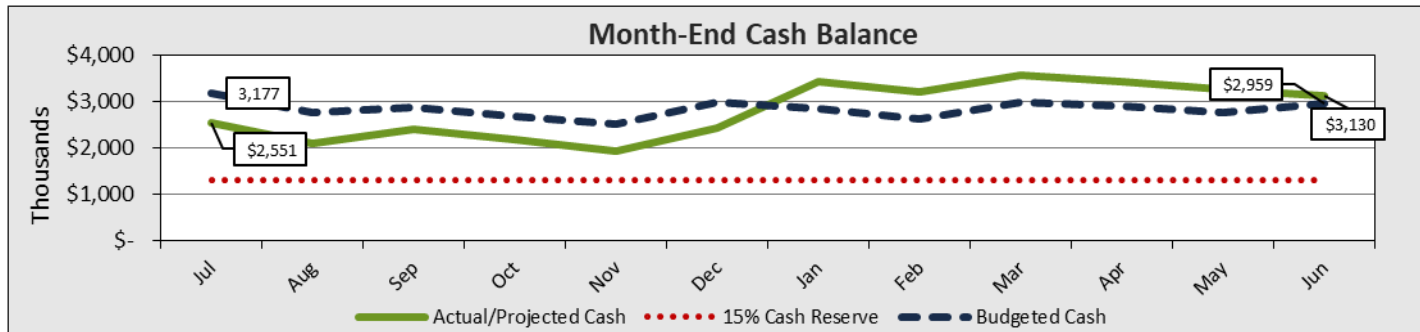
- Fund balance forecast strong **\$4.3+ million**.

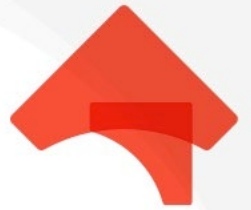
	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Total Surplus(Deficit)	\$ 51,405	\$ (275,236)	\$ 326,640	\$ 388,203	\$ 225,534	\$ 162,670
Beginning Fund Balance	<u>3,914,875</u>	<u>3,914,875</u>		<u>3,914,875</u>	<u>3,914,875</u>	
Ending Fund Balance	<u>\$ 3,966,280</u>	<u>\$ 3,639,639</u>		<u>\$ 4,303,078</u>	<u>\$ 4,140,408</u>	
<i>As a % of Annual Expenses</i>	45.8%	41.9%		49.7%	47.6%	



Cash Balance

- Current cash is \$2.55 million.
- Cash surplus is forecast to remain steady throughout the year, moving with AR timing.





Top 10 Payments

Check Number	Vendor Name	Check Date	Check Amount
27137	CHAR000--Charter Impact, LLC	7/1/2025	\$ 7,021.00
27138	PRIM000--Primo Brands	7/3/2025	2,051.26
27139	SANB000--San Bernardino County	7/3/2025	74,964.55
27140	VOYA001--Voya Financial FBO CalSTRS Pension2	7/10/2025	1,960.00
27141	CHAR000--Charter Impact, LLC	7/15/2025	1,425.36
27145	VOYA001--Voya Financial FBO CalSTRS Pension2	7/24/2025	3,380.00
ACH	KAIS000--Kaiser Foundation Health Plan	7/1/2025	6,925.79
ACH	SOUT4375--Southern California Edison	7/18/2025	12,973.96
ACH	GRAV000--Gravie Administer	7/28/2025	51,792.48
ACH	KAIS000--Kaiser Foundation Health Plan	7/30/2025	6,925.79
Total Disbursements in July			<u>\$ 169,420.19</u>

Compliance Deadlines (next 60 days)



Area	Due Date	Description	Completed By	Board Must Approve	Signature Required	Additional Information
DATA TEAM	Aug-01	2024-25 Local Indicators Dashboard deadline - The 2025 Dashboard reporting window will be open from June 3, 2025 through August 1, 2025. California School Dashboard Coordinators report their LEA's 2024–25 Local Indicators to the Dashboard on the myCDEconnect unified system. These are the local indicators that will be reported on the 2024 Dashboard. This includes reporting the date that the 2025 local indicator results were reported to the local governing board/body on or before July 1, 2025, at the same meeting at which the Local Control and Accountability Plan (LCAP) is adopted. If an LEA does not submit results within the reporting window, a performance rating of "Standard Not Met" or "Standard Not Met for Two or More Years," as applicable, will appear on the LEA's 2025 Dashboard. For further information regarding Dashboard Coordinators or local indicators, please contact the Local Agency Systems Support Office by email at LCFF@cde.ca.gov.	SOAR	Yes	No	https://www.cde.ca.gov/ta/ac/cm/localindicators.asp
DATA TEAM	Aug-08	CALPADS EOY 1, 2, 3 and 4 Amendment Window Deadline - Course completion data for grades 7-12, CTE participants, concentrators, completers, program eligibility/participation, homeless student counts, student discipline, cumulative enrollment and student absence data must be submitted to CDE by 8/16/2024.	SOAR with Charter Impact support	No	No	https://www.cde.ca.gov/ds/sp/cl/rptcalendar.asp
FINANCE	Aug-30	Mandate Block Grant Application - Mandate Block Grant funding is available to fund the costs of mandated programs and activities. The Mandate Block Grant application is the only option for charter schools to receive this funding. (2025/26 forecast funding per PY ADA K-8 \$20.52, 9-12 \$57.04).	Charter Impact	No	No	https://www.cde.ca.gov/fg/fo/r14/mandatebg24rfa.asp
DATA TEAM	Aug-31	Administer English Language Proficiency Assessment for California (ELPAC) Initial Assessment - Based on the results of the home language survey, every pupil in California whose native language is not English is required to be tested within 30 days of the start of school. Be sure to note your school's 30th day of instruction and test all ELPAC students before that date. This reporting is used for students' academic performance and state and federal accountability reporting requirements.	SOAR	No	No	https://www.cde.ca.gov/ta/tg/ep/
FINANCE	Sep-15	Unaudited Actual Reports - Annual unaudited financial statements for the preceding year are due by date set by the charter authorizer (no later than September 15th).	Charter Impact	Yes	Yes	https://www.cde.ca.gov/fg/sf/fr/csalternative.asp
FINANCE	Board approval before Sept 30	Prop 28 Annual Report - This annual report must be board approved, submitted to the CDE through the Arts and Music in Schools Portal, and posted to the LEA's website. The mandated information for this report includes: The number of full-time equivalent teachers, classified personnel, and teaching aides; The number of pupils served; The number of school sites providing arts education programs with AMS funds.	Charter Impact with SOAR support	Yes	No	https://www.cde.ca.gov/eo/in/prop28artsandmusicedfunding.asp
FINANCE	Sep-12	California Community Schools Partnership Program (CCSPP) Annual Expenditure Report (AER) The AER will be due on Tuesday, September 12, 2025. Please email the AER to CCSPP@cde.ca.gov. Please use the original Expenditure Report that you submitted last year to complete the final expenditures for this year, all expenditures for both years should be in the same file. CDE sent the updated Expenditure Report template for your reference. The attached AER template will be used for all fiscal reporting including budget changes and the reporting of actual annual expenditures. Additionally, the AER contains all program years of the CCSPP so it can be used as a working document between the Grantee and the CDE's Community Schools Office (CSO). If there are questions on the Expenditure Report, please contact the CDE, CSO at CCSPP@cde.ca.gov. If you have questions or need to update the contacts we have listed for your organization, please email the CSO at CCSPP@cde.ca.gov	Charter Impact with SOAR support	No	Yes	https://www.cde.ca.gov/ci/gs/hs/ccspp.asp
FINANCE	Sep-12	Year-End Maintenance of Effort (Special Education) - Report due to Charter school's SELPA. Maintenance of Effort (MOE) is a requirement that you spend each year at least what you spent last year in the area of special education (with some exceptions). If you reduce your special education budget (or expenditures) in a given year, you need to be careful to ensure that you have met the MOE requirement. This does not mean you can't reduce costs, but you must do so within the guidelines of federal MOE.	Charter Impact	No	No	

Compliance Deadlines (next 60 days)



Area	Due Date	Description	Completed By	Board Must Approve	Signature Required	Additional Information
FINANCE	Sep-15	Education Protection Account (EPA) Final Expenditures - All charter schools are required to report on their websites an accounting of how much money was received from the EPA and how that money was spent. This is commonly approved by the school's Board following the Unaudited Actuals Report.	Charter Impact	Yes	No	https://www.cde.ca.gov/fg/aa/pa/pafaqa.asp
FINANCE	Sep-30	ELO-P Expenditure Reporting - Reporting due for 2023-24 grant final expenditures through June 30, 2025. CDE shall initiate collection of any unexpended funds.	Charter Impact	No	No	https://www2.cde.ca.gov/elop/
FINANCE	Sep-30	The Educator Effectiveness Funds (EEF) Annual Report - Annual report due each year on Sep 30th through 2026. Funds may be expended during the 2021-22, 2022-23, 2023-24, 2024-25 and 2025-26 fiscal years. A final data and expenditure report will be due on or before September 30, 2026. Any funds not expended by June 30, 2026, must be returned to the CDE.	Charter Impact with SOAR support	No	No	https://www2.cde.ca.gov/eefannual/
FINANCE	Sep-30	NPS/RTC Pool Budget Requests (for Continuing Placements) - The SELPA operates a reimbursement pool to help defray the cost of more intensive student placements. The pool reimburses a percentage of eligible expenditures for approved non-public school and residential placements and approved site-based therapeutic programs.	SOAR with Charter Impact support	No	No	https://charterselpa.org/
DATA TEAM	Oct-01	California Basic Educational Data System (CBEDS) Information Day - The first Wed in Oct is CBEDS Information Day, used to collect information on student and staff demographics. Schools must complete the School Information Form (SIF). The SIF is used to report the count of classified staff, kindergarten program type, educational calendars, work visa applications, multilingual instructional programs, and languages of instruction. Data is due to CDE on October 31th .	SOAR	No	No	http://www.cde.ca.gov/ds/dc/cb/
FINANCE	Oct-31	ADA Report #1 - EDCOE SELPA requires the reporting of Enrollment/ADA 3 times a year for their planning and to better assist their charter members.	Charter Impact	No	No	https://charterselpa.org/
DATA TEAM	Oct-31	CBEDS-ORA - Collection of FTE of classified staff, estimated teacher hires, Kindergarten program types, H-1B work visa application, education calendar, multilingual instructional programs, languages of instruction and district of choice transfer requests and transportation data.	SOAR	No	No	https://www.cde.ca.gov/ds/dc/cb/
FINANCE	Oct-31	Federal Cash Management - Period 2 - Charter schools that are awarded a grant under any of these programs: Title I, Title II, Title III and Title IV must submit the CMDC report for a particular quarter in order to receive an apportionment for that quarter; CDE will apportion funds to LEAs whose cash balance is below a certain threshold.	Charter Impact	No	No	http://www.cde.ca.gov/fg/aa/cm/
FINANCE	Oct-31	Collect National School Lunch Program (NSLP) applications - Schools must collect or receive National School Lunch Program (NSLP) applications by October 31. Schools may process those applications after October 31, and if students are found to be eligible for free or reduced-price meals (FRPMs), those schools may update FRPM program records for eligible students with a start date before Census Day.	SOAR	No	No	https://www.cde.ca.gov/fg/aa/nt/index.asp?tabsection=1
DATA TEAM	Oct-31	Collect Alternative Income Forms from Families Alternative income forms can be used in place of, or in conjunction with, federal meal applications to determine students whose household income meets FRPM eligibility levels. Determination is required to calculate UPC (Unduplicated Pupil Count) for Supplemental and Concentration funding, as well as other state grants.	SOAR	No	No	https://www.cde.ca.gov/fg/aa/pa/altincomeforms.asp

Questions & Discussion



SOAR Charter Academy

Financial Package **July 31, 2025**

Presented by:



FY25-26 SOAR Charter Academy

Monthly Cash Flow/Forecast FY25-26

Revised 7/11/25

Actuals Through:

ADA = 435.24



Revenues

State Aid - Revenue Limit

8011	LCFF State Aid
8012	Education Protection Account
8096	In Lieu of Property Taxes

Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Year-End Accruals
247,297	247,298	445,135	445,135	445,135	445,135	445,135	491,389	476,480	476,480	476,480	476,480	476,480
-	-	171,641	-	-	171,641	-	-	171,641	-	-	-	171,641
-	20,510	41,019	27,346	27,346	27,346	27,346	27,346	50,656	25,328	25,328	25,328	25,328
247,297	267,807	657,795	472,481	472,481	644,122	472,481	518,735	698,776	501,808	501,808	501,808	673,448

Annual Forecast
5,594,058
686,562
350,228
6,630,848

Original Budget Total	Favorable / (Unfav.)
ADA = 435.24	
5,594,059	(1)
686,562	-
350,228	-
6,630,849	(1)

Federal Revenue

8181	Special Education - Entitlement
8220	Federal Child Nutrition
8290	Title I, Part A - Basic Low Income
8291	Title II, Part A - Teacher Quality
8296	Other Federal Revenue

-	-	-	-	-	-	-	-	-	-	-	-	65,100
-	-	-	11,677	22,187	22,187	22,187	22,187	22,187	22,187	22,187	22,187	44,374
-	-	50,745	-	-	152,234	-	-	-	-	-	-	-
-	-	5,214	-	-	15,643	-	-	-	-	-	-	-
-	-	-	-	2,661	-	-	2,661	-	-	-	2,661	2,661
-	-	55,959	11,677	24,848	190,064	22,187	24,848	22,187	22,187	22,187	24,848	112,135

65,100
233,547
202,979
20,857
10,643
533,126

65,100	-
233,547	-
155,664	47,315
18,695	2,162
10,643	-
483,649	49,477

Other State Revenue

8311	State Special Education
8520	Child Nutrition
8550	Mandated Cost
8560	State Lottery
8599	Other State Revenue

-	18,830	18,830	33,894	33,894	33,894	33,894	33,894	35,745	35,745	35,745	35,745	35,745
-	-	-	1,105	2,100	2,100	2,100	2,100	2,100	2,100	2,100	2,100	4,200
-	-	-	-	-	12,927	-	-	-	-	-	-	-
-	-	-	-	-	-	28,993	-	-	28,993	-	-	60,835
-	-	336,137	-	-	336,137	-	-	336,137	-	-	336,137	-
-	18,830	354,967	34,999	35,994	385,058	64,986	35,994	373,982	66,838	37,845	373,982	100,780

385,853
22,106
12,927
118,821
1,344,548
1,884,255

385,853	-
22,106	-
12,927	-
118,821	-
1,264,255	80,293
1,803,961	80,293

Other Local Revenue

-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-

-
-

-	-
-	-

Total Revenue

247,297	286,637	1,068,721	519,158	533,323	1,219,243	559,655	579,577	1,094,945	590,832	561,840	900,638	886,363
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9,048,228

8,918,459	129,770
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Expenses

Certificated Salaries

1100	Teachers' Salaries
1170	Teachers' Substitute Hours
1175	Teachers' Extra Duty/Stipends
1200	Pupil Support Salaries
1300	Administrators' Salaries

10,987	168,919	168,919	168,919	168,919	168,919	168,919	168,919	168,919	168,919	168,919	168,919	-
737	4,195	4,195	4,195	4,195	4,195	4,195	4,195	4,195	4,195	4,195	4,195	-
-	8,435	8,435	8,435	8,435	8,435	8,435	8,435	8,435	8,435	8,435	8,435	-
8,506	19,911	19,911	19,911	19,911	19,911	19,911	19,911	19,911	19,911	19,911	19,911	-
54,385	51,860	51,860	51,860	51,860	51,860	51,860	51,860	51,860	51,860	51,860	51,860	-
74,614	253,320	253,320	253,320	253,320	253,320	253,320	253,320	253,320	253,320	253,320	253,320	-

1,869,095
46,881
92,790
227,525
624,844
2,861,134

1,858,108	(10,987)
46,144	(737)
92,790	-
219,019	(8,506)
622,318	(2,525)
2,838,380	(22,754)

Classified Salaries

2100	Instructional Salaries
2200	Support Salaries
2400	Clerical and Office Staff Salaries
2900	Other Classified Salaries

7,041	128,941	128,941	128,941	128,941	128,941	128,941	128,941	128,941	128,941	128,941	128,941	-
1,969	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	-
2,708	24,379	24,379	24,379	24,379	24,379	24,379	24,379	24,379	24,379	24,379	24,379	-
2,852	35,037	35,037	35,037	35,037	35,037	35,037	35,037	35,037	35,037	35,037	35,037	-
14,570	194,357	194,357	194,357	194,357	194,357	194,357	194,357	194,357	194,357	194,357	194,357	-

1,425,393
67,969
270,882
388,257
2,152,501

1,470,212	44,819
66,000	(1,969)
268,174	(2,708)
385,405	(2,852)
2,189,791	37,289

Benefits

3101	STRS
3301	OASDI
3311	Medicare
3401	Health and Welfare
3501	State Unemployment
3601	Workers' Compensation

14,202	49,163	49,163	49,163	49,163	49,163	49,163	49,163	49,163	49,163	49,163	49,163	-
871	6,771	6,771	6,771	6,771	6,771	6,771	6,771	6,771	6,771	6,771	6,771	-
1,277	5,330	5,330	5,330	5,330	5,330	5,330	5,330	5,330	5,330	5,330	5,330	-
57,036	69,000	69,000	69,000	69,000	69,000	69,000	69,000	69,000	69,000	69,000	69,000	-
38	440	440	440	440	440	2,200	1,760	880	440	440	440	-
-	3,308	3,308	3,308	3,308	3,308	3,308	3,308	3,308	3,308	3,308	3,308	-
73,425	134,013	134,013	134,013	134,013	134,013	135,773	135,333	134,453	134,013	134,013	134,013	-

554,996
75,353
59,908
816,036
8,398
36,391
1,551,083

555,275	279
74,990	(363)
59,692	(215)
828,000	11,964
8,800	402
37,050	659
1,563,808	12,725

FY25-26 SOAR Charter Academy

Monthly Cash Flow/Forecast FY25-26

Revised 7/11/25

Actuals Through:

ADA = 435.24



		Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Books and Supplies																	
4100	Textbooks and Core Curricula	-	6,875	6,875	6,875	6,875	-	-	-	-	-	-	-	-	27,500	27,500	-
4302	School Supplies	-	5,591	5,591	5,591	5,591	5,591	5,591	5,591	5,591	5,591	5,591	5,591	-	61,500	61,500	-
4305	Software	35	15,570	15,570	15,570	15,570	15,570	15,570	15,570	15,570	15,570	15,570	15,570	-	171,300	171,300	-
4310	Office Expense	6,593	3,501	3,501	3,501	3,501	3,501	3,501	3,501	3,501	3,501	3,501	3,501	-	45,100	45,100	-
4312	School Fundraising	-	464	464	464	464	464	464	464	464	464	464	464	-	5,100	5,100	-
4400	Noncapitalized Equipment	-	14,560	14,560	14,560	14,560	14,560	-	-	-	-	-	-	-	72,800	72,800	-
4700	Food Services	-	16,703	16,703	16,703	16,703	16,703	16,703	16,703	16,703	16,703	16,703	16,703	-	183,729	183,729	-
		6,628	63,262	63,262	63,262	63,262	56,387	41,827	41,827	41,827	41,827	41,827	41,827	-	567,029	567,029	-
Subagreement Services																	
5102	Special Education	-	8,709	8,709	8,709	8,709	8,709	8,709	8,709	8,709	8,709	8,709	8,709	-	95,800	95,800	-
5104	Transportation	-	2,082	2,082	2,082	2,082	2,082	2,082	2,082	2,082	2,082	2,082	2,082	-	22,900	22,900	-
		-	10,791	10,791	10,791	10,791	10,791	10,791	10,791	10,791	10,791	10,791	10,791	-	118,700	118,700	-
Operations and Housekeeping																	
5201	Auto and Travel	-	2,045	2,045	2,045	2,045	2,045	2,045	2,045	2,045	2,045	2,045	2,045	-	22,500	22,500	-
5300	Dues & Memberships	521	189	189	189	189	189	189	189	189	189	189	189	-	2,600	2,600	-
5400	Insurance	-	4,473	4,473	4,473	4,473	4,473	4,473	4,473	4,473	4,473	4,473	4,473	-	49,200	49,200	-
5501	Utilities	12,974	10,311	10,311	10,311	10,311	10,311	10,311	10,311	10,311	10,311	10,311	10,311	-	126,400	126,400	-
5502	Janitorial Services	-	14,227	14,227	14,227	14,227	14,227	14,227	14,227	14,227	14,227	14,227	14,227	-	156,500	156,500	-
5900	Communications	-	4,473	4,473	4,473	4,473	4,473	4,473	4,473	4,473	4,473	4,473	4,473	-	49,200	49,200	-
5901	Postage and Shipping	-	-	40	40	40	40	40	40	40	40	40	40	-	400	400	-
		13,495	35,719	35,759	35,759	35,759	35,759	35,759	35,759	35,759	35,759	35,759	35,759	-	406,800	406,800	-
Facilities, Repairs and Other Leases																	
5601	Rent	-	1,064	1,064	1,064	1,064	1,064	1,064	1,064	1,064	1,064	1,064	1,064	-	11,700	11,700	-
5603	Equipment Leases	-	4,100	4,100	4,100	4,100	4,100	4,100	4,100	4,100	4,100	4,100	4,100	-	45,100	45,100	-
5610	Repairs and Maintenance	-	7,091	7,091	7,091	7,091	7,091	7,091	7,091	7,091	7,091	7,091	7,091	-	78,000	78,000	-
		-	12,255	12,255	12,255	12,255	12,255	12,255	12,255	12,255	12,255	12,255	12,255	-	134,800	134,800	-
Professional/Consulting Services																	
5801	IT	-	127	127	127	127	127	127	127	127	127	127	127	-	1,400	1,400	-
5802	Audit & Taxes	-	-	-	6,167	6,167	6,167	-	-	-	-	-	-	-	18,500	18,500	-
5803	Legal	-	1,118	1,118	1,118	1,118	1,118	1,118	1,118	1,118	1,118	1,118	1,118	-	12,300	12,300	-
5804	Professional Development	-	-	5,908	5,908	5,908	5,908	5,908	5,908	5,908	5,908	5,908	5,908	-	59,077	59,077	-
5805	General Consulting	-	-	2,560	2,560	2,560	2,560	2,560	2,560	2,560	2,560	2,560	2,560	-	25,600	25,600	-
5806	Special Activities/Field Trips	1,067	-	-	-	-	63,978	63,978	63,978	-	-	-	-	-	193,000	193,000	-
5807	Bank Charges	-	-	120	120	120	120	120	120	120	120	120	120	-	1,200	1,200	-
5808	Printing	-	-	120	120	120	120	120	120	120	120	120	120	-	1,200	1,200	-
5809	Other taxes and fees	780	-	3,032	3,032	3,032	3,032	3,032	3,032	3,032	3,032	3,032	3,032	-	31,100	31,100	-
5810	Payroll Service Fee	1,640	1,640	1,640	1,640	1,640	1,640	1,640	1,640	1,640	1,640	1,640	1,640	-	19,680	18,400	(1,280)
5811	Management Fee	5,381	14,465	14,465	14,465	14,465	14,465	14,465	14,465	14,465	14,465	14,465	14,465	-	164,494	171,306	6,813
5812	District Oversight Fee	-	10,712	26,312	18,899	18,899	25,765	18,899	20,749	27,951	20,072	20,072	20,072	36,830	265,234	265,234	0
5815	Public Relations/Recruitment	-	-	2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	-	22,500	22,500	-
		8,868	28,063	57,652	56,406	56,406	127,249	114,217	116,067	59,291	51,412	51,412	51,412	36,830	815,285	820,817	5,533
Depreciation																	
6900	Depreciation Expense	4,292	4,400	4,400	4,400	4,400	4,400	4,400	4,400	4,400	4,400	4,400	4,400	-	52,692	52,800	108
		4,292	4,400	4,400	4,400	4,400	4,400	4,400	4,400	4,400	4,400	4,400	4,400	-	52,692	52,800	108
Interest																	
		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses		195,892	736,179	765,808	764,562	764,562	828,531	802,698	804,109	746,452	738,134	738,134	738,134	36,830	8,660,025	8,692,925	32,901
Monthly Surplus (Deficit)		51,405	(449,542)	302,913	(245,405)	(231,240)	390,713	(243,044)	(224,532)	348,493	(147,301)	(176,294)	162,504	849,534	388,204	225,533	162,670

FY25-26 SOAR Charter Academy

Monthly Cash Flow/Forecast FY25-26

Revised 7/11/25

Actuals Through:

ADA = 435.24



	Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Cash Flow Adjustments																
Monthly Surplus (Deficit)	51,405	(449,542)	302,913	(245,405)	(231,240)	390,713	(243,044)	(224,532)	348,493	(147,301)	(176,294)	162,504	849,534	388,204		
Cash flows from operating activities																
Depreciation/Amortization	4,292	4,400	4,400	4,400	4,400	4,400	4,400	4,400	4,400	4,400	4,400	4,400	-	52,692		
Public Funding Receivables	(247,297)	-	-	-	-	93,234	1,241,337	-	-	-	-	-	(886,363)	200,911		
Grants and Contributions Rec.	1,085	-	-	-	-	-	-	-	-	-	-	-	-	1,085		
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Prepaid Expenses	(6,926)	-	-	-	-	-	-	-	-	-	-	-	-	(6,926)		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Accounts Payable	(1,425)	-	-	-	-	-	-	-	-	-	-	-	36,830	35,404		
Accrued Expenses	(229,715)	-	-	-	-	-	-	-	-	-	-	-	-	(229,715)		
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Deferred Revenue	-	-	-	-	-	-	-	-	-	-	-	(290,756)	-	(290,756)		
Cash flows from investing activities																
Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Cash flows from financing activities																
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Change in Cash	(428,581)	(445,142)	307,313	(241,005)	(226,840)	488,347	1,002,693	(220,132)	352,893	(142,901)	(171,894)	(123,852)				
Cash, Beginning of Month	2,979,299	2,550,717	2,105,576	2,412,888	2,171,884	1,945,044	2,433,391	3,436,084	3,215,952	3,568,845	3,425,944	3,254,050				
Cash, End of Month	2,550,717	2,105,576	2,412,888	2,171,884	1,945,044	2,433,391	3,436,084	3,215,952	3,568,845	3,425,944	3,254,050	3,130,197				

SOAR Charter Academy**Statement of Financial Position**

July 31, 2025

	Current Balance	Beginning Year Balance	YTD Change	YTD % Change
Assets				
Current Assets				
Cash & Cash Equivalents	\$ 2,550,717	\$ 2,979,299	\$ (428,581)	-14%
Accounts Receivable	4,294	5,379	(1,084.89)	-20%
Public Funding Receivables	1,863,488	1,616,191	247,297.00	15%
Prepaid Expenses	58,718	51,792	6,925.79	13%
Total Current Assets	4,477,218	4,652,661	(175,443)	-4%
Property & Equipment, Net	224,392	220,100	4,292	2%
Deposits	19,865	19,865	-	0%
Total Long Term Assets	244,257	239,965	4,292	2%
Total Assets	\$ 4,721,475	\$ 4,892,626	\$ (171,152)	-3%
Liabilities				
Current Liabilities				
Accounts Payable	\$ -	\$ 1,425	\$ (1,425)	-100%
Accrued Liabilities	452,297	682,012	(229,715)	-34%
Deferred Revenue	290,756	290,756	-	0%
Total Current Liabilities	743,054	974,194	(231,140)	-24%
Long-Term Liabilities				
Other Long-Term Liabilities	3,558	3,558	-	0%
Total Long-Term Liabilities	3,558	3,558	-	0%
Total Liabilities	\$ 746,612	\$ 977,752	\$ (231,140)	-24%
Total Net Assets	3,966,279	3,914,875	51,405	1%
Total Liabilities and Net Assets	\$ 4,712,891	\$ 4,892,626	\$ (179,735)	-4%

SOAR Charter Academy**Statement of Cash Flows**

For the period ended July 31, 2025

	Month Ended 07/31/25	YTD Ended 07/31/25
Cash Flows from Operating Activities		
Change in Net Assets	\$ 59,989	\$ 59,989
Adjustments to reconcile change in net assets to net cash flows from operating activities:		
Depreciation	(4,292)	(4,292)
Decrease/(Increase) in Operating Assets:		
Public Funding Receivables	(247,297)	(247,297)
Grants, Contributions & Pledges Receivable	1,085	1,085
Prepaid Expenses	(6,926)	(6,926)
Accounts Payable	(1,425)	(1,425)
Accrued Expenses	(229,715)	(229,715)
Total Cash Flows from Operating Activities	(428,581)	(428,581)
 Cash Flows from Financing Activities		
Change in Cash & Cash Equivalents	(428,581)	(428,581)
Cash & Cash Equivalents, Beginning of Period	2,979,299	2,979,299
 Cash and Cash Equivalents, End of Period	\$ 2,550,717	\$ 2,550,717

SOAR Charter Academy

Budget vs Actual

For the period ended July 31, 2025

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Revenues							
State Aid - Revenue Limit							
LCFF State Aid	\$ 247,297	\$ -	\$ 247,297	\$ 247,297	\$ -	\$ 247,297	\$ -
Total State Aid - Revenue Limit	247,297	-	247,297	247,297	-	247,297	-
Total Revenues	\$ 247,297	\$ -	\$ 247,297	\$ 247,297	\$ -	\$ 247,297	\$ -
Expenses							
Certificated Salaries							
Teachers' Salaries	\$ 10,987	\$ -	\$ (10,987)	\$ 10,987	\$ -	\$ (10,987)	\$ -
Teachers' Substitute Hours	737	-	(737)	737	-	(737)	-
Pupil Support Salaries	8,506	-	(8,506)	8,506	-	(8,506)	-
Administrators' Salaries	54,385	-	(54,385)	54,385	-	(54,385)	-
Total Certificated Salaries	74,614	-	(74,614)	74,614	-	(74,614)	-
Classified Salaries							
Instructional Salaries	7,041	-	(7,041)	7,041	-	(7,041)	-
Support Salaries	1,969	-	(1,969)	1,969	-	(1,969)	-
Clerical and Office Staff Salaries	2,708	-	(2,708)	2,708	-	(2,708)	-
Other Classified Salaries	2,852	-	(2,852)	2,852	-	(2,852)	-
Total Classified Salaries	14,570	-	(14,570)	14,570	-	(14,570)	-
Benefits							
State Teachers' Retirement System, certifica	14,202	-	(14,202)	14,202	-	(14,202)	-
OASDI/Medicare/Alternative, certificated pc	871	-	(871)	871	-	(871)	-
Medicare/Alternative, certificated positions	1,277	-	(1,277)	1,277	-	(1,277)	-
Health and Welfare Benefits, certificated po	57,036	-	(57,036)	57,036	-	(57,036)	-
State Unemployment Insurance, certificated	38	-	(38)	38	-	(38)	-
Total Benefits	73,425	-	(73,425)	73,425	-	(73,425)	-
Books & Supplies							
Software	35	-	(35)	35	-	(35)	-
Office Expense	6,593	-	(6,593)	6,593	-	(6,593)	-
Total Books & Supplies	6,628	-	(6,628)	6,628	-	(6,628)	-

SOAR Charter Academy

Budget vs Actual

For the period ended July 31, 2025

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Operations & Housekeeping							
Dues & Memberships	521	-	(521)	521	-	(521)	-
Utilities	12,974	-	(12,974)	12,974	-	(12,974)	-
Total Operations & Housekeeping	13,495	-	(13,495)	13,495	-	(13,495)	-
Additional Rent	-	-	-	-	-	-	-
Professional/Consulting Services							
Special Activities/Field Trips	1,067	-	(1,067)	1,067	-	(1,067)	-
Other Taxes and Fees	780	-	(780)	780	-	(780)	-
Payroll Service Fee	1,640	-	(1,640)	1,640	-	(1,640)	-
Management Fee	5,381	-	(5,381)	5,381	-	(5,381)	-
Total Professional/Consulting Services	8,868	-	(8,868)	8,868	-	(8,868)	-
Depreciation							
Depreciation Expense	4,292	-	(4,292)	4,292	-	(4,292)	-
Total Depreciation	4,292	-	(4,292)	4,292	-	(4,292)	-
Total Expenses	\$ 195,892	\$ -	\$ (195,892)	\$ 195,892	\$ -	\$ (195,892)	\$ -
Change in Net Assets	51,405	-	51,405	51,405	-	51,405	-
Net Assets, Beginning of Period	3,914,875			3,914,875			
Net Assets, End of Period	\$ 3,966,279			\$ 3,966,279			

SOAR Charter Academy**Check Register**

For the period ended July 31, 2025

Check Number	Vendor Name	Check Date	Check Amount
27137	CHAR000--Charter Impact, LLC	7/1/2025	\$ 7,021.00
27138	PRIM000--Primo Brands	7/3/2025	2,051.26
27139	SANB000--San Bernardino County	7/3/2025	74,964.55
27140	VOYA001--Voya Financial FBO CalSTRS Pension2	7/10/2025	1,960.00
27141	CHAR000--Charter Impact, LLC	7/15/2025	1,425.36
27142	MART002--Tammi Martinez	7/17/2025	291.20
27143	MART002--Tammi Martinez	7/21/2025	521.00
27144	FIRE001--The Fire Experience, LLC	7/21/2025	775.50
27145	VOYA001--Voya Financial FBO CalSTRS Pension2	7/24/2025	3,380.00
ACH	BASI000--Basic Pacific Claim Fund	7/1/2025	25.99
ACH	KAIS000--Kaiser Foundation Health Plan	7/1/2025	6,925.79
ACH	INOV000--Inova	7/7/2025	359.10
ACH	INOV000--Inova	7/7/2025	1,213.68
ACH	BASI000--Basic Pacific Claim Fund	7/8/2025	19.57
ACH	INOV000--Inova	7/8/2025	862.01
ACH	INOV000--Inova	7/9/2025	3,824.03
ACH	INOV000--Inova	7/9/2025	30,720.73
ACH	BASI000--Basic Pacific Claim Fund	7/15/2025	69.17
ACH	SOUT4375--Southern California Edison	7/18/2025	12,973.96
ACH	BASI000--Basic Pacific Claim Fund	7/22/2025	22.11
ACH	INOV000--Inova	7/24/2025	15,049.09
ACH	INOV000--Inova	7/24/2025	200,291.23
ACH	GRAV000--Gravie Administer	7/28/2025	51,792.48
ACH	BASI000--Basic Pacific Claim Fund	7/29/2025	17.35
ACH	KAIS000--Kaiser Foundation Health Plan	7/30/2025	6,925.79
ACH	CALI007--California Department of Tax and Fee Administration	7/31/2025	<u>780.00</u>

Total Disbursements in July \$ 424,261.95

SOAR Charter Academy**Check Register**

For the period ended July 31, 2025

Check Number	Vendor Name	Check Date	Check Amount
ACH	TOLE000--Toledo Physical Education Supply	7/3/2025	\$ 1,204.24
ACH	WALM000--Walmart	7/7/2025	128.19
ACH	AMAZ001--Amazon.com	7/9/2025	165.23
ACH	AMAZ001--Amazon.com	7/11/2025	18.28
ACH	AMAZ001--Amazon.com	7/11/2025	25.21
ACH	AMAZ001--Amazon.com	7/11/2025	28.73
ACH	AMAZ001--Amazon.com	7/11/2025	30.42
ACH	AMAZ001--Amazon.com	7/11/2025	31.29
ACH	AMAZ001--Amazon.com	7/11/2025	41.29
ACH	AMAZ001--Amazon.com	7/11/2025	45.27
ACH	AMAZ001--Amazon.com	7/11/2025	61.38
ACH	AMAZ001--Amazon.com	7/11/2025	353.47
ACH	AMAZ001--Amazon.com	7/11/2025	566.94
ACH	AMAZ001--Amazon.com	7/14/2025	8.95
ACH	AMAZ001--Amazon.com	7/14/2025	14.31
ACH	AMAZ001--Amazon.com	7/14/2025	20.10
ACH	AMAZ001--Amazon.com	7/14/2025	25.32
ACH	AMAZ001--Amazon.com	7/14/2025	33.67
ACH	AMAZ001--Amazon.com	7/14/2025	44.02
ACH	AMAZ001--Amazon.com	7/14/2025	52.19
ACH	AMAZ001--Amazon.com	7/14/2025	66.34
ACH	AMAZ001--Amazon.com	7/14/2025	84.24
ACH	AMAZ001--Amazon.com	7/14/2025	99.31
ACH	AMAZ001--Amazon.com	7/14/2025	106.71
ACH	AMAZ001--Amazon.com	7/14/2025	142.07
ACH	AMAZ001--Amazon.com	7/14/2025	168.70
ACH	AMAZ001--Amazon.com	7/14/2025	171.90
ACH	AMAZ001--Amazon.com	7/14/2025	216.77
ACH	AMAZ001--Amazon.com	7/14/2025	238.04
ACH	AMAZ001--Amazon.com	7/14/2025	261.47
ACH	AMAZ001--Amazon.com	7/14/2025	565.42
ACH	AMAZ001--Amazon.com	7/15/2025	28.80
ACH	AMAZ001--Amazon.com	7/15/2025	29.34
ACH	AMAZ001--Amazon.com	7/15/2025	166.92
ACH	AMAZ001--Amazon.com	7/16/2025	7.37
ACH	AMAZ001--Amazon.com	7/16/2025	215.28
ACH	AMAZ001--Amazon.com	7/16/2025	679.39
ACH	ADOB001--Adobe Inc	7/21/2025	34.99
ACH	AMAZ001--Amazon.com	7/28/2025	379.54
ACH	AMAZ001--Amazon.com	7/31/2025	465.18

Total Disbursements in July \$ 7,026.28

SOAR Charter Academy

Accounts Payable Aging

July 31, 2025

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
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Total Outstanding Invoices in July \$ - \$ - \$ - \$ - \$ - \$ -

Coversheet

SOAR's Williams Report 4th Quarter

Section:	III. Updates
Item:	C. SOAR's Williams Report 4th Quarter
Purpose:	FYI
Submitted by:	
Related Material:	SOAR Charter Academy Williams 4th Quarterly Report-2425.pdf



Ted Alejandre
County Superintendent

July 31, 2025

Mrs. Trisha Lancaster, Executive Director
SOAR Charter Academy
198 W Mill St.
San Bernardino, CA 92408

Dear Mrs. Lancaster:

Thank you for your continued partnership during the Williams monitoring process. As part of my responsibilities under California Education Code section 1240, I am required to visit Williams-monitored schools in our county each year and share my findings with you on a quarterly basis (October, January, April, and July). This report is your district's fourth quarterly report for the 2024-25 school year.

Additionally, Education Code section 1240(c)(2)(C) requires that the results of these visits be shared with your governing school board at a regularly scheduled meeting held in accordance with public notification requirements. ***Please add this report to the agenda for your upcoming Board meeting.***

In summary, there are no findings to report in the following areas:

1. Instructional Materials

The instructional materials sufficiency reviews were conducted during the first quarter of the 2024-25 fiscal year as part of the Williams site visitation process and the findings were reported in the first quarterly reports generated in October 2024.

2. School Accountability Report Cards (SARC)

The SARC reviews were conducted during the second quarter of the 2024-25 fiscal year and the findings were reported in the second quarterly report generated in January 2025.

3. School Facilities

The facilities inspections were conducted during the first quarter of the 2024-25 fiscal year as part of the Williams site visitation process and the findings were reported in the first quarterly reports generated in October 2024.

4. Teacher Assignments

The 2023-24 annual assignment monitoring review findings were reported in the second quarterly report generated in January 2025. The annual assignment monitoring review for the 2024-25 fiscal year will begin once the necessary data is available from the Commission on Teacher Credentialing (CTC) and the California Department of Education (CDE), and a preliminary review of the data has been conducted by our reviewers. Findings will be available in the corresponding quarterly report.

Office of the Superintendent

601 North E Street • San Bernardino, CA 92415-0020 • P: 909.386.2406 • F: 909.888.5480 • www.sbcass.k12.ca.us

Williams Fourth Quarterly Report
Page 2 of 2

On behalf of the SBCSS Williams team, it is a pleasure to work in collaboration with you and your staff at SOAR Charter Academy.

Sincerely,

A handwritten signature in black ink, reading "Ted Alejandre". The signature is fluid and cursive, with the first name "Ted" and last name "Alejandre" clearly distinguishable.

Ted Alejandre
County Superintendent

cc: Mr. Jason Valenzuela, Board President
Mrs. Kristin Hadden, Williams Liaison
Ms. Ernestine Hopwood, SBCUSD Director of Charter School Operations
Ms. Jenny Owen, SBCSS Director, Communications and Intergovernmental Relations
Mr. James Fields, SBCSS Senior Manager, Intergovernmental Relations and Communications
Ms. Caren Keele, SBCSS Project Analyst, Communications and Intergovernmental Relations
Ms. Amanda Shoffner, SBCSS Credentials Manager

Coversheet

Approval of SOAR Parent/Student Information Handbook 2025/26

Section: IV. Action Items
Item: A. Approval of SOAR Parent/Student Information Handbook 2025/26
Purpose: Vote
Submitted by:
Related Material:
FINAL25_26SOAR Student Handbook 2025-26 (YMC edits) (4909-7600-6484.v2).docx.pdf



SOAR

Charter Academy

2025 ~ 2026



***SOAR Leaders Today,
World Leaders Tomorrow!***

Parent/Student Information Handbook For grades TK-8

It is the intention of SOAR Charter Academy to maintain good communications with parents and develop a partnership to ensure an outstanding educational program.

This handbook is intended to outline guidelines and rules for the academic year. The handbook may be altered, and amendments added to offer guidelines accordingly when necessary.

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GENERAL INFORMATION

Welcome to SOAR Charter Academy

SOAR Charter Academy's ("SOAR" or the "Charter School") mission is to equip students to become independent critical thinkers. Our program will instill the values of making a positive impact by serving our community. Our emphasis on the whole child will produce leaders that not only excel beyond the state's academic standards but also become well rounded, creative, life-long learners who will be prepared to make a difference in the 21st century.

SOAR's Vision Statement:

Empowering SOAR students today to become world leaders tomorrow!
SOAR's Slogan: ***SOAR Leaders Today, World Leaders Tomorrow!***

We are asking parents/family members/friends to use a QR code to check in when attending any type of SOAR sponsored event or volunteer opportunity. Assemblies, volunteering, field trips, etc. Any time you arrive to the event, please remember to check in. A QR code will be available at each event. This type of check-in will make volunteer hours easier to track.

Parking, Drop-off, and Pick-Up:

There will be 2 designated drop off/pick-up points assigned by grade levels. If you have more than one student, **you will drop off ALL students at the student's assigned area.**

Kindergarten AND 1st grade - Kinder pull in the area along Mill St. curb in front of the playground.

2nd - 8th - Staff parking lot on Mt. View Ave.

**STUDENTS ARE NOT TO
BE DROPPED OFF IN THE
MILL ST PARKING LOT**

**This lot is for those that are parking and will be
entering the school**

**There will be NO designated section in the Mill St. parking lot. The front gate will only be for
parents parking and entering the school.. DO NOT drop off students to enter through the front
gate**

When parking on the street please park along the curb on the **WEST** side of Mt. View Ave across from the school whenever possible.

DO NOT MAKE U-TURNS IN FRONT OR ON THE SIDE (MT. VIEW) OF THE SCHOOL

For your safety and the safety of students, we ask that you follow ALL rules and policies regarding parking, drop-off, and pick up at SOAR Charter Academy. Violating the policy will result in a certified letter to the home informing you of the violation. Violations may result in a ticket or fine issued by school police.

Always drive slowly and carefully near schools, playgrounds, parks, and residential areas because children may suddenly run into the street. Also, many children have not yet developed the ability to judge speeds and distances well enough to cross streets safely when cars are moving fast.

California Vehicle Code § 22352 and 22358.4. govern **speed** limits in a **school zone**. The general **traffic** rules for **school zones** are 25 mph if you are within 500 to 1,000 feet of a **school** when children are outside or crossing the street. However, some **school zones** are limited to 15 mph if there is a posted **speed** limit sign.

- *Students are to be dropped off no earlier than 7:30 am
- *Do NOT block driveways on or off the campus
- *Do NOT double park
- *Do NOT try to bypass the line
- *Do NOT block the intersection
- *Drive at a speed conducive to a school environment

Mill St. parking lot

- *Do NOT park in spaces marked “reserved”
- *Do NOT park in spaces reserved for handicapped vehicles without proper identification
- *Do NOT block parking spaces.

