SOAR Charter Academy

SOAR Board Meeting

Date and Time

Tuesday June 16, 2026 at 5:00 PM PDT

Location

198 W. 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 9, 2026

II. Public Comment — 5:02 PM

A.	Closed Session	FYI	Kristin Hadden	20 m

III. Updates — 5:22 PM

A.	Directors' Updates	FYI	Trisha Lancaster	10 m

Reminder: This is the time of year that we collect for our testing incentive for our 3rd-8th graders. Please consider donating $100 towards our fund. Thank you.

We will upload Director Update document by Monday.

IV. Action Items — 5:32 PM

A.	Approval of the 2026-2027 LCAP	Vote	Kristin Hadden	10 m
B.	Approval of 2026 Local Indicators for CA Dashboard	Vote	Trisha Lancaster	5 m
C.	Approval of 2026-2027 Budget and Narrative	Vote	Kristin Hadden	15 m
D.	Approval of EPA Budget and Resolution	Vote	Kristin Hadden	5 m
E.	2026- 2031 Prop 39 FUA	Vote	Kristin Hadden	5 m
F.	Approval of RFP Food Contract	Vote	Kristin Hadden	5 m
G.	Approval of Prop 28 Expenses Plan	Vote	Kristin Hadden	5 m
H.	Approval of ConApp	Vote	Kristin Hadden	5 m
I.	Approval of 2026-2027 Employee Handbook	Vote	Tammi Martinez	5 m
J.	Approval of 2026-2027 Parent Handbook	Vote	Tammi Martinez	5 m
K.	2026-2027 Academic Calendar	Vote	Kristin Hadden	5 m

		Purpose	Presenter	Time
L.	Approval of 2026-2027 Bell Schedule	Vote	Tammi Martinez	5 m
M.	Approval of 2026-2027 Instructional Minutes	Vote	Tammi Martinez	5 m

V. Closing Items — 6:52 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 9, 2026

DRAFT

SOAR Charter Academy

Minutes

SOAR Board Meeting

Date and Time
Tuesday June 9, 2026 at 5:00 PM

Location
198 W. Mill Street, San Bernardino, CA 92408

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Directors Present
D. Williams, E. Fregoso, M. Montana, N. Baird

Directors Absent

I. Kiriakos

Guests Present
T. Lancaster, Toby Walker

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 9, 2026 at 5:17 PM.

C. Approve Minutes

D. Williams made a motion to approve the minutes from SOAR Board Meeting on 04-21-26.
M. Montana seconded the motion.
The board **VOTED** to approve the motion.

II. Public Comment

A. Public Hearing for 2026/27 LCAP

LCAP is not final. This is our rough draft. Toby presented Stronger Systems, Inconsistent Results 2025/26 LCAP Reflection.

- Expanded MTSS and intervention systems
- Improved staff retention and stability
- Increased community partnerships
- Stronger student support services
- Improved school climate and safety
- Enhanced data analysis and progress monitoring

Discussed data highlights (Wins and Areas of Concern)

Discussed changes for 2026/27

III. 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 7:27 PM.

Respectfully Submitted,
N. Baird

Coversheet

Directors' Updates

Section: III. Updates
Item: A. Directors' Updates
Purpose: FYI
Submitted by:
Related Material: Directors_Updates.docx (10).pdf

Feb. 25- June 16th, 2026

Renee

- Director's Weekly Meetings
- Staff Meetings
- Attended Leadership & Lighthouse meetings
- Board Meetings
- Meeting with Mentees weekly/ grade checks- rewards and EOY gift
- Meeting with RSP weekly
- Meeting with Psychologist- Vanessa weekly (creating her custom calendar for next year)
- Meeting with SLP bi-weekly (discussed next year- may hire only a SLP no SLPA)
- Meeting and communicating with School Nurse (planned with her to complete TB Risk Assessments for our staff and parent volunteers) next year to keep her
- Meetings with OT- Christie & renewed contract next year- she will stay with us
- Meeting Bi-weekly with Intervention Teacher (SSTs)- Arika- updating on final SSTS and discussed a couple of retentions
- Meet with ELD teacher Angel- (Parent Workshop/ Exiting Students)
- Communicating/ planning for ABA therapists/ aide/ teacher/ team support for a SAI student
- Check ins with counselors (Planned- Parent Workshop #3 Building Self- Esteem on 2/27)
- Communicating with Parents for Gate Clip messages
- Weather checks/ Yard duties
- Class visit/ observation in Mrs. Castillo's classroom
- Webinar on 2/25 Reading Collaboration
- Help- judged Talent try outs for Leadership Day
- Leadership Day & support with parent booth & student speeches
- Report Cards review in March & June for 1st & 5th grade
- Teacher (in class lessons) & Counseling Interviews
- Attended & Supported Girls & Boys Basketball Games
- Planned & Collaborated with LLU for TK & Kinder (topics- Stranger Danger & Dental Hygiene)
- SPED Data Compliance Audit for SBCUSD completed on 5/7
- Attended Alumni Party on 5/26
- Attended Sports Banquet 5/29
- Attended Awards Assemblies
- Helped to collaborate w/ Roni & Mundy parent support for book fair
- Help with set up & clean up- check in & raffle prizes of PLV Luncheon
- Helped with EOY awards/ 8th grade Promotion/ last day of school check outs
- Helped with our Annual Golf Tourney on 4/26 (got 14 teams)
- Organized & planned 25 SSTs
- Attended & supported 33 IEPs

- Attended & supported 10 504s
- EOY ELD Teacher/ RSP Team/ Instructional Aides Evaluation

Tammi

- Met with representative to possibly switch companies to build a new website
- Staff meetings, director meetings, lighthouse meetings, culture meetings
- Attended alumni party for the class of 2026
- Attended Exit Project Presentations
- Prepared TK-6th Assembly
- Prepared Middle School Assembly
- Met with Student Lighthouse to introduce the new house updates and record a reveal video for the house winner
- Attended WOW parent luncheon
- Participated as a Coach in Tournament of Houses
- Met with mentees to celebrate the year and discuss strategies for next year with the 7th graders
- 2 webinars for updated HR information for the new year
- Began preparing updated Employee Handbook and Parent Handbook to reflect new and updated policies and laws
- Updated Safety plan to reflect updated Heat Protocol information
- Completed interviews for PPS Counselor and Teachers… Completed hiring for 5 new employees, working on onboarding and paperwork for the new year
- Communicating with legal regarding employee lawsuit for wrongful termination
- Preparing for End of the Year Assemblies, ordering stage, script
- Sent out 30,000 enrollment cards
- Flyers and Parent Square
- Working on staff training for Nonviolent Crisis Intervention Training
- Working with National University to complete an MOU for an internship
- Update employee files - TB and Credentials
- Continue with insurance issues for employees when they arise
- Completed promotion video for 8th grade ceremony
- Prepared summer school forms
- Prepared release letters for staff not returning
- Bell Schedules/Instructional Minutes
- 8th Grade Promotion
- Weekly Weather Checks on Fridays

Kristin

- Director's Weekly Meetings
- Staff Meetings
- Weekly Weather Checks
- Attended Lighthouse Meetings/Culture Meetings
- Created Middle School Schedule for next year
- Read Report Cards for TK, K and 4th grade
- Assisted with state CASSPP testing by having kids in separate setting
- Attended meeting with county for Wellness for staff
- 8th grade Promotion
- Interviews for new teachers and counselors
- Pulled small groups for ¾ grades every Tuesday and Thursday
- Met with Highland Boxing and looking at a partnership with ASP
- Figured out with team how to claim Attendance Recovery
- Biweekly meetings with Marisol
- Met with and ordered new math curriculum
- Finalized first requests for Audit
- Finalized the FUA with the district for our Prop 39
- May Revise and several other budget meetings
- Create and work on 26-27 budget
- Attended exit project assembly for 8th graders
- Purchased end of the year field trips tickets and arranged bus
- Ordered TCI History curriculum for next year
- Alumni Dinner with graduating high school kids
- Ordered CYBHI/wellness center furniture
- Ordered Pod for Wellness center
- Created and used information for class lists for 26-27
- Supported team for TOH day
- End of the year ordering/Summer school ordering
- Planned and ordered for staff appreciation week
- Reviewed and worked with Tasha on new food contract for next year.
- Attended 8th grade promotion
-

Trisha

- Read 3rd and MS report cards for EOY
- Webinars from CA Admin Reading Collab, CDE, SBCSS, LACOE, Renaissance
- 2nd, 5th, and 7th grade GATE testing
- Worked in a k-2 Eagle Group for 6 weeks- working on place value
- Attended Parent Lighthouse Meetings
- Planned our PD Day with Josh Shipp (Power of One) and Elisa Record (Math)

- Read 3rd grade report cards in March
- Attended 2 sessions of Thriving Schools/SBCSS for Principals
- Wrote letter of rec for TJ
- Attended Directors meeting
- interviews for new staff
- Prepped agenda for Board meetings
- Planned and ran weekly staff meetings
- Observed lessons of prospective teachers for 2026/27
- Attended Lighthouse Meetings
- Attended Academic Action Team Meetings
- Attended CCSA conference in Long Beach
- Attended MS 2nd Semester Awards
- Planned and attended School Site Council meeting in January
- Prepped and planned PD day June 5
- Weekly standing meetings with 2 new teachers
- Weekly standing meeting with Toby
- Planned and celebrated all staff during staff appreciation week
- Met with mentees about last goal and celebrated with treats
- Participated in the 4th grade Color Run fundraiser
- Attended 8th grade exit presentations
- Planned and attended 2026 Alumni Celebration for HS graduates
- Attended Donuts with Directors to hear feedback from parents
- Grades 3-8 Weather Checks on Wednesday
- Participated in the Tournament of Houses as a coach
- Assembled 160 WOW books for student authors and set up for WOW celebration
- Worked on 2026/27 LCAP with Toby
- Completed 2026 CA Dashboard Local Indicators
- Attended and announced awards at EOY assemblies for TK-4 and 5-8
- Met with 18 credentialed staff members for their EOY evaluations
- Met with 3 classified staff members for their EOY evaluations
- Attended and presented at Public Hearing for LCAP