Along with a variety of Vehicle Code Violations listed above, ignoring **ANY** procedure outlined in this policy may constitute a violation of State Education Code as well.

Education Code Section 49307. *Any person who shall disregard any traffic signal or direction given by a member of a school safety patrol, shall be guilty of an infraction and subject to the penalties provided in subdivision (a) of Section 42001 of the Vehicle Code.*

Enrollment

SOAR will serve approximately 480 students in grades TK-8, with 2 classes at grades K-6 (also referred to elementary school students) and 3 classes at grades 7 and 8 (also referred to as middle school students).

Each class in grades TK-3 will have an average of 22 students per class. Classes in grades 4-8 will maintain an average of 26 students. Middle school will maintain an average of 78 students in 7th grade and 78 students in 8th grade.

All TK & kindergarten classes are full day, 8:00 a.m.-3:00 p.m. starting the first day of school. Parents of TK students have the option of picking up their TK student at 12:00 p.m. after school lunch is served. If parents choose the half day TK program, it is understood that SOAR does not provide any extended care and students must be picked up at 12:00 pm.

SOAR Charter Academy is a public school that will offer admission to all students who wish to attend (up to SOAR’s capacity) on a nondiscriminatory basis, regardless of their ethnicity, religion, national origin, cod status, gender, gender identity, gender expression, sexual orientation or disability. No test or assessment shall be administered to students prior to acceptance and enrollment into SOAR.

The pre-enrollment process is comprised of the following:

1. Parent attendance at the New SOAR Parent Orientation meeting

The purpose of this meeting is to ensure parent/guardian understanding of, and commitment to SOAR’s vision and policies. All families seeking admission will receive extensive information about the SOAR philosophy and the parent compact.

2. Proof of minimum age requirement, e.g. birth certificate

3. Completion of a pre-enrollment form

Pre-enrollment forms will be accepted during the publicly advertised open pre-enrollment period for enrollment in the following school year. Following this period, forms shall be counted to determine whether any grade level has received more pre-enrollment forms than availability. In the event that this happens, the Academy will hold a public random drawing to determine enrollment for the impacted grade levels, with the exception of existing students who are guaranteed enrollment in the following school year. The public random drawing will be conducted by grade level starting with kindergarten. Pre-enrollment forms will be pulled and all siblings on the form will be immediately placed regardless of grade level. As grade levels are filled to capacity, siblings will be placed at the top of the waiting list. Preferences in the public random drawing will be given in the following order, pursuant to the enrollment process outlined in the charter.

- Category 1: Currently enrolled SOAR students
- Category 2: Children of the original founding members' families
- Category 3: Children of employees of SOAR
- Category 4: Siblings of currently enrolled students who are SBCUSD residents.
- Category 5: Siblings of currently enrolled students who are not SBCUSD residents.
- Category 6: All other SBCUSD residents
- Category 7: Non- SBCUSD residents

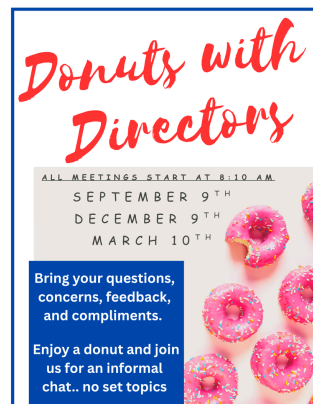
Parents will be notified of admission in a timely manner following the public random drawing. For more details regarding the enrollment process, please contact the school administrator or review the charter document.

Transitional Kindergarten (TK)

TK is an educational opportunity of enrollment for children who will turn 4 years old on or before September 1, 2025, to be eligible for TK in the 2025-26 school year. TK students will be in a dedicated classroom. Students are offered developmentally appropriate curriculum aligned with kindergarten standards, taught by credentialed teachers. The TK program prepares students to be successful both academically and socially as they progress to kindergarten the following year. Parents/guardians understand that transitional kindergarten is the first year of a two-year program and that any child enrolled must attend kindergarten the following year. This means that if a child attends transitional kindergarten, he or she cannot advance to 1st grade the next year, simply because of age, but must complete a kindergarten year before advancing to 1st grade. Under some circumstances a student may be advanced to the first grade after their transitional kindergarten year. This determination is made by the teacher and/or academic team based on an individual student's readiness to be successful socially, emotionally, and academically.

Beginning of the Year Parent Meetings

At the beginning of each school year SOAR holds various parent meetings to discuss the goals and procedures for the upcoming school year. Please make sure you attend the meeting(s) that pertain to your child's/children's grade level(s) to meet the teachers and get information that will help them have a successful school year. These meetings will benefit both you and your child throughout the year. SOAR will also hold NEW parent meeting throughout the year to any new families joining SOAR.



Schedule

SOAR's innovative instructional schedule shall consist of a rotating 4 and 5-day school week. Students will not attend school every other Monday. Although, due to some holidays and/or vacation breaks, the schedule may change. **(Please See Attached Academic Calendar.)**

School will begin promptly at 8:00 a.m. for all grade levels and continue through 3:00 p.m. for grades TK-6 and 3:10 p.m. for grades 7-8, with the exception of minimum days in which school will let out at 12:00 p.m. for all grade levels. TK students may be dismissed at 12:00 p.m. after school lunch is served, at parent discretion, otherwise, TK students will remain full day.

For all students' safety, students are not to be on campus before 7:30 a.m. due to lack of adult supervision. If students need to be dropped off prior to 7:30 a.m. parents must make arrangements with the Office Manager (Mely Buenrostro) before doing so. At 7:30 a.m. all students are to go to the back playground behind the C wing when a staff member is present.

School office hours open at 7:30 a.m. and close at 4:00 p.m. Any office requests after that time will take 24 hours to complete.

No Students are allowed on the playground without adult supervision.

This includes the TK and Kindergarten playground.

2025-2026 BELL SCHEDULE		MINIMUM DAY	
MORNING		7:55	Line Up
7:55 AM	Line Up	8:00-8:40	PE
8:00-8:40	PE-Middle School	8:40-8:50	MIDDLE Nutrition Break
8:40- 8:50	Nutrition Break	8:50-10:10	Block 1/Block2
8:50- 10:16	Block 1	9:30-9:45	1 st /2 nd /3 rd Recess
9:30-9:45	1 st /2 nd /3 rd Recess	9:50-10:05	4 th /5 th /6 th Recess
9:50-10:05	4 th /5 th /6 th Recess	10:10-11:30	Block 3/Block4
10:16- 11:42	Block 2	10:30-11:05	K-3 rd Lunch
LUNCH		10:50-11:25	4th-6th Lunch
10:55-11:40	1 st /2 nd /3 rd Lunch	11:30-12:00	MIDDLE LUNCH
11:05 - 11:50	Kinder Lunch	12:00	Dismissal
11:20 - 12:05	4th/5th/6th Lunch	RAINY DAY LUNCH	
11:42-12:18	MIDDLE LUNCH	10:50 -11:20	K/1 st /2 nd /3 rd
AFTERNOON		11:25-11:55	4th/5th/6th
12:18-1:44	Block 3	12:00-12:30	7 TH /8TH
1:20-1:35	1 st /2 nd /3 rd Recess		
1:40-1:55	4 th /5 th /6 th Recess		
1:44 - 3:10	Block 4		
3:00	Dismissal		
3:10	MIDDLE SCHOOL Dismissal		

COVID Broke the GOOD Habit of Attending School

The number of kids who are chronically absent has doubled since before the pandemic... this means that at least one in every 3 students is missing 10% or more school days in an academic year. |

The shutting down of school broke the habit of attendance for all students, it seems families have gotten used to "just keeping kids home." It has become challenge getting kids to show up to class after being told to stay home for 2 years.

Our goal this year is to work together as a team to increase school attendance for all students in all grades. Please work to use our Monday's off for appointments and family trips. We have a week off at Thanksgiving, 3 weeks around Christmas, and 2 weeks in the spring. The yearly calendar is available for you to make plans around these times out of school to avoid your child missing valuable educational time. If issues or extenuating circumstances arise, please communicate with the office regarding absences.

ATTENDANCE MATTERS

Missing a day of school here and there may not seem like much, but absences add up!

When a student misses **2 days a month..**

They will miss **20 DAYS** a year.

They will miss **30 HOURS** of math over the school year.

They will miss **60 HOURS** of reading & writing over the school year.

They will miss over **1 YEAR** of school by graduation.

When a student misses **4 days a month..**

They will miss **40 DAYS** a year.

They will miss **60 HOURS** of math over the school year.

They will miss **120 HOURS** of reading & writing over the school year.

They will miss over **2 YEARS** of school by graduation.

Attendance Matters: Absences & Tardies Add Up!

Missing 1 or 2 days a week may not seem like much but...

If your child misses...	That equals...	Which is...	Over 13 years of schooling...
1 day every 2 weeks	20 days/year	4 weeks/year	Nearly 1 1/2 years
1 day/week	40 days/year	8 weeks/year	Over 2 1/2 years
2 days/week	80 days/year	16 weeks/year	Over 5 years
3 days/week	120 days/year	24 weeks/year	Nearly 8 years

Being 10 minutes late each day won't affect my child, right?

If your child misses just ...	That equals...	Which is...	Over 13 years of schooling...
10 minutes/day	50 minutes/week	Nearly 1 1/2 weeks/year	Nearly 1/2 year
20 minutes/day	1 hour 40 minutes/week	Over 2 1/2 weeks/year	Nearly 1 year
30 minutes/day	Half a day/week	4 weeks/year	Nearly 1 1/2 years
1 hour/day	One day/week	8 weeks/year	Over 2 1/2 years



Keep Your Child On Track in Middle and High School: Pay Attention to Attendance

Even as children grow older and more independent, families play a key role in making sure students access learning opportunities and understand why attendance is so important for success in school and on the job. Families can also advocate for resources to help students learn if they cannot attend in-person.

DID YOU KNOW?

- Students should miss no more than 9 days of school each year to stay engaged, successful and on track to graduation.
- Frequent absences can be a sign that a student is losing interest in school, struggling with school work, dealing with a bully or facing some other difficulty.
- By 6th grade, absenteeism is one of three signs that a student may drop out of high school.
- By 9th grade, attendance is a better predictor of graduation rates than 8th grade test scores.
- Missing 10%, or 2 days a month, over the course of the school year, can affect a student's academic success.

WHAT YOU CAN DO

Make school attendance a priority

- Talk about the importance of showing up to school every day.
- Help your teen maintain daily routines, such as finishing homework and getting a good night's sleep.
- Try not to schedule dental and non-Covid-19 related medical appointments during the school day.
- Keep your student healthy, and if you are concerned about Covid-19, call your school for advice.
- If your teens must stay home because they are sick or in quarantine, make sure they have asked teachers for resources and materials to make up for the missed learning time in the classroom.

Help your teen stay engaged

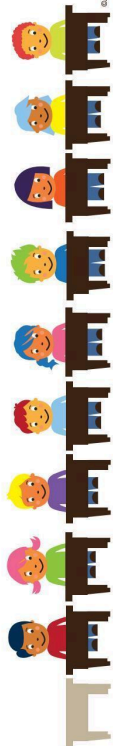
- Find out if your children feel engaged by their classes, and feel safe from bullies and other threats.
- Make sure your teens are not missing class because of challenges with behavioral issues or school discipline policies. If any of these are problems, contact the school and work with them to find a solution.
- Monitor your teen's academic progress and seek help from teachers or tutors when necessary. Make sure teachers know how to contact you.
- Stay on top of your child's social contacts. Peer pressure can lead to skipping school, while students without many friends can feel isolated.
- Encourage your teen to join meaningful after-school activities, including sports and clubs.
- Notice and support your students if they are showing signs of anxiety.



Communicate with the school

- Know the school's attendance policy – incentives and penalties.
- Check on your teen's attendance to be sure absences are not adding up.
- Seek help from school staff, other parents or community agencies if you need support.

Updated November 2022



Help Your Child Succeed in Preschool and Kindergarten Build the Habit of Good Attendance

DID YOU KNOW...

Showing up on time every day is important to your child's success and learning from preschool forward.

Missing 10% of school (1 or 2 days every few weeks) can make it harder to:

- Gain early reading and math skills.
 - Build relationships.
 - Develop good attendance habits.
- High quality preschool and kindergarten has many benefits!**
- The routines your child develops will continue throughout school.
 - Make the most of early grades by encouraging your child to attend every day.

WHAT YOU CAN DO

Work with your child and his/her teacher to develop your child's strong attendance.

Talk about it – sing about it – make it an adventure!

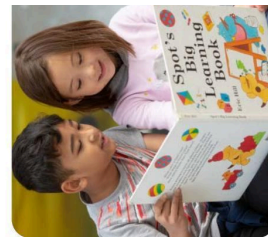
- Set a regular bedtime and morning routine.
- Lay out clothes and pack backpacks the night before.
- Share ideas with other parents for getting to school on time.

Before the school year starts

- Find out what day school starts and begin a countdown!
- Keep your child healthy and make sure your child has the required shots.
- Attend orientation with your child to meet teachers and classmates and find out about health and safety procedures.

Ready, Set, GO!

- If you are concerned your child may have Covid-19, call your school for advice. Ask for resources to continue learning at home if needed.
- Ask family members or neighbors for assistance if you need help.
- Try to schedule non-urgent medical appointments and extended trips when school is not in session.
- If your child seems anxious about preschool or kindergarten, talk to the program director, teacher, your doctor or other parents for advice.



Parent and Family Engagement Policy

The Charter School aims to provide all students in our school significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps while abiding by guidelines within the Elementary and Secondary Education Act (“ESEA”). The Charter School staff recognizes a partnership with families is essential to meet this goal. Our Parent and Family Engagement Policy leverages and promotes active involvement of all families as partners with schools to ensure student success. A copy of the Charter School’s complete ---Policy is available upon request in the main office.

INSTRUCTIONAL PROGRAM

Academic Curriculum

All core curriculums will be aligned with the Common Core State Standards. Students will be expected to meet or exceed grade level standards in reading, writing, speaking, math, science, social studies, the arts, and technology. Technology will be a focus for teachers, parents, and students in all facets of teaching and learning. The descriptions and instructional aims of every course offered by SOAR are available upon request.

Parent/Teacher Conferences Grades TK-6th

Parent/Teacher Conferences are scheduled twice per year. Our conferences are student led. The first conferences will be held in November. Every student at SOAR, Grades TK-6, will have a scheduled conference. Parents/guardians and students are expected to meet with their child’s teacher at this time to discuss both academic and social growth through their Leadership notebooks and receive Report Cards. Conferences shall be student led where students lead the conferences about their academic progress. They take ownership of their learning experience, sitting at the table **with** parents and teachers. Teachers work together to try and schedule siblings on the same day to accommodate parents/guardians. We ask parents/guardians to make every effort to come at your scheduled times. If an emergency should arise, please contact your child’s teacher or the school office before your scheduled conference.

Second trimester conferences are held in March for grades TK-6. These conferences are scheduled on an “as needed” basis. If you were not scheduled to meet with your child’s teacher but would still like to schedule a conference, notify the teacher so they can set up a time to meet with you. Again, please contact your child’s teacher if you are not able to meet at your scheduled time.

Middle School Students

Parent/Teacher Conferences are scheduled once at the end of the 1st semester in November. Conferences are student led. Every middle school student will have a scheduled conference and parents/guardians and students are expected to meet with their child’s teachers at this time to discuss both academic and social growth through their Leadership notebooks and receive Report Cards. We ask parents/guardians to make every effort to come at your scheduled times. If an emergency should arise, please contact the school office before your scheduled conference.

If a second conference is needed during the second trimester, the middle school team will contact you to schedule that meeting. If you would like to meet with your child’s teacher at any other time, you are welcome to do so. Please contact the teacher(s) via email or phone call to set up any meeting

State Testing

The Charter School shall annually administer required state testing to the applicable grades (e.g., the California Assessment of Student Performance and Progress [“CAASPP”].) Notwithstanding any other provision of law, a parent’s or guardian’s written request to Charter School officials to excuse their child

from any or all parts of the CAASPP shall be granted. Upon request, parents have a right to information on the level of achievement of their student on every State academic assessment administered to the student.

Homework

Homework not only instills responsibility and study skills that will be used for many years to come, but it also reinforces the skills and concepts following the work done in class to help your child have a successful year. Each child's teacher will incorporate a homework policy that all students are expected to follow. Failure to complete homework can affect your child's grades.

For grades TK-8, please check your child's attendance and grades regularly on AERIES

The Leader in Me

SOAR adopted the Leader in Me ("TLIM") program to promote positive behavior, citizenship, accountability, and leadership in 2016. At the end of the 2018/2019 school year, SOAR became a Lighthouse School, and will continue to have a schoolwide focus on Leadership, Culture, and Academics.

In K-8, all students will be taught and expected to practice the 7 Habits. It teaches 21st century leadership and life skills to students and creates a culture of student empowerment based on the idea that every child can be a leader. Content from The 7 Habits of Highly Effective People is a key component of the overall Leader in Me process. The process teaches students the skills needed for academic success in any setting. These skills include critical thinking, goal setting, listening and speaking, self-directed learning, presentation-making and the ability to work in groups. The practice of these habits are meant to prepare them for high school, college, career, and life.

SOAR will aim to teach children that these traits are life skills that will be useful at every stage of their lives. Grade level standards will be taught while students also practice and apply these habits in real life situations and through community service projects. Our goal is to have The Leader In Me evident in every part of the school and will require support from home as well. We invite parents to learn the 7 Habits and encourage their children to use them at home. Parents will be invited to various training and events focusing on the 7 Habits.

Community Service Projects

Part of SOAR's mission is to have our students get involved with their community by participating in community service projects. All SOAR students are required to complete a community service project independent of school (this may be completed as an individual, in pairs, or with a small group of students that

have a similar interest) as well as participate in their grade level community service project. Each grade level will have its own criteria for the independent projects. Please talk with your child's teacher or check SOAR's website at www.soarcharteracademy.org to view their grade level criteria. Guidelines are in the packets sent home at the beginning of the school year as well as available on our website.

Please note: These projects are not optional. Failure to complete their independent community service project may result in your child losing his/her end of the year non-academic field trip privileges. Community service is intended to be done OUTSIDE of SOAR. Families are encouraged to donate/participate in activities at school but will not be counted as their students OUTSIDE community service activity.



Introduction to Community Service

Community service is an integral part of the education of our nation's youth. Through service to others, students improve their self-esteem, develop a sense of responsibility, and develop sensitivity to the needs of others and the community as a whole. Community service projects are well-planned, organized, and voluntary efforts designed to address a specific need in the community. Well-conceived projects provide students with the opportunity to plan and implement a project to which they feel personally committed.

Identifying Meaningful Community Service Projects

To be meaningful, community service projects must address a real need or problem found within community. Students must be given the opportunity to select a community service project that reflects both the needs of the community and their personal interests and skills. In addition, quality community service projects require an on-going commitment on the part of students. Hastily planned, short-term projects do little to foster the purpose of community service.

The following criteria should be considered when a student selects a community service project:

- The project addresses a real community need or problem.
- The project provides the student with the opportunity to provide meaningful and vital community service.
- The project allows a student to gain a greater understanding of the community need or problem on which they are working.
- The project reflects the student's interests, talents, and abilities.
- The project provides the student with the opportunity to grow personally and academically.
- The project helps students connect classroom experiences to their service to the community.



As our students mature through the grade levels, they move from memorization to understanding and finally to applying their learning. The community service program must grow with them to provide age appropriate opportunities to make a difference in the world around them.

Grade Level Community Service Expectations for Teachers

Students and teachers discuss charitable organizations, make a selection, and present their cause to the class. Once a cause is selected, students and teachers work together to choose a means to help.

Projects chosen will vary in degree of difficulty and time needed for completion based on the grade level of the students.

Grade Level	Age Appropriate "Ideas" for "Grade Level" Projects at School
Kindergarten	Learn songs to sing to seniors at a senior center. Sending student art, letters and writing to seniors. Build empathy and awareness of different generations. Learning the importance of caring and giving to others.
First	Students build an understanding that many children are less fortunate than them and that they can help them. Students can begin to develop empathy and visit with the elderly.
Second	Students should have direct interaction with a specific group of people or organization. Projects should be more evolved than in kinder and 1 st .
Third	Third graders should be very involved in selecting a group of people or organization to work with. By this grade, and beyond, students should not be collecting items merely for a donation.
Fourth	By this grade students should be volunteering out in the community rather than a home-based project. Working directly with a group of people or organization.
Fifth	Students should now have a solid understanding of community service. This grade level should be working as a team to develop a larger scale project.
Sixth	Students should now have a solid understanding of community service. This grade level should be working as a team to develop a larger scale project, preferably out in the community.
Middle School	Continuing the learning begun in the lower grades—empathy for others, caring for the environment, an understanding of the citizens within the community should be well in place.—the middle school should focus on a larger scale project by working outside of school with organizations such as "Habitat for Humanity" etc.

The organizations and agencies listed below are just some that typically welcome volunteers. This list should help students generate ideas for community service projects:

- Chambers of Commerce
- Charities
- City governments
- Civic organizations
- Convalescent homes
- County agencies
- Cultural centers
- Day care centers
- Hospices
- Hospitals
- Ronald McDonald House
- Animal Shelters
- www.volunteermatch.com
- Hospitals
- Libraries
- Museums
- Parks
- Recreation centers
- Religious organizations
- Service organizations
- United Way agencies
- Zoos
- Habitat for Humanity
- Food Pantries
- www.justserve.org

Additionally, for individual projects you are strongly encouraged to involve your parents/guardians in the process of selecting your project. While this is your project, their support is also necessary.

COMMUNITY SERVICE



Individual Student Community Service

You don't have to be powerful to make a huge impact on our community. Community Service TEACHES and MODELS for our children what it means to be part of a community. All SOAR students can contribute their time and effort to better their community and are required to participate in an individual community service project.

In the past, students have collected money or things to contribute to organizations to which they had little connection or follow-up, items/money are just being dropped off and the experience of serving is lost. These types of projects should be limited to lower grade and it is important that the student visits the charity that the money/items are being donated and spends some time learning about that charity. The child's focus leans more towards the collecting and the purpose is sometimes lost. We believe there is more power in DOING. When we give more of ourselves in the form of time, effort and talent, we create an opportunity to connect and interact with those we are helping.

A student may use the experience of community service as:

- A topic for college entrance exam essays in the future
- A means of choosing a career path for the future
- A means of gaining work experience
- Community service is recorded on high school portfolios

Students may also learn:

- To apply knowledge from school to the real world
- Enhanced personal development such as self-esteem, social skills, communication skills, problem-solving abilities, and concern for others
- An appreciation of diversity
- To make positive choices in use of leisure time

Parents may see:

- Increased maturity in their child
- Increased respect from their child
- Their child's better understanding of the community and its environment

Individual teachers and/or grade levels have specific guidelines for the presentation of their projects. This information will be given to your student early in the year so that there is plenty of time to plan, implement, and present.

Students who are academically low achieving

Students who do not meet state standards for their grade level as identified by the teacher or referred by a parent due to low assessment results will be entered into our Student Study Team (“SST”) process. This school-wide process involves identifying low-performing students, meeting with parents and teachers, implementing various research-based interventions, and monitoring the response to interventions and the progress of overcoming the student’s academic or social concerns. It is important that parents attend these meetings. After two failed attempts to hold these meetings with the parent/guardian, the meeting will be held without the parent /guardian present.

Students who are academically high achieving

High achieving students will be challenged through differentiation in their individual gifted areas. A student does not have to be designated GATE to work above his/her grade level. All students at SOAR Charter Academy will be held to high expectations. Students will be tested for GATE in grades 2, 5, and 7th.

English Learners (“EL”)

Our program is designed to provide ELL students with the instruction and support necessary to break down language barriers and master the English language academic curriculum. SOAR will provide integrated ELD

instruction in the classroom and designated ELD instruction through our ELD teacher in a pull-out program. SOAR also tests our EL students yearly using the English Language Proficiency Assessments for California (“ELPAC”). Please contact an administrator for more information. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding English Learners and the rights of students and parents. SOAR has a designated ELD teacher working specifically with students identified as English Learners.

Retention Policy

The SOAR Charter Academy Board of Directors expects students to progress through each grade level within one school year. To accomplish this, instruction should accommodate the variety of ways that children learn and include strategies for addressing academic deficiencies when needed.

Students shall progress through grade levels by demonstrating growth in learning and meeting grade level standards of expected student achievement.

As early as possible in the school year, the educational team and/or teacher shall identify students who are at risk of being retained in accordance with law, Board policy, and the following criteria.

Students shall be identified on the basis of their grades, performance, and attendance.

When a student in grades 1 through 8 is retained or recommended for retention, the educational team and/or teacher shall offer programs of direct, systematic, and intensive instruction.

The educational team and/or teacher shall identify students who should be retained or who are at risk of being retained at the following grade levels:

1. Between 1 and 2
2. Between 2 and 3
3. Between 3 and 4
4. Between 4 and 5
5. Between 5 and 6
6. Between 7 and 8
7. Between 8 and 9

Students between grades 2 and 3 and grades 3 and 4 shall be identified primarily based on their level of proficiency in reading. Proficiency in reading, English Language Arts, and Math shall be the basis for identifying students between grades 4 and 8.

If a student is identified as performing below the minimum standard for promotion, the student shall be retained in his/her current grade level unless the student's regular classroom teacher determines in writing that the retention is not the appropriate intervention for the student's academic deficiencies. This determination shall specify the reasons that retention is not appropriate for the student and shall include recommendations for interventions other than retention that, in the opinion of the teacher, are necessary to assist the student in attaining acceptable levels of academic achievement.

If the teacher's recommendation to promote is contingent on the student's participation in a summer school or interim remediation program, the student's academic performance shall be reassessed at the end of the remediation program, and the decision to retain or promote the student shall be reevaluated at that time. The teacher's evaluation shall be provided to and discussed with the student's parents/guardians and the Executive Director or designee before any final determination of retention or promotion.

When a student is identified as being at risk of retention, the Executive Director or designee shall so notify the student's parents/guardians as early in the school year as practicable. The student's parents/guardians shall be provided an opportunity to consult with the teacher(s) for the decision to promote or retain the student.

The parents or guardians shall have the right to appeal the decision to retain directly to the Executive Director or designee. To appeal a teacher's decision, the appealing party shall submit a written request to the Executive Director or designee specifying the reasons why the teacher's decision should be overruled. The appeal must be initiated within 10 school days of the determination of retention. The teacher shall be provided an opportunity to state orally and/or in writing the criteria on which his/her decision was based.

The Executive Director or designee's determination may be appealed by submitting a written appeal to the SOAR Board of Directors within fifteen school days. Within fifteen (15) days of receipt of a written appeal, the Board shall meet in closed session to decide the appeal. The Board's decision may be made on the basis of documentation prepared as part of the appeal process or at the discretion of the Board. The Board may also meet with the appealing party, the teacher and the Executive Director or designee to decide the appeal. The decision of the Board shall be final.

The Board understands that the possibility of retaining any student is a very serious matter and retention should be the last intervention used to improve or enhance a student's learning outcomes.

The TK program prepares students to be successful both academically and socially as they progress to kindergarten the following year. Parent/guardians understand that transitional kindergarten is the first year of a two-year program and that any child enrolled must attend kindergarten the following year. This means that if a child attends transitional kindergarten, he or she cannot advance to 1st grade the next year, simply because of age, but must complete a kindergarten year before advancing to 1st grade. Under some circumstances a student may be advanced to the first grade after their transitional kindergarten year. This determination is made by the teacher and/or academic team based on an individual student's readiness to be successful socially, emotionally, and academically.

Award Assemblies

Each trimester for grades TK-6, and each semester for middle school grades, SOAR will hold an awards assembly where students are acknowledged for the great things they do in the classroom.

The awards include:

- Eagle Awards given by the teacher to recognize students that have shined in any given area
- WOW Awards, given to students to be recognized for a great writing sample
- The LEADER Award
- Growth Mindset Award

If your child is receiving an award, a letter will go home approximately 2 weeks prior to the assembly.

Assemblies are very important not only to our students but to their parents as well. Many parents take time out of their busy schedules to come and watch their child receive their award(s). Therefore, we ask all students, parents, and/or family members to respect those around them and keep talking to a minimum so that each parent can hear when their child is getting an award.

Teacher Qualifications

As the Charter School receives Title I federal funds through the Elementary and Secondary Education Act (“ESEA”), as reauthorized and amended by the Every Student Succeeds Act (“ESSA”), all parents/guardians of students attending the Charter School may request information regarding the professional qualifications of classroom teachers and/or paraprofessionals, including at a minimum:

1. Whether the student’s teacher:
 - a. Has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
 - b. Is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
 - c. Is teaching in the field of discipline of the certification of the teacher; and
2. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

Upon request, the Charter School will provide the information to the parents/guardians in a timely manner. Parents/guardians may contact Director Tammi Martinez at tmartinez@soarcharteracademy.org to obtain this information.

Animal Dissections

Students at the Charter School may perform animal dissections as part of the science curriculum. Any student who provides their teacher with a written statement, signed by their parent/guardian, specifying the student’s moral objection to dissecting or otherwise harming or destroying animals, or any parts thereof, may be excused from such activities if the teacher believes that an adequate alternative education project is possible. The alternative education project shall require a comparable time and effort investment by the student. It shall not, as a means of penalizing the student, be more arduous than the original education project. The student shall not be discriminated against based upon their moral objection to dissecting or otherwise harming or destroying animals, or any parts thereof.

California Healthy Kids Survey

The Charter School will administer the California Healthy Kids Survey (“CHKS”) to students at grades five (5th) and seven (7th), whose parent or guardian provides written permission. The CHKS is an anonymous, confidential survey of school climate and safety, student wellness, and youth resiliency that enables the Charter School to collect and analyze data regarding local youth health risks and behaviors, school connectedness, school climate, protective factors, and school violence.

Sexual Health Education

The Charter School offers comprehensive sexual health education to its students in grades 7-8. A parent or guardian of a student has the right to excuse their child from all or part of comprehensive sexual health education, HIV prevention education, and assessments related to that education through a passive consent (“opt-out”) process. The Charter School does not require active parental consent (“opt-in”) for comprehensive sexual health education and HIV prevention education. Parents and guardians may:

- Inspect written and audiovisual educational materials used in comprehensive sexual health education and HIV prevention education.
- Excuse their child from participation in comprehensive sexual health education and HIV prevention education in writing to the Charter School.
- Be informed whether the comprehensive sexual health or HIV/AIDS prevention education will be taught by Charter School personnel or outside consultants. When the Charter School chooses to use outside consultants or to hold an assembly with guest speakers to teach comprehensive sexual health or HIV/AIDS prevention education, be informed of:
 - o The date of the instruction
 - o The name of the organization or affiliation of each guest speaker
 - o Request a copy of Education Code sections 51930 through 51939.

Anonymous, voluntary, and confidential research and evaluation tools to measure students' health behaviors and risks (including tests, questionnaires, and surveys containing age-appropriate questions about the student's attitudes concerning or practices relating to sex) may be administered to students in grades 7-12. A parent or guardian has the right to excuse their child from the test, questionnaire, or survey through a passive consent ("opt-out") process. Parents or guardians shall be notified in writing that this test, questionnaire, or survey is to be administered, given the opportunity to review the test, questionnaire, or survey if they wish, notified of their right to excuse their child from the test, questionnaire, or survey, and informed that in order to excuse their child they must state their request in writing to the Charter School.

A student may not attend any class in comprehensive sexual health education or HIV prevention education, or participate in any anonymous, voluntary, and confidential test, questionnaire, or survey on student health behaviors and risks if the Charter School has received a written request from the student's parent or guardian excusing the student from participation. An alternative educational activity shall be made available to students whose parents or guardians have requested that they not receive the instruction or participate in the test, questionnaire, or survey.

STUDENT HEALTH AND SAFETY

Student Health Services

In the event of illness or injury during school hours, students are to report to their teacher for a pass to the office. Students who become ill during lunch or recess should report to a staff member so they may be sent to the office. SOAR \ does not have a full-time nurse/health aide. Parents will be notified immediately of illness or injury. Parents and/or guardians will be expected to pick up their child at the school or authorize someone else to do so. In emergency situations, school staff will call 911.

State of California Immunization Requirements for School and Child Care

Immunization records will be required for all students.

Pursuant to the California Health and Safety Code and the California Code of Regulations, children must provide proof of having received required immunizations (shots) before they can attend school unless they meet the requirements for an exemption. Immunization records are required for all incoming students. Verification of immunizations will be completed with written medical records from the child's doctor or immunization clinic. To ensure a safe learning environment for all students, the Charter School follows and abides by the health standards set forth by the state of California. The immunization status of all students will be reviewed periodically. Those students who are not in compliance with the State requirements must be excluded from attendance until the requirements are met. Students who have been exposed to a communicable disease for which they have not been immunized may be excluded from school at the discretion of the Charter School.

These required immunizations include:

Child's Grade	List of shots required to attend school
TK/K-12 Admission	<p>Diphtheria, Tetanus and Pertussis (DTaP) - Five (5) doses</p> <p>Polio - Four (4) doses</p> <p>Measles, Mumps, and Rubella (MMR) - Two (2) doses</p> <p>Hepatitis B (Hep B) - Three (3) doses</p> <p>Varicella (chickenpox) – Two (2) doses</p> <p>NOTE: Four doses of DTaP are allowed if one was given on or after the fourth birthday. Three doses of DTaP meet the requirement if at least one dose of Tdap, DTaP, or DTP vaccine was given on or after the seventh birthday (also meets the 7th-12th grade Tdap requirement.) One or two doses of Td vaccine given on or after the seventh birthday count towards the requirement for DTaP. Three doses of Polio are allowed if one was given on or after fourth birthday. MMR doses must be given on or after first birthday. Two doses of measles, two doses of mumps, and one dose of rubella vaccine meet the requirement, separately or combined. Combination vaccines (e.g., MMRV) meet the requirements for individual component vaccines.</p>
Entering 7th Grade	<p>Tetanus, reduced Diphtheria, and acellular Pertussis (Tdap) One (1) dose</p> <p>NOTE: In order to begin 7th grade, students who had a valid personal belief exemption on file with a public or private elementary or secondary school in California before January 1, 2016 must meet the requirements listed for grades K-12 as well as requirements for 7th grade advancement. At least one dose of pertussis-containing vaccine is required on or after the 7th birthday.</p>

Compliance with the above vaccination requirements will not be required for students who show proof of a medical exemption by a physician licensed to practice medicine in California pursuant to Health and Safety Code Section 120370.

- a. Commencing January 1, 2021, the California Department of Public Health standardized medical exemption form shall be the only documentation of a medical exemption that the School shall accept.
- b. On and after July 1, 2021, the School shall not unconditionally admit or readmit, or admit or advance any student to 7th grade, unless the student has been fully immunized or files a California Department of Public Health standardized medical exemption form as required by law.
- c. Medical exemptions issued before January 1, 2020 will continue to remain valid until the child enrolls in the next grade span, defined below.

If there is good cause to believe that a child has been exposed to a disease listed in subdivision (b) of Section 120335 and his or her documentary proof of immunization status does not show proof of immunization against that disease, that child may be temporarily excluded from the School until the local health officer is satisfied that the child is no longer at risk of developing or transmitting the disease.

Physical Examinations and Right to Refuse

A parent/guardian having control or charge of any child enrolled in the Charter School may file annually with the Attendance Clerk a written and signed statement stating that the parent/guardian will not consent to a physical examination of the child. Thereupon the child shall be exempt from any physical examination, but whenever there is a good reason to believe that the child is suffering from a recognized contagious or infectious disease, the child shall be sent home and shall not be permitted to return until the school authorities are satisfied that any contagious or infectious disease does not exist.

Medications at School

The Charter School staff is responsible for overseeing the administration of medication to students attending the School during the regular school day. “*Regular school day*” includes during school hours, before- or after-school programs, field trips, extracurricular or co-curricular activities, and camps or other activities that typically involve at least one (1) overnight stay from home.

It is imperative that practices followed in the administration of medication be carefully delineated to ensure the safety of our students and the legal protection of our employees. Any pupil who is required to take, during the regular school day, medication prescribed for him or her by a qualified healthcare provider may be assisted by designated school personnel or may carry and self-administer prescription auto-injectable epinephrine (“Epi-Pen”) or asthma medication, if the Charter School receives the appropriate written statements from a parent/guardian and qualified healthcare provider.

The Charter School will ensure it has the appropriate type of Epi-Pen on site (i.e., regular or junior) to meet the needs of its pupils. The Charter School will ensure staff properly store, maintain, and restock the epinephrine auto-injectors as needed.

The Charter School will ensure any school personnel who volunteer to administer medication are appropriately trained. The Charter School will distribute an annual notice to all staff describing the request for volunteers. The annual notice shall also describe the training the volunteer will receive.

In order for a pupil to be assisted by designated school personnel in the administration of medication, or self-administer Epi-Pen or asthma medication, the Charter School shall obtain an *Authorization for Medication Form* completed by the parent/guardian and qualified healthcare provider and detailing the name of the medication, method, amount, and time schedules by which the medication is to be taken, parent and healthcare provider consent and recommendation for self-administration, or or consent and recommendation for school personnel to assist in administration.. The *Authorization for Medication Form* is available through the school office.

Guidelines:

- The primary responsibility for the administration of medication rests with the parent/guardian, student and medical professional.
- Medication shall be administered only during school hours if determined by a physician to be necessary.
- Designated staff shall keep records of medication administered at the School.
- All medication will be kept in a secure and appropriate storage location and administered per physician’s instructions by appropriately designated staff.
- Designated staff shall return all surplus medication to the parent/guardian upon completion of the regimen or prior to extended holidays.
- Designated staff shall establish emergency procedures for specific medical conditions that require an immediate response (i.e. allergies, asthma, diabetes).
- The *Authorization for Medication Form* specified in this policy shall be submitted to the Charter School at least annually and more frequently if the medication, dosage, frequency of administration, or reason for administration changes.
- A pupil may be subject to disciplinary action if that pupil uses auto-injectable epinephrine in a manner other than as prescribed.
- Prescription medication must be brought to school in the original prescription bottle labeled with the child’s name.
- Students should never bring prescribed or over-the-counter medication in their backpacks, lunch pails or pockets under any circumstances. This includes cough drops, Tylenol, Tums, etc.

Communicable, Contagious, or Infectious Disease Prevention Policy

The Charter School recognizes its shared responsibility with the home and the community to promote appropriate disease prevention procedures in the handling and the cleaning up of blood and body fluids.

The Charter School's Board of Directors desires to protect the entire school community without segregation, discrimination, or stigma. Accordingly, infectious disease prevention shall be taught regardless of whether a student or adult is known to have an identified infectious disease.

All students and employees shall be provided appropriate periodic instruction in basic procedures recommended by the State Department of Education and other public health agencies and associations.

Incidence and transmission of communicable diseases will be further limited through a rigorous program of immunization and health screening required of all students, faculty, and staff. Students found to have communicable diseases will be included in all activities deemed by a physician to present no hazard of infection to other students.

SOAR will follow all guidelines set in place regarding safety and COVID-19.

COVID-19 Testing

As the health and safety guidelines have evolved, SOAR no longer conducts on-campus testing for COVID. SOAR will advise families on current guidelines when necessary.

People with COVID-19 have a wide range of reported symptoms – from mild symptoms to severe illness.

Symptoms may appear 2-14 days after exposure to the virus that causes COVID-19.

Symptoms can include

- Fever or chills
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

This list does not include all possible COVID-19 symptoms. Children and adolescents with the virus that causes COVID-19 may experience any, all, or none of these symptoms.

Injuries and Accidents

Whenever exposed to blood or other body fluids through injury or accident, students and staff should follow the latest medical protocol for disinfecting procedures.

Oral Health Assessment

Students enrolled in transitional kindergarten or kindergarten in a public school or while enrolled in first grade if the student was not previously enrolled in kindergarten in a public school are required to present proof of having received an oral health assessment completed by a dental professional that was performed within 12 months before the student's initial enrollment in a public school. Please contact the main office if you have questions about this requirement.

Diabetes

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

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.

4. A description of treatments and prevention of methods of type 2 diabetes.

A description of the different types of diabetes screening tests available. Please contact the office if you need a copy of this information sheet or if you have any questions about this information sheet. A copy of the information sheet regarding type 2 diabetes is available at:
<https://www.cde.ca.gov/ls/he/hn/type2diabetes.asp>.

The Charter School will provide an information sheet regarding type 1 diabetes to the parent or guardian of a student when the student is first enrolled in elementary school, pursuant to Education Code Section 49452.6. The information sheet shall include, but shall not be limited to, all of the following:

1. A description of type 1 diabetes.
2. A description of the risk factors and warning signs associated with type 1 diabetes.
3. A recommendation that parents or guardians of students displaying warning signs associated with type 1 diabetes should immediately consult with the student's primary care provider to determine if immediate screening for type 1 diabetes is appropriate.
4. A description of the screening process for type 1 diabetes and the implications of test results.
5. A recommendation that, following a type 1 diagnosis, parents or guardians should consult with the pupil's primary care provider to develop an appropriate treatment plan, which may include consultation with and examination by a specialty care provider, including, but not limited to, a properly qualified endocrinologist.

A copy of the information sheet regarding type 1 diabetes is available at:

<https://www.cde.ca.gov/ls/he/hn/type1diabetes.asp>. Please contact the office if you need a copy of this information sheet or if you have any questions about this information sheet.

Emergency Information Card

Accidents: A parent or legal guardian of each student is required to complete and have on file at the school a *Student Emergency Information Card*. The card will list the parents' choice of medical advisors and others to be contacted in case of an accident or illness of their students. All information requested on the card should be accurately written and updated immediately when changes occur, including current emergency phone numbers and health problems. In case of an accident to a student, a staff member trained in first aid will render services until the parents or emergency services arrive. When necessary, SOAR staff will call 911 to assist in an emergency.

School Safety Plan / Asbestos Management Plan

Fire drills will be held monthly, lockdown drills, and earthquake drills will be held quarterly each school year. Maps with evacuation routes will be posted in every room. During a fire drill, students will exit immediately. During an earthquake/disaster drill, students are required to "Drop, Cover and Hold" for approximately five minutes before exiting the building by designated evacuation routes. Students and staff are expected to act appropriately. A copy of SOAR's Comprehensive School Safety Plan is available in the office. SOAR has three full-time school security guards on campus.

Facilities Maintenance and Asbestos Protocol

SOAR Charter Academy contracts with the San Bernardino City Unified School District for maintenance services. As part of this agreement, any facilities-related concerns, including the identification or disturbance of asbestos-containing materials, are managed according to the District's established environmental safety protocols. If asbestos is discovered, the District's certified procedures for notification, containment, and remediation will be implemented immediately to ensure the safety of all students, staff, and visitors.

Pregnant and Parenting Students

The Charter School recognizes that pregnant and parenting students are entitled to accommodations that provide them with the opportunity to succeed academically while protecting their health and the health of their children. A pregnant or parenting student is entitled to eight (8) weeks of parental leave, or more if deemed medically necessary by the student's physician, which the student may take before the birth of the student's infant if there is a medical necessity and after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction, in order to protect the health of the student who gives or expects to give birth and the infant, and to allow the pregnant or parenting student to care for and bond with the infant. The Charter School will ensure that absences from the student's regular school program are excused until the student is able to return to the regular school program.

Upon return to school after taking parental leave, a pregnant or parenting student will be able to make up work missed during the pregnant or parenting student's leave, including, but not limited to, makeup work plans and re enrollment in courses. Notwithstanding any other law, a pregnant or parenting student may remain enrolled for a fifth year of instruction in the Charter School if it is necessary for the student to be able to complete any graduation requirements, unless the Charter School determines that the student is reasonably able to complete the graduation requirements in time to graduate from high school by the end of the student's fourth year of high school.

Complaints of noncompliance with laws relating to pregnant or parenting students may be filed under the Uniform Complaint Procedures ("UCP") of the Charter School. The complaint may be filed in writing with the compliance officer:

Tammi Martinez
 Director of Human Resources and Communications
tmartinez@soarcharteracademy.org
 909-856-1847

A copy of the UCP is available upon request at the main office. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the complaint procedures, please contact Tammi Martinez.