Coversheet

Approval of the 2026-2027 LCAP

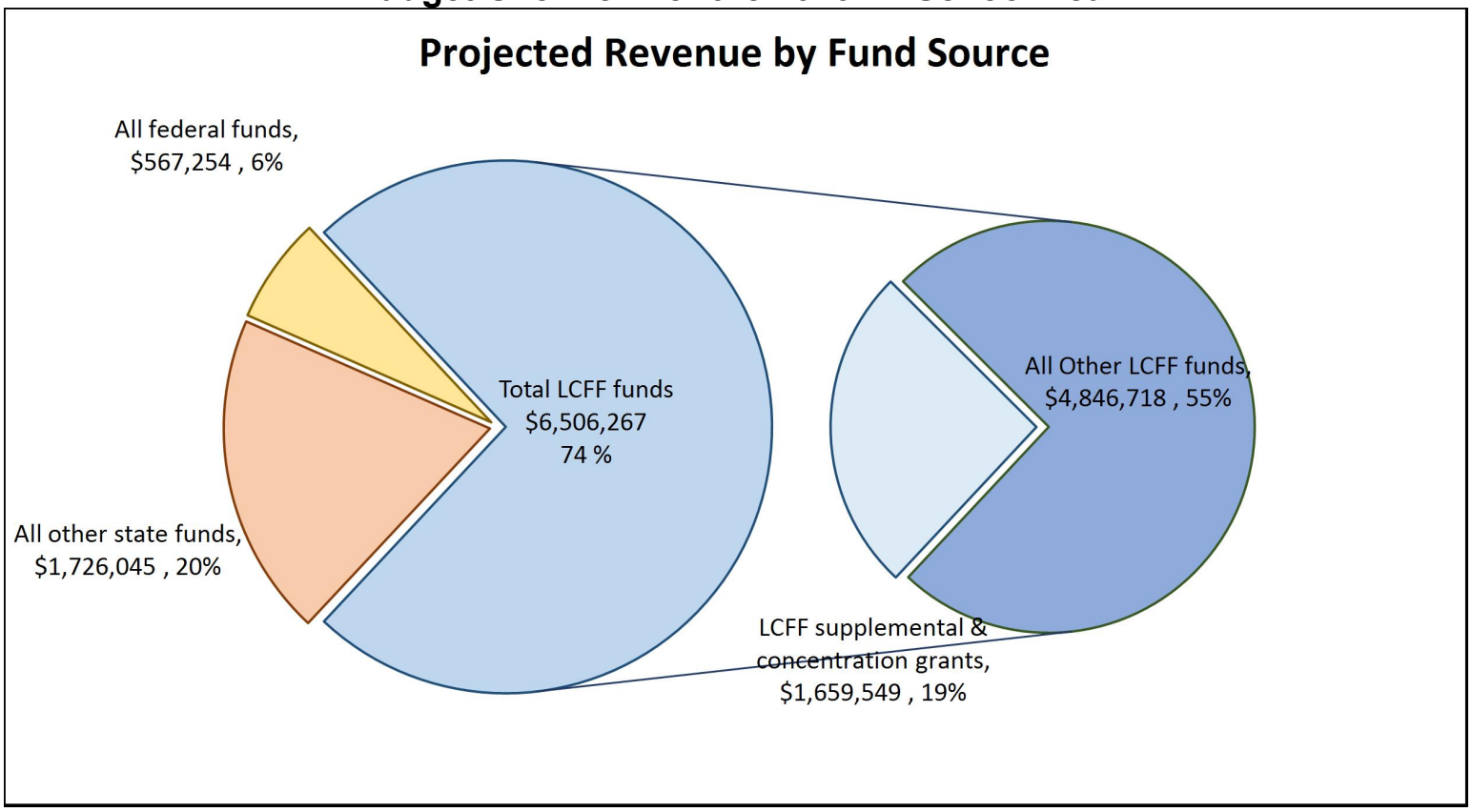
Section: IV. Action Items
Item: A. Approval of the 2026-2027 LCAP
Purpose: Vote
Submitted by:
Related Material:
2026_Local_Control_and_Accountability_Plan_SOAR_Charter_Academy_20260615.pdf

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: San Bernardino City Unified School District
CDS Code: 36 67876 0117192
School Year: 2026-27
LEA contact information:
Trisha Lancaster
Executive Director
tlancaster@soarcharteracademy.org
909-888-3300

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (Foster Youth, English learners, and low-income students).

Budget Overview for the 2026-27 School Year

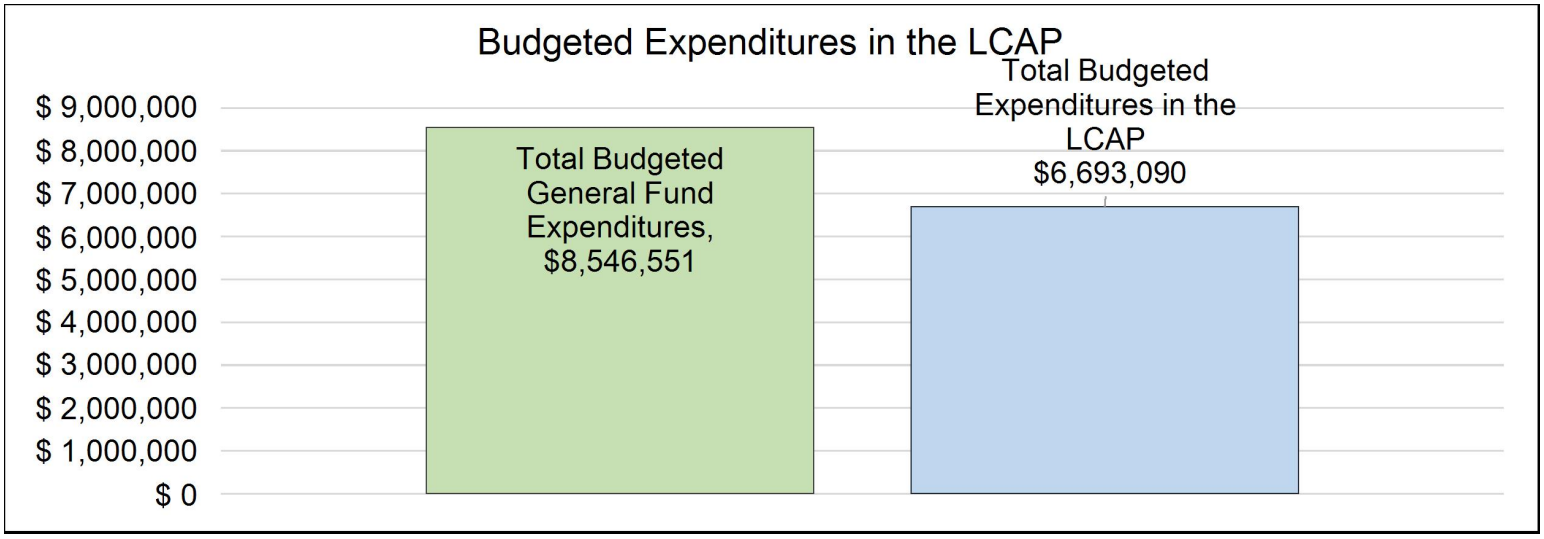


This chart shows the total general purpose revenue San Bernardino City Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for San Bernardino City Unified School District is $8,799,566, of which $6,506,267 is Local Control Funding Formula (LCFF), $1,726,045 is other state funds, $0 is local funds, and $567,254 is federal funds. Of the $6,506,267 in LCFF Funds, $1,659,549 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much San Bernardino City Unified School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: San Bernardino City Unified School District plans to spend $8,546,551 for the 2026-27 school year. Of that amount, $6,693,090 is tied to actions/services in the LCAP and $1,853,461 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Expenditures not included in the 2025-26 Local Control and Accountability Plan include student meal services, facility operating costs, and administrative expenses.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, San Bernardino City Unified School District is projecting it will receive $1,659,549 based on the enrollment of Foster Youth, English learner, and low-income students. San Bernardino City Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. San Bernardino City Unified School District plans to spend $586,052 towards meeting this requirement, as described in the LCAP.

The LEA recognizes that the amount budgeted to increase or improve services for high-needs students in 2026–27 is less than the projected revenue generated through LCFF Supplemental and Concentration (S&C) grants. To ensure compliance with the requirement to increase or improve services for unduplicated pupils proportionally, the LEA will leverage additional funding sources, including the California Community Schools Partnership Program (CCSPP), Student Support and Professional Development (SSPD) funds, and Expanded Learning Opportunities Program (ELOP) funds, to provide enhanced services that specifically benefit high-needs students. These include:

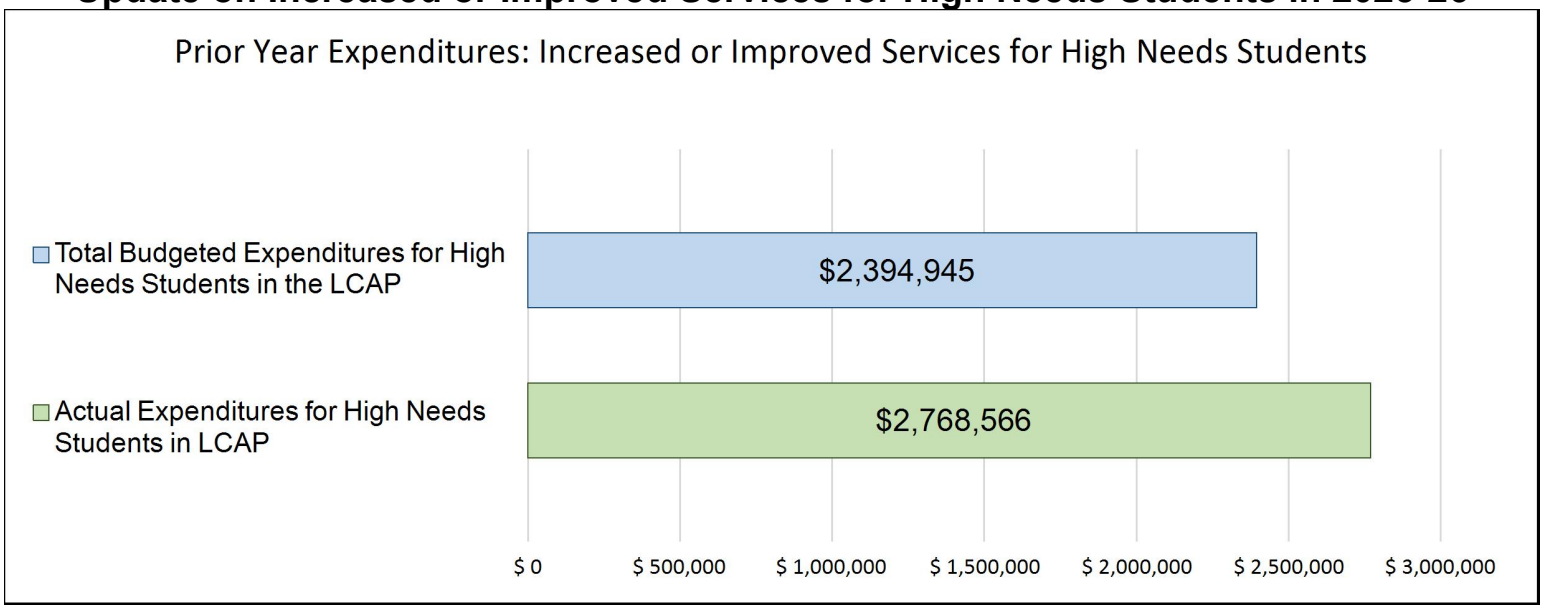
Expanded Learning Opportunities: Providing before-school, after-school, summer, and enrichment programs that offer additional academic support, intervention, and engaging learning experiences for English Learners, foster youth, and low-income students.
Integrated Student Supports: Expanding access to academic, behavioral, mental health, and family support services through community school strategies and coordinated student support programs funded through CCSPP and SSPD resources.

Professional Development and Capacity Building: Providing training and support for staff to strengthen instructional practices, student engagement, and the effective implementation of services designed to meet the needs of unduplicated pupils.
Family and Community Engagement: Enhancing partnerships with families and community organizations to improve access to resources, increase participation in school programs, and support student success both in and out of the classroom.

These actions supplement services funded through LCFF Supplemental and Concentration grants and are designed to provide meaningful and measurable improvements in academic achievement, student engagement, and overall well-being for high-needs students.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



This chart compares what San Bernardino City Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what San Bernardino City Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, San Bernardino City Unified School District's LCAP budgeted $2,394,945 for planned actions to increase or improve services for high needs students. San Bernardino City Unified School District actually spent $2,768,566 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
San Bernardino City Unified School District	Trisha Lancaster Executive Director	tlancaster@soarcharteracademy.org 909-888-3300

Plan Summary [2026-27]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

SOAR Charter Academy is a TK-8 charter school located in San Bernardino, CA authorized by the San Bernardino City Unified School District. We opened our doors in 2008 with 130 K-3 graders and grew a grade level a year until we reached full capacity with TK-8th in 2013. Our vision is "Empowering SOAR students today to become world leaders tomorrow!" SOAR's mission is to equip students to become independent critical thinkers. Our program instills 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. We became a Franklin Covey Leader in Me School in 2016 which focuses on the Seven Habits of Highly Effective People and developing the leader in each of us. Leader in Me gave us a framework for our character education and community service focus. We became a Leader in Me Lighthouse School in 2019, an accomplishment that we are very proud of. SOAR also prides itself on having a 1:1 technology device program along with embracing the common core standards for our students' future. We take pride in our warm, nurturing environment and high expectations for all students. Students are held accountable to themselves and all staff on campus. We also have a no personal device policy on our campus as of the 2023/24 school year which has led to more engagement and socialization. Teachers prepare lessons that will engage and benefit the individual needs of the students. The number of students that require extra support has grown since COVID and the lack of attendance. The goal for each teacher, instructional aide, and staff member is to support and challenge students to show personal and academic growth. As of June 2026, there were 65 staff and 437 students enrolled. Our student population is made up of 11% African Americans, 76% Hispanic, 7% White, 11% EL, 4% Homeless, 14% SPED, and 83% Socio Economically Disadvantaged. SOAR's unduplicated count of English Learners, Foster Youth, and those that qualify for Free or Reduced Priced Meals make up 81% of the total population. This unduplicated count allows us to receive additional supplemental and concentration grant funding to provide resources and experiences for our students to enable them to be successful academically,

socially, and emotionally. Most programs, activities, and personnel are used school wide to ensure all students receive the best well-rounded education we can provide that meets their individual needs. Therefore, much of the supplemental and concentration funding is used school wide for all students to benefit from. We are in year 1 of the Implementation stage of being a California Community School. Our Community Schools Coordinator has done a great job of laying a foundation the last three years and creating relationships with local agencies and businesses to help meet the needs of more and more SOAR students, families, and our surrounding community.