Mental Health Services

The Charter School recognizes that when unidentified and unaddressed, mental health challenges can lead to poor academic performance, increased likelihood of suspension and expulsion, chronic absenteeism, student attrition, homelessness, incarceration, and/or violence. Access to mental health services at the Charter School and in our community is not only critical to improving the physical and emotional safety of students, but it also helps address barriers to learning and provides support so that all students can learn problem-solving skills and achieve in school and, ultimately, in life. The following resources are available to your child:

Available on Campus:

- **School-based counseling services** – your child is encouraged to directly contact a Charter School counselor by coming into the counseling office during school hours and making an appointment to speak with a counselor. Our Charter School counselors support students by providing individual sessions, group, or parent consultations whenever a student is having a difficult time due to academic stress, transition to changes in their environment, or social concerns, including isolation. Counseling services, whether provided by our Charter School or by an outside provider listed herein, are voluntary. Ms. Ja'Nae Westmoreland can be contacted at 909-888-3300.
- **Special education services** – if you believe your child may have a disability, you are encouraged to directly contact Renee Nunez at 909-888-3300 to request an evaluation.
- **Prescription medication while on campus** – if your child requires prescription medication during school hours and you would like assistance from School staff in providing this medication to your child, please contact the school office for additional information.

Available Nationally:

- National Suicide Prevention Hotline - This organization provides confidential support for adults and youth in distress, including prevention and crisis resources. Available 24 hours at 1-800-273-8255.
- The Trevor Project - This organization provides suicide prevention and crisis intervention for LGBTQ youth between the ages of 13 and 24. **Available at 1-866-488-7386 or visit <https://www.thetrevorproject.org/>.**
- Big Brothers/Big Sisters of America – This organization is a community- based mentorship program. Community-specific program information can be found online at <https://www.bbbs.org> or by calling (813) 720-8778.

Human Trafficking Prevention

California has the highest number of incidents of human trafficking in the U.S., and all students may be vulnerable. The Charter School believes it is a priority to inform our students about (1) the prevalence, nature of and strategies to reduce the risk of human trafficking, techniques to set healthy boundaries, and how to safely seek assistance, and (2) how social media and mobile device applications are used for human trafficking.

In accordance with the California Healthy Youth Act, the Charter School will provide age-appropriate instruction on the prevention of human trafficking, including sexual abuse, assault, and harassment. You have the right to excuse your child from all or part of the instruction on the prevention of human trafficking. An opt-out form is available at the main office for your convenience. Your consent for this instruction is NOT required. If we do not receive a written request to excuse your child, your child will be included in the instruction.

Information and materials for parents/guardians about the curriculum and resources on prevention of human trafficking and abuse, including sexual abuse, assault, and harassment are available on Charter School's website for your review.

Heat Protocol

SOAR is responsible for monitoring forecasted weather, including heat, using a combination of temperature & relative humidity to determine the heat index (how heat feels). SOAR monitors weather variations through stations that provide real-time detailed information such as *WeatherBug* and *Weather.gov*.

Policy on Head Lice

SOAR Charter Academy recognizes that head lice infestations do **not** pose a health hazard, are not a sign of uncleanliness, and are not responsible for the spread of any disease. SOAR is committed to maximizing student's academic performance and well-being in a healthy and safe environment.

The management of pediculosis (lice) should have minimal effect on the educational process. Children found with live head lice shall be referred to the parent for treatment at the end of the school day.

Exclusion from school and early pick-ups will be avoided to the extent possible. On a case-by-case basis, temporary exclusion may be necessary in the event of a serious infestation. No student will be excluded from school for nits. Excluded students shall be allowed to return to school after treatment and shall be checked by the designee before returning to class.

School employees shall report all suspected cases of head lice to the office manager, Mely Buenrostro or administrator designee as soon as possible. SOAR's designee shall examine the student and any siblings of affected students or members of the same household. If live lice are found, the parents of the student will be informed that the student will be excluded from attendance and will be sent home for treatment.

Parents/guardians shall be informed about recommended treatment procedures and sources of further information.

If a student is found consistently infested with head lice, he/she may be referred to a multidisciplinary team, which may consist of a SOAR designee, representatives from the local health department and social services, and other appropriate individuals, to determine the best approach for identifying and resolving problems contributing to the student's head lice infestations.

When it is determined that 3 or more students in a class or school are infested with head lice, the principal or designee may, at his/her discretion, notify parents/guardians of students in that class or school and provide them with information about the detection and treatment of head lice and request families to check their child for lice before coming to school. Staff shall maintain the privacy of students identified as having head lice.

Cancer Prevention Act

Students in the state are advised to adhere to current immunization guidelines, as recommended by the Advisory Committee on Immunization Practices (ACIP) of the federal Centers for Disease Control and Prevention (CDC), the American Academy of Pediatrics, and the American Academy of Family Physicians, regarding full human papillomavirus (HPV) immunization before admission or advancement to the eighth grade level of any private or public elementary or secondary school.

Because the vaccine is more effective when given at younger ages, two doses of HPV vaccine are recommended for all kids between the ages of 9 to 12 years, and the second dose should be given before the start of 8th grade. Kids who wait until later to get their first dose of HPV vaccine may need three doses.

HPV vaccination can prevent over 90 percent of cancers caused by HPV. HPV vaccines are very safe, and scientific research shows that the benefits of HPV vaccination far outweigh the potential risks.

Dangers of Synthetic Drugs

The illicit use and abuse of synthetic drugs represents an emerging and ongoing public health threat in California. The fentanyl crisis specifically, has impacted communities across the state, leading to a sharp increase in fentanyl poisonings and deaths in recent years. This notice aims to address the crisis with a preventative approach ensuring students and families are educated on the deadly consequences of recreational drug use.

A synthetic drug is a drug with properties and effects similar to a known hallucinogen or narcotic but having a slightly altered chemical structure, especially such a drug created in order to evade existing restrictions against illegal substances. Synthetic drugs include but are not limited to synthetic cannabinoids ("synthetic marijuana," "Spice," "K2"), methamphetamines, bath salts, and fentanyl.

The California Department of Public Health ("CDPH") has expounded on the extreme danger of drugs laced with fentanyl. Illicit fentanyl can be added to other drugs to make them cheaper, more powerful, and more addictive. Illicit fentanyl has been found in many drugs, including heroin, methamphetamine, counterfeit pills, and cocaine. Fentanyl mixed with any drug increases the likelihood of a fatal overdose. Furthermore, it is nearly impossible to tell if drugs have been laced with fentanyl without additional testing, because fentanyl cannot be seen, smelled, or tasted when used as a lacing agent. Social media platforms may be used as a way to market and sell synthetic drugs, such as fentanyl.

Additional information regarding fentanyl from the CDPH's Substance and Addiction Prevention Branch [can be found here](https://www.cdph.ca.gov/Programs/CCDHPH/sapb/pages/fentanyl.aspx#:~:text=Fentanyl%20can%20be%20found%20in,is%20extremely%20potent%20and%20dangerous).

<https://www.cdph.ca.gov/Programs/CCDHPH/sapb/pages/fentanyl.aspx#:~:text=Fentanyl%20can%20be%20found%20in,is%20extremely%20potent%20and%20dangerous>.

Firearms Hazard Prevention Notice

The purpose of this notice is to inform and to remind parents and legal guardians of all students at the Charter School of their responsibilities for keeping firearms out of the hands of children as required by California law. There have been many news reports of children bringing firearms to school. In many instances, the child obtained the firearm(s) from his or her home. **These incidents can be easily prevented by storing firearms in a safe and secure manner, including keeping them locked up when not in use and storing them separately from ammunition.**

To help everyone understand their legal responsibilities, this notice spells out California law regarding the storage of firearms. Please take some time to review this notice and evaluate your own personal practices to assure that you and your family are in compliance with California law:

- With very limited exceptions, California makes a person criminally liable for keeping any firearm, loaded or unloaded, within any premises that are under their custody and control where that person knows or reasonably should know that a child is likely to gain access to the firearm without the permission of the child's parent or legal guardian, and the child obtains access to the firearm and thereby (1) causes death or injury to the child or any other person; (2) carries the firearm off the premises or to a public place, including to any preschool or school grades kindergarten through twelfth grade, or to any school-sponsored event, activity, or performance; or (3) unlawfully brandishes the firearm to others.
 - The criminal penalty may be significantly greater if someone dies or suffers great bodily injury as a result of the child gaining access to the firearm.
- With very limited exceptions, California also makes it a crime for a person to negligently store or leave any firearm, loaded or unloaded, on their premises in a location where the person knows or reasonably should know that a child is likely to gain access to it without the permission of the child's parent or legal guardian, unless reasonable action is taken to secure the firearm against access by the child, even where a minor **never** actually accesses the firearm.
- In addition to potential fines and terms of imprisonment, as of January 1, 2020, a gun owner found criminally liable under these California laws faces prohibitions from possessing, controlling, owning, receiving, or purchasing a firearm for 10 years.
- Finally, a parent or guardian may also be civilly liable for damages resulting from the discharge of a firearm by that person's child or ward.

The county or city may have additional restrictions regarding the safe storage of firearms. Thank you for helping to keep our children and schools safe. Remember that the easiest and safest way to comply with the law is to keep firearms in a locked container or secured with a locking device that renders the firearm inoperable.

ATHLETICS

Code of Ethics - Athletes

Athletics is an integral part of the school's total educational program. All school activities, curricular and extracurricular, in the classroom and on the playing field, must be congruent with the school's stated goals and objectives established for the intellectual, physical, social and moral development of its students. It is within this context that the following Code of Ethics is presented.

As an athlete, I understand that it is my responsibility to:

1. Place academic achievement as the highest priority.

2. Show respect for teammates, opponents, officials, and coaches.
3. Respect the integrity and judgment of game officials.
4. Exhibit fair play, sportsmanship, and proper conduct on and off the playing field.
5. Maintain a high level of safety awareness.
6. Refrain from the use of profanity, vulgarity and other offensive language and gestures.
7. Adhere to the established rules and standards of the game to be played.
8. Respect all equipment and use it safely and appropriately.
9. Refrain from the use of alcohol, tobacco, illegal and non-prescriptive drugs, anabolic steroids or any substance to increase physical development or performance that is not approved by the United States Food and Drug Administration, Surgeon General of the United States or American Medical Association.
10. Know and follow all state, section and school athletic rules and regulations as they pertain to eligibility and sports participation.
11. Win with character, lose with dignity.
12. **IF DISMISSED FROM THE AFTERSCHOOL PROGRAM, AN ATHLETE WILL NOT BE ELIGIBLE FOR THE SPORTS PROGRAM**

Parent Code of Conduct

Parental support of our athletic team is vital, and greatly appreciated. In order to provide a positive climate for coaches and players to do their best to eliminate distractions that might negatively impact the program, model good sportsmanship, we are asking for your support of the following Parental Code of Conduct.

We strongly encourage your active, positive support of your child, and look forward to your attendance at the games and other sponsored activities. The concept of sportsmanship, however, must be taught, modeled, and reinforced by adults. The parents/guardians of athletes must maintain self-control and demonstrate proper perspective as it relates to winning and losing. It is important to remember that an athletic contest is ONLY A We are asking that all parents, guardians, and spectators who attend games to abide by the following:

*Please show respect for others by refraining from booing, shouting, or yelling derogatory comments or remarks from the stands toward our opponents, coaches, staff, or officials. Personal insults or abusive, foul language will not be tolerated. Violations may result in penalties against the team and ejection of the offender.

*Parents shall not confront or seek to conference with coaches or officials during or immediately after games, except in cases of injuries or emergency medical treatment of their child.

*Conferences with the Coach to discuss or critique their game preparation, coaching, strategy, or the status of other players will not be held. Any conference to discuss your child's status must be scheduled with the Coach in advance.

*Other forms of behavior that are disruptive to the game or others enjoyment of the game will not be allowed. This includes, but is not limited to, approaching the bench area while the game is in progress, or attempting to coach your child or direct other players during games or practices.

*Be supportive of your child's efforts and the efforts of his/her teammates-be encouraging rather than negative regardless of the outcome of a game.

****Student athlete grades will be monitored closely, and participants may be required to conduct periodic grade checks to participate in any sport's program. Students whose grades drop below a "C" in any subject may be required to attend tutoring in order to remain in the sports program. Student athletes who do not actively attempt to improve their academic performance may be removed from the sports program.

Concussion Management Protocol

A concussion is a brain injury that can be caused by a bump, blow, or jolt to the head, or by a blow to another part of the body with the force transmitted to the head. Even though most concussions are mild, all concussions are potentially serious and may result in complications including prolonged brain damage and death if not recognized and managed properly. Because the Charter School has elected to offer an athletic program, we must immediately remove from a school-sponsored athletic activity for the remainder of the day an athlete who is suspected of sustaining a concussion or head injury during that activity. The athlete may not return to that activity until the athlete is evaluated by, and receives written clearance from, a licensed health care provider. If the licensed health care provider determines the athlete has a concussion or head injury, the athlete shall also complete a graduated return-to-play protocol of no less than 7 days in duration under the supervision of a licensed health care provider. On a yearly basis, a concussion and head injury information sheet must be signed and returned by the athlete and the athlete's parent or guardian before the athlete initiates practice or competition. This requirement does not apply to an athlete engaging in an athletic activity during the regular school day or as part of a physical education course.

Sudden Cardiac Arrest Prevention and Automated External Defibrillators

The Charter School is invested in the health of its athletes, especially their heart health. Sudden cardiac arrest ("SCA") is when the heart stops beating, suddenly and unexpectedly. SOAR Charter Academy has an Automated External Defibrillator (AED) on site. The AED machine is located in the nurses station of the office inside the marked cabinet.

All staff members involved in athletics will receive training on its proper use to ensure the safety and well-being of our students. Those wishing to participate in athletics at the Charter School must review the information sheet on sudden cardiac arrest via the following link:
<https://www.cde.ca.gov/pd/ca/pe/documents/pescaform.pdf>

Opioid Information Sheet

The Charter School annually provides each athlete with an Opioid Factsheet for Patients published by the Centers for Disease Control and Prevention. The athlete and, if the athlete is 17 years of age or younger, the athlete's parent or guardian shall sign a document acknowledging receipt of the Opioid Factsheet for Patients and return that document to the Charter School before the athlete initiates practice or competition.

The fact sheet is available at:
<https://www.cifstate.org/sports-medicine/CDC-Patient-Opioid-Factsheet-a.pdf>

STUDENT BEHAVIOR AND DISCIPLINE

Nondiscrimination Statement

The Charter School does not discriminate against any person based on actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, immigration status, religion, religious affiliation, sexual orientation, pregnancy, or any other characteristic that is contained in the definition of hate crimes in the California Penal Code.

The Charter School Board of Directors shall not refuse to approve the use or prohibit the use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction or any book or other resource in a school library on the basis that it includes a study of the role and contributions of Native Americans, African Americans, Latino Americans, Asian Americans, Pacific Islanders, European Americans, LGBTQ+ Americans, persons with disabilities, or members of other

ethnic, cultural, religious, or socioeconomic status groups. The Charter School Board of Directors shall not adopt or approve the use of any textbook, instructional material, supplemental instructional material, or curriculum for classroom instruction if the use of such would subject a student to unlawful discrimination pursuant to Education Code section 220.

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

The Charter School does not discourage students from enrolling or seeking to enroll in the Charter School for any reason, including, but not limited to, academic performance, disability, neglect or delinquency, English proficiency, for being homeless or a foster/mobile youth, economic disadvantage, nationality, race, ethnicity, or sexual orientation. The Charter School shall not encourage a student currently attending Charter School to disenroll or transfer to another school based on any of the reasons except in cases of expulsion and suspension or involuntary removal in accordance with the Charter School’s charter and relevant policies.

The Charter School does not request nor require student records prior to a student’s enrollment.

The Charter School shall provide a copy of the California Department of Education Complaint Notice and Form to any parent, guardian, or student over the age of 18 at the following times: (1) when a parent, guardian, or student over the age of 18 inquires about enrollment; (2) before conducting an enrollment lottery; and (3) before disenrollment of a student.

Pursuant to California law and the California Attorney General’s guidance to K-12 schools in responding to immigration issues (“Guidance”), Charter School provides equal access to free public education, regardless of a student’s or their parent’s or guardian’s immigration status or religious beliefs. The complete Guidance, including *Appendix G – Know Your Rights* can be reviewed via the following link: <https://oag.ca.gov/sites/all/files/agweb/pdfs/bcj/school-guidance-model-k12.pdf>

The Charter School is committed to providing an educational atmosphere that is free of unlawful harassment under Title IX of the Education Amendments of 1972 (sex); Titles IV, VI, and VII of the Civil Rights Act of 1964 (race, color, or national origin); The Age Discrimination Act of 1975; the IDEIA; and Section 504 and Title II of the ADA (mental or physical disability). The Charter School also prohibits sexual harassment, including cyber sexual bullying, and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, religious affiliation, creed, color, immigration status, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation. The Charter School does not condone or tolerate harassment of any type, including discrimination, intimidation, or bullying, including cyber sexual bullying, by any employee, independent contractor or other person with which the Charter School does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender. The Charter School will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted. Inquiries, complaints, or grievances regarding harassment as described in this section, above, should be directed to the Charter School Uniform Complaint Procedures (“UCP”) Compliance Officer:

Tammi Martinez
Director of HR and Communications
tmartinez@soarcharteracademy.org

The lack of English language skills will not be a barrier to admission or participation in the Charter School’s programs or activities. The Charter School prohibits retaliation against anyone who files a complaint or who participates or refuses to participate in a complaint investigation.

School/Classroom Rules

All students will be expected to obey the following rules established by SOAR Charter Academy as well as the classroom rules instituted by the classroom teacher.

- *Respect self and others.
 - Be polite and courteous to all.
 - Always use kind words.
 - Keep hands, feet and objects to self.
- *Respect Property.
 - Take care of books, equipment, and other school property.
 - Never touch property belonging to others.
 - Keep school clean and neat.
 - Eat and drink in appropriate areas only.
- *Contribute to the learning process.
 - Be on time and ready to work.
 - Have materials and assignments ready when class begins.
 - Avoid interruptions and distractions.
 - Stay on task.
 - Follow instructions of the teacher, school staff and volunteers.
- *Practice Safety.
 - Walk to and from class.
 - Wear safe and appropriate clothes and shoes.
 - Follow playground rules.

Academic Integrity and Use of AI Policy

SOAR Charter Academy (“Charter School” or “SOAR”) believes that academic honesty and personal integrity are fundamental components of a student’s education and character development. SOAR students are expected to be the sole authors of their work and to exhibit honest behavior and academic integrity. Use of another person’s work must be accompanied by specific citations and references. SOAR also expects students will not cheat, plagiarize, or claim products generated by Artificial Intelligence as their own. The purpose of this policy is to create and maintain ethics and integrity in all academic endeavors and to provide our students with an understanding of what is and is not acceptable.

Definitions

- *“Plagiarism”*:
 - The unauthorized use or close imitation of the language and/or thoughts of another author and the representation of them as one’s own original work.
 - To claim products generated by Artificial Intelligence, parents, or any other sources as your own
- *“Artificial Intelligence”*: Artificial Intelligence (“AI”) is a computer, robot, or other programmed mechanical device having the humanlike capacity to perform operations and tasks analogous to learning and decision making in humans, or question answering. Examples of AI include the following:
 - *“Chatbot”*: a computer program in the form of a virtual e-mail correspondent that can reply to messages from computer users.
 - *“ChatGPT”*: ChatGPT is a generative AI chatbot. It is a natural language processing tool driven by AI technology that allows human-like conversations and much more with a chatbot. The language model can answer questions and assist with tasks, such as composing emails, essays, music, images, and code.

Examples of Plagiarism and Academic Dishonesty

1. Quoting someone else's words, sentences, paragraphs, or an entire paper without acknowledging the source.
2. Paraphrasing someone else's ideas, opinions, or theory without acknowledging the source.
3. Imitating someone else's argument without acknowledging the source.
4. Using more of a source than is acknowledged in the citation.
5. Copying a fellow student's work, paper, and/or essays and turning it in as your own.
6. Copying another student's computer file and submitting the work as your own.
7. Buying an essay, paper, or written work online.
8. Using teacher manuals or answer keys.
9. Cheating during an examination, including the possessions of unauthorized material, or generating answers with a chatbot
10. Disclosing information to another student including an examination's contents.
11. Using tools to generate text, art, code, or music, that students then represent they generated independently.

Regardless of the student's intent, the above acts constitute plagiarism and/or academic dishonesty. In essence, plagiarism is the theft of someone or something else's ideas and/or work. Whether a student copies verbatim or simply rephrases the ideas of another person or through AI without properly acknowledging the source, it is still plagiarism. In the preparation of work submitted to meet assignment requirements, whether a draft or a final version of a paper or project (art, music, code, etc.) students must take great care to distinguish their own ideas, language, and work products from information derived or created from other sources. Sources include published primary and secondary materials, electronic media, information, and opinions gathered directly from other people, and products generated by AI.

Students are expected to adhere to specific guidelines and/or instructions provided by their teachers. All citations must be in a format as instructed by the teacher. Students are solely responsible for their own work. Accordingly, students are expected to ask for assistance or clarifications on any issue where there may be questions or uncertainty. Students are prohibited from using AI to generate work products submitted for credit **unless the teacher approves the use of AI tools for the assignment or project.** In such cases, teachers shall clarify parameters for appropriate use of AI.

Grade Level Expectations for AI Use

TK-2nd

- Students are just beginning to learn how to express ideas in their own words.
- It's okay to get help from teachers or family.

3rd-5th

- Students are learning to do their own research and write using their own voice.
- **ALWAYS speak with a teacher before using AI of any kind.**
- They may use AI tools (like ChatGPT) to get ideas or help, but they **must not copy answers word-for-word.**

6th-8th

- Students are expected to think critically, write original content, and begin learning proper citation.
- **ALWAYS speak with a teacher before using AI of any kind.**
- AI tools (like ChatGPT) may be used **with permission**, but responses must be rephrased and sources acknowledged. (at the discretion of the teacher)

Ongoing Supports (All Grades)

- Teachers model ethical writing and research habits.

- Media specialists assist with age-appropriate citation instruction.
- The school promotes a culture of integrity and learning from mistakes.

Student Responsibility -----Students are responsible for:

- Asking questions if they are unsure whether something is plagiarism.
- Using AI only for the permitted reasons only AFTER receiving permission from a teacher
- Including clear disclosures when using AI tools.
- Turning in original, honest work.

Process for Addressing Incidents of Plagiarism or Academic Dishonesty

If a student is suspected of plagiarism or academic dishonesty, the following procedures will be followed:

1. Initial Incident

The teacher of record will confirm the student plagiarized or has been academically dishonest. The teacher will meet with the student and provide the student guidelines on how to avoid plagiarism and academic dishonesty in the future. A parent/guardian may be called.

The student will receive a written or verbal warning and will be required to redo the assignment. If the student fails to resubmit the assignment, the student will receive an F/0. Some situations may warrant an immediate F/0 depending on the severity of the offense. An 8th grade student may lose the privilege of attending the Promotion Ceremony.

2. Second Incident

The teacher of record will issue a second written warning. A meeting with the student, the student's parent/guardian, and the teacher of record will be held to explain the seriousness of the issue and to review the previously provided guidelines. The student will receive an F/zero for the assignment. An 8th grade student may lose the privilege of attending the Promotion Ceremony.

3. Third (subsequent) Incident(s)

The student will receive an F/zero on the assignment. The student will also receive a reduction of one letter grade for the entire course, regardless of which courses the first two offenses occurred. The teacher of record will provide a written warning to the student, the student's parents/guardian. A meeting with the student, student's parent/guardian, teacher of record and Administration will be held.

An 8th grade student may lose the privilege of attending the Promotion Ceremony.

Students with Individualized Education Program or Section 504 Plans

If the student has an Individualized Education Program ("IEP") or Section 504 plan, the teacher of record will contact the Charter School's Director of Special Education or the 504 Coordinator and comply with all provisions of applicable law in addressing any student conduct concerns, including plagiarism and academic dishonesty.

Appeal Procedure

The following procedure is established to ensure that a student may appeal: 1) a reduction in grade; 2) a reduction in a course's grade; and 3) failing a course due to plagiarism or academic dishonesty:

The student and parent/guardian will submit their appeal in writing to the Executive Director and include why they believe the finding and consequence is not accurate/appropriate. The Executive Director will investigate and respond with a written determination within ten (10) school days. The decision of the Directors is final.

Middle School Behavior

When students are consistently disruptive or off task, the teacher may ask them to complete a behavior reflection. Usually, behavior reflections are completed in another teacher's class with the guidance of that teacher.

These reflections are intended to help students consider their behavior, identify the causes of the behavior, and come up with ways to address their needs while avoiding the unwanted behavior. Reflections are collected and saved. When a student has three reflections, they may be referred to the discipline counselor.

Detention may be given to those students who are tardy to any class, or to those students who disrupt the learning environment. Students who are late or fail to show up for detention will be given additional days of detention.

Dress Code

The following guidelines are intended to define appropriate student attire and personal grooming. The purpose of our dress code is to enhance the classroom atmosphere, encourage appropriate dress for the workplace in the future, and minimize student distraction, so as not to interfere with the educational process. It is also intended to help protect the health, safety, and welfare of the individual student.

1. No hats or hoods are to be worn in the classroom or any building on school grounds. Additionally, no hoods outside on warm days unless required for sun protection. Head coverings worn for religious reasons will be allowed. Any headwear being worn or used inappropriately may be confiscated.
2. Safety dictates that no high heel or platform shoes or shoes with grind plates are to be worn to school. Wallet chains are not allowed. Sandals or Crocs with a heel strap are acceptable, however, **flip flops or slides are not permitted**; Tennis shoes are required on days when Physical Education classes are held. 7th, and 8th grade students may bring their tennis shoes to school to change into for their daily scheduled PE time.
3. Clothing and jewelry shall be free of writing, pictures, or any other insignia which are crude, vulgar, profane, or sexually suggestive or which advocate racial, ethnic, or religious prejudice or the use of drugs or alcohol.
4. Inappropriate lettering, printing, message patches, or messages on clothing, backpacks, binders, and other personal items are prohibited.
5. Any apparel, accessory, school materials, or manner of grooming which by virtue of its color, arrangement, or any other attribute denoting membership in a gang is prohibited.
6. Students are permitted to wear mid-thigh or longer length shorts. Short shorts are not acceptable. Pants/shorts must be worn at or above the hip point and be able to stay up without a belt and they must cover undergarments. **NO SAGGING PANTS/SHORTS**
7. **No bare midriffs** are allowed nor are lowcut or revealing tops. No "off-the-shoulder" blouses or sundresses are to be worn. Dresses, skirts, or shorts must be mid-thigh length or longer. Garments shall be sufficient to conceal underclothes. **Tank tops** are allowed but they are not to be low cut and straps must cover all undergarments. No student shall wear "see through" or "fishnet" blouses or shirts.
8. No pajamas will be permitted except on special occasion days.
9. Excessive body jewelry, including large dangling earrings or "spreaders" or "tapers", and pierced body parts, including eyebrows, noses, navels, and/or lips will not be permitted if they become disruptive to the educational process are inappropriate for school. Fingernails should be maintained at a length conducive to a school environment and the need to manipulate academic materials appropriately. Hoops are not permitted due to safety concerns. Small studs only. Multi-finger rings are not permitted.
10. In response to the increasingly excessive levels of makeup worn by students, SOAR will be implementing the following rules regarding cosmetics:
Elementary Students: No make-up or cosmetics should be worn or brought to school

Middle School Students: May wear moderate amounts of make-up that is worn in a neat and tasteful manner that does not interfere or distract from the learning process.

11. Extreme hair colors (pink, blue, etc.) will be permitted provided that they DO NOT cause a disruption to the educational process.

Students dressed in violation of the dress code will be asked to remove offensive items or cover up with a jacket if available. Parents may be called to provide additional clothing. Repeated offenses may result in a referral.

The administration reserves the right to decide the appropriateness of the student's attire.

What parents can do: Please take a moment to discuss the dress code with your student. Some students are dressing after parents leave for work and some are bringing a change of clothing in backpacks.

Public Displays of Affection ("PDA")

Being overly affectionate in school creates an environment that is not conducive to concentration and learning; therefore, students will refrain from inappropriate, intimate behaviors on campus or at school related events & activities. Students are expected to show good taste and conduct themselves respectfully at all times. Inappropriate public displays of affection will not be tolerated. This behavior will result in a parent meeting and further disciplinary actions if inappropriate behavior continues after being warned.

Playground Rules

- * Respect will be shown to every person on the playground and/or break areas.
- * All game rules will be enforced.
- * Students are to stay within the designated areas during recess/break times. If students need to leave the playground or break areas for any reason, they must get permission from a playground supervisor to do so.
- * Students are to walk on the blacktop and pavement areas.
- * Students are to use all playground equipment appropriately and as directed by the teachers and playground supervisors.
- * Balls are not to be thrown or kicked against buildings, fences, or bathrooms. (Exceptions: Wall Ball)
- * Sand and/or rocks are **NOT** to be thrown at any time.
- * Name calling, hitting, kicking, or spitting etc. will not be tolerated.
- * When the bell rings students will immediately put away all removable playground equipment (i.e. balls, jump ropes, etc.) and then line up.
- * Students are to walk to their lines when the bell rings and stand quietly as they wait for the teacher.
- * We ask students to use the bathroom during their recess breaks, not after the bell rings, so as not to disrupt class time.

Other/Misc. Rules

Lunch Rules

- * Students are encouraged to bring healthy food. Candy and soda are strongly discouraged.
- * Students are required to eat their lunch in the designated lunch areas.
- * Students will not be permitted to use microwaves to heat up food. Please send food in hot/cold thermoses to maintain temperature

Snacks

- * Snacks are not provided during the regular school day. However, if your child would like to bring small, **healthy** snacks from home, they may do so, but they must sit in the designated area to eat their snacks. **There will be NO eating on the playground.**
- * Students are to throw away all their trash before entering the playground.
- * Kindergarten classes will have their own rules regarding snacks.

PROCEDURES AND OPERATIONS

Special Education /Students with Disabilities

We are dedicated to the belief that all students can learn and must be guaranteed equal opportunity to become contributing members of the academic environment and society. SOAR Charter Academy provides special education instruction and related services in accordance with the Individuals with Disabilities in Education Improvement Act (“IDEIA”), Education Code requirements, and applicable policies and procedures of the [SBCUSD]. These services are available for special education students enrolled at the Charter School. We offer high quality educational programs and services for all our students in accordance with the assessed needs of each student. The Charter School collaborates with parents, the student, teachers, and other agencies, as may be indicated, in order to appropriately serve the educational needs of each student.

Pursuant to the IDEA and relevant state law, the Charter School is responsible for identifying, locating, and evaluating children enrolled at the Charter School with known or suspected disabilities to determine whether a need for special education and related services exists. This includes children with disabilities who are homeless or foster youth.

SOAR Charter Academy shall not deny nor discourage any student enrollment due to a disability if the placement is available. If you believe your child may be eligible for special education services, please contact Renee Nunez, Director of Intervention and Parent Engagement at 909-888-3300.

Section 504

The Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise subjected to discrimination under any program of the Charter School. Any student who has an objectively identified disability which substantially limits a major life activity, including, but not limited to learning, is eligible for accommodations by the Charter School. The parent of any student suspected of needing or qualifying for accommodations under Section 504 may make a referral for an evaluation to the Director of Intervention and Parent Engagement, Renee Nunez. A copy of the Charter School’s Section 504 policies and procedures is available upon request.

School Meals

Pursuant to California law, the Charter School shall make available a nutritionally adequate breakfast and a nutritionally adequate lunch free of charge and with adequate time to eat, during each schoolday to any student who requests a meal without consideration of the student’s eligibility for a federally funded free or reduced-price meal, with a maximum of one (1) free breakfast meal and one (1) free lunch meal during each schoolday. This shall apply to all pupils in transitional kindergarten through grade eight (8).

Breakfast will be served daily in the classrooms to all students. It will be delivered to the room before school starts. Breakfast is from 8:00-8:15am. For 7th and 8th graders, breakfast will be passed out during Nutrition Break per the bell schedule. Students that do not eat breakfast at this time, may save it until recess time and eat at an assigned area. Milk **cannot** be stored/saved for later once given to the students.

Applications for school meals are included in the first day packets to all families and can also be obtained on the Charter School website and in the main office. All families are encouraged to complete the application form. Completed application forms can be returned to the main office. Income eligibility guidelines for federally funded free and reduced-price meals are available at:

<https://www.cde.ca.gov/ls/nu/rs/>

Based on a parent/guardian’s annual earnings, a parent/guardian may be eligible to receive the Earned Income Tax Credit from the Federal Government (Federal EITC). The Federal EITC is a refundable federal income tax credit for low-income working individuals and families. The Federal EITC has no

effect on certain welfare benefits. In most cases, Federal EITC payments will not be used to determine eligibility for Medicaid, Supplemental Security Income, food stamps, low-income housing, or most Temporary Assistance For Needy Families payments. Even if you a parent/guardian does not owe federal taxes, they must file a federal tax return to receive the Federal EITC. Be sure to fill out the Federal EITC form in the Federal Income Tax Return Booklet. For information regarding your eligibility to receive the Federal EITC, including information on how to obtain the Internal Revenue Service (IRS) Notice 797 or any other necessary forms and instructions, contact the IRS by calling 1-800-829-3676 or through its website at www.irs.gov.

A parent/guardian may also be eligible to receive the California Earned Income Tax Credit (California EITC) starting with the calendar year 2015 tax year. The California EITC is a refundable state income tax credit for low-income working individuals and families. The California EITC is treated in the same manner as the Federal EITC and generally will not be used to determine eligibility for welfare benefits under California law. To claim the California EITC, even if you do not owe California taxes, you must file a California income tax return and complete and attach the California EITC Form (FTB 3514). For information on the availability of the credit eligibility requirements and how to obtain the necessary California forms and get help filing, contact the Franchise Tax Board at 1-800-852-5711 or through its website at www.ftb.ca.gov.

Charter School shall allow students, teachers, and staff to bring and carry water bottles. Water bottles may be excluded from libraries, computer labs, science labs, and other places where it is deemed dangerous to have drinking water. Charter School may develop additional policies regarding the types of water bottles that may be carried.

Charter School adheres to all applicable requirements regarding placement and maintenance of water bottle refilling stations on campus.

Charter School shall encourage water consumption through promotional and educational activities and signage that focus on the benefits of drinking water and highlight any water bottle filling stations that are located on campus.

A copy of the complete Policy, which includes the Charter School's meal charge policy, is available upon request at the main office. The Charter School also maintains a School Wellness Policy pursuant to state and federal requirements.

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, Charter School is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotape, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: <https://www.usda.gov/sites/default/files/documents/ad-3027.pdf>, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:
mail:

U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410; or
fax:
(833) 256-1665 or (202) 690-7442; or
email:
Program.Intake@usda.gov

Charter School is an equal opportunity provider.

Field Trips

All students participating in field trips shall submit a signed permission slip for each field trip they attend. No student will be denied access to a field trip based on cost. Alternative educational options will be made available if a parent does not wish for a student to participate in a field trip.

Students may be transported to and from field trips in private vehicles by volunteer chaperones or school bus, depending on the nature of the trip and the funds available. For volunteer chaperones/driver, proof of the minimum insurance coverage is required, along with a valid driver's license and car registration. All drivers must show they have 100,000/300,000 coverage on the vehicle being driven.

All students who are transported in a school bus or school student activity bus shall receive instruction in school bus emergency procedures and passenger safety. A copy of the complete policy is available upon request at the main office.

Students under the age of 8 must be secured in a car seat or booster seat in the back seat. Students under the age of 8 who are 4' 9" or taller may be secured by a safety belt in the back seat. Booster seats are NOT required for buses.

The safety and well-being of SOAR students is always our top priority, field trips and school excursions are no exception. Because all adults involved in a field trip must be focused on their supervisory role, attendance of siblings or other children (regardless of age) is **not** permitted for any SOAR sponsored field trip. This policy includes field trips in which students are transported by bus or by car.

SOAR maintains a strict attendance/truancy policy, therefore, students participating in a SOAR sponsored field trip must stay with the SOAR group and/or assigned chaperone. If a SOAR student is removed from the group/assigned chaperone earlier than normal school dismissal time, they will be marked with an early dismissal for that day unless the student remains on campus for a normal school day. Chaperoning parents may sign a waiver to take responsibility for their child at the end of the day's activities if they so choose and not return to campus with the group.

All chaperones attending SOAR Charter Academy field trips must be 18 years of age or older. **Younger siblings and/or other children under the age of 18 may NOT attend SOAR sponsored field trips.**

***Any SOAR student that does not complete their required Community Service project will not be permitted to attend the end of the year non-academic field trips. Teachers also reserve the right to exclude students from any non-academic field trip based on their behavior at school.**

Please remember that field trips are a privilege. Students must meet specific requirements to attend each trip. Good behavior is expected from all students during these outings. School rules apply even when off campus, and each field trip location has the authority to implement any additional rules, which must also be followed. Negative behavior on field trips may impact a student's eligibility for future trips. When a student is unable to attend a field trip for whatever reason, they are expected to attend school. Please note that if your child is absent on the day of the field trip without valid reasons, they may be marked truant.

We believe that field trips are valuable experiences that enrich our students' education. However, it is crucial for students to meet behavioral expectations to participate. We ask for your support in upholding these

guidelines. By doing so, you are not only helping to maintain a safe and respectful environment but also fostering your child's growth in independence and responsibility.

Encouraging your child to adhere to school rules and understand the consequences of their actions helps them develop important life skills. When students take responsibility for their behavior, they learn to make better choices and become more accountable. This growth is essential for their success both in and out of school. **Thank you for your partnership in helping our students grow into responsible and independent individuals.**

SIBLINGS (OR ANY OTHER CHILDREN) OF ANY AGE ARE NOT PERMITTED TO ATTEND FIELD TRIPS

After School Program/Extended Learning

All students who wish to participate in the afterschool program (“ASP”) must reapply each year. Please beware that it is a first come first serve basis. Each grade level takes the first 30 students who sign up. Please remember all school rules are to be followed during the ASP.

Students enrolled in the ASP MUST be picked up by 5:00 p.m. A late fee of \$2.00 per minute will accrue beginning at 5:01 p.m. All fines must be paid for students to return to the ASP. As the ASP contract states, after 3 late pick-ups, your child may be removed from the ASP. Misbehavior may also result in your child being dismissed from the ASP. The ASP runs on a 3-strike system for removal. Rules and Expectations will be sent home by the After-School Coordinator. If your child is removed from ASP, your child MUST be picked up upon regular dismissal time (3:00/3:10 p.m.). We will not allow students who are not participating in the ASP to loiter on campus after the regular dismissal time. Minors are NOT permitted to sign out students. Students who are signed up as “walkers” and are allowed to walk home from the ASP, will be dismissed no later than 30 minutes before a scheduled sunset. This rule is set for the safety of the student so that they can avoid walking home in the dark. The ASP contract is available for review in the office.

Extended learning is offered on all minimum days until 5:00 pm. Extended learning is also offered on all regular Monday's off (excluding holidays).

Monday School (Extended Learning/Attendance Recovery)

Monday School is a proactive program that serves as both an **Extended Learning Day** and a tool for **Attendance Recovery**, giving students a structured and supportive environment to succeed.

Academic Support & Enrichment

Monday School provides students with valuable time to reinforce key learning concepts as well as engaging **enrichment activities** helping them build skills, confidence, and a stronger connection to school.

Attendance Recovery

As an added benefit, students who attend Monday School for the required instructional time can **recover a full-day unexcused absence**, improving their attendance record and avoiding possible SART or SARB referrals. This supports both academic success and compliance with California Education Code.

If a student attends Monday School and later has a full-day absence, the Monday School attendance can be used to clear that future absence from their record. Recovered absences cannot exceed more than 10 days. Monday School is more than a make-up day—it's an opportunity for students to recover, re-engage, and grow. Whether catching up or reaching ahead, students benefit academically, socially, and emotionally. Recovered absences will be counted toward earning outstanding/perfect attendance.

Early Drop-off

Students may **NOT** be dropped off before 7:30 AM, as there is no supervision available prior to that time. The campus officially opens at 7:30 AM. A limited number of early drop-off spots will be available starting at 7:00 AM. This early drop-off option is intended for working parents who have no other alternative due to their work schedules. Space is limited, and families who are not accepted into the early drop-off program will be placed on a waitlist. We kindly ask that this service be used only by those with a genuine need.

Education of Foster and Mobile Youth

Definitions: For the purposes of this annual notice the terms are defined as follows:

- *“Foster youth”* means any of the following:
 1. A child who has been removed from their home pursuant to Section 309 of the California Welfare and Institutions Code (“WIC”).
 2. A child who is the subject of a petition filed pursuant to WIC section 300 or 602 (whether or not the child has been removed from the child’s home by juvenile court).
 3. A child who is the subject of a petition filed pursuant to WIC section 602, has been removed from the child’s home by the juvenile court, and is in foster care.
 4. A nonminor under the transition jurisdiction of the juvenile court, as described in WIC section 450, who satisfies all of the following criteria:
 - a. The nonminor has attained 18 years of age while under an order of foster care placement by the juvenile court.
 - b. The nonminor is in foster care under the placement and care responsibility of the county welfare department, county probation department, Indian tribe, consortium of tribes, or tribal organization.
 - c. The nonminor is participating in a transitional independent living case plan.
 5. A dependent child of the court of an Indian tribe, consortium of tribes, or tribal organization who is the subject of a petition filed in the tribal court.¹
 6. A child who is the subject of a voluntary placement agreement, as defined in WIC section 11400.
- *“Former juvenile court school student”* means a student who, upon completion of the student’s second year of high school, transfers from a juvenile court school to the Charter School.
- *“Child of a military family”* refers to a student who resides in the household of an active duty military member.
- *“Currently Migratory Child”* refers to a child who, within the last 12-months, has moved with a parent, guardian, or other person having custody to the Charter School from another Local Educational Agency (“LEA”), either within California or from another state, so that the child or a member of the child’s immediate family might secure temporary or seasonal employment in an agricultural or fishing activity, and whose parents or guardians have been informed of the child’s eligibility for migrant education services. This includes a child who, without the parent/guardian, has continued to migrate annually to secure temporary or seasonal employment in an agricultural or fishing activity.
- *“Newcomer pupil”* is a person aged 3 to 21 years, who was not born in any of the 50 United States, the District of Columbia, or the Commonwealth of Puerto Rico, and has not been attending one or more schools in any one or more of the 50 United States, the District of Columbia, or the Commonwealth of Puerto Rico, for more than three (3) full academic years. This also includes a “pupil participating in a newcomer program,” as defined in Education Code section 51225.2, as that

¹ The Charter School shall not require an Indian tribe or tribal court representative to certify that any student is a dependent of an Indian tribe, consortium of tribes, or tribal organization.

section read on January 1, 2023, who was enrolled in the Charter School before January 1, 2024. The Charter School may, in its discretion, also extend the rights in Education Code sections 51225.1 and 51225.2 to a “pupil participating in a newcomer program,” as defined in Education Code section 51225.2, as that section read on January 1, 2023.

- *“Educational Rights Holder” (“ERH”)* means a parent, guardian, or responsible adult appointed by a court to make educational decisions for a minor pursuant to WIC sections 319, 361 or 726, or a person holding the right to make educational decisions for the student pursuant to Education Code section 56055.
- *“School of origin”* means the school that the foster youth attended when permanently housed or the school in which the foster youth was last enrolled. If the school the foster youth attended when permanently housed is different from the school in which the student was last enrolled, or if there is some other school that the foster youth attended within the immediately preceding 15 months, the Charter School liaison for foster youth, in consultation with and with the agreement of the foster youth and the ERH for the youth, shall determine, in the best interests of the foster youth, the school that shall be deemed the school of origin. For a foster youth who is an individual with exceptional needs as defined in Education Code section 56026, “school” as used in the definition of “school of origin” includes a placement in a nonpublic, nonsectarian school as defined in Education Code section 56034, subject to the requirements of Education Code section 56325.
- *“Best interests”* means that, in making educational and school placement decisions for a foster youth, consideration is given to, among other factors, the opportunity to be educated in the least restrictive educational program and the foster youth’s access to academic resources, services, and extracurricular and enrichment activities that are available to all Charter School students.
- *“Partial coursework satisfactorily completed”* includes any portion of an individual course, even if the student did not complete the entire course.

Within this notice, foster youth, former juvenile court school students, a child of a military family, a currently migratory child, and a newcomer pupil will be collectively referred to as “Foster and Mobile Youth.” Within this notice, a parent, guardian, or other person holding the educational rights for a Foster and Mobile Youth will be referred to as a “parent/guardian” or “ERH.”