To streamline efforts and promote coherence in planning, SOAR Charter Academy uses the Local Control and Accountability Plan (LCAP) to meet the requirements of the School Plan for Student Achievement (SPSA), integrating goals, actions, and resource allocation into one unified plan. This alignment ensures that improvement efforts are strategic, data-informed, and focused on advancing student outcomes across the academy.

SOAR does not receive Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Overall, the actions included in the LCAP resulted in stronger systems of support for students, families, and staff; however, improvements in outcomes were inconsistent across goals and metrics. A common theme throughout the LCAP is that SOAR successfully strengthened staffing, intervention systems, safety supports, Community Schools partnerships, and student services, but these improvements have not yet translated into consistent gains in student achievement, attendance, and family engagement.

Under Goal 1, state assessment outcomes showed encouraging growth in English Language Arts. CAASPP ELA proficiency increased from 32.4% to 37.1%, and Average Distance from Met improved from -38 to -28.4 (Metric 1.3). African American students improved from 12.5% proficient to 33.3% proficient in ELA, and English Learners improved their ELA Distance from Met from -51 to -23.9 (Metric 1.3). English Learner ELPAC proficiency increased from 16.28% to 21.57% (Metric 1.8), and English Learner Math proficiency increased from 5% to 17% (Metric 1.2). Despite these improvements, STAR Reading proficiency declined from 53% to 39%, STAR Math proficiency declined from 21% to 20%, and only 47% of SST goals were met compared to 50% at baseline (Metrics 1.1, 1.2, and 1.10). Students with Disabilities continued to demonstrate significant achievement gaps, with CAASPP ELA proficiency declining from 14.3% to 9.8% and Math proficiency declining from 9.5% to 3.85% (Metrics 1.3 and 1.4). These results suggest that curriculum, assessment systems, English Learner supports, and data analysis actions are producing positive outcomes, while intervention systems and supports for Students with Disabilities have not yet induced the positive effects we aim to achieve.

Goal 2 demonstrated the strongest evidence of positive impact. Schoolwide suspension rates declined from 9.6% to 5.9%, and the California Dashboard Suspension Indicator improved from Red to Yellow (Metrics 2.10 and 2.12). Homeless student suspension rates declined from 12.3% to 4.8%, and African American suspension rates declined from 12.2% to 11.0% (Metric 2.10). Expulsions returned to zero after two expulsions in the prior year (Metric 2.11). Community Schools implementation expanded significantly, increasing community partners from 12 to 35 (Metric 2.14). Teacher retention improved from 79% to 98% (Metric 2.8). Despite these successes, attendance remained below the school's goal at 92%, and chronic absenteeism remained high at 26% schoolwide and 32% for Homeless students (Metrics 2.6 and 2.7). Student participation in extracurricular activities declined from 66% to 50%, and Leader in Me scores remained largely unchanged, with the overall score decreasing from 79 to 78 (Metrics 2.9 and 2.13). These results indicate that safety, counseling, staffing, and Community

Schools actions are proving effective, while attendance, engagement, and leadership-focused actions have not yet demonstrated the desired impact.

Goal 3 presented the greatest challenge. Parent satisfaction declined from 85% to 78% (Metric 3.1). Family engagement participation declined across all participation levels, with families participating in ten or more events declining from 20% to 10%, participation in five or more events declining from 49% to 33%, and participation in at least one event declining from 92% to 85% (Metric 3.4). Panorama survey participation declined from 30% to 14%, while Leader in Me survey participation increased from 13% to 21% (Metric 3.6). Although communication systems remained in place and family events continued throughout the year, increased communication did not result in increased participation or engagement.

Across all three goals, the data suggest that SOAR's investments in staffing, safety, Community Schools supports, intervention infrastructure, and student services have strengthened the school's capacity to support students. Evidence of this can be seen in improved ELA outcomes, reduced suspension rates, stronger staffing stability, expanded community partnerships, and increased access to services. However, declines in STAR proficiency, persistent attendance challenges, reduced family engagement, and ongoing achievement gaps for Students with Disabilities indicate that stronger implementation, increased participation, and more targeted supports will be necessary to achieve the desired outcomes in the next LCAP cycle.