Foster and Mobile Youth Liaison: The Attendance Clerk or designee designates the following staff person as the Liaison for Foster and Mobile Youth:

Tamika Thomas
198 W Mill St.
909-888-3300

The Foster and Mobile Youth Liaison’s responsibilities include but are not limited to the following:

1. Ensuring and facilitating the proper educational placement, enrollment in school, and checkout from school of foster children.
2. Assisting foster children when transferring from one school to another school in ensuring proper transfer of credits, records, and grades.

If the Charter School operates an intersession program, Charter School shall grant priority access to foster youths. Notwithstanding any other law, if the foster youth will be moving during an intersession period, the pupil’s educational rights holder, or Indian custodian in the case of an Indian child, shall determine which school the pupil attends for the intersession period, if applicable. “Intersession program” means an expanded learning program offered by the Charter School on non school days, including, but not limited to, summer school. “Indian custodian” is as the term is defined in Section 1903 of Title 25 of the United States Code.

School Stability: The Charter School will work with foster youth and their parent/guardian to ensure that each pupil is placed in the least restrictive educational programs, and has access to the academic resources, services, and extracurricular and enrichment activities that are available to all pupils, including, but not necessarily limited to, interscholastic sports. All decisions regarding a foster youth's education and placement will be based on the best interest of the child and shall consider, among other factors, educational stability, and the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress.

Foster youth, currently migratory children and children of military families have the right to remain in their school of origin if it is in their best interest. The Charter School will immediately enroll a foster youth, currently migratory child or child of a military family seeking re-enrollment in the Charter School as the student's school of origin (subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School's charter and Board policy). If a dispute arises regarding a foster youth's request to remain in the Charter School as the school of origin, the foster youth have the right to remain in the Charter School pending the resolution of the dispute. The Charter School will also immediately enroll any foster youth, currently migratory child or child of a military family seeking to transfer to the Charter School (subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School's charter and Board policy) regardless of the student's ability to meet normal enrollment documentation or uniform requirements (e.g., producing medical records or academic records from a previous school).

Foster youth, currently migratory children, and children of military families have the right to remain in their school of origin following the termination of the child's status as a foster youth, currently migratory child, or child of a military family, as follows:

1. For students in Kindergarten through eighth grade, inclusive, the student will be allowed to continue in the school of origin through the duration of the academic year in which the student's status changed.
2. For students enrolled in high school, the student will be allowed to continue in the school of origin through graduation.

Acceptance of Course Work: The Charter School will accept any coursework satisfactorily completed at any public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency by a Foster and Mobile Youth.

The Charter School will provide Foster and Mobile Youth credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency. If the student did not complete the entire course, the Charter School shall not require the student to retake the portion of the course the student completed unless the Charter School, in consultation with the holder of educational rights for the student, finds that the pupil is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the Foster and Mobile Youth shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. These students shall not be prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

Student Records: When the Charter School receives a transfer request and/or student records request for the educational information and records of a foster youth from a new local educational agency ("LEA"), the Charter School shall provide these student records within two (2) business days. The Charter School shall compile the complete educational record of the student, including but not limited to a determination of seat time, full or partial credits earned, current classes and grades, immunization, and other records, and, if applicable, a copy of the student's special education records including assessments, IEPs, and/or 504 plans. All requests for student records will be shared with the Foster and Mobile Youth Liaison, who shall be aware of the specific educational record keeping needs of Foster and Mobile Youth.

The Charter School shall not lower a foster youth's grades as a result of the student's absence due to a verified court appearance, related court ordered activity, or a change the placement of the student made by

a county or placing agency. If a foster youth is absent from school due to a decision to change the placement of the student made by a county or placing agency, the grades and credits of the pupil will be calculated as of the date the student left the Charter School.

In accordance with the Charter School's Educational Records and Student Information Policy, under limited circumstances, the Charter School may disclose student records or personally identifiable information contained in those records to certain requesting parties including but not limited to a foster family agency and state and local authorities within a juvenile justice system, without parent/guardian consent. Students who are 16 years of age or older or have finished 10th grade may access their own school records.

Discipline Determinations: If the Charter School intends to extend the suspension of any foster youth pending a recommendation for expulsion, the Charter School will invite the student's attorney and an appropriate representative from the relevant county agency to participate in the meeting at which the extension of the suspension will be discussed.

If the Charter School intends to suspend for more than ten (10) consecutive school days or expel a student with a disability who is also a foster youth due to an act for which the recommendation for expulsion is discretionary, the Charter School will invite the student's attorney and an appropriate representative from the relevant county agency to participate in the Manifestation Determination Review meeting.

Complaints of Noncompliance: A complaint of noncompliance with any of the requirements outlined above may be filed through the Charter School's Uniform Complaint Procedures. A copy of the Uniform Complaint Policy and Procedures is available upon request at the main office.

Availability of Complete Policy: For any Foster and Mobile Youth who enrolls at the Charter School, a copy of the Charter School's complete foster youth policy shall be provided at the time of enrollment. A copy of the complete Policy is available upon request at the main office.

Education of Homeless Children and Youth

The term "homeless children and youth" means individuals who lack a fixed, regular and adequate nighttime residence. It includes children and youths who (42 USC 11434(a)):

1. Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
2. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings;
3. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
4. Migratory children and unaccompanied youth (youth not in the physical custody of a parent or guardian) may be considered homeless if they meet the above definition of "homeless."

Homeless status is determined in cooperation with the parent or guardian. In the case of unaccompanied youth, status is determined by the School Liaison.

School Liaison: The Executive Director or designee designates the following staff person as the School Liaison for homeless students:

Tamika Thomas
198 W. Mill St., San Bernardino, CA 92408
Phone: (909) 888-3300

The School Liaison shall ensure that:

1. Homeless students are identified by school personnel and through coordination activities with other entities and agencies and through the annual housing questionnaire administered by the Charter School.

2. Homeless students enroll in and have a full and equal opportunity to succeed at the SOAR Charter Academy (“Charter School”).
3. Homeless students and families receive educational services for which they are eligible, including services through Head Start programs (including Early Head Start programs) under the Head Start Act, early intervention services under part C of the Individuals with Disabilities Education Act, any other preschool programs administered by the Charter School, if any, and referrals to health care services, dental services, mental health services and substance abuse services, housing services, and other appropriate services.
4. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
5. Public notice of the educational rights of homeless children is disseminated at places frequented by parents or guardians of such youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.
6. Enrollment/admissions disputes are mediated in accordance with law, SOAR charter, and Board policy.
7. Parents/guardians and any unaccompanied youth are fully informed of all transportation services, as applicable.
8. Charter School personnel providing services receive professional development and other support.
9. The School Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.
10. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students under section 480 of the Higher Education Act of 1965 and that the youths may obtain assistance from the School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid described in section 483 of the Act.

The California Department of Education publishes a list of the contact information for the Homeless Education Liaisons in the state, which is available at: <https://www.cde.ca.gov/sp/hs/>

Housing Questionnaire: Charter School shall administer a housing questionnaire for purposes of identifying homeless children and youth. Charter School shall ensure that the housing questionnaire is based on the best practices developed by the CDE. Charter School shall annually provide the housing questionnaire to all parents/guardians of students and to all unaccompanied youths at Charter School. The housing questionnaire shall include an explanation of the rights and protections a student has as a homeless child or youth or as an unaccompanied youth. The housing questionnaire shall be available in paper form. The housing questionnaire shall be available in English, and if fifteen (15) percent or more of the students enrolled at Charter School speak a single primary language other than English, it shall also be written in the primary language. The questionnaire shall be translated into other languages upon request of a student’s parent/guardian or an unaccompanied youth. Charter School shall collect the completed housing questionnaires and annually report to the CDE the number of homeless children and youths and unaccompanied youths enrolled. (Education Code Section 48851.)

School Stability: The Charter School will work with homeless students and their parent/guardian to ensure that each student is placed in the least restrictive educational programs, and has access to the academic resources, services, and extracurricular and enrichment activities that are available to all students, including, but not necessarily limited to, interscholastic sports. All decisions regarding a homeless student’s education and placement will be based on the best interest of the child and shall consider, among other factors, educational stability and the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress.

Homeless students have the right to remain in their school of origin if it is in their best interest. The Charter School will immediately enroll a homeless student seeking reenrollment in the Charter School as the student's school of origin (subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School's charter and Board policy). The Charter School will also immediately enroll any homeless student seeking to transfer to the Charter School (subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School's charter and Board policy) regardless of the student's ability to meet normal enrollment documentation or uniform requirements (e.g., producing medical records or academic records from a previous school).

Homeless students have the right to remain in their school of origin following the termination of the child's status as a homeless student as follows:

1. For students in Kindergarten through eighth grade, inclusive, the student will be allowed to continue in the school of origin through the duration of the academic year in which the student's status changed.
2. For students enrolled in high school, the student will be allowed to continue in the school of origin through graduation.

If the Charter School operates an intersession program, Charter School shall grant priority access to homeless students. Notwithstanding any other law, if the homeless student will be moving during an intersession period, the pupil's parent, guardian, educational rights holder, Indian custodian² in the case of an Indian child, or, if none of the preceding are applicable, an accompanied homeless student themselves shall determine which school the pupil attends for the intersession period, if applicable. "Intersession program" means an expanded learning program offered by the Charter School on nonschooldays, including, but not limited to, summer school. "Indian custodian" is as the term is defined in Section 1903 of Title 25 of the United States Code.

Acceptance of Course Work: The Charter School will accept any coursework satisfactorily completed at any public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency by a homeless student.

The Charter School will provide homeless students credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency. If the student did not complete the entire course, the Charter School shall not require the student to retake the portion of the course the student completed unless the Charter School, in consultation with the holder of educational rights for the student, finds that the student is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the homeless student shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. These students shall not be prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

For any homeless student who enrolls at the Charter School, a copy of the Charter School's complete policy shall be provided at the time of enrollment. A copy of the complete Policy is available upon request at the main office.

Complaints of Noncompliance: A complaint of noncompliance with any of the requirements outlined above may be filed through the Charter School's Uniform Complaint Procedures. A copy of the Uniform Complaint Policy and Procedures is available upon request at the main office.

Availability of Complete Policy: For any homeless student who enrolls at the Charter School, a copy of the Charter School's complete policy shall be provided at the time of enrollment and at least twice annually.

² "Indian custodian" means any Indian person who has legal custody of an Indian child under tribal law or custom or under State law or to whom temporary physical care, custody, and control has been transferred by the parent of such child. *Section 1903 of Title 25 of the United States Code*

Student Records including Records Challenges and Directory Information

SOAR's administrative team oversees student records. The Executive Director or designee is responsible for maintaining each type of pupil record and the information contained therein. Additional records, such as psychological and special education reports, are maintained at those respective offices.

The Family Educational Rights and Privacy Act ("FERPA") affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 5 business days after the day the Charter School receives a request for access. Parents or eligible students should submit to the Charter School Attendance clerk or designee a written request that identifies the records they wish to inspect. The Charter School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask the Charter School to amend a record should write the Charter School's Executive Director or designee, clearly identify the part of the record they want changed and specify why it should be changed. If the Charter School decides not to amend the record as requested by the parent or eligible student, the Charter School will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing. If the Charter School decides to amend the record as requested by the parent or eligible student, the Executive Director must order the correction or the removal and destruction of the information and inform the parent or eligible student of the amendment in writing.

3. The right to provide written consent before the Charter School discloses personally identifiable information ("PII") from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to Charter School officials with legitimate educational interests. A Charter School official is a person employed by the Charter School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the Charter School's Board of Directors. A Charter School official also may include a volunteer, consultant, vendor, or contractor outside of the Charter School who performs an institutional service or function for which the Charter School would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, therapist, or contracted provider of digital educational platforms and/or services; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another Charter School official in performing their tasks. A Charter School official has a legitimate educational interest if the official needs to review an education record in order to fulfill their professional responsibility.

Upon request, the Charter School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled, if the disclosure is for purposes of the student's enrollment or transfer.

Note that Charter School will not release information to third parties for immigration-enforcement purposes, except as required by law or court order.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the Charter School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Student Privacy Policy Office
U.S. Department of Education

400 Maryland Avenue,
SW Washington, DC 20202

5. The right to request that the Charter School not release student names, addresses and telephone listings to military recruiters or institutions of higher education without prior written parental consent.

FERPA permits the disclosure of PII from a student's education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the

FERPA regulations. Except for disclosures to Charter School officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires the Charter School to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A Charter School may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student to the following parties:

1. Charter School officials who have a legitimate educational interest as defined by 34 C.F.R. Part 99;
2. Other schools to which a student seeks or intends to enroll so long as the disclosure is for purposes related to the student's enrollment or transfer. When a student transfers schools, the Charter School will mail the original or a copy of a student's cumulative file to the receiving district or private school within ten (10) school days following the date the request is received from the public school or private school where the student intends to enroll. The Charter School will make a reasonable attempt to notify the parent or eligible student of the request for records at the parent's or eligible student's last known address unless the disclosure is initiated by the parent or eligible student. Additionally, the Charter School will give the parent or eligible student, upon request, a copy of the record that was disclosed and give the parent or eligible student, upon request, an opportunity for a hearing;
3. Certain government officials listed in 20 U.S.C. § 1232g(b)(1) in order to carry out lawful functions;
4. Appropriate parties in connection with a student's application for, or receipt of, financial aid if it is necessary to determine eligibility, amount of aid, conditions for aid or enforcing the terms and conditions of the aid;
5. Organizations conducting certain studies for the Charter School in accordance with 20 U.S.C. § 1232g(b)(1)(F);
6. Accrediting organizations in order to carry out their accrediting functions;
7. Parents of a dependent student as defined in section 152 of the Internal Revenue Code of 1986;
8. Individuals or entities, in compliance with a judicial order or lawfully issued subpoena. Subject to the exceptions found in 34 C.F.R. § 99.31(a)(9)(i), reasonable effort must be made to notify the parent or eligible student of the order or subpoena in advance of compliance, so that the parent or eligible student may seek a protective order;
9. Persons who need to know in cases of health and safety emergencies;
10. State and local authorities, within a juvenile justice system, pursuant to specific State law;
11. A foster family agency with jurisdiction over a currently enrolled or former student, a short-term residential treatment program staff responsible for the education or case management of a student, and a caregiver (regardless of whether the caregiver has been appointed as the student's educational rights holder) who has direct responsibility for the care of the student, including a certified or licensed foster parent, an approved relative or non related extended family member, or a resource family, may access the current or most recent records of grades, transcripts, attendance, discipline, and online communication on platforms established by the Charter School for students and parents, and any individualized education program ("IEP") or Section 504 plan that may have been developed or maintained by the Charter School; and/or
12. A victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include the final results of the disciplinary proceedings conducted by the Charter School with respect to that alleged crime or offense. The Charter School discloses the

final results of the disciplinary proceeding regardless of whether the Charter School concluded a violation was committed.

“Directory Information” is information that is generally not considered harmful or an invasion of privacy if released. The Charter School may disclose the personally identifiable information that it has designated as directory information without a parent’s or eligible student’s prior written consent. The Charter School has designated the following information as possible directory information:

1. Student’s name
2. Student’s address
3. Parent’s/guardian’s address
4. Telephone listing
5. Student’s electronic mail address
6. Parent’s/guardian’s electronic mail address
7. Photograph/video
8. Date and place of birth
9. Dates of attendance
10. Grade level
11. Participation in officially recognized activities and sports
12. Weight and height of members of athletic teams
13. Degrees, honors, and awards received
14. The most recent educational agency or institution attended
15. Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student’s social security number, in whole or in part, cannot be used for this purpose.)

If you do not want the Charter School to disclose directory information from your child’s education records without your prior written consent, you must notify the Charter School in writing at the time of enrollment or re-enrollment. Please notify the Charter School at:

SOAR Charter Academy
198 W. Mill St., San Bernardino, CA
admin@soarcharteracademy.org
(909) 888-3300

Please note that data collected and reported by Charter School to the California Longitudinal Pupil Achievement Data System (“CALPADS”³) pursuant to state law, will be shared with the California College Guidance Initiative (“CCGI”⁴) and will:

Be used to provide pupils and families with direct access to online tools and resources.

Enable a pupil to transmit information shared with the CCGI to both of the following:

Postsecondary educational institutions for purposes of admissions and academic placement.

The Student Aid Commission for purposes of determining eligibility for, and increasing uptake of, student financial aid.

Please visit the CCGI website at CaliforniaColleges.edu to access resources that help students and their families learn about college admissions requirements.

³ CALPADS is a database maintained by the CDE which consists of pupil data from elementary and secondary schools relating to, among other things, demographic, program participation, enrollment, and statewide assessments data.

⁴ CCGI is an authorized provider of an institutional service to all California local educational agencies and part of the state’s efforts to make college-going a more streamlined experience for students. The CCGI currently receives enrollment data for all public-school students enrolled in grades six through twelve from the California Department of Education (“CDE”).

Use of Student Information Learned from Social Media

The Charter School complies with all federal, state, and local guidelines regarding the gathering and/or maintenance of information about any enrolled student obtained from social media in the student's educational record. The Charter School gathers student information from social media. Such information shall be maintained in the Charter School's records regarding the student and shall be destroyed within one (1) year after a student turns 18 years of age or within one (1) year after the student is no longer enrolled in the Charter School, whichever occurs first. A non-minor student or a student's parent or guardian may access the student's records for examination of the information, request the removal of information or corrections made to information gathered or maintained by the Charter School by contacting the Executive Director or designee.

Campus Contraband Policy Including Search and Seizure Contraband

SOAR Charter Academy clearly defines contraband to include any and all drugs of abuse including, alcoholic beverages, prescription, and over-the-counter medications, as well as firearms/ammunition.

Student Search and Seizure

The Charter School recognizes and has determined that the occurrence of incidents which may include the possession of firearms, weapons, alcohol, controlled substances, or other items of contraband prohibited by law or Charter School rules and regulations, jeopardizes the health, safety and welfare of students and Charter School employees.

The California Constitution requires that all students and staff of public schools have the inalienable right to attend campuses which are safe, secure, and peaceful. As such, SOAR Charter Academy has adopted a policy outlining the reasonable search of students and their property, student uses areas, and/or student lockers and the seizure of illegal, unsafe, unauthorized, or contraband items and materials through a search based upon reasonable suspicion.

SOAR will use InterQuest Detection Canines services to provide contraband and inspection service utilizing non-aggressive contraband detection canines. Visits will be conducted with InterQuest acting as an agent of the school while conducting inspections.

Classrooms, backpacks, communal areas, and other select areas as directed by SOAR officials, shall be subject to random administrative searches (including canine searches).

Under general direction, SOAR's campus security guard(s) will provide for a safe and secure school environment, foster an optimal learning environment and act as a deterrent to unsafe or poor behavior by patrolling the campus, monitoring student behavior, enforcing school policies, intervening in physical encounters, monitoring visitors, and reporting unsafe or unhealthy conditions.

In the event that law enforcement is required/requested on campus, the San Bernardino City School Police Department is the primary law enforcement agency for the school-community and provides full law enforcement services that address safety concerns and supports the educational process.

If applicable, student lockers, including P.E. lockers are school property and remain at all times under the control of the Charter School. Students shall assume full responsibility for the security of their lockers. Student lockers may not be used to store illegal, unauthorized, or contraband materials. The acceptance and use of locker facilities on school campus by any student shall constitute consent by the student to the search of such locker facilities by authorized school personnel and/or law enforcement. Inspections of lockers may be conducted by school personnel and/or law enforcement through the use of trained dogs.

A student's personal cell phone, smartphone, or other personal electronic device shall not be searched by school officials without a warrant, the student's consent, or a legitimate emergency, unless the device is lost or abandoned. An emergency is any situation involving danger of death or serious physical injury to any person, that requires access to the information located or reasonably believed to be located on the electronic device. If the Charter School has a good faith belief that the device is lost, stolen, or abandoned, the Charter School may only access electronic device information in order to attempt to identify, verify, or contact the owner of the device.

The Charter School is not prohibited from seizing/confiscating a student's personal electronic device, without searching its contents, if the student's use or possession of the private electronic device is in violation of Charter School rules or regulations..

Lost or Damaged School Property

If a student willfully damages the Charter School's property or the personal property of a Charter School employee, or fails to return a textbook, library book, computer/tablet or other Charter School property that has been loaned to the student, the student's parents/guardians are liable for all damages caused by the student's misconduct not to exceed ten thousand dollars (\$10,000), adjusted annually for inflation. After notifying the student's parent or guardian in writing of the student's alleged misconduct and affording the student due process, the Charter School may withhold the student's grades, transcripts, until the damages have been paid. If the student and the student's parent/guardian are unable to pay for the damages or to return the property, the Charter School will provide a program of voluntary work for the minor in lieu of the payment of monetary damages. Upon completion of the voluntary work, the student's grades will be released.

Personal Items/Lost and Found

* Please put your child's name on all personal belongings, including backpacks, lunch pails, jackets, hats, etc. All items found unattended will be put in Lost and Found in the MU Room where they can be claimed before or after school, as well as during recesses.

* Due to the high volume of items left unclaimed in Lost and Found, we will be donating all unclaimed personal items to a local charity at the end of each month.

*Toys brought from home are not permitted at any time outside of the classroom. If brought for an in-class activity, your child must have permission from their child's teacher.

Toy & Imitation Weapons

Prohibited Items

Students and visitors are **strictly prohibited** from possessing, using, or displaying:

- **Real weapons:** firearms, knives, explosives, etc.
- **Imitation firearms, toys, and replicas,** including:
 - Toy guns, water guns, gel-sphere/Orbeez guns
 - BB/airsoft guns, paintball guns, cap guns, "gel blasters"
 - Grenades, bombs, or explosives
 - Knives, swords etc.
- **Toy or recreational items resembling weapons,** such as combs styled like switchblades
- **Parts or accessories of weapons,** including clips, bullets empty shells, BB/pellets weather real, replica, imitation, or toys

Rationale: Items that look weapon-like—even harmless toys—can alarm others, disrupt school

- Under **California Penal Code § 626.10**, possessing any BB or pellet gun, replica firearm, or imitation weapon on school grounds requires **written permission from the principal**; otherwise, possession is illegal
- **Education Code § 48900(m)** allows suspension—or expulsion—for possessing an imitation firearm defined as “so similar” to a real firearm that a reasonable person would believe it real.
- **Penal Code § 12556** prohibits openly displaying imitation firearms in public spaces—including school—punishable by fines or misdemeanor charges

Applies to school properties, school buses, off-campus field trips, and all school-related activities before, during, and after school.

Bathrooms

- D wing bathrooms are only for 6th, 7th, and 8th graders only. No Exceptions!
- B wing bathrooms are for 1st-5th graders only. No Exceptions!
- TK/Kindergarten students will use the bathrooms in the kindergarten classrooms.
- A unisex bathroom is in the office for students that feel uncomfortable using their assigned bathrooms.
- If any bathrooms are locked or shut down for any reason, students are to use the restrooms located in the office.

Student Fees Policy

SOAR Charter Academy’s Student Fees policy requires publication in the Student Handbook, as follows:

- 1) Students enrolled in SOAR Charter Academy shall not be required to pay a “pupil fee” for participation in an “educational activity” as defined in California Education Code Section 49010.
- 2) All supplies, materials, and equipment needed to participate in educational activities shall be provided to pupils free of charge.
- 3) SOAR Charter Academy does not use a “fee waiver” policy to make pupil fees permissible.
- 4) SOAR Charter Academy does not intend to establish a two-tier educational system by requiring a minimal educational standard and also offering a second higher educational standard that pupils may only obtain through payment of a fee or purchase of additional supplies that the school does not provide.
- 5) SOAR Charter Academy does not offer course or credit privileges related to educational activities in exchange for money or donations of goods or services from a pupil or the pupil’s parents or guardians, nor shall the school remove such credit or privileges for failure to make a donation.
- 6) Voluntary donations of funds or property or participation in fundraising activities are encouraged and allowed, but such fund raising is COMPLETELY VOLUNTARY.
- 7) Entirely optional school items (t-shirts, sweatshirts, hats, etc.) may require payment of a fee.
- 8) All fees allowed under Ed. Code § 48904 regarding damaged or unreturned items remain allowed under this policy. Specifically, uniform items, books, or other materials provided free of charge to students must be replaced if lost or damaged. It is SOAR Charter Academy’s policy that any student or family who cannot afford to replace the item shall be eligible for a scholarship to replace the item free of charge in exchange for additional school service on the part of the student and/or parent. Given the nature of SOAR Charter Academy as a public charter school of choice, in which a parent enrolls their child partly with the intent to instill a sense of personal responsibility in the child, SOAR Charter Academy believes that when a student loses or damages an item, the school’s responsibility to instill that responsibility includes an obligation to repay the school for that item in the form of cash or services equivalent to the value of the lost or damages item(s) at a rate of \$10 per hour of service.

- 9) Purely recreational activities may be subject to mandatory fees (dances, attendance at optional weekend outdoor education, leadership development, or athletic events for non-team members), provided that those fees do not deny a student the opportunity to participate because of non-payment of the fee.
- 10) SOAR Charter Academy will not discriminate in any way based on whether a pupil, parents, or guardians contribute time or money to the school.
- 11) SOAR Charter Academy allows the purchase of optional items such as yearbooks, school pictures, DVDs of performances, etc. and does not consider those as required fees.
- 12) SOAR Charter Academy does ask families to donate service hours to the school (10 hours per family). SOAR Charter Academy provides many ways parents can volunteer, including attendance at parent committee meetings, chaperoning field trips, family events, etc. If a family has not or cannot provide some or all of those hours, the school will not discriminate against those families in the enrollment process for the following school year. Parents or guardians who believe that they are being charged a fee for anything they believe is illegal under AB1575 should contact the
 Charter School's designee, Tammi Martinez, at 909-888-3300 or
tmartinez@soarcharteracademy.org
- 13) immediately to file a complaint under SOAR Charter Academy Uniform Complaint procedures. A complaint may be filed anonymously if the complaint provides evidence or information to support an allegation of noncompliance.
- 14) Complaints will be investigated and resolved within 60 days of receipt of the complaint. If the complaint is resolved pursuant to an investigation, the Executive Director shall issue a written decision stating the findings of fact and the reasons for the disposition of the complaint consistent with the Uniform Complaint Procedures.
- 15) If a complaint is found to have merit, the school will reimburse all affected pupils, parents, or guardians.
- 16) If a complainant is not satisfied with the decision of the Executive Director of SOAR Charter Academy, the complainant may contact the California Department of Education.

Uniform Complaint Procedures ("UCP") Annual Notice

The Charter School is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. The Charter School shall investigate and seek to resolve complaints using policies and procedures known as the Uniform Complaint Procedure ("UCP") adopted by our Governing Board for the following types of complaints:

1. Complaints alleging unlawful discrimination, harassment, intimidation, or bullying against any protected group on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any
 Charter School program or activity. Unlawful discrimination includes, but is not limited to, noncompliance with Education Code section 243(a) or 244(a).
2. Complaints alleging a violation of state or federal law or regulation governing the following programs:
 - Accommodations for Pregnant, Parenting or Lactating Students;
 - Adult Education;
 - Career Technical and Technical Education;
 - Career Technical and Technical Training;
 - Child Care and Development Programs;
 - Consolidated Categorical Aid;

- Education of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a public school, Migratory Children and Children of Military Families;
 - Every Student Succeeds Act;
 - Migrant Education Programs;
 - Regional Occupational Centers and Programs;
 - School Safety Plans; and/or
 - State Preschool Programs.
3. Complaints alleging noncompliance with laws relating to pupil fees. A student enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity. A pupil fee includes, but is not limited to, all of the following:
- A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory or is for credit.
 - A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
 - A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.
- Complaints of noncompliance with laws relating to pupil fees may be filed with the Executive Director or the Compliance Officer identified below.
4. Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula ("LCFF") or Local Control and Accountability Plans ("LCAP") under Education Code sections 47606.5 and 47607.3, as applicable. If the Charter School adopts a School Plan for Student Achievement ("SPSA") in addition to its LCAP, complaints of noncompliance with the requirements of the SPSA under Education Code sections 64000, 64001, 65000, and 65001 shall also fall under the UCP.

Complaints alleging noncompliance regarding child nutrition programs established pursuant to Education Code sections 49490-49590 are governed by Title 7, Code of Federal Regulations ("C.F.R.") sections 210.19(a)(4), 215.1(a), 220.13(c), 225.11(b), 226.6(n), and 250.15(d) and Title 5, California Code of Regulations ("C.C.R.") sections 15580 - 15584.

Complaints alleging noncompliance regarding special education programs established pursuant to Education Code sections 56000-56865 and 59000-59300 are governed by the procedures set forth in 5 C.C.R. sections 3200-3205 and 34 C.F.R. sections 300.151-300.153.

Complaints regarding state preschool health and safety issues in local educational agencies exempt from licensing are governed by 5 C.C.R. sections 4690-4694, except as otherwise indicated.

Complaints other than complaints relating to pupil fees must be filed in writing with the following Compliance Officer:

Tammi Martinez
Director of Human Resources and Communications
198 W. Mill St., San Bernardino, CA 92408
(909) 888-3300
tmartinez@soarcharteracademy.org

Only complaints regarding pupil fees, LCAP, or noncompliance with Education Code section 243 or 244 may be filed anonymously and only if the anonymous complainant provides evidence or information leading to evidence to support an allegation of noncompliance with the respective applicable laws.

Complaints alleging unlawful discrimination, harassment, intimidation, or bullying, must be filed within six (6) months from the date the alleged discrimination, harassment, intimidation, or bullying, occurred or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment,

intimidation, or bullying. All other complaints under the UCP shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date on which the Charter School's Board of Directors approved the LCAP or the annual update was adopted by the Charter School.

The Compliance Officer responsible for investigating the complaint shall conduct and complete the investigation in accordance with California regulations and the Charter School's UCP Policy. The Compliance Officer shall provide the complainant with a final written investigation report ("Decision") within sixty (60) calendar days from the Charter School's receipt of the complaint. This sixty (60) calendar day time period may be extended by written agreement of the complainant.

The complainant has a right to appeal the Charter School's Decision to the California Department of Education ("CDE") by filing a written appeal within thirty (30) calendar days of the date of the Charter School's written Decision, except if the Charter School has used its UCP to address a complaint that is not subject to the UCP requirements. The appeal must include a copy of the complaint filed with the Charter School, a copy of the Charter School's Decision, and the complainant must specify and explain the basis for the appeal of the Decision, including at least one of the following:

1. The Charter School failed to follow its complaint procedures.
2. Relative to the allegations of the complaint, the Charter School's Decision lacks material findings of fact necessary to reach a conclusion of law.
3. The material findings of fact in the Charter School's Decision are not supported by substantial evidence.
4. The legal conclusion in the Charter School's Decision is inconsistent with the law.
5. In a case in which the Charter School's Decision found noncompliance, the corrective actions fail to provide a proper remedy.

A complainant who appeals the Charter School's Decision on a UCP complaint to the CDE shall receive a written appeal decision within sixty (60) calendar days of the CDE's receipt of the appeal, unless extended by written agreement with the complainant or the CDE documents exceptional circumstances and informs the complainant.

Within thirty (30) calendar days of the date of the CDE's appeal Decision pursuant to 5 C.C.R. section 4633(f)(2) or (3), either party may request reconsideration by the State Superintendent of Public Instruction ("SSPI") or the SSPI's designee. The request for reconsideration shall specify and explain the reason(s) for contesting the findings of fact, conclusions of law, or corrective actions in the CDE's appeal Decision.

Complaints alleging noncompliance with Education Code section 243 or 244 may be filed with the SSPI directly, and the SSPI may directly intervene without waiting for an investigation by the Charter School. The complainant shall present the SSPI with evidence that supports the basis for the direct filing and why immediate action is necessary.

If a UCP complaint is filed directly with the CDE and the CDE determines that it merits direct intervention, the CDE shall complete an investigation and provide a written decision to the complainant within sixty (60) calendar days of receipt of the complaint, unless the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant.

If the Charter School finds merit in a UCP complaint, or the CDE finds merit in an appeal, the Charter School shall take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected student and/or parent/guardian as applicable.

A complainant may pursue available civil law remedies outside of the Charter School's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, however, a complainant must wait until sixty (60) calendar days have elapsed from the

filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the Charter School has appropriately, and in a timely manner, apprised the complainant of the complainant's right to file a complaint in accordance with 5 C.C.R. § 4622.

A copy of the UCP shall be available upon request free of charge in the main office. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the UCP, please contact Tammi Martinez at 909-888-3300.

Work Permits

Beginning August 1, 2024, any minor seeking the signature of a Charter School verifying authority on a Statement of Intent to Employ a Minor and Request for a Work Permit-Certificate of Age will be issued, before or at the time of receiving the signature of the verifying authority, a document clearly explaining basic labor rights extended to workers. An infographic explaining these rights is available at: <https://laborcenter.berkeley.edu/wp-content/uploads/2024/05/Know-Your-Rights-FINAL.pdf>

COMPLETE POLICIES

Title IX Policy Prohibiting Discrimination On The Basis Of Sex

This Title IX Policy Prohibiting Discrimination on the Basis of Sex ("Policy") contains the policies and grievance procedures of SOAR Charter Academy ("Charter School") to address sex discrimination, including but not limited to sexual harassment, occurring within Charter School's education program or activity.

Charter School does not discriminate on the basis of sex and prohibits any acts of sex discrimination in any education program or activity that it operates, as required by California law, Title IX (20 U.S.C. § 1681 *et seq.*) and the Title IX regulations (34 C.F.R. Part 106), including in admission and employment.⁵

This Policy applies to conduct occurring in Charter School's education programs or activities including but not limited to incidents occurring on the school campus, during school-sponsored events and activities regardless of the location, and through school-owned technology, whether perpetrated by a student, parent/guardian, employee, volunteer, independent contractor or other person with whom Charter School does business.

Inquiries about the application of Title IX and 34 C.F.R. Part 106 (hereinafter collectively referred to as "Title IX") may be referred to the Charter School Title IX Coordinator, the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

Definitions

Prohibited Sex Discrimination

Title IX and California law prohibit discrimination on the basis of sex, including sex-based harassment and differences in the treatment of similarly situated individuals on the basis of sex with regard to any aspect of services, benefits, or opportunities provided by Charter School.

Prohibited Sexual Harassment

Under Title IX, "sexual harassment" means conduct on the basis of sex that satisfies one or more of the following:

⁵ Charter School complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports and complaints of misconduct prohibited by this Policy.

- An employee of Charter School conditioning the provision of an aid, benefit, or service of Charter School on an individual's participation in unwelcome sexual conduct;
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to Charter School's education program or activity; or
- "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30).

Under California Education Code section 212.5, sexual harassment consists of conduct on the basis of sex, including but not limited to unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct on the basis of sex, regardless of whether or not the conduct is motivated by sexual desire, when: (a) submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through Charter School.

Examples of conduct that may fall within the Title IX or the Education Code definition of sexual harassment, or both:

- Physical assaults of a sexual or sex-based nature, such as:
 - Rape, sexual battery, molestation or attempts to commit these assaults.
 - Intentional physical conduct that is sex-based or sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, poking another's body, violence, intentionally blocking normal movement or interfering with work or school because of sex.
- Unwanted sexual advances or propositions, derogatory sex-based comments, or other sex-based conduct, such as:
 - Sexually oriented or sex-based gestures, notices, epithets, slurs, remarks, jokes, or comments about a person's sexuality or sexual experience.
 - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
 - Subjecting or threats of subjecting a student or employee to unwelcome sexual attention or conduct or intentionally making the student's or employee's performance more difficult because of the student's or the employee's sex.
 - Retaliation against an individual who has articulated a good faith concern about sex-based harassment.
- Sexual or discriminatory displays or publications anywhere in the work or educational environment, such as:
 - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the work or educational environment.

- Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.
- Displaying signs or other materials purporting to segregate an individual by sex in an area of the work or educational environment (other than restrooms or similar rooms).

The illustrations above are not to be construed as an all-inclusive list of sex-based harassment acts prohibited under this Policy.

Complainant means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

Formal Complaint of Sexual Harassment means a written document filed and signed by a complainant who is participating in or attempting to participate in Charter School's education program or activity or signed by the Coordinator alleging sexual harassment against a respondent and requesting that Charter School investigate the allegation of sexual harassment. At the time of filing a formal complaint of sexual harassment, the complainant must be participating in or attempting to participate in Charter School's education program or activity.

Party means a complainant or respondent.

Respondent means a person who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

Supportive Measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to a party before or after the filing of a formal complaint of sexual harassment or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to Charter School's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or Charter School's educational environment, or deter sexual harassment.

Title IX Coordinator

The Board of Directors of Charter School ("Board") has designated the following employee as the Title IX Coordinator ("Coordinator"):

Tammi Martinez
Director of Human Resources and Communications
198 W. Mill St., San Bernardino, CA 92408
(909) 888-3300 tmartinez@soarcharteracademy.org

The Coordinator is responsible for coordinating Charter School's efforts to comply with the requirements of Title IX, receiving reports and complaints of sex discrimination, formal complaints of sexual harassment, and inquiries about the application of Title IX to Charter School, coordinating the effective implementation of supportive measures, and taking other actions as required by this Policy. The Coordinator or designee may serve as the investigator for formal complaints of sexual harassment.

Reporting Sex Discrimination

All employees must promptly notify the Coordinator when the employee has knowledge of or notice of allegations of sex discrimination or sexual harassment occurring within Charter School's education program or activity.

Students are expected to report all incidents of misconduct prohibited by this Policy. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Executive Director, Coordinator, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. Charter School will promptly and effectively investigate and respond to all oral and written complaints and reports of misconduct prohibited by this Policy. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Privacy

Charter School acknowledges and respects every individual's right to privacy. All reports and complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes but is not limited to keeping the identity of the reporter and other personally identifiable information confidential, as appropriate, except to the extent necessary to comply with the law, carry out the investigation and/or to resolve the issue, as determined by the Coordinator or designee on a case-by-case basis.

Retaliation

Charter School prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual.

Response to Sexual Harassment

Charter School will respond promptly and in a manner that is not deliberately indifferent when it has actual knowledge, as defined in 34 C.F.R. § 106.30(a), of sexual harassment occurring in its education program or activity against a person in the United States.

Charter School's response will treat complainants and respondents equitably by offering supportive measures to a complainant, and by following the grievance procedures for formal complaints of sexual harassment that are listed below before imposing any disciplinary sanctions or other actions that are not supportive measures on a respondent for sexual harassment under Title IX.

Supportive Measures

Once notified of sexual harassment or allegations of sexual harassment occurring in Charter School's education program or activity against a person in the United States, the Coordinator will promptly contact the complainant to discuss the availability of supportive measures, consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint of sexual harassment.

Supportive measures may include but are not limited to: counseling; extensions of deadlines or other course-related adjustments; modifications of work or class schedules; mutual restrictions on contact between the parties; changes in work or on-campus housing locations; leaves of absence; increased security and monitoring of certain areas of the campus; and other similar measures.

Supportive measures will not unreasonably burden either party or be imposed for punitive or disciplinary reasons. Charter School will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair Charter School's ability to

provide the supportive measures. The Coordinator is responsible for coordinating the effective implementation of supportive measures.

Grievance Procedures

Scope and General Requirements

Charter School has adopted and published grievance procedures that provide for the prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited under Title IX and a grievance process that complies with 34 C.F.R. § 106.45 for formal complaints of sexual harassment.

Complaints of misconduct prohibited by this Policy that do not constitute a formal complaint of sexual harassment will be addressed in accordance with Charter School's Uniform Complaint Procedures, its employment discrimination complaint procedures, or the grievance procedures set forth in its Harassment, Intimidation, Discrimination, and Bullying Policy, as applicable. The following grievance procedures will apply to formal complaints of sexual harassment.

Upon receipt of a formal complaint of sexual harassment, the Coordinator or designee will promptly initiate these grievance procedures, or the informal resolution process if available, appropriate, and requested by all parties.

Charter School requires that any Title IX Coordinator, investigator, decisionmaker, and any person designated by Charter School to facilitate an informal resolution process not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.

Charter School will treat complainants and respondents equitably. Charter School presumes that the respondent is not responsible for the alleged sexual harassment until a determination is made at the conclusion of its grievance procedures.

Charter School may consolidate formal complaints of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against another party, where the allegations of sexual harassment arise out of the same facts or circumstances.

Charter School allows for the temporary delay of the grievance process or limited extension of timeframes on a case-by-case basis for good cause. Requests for extensions must be submitted to the Coordinator in writing at least one (1) business day before the expiration of the timeframe. If the grievance process is temporarily delayed or a timeframe is temporarily extended by Charter School, the Coordinator or designee will notify the parties of the reason for the delay or extension in writing.

Charter School will objectively evaluate all evidence that is relevant and not otherwise impermissible, including both inculpatory and exculpatory evidence.⁶ Credibility determinations will not be based on a person's status as a complainant, respondent, or witness.

Dismissal

Charter School must dismiss a formal complaint of sexual harassment for purposes of sexual harassment under Title IX if the conduct alleged:

- Would not constitute sexual harassment under Title IX even if proved;
- Did not occur in Charter School's education program or activity; or
- Did not occur against a person in the United States.

Charter School may dismiss a formal complaint of sexual harassment or any of the allegations therein if:

⁶ Inculpatory means tending to impute guilt or fault, and exculpatory means tending to absolve from guilt or fault.

- The respondent is no longer enrolled or employed by Charter School;
- A complainant notifies the Coordinator in writing that the complainant would like to withdraw the complaint or any allegations therein; or
- Specific circumstances prevent Charter School from gathering sufficient evidence to reach a determination as to the complaint or allegations therein.

Upon dismissal, the Coordinator or designee will promptly send written notice of the dismissal and reason(s) therefor simultaneously to the parties. Dismissal under Title IX does not preclude action under another applicable Charter School policy.

Notice of the Allegations

Upon receipt of a formal complaint of sexual harassment, the Coordinator or designee will provide written notice of the allegations to the parties whose identities are known. The notice will include:

- Charter School's grievance procedures and any informal resolution process;
- The allegations of sexual harassment including sufficient details known at the time and with sufficient time to prepare a response before any initial interview. Sufficient details includes the identities of the parties involved in the incident(s), if known, the conduct allegedly constituting sexual harassment under Title IX, and the date(s) and location(s) of the alleged incident(s), if known;
- A statement that the respondent is presumed not responsible for the alleged conduct and a determination regarding responsibility is made at the conclusion of the grievance process;
- A statement that the parties may have an advisor of their choice, who may be, but is not required to be, an attorney, and may inspect and review evidence; and
- A statement that Charter School prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

Emergency Removal

Charter School may place a non-student employee respondent on administrative leave during the pendency of the grievance procedures in accordance with Charter School's policies.

Charter School may remove a respondent from Charter School's education program or activity on an emergency basis, in accordance with Charter School's policies, provided that Charter School undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any person arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.

This provision must not be construed to modify any rights under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act.

Informal Resolution

At any time after a formal complaint of sexual harassment is filed and prior to determining whether sexual harassment occurred under Charter School's Title IX grievance procedures, Charter School may offer an informal resolution process to the parties. Charter School will not offer or facilitate informal resolution to resolve allegations that an employee sexually harassed a student, or when such a process would conflict with Federal, State, or local law. Parties will not be required or pressured to agree to participate in the informal resolution process.

Before initiation of the informal resolution process, Charter School will obtain the parties' voluntary, written consent to participate in the informal resolution and provide the parties with a written notice that explains:

- The allegations;
- The requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint of sexual harassment arising from the same allegations;

- The right to withdraw and initiate or resume the grievance procedures at any time prior to agreeing to a resolution; and
- Any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.

Investigation

In most cases, a thorough investigation will take no more than thirty (30) business days. Charter School has the burden to conduct an investigation that gathers sufficient evidence to determine whether sexual harassment occurred. The investigator will review all evidence gathered through the investigation and determine what evidence is relevant and what evidence is impermissible regardless of relevance in accordance with Title IX.

The following types of evidence, and questions seeking that evidence, are impermissible (i.e., will not be used, accessed, considered, or disclosed), regardless of whether they are relevant:

- A party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party, unless Charter School obtains that party's voluntary, written consent to do so for these grievance procedures; and
- Evidence about the complainant's sexual predisposition or prior sexual behavior, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.

The parties will be provided with an equal opportunity to present witnesses, to inspect and review any evidence obtained that is directly related to the allegations raised, and to have an advisor present during any investigative meeting or interview. The parties will not be prohibited from discussing the allegations under investigation or from gathering and presenting relevant evidence. A party whose participation is invited or expected at an investigative meeting or interview will receive written notice of the date, time, location, participants, and purpose of the meeting or interview with sufficient time for the party to prepare to participate.