The following subgroups were identified as receiving the lowest performance level on the 2025 CA Dashboard

ELA: None

Math: English Learners, Students with Disabilities, African Americans

Chronic Absenteeism: None

Suspension Rate: English Learners, Students with Disabilities

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

SOAR was exited from ATSI (Additional Targeted Support and Improvement) because of our Homeless subgroup in 2025. This subgroup's needs are addressed through the actions in the LCAP.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

SOAR Charter Academy exited Additional Targeted Support and Improvement based on our Homeless subgroup as of 2025. According to CDE's FAQs on the CSI prompts, only LEAs with schools identified for CSI on the 2025 Dashboard are required to complete and submit the CSI Prompts.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
SOAR values all educational partners input and feedback. We collect feedback and input through surveys, in person meetings, a feedback form for students, staff, and parents, and any other means possible. This input strengthens our programs and ensures we are working on success for all students. All educational partners input that aligned with the eight state priorities, as well as other school data, and approved school-wide plans were taken into consideration in the development of the Local Control Accountability Plan (LCAP). Input related to procedural or policy is taken under consideration but not addressed directly in the LCAP. SOAR consults with parents, classified staff and certificated support staff, students, SSC, SOAR Board, and directors in the development of the LCAP. Parents Parent Feedback Form available all year Donuts with Directors 9/9/245 feedback PLV Meeting 10/3/25 LCAP Review PLV Meeting 12/5/25 CAASPP data/feedback Donuts with Directors 12/15/25 no parents showed Panorama Survey January 2026 feedback PLV Meeting 2/27/26 CA Dashboard Donuts with Directors 3/10/26 feedback Panorama Survey May 2026 feedback	Parents Engagement with parents and community members began in August 2025 with back to school meetings in all grade levels. To ensure ongoing collaboration with parents, Parent Lighthouse Meetings were held every other month with three specifically having something on the agenda related to the LCAP. We also offer Donuts with Directors three times a year with no agenda except listening to parents. These meetings provide opportunities for parents to review data, discuss progress, and offer feedback on proposed actions. In January 2026, a survey was distributed to further assess parent and community priorities, ensuring educational partner voices guided the LCAP's development. In May 2026, a final survey was distributed to assess progress and refine LCAP actions based on parent input. To finalize the process, the SSC received a draft of the 2026-2027 LCAP in June 2026 for final review and input, ensuring alignment with instructional best practices and before submission for approval to SOAR's Board. Staff All staff were included in the engagement process through regularly scheduled meetings starting in August 2025, where they provided insight on instructional effectiveness, student achievement data, school operations and student support services. Teachers reviewed assessment results, intervention strategies, and curriculum needs, providing valuable input for LCAP goal development. Through weekly

Educational Partner(s)	Process for Engagement
Public Hearing 6/9/25 LCAP rough draft of data and actions Staff Staff Meeting 8/5/25 LCAP Review Staff Meeting and Panorama Survey 9/2/25 Classified Meeting 9/24/25 goals Staff Meeting 12/2/24 data Classified Meeting 11/12/25 CAASPP data Panorama Survey January 2026 Staff Meeting 1/9/26 DataWalk Grade Level Meetings with Executive Director January 22-29, 2026 MS Meeting 1/15/26 Classified Meeting 1/14/26 DataWalk Classified Meeting 1/28/25 CA Dashboard Staff Meeting 2/3/26 LCAP Staff Meeting 2/17/26 Plus/Deltas feedback Classified Meeting 2/18/26 Plus/Delta feedback PD Day 4/13/26 data walk and LCAP goals and actions Staff Meeting 5/19/26 Panorama Survey Students Student Lighthouse Meeting 9/19/25 feedback Student Lighthouse Meeting 2/23/26 feedback and training Student Focus Groups 4/16-17, 2026 SSC SSC Meeting 11/28/25 LCAP Review SSC Meeting 1/30/26 MidYear LCAP/CAASPP/Star Benchmark data/Feedback SSC Meeting 6/6/25 LCAP rough draft for feedback Board Board Meeting 11/20/25 LCAP Review and CAASPP data Board Meeting 1/20/26 CA Dashboard Board Meeting 2/24/26 Mid Year LCAP Report with current data Board Meeting 6/3/25 LCAP Public Hearing Directors	staff and classified meetings, discussions occurred on multiple occasion regarding our goals, actions, effectiveness, and next steps. In January 2026, all staff had the opportunity to participate in a survey, collecting feedback on workplace conditions, student services, and operational needs. Final input was gathered in May 2026 to ensure their perspectives were represented in the final LCAP draft. Students Student voice was incorporated through focus groups, classroom discussions, and student surveys beginning in September 2025 to capture their experiences with academic programs, school culture, and support services. In January and May 2026, follow-up student meetings allowed them to share feedback on initiatives and resources impacting their success. In February 2026, a student LCAP survey was distributed to further assess student priorities and gather insights on school engagement, instructional supports, and enrichment opportunities. In April 2026, a final student survey provided students with an opportunity to contribute suggestions on ways to enhance their educational experience at SOAR. SSC Engagement with the School Site Council (SSC) began in November 2025 with an initial meeting to review the LCAP, data, and instructional programs. In February 2026, a mid-year review was conducted, allowing the SSC to analyze student achievement trends, assess the effectiveness of implemented strategies, and recommend necessary adjustments to the LCAP. In June 2026, the SSC received a draft of the 2026-27 LCAP for final consultation, ensuring alignment with instructional best practices, actions, and goals before submission to the Board for approval. Through this structured consultation process, the SSC actively contributed to refining the school's strategic planning efforts, reinforcing a collaborative, data-driven approach to continuous improvement. Board The Governing Board played a critical role in the LCAP development process. On January and February Board meetings, LCAP and the Mid-Year Report was on the agenda, providing an update on progress