Before the investigator completes the investigative report, Charter School will send to each party and the party's advisor, if any, a copy of the evidence subject to inspection and review, and the parties will have at least ten (10) days to submit a written response for the investigator to consider prior to completing the investigation report.

The investigator will complete an investigation report that fairly summarizes relevant evidence and send a copy of the report to each party and the party's advisor, if any, at least ten (10) days prior to the determination of responsibility.

Determination of Responsibility

Before making a determination of responsibility, the decision maker must afford each party the opportunity to submit written, relevant questions that a party wants to ask of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. The decision maker must explain to the party proposing the questions any decision to exclude a question as not relevant.

Determinations will be based on an objective evaluation of all relevant and not otherwise impermissible evidence and credibility determinations will not be based on a person's status as a complainant, respondent, or witness. The standard of evidence used to determine responsibility is the preponderance of the evidence standard.

Within twenty (20) business days after Charter School sends the investigation report to the parties, the decisionmaker, who will not be the same person as the Coordinator or investigator, will simultaneously send the parties a written determination of whether sexual harassment occurred. The written determination will include:

- The allegations of sexual harassment;

- A description of the procedural steps taken including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
- The findings of facts supporting the determination;
- The conclusions regarding the application of Charter School's code of conduct to the facts;
- The decision and rationale for each allegation;
- Any recommended disciplinary sanctions for the respondent, and whether remedies designed to restore or preserve equal access to the education program or activity will be provided to the complainant; and
- The procedures and permissible bases for appeals.

The determination regarding responsibility becomes final either on the date that Charter School provides the parties with the written appeal decision, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

Appeals

Either party may, within five (5) business days of their receipt of Charter School's written determination of responsibility or dismissal of a formal complaint of sexual harassment, submit a written appeal to the Chair of the Charter School Board, who will serve as the decisionmaker for the appeal or designate a decisionmaker for the appeal.

The complainant and respondent may only appeal from a determination regarding responsibility or Charter School's dismissal of a formal complaint of sexual harassment or any allegations therein, on one or more of the following bases:

- Procedural irregularity that affected the outcome of the matter;
- New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; or
- The Coordinator, investigator(s), or decision maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

The decision maker for the appeal will not be the same person as the Coordinator, the investigator or the initial decision maker.

The decision maker for the appeal will: 1) notify the other party of the appeal in writing; 2) implement appeal procedures equally for the parties; 3) allow the parties to submit a written statement in support of, or challenging, the outcome within five (5) business days of notice of the appeal; and 4) within fifteen (15) business days of the appeal, provide a written decision simultaneously to the parties describing the result of the appeal and the rationale for the result.

Consequences

Students or employees who engage in misconduct prohibited by this Policy, knowingly make false statements or knowingly submit false information during the grievance process, may be subject to disciplinary action up to and including expulsion from Charter School or termination of employment. If there is a determination that sexual harassment occurred, the Coordinator is responsible for effective implementation of any remedies ordered by Charter School.

Training

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All Title IX Coordinators, investigators, decisionmakers, and any person who facilitates a Title IX informal resolution process will receive Title IX training and/or instruction concerning sexual harassment as required by law.

Recordkeeping

Charter School will maintain the following records for at least seven (7) years:

- Records of each sexual harassment investigation, including any determination of responsibility; any audio or audiovisual recording or transcript; any disciplinary sanctions imposed on the respondent; and any remedies provided to the complainant;
- Records of any appeal of a formal complaint or sexual harassment and the results of that appeal;
- Records of any informal resolution of a formal complaint or sexual harassment and the results of that informal resolution;
- All materials used to train Title IX Coordinators, investigators, decisionmakers, and any person who facilitates an informal resolution process; and
- Records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment.

The above records will be maintained in a secure location until destroyed in accordance with applicable laws and regulations.

Title IX Sex Discrimination And Harassment Complaint Form

Your Name: _____ Date: _____

Email Address: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e., specific statements and conduct; what, if any, physical contact was involved; any verbal statements etc.) (Attach additional pages, if needed):

I hereby authorize Charter School to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand that providing false information in this regard could result in disciplinary action up to and including termination or expulsion from Charter School.

Signature of Complainant

Date: _____

Print Name

To be completed by Charter School:

Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____

Harassment, Intimidation, Discrimination, And Bullying Policy

Discrimination, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, SOAR Charter Academy ("Charter School") prohibits any acts of discrimination, harassment, intimidation, and bullying altogether.

As used in this policy, discrimination, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of mental or physical disability, sex (including pregnancy and related conditions, and parental status), sexual orientation, gender, gender identity, gender expression, immigration status, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locs, and twists), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age, or any combination of those characteristics, association with a person or group with one or more of these actual or perceived characteristics or any combination of those characteristics, or based on any other characteristic protected under applicable state or federal law or local ordinance. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

To the extent possible, Charter School will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. Charter School school staff who witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

This policy applies to incidents occurring on the school campus, at school-sponsored events and activities regardless of the location, through school-owned technology, and through other electronic means, whether perpetrated by a student, employee, parent/guardian, volunteer, independent contractor or other person with whom Charter School does business, and all acts of Charter School's Board of Directors ("Board") in enacting policies and procedures that govern Charter School.

Charter School complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports of misconduct prohibited by this Policy.

Definitions

Harassment means conduct based upon one or more of the protected characteristics listed above that is severe or pervasive, which unreasonably disrupts an individual's educational or work environment or that creates a hostile educational or work environment. Harassment includes, but is not limited to:

- Verbal conduct such as epithets, derogatory jokes, comments or slurs.
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work or school based on any of the protected characteristics listed above.
- Retaliation for reporting or threatening to report harassment.

- Deferential or preferential treatment based on any of the protected characteristics listed above.

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- Placing a reasonable student ⁷ or students in fear of harm to that student's or those students' person or property.
- Causing a reasonable student to experience a substantially detrimental effect on the student's physical or mental health.
- Causing a reasonable student to experience substantial interference with the student's academic performance.
- Causing a reasonable student to experience substantial interference with the student's ability to participate in or benefit from the services, activities, or privileges provided by Charter School.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, video or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

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:

- A message, text, sound, video, or image.
- A post on a social network Internet Web site including, but not limited to:
 - 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 the definition of "bullying," above.
 - Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in the definition of "bullying," 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.
 - Creating a false profile for the purpose of having one or more of the effects listed in the definition of "bullying," 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.
- An act of "Cyber sexual bullying" including, but not limited to:
 - 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 the definition of "bullying," above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - "Cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or

⁷ "Reasonable student" is defined as a student, including, but not limited to, a student with exceptional needs, who exercises average care, skill and judgment in conduct for a person of the student's age, or for a person of the student's age with the student's exceptional needs.

school-sanctioned activities.

- Notwithstanding the definitions of “bullying” and “electronic act” 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.

Bullying and Cyberbullying Prevention Procedures

Charter School has adopted the following procedures for preventing acts of bullying, including cyberbullying.

Cyberbullying Prevention Procedures

Charter School advises students:

- To never share passwords, personal data, or private photos online.
- To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
- That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
- To consider how it would feel receiving such comments before making comments about others online.

Charter School informs its employees, students, and parents/guardians of Charter School’s policies regarding the use of technology in and out of the classroom. Charter School encourages parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.

Education

Charter School employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. Charter School advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at Charter School and encourages students to practice compassion and respect each other.

Charter School educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other students based on protected characteristics.

Charter School’s bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a non-aggressive way to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

Charter School informs Charter School employees, students, and parents/guardians of this Policy and encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

Professional Development

Charter School annually makes available the online training module developed by the California Department of Education pursuant Education Code section 32283.5(a) to its certificated employees and all other Charter School employees who have regular interaction with students.

Charter School informs certificated employees about the common signs that a student is a target of bullying including:

- Physical cuts or injuries
- Lost or broken personal items

- Fear of going to school/practice/games
- Loss of interest in school, activities, or friends
- Trouble sleeping or eating
- Anxious/sick/nervous behavior or distracted appearance
- Self-destructiveness or displays of odd behavior
- Decreased self-esteem

Charter School also informs certificated employees about the groups of students determined by Charter School and available research to be at elevated risk for bullying and provides its certificated employees with information on existing school and community resources related to the support of these groups. These groups include but are not limited to:

- Students who are lesbian, gay, bisexual, transgender, or questioning youth (“LGBTQ”) and those youth perceived as LGBTQ; and
- Students with physical or learning disabilities.

Charter School encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for Charter School’s students.

Complaint Procedures

Scope of the Complaint Procedures

Charter School will comply with its Uniform Complaint Procedures (“UCP”) policy when investigating and responding to complaints alleging unlawful harassment, discrimination, intimidation or bullying against a protected group or on the basis of a person’s association with a person or group with one or more of the protected characteristics set forth in the UCP that:

- Are written and signed;
- Filed by an individual who alleges that they have personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific class of individuals has been subjected to discrimination, harassment, intimidation or bullying based on a protected characteristic, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying; and
- Submitted to the Charter School UCP Compliance Officer not later than six (6) months from the date the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

Charter School will comply with its Title IX Policy when investigating and responding to complaints alleging sex discrimination, including sex-based harassment, in its education program or activity, as applicable.

The following procedures shall be utilized for complaints of misconduct prohibited by this Policy that do not fall within the scope of Charter School’s Title IX Policy or comply with the writing, timeline, or other formal filing requirements of the UCP. A copy of Charter School’s Title IX Policy and UCP is available on our website and may be requested through the main office.

Submitting a Report or Complaint

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene when safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this Policy for reporting alleged acts of misconduct prohibited by this Policy.

Reports and complaints of misconduct prohibited by this Policy shall be submitted to the Executive Director (or the Secretary of the Board if the complaint is against the Executive Director) as soon as possible after the incidents giving rise to the report or complaint.

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, and Charter School will investigate and respond to all oral and written reports of misconduct prohibited by this Policy, the reporting party is encouraged to submit a written report. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of misconduct prohibited by this Policy and other verbal or physical abuses. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Executive Director, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

Charter School acknowledges and respects every individual's right to privacy. All reports and complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes keeping the identity of the reporter and/or complainant confidential, as appropriate, except to the extent necessary to comply with applicable law, carry out the investigation and/or to resolve the issue, as determined by Charter School on a case-by-case basis.

Charter School prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual. Individuals alleging retaliation in violation of this Policy may file a grievance using the procedures set forth in this Policy.

Investigation and Response

Upon receipt of a report or complaint of misconduct prohibited by this Policy, the Executive Director or designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than twenty-five (25) school days.

At the conclusion of the investigation, the Executive Director or designee will, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation and resolution of the incident/situation. However, the Executive Director or designee will not reveal confidential information related to other students or employees.

If the complaint is against the Executive Director, a non-employee Board member who is not the Board Chair or a parent/guardian of a student at Charter School will conduct a fact-finding investigation and provide the complainant with information about the investigation and resolution of the incident/situation.

Consequences

Students or employees who engage in misconduct prohibited by this Policy may be subject to disciplinary action up to and including expulsion from Charter School or termination of employment.

Right of Appeal

Should a complainant find Charter School's resolution unsatisfactory, for complaints within the scope of this Policy, the complainant may, within five (5) business days of notice of Charter School's decision or resolution, submit a written appeal to the Chair of the Charter School Board, who will serve as the decision maker for the appeal or designate a decisionmaker for the appeal. The decisionmaker for the appeal will notify the complainant of the final decision.

Harassment, Intimidation, Discrimination & Bullying Complaint Form

Your Name: _____ Date: _____

Email Address: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e., specific statements and conduct; what, if any, physical contact was involved; any verbal statements etc.) (Attach additional pages, if needed):

I hereby authorize Charter School to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

Signature of Complainant

Date: _____

Print Name

To be completed by Charter School:

Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____

Volunteer Policy

SOAR is committed to excellence in education and providing a safe and nurturing environment for our children. We encourage the dedicated support of our parents and family members to continue to achieve this goal.

Parent participation contributes to better outcomes for all students; enables the SOAR to respond more effectively to student and family values; develops a partnership between parents and teachers; and enhances the strength and vibrancy of our school.

To help build a strong home/school community, parents are encouraged to participate in the operation of the SOAR by completing tasks that are directly related to the school program under the direction of the SOAR staff to meet the needs of students. To this end, SOAR encourages all families to volunteer ten (10) hours of their time during the academic school year to assist in achieving its mission.

Parents/guardians may volunteer at SOAR in many ways. Volunteer opportunities include, but are not limited to, the following: classroom volunteering, taking home teacher prep work, tutoring, community service activities, involvement in *Parent Lighthouse*, Clean-up days, Picture Days, our Annual Christmas Program, Family Fun Nights, and/or meetings of various school bodies. Please look at our monthly calendars, our website, letters sent home, or ask your child's teacher about ways you can help your child's school. Any parent, family member, or person who has volunteered 20 hours or more will be recognized at our parent volunteer luncheon at the end of the school year.

No student will be denied admission, disenrolled, discriminated against or receive a reduced grade or the removal of privileges related to educational activities if Parents cannot or choose not to volunteer at the Charter School.

If a Parent elects to volunteer at the Charter School, the Parent must provide the Charter School with updated medical records indicating that the Parent has been tested for tuberculosis ("TB").

Volunteers participating in activities outside of the direct supervision of a credentialed employee must be fingerprinted and receive background clearance prior to volunteering without direct supervision of a credentialed employee.

The classroom teacher has discretion as to their use of volunteers and the time and duration of in-class volunteer participation. Classroom volunteers are there to benefit the entire class and are not in class solely for the benefit of their own child. Classroom volunteers must follow the instructions provided by the classroom teacher. Classroom rules also apply to parent volunteers to ensure minimal distraction to the teacher. If a volunteer is uncomfortable following the direction of the teacher, the volunteer may be asked to leave their volunteer position for that day.

Information gained by volunteers regarding individual students (e.g. academic performance or behavior) is to be maintained in strict confidentiality. Questions or comments concerning a child's academic performance or behavior must be done in a separate meeting between parent and teacher, as arranged with the teacher. Student discipline is to be left to the teacher, even for parent volunteers in their own child's classroom, with the exception of light reminders to students to stay on task.

Parents or guardians who are interested in volunteering in the classroom must adhere to the following guidelines:

1. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be (1) fingerprinted and (2) receive background clearance prior to volunteering without the direct supervision of a credentialed employee.
2. A volunteer shall also have on file with SOAR a certificate showing that, upon initial volunteer assignment, the person submitted to a tuberculosis risk assessment and, if tuberculosis risk factors were identified, was examined and found to be free of infectious tuberculosis. If no risk factors are identified, an examination is not required. At the discretion of the SOAR Board of Directors, this paragraph shall not apply to a volunteer whose functions do not require frequent or prolonged contact with pupils.

3. Volunteering must be arranged with the classroom teacher or designee, at least forty-eight (48) hours in advance.
4. A volunteer may not volunteer in the classroom for more than three (3) hours per month.
5. Prior to volunteering in the classroom, the volunteer should communicate with the teacher to discuss the expectations for volunteering needs. Classroom volunteers are there to benefit the entire class and are not in class solely for the benefit of their own child. Classroom volunteers must follow the instructions provided by the classroom teacher or aide. Classroom rules also apply to volunteers to ensure minimal distraction to the teacher. If a volunteer is uncomfortable following the direction of the teacher or aide the volunteer may leave their volunteer position for that day.
6. Information gained by volunteers regarding students (e.g. academic performance or behavior) is to be maintained in strict confidentiality. Volunteers must sign in agreement that they have read and understand and agree to follow the Family Educational Rights and Privacy Act ("FERPA") Policy.
7. Volunteers shall follow and be governed by all other guidelines indicated elsewhere in this Policy. This includes, but is not limited to, the process of registering and signing out of the campus at the main office as indicated below.
8. Volunteerism by parents is encouraged but not mandatory. Any volunteer hours are tracked for purposes of maintaining data on the parent participation at the School.
9. This Policy does not authorize SOAR to permit a parent/guardian to volunteer or visit the campus if doing so conflicts with a valid restraining order, protective order, or order for custody or visitation issued by a court of competent jurisdiction.

All visitors, including parent volunteers, must comply with and be governed by the Visitor Policy set forth below, including the requirement to register with the front office immediately upon entering any school building or grounds during regular school hours.

Visitor Policy

While the Charter School encourages parents/guardians and interested members of the community to visit the Charter School and view the educational program, the Charter School also endeavors to create a safe environment for students and staff.

To ensure the safety of students and staff as well as to minimize interruption of the instructional program, the Charter School has established the following procedures to facilitate visits during regular school days:

* All visitors are asked to comply with current mandated and recommended health and safety protocols. Visitors (including volunteers) who demonstrate signs of a contagious disease (e.g. fever, coughing) may be denied registration. When recommended or requested by the Department of Public Health, visitors will be required to wear personal protective equipment, such as masks, and practice social distancing. SOAR reserves the right to implement additional measures for the protection of its school community, such as requiring forehead temperature checks before entry to the same extent being utilized for students and employees.

1. Visits during school hours should first be arranged with the teacher and Executive Director or designee, at least three (3) days in advance. If a conference is desired, an appointment should be set with the teacher during non-instructional time, at least three (3) days in advance. Parents seeking to visit a classroom during school hours must first obtain the written approval of the classroom teacher and the Executive Director or designee. Except for unusual circumstances, approved by the Executive Director, classroom visits should not exceed approximately 45 minutes in length and may not occur more than once per week.
2. When there are a large number of requests, the Charter School shall schedule a minimum of two (2) observation days per school year for parents who are considering application for enrollment. Interested parent observers shall be asked to conduct their observations on one of the scheduled days.

3. If the visitor is a government officer/official (including but not limited to local law enforcement officers, immigration enforcement officers, social workers, district attorneys, or U.S. attorneys) the officer/official will also be asked to produce any documentation that authorizes school access. The Charter School shall make reasonable efforts to notify parents or guardians prior to permitting a student to be interviewed or searched, consistent with the law and/or any court order, warrant or instructions from the officer/official. A copy of the documentation provided by the officer and notes from the encounter may be maintained by the Charter School, consistent with the law. The Charter School Governing Board and

Bureau of Children's Justice in the California Department of Justice, at BCJ@doj.ca.gov, will be timely informed regarding any attempt by a law-enforcement officer to access a school site or a student for immigration-enforcement purposes, as recommended by the Attorney General.
4. All visitors shall register with the front office immediately upon entering any school building or grounds during regular school hours. When registering, the visitor is required to provide his/her name, occupation, age (if under 21), his/her purpose for entering school grounds, and proof of identity. For purposes of school safety and security, the Executive Director or designee may design a visible means of identification for visitors while on school premises. It must be worn at all times while the visitor is on school grounds.
5. The Executive Director or designee may refuse to register an outsider if he or she has a reasonable basis for concluding that the visitor's presence or acts would disrupt the school, its students, its teachers, or its other employees; would result in damage to property; or would result in the distribution or use of unlawful or controlled substances.
6. The Executive Director or designee may withdraw consent to be on campus even if the visitor has a right to be on campus whenever there is reasonable basis for concluding that the visitor presence on school grounds would interfere or is interfering with the peaceful conduct of the activities of the school, or would disrupt or is disrupting the school, its students, its teachers, or its other employees.
7. The Executive Director or designee may request that a visitor who has failed to register, or whose registration privileges have been denied or revoked, promptly leave school grounds. When a visitor is directed to leave, the Executive Director or designee shall inform the visitor that if he/she reenters the school without following the posted requirements he/she will be guilty of a misdemeanor.
8. Any visitor that is denied registration or has his/her registration revoked may request a hearing before the Executive Director. The request shall be in writing, shall state why the denial or revocation was improper, shall give the address to which notice of hearing is to be sent, and shall be delivered to the Executive Director within five (5) days after the denial or revocation. The Executive Director or designee shall promptly mail a written notice of the date, time, and place of the hearing to the person who requested the hearing. A hearing before the Executive Director shall be held within seven (7) business days after the Executive Director receives the request. The Executive Director shall respond within seven (7) business days.
9. The Executive Director or designee shall seek the assistance of the police in dealing with or reporting any visitor in violation of this policy.
10. At the main entrance to the Charter School grounds, signs shall be posted specifying the hours during which registration is required, stating where the office
of the Executive Director or designee is located and what route to take to that office, and setting forth the penalties for violation of this policy.
11. This Policy does not authorize the Charter School to permit a parent/guardian or visit the campus if doing so conflicts with a valid restraining order, protective order, or order for custody or visitation issued by a court of competent jurisdiction.
12. All former SOAR Charter Academy alumni must have approval from administration to visit during school hours before arriving on campus and must be in a classroom, under a

teacher's supervision when current SOAR students are in class. A teacher signature form may be required for accountability purposes. All alumni must adhere to all rules within the Visitor Policy.

13. Visitors shall not wear clothing or accessories or bring materials on school grounds or at school functions that are obscene, advocate illegal action, appear libelous, obstruct the rights of others, or are disruptive to the school program.
14. Unauthorized use of electronic listening or recording devices compromises the privacy rights of students and staff, disrupts instruction, and may violate state or federal laws. This policy ensures all stakeholders understand when and how such devices may be used—and the consequences of misuse.

No electronic listening or recording devices—including but not limited to audio recorders, video cameras, mobile phones, smartwatches, or similar technology—may be used by students, parents, or visitors in a classroom or instructional setting without **written permission** from:

- The **classroom teacher**, and/or
- The **Executive Director** (or their official designee).

This restriction applies to all classroom learning activities, school-sponsored learning events, and virtual or in-person settings during instructional time.

Permitted Exceptions

Recording or listening devices may only be permitted in the following situations:

- If a student has an **IEP or 504 Plan** that explicitly includes permission to record for educational accommodation.
- If the **school itself** initiates recording for instructional, training, observation, or security purposes with proper notification and/or consent.
- With **prior written approval** from both the classroom teacher and Executive Director for special circumstances.

If a parent, or visitor is found to be using a recording or listening device without proper authorization, the following actions will be taken:

- **Verbal discussion and/or written warning**
- **Ban from school grounds or future events** (for visitors or parents).
- **Referral to law enforcement**, if the action violates consent laws or privacy statutes.

We are committed to protecting the dignity, safety, and rights of every student and staff member. This policy is not intended to prevent communication or transparency, but to ensure those values are upheld in a lawful, respectful manner

Volunteer/Parent Conduct

Behavior that will not be tolerated by parents/visitors:

- Disruptive behavior which interferes or threatens to interfere with any of the school's normal operation or activities anywhere on the school premises.
- Any inappropriate behavior on the school premises.
- Using loud or offensive language or displaying temper.
- Threatening in any way, a member of staff, visitor, fellow parent/guardian, or child.
- Damaging or destroying school property.
- Sending abusive or threatening emails or text/voicemail/phone messages or other written communications (including social media) to anyone within the school community.

- Defamatory, offensive or derogatory comments regarding the school or any of the pupils/parents/staff/governors at the school on Facebook or other sites
- The use of physical, verbal or written aggression towards another adult or child.
- Approaching someone else's child in order to discuss or chastise them because of the actions of this child towards their own child. (Such an approach to a child may be seen to be an assault on that child and may have legal consequences)
- Smoking, taking illegal drugs or the consumption of alcohol on school premises.

If any of the mentioned behavior is displayed, you will receive a warning by certified letter outlining the offense. Continued abuse of behavior may result in a complete ban from the campus and law enforcement may become involved.

California Education Code 44811 Upbraiding, insulting and abusing teachers/California Education Code 44812 insult and abuse of school personnel. (a)Any parent, guardian, or other person whose conduct in a place where a school employee is required to be in the course of his or her duties materially disrupts classwork or extracurricular activities or involves substantial disorder is guilty of misdemeanor.

California Penal Code Sec. 415.5 (a) Any person who (3) uses offensive words within any buildings or upon the school grounds which are inherently likely to provoke an immediate violent reaction is guilty of a misdemeanor punishable by a fine not exceeding four hundred dollars (\$400) or by imprisonment in the county jail for a period of not more than 90 days, or both.

Penalties

1. Pursuant to the California Penal Code, if a visitor does not leave after being asked or if the visitor returns without following the posted requirements after being directed to leave, he/she will be guilty of a crime as specified which is punishable by a fine of up to \$500.00 or imprisonment in the County jail for a period of up to six (6) months or both.
2. Under California Education Code section 44811, disruption by a parent, guardian or other person at a school or school sponsored activity is punishable, upon the first conviction by a fine of no less than \$500.00 (five hundred dollars) and no more than \$1,000.00 (one thousand dollars) or by imprisonment in a County jail for no more than one (1) year, or both the fine and imprisonment.
3. Further conduct of this nature by the visitor may lead to the Charter School's pursuit of a restraining order against such visitor, which would prohibit him/her from coming onto school grounds or attending Charter School activities for any purpose for a period of three (3) years.



Parent/guardians may volunteer at SOAR in many ways. Volunteer opportunities include, but are not limited to, the following: classroom volunteering, taking home teacher prep work, tutoring, community service activities, involvement as a Parent Lighthouse Volunteer (PLV), Clean-up days, Picture Days, our Annual Christmas Program, Family Fun Nights, and/or meetings of various school bodies. Please look at our monthly calendars, our website, letters sent home, or ask your child's teacher about ways you can help your child's school. Any parent, family member, or person who has volunteered 20 hours or more will be recognized at our parent volunteer luncheon at the end of the school year.

No student will be denied admission, disenrolled, discriminated against or receive a reduced grade or the removal of privileges related to educational activities if Parents cannot or choose not to volunteer at the Charter School.

If a Parent elects to volunteer at the Charter School, the Parent must provide the Charter School with updated medical records indicating that the Parent has been tested for tuberculosis ("TB").

Volunteers participating in activities outside of the direct supervision of a credentialed employee and overnight trips, must be fingerprinted and receive background clearance prior to volunteering without direct supervision of a credentialed employee.

LiveScan clearance can take up to several weeks, it is recommended to complete your volunteer LiveScan and TB as early in the year as possible.

SUMMARY:

- *periodic volunteering at an event or two does not require documentation.
- *Frequent volunteering and field trips require a valid TB screening on file.
- *Overnight field trips, field trips in charge of groups, and other volunteer activities outside supervision of a staff member will require a LiveScan clearance.

******ALL VOLUNTEERS ARE ENCOURAGED TO COMPLETE LIVE SCAN AND TB AS EARLY IN THE YEAR AS POSSIBLE**

Personal Cell Phones, Smartphones, AirPods, Pagers & Other Electronic Signaling Devices Policy

The SOAR Charter Academy (“SOAR” or the “Charter School”) Board of Directors recognizes the potential for cell phones, smartphones, pagers, earphones, headphones, Smart watches, camera phones, camera devices, video and audio recording devices, digital recording devices, scanning devices, personal digital assistants (PDAs), MP3 players, iPods, iPads, tablets, computers, radios, pagers, any device that allows the possessor to access the Internet, or any similar device or any accessories to such devices such as earphones and Bluetooth devices and electronic signaling devices (hereinafter collectively referred to as “private devices”) to disrupt the learning environment of the Charter School, and adopts this Policy to permit students to possess, but not use private devices while on school grounds, at school-sponsored activities, or under the supervision of Charter School employees, except as otherwise provided in this Policy. Students who possess any private devices must always keep them turned off and out of view while on school grounds or at school-sponsored activities and functions. Charter School teachers, administrators, and staff will confiscate any private devices used by a student in violation of this Policy.

All students are required to adhere to the following guidelines regarding private devices:

If a student needs to contact their parent/guardian while on campus, students will notify a teacher, office, or administration and a school phone will be used.

Private devices may be used:

- Off campus before or after school.
- Before or after any Charter School sponsored activity occurring before or after the regular school day.
- In the case of an emergency, or in response to a perceived threat of danger.
- When a teacher or administrator of the Charter School grants permission to a student to possess or use a private device, subject to any reasonable limitation imposed by that teacher or administrator.
- When a licensed physician and surgeon determines that the possession or use of a private device is necessary for the health or well-being of the student.
- When the possession or use of a private device is required in a student’s individualized education program (“IEP”).

For any class assignments requiring research, music, etc. that has been authorized by a teacher, a school computer or tablet will be used.

Private devices shall be turned off and shall not be used:

- During instructional classroom time, including assemblies, and any other school activity, which takes place during the regularly scheduled school day on or off campus.
- During break periods, between class periods, or during lunch.
- During events sponsored by the Charter School held before or after regular school hours.
- On field trips or excursions sponsored by the Charter School.

Recognizing that some families may need their student to have their cell phone to use in the mornings before arriving at school and/or after leaving campus for the day, parents/guardians may authorize their student to carry a cell phone in their backpack. However, the authorized cell phone **may not** be visible or used during the school day, during before/after school, or during before or after school activities. Every classroom is equipped with a locking device box that students are encouraged to put their cell phones into at the beginning of the day.

If a student is found to be in violation of this Policy, the private device (cell phone, etc.) will be confiscated by school personnel. Refusal by a student to surrender the device is not an option. **Security and/or school police may become involved if necessary.**

Why a no-cell phone policy? For several reasons . . .

- Cell phones act as a deterrent from fully engaging in the rich experiences we strive to provide for our students. We've found that they can be a distraction from learning, for the student with the phone as well as others who may be interested in what they are doing on/with their phone.
- Our internet filter provides us data on what students are trying to access on school devices and via our wi-fi but cannot monitor or filter the information students can access on their cell phones. Some of what they are trying to access is very inappropriate. While we feel confident that the filters on our network are appropriately restrictive, effective, and monitored/updated regularly, we have no control over the data/websites/content students access on campus using their cell phone networks. Given that we have many ages of students on our campus, we feel it is important to have policies that ensure everyone's safety and well-being.
- Students do not need their phones for research or class work since we have internet accessible computers and devices for them to use.
- Parents who need to communicate with students while they are in our care, are asked to do so through our channels. Eliminating cell phone access on campus help ensure that parents are communicating with students through the proper channels. This is in part to protect the student as well as to make sure we know where the student is, what is going on, and who they are leaving with. To combat the problem with students' cell phone use in the classroom and on campus SOAR has placed lock boxes in each classroom for the secure storage of devices. Use of the lock box is voluntary but highly encouraged and recommended.

Possession of private devices is a privilege, which may be forfeited by any student who fails to abide by the terms of this Policy. All Charter School employees shall remove any private device from the possession of a student found to be violating this Policy. If a private device is heard ringing, beeping, or buzzing from inside a jacket, purse, backpack, or other similar article, whether within the immediate presence of the student or not, a Charter School employee may remove the private device and confiscate the private device. Parents/guardians will be contacted to pick up any confiscated private devices at the end of the regular school day or at the conclusion of a Charter School sponsored activity.

In addition to this Policy, all other applicable Charter School student discipline policies and rules shall apply to any student who fails to comply with the requirements of this Policy. In addition to this Policy, all other applicable Charter School student discipline policies and rules shall apply to any student who fails to comply with the requirements of this Policy. Disciplinary action may include, written referral, detention, team meeting with parents & administration, loss of non-academic field trips & extra-curricular activities, and loss of contract points.

Detention for the purpose of this policy may include:

Lunch and/or break detention spent with Counselor, Admin, or staff designee; may include multiple days depending on consequence. Students may be given campus cleanup and/or any other type of on-campus community service activity during detention. Lunch and/or nutrition will be provided to the student during the detention.

Students who possess any private device(s) shall assume sole responsibility for the maintenance and care of any such private device(s) in accordance with this Policy. At no time shall the Charter School be responsible for preventing theft, loss or damage to any private devices brought onto campus or at Charter School sponsored activities

Consequences - Warnings WILL NOT be given

*It is SOAR's intent to implement the policy with parent support to avoid confrontation and upset students and families. **WE ASK FOR YOUR FULL COOPERATION IN THE IMPLEMENTATION PROCESS.***

- 1st Offense** - Loss of 1 contract point, parent/guardian will be called. Student may pick up the phone at the end of their school day.
- 2nd Offense** - Loss of 1 contract point, parent/guardian will be called. Student may pick up the phone at the end of their school day.
- 3rd Offense** - Loss of 1 contract point, parent/guardian will be called. Parent must pick up the phone.
- 4th Offense** - Loss of 2 contract points, parent/guardian will be called in for a meeting with administration and/or Behavior Counselor, Student will serve a 1-day lunch detention, Parent must pick up the phone.
- 5th Offense** - Loss of 5 contract points, additional parent/guardian meeting with administration and/or Behavior Counselor, Student will serve a 1-day lunch detention, Student will lose the privilege of participating in any SOAR sport's program, Parent must pick up the phone.
- 6th Offense** - Loss of 10 contract points, parent/guardian will be invited to attend a meeting with the Board of Directors, Student will serve 2 Lunch detentions, Student will lose the ability to attend any/all Extra-curricular "activities" and field trips (non-academic).
- 7th + Offenses** - Student will serve 5 days of lunch detention for each offense. Parent/guardian will be invited to attend an additional meeting with the Board of Directors to explain the continued defiance. By the 7th offense, the student will be excluded from all remaining field trips (educational).

~ Consequences are subject to change per administration

*Contract points reset at the beginning of the second semester. Contract points lost due to violation of the device policy will also reset, however, the consequence/offense number will remain the same and increase with each violation thereafter.

Student Technology Policy & Acceptable Use Agreement

SOAR Charter Academy believes technology, when used in a responsible, efficient, ethical and legal manner offers valuable, diverse, and unique resources to administrative staff, teachers and students that promote educational excellence. SOAR Charter Academy is committed to helping students and staff use technology as an effective educational and administrative tool and to meet state and national educational standards. It is understood that students and staff will use technology in a mature and professional manner in accordance with the school's policy.

The Charter School offers students access to technologies that may include Internet access, electronic mail, and equipment, such as computers, tablets, or other multimedia hardware. SOAR is a 1:1 iPad school but students must follow guidelines to have the **privilege** to use this technology. Students may also

use the computers, iPods, or other devices during the day that are approved by the teacher in the classroom. All these electronics will be school issued.

The school takes measures to make sure that students are safe using technology. Teachers will be monitoring students and walking around to make sure that students stay on approved sites. The teacher decides the apps on the devices along with websites that students will use.

Definitions

- “*Educational purpose*” means classroom activities, research in academic subjects, career or professional development activities, Charter School approved personal research activities, or other purposes as defined by the Charter School from time to time.
- “*Inappropriate use*” means a use that is inconsistent with an educational purpose or that is in clear violation of this Policy and the Acceptable Use Agreement.

Approved Use of Charter School Technology

Use of Charter School equipment and access to the Internet via Charter School equipment and resource networks is intended to serve and pursue educational goals and purposes. Student use of the Internet is therefore limited to only those activities that further or enhance the delivery of an educational purpose. Students and staff have a duty to use Charter School resources only in a manner specified in the Policy.

Use of School Devices at Home

School-issued devices are provided for educational purposes only and are to be used in support of students' academic work. When used at home, these devices must be used responsibly and in accordance with school guidelines. Personal use—including but not limited to streaming music or videos, playing games, accessing social media, or downloading non-educational content—is strictly prohibited. All usage is subject to monitoring and must reflect the same expectations of responsible conduct as during school hours.

Notice and Acceptable Use Agreement

The Charter School shall notify students and parents/guardians about authorized uses of Charter School computers, user obligations and responsibilities, and consequences for unauthorized use and/or unlawful activities.

Before a student is authorized to use the Charter School's technological resources, the student and the student's parent/guardian shall sign and return the Acceptable Use Agreement specifying user obligations and responsibilities. In that agreement, the student and the student's parent/guardian shall agree not to hold the Charter School, or any Charter School staff responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes or negligence. They shall also agree to indemnify and hold harmless the Charter School and Charter School personnel for any damages or costs incurred.

Safety

The Charter School shall ensure that all Charter School computers with Internet access have a technology protection measure that blocks or filters Internet access to websites that have no educational purpose and/or contain visual depictions that are obscene, constitute child pornography, or that are harmful to minors. While the Charter School is able to exercise reasonable control over content created and purchased by the Charter School, it has limited control over content accessed via the internet and no filtering system is 100% effective. Neither the Charter School nor its staff shall be responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes, misuse, or negligence.

To reinforce these measures, SOAR shall implement rules and procedures designed to restrict students' access to harmful or inappropriate matter on the Internet and to ensure that students do not engage in unauthorized or unlawful online activities. Staff shall monitor students while they are using SOAR computers, laptops, or tablets to access the internet or online services on a SOAR campus and may have teacher aides, student aides, and volunteers assist in this monitoring. Parents/guardians are required to supervise and monitor their child's use of SOAR equipment including but not limited to their child's

access to the internet and any online services through such equipment any and all times during which any Charter School equipment is being used by their child outside school facilities or school hours to ensure compliance with this policy.

SOAR shall establish regulations to address the safety and security of students and student information when using email, chat rooms, and other forms of direct electronic communication. SOAR shall provide age-appropriate instruction regarding safe and appropriate behavior on social networking sites, chat rooms, and other Internet services. Such instruction shall include, but not be limited to, maintaining the student's online reputation and ensuring their personal safety by keeping their personal information private, the dangers of posting personal information online, misrepresentation by online predators, how to report inappropriate or offensive content or threats, behaviors that constitute cyberbullying, and how to respond when subjected to cyberbullying.² Students are expected to follow safe practices when using Charter School technology.

SOAR advises students:

- e. To never share passwords, personal data, or private photos online.
- f. To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
- g. That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
- h. To consider how it would feel receiving such comments before making comments about others online.

Students shall not use the Internet to perform any illegal act or to help others perform illegal acts. Illegal acts include, but are not limited to, any activities in violation of local, state, and federal law and/or accessing information designed to further criminal or dangerous activities. Such information includes, but is not limited to, information that if acted upon could cause damage, present a danger, or cause disruption to the Charter School, other students, or the community. Damaging, debilitating, or disabling computers, computer networks or systems through the intentional or overuse of electronic distribution or the spreading of computer viruses or other harmful programs shall be prohibited. Any unauthorized online access to other computers by means of hacking into other computers, downloading hacker tools such as port scanners and password crackers designed to evade restrictions shall also be strictly prohibited.

Student use of Charter School computers to access social networking sites is not prohibited, but access is limited to educational purposes only. To the extent possible, the SOAR shall block access to such sites on Charter School computers with Internet access.

² "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils, directed toward one or more pupils that has or can be reasonably predicted to have one or more of the following effects:

- Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupil's person or property.
- Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
- Causing a reasonable pupil to experience substantial interference with his or her academic performance.
- Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the school.

As used in connection with "bullying," an "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:

- A message, text, sound, video, or image.
- A post on a social network Internet Web site, including, but not limited to:

bullying).

- Posting to or creating a “burn page” (i.e., an Internet Web site created for the purpose of

- Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects of bullying. To create a “credible impersonation” means to (knowingly and without consent) impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

- Creating a false profile for the purpose of having one or more of the effects of bullying. A “false profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

- An act of cyber sexual bullying. The term “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 of bullying. 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. The term “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.

The directors shall oversee the maintenance of the Charter School’s technological resources and may establish guidelines and limits on their use.

All employees shall receive a copy of this policy and the accompanying Acceptable Use Agreement describing expectations for appropriate use of the system and shall also be provided with information about the role of staff in supervising student use of technological resources. All employees shall comply with this policy and the Acceptable Use Agreement, in addition to any separate policies governing employee use of technology.

Student use of Charter School’s computers, networks, and Internet services is a privilege, not a right. Compliance with the Charter School’s policies and rules concerning computer use is mandatory. Students who violate these policies and rules may have their computer privileges limited and may be subject to discipline, including but not limited to suspension or expulsion per school policy.

Acceptable Use Agreement

The Charter School believes that providing access to technology enhances the educational experience for students. However, student use of Charter School computers, networks, and Internet services is a privilege, not a right. To make that experience successful for everyone, students must abide by the following terms and conditions:

1. **Security.** Students shall not impair the security of Charter School technology resources. Students are expected to:
 - a. Safeguard all personal passwords. Students should not share passwords with others and should change passwords frequently. Students are expected to notify an administrator immediately if they believe their student account has been compromised.
 - b. Access technology only with their account or with a shared account as directed by their teacher and not to allow others to use their account or to use the accounts of others, with or without the account owner’s authorization.
2. **Authorized Use.** Students may use Charter School technology resources when directed by a teacher, when technology has been designated for open student use (e.g., computers in the library), and for other educational purposes.
3. **Protection Measures.** While the Charter School is able to exercise reasonable control over content created and purchased by the Charter School, it has limited control over content accessed via the internet and no filtering system is 100% effective. Neither the Charter School nor its staff, employees, officers, directors or volunteers shall be responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes, misuse or negligence.

The student and parent/guardian agree not to hold the Charter School or any Charter School staff, employees, officers, directors or volunteers responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes, misuse or negligence. They also agree to indemnify and hold harmless the Charter School, Charter School staff, employees, officers, directors and volunteers for any damages or costs incurred. Parents/guardians are required to supervise and monitor their child's use of SOAR equipment including but not limited to their child's access to the internet and any online services through such equipment any and all times during which any SOAR equipment is being used by their child outside school facilities or school hours to ensure compliance with this policy.

4. **Inappropriate Use.** Charter School technology, hardware, software and bandwidth are shared, and limited resources and all users have an obligation to use those resources responsibly. Students are provided access to the Charter School technology primarily for educational purposes. Students shall not use Charter School technology or equipment for personal activities or for activities that violate Charter School policy or local law. These include but are not limited to:
 - a. Playing games or online gaming.
 - b. Downloading software, music, movies or other content in violation of licensing requirements, copyright or other intellectual property rights.
 - c. Installing software on Charter School equipment without the permission of a teacher or other authorized Charter School staff person.
 - d. Downloading, viewing or sharing inappropriate content, including pornographic, defamatory or otherwise offensive material.
 - e. Conducting any activity that is in violation of Charter School policy, the student code of conduct or local, state or federal law.
 - f. Engaging in any activity that is harmful to other student(s), including the use of technology to harass, intimidate, bully or otherwise disrupt the educational process.
 - g. Conducting for-profit business.
 - h. Using hacking tools on the network or intentionally introducing malicious code or viruses into the Charter School's network.
 - i. Using any software or proxy service to obscure either the student's IP address or the sites that the student visits.
 - j. Disabling, bypassing, or attempting to disable or bypass any system monitoring, filtering or other security measures.
 - k. Accessing or attempting to access material or systems on the network that the student is not authorized to access.
5. **No Expectation of Privacy.** Student acknowledges that computer equipment, Internet access networks, email accounts, and any other technology resources are owned by Charter School and provided to students for educational purposes. The Charter School may require staff to monitor and supervise all access to computer equipment, Internet access networks, and email accounts. To facilitate monitoring of activities, computer screens may be positioned so that they are visible to the staff member supervising the students. The Charter School reserves the right to access stored computer records and communications, files, and other data stored on Charter School equipment or sent over Charter School networks. Such communications, files, and data are not private and may be accessed during routine system maintenance; during inspection of Charter School equipment at the end of the school year/term or agree to use period; and review of individual files or monitoring of individual activity when there is a reasonable suspicion that the student is engaging in an inappropriate use.
6. **Disruptive Activity.** Students should not intentionally interfere with the performance of the Charter School's network or intentionally damage any Charter School technology resources.
7. **Unauthorized Networks.** Students may not create unauthorized wireless networks to access the Charter School's network. This includes establishing wireless access points, wireless routers and open networks on personal devices.
8. **Consequences of Inappropriate Use.** Students who violate this Agreement will be subject to discipline, which may include loss of access to Charter School technology resources and/or other

appropriate disciplinary or legal action in accordance with the Student Code of Conduct and applicable laws.

9. **Technology Systems/Equipment Care.** Students are not permitted to have food or drink near computers/other technology and must keep equipment and assigned areas free of vandalism.

After reading the Student Use of Technology Policy and the Acceptable Use Agreement, please complete this form to indicate that you agree with the terms and conditions provided. The signature of both the student and parent/guardian are mandatory before access may be granted to the technologies available. This document, which incorporates the Use Procedure, reflects the entire agreement and understanding of all parties. SOAR encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

As a user of Charter School technologies, I have read Student Use of Technology Policy and hereby agree to comply with it and the Acceptable Use Agreement.

I understand that computer use is a privilege and not a right. I understand that students who violate this policy in any way will be subject to a referral and possible suspension or expulsion. I understand that if a student willfully damages SOAR's property, including but not limited to SOAR's technology, equipment and networks, or fails to return SOAR's property that has been loaned to the student, the student's parents/guardians are liable for all damages caused by the student's misconduct up to an amount not to exceed ten thousand dollars (\$10,000), adjusted annually for inflation. After notifying the student's parent or guardian in writing of the student's alleged misconduct and affording the student due process, SOAR may withhold the student's grades, transcripts, and diploma until the damages have been paid or the property has been returned. If the student and the student's parent/guardian are unable to pay for the damages or to return the property, SOAR will provide a program of voluntary work for the minor in lieu of the payment of monetary damages. Upon completion of the voluntary work, the student's grades, transcripts and diploma will be released. When the minor and parent are unable to pay for the damages, the Charter School will provide a program of voluntary work for the minor in lieu of the payment of monetary damages. A student over the age of majority shall be liable for the same. (Ed. Code § 48904).

Attendance Policy and Procedures

Regular attendance is crucial to your child's academic achievement. Not only do students miss critical information, but many lessons involve hands-on experiences and are unable to be made up in class. When your child is absent from school, please notify the office immediately and make arrangements to pick up your child's missed work from his/her teacher. If you know in advance that your child will be absent, please discuss this with his/her teacher so that he/she has time to prepare missed class work. SOAR Charter Academy's state funding is based on average daily attendance making it essential to all aspects of SOAR. It is the goal of SOAR to maintain a minimum of 95% attendance on a daily basis.

When calculating SOAR's revenue based on average daily attendance, absence for any reason reduces funds available to SOAR, which ultimately may result in budget cuts. Therefore, students are expected to be present at school and arrive on time every day unless they have a valid excuse. SOAR's unique academic calendar allows for scheduling of foreseen absences to be done on non-school days, which are scheduled approximately every other Monday, when school is not in session. There are also opportunities during our fall, winter, and spring breaks to schedule any needed appointments.

1. It is the responsibility of parents to ensure that their child/children arrive on time each day. A student is late if she/he is not in the assigned classroom when school is scheduled to begin at 8:00 a.m.
2. Being late creates a disturbance to the learning environment and places children in danger of missing pertinent information, explanations, class planning, and open activities.
3. Educational success is directly related to regular attendance.
 - a. Students must be present in order to experience success. Regular contact among students in the classroom enhances the success of the entire class.
 - b. Regular attendance assures that students stay current in academic, personal

- management, and teamwork skills.
 - c. Many learning experiences that take place during the school day are difficult to duplicate elsewhere.
 - d. Absence interrupts understanding of the material and may place the student at risk for academic failure.
4. Good habits of punctuality and attendance, learned while attending school, instill self-discipline and enhance future employability of students as these behaviors generally remain with students and serve them throughout their adult life.

The mission of SOAR is to provide every student with a quality of education that will equip students for entry into the world of work or for post-secondary education. To accomplish this mission, students must attend school daily and fully participate in SOAR's educational program.

Definitions

- *"Tardy"*: SOAR starts at 8:00 am. Students shall be classified as tardy if the student arrives after that time.
- *"Unexcused Absence"*: A student shall have an unexcused absence if the student is absent or is tardy for more than thirty (30) minutes without a valid excuse.
- *"Truant"*: A student shall be classified as a truant if the student is absent from school without a valid excuse three (3) full days in one school year, or if the student is tardy or absent for more than any 30-minute period during the school day without a valid excuse on three (3) occasions in one school year, or any combination thereof. Any student who has once been reported as a truant and who is again absent from school without valid excuse one or more days, or tardy on one or more days, shall again be deemed a truant.
Such students shall be reported to the attendance clerk or designee.
- *"Habitual Truant"*: A student shall be classified as a habitual truant if the student is reported for truancy three (3) or more times within the same school year. This generally occurs when the student is absent from school without a valid excuse for five (5) full days in one school year or if the student is tardy or absent for more than any 30-minute period during the school day without a valid excuse on five (5) occasions in one school year, or any combination thereof.
- *"Chronic Truant"*: A student shall be classified as a chronic truant if the student is absent from school **without a valid excuse** for ten (10) percent or more of the school days in one school year, from the date of enrollment to the current date.
- *"Chronic Absentee"*: a student who is absent from school (**with a valid excuse**) for ten (10) percent or more of the school days in one school year, from the date of enrollment to the current date.
- *"School Attendance Review Team ("SART")"*: The SART panel will be composed of:
Administration
Teaching
Special Education if appropriate
Parent/Guardian
Discipline Counselor

The SART panel will discuss the absence problem with the student's parent/guardian to work on solutions, develop strategies, discuss appropriate support services for the student and student's family, and establish a plan to resolve the attendance issue.

Excused Absences

A student's absence shall be excused for the following reasons:

1. Personal illness.
2. Quarantine under the direction of a county or city health officer.
3. Medical, dental, optometric, or chiropractic appointments:

- a. Students in grades 7-8, inclusive, may be excused from school for the purpose of obtaining confidential medical services without the consent of the student's parent or guardian.
4. For the purpose of attending the funeral services or grieving the death of either a member of the pupil's immediate family, or of a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, so long as the absence is not more than five (5) days per incident. "Immediate family" means the parent or guardian, brother or sister, grandparent, or any other relative living in the household of the pupil.
5. For any of the following reasons, if an immediate family member of the pupil, or a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, has died:
 - a) To access services from a victim services organization or agency.
 - b) To access grief support services.
 - c) To participate in safety planning or to take other actions to increase the safety of the pupil or an immediate family member of the pupil, or a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, including, but not limited to, temporary or permanent relocation.

Absences under this section shall not be excused for more than three (3) days per incident, unless extended on a case-by-case basis at the discretion of the school administrator.

"Immediate family" means the parent or guardian, brother or sister, grandparent, or any other relative living in the household of the pupil.

6. Participation in religious instruction or exercises as follows: The student shall be excused for this purpose on no more than four (4) school days per month.
Due to the illness or medical appointment during school hours of a child of whom the student is the custodial parent, including absences to care for a sick child. (The school does not require a note from the doctor for this excuse).
6. To permit the student to spend time with an immediate family member who is an active duty member of the uniformed services, as defined in Education Code section 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the Charter School.
7. Attendance at the student's naturalization ceremony to become a United States citizen.
8. Authorized parental leave for a pregnant or parenting student for up to eight (8) weeks, which may be extended if deemed medically necessary by the student's physician.
9. A student who holds a work permit to work for a period of not more than five (5) consecutive days in the entertainment or allied industries shall be excused from school during the period that the student is working in the entertainment or allied industry for a

maximum of up to five (5) absences per school year subject to the requirements of Education Code section 48225.5.

10. In order to participate with a not-for-profit performing arts organization in a performance for a public-school student audience for a maximum of up to five (5) days per school year provided the student's parent or guardian provides a written note to the school authorities explaining the reason for the student's absence.
11. For the purpose of participating in a cultural ceremony or event. "Cultural" for these purposes means relating to the habits, practices, beliefs, and traditions of a certain group of people.
12. For the purpose of a middle school pupil engaging in a civic or political event as indicated below, provided that the pupil notifies the school ahead of the absence. A "civic or political event" includes, but is not limited to, voting, poll working, strikes, public commenting, candidate speeches, political or civic forums, and town halls.
 - a. A middle school pupil who is absent pursuant to this provision is required to be excused for only one school day-long absence per school year.
 - b. A middle school pupil who is absent pursuant to this provision may be permitted additional excused absences in the discretion of a school administrator.
13. For the following justifiable personal reasons for a maximum of five (5) school days per school year, upon advance written request by the student's parent or guardian and approval by the Executive Director or designee pursuant to uniform standards:
 - a. Appearance in court.
 - b. Observance of a holiday or ceremony of the pupil's religion.
 - c. Attendance at religious retreats not to exceed one school day per semester).
 - d. Attendance at an employment conference.
 - e. Attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization.

Tardiness

School begins promptly at 8:00 a.m. with the first bell ringing at 7:55 a.m. If a child enters the classroom after 8:00 a.m., they will be marked tardy by the teacher. Students who arrive after 8:15 a.m. are to report to the office for a late slip before entering class. Please be aware that students who arrive to school late are not only disruptive to the class but miss important information that may affect his/her achievement. Any combination of six (6) absences or unexcused tardies over 30 minutes will initiate a referral to a SART meeting.

Dismissal and Late Pickup

All students will be directed to the appropriate pick-up area and will not be allowed to wander around campus. Any student not picked up within 10-15 minutes will be taken to the office and calls will begin to parents and contacts on the emergency contact list to get someone to pick up the student. If a student has not been picked up by a parent/guardian or an individual listed on the emergency contact list within 30 minutes of dismissal, SOAR will contact the Department of Social Services/Child Protective Services and/or school police to arrange for the student's pick-up. We cannot have students on campus without being in the After-School Program for safety and liability reasons.

There are 2 designated drop off/pick-up points assigned by grade levels. If you have more than one student, **you will drop off AND pick up ALL students at the student's assigned area.**

Kindergarten AND 1st grade -- kinder pull in area on Mill St.

2nd - 8th - Staff parking lot on Mt. View Ave.

STUDENTS ARE NOT TO BE DROPPED OFF OR PICKED UP IN THE MILL ST PARKING LOT UNLESS SOMEONE HAS PARKED IN A LEGAL SPACE AND HAS ENTERED THE SCHOOL

Minimum Day Dismissal

On minimum days, students are dismissed at 12:00 p.m. and are expected to be picked up in a timely manner. **The After School Program WILL be available on minimum days for those students enrolled in the program.**

Early Pickup

Students who are picked up early, for any reason, must first be checked out from the office by an adult listed on the student's emergency card. Students will not be permitted to leave campus with any person not listed on the emergency card or without written permission from a parent or guardian. Proper identification will be required for adults who pick up students early. Although some emergencies are unforeseen, please try to schedule appointments after school hours. Healthcare provider verification is required for early dismissals for medical, dental, chiropractic, or optometric appointments. All other early dismissals will be considered unexcused.

Clearing Absences

All absences must be cleared within five (5) school days. Absences not verified within five (5) school days will remain unexcused. There are several ways to clear absences:

- *Call the office at 909-888-3300
- * Fax a note signed by the parent/guardian to the office at 909-888-3310
 - *Complete the absence verification tab on the website
- *Send an email to mstanley@soarcharteracademy.org
- * Send a note signed by the parent/guardian to school with your child
- * Healthcare provider verification
 - a. When excusing students for confidential medical services or verifying such appointments, Charter School staff shall not ask the purpose of such appointments but may contact a medical office to confirm the time of the appointment.
 - b. A healthcare provider's note of illness will be accepted for any reported absence. When a student has had 14 absences in the school year for illness verified by methods listed in #1-#3 above without a healthcare provider's note, any further absences for illness must be verified by a healthcare provider.

All parent/guardian notes should include the date, your child's name, the date the child was absent, the reason and your name and relationship.

Insofar as class participation is an integral part of students' learning experiences, parents/guardians and students shall be encouraged to schedule medical appointments during non-school hours.

Students should not be absent from school without their parents/guardians' knowledge or consent except in cases of medical emergency. Student absence for religious instruction or participation in religious exercises away from school property may be considered excused subject to administrative regulations and law.

Student Truancy Procedures

School Site Administrators will ensure that every classroom teacher takes and keeps accurate attendance records. Daily attendance will be verified by the attendance clerk. The Charter School will determine which students meet the definition of a truant.

1. Each of the first two (2) unexcused absences or unexcused tardies over 30 minutes will result in a call home to the parent/guardian by the Executive Director or designee. The student's classroom teacher may also call home.

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2. Each of the third (3rd) and fourth (4th) unexcused absences or unexcused tardies over 30 minutes will result in a call home to the parent/guardian by the Executive Director or designee. In addition, the student's classroom teacher may also call home and/or the Charter School may send the parent an e-mail notification. In addition, upon reaching three (3) unexcused absences or unexcused tardies over 30 minutes in a school year, the parent/guardian will receive a letter to inform the parents or guardians and the student of the truancy problem ("**Truancy Letter #1 – Truancy Classification Notice**"). The letter shall state the following:
 - That the pupil is truant.
 - That the parent or guardian is obligated to compel the attendance of the pupil at school.
 - That parents or guardians who fail to meet this obligation may be guilty of an infraction and subject to prosecution.
 - That alternative education programs are available.
 - That the parent or guardian has the right to meet with appropriate school personnel to discuss solutions to the pupil's truancy.
 - That the pupil may be subject to prosecution.
 - That the pupil may be subject to suspension, restriction, or delay of pupil's driving privilege.
 - That it is recommended that the parent or guardian accompany the pupil to school and attend classes for one day.

This letter, and all subsequent letter(s) sent home, shall be sent by Certified Mail, return receipt requested, or some other form of mail that can be tracked. This letter shall be re-sent after a fourth (4th) unexcused absence.

3. Upon reaching five (5) unexcused absences or unexcused tardies over 30 minutes, the parent/guardian will receive "**Truancy Letter #2 – Habitual Truant Classification Notice and Conference Request**," notifying the parent/guardian of the student's "Habitual Truant" status and a parent/guardian conference will be scheduled to review the student's records and develop an intervention plan/contract. In addition, the Charter School will consult with a school counselor regarding the appropriateness of a home visitation and/or case management.
4. Upon reaching six (6) unexcused absences or unexcused tardies over 30 minutes, the parent/guardian will receive a "**Truancy Letter #3 – Referral to SART Meeting**" and the student will be referred to a Student Success Team (SST) and the SART. and be put on attendance probation through a Student Intervention Plan ("SIP") to encourage compliance with the Compulsory Education laws within a certain amount of time established in the SIP. From this point on, absences will only be excused with a doctor/dental note or appropriate formal documentation of the reason for the excused absence that falls into one of the excused absence categories above. The SART panel shall direct the parent/guardian that no further unexcused absences or tardies will be tolerated. The SIP will identify the corrective actions required in the future, and indicate that the SART panel shall have the authority to order one or more of the following consequences for non-compliance with the terms of the contract:
 - i. Parent/guardian to attend school with the child for one day
 - ii. Student retention
 - iii. After school detention program
 - iv. Required school counseling
 - v. Loss of field trip privileges
 - vi. Loss of school event privileges
 - vii. Required remediation plan as set by the SART
 - viii. Notification to the District Attorney

Notice of action recommended by the SART will be provided in writing to the parent/guardian.

5. The SART will periodically assess the attendance progress of students. If the conditions of the SART contract are not met, the student may incur additional administrative action up to and including disenrollment from the Charter School, consistent with the Involuntary Removal Process described

below. If the student is disenrolled after the Involuntary Removal Process has been followed, notification will be sent within thirty (30) days to the student's last known school district of residence.

6. Should the student continue to be truant, the SART may then refer the student to the Student Attendance Review Board (SARB) through San Bernardino City Unified School District. A representative from SART panel must present the case to the SARB.
7. For all communications set forth in this process, the Charter School will use the contact information provided by the parent/guardian in the registration packet. It is the parent's or guardian's responsibility to update the Charter School with any new contact information.
8. If a student is absent ten (10) or more consecutive school days without valid excuse and the student's parent/guardian cannot be reached at the number or address provided in the registration packet and does not otherwise respond to the Charter School's communication attempts, as set forth above, the student will be in violation of the SART contract, and the SART panel will recommend that the student be disenrolled in compliance with the Involuntary Removal Process described below.
9. Any documentation received by the Charter School regarding a student's enrollment and attendance at another public or private school (i.e., CALPADS report) shall be deemed evidence of a **voluntary** disenrollment and shall not trigger the Involuntary Removal Process below.

Process for Chronic Absentees

When students are identified as chronic absentees (e.g., they have excused absences for 10% or more of the school days from the first day of the current school year to the present), the administration will notify parents through written notices and/or phone calls. The school will request a conference to discuss barriers to attendance and explore how the school and family can work together to support more consistent attendance.

As noted above, once a student accumulates 10 illness-related absences in the school year without a note from a healthcare provider, the school will require verification from a healthcare provider for any additional illness-related absences. Without verification, the school will mark those absences as "unexcused."

If a student has chronic health issues, the school may evaluate the student for a Section 504 plan or a health plan to help maintain attendance and support assignment completion.

For students with chronic absences not verified by a healthcare provider, the school may implement additional interventions and absence verification measures, including—but not limited to—home visits.

Referral to Appropriate Agencies or County District Attorney:

It is SOAR's intent to identify and remove all barriers to the student's success, and the School will explore every possible option to address student attendance issues with the family. For any unexcused absence, the School may refer the family to appropriate school-based and/or social service agencies.

If a child's attendance does not improve after a Student Intervention Plan has been developed according to the procedures above, or if the parents fail to attend a required SART meeting, SOAR may notify the District's Attorney's office, which then may refer the matter for prosecution through the court system. Students 12 years of age and older may be referred to the juvenile court for adjudication.

These policies will be enforced fairly, uniformly, and consistently without regard to the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, immigration status, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).

Process for Students Who Are Not in Attendance at the Beginning of the School Year

When a student is not in attendance on the first five (5) days of the school year, the Charter School will attempt to reach the student's parent/guardian on a daily basis for each of the first five (5) days to determine whether the student has an excused absence, consistent with the process outlined in this policy. If the student has a basis for an excused absence, the student's parent/guardian must notify the Charter School of the absence and provide documentation consistent with this policy. However, consistent with process below, students who are not in attendance by the sixth (6th) day of the school year due to an unexcused absence will be disenrolled from the Charter School roster after following the Involuntary Removal Process described below, as it will be assumed that the student has chosen another school option.

1. Students who are not in attendance on the first (1st) day of the school year will be contacted by phone to ensure their intent to enroll in the Charter School.
2. Students who have indicated their intent to enroll but have not attended by the third (3rd) day of the school year and do not have an excused absence will receive a letter indicating the student's risk of disenrollment.
3. Students who have indicated their intent to enroll but have not attended by the fifth (5th) day of the school year and do not have an excused absence will receive a phone call reiterating the content of the letter.
4. Students who are not in attendance by the sixth (6th) day of the school year and do not have an excused absence will receive an Involuntary Removal Notice and the CDE Enrollment Complaint Notice and Form. The Charter School will follow the Involuntary Removal Process described below, which includes an additional five (5) schooldays for the parent/guardian to respond to the Charter School and request a hearing before disenrollment.
5. The Involuntary Removal Process can be started immediately upon the Charter School receiving documentation of the student's enrollment and attendance at another public or private school (i.e., a CALPADS report).
6. The Charter School will use the contact information provided by the parent/guardian in the registration packet.
7. Within thirty (30) calendar days of disenrollment, the Charter School will send the student's last known school district of residence a letter notifying it of the student's failure to attend the Charter School.

Involuntary Removal Process

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of the Charter School's intent to remove the student ("Involuntary Removal Notice"). The Involuntary Removal Notice must be provided to the parent or guardian no less than five (5) schooldays before the effective date of the proposed disenrollment date.

The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder.

The Involuntary Removal Notice shall include:

1. The charges against the student
2. An explanation of the student's basic rights including the right to request a hearing before the effective date of the action
3. The CDE Enrollment Complaint Notice and Form

The hearing shall be consistent with the Charter School's expulsion procedures. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the Charter School's suspension and expulsion policy.

Upon a parent's or guardian's request for a hearing, the Charter School will provide notice of hearing consistent with its expulsion hearing process, through which the student has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate. The notice of hearing shall be in the native

language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder and shall include a copy of the Charter School's expulsion hearing process.

If the parent/guardian is nonresponsive to the Involuntary Removal Notice, the student will be disenrolled as of the effective date set forth in the Involuntary Removal Notice. If parent/guardian requests a hearing and does not attend on the date scheduled for the hearing, the student will be disenrolled effective the date of the hearing.

If as a result of the hearing the student is disenrolled, notice will be sent to the student's last known school district of residence within thirty (30) calendar days.

A hearing decision not to disenroll the student does not prevent the Charter School from making a similar recommendation in the future should student truancy continue or reoccur.

Non-Discrimination

These policies will be enforced fairly, uniformly, and consistently without regard to the characteristics listed in Education Code section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Penal Code section 422.55, including immigration status, pregnancy, or association with an individual who has any of the aforementioned characteristics).

Reports

The Executive Director, or designee, shall gather and report to the Board the number of absences both excused and unexcused as well as students who are truant, and the steps taken to remedy the problem.

Suspension and Expulsion Policy and Procedures

This Pupil Suspension and Expulsion Policy has been established in order to promote learning the Charter School has reviewed Education Code Section-48900 *et seq.* which describes the and protects 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 describes the non charter schools' list of offenses and procedures to establish its list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

Compliance with the procedures set forth in this section of this Charter shall be the only processes for SOAR to involuntarily dismiss, remove, or otherwise exclude a student who attends SOAR from further attendance at SOAR for any reason, including but not limited to, disciplinary and academic causes. Revisions to the causes or procedures for suspension or expulsion shall constitute a material revision to this Charter Pursuant to Ed. Code section 47611.

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.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension and expulsion.

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/guardians⁸ are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this Policy and Procedures are available on request at the Executive Director's office. unless otherwise agreed during the period of suspension or expulsion. Suspended or expelled students shall be excluded from all school and school related activities

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities in Education Act ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. The Charter School will follow Section 504, the IDEA, and all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students. The Charter School shall notify the District of the suspension of any student identified under the IDEA (or for whom there may be a basis of knowledge of the same) or as a student with a disability under Section 504.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the right to initiate the procedures specified below for suspensions, before the effective date of the action. If the student's parent, guardian, or educational rights holder initiates the procedures specified below for suspensions, 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 suspensions or expulsions pursuant to the suspension and expulsion procedures described below.

Voluntary Self-Disclosure of Substance Use (AB 2711 Compliance)

In alignment with AB 2711, SOAR Charter Academy will not suspend a student solely for voluntarily disclosing their use of alcohol, tobacco, controlled substances, or other intoxicants when that disclosure is made in good faith for the purpose of seeking help, support, or treatment. Instead, we are committed to responding with compassion and connecting students to appropriate health-based interventions and support services.

1. Grounds for Suspension and Expulsion of Students

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

2. Enumerated Offenses

A. Discretionary Suspension and Expulsion Offenses. Students may be suspended and/or expelled for any of the following acts when it is determined the pupil:

- 1) Caused, attempted to cause, or threatened to cause physical injury to another person.

⁸ 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.

- 2) Willfully used force of violence upon the person of another, except self-defense.
- 3) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code
- 4) Unlawfully offered, arranged, or negotiated to sell- any controlled substance as Sections 11053 11058, alcoholic beverage, or intoxicant of any kind.
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 the same as controlled substance, alcoholic beverage or intoxicant.
- 5) Committed or attempted to commit robbery or extortion.
- 6) Caused or attempted to cause damage to school property or private property, which includes electronic files and databases.
- 7) Stole or attempted to steal school property or private property, which includes electronic files and databases.
- 8) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription product by a pupil.
- 9) Committed an obscene act or engaged in habitual profanity or vulgarity.
- 10) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.1
- 11) Knowingly received stolen school property or private property, which includes electronic files and databases.
- 12) 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.
- 13)
- 14) 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.
- 15) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- 16) Engaged in or attempted to engage in hazing. For the purposes of this subdivision, "hazing," means a method of initiation or preinitiation into a pupil organization or body, whether the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school sanctioned events.
- 17) Made terroristic threats against school officials-and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime, which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- 18) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an

- intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- 19) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
 - 20) Intentionally harassed, threatened or intimidated 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 student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
 - 21) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - i. “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 acts 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:
 1. 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 his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
 2. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 3. Causing a reasonable student to experience substantial interference with his or her academic performance.
 4. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - ii. “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:
 1. A message, text, sound, video, or image.
 2. 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 (i) above.
 - b. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (i) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe or has reasonably believed that the pupil was or is the pupil who was impersonated.
 - c. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (i) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 3. An act of cyber sexual bullying.

- a. For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (1) to (4), inclusive, of paragraph (i). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - b. For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- iii. Notwithstanding subparagraphs (i) and (ii) 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.
- 22) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (A)(1)-(2).
- 23) Possessed, sold, or otherwise furnished any knife or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.

B. Non-Discretionary Suspension and Expulsion Offenses. Students must be suspended and recommended for expulsion for any of the following—acts when it is determined the pupil:

- 1) 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 Executive Director or designee’s concurrence.
- 2) Brandished a knife at another person.
- 3) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
- 4) 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 an Administrative Panel and/or the Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

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 a term does not include an antique firearm.

The term “destructive device” means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four (v) mine, or (vi) device similar to any of the devices described in the preceding clauses. Ounces, (iv) missile having an explosive or incendiary charge of more than one quarter ounce

3. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

A. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Executive Director or designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Executive Director.

The conference may be omitted if the Executive 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 school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense, in accordance with Education Code Section 47605(b)(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. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

B. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If 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.

C. Suspension Time Limits/Recommendation for Placement/Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of

Placement/Expulsion by the Executive Director or designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil 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 pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

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

D. 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.

4. Authority to Expel

As required by Education Code Section 47605(b)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the Charter School Board following a hearing before it or by the Board upon the recommendation of a neutral and impartial Administrative Panel to be assigned by the Board as needed. The Administrative Panel shall consist of at least three members who are certificated and neither a teacher of the pupil or a member of the Charter School Board. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

5. 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 Executive Director or designee determines that the Pupil has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil 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 pupil. The notice shall include:

- a. The date and place of the expulsion hearing;
- b. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
- c. A copy of the Charter School's disciplinary rules, which relate to the alleged violation;
- d. Notification of the student 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;
- e. The opportunity for the student and/or the student's parent/guardian to appear in
- f. The right to inspect and obtain copies of all documents to be used at the hearing; person or to employ and be represented by counsel or a non-attorney advisor;
- g. The opportunity to confront and question all witnesses who testify at the hearing;
- h. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

6. 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, which 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 pupil.

- a. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
- b. 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.
- c. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
- d. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
- e. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
- f. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding officer finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
- g. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
- h. 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.
- i. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her 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.
- j. Evidence of specific instances of a complaining witness'-prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person 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.

7. 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.

8. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel and/or a decision to expel by the Board 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 and sworn declarations may be admitted as testimony from witnesses of whom the Board, Panel or designee 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 pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The Decision of the Board is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

9. Written Notice to Expel

The Executive Director or designee following a decision of the Board to expel shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the students' 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 Executive Director or designee shall send a copy of the written notice of the decision to expel to the District. This notice shall include the following: (a) The student's name; (b) The specific expellable offense committed by the student.

Additionally, in accordance with Education Code Section 47605(d)(3), upon expulsion of any student, 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 a transcript of grades or report card and health information.

10. 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 District upon request.

11. No Right to Appeal

The pupil shall have no right of appeal from expulsion from the Charter School as the Charter School Board's decision to expel shall be final.

12. Expelled Pupils/Alternative Education

Parents/guardians of pupils 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.

13. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan

should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

14. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school, school district or charter school shall be in the sole discretion of the Board following a meeting with the Executive Director or designee and the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Executive Director or designee shall make a recommendation to the Board following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission 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 pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

15. 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.

16. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

a. Notification of District

The Charter School shall immediately notify the District and coordinate the procedures in this policy with the District the discipline of any student with a disability or student who the Charter School or District would be deemed to have knowledge that the student had a disability.

b. Services During Suspension

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

c. Procedural Safeguards/Manifestation Determination

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

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

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

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

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

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

If the Charter School, the parent, 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.

d. 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 the utilizing the dispute resolution 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 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 interim alternative educational setting, unless the- parent and the Charter School agree 1415(k), until the expiration of the forty five (45) day time period provided for in an otherwise.

e. Special Circumstances when determining whether to order a change in placement for a child with a disability- Charter School personnel may consider any unique circumstances on a case-by-case basis who violates a code of student conduct.

The Executive Director or designee may remove a student to an interim alternative whether the behavior is determined to be a manifestation- of the student's disability in educational setting for not more than forty-five (45) school days without regard to 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.

f. Interim Alternative Educational Setting

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

g. 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 district'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:

- 1) 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.
- 2) The parent has requested an evaluation of the child.

- 3) 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 stay-put. - protections available to IDEA eligible children with disabilities, including the right to

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 has not allowed an evaluation, refused services, or if the student has been evaluated and determined too not be eligible.

Suicide Prevention Policy

The Board of Directors of SOAR Academy Charter School ("the "Charter School") recognizes that suicide is a major cause of death among youth and should be taken seriously. To attempt to reduce suicidal behavior and its impact on students and families, the Board of Directors has developed prevention strategies and intervention procedures.

In compliance with Education Code section 215, this policy has been developed in consultation with Charter School and community stakeholders, Charter School school-employed mental health professionals (e.g., school counselors, psychologists, social workers, nurses), administrators, other school staff members, parents/guardians/caregivers, students, local health agencies and mental health professionals, the county mental health plan, first responders, and community organizations to identify additional resources to ensure this policy is aligned and includes similar research and resources, as well as to assist in planning, implementing, evaluating, and updating the Charter School's strategies for suicide prevention and intervention. Charter School shall work in conjunction with local government agencies, community-based organizations, and other community supports to identify additional resources. To ensure the policies regarding suicide prevention are properly adopted, implemented, updated, and easily accessible to all. Charter School shall appoint an individual (or team) to serve as the suicide prevention point of contact for Charter School. The suicide prevention point of contact for Charter School and the Executive Director shall ensure proper coordination and consultation with the county mental health plan if a referral is made for mental health or related services on behalf of a student who is a Medi-Cal beneficiary. this policy shall be reviewed and revised as indicated, at least every five (5) years in conjunction with the previously mentioned community stakeholders.

Suicide Prevention Crisis Team

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, Charter School created an in-house Suicide Prevention Crisis Team ("SPCT") consisting of administrators, mental health professionals, relevant staff, parents, and middle and high school students. The SPCT includes the following individuals:

1. Ja'Nae Westmoreland – Mental Health Counselor
2. Vanessa Alvarran - School Psychologist

To ensure the SPCT reflects the student body's perspective, Charter School has designated the following volunteer student representatives to provide consultative insights:

1. 5th and/or 6th grade Student Representative

2. 7th and/or 8th grade Student Representative

Charter School designates the following employees to act as the primary and secondary Suicide Prevention Liaisons to lead the SPCT:

- Primary Liaison: Ja’Nae Westmoreland, (909) 888-3300
- Secondary Liaison: Vanessa Alvarran, (909) 888-3300

The functions of the SPCT are to:

- Review mental health related school policies and procedures;
- Provide annual updates on school data and trends;
- Review and revise school prevention policies;
- Review and select general and specialized mental health and suicide prevention training;
- Review and oversee staff, parent/guardian, and student trainings;
- Ensuring the suicide prevention policy, protocols, and resources are posted on the school website;
- Ensure compliance with Education Code section 215;
- Collaborate with community mental health organizations;
- Identify resources and agencies that provide evidence-based or evidence-informed treatment;
- Help inform and build skills among law enforcement and other relevant partners; and
- Collaborate to build community response.

Employee Qualifications and Scope of Services

Employees of Charter School shall act only within the authorization and scope of their credential or license. While it is expected that school professionals are able to identify suicide risk factors and warning signs, screen and assess and to provide ongoing supports to youth identified at risk, the care or treatment for suicidal ideation is typically beyond the scope of services offered in the school setting.

Suicide Awareness and Prevention Training for School Staff

Charter School, along with its partners, has carefully reviewed available staff training to ensure the curriculum is evidence-based, evidenced informed, aligned with best practices in suicide prevention, and promotes the mental health model of suicide prevention and does not encourage the use of the stress model to explain suicide.

Training and professional development shall be provided for all school staff members (certificated and classified) and other adults on campus (including substitutes and intermittent staff, volunteers, interns, tutors, coaches, and afterschool program staff).

1. All suicide prevention trainings shall be offered under the direction of mental health professionals (e.g., school counselors, school psychologists, other public entity professionals, such as psychologists, social workers, or nurses) who have received advanced training specific to suicide prevention. Charter School has collaborated with [Insert Names of One Or More County and/or Community Mental Health Agencies] to review the training materials and content to ensure it is evidence-based, evidence-informed, and aligned with best practices.
2. Staff training is reviewed and adjusted annually based on previous professional development activities, emerging best practices, and feedback.
3. Charter School shall ensure that training is available for new hires during the school year.
4. At least annually, all staff shall receive training on prevention and protective factors such as the risk factors and warning signs of suicide, suicide prevention, intervention, referral, and postvention.

5. At a minimum, all staff shall participate in training on the core components of suicide prevention (identification of suicide risk and protective factors and warning signs, prevention, intervention, referral, and postvention). Core components of the general suicide prevention training shall include:
 - a. How to identify youth who may be at risk for suicide including suicide risk factors, warning signs, and protective factors.
 - b. Appropriate ways to approach, interact, and respond to a youth who is demonstrating emotional distress or having thoughts of suicide including skill building to ask directly about suicide thoughts.
 - c. Charter-approved procedures for responding to suicide risk (including programs and services in a Multi-tiered System of Support (MTSS) and referral protocols). Such procedures will emphasize the student should be under constant supervision and immediately referred for a suicide risk assessment.
 - d. Charter-approved procedures identifying the role educators, school staff, and volunteers play in supporting youth and staff after a suicide or suicide death or attempt (postvention).

6. **In addition to** core components of suicide prevention, ongoing annual staff professional development for all staff shall include the following components:
 - a. The impact of traumatic stress on emotional and mental health.
 - b. Common misconceptions about suicide.
 - c. Charter School and community mental health and suicide prevention resources.
 - d. Appropriate messaging about suicide (correct terminology, safe messaging guidelines).
 - e. Ways to identify youth who may be at risk of suicide including suicide warning signs, risk, and protective factors.
 - f. Appropriate ways to approach, interact, and respond to a youth who is demonstrating emotional distress or is having thoughts of suicide. Specifically, how to talk with a student about their thoughts of suicide, including skill building to ask directly about suicide thoughts and warm handoffs.
 - g. Charter School-approved procedures for responding to suicide risk (including multi-tiered systems of support and referrals). Such procedures will emphasize that the student should be constantly supervised until a suicide risk assessment is completed.
 - h. Charter School-approved procedures for identifying the role educators, school staff, and volunteers play in supporting youth and staff after a suicide or suicide death or attempt (postvention).
 - i. Information regarding groups of students judged by the school, and available research, to be at elevated risk for suicide. These groups include, but are not limited to, the following:
 - Youth affected by suicide.
 - Youth with a history of suicide ideation or attempts.
 - Youth with disabilities, mental illness, or substance abuse disorders.
 - Lesbian, gay, bisexual, transgender, or questioning youth.
 - Youth experiencing homelessness or in out-of-home settings, such as foster care.

- Youth who have suffered traumatic experiences.
- Based on findings from the California Healthy Kids Survey (CalSCHLS) and the Youth Risk Behavior Survey (YRBS), youth in our region—including those served by SOAR Charter Academy—face increasing mental health challenges. Data indicate elevated rates of reported depressive symptoms, persistent sadness, and suicidal ideation among middle and high school students, particularly among LGBTQ+ youth, students experiencing housing instability, and those with histories of trauma or chronic absenteeism. These trends highlight the urgent need for accessible mental health services, early intervention programs, and trusted adult relationships on campus.

Specialized Professional Development for School-based Mental Health Staff (Screening and/or Assessment)

Additional professional development in suicide risk assessment (SRA) and crisis intervention is provided to designated student mental health professionals, including but not limited to school counselors, psychologists, social workers, administrators, and nurses employed by Charter School. Training for these staff is specific to conducting SRAs, intervening during a crisis, de-escalating situations, interventions specific to preventing suicide, making referrals, safety planning, and re-entry.

Specialized Professional Training for targeted School-based mental health staff includes the following components:

- Best practices and skill building on how to conduct an effective suicide risk screening/SRA using an evidence-based, Charter School-approved tool; Patient Health Questionnaire 9 (PHQ-9) Depression Scale; BSS Beck Scale for Suicide Ideation ; National Institute of Mental Health (NIMH)'s Ask Suicide-Screening Questions (ASQ) Toolkit; and the Adolescent Suicide Assessment Protocol – 20.
- Best practices on approaching and talking with a student about their thoughts of suicide and how to respond to such thinking, based on school guidelines and protocols.
- Best practices on how to talk with a student about thoughts of suicide and appropriately respond and provide support based on school guidelines and protocols.
- Best practices on follow up with parents/caregivers.
- Best practices on re-entry.

Virtual Screenings for Suicide Risk

Virtual suicide prevention efforts include checking in with all students, promoting access to school and community-based resources that support mental wellbeing and those that address mental illness and give specific guidance on suicide prevention.

Charter School has established a protocol for assigning school staff to connect with students during distance learning and school closures. In the event of a school closure, Charter School has determined a process and protocols to establish daily or regular contact with all students. Staff understand that any concern about a student's emotional wellbeing and/or safety must be communicated to the appropriate school staff, according to Charter School protocols.

Charter School has determined a process and protocols for school-based mental health professionals to establish regular contact with high-risk students, students who are on their caseloads, and those who are identified by staff

as demonstrating need. When connecting with students, staff are directed to begin each conversation by identifying the location of the student and the availability of parents or caregivers. This practice allows for the staff member to ensure the safety of the student, particularly if they have expressed suicidal thoughts.

Parents, Guardians, and Caregivers Notification, Participation and Education

1. Charter School includes parents/guardians/caregivers in suicide prevention efforts. At a minimum, the Charter School shall share this Policy with parents/guardians/caregivers by notifying them where a complete copy of the policy is available.
2. This Suicide Prevention Policy shall be easily accessible and prominently displayed on the Charter School Web page and included in the parent/student handbook. Parents/guardians/caregivers are invited to provide input on the development, review, and implementation of this policy.
3. Charter School shall notify the parent/guardian/caregiver when a student has been screened or screened/assessed for suicide risk regardless of outcome
4. Charter School shall establish and widely disseminate a referral process to all parents/guardians/caregivers/families, so they are aware of how to respond to a crisis and are knowledgeable about protocols and school, community-based, and crisis resources.
5. Community-based organizations that provide evidence-based suicide-specific treatments shall be highlighted on the Charter School's website with treatment referral options marked accordingly.
6. Staff autoreplies during vacations or absences shall include links to resources and phone/text numbers so parents and students have information readily available.
7. All parents/guardians/caregivers may have access to suicide prevention training that addresses the following:
 - a. Suicide risk factors, warning signs, and protective factors.
 - b. How to approach and talk with their child(ren) about thoughts of suicide.
 - c. How to respond appropriately to the youth who has suicidal thoughts. Such responses shall include constant supervision of any child/youth judged to be at risk for suicide and referral for an immediate suicide risk assessment.
 - d. Charter School's referral processes and how they or their children can reach out for help, etc.
8. Parent/guardians are provided with information on suicide prevention resources including crisis hotlines, local warmlines, and school and community-based supports and crisis resources including the National Suicide Prevention Lifeline, Crisis text line, and local crisis hotlines and includes information that hotlines/resources are not just for crisis but also for friends/family and referral.
9. Parents/guardians/caregivers are reminded that the Family Educational Rights and Privacy Act ("FERPA") generally protects the confidentiality of student records, which may sometimes include counseling or crisis intervention records. However, FERPA's health or safety emergency provision permits the disclosure of personally identifiable information from a student's education records, to appropriate parties, in order to address a health or safety emergency when the disclosure is necessary to protect the health or safety of the student or other individuals.

Student Participation and Education

Messaging about suicide has an effect on suicidal thinking and behaviors. Consequently, Charter School along with its partners has carefully reviewed and will continue to review potential student curricula to ensure it

includes information on recognizing and responding to signs and symptoms (within themselves and friends), learning coping skills, encouraging help-seeking behavior and being knowledgeable of supports and resources. Suicide prevention strategies may include, but not be limited to, efforts to promote a positive school climate that enhances students' feelings of connectedness with Charter School and is characterized by caring staff and harmonious interrelationships among students.

Charter School's instructional and student support program shall promote the healthy mental, emotional, and social development of students including, but not limited to, the development of problem-solving skills, coping skills, and resilience. The instruction shall not use the stress model to explain suicide.

Charter School provides instruction to middle and high school students on general mental health and suicide prevention... The Charter School's instructional curriculum, shall consider the grade level and age of the students and be delivered and discussed in a manner that is sensitive to the needs of young students. The instruction is provided under the supervision of Charter School employed mental health professionals, with input from county and community mental health agencies, and middle and high school students. The instruction is developmentally appropriate, student-centered, and includes:

- a. Coping strategies for dealing with stress and trauma.
- b. How to recognize behaviors (warning signs), protective factors, and life issues (risk factors) associated with suicide and mental health issues in oneself and others.
- c. Help-seeking strategies for oneself and others, including how to engage school-based and community resources and refer peers for help.
- d. Emphasis on reducing the stigma associated with mental illness and the fact that early prevention and intervention can drastically reduce the risk of suicide.
- e. Guidance regarding the district's suicide prevention, intervention, and referral procedures.

Student-focused suicide prevention education can be incorporated into classroom curricula (e.g., health classes, orientation classes, science, and physical education). Charter School maintains a list of current student trainings, which is available upon request.

Charter School has shared school-based supports and self-reporting procedures, so students are able to seek help if they are experiencing thoughts of suicide or if they recognize signs with peers. Although confidentiality and privacy are important, students should understand safety is a priority and if there is a risk of suicide, school staff are required to report. Charter-based mental health professionals are legally and ethically required to report suicide risk. **When reporting suicidal ideation or an attempt, school staff must maintain confidentiality and only share information limited to the risk or attempt.**

Charter School supports the creation and implementation of programs and/or activities on campus that increase awareness about mental wellness and suicide prevention (e.g., Mental Health Awareness Weeks, Peer Counseling Programs, Freshman Success, and National Alliance on Mental Illness on Campus High School Clubs).

Charter School will include the following information on all student identification cards:

1.
 - National Suicide Prevention Lifeline/Suicide Crisis Lifeline:
 - Call or Text "988"
 - Call 1-800-273-8255
 - National Domestic Violence Hotline: Call 1-800-799-7233
 - Crisis Text Line: Text "HOME" to 741741
 - Teen Line: Text "TEEN" to 839863

- Trevor Project: Text “START” to 678678
 - Trans Lifeline: 1-877-565-8860
 - Local suicide prevention hotline telephone number
2. In addition to listing the above resources on student identification cards, Charter School shall include the following language: *“If you or someone you know is struggling emotionally or having trouble coping, there is help. Students in distress or those who just want to talk about their problems, can call or text the phone numbers listed here for free, confidential support.”*

Charter School shall establish and widely disseminate a referral process to all students, so they know how to access support through school, community-based, and crisis services. Students shall be encouraged to notify a staff member when they are experiencing emotional distress or suicidal ideation, or when they have knowledge or concerns of another student’s emotional distress, suicidal ideation, or attempt.

Intervention and Emergency Procedures

Whenever a staff member suspects or has knowledge of a student’s suicidal intentions, they shall promptly notify the primary designated suicide prevention liaison. If this primary suicide prevention liaison is unavailable, the staff shall promptly notify the secondary suicide prevention liaison.

The suicide prevention liaison shall immediately notify the student’s parent/guardian as soon as possible if appropriate and in the best interest of the student. Determination of notification to parents/guardians/caregivers should follow a formal initial assessment to ensure that the student is not endangered by parental notification.

The suicide prevention liaison shall also refer the student to mental health resources at Charter School or in the community.

A. Action Plan for Suicide Attempts on Campus or During School-Sponsored Activity

Charter School shall implement the following response protocol for suicide attempts during the school day.

When a student is in imminent danger (has access to a gun, is on a rooftop, or in other unsafe conditions), a call shall be made to 911. The call shall NOT be made in the presence of the student and the student shall not be left unsupervised. Staff shall NOT physically restrain or block an exit.

When a suicide attempt or threat is reported on campus or at a school-related activity, the suicide prevention liaison shall, at a minimum:

2. Ensure the student’s physical safety by one or more of the following, as appropriate:
 - a. providing immediate first aid as needed, until a medical professional is available.
 - b. Securing law enforcement and/or other emergency assistance if a suicidal act is being actively threatened and report any medications taken, and access to weapons, if applicable.
 - c. Keeping the student under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene.
 - d. Remaining calm, keeping in mind the student is overwhelmed, confused, and emotionally distressed.
 - e. Moving all other students out of the immediate area.
 - f. Not sending the student away or leaving him/her alone, even to go to the restroom.
 - g. Providing comfort to the student, listening and allowing the student to talk and being comfortable with moments of silence.

- h. Promising privacy and help, but not promising confidentiality.
 - i. Students should only be released to parents/guardians/caregivers/families or to a person who is qualified and trained to provide help.
3. Document the incident in writing as soon as feasible.
 4. Follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed and coordinate and consult with the county mental health plan if a referral is made for mental health or related services on behalf of a student who is a Medi-Cal beneficiary.
Determination of notification to parents/guardians/caregivers should follow a formal initial assessment to ensure that the student is not endangered by parental notification.
 5. After a referral is made, Charter School shall verify with the parent/guardian that the follow up treatment has been accessed. Parents/guardians will be encouraged to provide documentation of care for the student. If parents/guardians refuse or neglect to access treatment for a student who has been identified to be at risk for suicide or in emotional distress, the suicide prevention liaisons shall meet with the parent to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build understanding of the importance of care. If follow up care is still not provided, Charter School should consider contacting Child Protective Services to report neglect of youth.
 6. Provide access to counselors or other appropriate personnel to listen to and support students and staff who are directly or indirectly involved with the incident at Charter School.
 7. Provide an opportunity for all who respond to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

B. Action Plan for Off Campus Suicide Attempts

In the event a suicide occurs or is attempted during the school day on the Charter School campus, the suicide prevention liaison shall follow the crisis intervention procedures contained in Charter School's safety plan. After consultation with the Executive Director or designee and the student's parent/guardian about facts that may be divulged in accordance with the laws governing confidentiality of student record information, the Executive Director or designee may provide students, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. Charter School staff may receive assistance from Charter School counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with students.

In the event a suicide occurs or is attempted off the Charter School campus and unrelated to school activities, the Executive Director or designee shall take the following steps to support the student:

1. Contact the parent/guardian and offer support to the family.
2. Discuss with the family how they would like Charter School to respond to the attempt while minimizing widespread rumors among teachers, staff, and students.
3. Obtain permission from the parent/guardian to share information to ensure the facts regarding the crisis are correct.
4. The suicide prevention liaisons shall handle any media requests.
5. Provide care and determine appropriate support to affected students.

6. Offer to the student and parent/guardian steps for re-integration to school. Re-integration may include obtaining a written release from the parent/guardian to speak with any health care providers; conferring with the student and parent/guardian about any specific requests on how to handle the situation; informing the student's teachers about possible days of absences; allowing accommodations for make-up work (being understanding that missed assignments may add stress to the student); appropriate staff maintaining ongoing contact with the student to monitor the student's actions and mood; and working with the parent/guardian to involve the student in an aftercare plan; providing parents/guardians/caregivers/families local emergency numbers for after school and weekend emergency contacts.

Supporting Students during or after a Mental Health Crisis

Students shall be encouraged through the education program and in Charter School activities to notify a teacher, the Executive Director, another Charter School administrator, psychologist, Charter School counselor, suicide prevention liaisons, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions. Charter School shall implement the following steps during or after a crisis:

1. Treat every threat with seriousness and approach with a calm manner; make the student a priority.
2. Listen actively and non-judgmentally to the student. Let the student express their feelings.
3. Acknowledge the feelings and do not argue with the student.
4. Offer hope and let the student know they are safe, and that help is available. Do not promise confidentiality or cause stress.
5. Explain calmly and get the student to a skilled mental health professional or designated staff to further support the student.
6. Keep close contact with the parents/guardians/caregivers/families and mental health professionals working with the student.

Re-Entry to School After a Suicide Attempt

A student who has verbalized ideation or attempted suicide is at a higher risk for suicide in the months following the crisis. Having a streamlined and well-planned re-entry process ensures the safety and wellbeing of students who have previously attempted suicide and reduces the risk of another attempt. An appropriate re-entry process is an important component of suicide prevention. Involving students in planning for their return to school provides them with a sense of control, personal responsibility, and empowerment.

Charter School shall implement the following steps upon the student's re-entry:

1. The Executive Director shall obtain a written release of information signed by parents/guardians/caregivers/families and providers.
2. School mental health professionals shall confer with the student and parents/guardians/caregivers/families about any specific requests on how to handle the situation.
3. School-based mental health professionals shall confer with the student and parents/guardians/caregivers/families to develop a safety plan.
4. School-based mental health professionals shall inform the student's teachers about possible days of absences.
5. Teachers and administrators shall allow accommodations for student to make up work (understanding that missed assignments may add stress to student).
6. Mental health professionals or trusted staff members shall maintain ongoing contact to monitor student's actions and mood.
7. School-based mental health professionals shall work with parents/guardians/caregivers/families to involve the student in an aftercare plan.
8. School-based mental health professionals shall provide parent's/guardians/caregivers/families local emergency numbers for after school and weekend emergency contacts.

Messaging About Suicide Prevention

Charter School along with its partners shall:

1. Thoroughly and regularly review with its partners, all materials and resources used in awareness efforts to ensure they align with best practices for safe and effective messaging about suicide.
2. Ensure that all communications, documents, materials related to messaging about suicide focus on warning signs as well as risk, prevention, and protective factors, avoid discussing details about methods of suicide, avoid oversimplifying (i.e. identifying singular cause of suicide), avoid sensational language, and only includes clear, respectful, people-first language that encourages an environment free of stigma. As part of safe messaging for suicide, we use specific terminology when referring to actions related to suicide or suicidal behavior:

Use	Do Not Use
"Died by suicide" or "Took their own life"	"Committed suicide" Note: Use of the word "commit" can imply crime/sin
"Attempted suicide"	"Successful" or "unsuccessful" Note: There is no success, or lack of success, when dealing with suicide

3. Provide suicide prevention resources in parent/student handbooks and on school-issued identification cards for staff and students, on school websites, and during any mental health or suicide prevention skill-building activity for students or parents/families and professional development for staff.

Responding After a Suicide Death (Postvention)

A death by suicide in the school community (whether by a student or staff member) can have devastating consequences on the school community, including students and staff. Charter School shall follow the below action plan for responding to a suicide death, which incorporates both immediate and long-term steps and objectives:

The suicide prevention liaison shall:

1. Coordinate with the Executive Director to conduct an initial meeting of the Suicide Prevention Crisis Team to:
 - a. Confirm death and cause.
 - b. Identify a staff member to contact the deceased's family (within 24 hours).
 - c. Enact the Suicide Postvention Response.
 - d. Notify all staff members (ideally in-person or via phone, not via e-mail or mass notification).
2. Coordinate an all-staff meeting, to include:
 - a. Notification (if not already conducted) to staff about suicide death.
 - b. Emotional support and resources available to staff.
 - c. Notification to students about suicide death and the availability of support services (if this is the protocol that is decided by administration).
 - d. Share information that is relevant and that which you have permission to disclose.

3. Prepare staff to respond to needs of students regarding the following:
 - a. Review signs of emotional distress and suicide ideation.
 - b. Review of protocols for referring students for support/assessment.
 - c. Develop and provide supports to staff in responding to student reactions.
 - d. Talking points for staff to notify students.
 - e. Share school and community-based resources available to students (on and off campus).
4. Identify students significantly affected by suicide death and other students at risk of imitative behavior, and immediately refer them to a school-based mental health professional.
5. Identify students affected by suicide death but not at risk of imitative behavior.
6. Communicate with the larger school community about the suicide death and availability of support services. Staff shall not share explicit, graphic, or dramatic content, including the manner of death.
7. Consider, (in consultation with the family) funeral arrangements for family and school community.
 - o If possible, suggest the funeral occur outside of school hours.
 - o Encourage parents/guardians of students to attend funeral/memorial with their children.
 - o Request family approval to attend and staff a table for resources to be available at the funeral, if possible, to remind students and the community of available resources.
 - o Offer a safe space on campus for students to utilize if needed before/after funeral or memorial service.
 - o Acknowledge there may be a high rate of absenteeism on the day of the funeral and school officials should make appropriate accommodations for staff and students to attend.
8. Respond to memorial requests in respectful and non-harmful manner; responses should be handled in a thoughtful way and their impact on other students should be considered.
9. Identify media spokesperson to cover story without the use of explicit, graphic, or dramatic content, if needed.
10. Utilize and respond to social media outlets:
 - o Identify what platforms students are using to respond to suicide death.
 - o Identify and encourage staff and students to monitor social media outlets.
10. Include long-term suicide postvention responses:
 - a. Consider important dates (i.e., anniversary of death, deceased birthday, graduation, or other significant event) and how these will be addressed.
 - b. Support siblings, close friends, teachers, and/or students of deceased.
 - c. Consider long-term memorials and how they may impact students who are emotionally vulnerable and at risk of suicide.

SOAR Charter Academy Parent Agreement

Please use the QR Code to submit an electronic agreement.

Please submit one per student.

**After reading the Parent/Student Information Handbook,
please read and submit receipt of this Parent Agreement.**

***I/We understand changes may occur at any time due to COVID-19 Guidelines**

***I/We have accessed online (website, SOAR FaceBook), read a copy of the Parent/Student Information Handbook and have discussed all rules with my child/children.**

I/We

***will make sure my child/children attend regularly and arrive on time.**

***will work out all problems or concerns in a positive manner, following the chain of command by first scheduling an appointment to meet with my child's teacher.**

***will provide accurate up-to-date telephone numbers, addresses and emergency information to the SOAR office.**

***will make sure my child/children wear appropriate clothing at all times and ensure that tennis shoes are worn on P.E. days.**

***will ensure my child/children follow all homework procedures put in place by the classroom teacher.**

***will abide by all technology rules and policies put into place. By signing/submitting receipt of this handbook I understand the disciplinary actions and penalties regarding misuse of technology.**

***will drop off/pick up my child/children in the assigned areas following parking and safety procedures.**

***I understand the NO
Device Policy and agree to
assist SOAR with
enforcing the policy rules
and procedures with my
child(ren).**



2025Parent Agreement

SOAR Charter Academy
Academic Calendar 2025 ~ 2026

(5 days/ 4 days rotating weekly when not affected by a holiday) ~ 175 Academic School Days

August 2025							September 2025							October 2025						
S	M	T	W	T H	F	S	S	M	T	W	T H	F	S	S	M	T	W	T H	F	S
				31	1	2		1	2	3	4	5	6				1	2	3	4
3	4	5	6	7	8	9	7	8	9	10	11	12	13	5	6	7	8	9	10	11
10	11	12	13	14	15	16	14	15	16	17	18	19	20	12	13	14	15	16	17	18
17	18	19	20	21	22	23	21	22	23	24	25	26	27	19	20	21	22	23	24	25
24	25	26	27	28	29	30	28	29	30					26	27	28	29	30	31	
31																				
17 instructional days							19 instructional days							20 instructional days						
November 2025							December 2025							January 2026						
S	M	T	W	T H	F	S	S	M	T	W	T H	F	S	S	M	T	W	T H	F	S
						1		1	2	3	4	5	6					1	2	3
2	3	4	5	6	7	8	7	8	9	10	11	12	13	4	5	6	7	8	9	10
9	10	11	12	13	14	15	14	15	16	17	18	19	20	11	12	13	14	15	16	17
16	17	18	19	20	21	22	21	22	23	24	25	26	27	18	19	20	21	22	23	24
23	24	25	26	27	28	29	28	29	30	31				25	26	27	28	29	30	31
30																				
14 instructional days							14 instructional days							14 instructional days						
February 2026							March 2026							April 2026						
S	M	T	W	T H	F	S	S	M	T	W	T H	F	S	S	M	T	W	T H	F	S
1	2	3	4	5	6	7	1	2	3	4	5	6	7				1	2	3	4
8	9	10	11	12	13	14	8	9	10	11	12	13	14	5	6	7	8	9	10	11
15	16	17	18	19	20	21	15	16	17	18	19	20	21	12	13	14	15	16	17	18
22	23	24	25	26	27	28	22	23	24	25	26	27	28	19	20	21	22	23	24	25
							29	30	31					26	27	28	29	30		
18 instructional days							13 instructional days							17 instructional days						
May 2026							June 2026							July 2026						
S	M	T	W	T H	F	S	S	M	T	W	T H	F	S	S	M	T	W	T H	F	S
					1	2		1	2	3	4	5	6				1	2	3	4
3	4	5	6	7	8	9	7	8	9	10	11	12	13	5	6	7	8	9	10	11
10	11	12	13	14	15	16	14	15	16	17	18	19	20	12	13	14	15	16	17	18
17	18	19	20	21	22	23	21	22	23	24	25	26	27	19	20	21	22	23	24	25
24	25	26	27	28	29	30	28	29	30					26	27	28	29	30	31	
31																				
19 instructional days							10 instructional days													

■ Academic School Days

■ Weekend

■ Holidays

■ Thanksgiving/Christmas/
Spring/Summer Break

■ Extended Learning/Summer School
(Optional)

■ Conferences and/or Minimum Day

■ Teacher/Staff Workdays

SOAR CHARTER ACADEMY VISITOR SIGN-IN

TELL US THE REASON FOR YOUR VISIT TODAY

SCAN ME



SOARCHARTERACADEMY.ORG

S 909.888.3300

THANK YOU

Coversheet

Approval of Wish You Well Foundation Grant

Section:	IV. Action Items
Item:	B. Approval of Wish You Well Foundation Grant
Purpose:	Vote
Submitted by:	
Related Material:	Wish You Well Foundation Grant.pdf



WISH YOU WELL Foundation®

Seize The Words!

Supporting adult and family literacy in the United States by fostering new and promoting existing adult literacy and educational programs.

Apply for Funding

The Wish You Well Foundation® appreciates your interest in submitting a funding request. Before you submit your application, please determine whether your proposal fits the Foundation's mission and [review a list of organizations](#) the Foundation has previously funded. Don't hesitate to contact us if you are unsure whether your program is a good fit.

What should a donation request contain?

Your request should include the following materials:

1. A completed **Donation Request Form**
 - [Download in Microsoft Word format](#)
 - [Download in PDF format](#)
3. A **proposal** breaking out the following details:
 - Your organization's history, mission, and contact information
 - A description of the program you wish to fund - please include how many people/students you serve annually and on an ongoing basis.
 - The amount of funding requested and how you will use our funds for your program
4. Your **total program/project budget**
5. Your **total annual organizational budget** - break down all salary/payroll amounts for the entire organization; include the number of employees for each category/title in your organizational breakdown.
6. A **copy of your proof of 501(c)(3) status**

All requests must align with the Foundation's mission: "Supporting adult and family literacy in the United States by fostering new and promoting existing adult literacy and educational programs."

When will donations be made?

The Wish You Well Foundation makes donations at various times throughout the year. The Foundation will notify your organization via email within the week of receipt of your proposal and again after the Board of Directors makes its funding decisions.

What is the average donation amount given by the Foundation?

The Wish You Well Foundation reviews donation requests with various funding needs. **Most requests range from \$200 to \$10,000.** Organizations are reminded to base their requested amount on the program's unique needs for funding.

When and where should a donation request be submitted?

Please mail a **hard copy** to:

Date of application: _____

The Wish You Well Foundation Donation Request Form**Organization Information**SOAR Charter Academy

Name of organization

Legal name, if different

198 W Mill St

Address

San Bernardino

City

CA

State

92408

Zip

909-888-3300

Phone

909-888-3310

Fax

https://www.soarcharteracademy.org

Web site address

Tammi Martinez

Name of contact

Director of Communicationstmartinez@soarcharteracademy.org

Title

Phone

Email

Nicole Baird

Name of board chair, president, or residing officer

Board Chair

Title

Phone

nicolembaird@gmail.com

Email

Proposal Information

Please construct a 3-4 sentence summary of the request:

SOAR Charter Academy's library was closed to create needed instructional space, leaving students without on-campus access to books and library services. A mobile library would restore this essential resource by bringing books, technology, and literacy programs directly to our students. It would also use the bus to promote literacy among both youth and adults in the community, expanding its impact beyond the school. This solution ensures equitable educational access, fosters a lifelong love of learning, and strengthens community connections.

Funds are being requested for (check the one or more that best fits your program or project):

☐ General☐ Operating support☒ Start-up costs☐ Capital☒ Program/project support☐ Technical assistance☐ Other (please specify) _____Project dates: OngoingFiscal year end: 06/30/2026**Budget**

Dollar amount requested:

\$ 10,000

Total annual organization budget (copy attached)

\$ _____

Total program or project budget (copy attached)

\$ 113,000**Authorization**Name of the board chair, president, or presiding officer: Nicole Baird

Date of application: _____

SIGNATURE _____ DATE _____

Coversheet

Approval of 2024/25 Unaudited Actuals

Section:	IV. Action Items
Item:	C. Approval of 2024/25 Unaudited Actuals
Purpose:	Vote
Submitted by:	
Related Material:	SOAR-June 2025 Board Summary 25.08.26 (1).pdf FY25-SOAR-UAR Submission.pdf



SOAR Charter Academy

Monthly Financial Presentation – June 2025

June Highlights

Highlights

- Enrollment at 461, ADA at 92% .
- Year-end surplus \$1.4 and the fund balance remains strong at \$3.9M.
- Revenue includes ERC credit +\$975K; boosting surplus.
- Cash at month end **\$2.9 million**, 35% of expenses.

Compliance and Reporting

- UAR Due September 15
- EPA Final Expenditures due September 15
- Prop 28 – Dues September 30

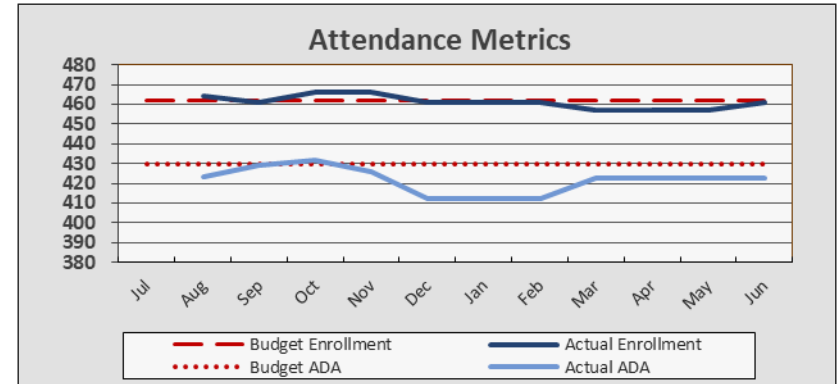


Attendance Data and Metrics

Enrollment and Per Pupil Data

Enrollment & Per Pupil Data			
	<u>Actual</u>	<u>Forecast</u>	<u>Budget</u>
Average Enrollment	461	461	468
ADA	423	423	435
Attendance Rate	92%	92%	93.0%
Unduplicated %	86.0%	86.0%	85.5%
Revenue per ADA		\$23,535	\$19,256
Expenses per ADA		\$20,091	\$19,122

Attendance Metrics



Enrollment 461.

92% ADA (422.52) and rolling UPP 85.97%.

LCFF is calculated at \$14,624 per ADA.

Revenue

- June Updates
 - LCFF forecast set at 1.07% with P2 numbers.
 - ERC Funds +\$975K
 - Prop 28 Funds plus ELOP Funds.

	One-Time Funding						
	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/2029
Expanded Learning Opportunities Program FY23-24		102,388	289,483				
Expanded Learning Opportunities Program FY24/25			673,629	673,629	637,629	637,629	637,629
Title I FY23/24		60,692	84,337				
Title I FY24/25			133,052	24,152			
Fresh Food 5370			21,848				
National School Lunch Program 5314 FY22/23			4,258				
Child and Adult Care Food Program			110,900				
Child Nutrition Fresh Fruit and Vegetable Program			60,195				
Supply Chain Assistance 5466 FY22/23				18,225			
Supply Chain Assistance 5466 FY23/24				16,793			
ARP 5634 FY21/22			1,835				
Pandemic EBT FY21/22			614				
UPK/Pre-K FY21-22			57,376				
UPK/Pre-K FY22-23			52,514				
Educator Effectiveness Block Grant	11,228	27,948	15,952	62,597			
CCSP FY23/24		103,780	96,220	-			
CYBHI FY23/24			10,553	44,028			
AMS Prop 28 Funding FY23/24			16,402	60,164			
AMS Prop 28 Funding FY24/25			-	75,990			
AMS Prop 28 Funding FY25/26					75,990		
AMS Prop 28 Funding FY26/27 + FY27/28						75,990	75,990
KIT Infrastructure		-	109,558	14,593			
ELOG 7426	13,258	-	17,454		-	-	-
	\$ 24,486	\$ 294,809	\$ 1,756,179	\$ 990,170	\$ 713,619	\$ 713,619	\$ 713,619

Revenue

State Aid-Rev Limit
Federal Revenue
Other State Revenue
Other Local Revenue

Total Revenue

Year-to-Date		
Actual	Budget	Fav/(Unf)
\$ 6,177,678	\$ 5,498,924	\$ 678,754
1,732,477	610,655	1,121,822
1,921,989	1,156,097	765,892
111,919	108,810	3,109
\$ 9,944,063	\$ 7,374,485	\$ 2,569,578

Annual/Full Year		
Forecast	Budget	Fav/(Unf)
\$ 6,177,677	\$ 6,332,033	\$ (154,356)
1,732,477	676,342	1,056,135
1,921,989	1,263,722	658,266
111,919	108,810	3,109
\$ 9,944,062	\$ 8,380,907	\$ 1,563,155



Expenses

- June Updates
 - Expenses above budget –
 - Classified Salaries \$129K + benefits \$85k
 - Software \$92K
 - Transportation \$32k
 - Utilities \$66k
 - Legal \$91K
 - Other taxes and fees \$28k

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Expenses						
Certificated Salaries	\$ 3,086,307	\$ 3,110,597	\$ 24,290	\$ 3,086,307	\$ 3,110,597	\$ 24,290
Classified Salaries	1,261,828	1,132,711	(129,117)	1,261,828	1,132,711	(129,117)
Benefits	1,614,764	1,529,170	(85,594)	1,614,764	1,529,170	(85,594)
Books and Supplies	1,031,114	953,539	(77,574)	1,031,114	953,539	(77,574)
Subagreement Services	207,220	390,254	183,034	207,220	390,254	183,034
Operations	474,864	369,200	(105,664)	474,864	369,200	(105,664)
Facilities	114,822	131,611	16,789	114,822	131,611	16,789
Professional Services	646,036	620,911	(25,125)	646,036	654,236	8,200
Depreciation	51,902	51,502	(400)	51,902	51,502	(400)
Interest	-	-	-	-	-	-
Total Expenses	\$ 8,488,857	\$ 8,289,496	\$ (199,361)	\$ 8,488,857	\$ 8,322,820	\$ (166,037)

Surplus / (Deficit) & Fund Balance

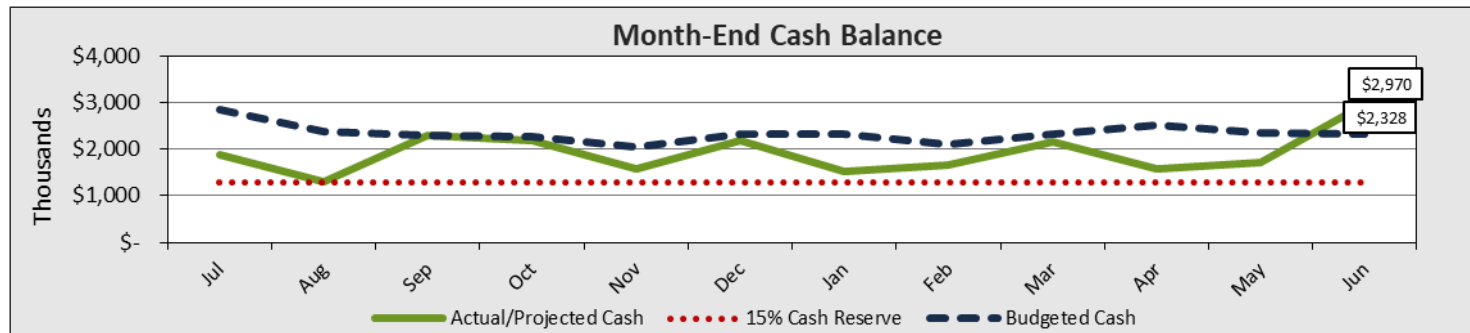
- Fund balance forecast strong **\$1.4+ million**.

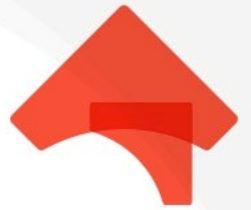
	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Total Surplus(Deficit)	\$ 1,455,206	\$ (915,011)	\$ 2,370,217	\$ 1,455,205	\$ 58,087	\$ 1,397,119
Beginning Fund Balance	<u>2,450,031</u>	<u>2,450,031</u>		<u>2,450,031</u>	<u>2,450,031</u>	
Ending Fund Balance	<u>\$ 3,905,237</u>	<u>\$ 1,535,020</u>		<u>\$ 3,905,237</u>	<u>\$ 2,508,119</u>	
<i>As a % of Annual Expenses</i>	46.0%	18.4%		46.0%	30.1%	



Cash Balance

- Current cash is \$2.9 million.
- Cash remain steady throughout the year, moved with AR timing.





Top 10 Payments

Check Number	Vendor Name	Check Date	Check Amount
27068	SANB000--San Bernardino County	6/6/2025	\$ 77,330.18
27085	COLO3347--Colonial Life	6/18/2025	5,879.50
27103	REDL000--Redlands Office Cleaning Solutions	6/18/2025	12,690.00
27104	REVO000--Revolution Foods, PBC	6/18/2025	56,420.27
27115	WRIG001--Wright Specialty Premium Trust	6/18/2025	6,724.50
27119	WEBS000--The Webstaurant Store	6/26/2025	13,733.52
27132	ULIN000--ULINE	6/26/2025	88,340.61
27134	HADD000--Kristin Hadden	6/30/2025	10,194.99
ACH	SOUT4375--Southern California Edison	6/12/2025	10,417.60
ACH	GRAV000--Gravie Administer	6/30/2025	<u>51,792.48</u>
Total Disbursements in June			<u>\$ 333,523.65</u>

Compliance Deadlines (next 60 days)



Area	Due Date	Description	Completed By	Board Must Approve	Signature Required	Additional Information
DATA TEAM	Aug-01	2024-25 Local Indicators Dashboard deadline - The 2025 Dashboard reporting window will be open from June 3, 2025 through August 1, 2025. California School Dashboard Coordinators report their LEA's 2024–25 Local Indicators to the Dashboard on the myCDEconnect unified system. These are the local indicators that will be reported on the 2024 Dashboard. This includes reporting the date that the 2025 local indicator results were reported to the local governing board/body on or before July 1, 2025, at the same meeting at which the Local Control and Accountability Plan (LCAP) is adopted. If an LEA does not submit results within the reporting window, a performance rating of "Standard Not Met" or "Standard Not Met for Two or More Years," as applicable, will appear on the LEA's 2025 Dashboard. For further information regarding Dashboard Coordinators or local indicators, please contact the Local Agency Systems Support Office by email at LCFF@cde.ca.gov.	SOAR	Yes	No	https://www.cde.ca.gov/ta/ac/cm/localindicators.asp
DATA TEAM	Aug-08	CALPADS EOY 1, 2, 3 and 4 Amendment Window Deadline - Course completion data for grades 7-12, CTE participants, concentrators, completers, program eligibility/participation, homeless student counts, student discipline, cumulative enrollment and student absence data must be submitted to CDE by 8/16/2024.	SOAR with Charter Impact support	No	No	https://www.cde.ca.gov/ds/sp/cl/rptcalendar.asp
FINANCE	Aug-30	Mandate Block Grant Application - Mandate Block Grant funding is available to fund the costs of mandated programs and activities. The Mandate Block Grant application is the only option for charter schools to receive this funding. (2025/26 forecast funding per PY ADA K-8 \$20.52, 9-12 \$57.04).	Charter Impact	No	No	https://www.cde.ca.gov/fg/fo/r14/mandatebg24rfa.asp
DATA TEAM	Aug-31	Administer English Language Proficiency Assessment for California (ELPAC) Initial Assessment - Based on the results of the home language survey, every pupil in California whose native language is not English is required to be tested within 30 days of the start of school. Be sure to note your school's 30th day of instruction and test all ELPAC students before that date. This reporting is used for students' academic performance and state and federal accountability reporting requirements.	SOAR	No	No	https://www.cde.ca.gov/ta/tg/ep/
FINANCE	Sep-15	Unaudited Actual Reports - Annual unaudited financial statements for the preceding year are due by date set by the charter authorizer (no later than September 15th).	Charter Impact	Yes	Yes	https://www.cde.ca.gov/fg/sf/fr/csalternative.asp
FINANCE	Board approval before Sept 30	Prop 28 Annual Report - This annual report must be board approved, submitted to the CDE through the Arts and Music in Schools Portal, and posted to the LEA's website. The mandated information for this report includes: The number of full-time equivalent teachers, classified personnel, and teaching aides; The number of pupils served; The number of school sites providing arts education programs with AMS funds.	Charter Impact with SOAR support	Yes	No	https://www.cde.ca.gov/eo/in/prop28artsandmusicdfunding.asp
FINANCE	Sep-12	California Community Schools Partnership Program (CCSPP) Annual Expenditure Report (AER) The AER will be due on Tuesday, September 12, 2025. Please email the AER to CCSPP@cde.ca.gov. Please use the original Expenditure Report that you submitted last year to complete the final expenditures for this year, all expenditures for both years should be in the same file. CDE sent the updated Expenditure Report template for your reference. The attached AER template will be used for all fiscal reporting including budget changes and the reporting of actual annual expenditures. Additionally, the AER contains all program years of the CCSPP so it can be used as a working document between the Grantee and the CDE's Community Schools Office (CSO). If there are questions on the Expenditure Report, please contact the CDE, CSO at CCSPP@cde.ca.gov. If you have questions or need to update the contacts we have listed for your organization, please email the CSO at CCSPP@cde.ca.gov	Charter Impact with SOAR support	No	Yes	https://www.cde.ca.gov/ci/gs/hs/ccspp.asp
FINANCE	Sep-12	Year-End Maintenance of Effort (Special Education) - Report due to Charter school's SELPA. Maintenance of Effort (MOE) is a requirement that you spend each year at least what you spent last year in the area of special education (with some exceptions). If you reduce your special education budget (or expenditures) in a given year, you need to be careful to ensure that you have met the MOE requirement. This does not mean you can't reduce costs, but you must do so within the guidelines of federal MOE.	Charter Impact	No	No	



Compliance Deadlines (next 60 days)

Area	Due Date	Description	Completed By	Board Must Approve	Signature Required	Additional Information
FINANCE	Sep-15	Education Protection Account (EPA) Final Expenditures - All charter schools are required to report on their websites an accounting of how much money was received from the EPA and how that money was spent. This is commonly approved by the school's Board following the Unaudited Actuals Report.	Charter Impact	Yes	No	https://www.cde.ca.gov/fg/aa/pa/pafaq.asp
FINANCE	Sep-30	ELO-P Expenditure Reporting - Reporting due for 2023-24 grant final expenditures through June 30, 2025. CDE shall initiate collection of any unexpended funds.	Charter Impact	No	No	https://www2.cde.ca.gov/elop/
FINANCE	Sep-30	The Educator Effectiveness Funds (EEF) Annual Report - Annual report due each year on Sep 30th through 2026. Funds may be expended during the 2021–22, 2022–23, 2023–24, 2024–25 and 2025–26 fiscal years. A final data and expenditure report will be due on or before September 30, 2026. Any funds not expended by June 30, 2026, must be returned to the CDE.	Charter Impact with SOAR support	No	No	https://www2.cde.ca.gov/eefannual/
FINANCE	Sep-30	NPS/RTC Pool Budget Requests (for Continuing Placements) - The SELPA operates a reimbursement pool to help defray the cost of more intensive student placements. The pool reimburses a percentage of eligible expenditures for approved non-public school and residential placements and approved site-based therapeutic programs.	SOAR with Charter Impact support	No	No	https://charterselpa.org/
DATA TEAM	Oct-01	California Basic Educational Data System (CBEDS) Information Day - The first Wed in Oct is CBEDS Information Day, used to collect information on student and staff demographics. Schools must complete the School Information Form (SIF). The SIF is used to report the count of classified staff, kindergarten program type, educational calendars, work visa applications, multilingual instructional programs, and languages of instruction. Data is due to CDE on October 31th .	SOAR	No	No	http://www.cde.ca.gov/ds/dc/cb/
FINANCE	Oct-31	ADA Report #1 - EDCOE SELPA requires the reporting of Enrollment/ADA 3 times a year for their planning and to better assist their charter members.	Charter Impact	No	No	https://charterselpa.org/
DATA TEAM	Oct-31	CBEDS-ORA - Collection of FTE of classified staff, estimated teacher hires, Kindergarten program types, H-1B work visa application, education calendar, multilingual instructional programs, languages of instruction and district of choice transfer requests and transportation data.	SOAR	No	No	https://www.cde.ca.gov/ds/dc/cb/
FINANCE	Oct-31	Federal Cash Management - Period 2 - Charter schools that are awarded a grant under any of these programs: Title I, Title II, Title III and Title IV must submit the CMDC report for a particular quarter in order to receive an apportionment for that quarter; CDE will apportion funds to LEAs whose cash balance is below a certain threshold.	Charter Impact	No	No	http://www.cde.ca.gov/fg/aa/cm/
FINANCE	Oct-31	Collect National School Lunch Program (NSLP) applications - Schools must collect or receive National School Lunch Program (NSLP) applications by October 31. Schools may process those applications after October 31, and if students are found to be eligible for free or reduced-price meals (FRPMs), those schools may update FRPM program records for eligible students with a start date before Census Day.	SOAR	No	No	https://www.cde.ca.gov/fg/aa/nt/index.asp?tabsection=1
DATA TEAM	Oct-31	Collect Alternative Income Forms from Families Alternative income forms can be used in place of, or in conjunction with, federal meal applications to determine students whose household income meets FRPM eligibility levels. Determination is required to calculate UPC (Unduplicated Pupil Count) for Supplemental and Concentration funding, as well as other state grants.	SOAR	No	No	https://www.cde.ca.gov/fg/aa/pa/altincomeforms.asp

Questions & Discussion



SOAR Charter Academy

Financial Package **June 30, 2025**

Presented by:



SOAR Charter Academy
Monthly Cash Flow/Forecast FY24-25
Revised 8/26/2025



ADA = 422.52

Revenues

State Aid - Revenue Limit

8011	LCFF State Aid
8012	Education Protection Account
8019	State Aid - Prior Year
8096	In Lieu of Property Taxes

Federal Revenue

8220	Federal Child Nutrition
8290	Title I, Part A - Basic Low Income
8291	Title II, Part A - Teacher Quality
8296	Other Federal Revenue
8299	Prior Year Federal Revenue

Other State Revenue

8311	State Special Education
8520	Child Nutrition
8550	Mandated Cost
8560	State Lottery
8598	Prior Year Revenue
8599	Other State Revenue

Other Local Revenue

8690	Other Local Revenue
8699	School Fundraising

Total Revenue

Expenses

Certificated Salaries

1100	Teachers' Salaries
1170	Teachers' Substitute Hours
1175	Teachers' Extra Duty/Stipends
1200	Pupil Support Salaries
1300	Administrators' Salaries

Classified Salaries

2100	Instructional Salaries
2200	Support Salaries
2400	Clerical and Office Staff Salaries
2900	Other Classified Salaries

Benefits

3101	STRS
3301	OASDI
3311	Medicare
3401	Health and Welfare
3501	State Unemployment
3601	Workers' Compensation

	Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
															ADA = 422.52	
													0	4,373,383	4,513,323	(139,940)
													(0)	1,469,218	1,485,212	(15,994)
														2	-	2
														335,075	333,498	1,577
													(0)	6,177,677	6,332,033	(154,356)
													-	484,544	502,671	(18,127)
													-	217,389	144,337	73,052
													-	19,056	17,756	1,300
													-	991,833	11,578	980,255
													-	19,655	-	19,655
													-	1,732,477	676,342	1,056,135
													-	346,825	360,923	(14,098)
													-	86,705	87,376	(671)
													-	8,198	8,198	(0)
													-	119,827	113,193	6,634
													-	9,480	-	9,480
													-	1,350,953	694,032	656,921
													-	1,921,989	1,263,722	658,266
													-	1,883	-	1,883
													-	110,036	108,810	1,226
													-	111,919	108,810	3,109
													(0)	9,944,062	8,380,907	1,563,155
													-	2,155,947	1,962,950	(192,997)
													-	121,488	44,800	(76,688)
													-	18,800	130,000	111,200
													-	175,420	391,892	216,472
													-	614,652	580,955	(33,698)
													-	3,086,307	3,110,597	24,290
													-	625,345	633,850	8,505
													-	82,289	47,600	(34,689)
													-	288,554	213,177	(75,376)
													-	265,640	238,083	(27,557)
													-	1,261,828	1,132,711	(129,117)
													-	613,082	594,124	(18,958)
													-	84,234	70,228	(14,006)
													-	62,723	61,528	(1,195)
													-	805,848	756,000	(49,848)
													-	13,991	9,100	(4,891)
													-	34,886	38,190	3,304
													-	1,614,764	1,529,170	(85,594)

SOAR Charter Academy

Monthly Cash Flow/Forecast FY24-25

Revised 8/26/2025

ADA = 422.52



Books and Supplies

4100	Textbooks and Core Materials
4302	School Supplies
4303	Special Activities/Field Trips
4305	Software
4310	Office Expense
4311	Business Meals
4312	School Fundraising Expense
4400	Noncapitalized Equipment
4700	Food Services

Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Year-End Accruals
-	17,576	-	-	3,194	(1,751)	-	4,623	-	-	-	-	-
-	4,824	7,362	4,233	3,051	8,652	8,154	2,167	5,710	2,653	6,901	10,133	-
-	-	-	-	-	-	-	-	-	1,921	-	-	-
91,760	15,386	(3,889)	38,706	273	319	140	2,610	20,985	911	4,830	35	-
8,509	14,325	5,680	4,539	4,128	6,521	201	5,283	6,722	5,342	6,251	28,257	-
-	-	-	-	-	298	1,681	-	-	689	2,370	-	-
-	-	298	2,369	308	1,141	123	1,444	247	1,329	404	979	-
-	-	5,407	-	-	10,443	-	-	1,916	3,470	1,791	98,958	-
-	7,351	22	110,409	53,502	2,035	86,258	39,237	52,053	39,610	47,310	100,434	-
100,269	59,461	14,879	160,256	64,456	27,659	96,557	55,365	87,632	55,926	69,857	238,797	-

Subagreement Services

5102	Special Education
5104	Transportation
5105	Security
5106	Other Educational Consultants

-	5,320	172	10,800	17,814	4,675	6,763	9,271	14,846	5,400	11,197	5,400	-
-	-	-	5,690	-	6,650	2,227	3,412	4,644	4,334	5,656	-	-
-	-	-	28,278	350	18,688	700	-	700	350	-	1,400	-
-	13,044	-	-	4,388	4,830	5,215	3,308	-	-	1,700	-	-
-	18,364	172	44,768	22,552	34,844	14,906	15,991	20,190	10,084	18,552	6,800	-

Operations and Housekeeping

5201	Auto and Travel
5300	Dues & Memberships
5400	Insurance
5501	Utilities
5502	Janitorial Services
5900	Communications
5901	Postage and Shipping

213	-	-	672	1,099	-	-	-	-	478	675	-	-
-	-	-	-	170	60	1,840	-	-	1,491	536	228	-
-	-	-	-	-	31,557	6,688	2,084	-	-	3,693	6,725	-
101	12,846	118	46,013	398	153	63,735	5,788	7,404	6,889	8,053	11,095	-
-	13,914	15,471	17,241	17,741	15,480	18,924	14,213	16,809	15,850	17,205	16,725	-
-	4,372	4,119	6,590	4,287	6,572	7,344	5,038	12,239	8,821	6,113	4,161	-
-	-	350	-	-	73	-	364	3,940	-	-	106	-
314	31,132	20,058	70,516	23,695	53,895	98,531	27,487	40,393	33,529	36,275	39,040	-

Facilities, Repairs and Other Leases

5601	Rent
5603	Equipment Leases
5610	Repairs and Maintenance

1,072	1,072	1,072	1,072	1,217	1,217	1,217	1,217	1,217	1,217	1,217	1,217	-
-	2,979	2,233	3,966	3,750	3,404	3,489	5,620	148	5,007	190	2,870	-
-	6,482	8,184	7,635	6,023	5,420	5,279	4,644	6,882	6,192	5,732	4,670	-
1,072	10,534	11,488	12,673	10,990	10,041	9,985	11,480	8,246	12,415	7,139	8,757	-

Professional/Consulting Services

5801	IT
5802	Audit & Taxes
5803	Legal
5804	Professional Development
5805	General Consulting
5806	Special Activities/Field Trips
5807	Bank Charges
5808	Printing
5809	Other taxes and fees
5810	Payroll Service Fee
5811	Management Fee
5812	District Oversight Fee
5815	Public Relations/Recruitment

-	1,360	-	-	-	-	-	-	-	-	-	-	-
-	-	-	8,000	-	7,700	-	-	-	2,300	-	-	-
-	225	-	1,533	-	9,867	75	75	2,504	-	88,362	1,221	-
2,600	1,540	-	-	-	184	-	44	-	-	6,000	5,300	-
-	284	-	-	153	-	-	-	-	-	-	-	-
-	10,413	1,501	53,812	7,316	8,468	5,548	5,155	14,218	11,003	25,293	22,131	-
-	125	-	-	-	-	1	-	-	-	-	-	-
-	1,155	-	-	-	-	-	3,138	-	-	-	305	-
380	22,074	34,402	352	(34,274)	399	119	77	331	637	2,033	1,500	-
-	1,900	1,900	1,540	1,540	1,540	3,080	-	1,540	1,640	3,280	-	-
-	5,999	5,756	5,456	5,606	5,864	11,389	532	5,531	5,805	11,995	2,271	-
-	-	23,624	-	-	18,718	42,341	(50,301)	-	-	-	162,473	-
-	5,380	-	-	4,300	7,800	5,100	4,300	-	1,200	-	-	-
2,980	50,454	67,183	70,693	(15,359)	60,540	67,653	(36,981)	24,124	22,585	136,963	195,201	-

Depreciation

6900	Depreciation Expense
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4,604	4,205	4,205	4,205	4,205	4,205	4,205	4,205	4,985	4,292	4,292	4,292	-
4,604	4,205	4,205	4,205	4,205	4,205	4,205	4,205	4,985	4,292	4,292	4,292	-

Interest

-	-	-	-	-	-	-	-	-	-	-	-	-
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Total Expenses

313,744	631,195	675,729	892,045	619,682	576,853	870,324	745,369	715,403	577,040	872,321	999,152	-
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Monthly Surplus (Deficit)

(313,744)	(630,655)	(43,862)	(211,557)	(144,962)	(30,665)	298,815	143,231	(125,766)	(100,450)	(22,532)	2,637,353	(0)
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Annual Budget	Original Budget Total	Favorable / (Unfav.)
23,643	107,539	83,896
63,840	60,000	(3,840)
1,921	-	(1,921)
172,067	80,000	(92,067)
95,756	44,000	(51,756)
5,038	-	(5,038)
8,642	-	(8,642)
121,986	160,000	38,014
538,221	502,000	(36,221)
1,031,114	953,539	(77,574)
91,658	93,500	1,842
32,613	-	(32,613)
50,466	179,254	128,788
32,484	117,500	85,016
207,220	390,254	183,034
3,137	22,000	18,863
4,325	2,500	(1,825)
50,747	48,000	(2,747)
162,593	96,000	(66,593)
179,574	152,700	(26,874)
69,656	48,000	(21,656)
4,833	-	(4,833)
474,864	369,200	(105,664)
14,024	11,451	(2,573)
33,657	44,000	10,343
67,141	76,160	9,019
114,822	131,611	16,789
1,360	-	(1,360)
18,000	25,500	7,500
103,861	12,000	(91,861)
15,668	43,900	28,232
437	25,000	24,563
164,858	188,354	23,496
126	1,200	1,074
4,598	-	(4,598)
28,029	-	(28,029)
17,960	8,000	(9,960)
66,203	75,000	8,797
196,855	253,281	56,426
28,080	22,000	(6,080)
646,036	654,236	8,200
51,902	51,502	(400)
51,902	51,502	(400)
-	-	-
-	-	-
8,488,857	8,322,820	(166,037)
1,455,206	58,087	1,397,119

SOAR Charter Academy
Monthly Cash Flow/Forecast FY24-25
Revised 8/26/2025

ADA = 422.52



Cash Flow Adjustments

Monthly Surplus (Deficit)

Cash flows from operating activities

Depreciation/Amortization

Public Funding Receivables

Grants and Contributions Rec.

Prepaid Expenses

Accounts Payable

Accrued Expenses

Deferred Revenue

Total Change in Cash

Cash, Beginning of Month

Cash, End of Month

	Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
	(313,744)	(630,655)	(43,862)	(211,557)	(144,962)	(30,665)	298,815	143,231	(125,766)	(100,450)	(22,532)	2,637,353	(0)	1,455,206		
	4,604	4,205	4,205	4,205	4,205	4,205	4,205	4,205	4,985	4,292	4,292	4,292	-	51,902		
	-	95,351	895,196	59,945	(433,392)	433,391	(433,392)	63,506	433,392	(476,590)	16,503	(1,123,780)	0	(469,869)		
	1,090	802	(8,604)	-	3,476	1,619	43,406	1,188	1,063	889	2,039	(446)	-	46,523		
	30,533	13,111	(4,954)	(1,748)	(3,011)	46,153	(43,027)	(21,742)	19,633	(463)	-	-	-	34,487		
	(151,281)	(4,748)	148	298	14,686	(14,984)	1,690	-	-	10,239	(11,904)	1,425	-	(154,430)		
	(227,282)	51,103	68,917	(22,347)	(7,884)	22,722	52,837	(98,825)	2,866	(32,119)	54,856	322,828	-	187,673		
	95,351	(95,351)	69,700	67,466	(34,274)	134,932	(592,281)	67,466	164,888	-	89,297	(580,390)	-	(613,195)		
	(560,728)	(566,181)	980,747	(103,737)	(601,155)	597,374	(667,747)	159,029	501,062	(594,203)	132,552	1,261,283				
	2,431,365	1,870,637	1,304,456	2,285,203	2,181,466	1,580,311	2,177,685	1,509,939	1,668,968	2,170,030	1,575,827	1,708,379				
	1,870,637	1,304,456	2,285,203	2,181,466	1,580,311	2,177,685	1,509,939	1,668,968	2,170,030	1,575,827	1,708,379	2,969,661				

SOAR Charter Academy**Statement of Financial Position**

June 30, 2025

	Current Balance	Beginning Year Balance	YTD Change	YTD % Change
Assets				
Current Assets				
Cash & Cash Equivalents	\$ 2,979,299	\$ 2,431,365	\$ 547,934	23%
Accounts Receivable	5,379	51,902	(46,523.27)	-90%
Public Funding Receivables	1,646,668	1,146,321	500,346.66	44%
Prepaid Expenses	51,792	86,280	(34,487.27)	-40%
Total Current Assets	4,683,139	3,715,869	967,270	26%
Property & Equipment, Net	220,100	272,002	(51,902)	-19%
Deposits	19,865	19,865	-	0%
Total Long Term Assets	239,965	291,867	(51,902)	-18%
Total Assets	\$ 4,923,104	\$ 4,007,736	\$ 915,368	23%
Liabilities				
Current Liabilities				
Accounts Payable	\$ 1,425	\$ 155,855	\$ (154,430)	-99%
Accrued Liabilities	722,127	494,340	227,787	46%
Deferred Revenue	290,756	903,951	(613,195)	-68%
Total Current Liabilities	1,014,308	1,554,146	(539,838)	-35%
Long-Term Liabilities				
Other Long-Term Liabilities	3,558	3,558	-	0%
Total Long-Term Liabilities	3,558	3,558	-	0%
Total Liabilities	\$ 1,017,866	\$ 1,557,704	\$ (539,838)	-35%
Total Net Assets	3,905,237	2,450,031	1,455,206	59%
Total Liabilities and Net Assets	\$ 4,923,104	\$ 4,007,736	\$ 915,368	23%

SOAR Charter Academy**Statement of Cash Flows**

For the period ended June 30, 2025

	Month Ended 06/30/25	YTD Ended 06/30/25
Cash Flows from Operating Activities		
Change in Net Assets	\$ 2,637,353	\$ 1,455,206
Adjustments to reconcile change in net assets to net cash flows from operating activities:		
Depreciation	4,292	51,902
Decrease/(Increase) in Operating Assets:		
Public Funding Receivables	(1,154,257)	(500,347)
Grants, Contributions & Pledges Receivable	(446)	46,523
Prepaid Expenses	-	34,487
Accounts Payable	1,425	(154,430)
Accrued Expenses	362,943	227,787
Deferred Revenue	(580,390)	(613,195)
Total Cash Flows from Operating Activities	1,270,920	547,934
Cash Flows from Financing Activities		
Change in Cash & Cash Equivalents	1,270,920	547,934
Cash & Cash Equivalents, Beginning of Period	1,708,379	2,431,365
Cash and Cash Equivalents, End of Period	\$ 2,979,299	\$ 2,979,299

SOAR Charter Academy

Budget vs Actual

For the period ended June 30, 2025

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Revenues							
State Aid - Revenue Limit							
LCFF State Aid	\$ 295,105	\$ 872,990	\$ (577,885)	\$ 4,373,383	\$ 4,513,323	\$ (139,940)	\$ 4,513,323
Education Protection Account	841,507	371,303	470,204	1,469,218	1,485,212	(15,994)	1,485,212
State Aid - Prior Year	(4,952)	-	(4,952)	2	-	2	-
In Lieu of Property Taxes	229,008	50,624	178,384	335,075	333,498	1,577	333,498
Total State Aid - Revenue Limit	1,360,668	1,294,917	65,751	6,177,678	6,332,033	(154,356)	6,332,033
Federal Revenue							
Federal Child Nutrition	229,360	114,241	115,119	484,544	502,671	(18,127)	502,671
Title I, Part A - Basic Low Income	140,721	-	140,721	217,389	144,337	73,052	144,337
Title II, Part A - Teacher Quality	8,929	-	8,929	19,056	17,756	1,300	17,756
Other Federal Revenue	889,427	-	889,427	991,833	11,578	980,255	11,578
Prior Year Federal Revenue	-	-	-	19,655	-	19,655	-
Total Federal Revenue	1,268,437	114,241	1,154,196	1,732,477	676,342	1,056,135	676,342
Other State Revenue							
State Special Education	222,703	69,812	152,892	346,825	360,923	(14,098)	360,923
State Child Nutrition	38,705	20,970	17,734	86,705	87,376	(671)	87,376
Mandated Cost	-	-	-	8,198	8,198	(0)	8,198
State Lottery	60,514	60,050	464	119,827	113,193	6,634	113,193
Prior Year Revenue	(5,505)	-	(5,505)	9,480	-	9,480	-
Other State Revenue	677,582	171,223	506,359	1,350,953	694,032	656,921	694,032
Total Other State Revenue	993,999	322,055	671,944	1,921,989	1,263,722	658,266	1,263,722
Other Local Revenue							
Other Local Revenue	1,883	-	1,883	1,883	-	1,883	-
School Fundraising	11,518	-	11,518	110,036	108,810	1,226	108,810
Total Other Local Revenue	13,401	-	13,401	111,919	108,810	3,109	108,810
Total Revenues	\$ 3,636,505	\$ 1,731,213	\$ 1,905,291	\$ 9,944,063	\$ 8,380,907	\$ 1,563,155	\$ 8,380,907
Expenses							
Certificated Salaries							
Teachers' Salaries	\$ 197,799	\$ 178,450	\$ (19,349)	\$ 2,155,947	\$ 1,962,950	\$ (192,997)	\$ 1,962,950
Teachers' Substitute Hours	8,328	4,073	(4,256)	121,488	44,800	(76,688)	44,800
Teachers' Extra Duty/Stipends	2,700	11,818	9,118	18,800	130,000	111,200	130,000
Pupil Support Salaries	16,268	35,627	19,359	175,420	391,892	216,472	391,892
Administrators' Salaries	55,814	48,413	(7,401)	614,652	580,955	(33,697)	580,955
Total Certificated Salaries	280,909	278,380	(2,529)	3,086,307	3,110,597	24,290	3,110,597
Classified Salaries							
Instructional Salaries	40,444	57,623	17,178	625,345	633,850	8,505	633,850
Support Salaries	10,746	4,327	(6,419)	82,289	47,600	(34,689)	47,600
Clerical and Office Staff Salaries	21,310	19,380	(1,930)	288,554	213,177	(75,376)	213,177
Other Classified Salaries	18,964	21,644	2,680	265,640	238,083	(27,557)	238,083
Total Classified Salaries	91,465	102,974	11,508	1,261,828	1,132,711	(129,117)	1,132,711
Benefits							
State Teachers' Retirement System, certifica	52,457	53,171	713	613,082	594,124	(18,958)	594,124
OASDI/Medicare/Alternative, certificated pc	5,945	6,384	440	84,234	70,228	(14,006)	70,228
Medicare/Alternative, certificated positions	5,392	5,530	137	62,723	61,528	(1,195)	61,528
Health and Welfare Benefits, certificated po	66,145	63,000	(3,145)	805,848	756,000	(49,848)	756,000
State Unemployment Insurance, certificated	86	455	369	13,991	9,100	(4,891)	9,100
Workers' Compensation Insurance, certificat	3,864	3,432	(432)	34,886	38,190	3,304	38,190
Total Benefits	133,889	131,972	(1,918)	1,614,764	1,529,170	(85,594)	1,529,170
Books & Supplies							
Textbooks and Core Materials	-	8,962	8,962	23,643	107,539	83,896	107,539
School Supplies	10,133	5,000	(5,133)	63,840	60,000	(3,840)	60,000
Special Activities/Field Trips	-	-	-	1,921	-	(1,921)	-
Software	35	6,667	6,632	172,067	80,000	(92,067)	80,000
Office Expense	28,257	3,667	(24,591)	95,756	44,000	(51,756)	44,000
Business Meals	-	-	-	5,038	-	(5,038)	-
School Fundraising Expense	979	-	(979)	8,642	-	(8,642)	-
Noncapitalized Equipment	98,958	13,333	(85,625)	121,986	160,000	38,014	160,000
Food Services	100,434	41,833	(58,601)	538,221	502,000	(36,221)	502,000
Total Books & Supplies	238,797	79,462	(159,335)	1,031,114	953,539	(77,574)	953,539
Subagreement Services							
Special Education	5,400	7,792	2,392	91,658	93,500	1,842	93,500
Transportation	-	-	-	32,613	-	(32,613)	-
Security	1,400	14,938	13,538	50,466	179,254	128,788	179,254
Other Educational Consultants	-	9,792	9,792	32,484	117,500	85,016	117,500
Total Subagreement Services	6,800	32,521	25,721	207,220	390,255	183,034	390,255

SOAR Charter Academy

Budget vs Actual

For the period ended June 30, 2025

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Operations & Housekeeping							
Auto and Travel	-	1,833	1,833	3,137	22,000	18,863	22,000
Dues & Memberships	228	208	(20)	4,325	2,500	(1,825)	2,500
Insurance	6,725	4,000	(2,725)	50,747	48,000	(2,747)	48,000
Utilities	11,095	8,000	(3,095)	162,593	96,000	(66,593)	96,000
Janitorial Services	16,725	12,725	(4,000)	179,574	152,700	(26,874)	152,700
Communications	4,161	4,000	(161)	69,656	48,000	(21,656)	48,000
Postage and Shipping	106	-	(106)	4,833	-	(4,833)	-
Total Operations & Housekeeping	39,040	30,767	(8,273)	474,864	369,200	(105,664)	369,200
Facilities, Repairs & Other Leases							
Rent	1,217	954	(263)	14,024	11,451	(2,573)	11,451
Additional Rent	-	-	-	-	-	-	-
Equipment Leases	2,870	3,667	796	33,657	44,000	10,343	44,000
Repairs and Maintenance	4,670	6,347	1,677	67,141	76,160	9,019	76,160
Total Facilities, Repairs & Other Leases	8,757	10,968	2,210	114,822	131,611	16,789	131,611
Professional/Consulting Services							
IT	-	-	-	1,360	-	(1,360)	-
Audit & Taxes	-	2,125	2,125	18,000	25,500	7,500	25,500
Legal	1,221	1,000	(221)	103,861	12,000	(91,861)	12,000
Professional Development	5,300	3,658	(1,642)	15,668	43,900	28,232	43,900
General Consulting	-	2,083	2,083	437	25,000	24,563	25,000
Special Activities/Field Trips	22,131	15,696	(6,435)	164,858	188,354	23,496	188,354
Bank Charges	-	100	100	126	1,200	1,074	1,200
Printing	305	-	(305)	4,598	-	(4,598)	-
Other Taxes and Fees	1,500	-	(1,500)	28,029	-	(28,029)	-
Payroll Service Fee	-	667	667	17,960	8,000	(9,960)	8,000
Management Fee	2,271	6,250	3,979	66,203	75,000	8,797	75,000
District Oversight Fee	162,473	51,797	(110,677)	196,855	253,281	56,426	253,281
Public Relations/Recruitment	-	1,833	1,833	28,080	22,000	(6,080)	22,000
Total Professional/Consulting Services	195,201	85,210	(109,992)	646,036	654,236	8,200	654,236
Depreciation							
Depreciation Expense	4,292	4,292	(0)	51,902	51,502	(400)	51,502
Total Depreciation	4,292	4,292	(0)	51,902	51,502	(400)	51,502
Total Expenses	\$ 999,152	\$ 756,544	\$ (242,607)	\$ 8,488,857	\$ 8,322,820	\$ (166,037)	\$ 8,322,820
Change in Net Assets	2,637,353	974,669	1,662,684	1,455,206	58,087	1,397,119	58,087
Net Assets, Beginning of Period	1,267,884			2,450,031			
Net Assets, End of Period	\$ 3,905,237			\$ 3,905,237			

SOAR Charter Academy**Check Register****For the period ended June 30, 2025**

Check Number	Vendor Name	Check Date	Check Amount
27068	SANB000--San Bernardino County	6/6/2025	\$ 77,330.18
27069	VOYA001--Voya Financial FBO CalSTRS Pension2	6/9/2025	296.02
27070	PROC000--Dena Proch	6/11/2025	154.73
27071	SHAW000--Dustin Shaw	6/11/2025	50.00
27072	QUEV000--Erica Quevedo	6/11/2025	35.73
27073	SAUC001--Gina Saucedo	6/11/2025	16.76
27074	HICK000--Jason Hicks	6/11/2025	31.24
27075	WALK000--Toby Walker	6/11/2025	870.69
27076	ACOS000--Veronica Acosta	6/11/2025	807.80
27077	CHAR000--Charter Impact, LLC	6/11/2025	845.59
27078	UNIT0000--United States Treasury	6/12/2025	190.85
27079	DISC002--Discovery Cube LA	6/17/2025	1,430.00
27080	BURR000--Burrtec Waste Industries, Inc.	6/18/2025	1,713.32
27081	CARI000--Caribbean Pacific Bus	6/18/2025	5,662.80
27082	CDWG000--CDW Government	6/18/2025	503.72
27083	CLEA002--Clean Sport Inc	6/18/2025	2,321.69
27084	COLO3230--Colonial Life	6/18/2025	424.80
27085	COLO3347--Colonial Life	6/18/2025	5,879.50
27086	COLO7405--Colonial Life	6/18/2025	2,894.26
27087	DPRI000--D-Printing	6/18/2025	305.00
27088	DEPA000--Department of Justice	6/18/2025	608.00
27089	DREA000--DreamBox Therapy	6/18/2025	5,400.00
27090	FRON000--Frontier	6/18/2025	416.01
27091	GOPH000--Gopher	6/18/2025	2,878.30
27092	GREA001--GreatAmerica Financial Svcs.	6/18/2025	628.89
27093	GREA002--GreatAmerica Financial Svcs.	6/18/2025	2,492.76
27094	IDCA000--ID Card Group	6/18/2025	87.42
27095	IEGO000--IE Gourmet Food Trucks	6/18/2025	4,665.02
27096	INTE001--Interquest Group, Inc	6/18/2025	700.00
27097	YMCX000--Law Offices of Young, Minney, & Corr, LLP	6/18/2025	1,221.00
27098	MIDA000--MidAmerica	6/18/2025	3,945.25
27099	MODU000--Modular Building Concepts	6/18/2025	1,216.80
27100	ODPB000--ODP Business Solutions, LLC	6/18/2025	1,206.82
27101	PRIM000--Primo Brands	6/18/2025	2,051.26
27102	RAVE000--Raven Termite & Pest Control	6/18/2025	180.00
27103	REDL000--Redlands Office Cleaning Solutions	6/18/2025	12,690.00
27104	REVO000--Revolution Foods, PBC	6/18/2025	56,420.27
27105	SNAP000--SNAP Graphics and Design	6/18/2025	1,006.39
27106	AMAZ000--SYNCB/AMAZON	6/18/2025	2,254.19
27107	FRUI000--The Fruitguys LLC	6/18/2025	3,899.00
27108	HART7211--The Hartford	6/18/2025	166.40
27109	TONE000--Tonerprice.com	6/18/2025	514.00
27110	TPXC2257--TPX Communications	6/18/2025	889.16
27111	TROP000--Trophy House	6/18/2025	1,100.07
27112	UNIT005--United Pet Care	6/18/2025	119.50
27113	UNLI000--Unlimited Landscaping	6/18/2025	4,490.00
27114	VERI9423--Verizon Wireless	6/18/2025	2,581.09
27115	WRIG001--Wright Specialty Premium Trust	6/18/2025	6,724.50
27116	YUCA002--Yucaipa Bus Service	6/18/2025	1,463.33
27118	VOYA001--Voya Financial FBO CalSTRS Pension2	6/26/2025	4,360.00
27119	WEBS000--The Webstaurant Store	6/26/2025	13,733.52
27120	AVAL000--Angel Avalos	6/26/2025	742.37
27121	BIOC000--Bio Corporation	6/26/2025	348.33
27122	CDWG000--CDW Government	6/26/2025	1,429.26
27123	CITY000--City of San Bernardino	6/26/2025	503.96
27124	BURL000--Dawn Burley Hill	6/26/2025	187.30
27125	PROC000--Dena Proch	6/26/2025	29.26
27126	SHAW000--Dustin Shaw	6/26/2025	27.19
27127	GPEX000--GPE	6/26/2025	3,864.00
27128	INTE001--Interquest Group, Inc	6/26/2025	700.00
27129	LOSA000--Los Angeles County Office of Education	6/26/2025	4,300.00
27130	MIDA000--MidAmerica	6/26/2025	2,377.04
27131	ODPB000--ODP Business Solutions, LLC	6/26/2025	78.60

SOAR Charter Academy

Check Register

For the period ended June 30, 2025

Check Number	Vendor Name	Check Date	Check Amount
27132	ULIN000--ULINE	6/26/2025	88,340.61
27133	SANB000--San Bernardino County	6/26/2025	450.00
27134	HADD000--Kristin Hadden	6/30/2025	10,194.99
27135	MART002--Tammi Martinez	6/30/2025	2,008.92
27136	WALK000--Toby Walker	6/30/2025	763.60
ACH	INOV000--Inova	6/9/2025	231.50
ACH	INOV000--Inova	6/9/2025	14,416.91
ACH	INOV000--Inova	6/9/2025	47,570.42
ACH	BASI000--Basic Pacific Claim Fund	6/9/2025	32.70
ACH	INOV000--Inova	6/12/2025	4,443.44
ACH	SOUT4375--Southern California Edison	6/12/2025	10,417.60
ACH	INOV000--Inova	6/12/2025	36,909.58
ACH	BASI000--Basic Pacific Claim Fund	6/17/2025	89.00
ACH	COLO3230--Colonial Life	6/24/2025	212.40
ACH	INOV000--Inova	6/24/2025	231.50
ACH	BASI000--Basic Pacific Claim Fund	6/24/2025	423.34
ACH	COLO3230--Colonial Life	6/24/2025	3,010.32
ACH	INOV000--Inova	6/24/2025	56,703.62
ACH	INOV000--Inova	6/24/2025	216,908.93
ACH	SOCA1153--SoCalGas	6/30/2025	173.08
ACH	GRAV000--Gravie Administer	6/30/2025	<u>51,792.48</u>
Total Disbursements in June			<u><u>\$ 801,785.88</u></u>

SOAR Charter Academy**Check Register**

For the period ended June 30, 2025

Check Number	Vendor Name	Check Date	Check Amount
1691	CALI022--California Living History	6/5/2025	\$ 106.00
ACH	AMAZ001--Amazon.com	6/2/2025	16.30
ACH	AMAZ001--Amazon.com	6/2/2025	35.30
ACH	AMAZ001--Amazon.com	6/2/2025	37.22
ACH	AMAZ001--Amazon.com	6/2/2025	52.17
ACH	AMAZ001--Amazon.com	6/2/2025	71.20
ACH	AMAZ001--Amazon.com	6/2/2025	84.23
ACH	AMAZ001--Amazon.com	6/2/2025	141.37
ACH	AMAZ001--Amazon.com	6/2/2025	167.32
ACH	AMAZ001--Amazon.com	6/2/2025	246.44
ACH	AMAZ001--Amazon.com	6/2/2025	275.59
ACH	AMAZ001--Amazon.com	6/2/2025	811.73
ACH	AMAZ001--Amazon.com	6/3/2025	15.49
ACH	AMAZ001--Amazon.com	6/3/2025	26.35
ACH	AMAZ001--Amazon.com	6/3/2025	61.90
ACH	AMAZ001--Amazon.com	6/3/2025	1,674.72
ACH	AMAZ001--Amazon.com	6/4/2025	8.12
ACH	WALM000--Walmart	6/4/2025	127.30
ACH	SAMS000--Sams Club	6/5/2025	19.96
ACH	WALM000--Walmart	6/5/2025	156.23
ACH	SAMS000--Sams Club	6/5/2025	242.27
ACH	SAMS000--Sams Club	6/6/2025	65.92
ACH	DPRI000--D-Printing	6/6/2025	305.00
ACH	AMAZ001--Amazon.com	6/9/2025	13.04
ACH	AMAZ001--Amazon.com	6/9/2025	93.30
ACH	AMAZ001--Amazon.com	6/10/2025	55.44
ACH	CAP1002--Capital One	6/10/2025	275.00
ACH	AMAZ001--Amazon.com	6/11/2025	36.96
ACH	SMAR000--Smart and Final	6/11/2025	50.38
ACH	NATI001--NATIONAL CACFP Association - Spons	6/11/2025	228.19
ACH	SAMS000--Sams Club	6/11/2025	795.47
ACH	AMAZ001--Amazon.com	6/13/2025	11.68
ACH	AMAZ001--Amazon.com	6/13/2025	25.00
ACH	AMAZ001--Amazon.com	6/13/2025	25.01
ACH	AMAZ001--Amazon.com	6/13/2025	26.00
ACH	AMAZ001--Amazon.com	6/13/2025	27.88
ACH	AMAZ001--Amazon.com	6/13/2025	34.03
ACH	AMAZ001--Amazon.com	6/13/2025	35.88
ACH	AMAZ001--Amazon.com	6/13/2025	52.17
ACH	AMAZ001--Amazon.com	6/13/2025	55.44
ACH	AMAZ001--Amazon.com	6/13/2025	56.40
ACH	AMAZ001--Amazon.com	6/13/2025	72.06
ACH	AMAZ001--Amazon.com	6/13/2025	76.11
ACH	AMAZ001--Amazon.com	6/13/2025	80.08
ACH	AMAZ001--Amazon.com	6/13/2025	85.70
ACH	AMAZ001--Amazon.com	6/13/2025	86.55
ACH	AMAZ001--Amazon.com	6/13/2025	113.01
ACH	AMAZ001--Amazon.com	6/13/2025	119.77
ACH	AMAZ001--Amazon.com	6/13/2025	140.37
ACH	AMAZ001--Amazon.com	6/13/2025	149.18
ACH	AMAZ001--Amazon.com	6/13/2025	154.56
ACH	AMAZ001--Amazon.com	6/13/2025	163.16
ACH	AMAZ001--Amazon.com	6/13/2025	166.66
ACH	AMAZ001--Amazon.com	6/13/2025	169.96
ACH	AMAZ001--Amazon.com	6/13/2025	268.99
ACH	AMAZ001--Amazon.com	6/16/2025	72.12
ACH	AMAZ001--Amazon.com	6/24/2025	30.38
ACH	AMAZ001--Amazon.com	6/24/2025	39.03
ACH	AMAZ001--Amazon.com	6/24/2025	136.28
ACH	ADOB001--Adobe Inc	6/25/2025	34.99
ACH	AMAZ001--Amazon.com	6/25/2025	10.32
ACH	AMAZ001--Amazon.com	6/25/2025	23.37
ACH	AMAZ001--Amazon.com	6/25/2025	28.54

SOAR Charter Academy**Check Register**

For the period ended June 30, 2025

Check Number	Vendor Name	Check Date	Check Amount
ACH	AMAZ001--Amazon.com	6/25/2025	29.35
ACH	AMAZ001--Amazon.com	6/25/2025	29.76
ACH	AMAZ001--Amazon.com	6/25/2025	31.53
ACH	AMAZ001--Amazon.com	6/25/2025	34.25
ACH	AMAZ001--Amazon.com	6/25/2025	34.80
ACH	AMAZ001--Amazon.com	6/25/2025	35.88
ACH	AMAZ001--Amazon.com	6/25/2025	45.55
ACH	AMAZ001--Amazon.com	6/25/2025	46.74
ACH	AMAZ001--Amazon.com	6/25/2025	58.69
ACH	AMAZ001--Amazon.com	6/25/2025	76.10
ACH	AMAZ001--Amazon.com	6/25/2025	78.00
ACH	AMAZ001--Amazon.com	6/25/2025	80.25
ACH	AMAZ001--Amazon.com	6/25/2025	82.09
ACH	AMAZ001--Amazon.com	6/25/2025	86.46
ACH	AMAZ001--Amazon.com	6/25/2025	86.99
ACH	AMAZ001--Amazon.com	6/25/2025	88.05
ACH	AMAZ001--Amazon.com	6/25/2025	105.18
ACH	AMAZ001--Amazon.com	6/25/2025	110.63
ACH	AMAZ001--Amazon.com	6/25/2025	133.22
ACH	AMAZ001--Amazon.com	6/25/2025	149.59
ACH	AMAZ001--Amazon.com	6/25/2025	208.19
ACH	AMAZ001--Amazon.com	6/26/2025	18.32
ACH	AMAZ001--Amazon.com	6/26/2025	112.06
ACH	AMAZ001--Amazon.com	6/26/2025	146.52
ACH	AMAZ001--Amazon.com	6/26/2025	184.86
ACH	AMAZ001--Amazon.com	6/26/2025	438.11
ACH	AMAZ001--Amazon.com	6/27/2025	826.00
ACH	SAMS000--Sams Club	6/30/2025	282.41
ACH	SIXF000--Six Flags Magic Mountain	6/9/2025	2,531.34
ACH	KNOT000--Knott's Berry Farm Youth Sales	6/9/2025	<u>2,669.06</u>

Total Disbursements in June \$ 17,706.57

SOAR Charter Academy

Accounts Payable Aging

June 30, 2025

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Charter Impact, LLC	17537	6/30/2025	6/30/2025	273	-	-	-	-	273
Charter Impact, LLC	17559	6/30/2025	6/30/2025	1,152	-	-	-	-	1,152
Total Outstanding Invoices in June				\$ 1,425	\$ -	\$ -	\$ -	\$ -	\$ 1,425

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Certification

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CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM

July 1, 2024 to June 30, 2025

CHARTER SCHOOL CERTIFICATION

Charter School Name: SOAR Charter Academy
CDS #: 36-67876-0117192
Charter Approving Entity: San Bernardino City Unified
County: San Bernardino
Charter #: 0982

NOTE: An Alternative Form submitted to the California Department of Education will not be considered a valid submission if the following information is missing:

For information regarding this report, please contact:

For County Fiscal Contact:

Wendryn Barnhart

Name

Fiscal Analyst

Title

909-386-9679

Telephone

wendryn.barnhart@sbcusd.net

Email address

For Approving Entity:

James Cunningham

Name

Director of Accounting Services

Title

909-381-1152

Telephone

jim.cunningham@sbcusd.k12.ca.us

Email address

For Charter School:

Marisol Felix

Name

Charter Impact

Title

888-474-0322

Telephone

mfelix@charterimpact.com

Email address

To the entity that approved the charter school:

X 2024-25 CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been approved, and is hereby filed by the charter school pursuant to Education Code Section 42100(b).

Signed: _____

Charter School Official

(Original signature
required)

Printed Name: Kristin Hadden

Date: _____

Title: Director of Finance and Operations

To the County Superintendent of Schools:

2024-25 CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to Education Code Section 42100(a).

Signed: _____

Authorized
Representative of
Charter Approving Entity

(Original signature
required)

Printed Name: _____

Date: _____

Title: _____

To the Superintendent of Public Instruction:

2024-25 CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been verified for mathematical accuracy by the County Superintendent of Schools pursuant to Education Code Section 42100(a).

Signed: _____

County
Superintendent/Designee

(Original signature
required)

Date: _____

SOAR Charter Academy
San Bernardino City Unified
San Bernardino County

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CHARTER SCHOOL UNAUDITED ACTUALS

FINANCIAL REPORT -- ALTERNATIVE FORM

July 1, 2024 to June 30, 2025

Charter School Name: SOAR Charter Academy

CDS #: 36-67876-0117192

Charter Approving Entity: San Bernardino City Unified

County: San Bernardino

Charter #: 0982

This charter school uses the following basis of accounting:

(Please enter an "X" in the applicable box below; check only one box)

X **Accrual Basis (Applicable Capital Assets/Interest on Long-Term Debt/Long-Term Liabilities/Net Position objects are 6900-6920, 7438, 9400-9489, 9660-9669, 9796, and 9797)**

Modified Accrual Basis (Applicable Capital Outlay/Debt Service/Fund Balance objects are 6100-6170, 6200-6700, 7438, 7439, and 9711-9789)

Description	Object Code	Unrestricted	Restricted	Total
A. REVENUES				
1. LCFF Sources				
State Aid - Current Year	8011	4,373,383.00		4,373,383.00
Education Protection Account State Aid - Current Year	8012	1,469,218.00		1,469,218.00
State Aid - Prior Years	8019	1.53		1.53
Transfers to Charter Schools in Lieu of Property Taxes	8096	335,075.00		335,075.00
Other LCFF Transfers	8091, 8097			0.00
Total, LCFF Sources		6,177,677.53	0.00	6,177,677.53
2. Federal Revenues (see NOTE in Section L)				
Every Student Succeeds Act	8290		249,171.00	249,171.00
Special Education - Federal	8181, 8182			0.00
Child Nutrition - Federal	8220		484,544.22	484,544.22
Donated Food Commodities	8221			0.00
Other Federal Revenues	8110, 8260-8299	975,541.30	23,220.52	998,761.82
Total, Federal Revenues		975,541.30	756,935.74	1,732,477.04
3. Other State Revenues				
Special Education - State	StateRev SE		346,824.98	346,824.98
All Other State Revenues	StateRev AO	95,486.01	1,479,677.60	1,575,163.61
Total, Other State Revenues		95,486.01	1,826,502.58	1,921,988.59
4. Other Local Revenues				
All Other Local Revenues	LocalRev AO	111,919.34		111,919.34
Total, Local Revenues		111,919.34	0.00	111,919.34
5. TOTAL REVENUES		7,360,624.18	2,583,438.32	9,944,062.50
B. EXPENDITURES (see NOTE in Section L)				
1. Certificated Salaries				
Certificated Teachers' Salaries	1100	2,048,286.58	247,947.87	2,296,234.45
Certificated Pupil Support Salaries	1200	141,508.44	33,911.65	175,420.09
Certificated Supervisors' and Administrators' Salaries	1300	547,800.40	66,851.62	614,652.02
Other Certificated Salaries	1900			0.00
Total, Certificated Salaries		2,737,595.42	348,711.14	3,086,306.56
2. Noncertificated Salaries				
Noncertificated Instructional Salaries	2100	306,852.44	318,492.60	625,345.04
Noncertificated Support Salaries	2200	79,500.23	2,789.15	82,289.38
Noncertificated Supervisors' and Administrators' Salaries	2300			0.00
Clerical, Technical and Office Salaries	2400	258,249.63	30,303.93	288,553.56
Other Noncertificated Salaries	2900	202,779.20	62,860.57	265,639.77
Total, Noncertificated Salaries		847,381.50	414,446.25	1,261,827.75
3. Employee Benefits				
STRS	3101-3102	561,856.30	51,225.41	613,081.71
PERS	3201-3202			0.00
OASDI / Medicare / Alternative	3301-3302	113,608.43	33,348.76	146,957.19

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Health and Welfare Benefits	3401-3402	805,847.68		805,847.68
Unemployment Insurance	3501-3502	11,537.84	2,453.60	13,991.44
Workers' Compensation Insurance	3601-3602	34,886.00		34,886.00
OPEB, Allocated	3701-3702			0.00
OPEB, Active Employees	3751-3752			0.00
Other Employee Benefits	3901-3902			0.00
Total, Employee Benefits		1,527,736.25	87,027.77	1,614,764.02
4. Books and Supplies				
Approved Textbooks and Core Curricula Materials	4100		23,643.23	23,643.23
Books and Other Reference Materials	4200			0.00
Materials and Supplies	4300	43,991.39	303,272.08	347,263.47
Noncapitalized Equipment	4400		121,985.79	121,985.79
Food	4700		538,221.39	538,221.39
Total, Books and Supplies		43,991.39	987,122.49	1,031,113.88
5. Services and Other Operating Expenditures				
Subagreements for Services	5100		207,220.09	207,220.09
Travel and Conferences	5200	3,136.68		3,136.68
Dues and Memberships	5300	1,081.14	3,243.50	4,324.64
Insurance	5400	22,248.12	28,499.13	50,747.25
Operations and Housekeeping Services	5500	140,748.89	201,417.88	342,166.77
Rentals, Leases, Repairs, and Noncap. Improvements	5600	45,401.31	69,420.89	114,822.20
Transfers of Direct Costs	5700-5799	29,637.24	(29,637.24)	0.00
Professional/Consulting Services and Operating Expend.	5800	415,987.95	230,048.09	646,036.04
Communications	5900	38,570.59	35,918.33	74,488.92
Total, Services and Other Operating Expenditures		696,811.92	746,130.67	1,442,942.59
6. Capital Outlay				
(Objects 6100-6170, 6200-6700 modified accrual basis only)				
Land and Land Improvements	6100-6170			0.00
Buildings and Improvements of Buildings	6200			0.00
Books and Media for New School Libraries or Major				
Expansion of School Libraries	6300			0.00
Equipment	6400			0.00
Equipment Replacement	6500			0.00
Lease Assets	6600			0.00
Subscription Assets	6700			0.00
Depreciation Expense (accrual basis only)	6900	51,901.85		51,901.85
Amortization Expense - Lease Assets (accrual basis only)	6910			0.00
Amortization Expense - Subscription Assets (accrual basis only)	6920			0.00
Total, Capital Outlay		51,901.85	0.00	51,901.85
7. Other Outgo				
Tuition to Other Schools	7110-7143			0.00
Transfers of Pass-Through Revenues to Other LEAs	7211-7213			0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE			0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO			0.00
All Other Transfers	7281-7299			0.00
Transfers of Indirect Costs	7300-7399			0.00
Debt Service:				
Interest	7438			0.00
Principal (for modified accrual basis only)	7439			0.00
Total Debt Service		0.00	0.00	0.00
Total, Other Outgo		0.00	0.00	0.00
8. TOTAL EXPENDITURES		5,905,418.33	2,583,438.32	8,488,856.65
Description	Object Code	Unrestricted	Restricted	Total
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		1,455,205.85	0.00	1,455,205.85
D. OTHER FINANCING SOURCES / USES				

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1.	Other Sources	8930-8979			0.00
	Less:				
2.	Other Uses	7630-7699			0.00
3.	Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999			0.00
4.	TOTAL OTHER FINANCING SOURCES / USES		0.00	0.00	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE /NET POSITION (C+D4)			1,455,205.85	0.00	1,455,205.85
F. FUND BALANCE / NET POSITION					
1.	Beginning Fund Balance/Net Position				
a.	As of July 1	9791	2,447,115.00		2,447,115.00
b.	Adjustments/Restatements	9793, 9795	2,919.00		2,919.00
c.	Adjusted Beginning Fund Balance /Net Position		2,450,034.00	0.00	2,450,034.00
2.	Ending Fund Balance /Net Position, June 30 (E+F1c)		3,905,239.85	0.00	3,905,239.85
Components of Ending Fund Balance (Modified Accrual Basis only)					
a.	Nonspendable				
1.	Revolving Cash (equals Object 9130)	9711			0.00
2.	Stores (equals Object 9320)	9712			0.00
3.	Prepaid Expenditures (equals Object 9330)	9713			0.00
4.	All Others	9719			0.00
b.	Restricted	9740			0.00
c.	Committed				
1.	Stabilization Arrangements	9750			0.00
2.	Other Commitments	9760			0.00
d.	Assigned	9780			0.00
e.	Unassigned/Unappropriated				
1.	Reserve for Economic Uncertainties	9789			0.00
2.	Unassigned/Unappropriated Amount	9790M			0.00
3.	Components of Ending Net Position (Accrual Basis only)				
a.	Net Investment in Capital Assets	9796	216,543.16		216,543.16
b.	Restricted Net Position	9797			0.00
c.	Unrestricted Net Position	9790A	3,688,696.69	0.00	3,688,696.69
Description		Object Code	Unrestricted	Restricted	Total
G. ASSETS					
1.	Cash				
	In County Treasury	9110			0.00
	Fair Value Adjustment to Cash in County Treasury	9111			0.00
	In Banks	9120	2,979,298.73		2,979,298.73
	In Revolving Fund	9130			0.00
	With Fiscal Agent/Trustee	9135			0.00
	Collections Awaiting Deposit	9140			0.00
2.	Investments	9150			0.00
3.	Accounts Receivable	9200	5,379.22		5,379.22
4.	Due from Grantor Governments	9290	1,646,668.12		1,646,668.12
5.	Stores	9320			0.00
6.	Prepaid Expenditures (Expenses)	9330	51,792.48		51,792.48
7.	Other Current Assets	9340	19,865.00		19,865.00
8.	Lease Receivable	9380	3,557.00		3,557.00
9.	Capital Assets (accrual basis only)	9400-9489	216,543.16		216,543.16
10.	TOTAL ASSETS		4,923,103.71	0.00	4,923,103.71
H. DEFERRED OUTFLOWS OF RESOURCES					
1.	Deferred Outflows of Resources	9490			0.00
2.	TOTAL DEFERRED OUTFLOWS		0.00	0.00	0.00
I. LIABILITIES					
1.	Accounts Payable	9500	723,549.56		723,549.56
2.	Due to Grantor Governments	9590			0.00
3.	Current Loans	9640			0.00

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4.	Unearned Revenue	9650	290,756.30	290,756.30
5.	Long-Term Liabilities (accrual basis only)	9660-9669	3,558.00	3,558.00
6.	TOTAL LIABILITIES		1,017,863.86	1,017,863.86
J. DEFERRED INFLOWS OF RESOURCES				
1.	Deferred Inflows of Resources	9690		0.00
2.	TOTAL DEFERRED INFLOWS		0.00	0.00
K. FUND BALANCE /NET POSITION				
	Ending Fund Balance /Net Position, June 30 (G10 + H2) - (I6 + J2)			
	(must agree with Line F2)		3,905,239.85	3,905,239.85

L. FEDERAL EVERY STUDENT SUCCEEDS ACT (ESSA) MAINTENANCE OF EFFORT REQUIREMENT

NOTE: IF YOUR CHARTER SCHOOL RECEIVED FEDERAL FUNDING, AS REPORTED IN SECTION A2, THE FOLLOWING ADDITIONAL INFORMATION MUST BE PROVIDED IN ORDER FOR THE CDE TO CALCULATE COMPLIANCE WITH THE FEDERAL EVERY STUDENT SUCCEEDS ACT (ESSA) MAINTENANCE OF EFFORT REQUIREMENT:

1. Federal Revenue Used for Capital Outlay and Debt Service

Included in the Capital Outlay and Debt Service expenditures reported in sections B6 and B7 are the following amounts paid out of federal funds:

Federal Program Name (If no amounts, indicate "NONE")	Capital Outlay	Debt Service	Total
a. NONE	\$ 0.00	0.00	0.00
b.			0.00
c.			0.00
d.			0.00
e.			0.00
f.			0.00
g.			0.00
h.			0.00
i.			0.00
j.			0.00
TOTAL FEDERAL REVENUES USED FOR CAPITAL OUTLAY AND DEBT SERVICE	0.00	0.00	0.00

2. Community Services Expenditures

Provide the amount of State and Local funds reported in Section B that were expended for Community Services Activities:

Objects of Expenditures	Amount (Enter "0.00" if none)
a. Certificated Salaries	0.00
b. Noncertificated Salaries	0.00
c. Employee Benefits	0.00
d. Books and Supplies	0.00
e. Services and Other Operating Expenditures	0.00
TOTAL COMMUNITY SERVICES EXPENDITURES	0.00

3. Supplemental State and Local Expenditures resulting from a Presidentially Declared Disaster

Date of Presidential Disaster Declaration	Brief Description (If no amounts, indicate "None")	Amount
a.	None	0.00
b.		
c.		
d.		
TOTAL SUPPLEMENTAL EXPENDITURES (Should not be negative)		0.00

4. State and Local Expenditures to be Used for ESSA Annual Maintenance of Effort Calculation:

Results of this calculation will be used for comparison with 2023-24 expenditures. Failure to maintain the required 90 percent expenditure level on either an aggregate or per capita expenditure basis may result in reduction to allocations for covered programs in 2026-27.

a.	Total Expenditures (B8)	8,488,856.65
b.	Less Federal Expenditures (Total A2)	
	[Revenues are used as proxy for expenditures because most federal revenues are normally recognized in the period that qualifying expenditures are incurred]	1,732,477.04
c.	Subtotal of State & Local Expenditures	6,756,379.61
	[a minus b]	
d.	Less Community Services	0.00
	[L2 Total]	
e.	Less Capital Outlay & Debt Service	51,901.85
	[Total B6 plus objects 7438 and 7439, less L1 Total, less objects 6600, 6700, 6910 and 6920]	
f.	Less Supplemental Expenditures made as the result of a Presidentially	0.00

SOAR Charter Academy
 San Bernardino City Unified
 San Bernardino County

2024-25 Unaudited Actuals
 Charter School Alternative Form

36 67876 0117192
 Form ALT
 F8AR3H6NJ7(2024-25)

Declared Disaster

TOTAL STATE & LOCAL EXPENDITURES SUBJECT TO MOE

[c minus d minus e minus f]

\$ 6,704,477.76

Coversheet

Approval of 2024/25 EPA Expenditures

Section:	IV. Action Items
Item:	D. Approval of 2024/25 EPA Expenditures
Purpose:	Vote
Submitted by:	
Related Material:	FY25-SOAR-EPA Final Expenditures.pdf FY25-SOAR-EPA Rinal Resolution 25.08.22.pdf

SOAR Charter Academy**Final Expenditures through: June 30, 2025****Resource 1400 Education Protection Account**

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Local Control Funding Formula Sources	8010-8099	1,469,218.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
TOTAL AVAILABLE		1,469,218.00
EXPENDITURES AND OTHER FINANCING USES		
Certificated Salaries	1000-1999	1,236,692.46
Classified Salaries	2000-2999	0.00
Employee Benefits	3000-3999	232,525.54
Books and Supplies	4000-4999	0.00
Services, Other Operating Expenses	5000-5999	0.00
Capital Outlay	6000-6599	0.00
Other Outgo (excluding Direct Support/Indirect Costs)	7100-7299	
	7400-7499	0.00
Direct Support/Indirect Costs	7300-7399	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		1,469,218.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00

SOAR CHARTER ACADEMY

RESOLUTION REGARDING THE EDUCATION PROTECTION ACCOUNT

WHEREAS, the voters approved Proposition 30 on November 6, 2012 and Proposition 55 on November 8, 2016;

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012 (sun setting 12/31/2017), and Proposition 55 Article XIII, Section 36(e) to the California Constitution effective November 8, 2016 (commencing 01/01/2018);

WHEREAS, the provisions of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f);

WHEREAS, before June 30th of each year, the Director of Finance shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;

WHEREAS, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;

WHEREAS, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;

WHEREAS, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor, or any agency of state government;

WHEREAS, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction;

WHEREAS, the governing board of the district shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;

WHEREAS, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;

WHEREAS, each community college district, county office of education, school district and charter school shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent;

WHEREAS, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution;

WHEREAS, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

NOW, THEREFORE, IT IS HEREBY RESOLVED:

1. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the governing board of SOAR Charter Academy;

2. In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of the SOAR Charter Academy has determined to spend the monies received from the Education Protection Act as attached.

DATED: _____, 2025.

Board Member

Board Member

Board Member

Board Member

Board Member