Educational Partner(s)	Process for Engagement
Meet every week throughout school year	toward LCAP goals and identifying any necessary adjustments. On June 3, 2026, a Public Hearing allowed for educational partner review and discussion of the proposed LCAP before its formal adoption on June 10, 2026. Board members provided final recommendations and approvals, ensuring the 2026-27 LCAP reflected the needs and priorities of the entire school community. Directors Directors meet weekly and many of these meetings focus on refinement of programs, continuous improvement, feedback received in any format, and next steps. This structured, ongoing engagement process ensured that all educational partners had meaningful opportunities to contribute to the development of the 2026-27 LCAP, reinforcing SOAR Charter Academy’s commitment to collaboration, transparency, and continuous improvement.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

SOAR Charter Academy actively seeks and values the perspectives of its educational partners, including parents, students, teachers, certificated staff, directors, classified staff, and other members of the school community. During our meetings with our educational partners we shared the goals of the LCAP and the current actions along with our student data and proposed actions. The feedback received this year indicated a clear desire to continue focusing on the basics of what SOAR's Charter is built while continuing to address the academic performance and social/emotional support of our students. Intervention and growth are key! Through these conversations, meetings, surveys, and feedback opportunities, several consistent priority themes emerged to guide the continued growth and improvement of SOAR.

Strengthening Literacy and Mathematics Instruction
Educational partners consistently highlighted the importance of ensuring that students build strong foundational skills in reading, writing, and mathematics. Parents, teachers, and administrators emphasized the value of a comprehensive literacy program and rigorous math instruction that supports all learners. There was strong support for structured literacy practices using the knowledge from the Science of Reading trainings, Panorama to track goals and progress for intervention, and using data to create groups for skill work to fill gaps. The teachers worked for months to decide on our new math adoption for next year. The need to celebrate more academic wins is needed as well.

Increasing Student Engagement and Afterschool Opportunities
Parents, students, and staff identified the need for additional afterschool enrichment opportunities that support both academic and personal growth. Suggestions included academic tutoring, the arts, sports, and student clubs aligned with student interests. These experiences help

strengthen students' sense of belonging and encourage meaningful engagement beyond the traditional classroom. Students are asking for more ways to connect. More students need to be encouraged to take on leadership roles on campus during and after school.

Student Behavior, Accountability, and Intervention Systems
Parents, students, and staff are all concerned about the accountability of our students and the need for additional consequences. It was also identified that we need to find ways to celebrate all students more and recognize those students that meet SOAR's attendance, behavior, and academic expectations. Educational partners want a stronger balance between addressing negative behavior and celebrating positive behavior. There was a lot of feedback and ideas around new student onboarding and support. New families and students need a clearer pathway into the SOAR culture and systems.

Maintaining a Well-Rounded Charter School Experience with a Strong Culture and Climate
Parents, teachers, and site administrators also underscored the importance of preserving the school's innovative and flexible learning environment in alignment with the charter school mission. Educational partners highlighted the need for student-centered instructional models, social-emotional supports, and strong collaboration between educators and families to ensure student success. They want intentional work around kindness and community building. Increase understanding of what SOAR's attendance, behavior, and academic expectations are and then create consistency across grade levels, programs, and systems to ensure expectations, procedures, and communication are aligned schoolwide. There was a desire for an art teacher expressed by teachers and students.

The input provided by SOAR Charter Academy's educational partners plays an important role in guiding program decisions and shaping the school's Local Control and Accountability Plan. This feedback helps ensure that students continue to benefit from meaningful, engaging, and high-quality learning opportunities that prepare them for future success.

We will continue to strengthen our programs to support all learners and provide the extracurriculars and leadership roles to engage all our students.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Pupil Outcomes Increase the number of students meeting or exceeding standards in English Language Arts (ELA) and Math and growth in English language proficiency and decrease the achievement gap between identified subgroups.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

2024 LCAP

One of the most important things we have learned from reviewing our progress towards our previous LCAP goals, rebounding from the Pandemic, stakeholder feedback through meetings and surveys, and our local Star assessment data and other data, is that our focus needs to be on the academic growth of our students and how to accelerate learning and decrease the achievement gap. While this was one of our previous goals, there is a spotlight on this goal like never before with a continued high need for tracking progress and using all the intervention supports we have on campus.

On Star Reading only 53% of students are At or Above benchmark which is up from the previous year by 7%. In Math, only 21% are At or Above Benchmark as of March 2024 compared to 53% the previous year. While there are still some major gaps in SPED and EL student performance, there does not seem to be major gaps in growth in Math or ELA except for our EL students' growth in Math according to Star. Part of the explanation in the dip is we switched from using District Benchmark to State Benchmark.

Our goal is 50 SGP (a year's growth) in both areas by the end of the school year. As of May 2024, 50% of our students have shown a year's worth of growth in Reading and 45% have shown a year's growth in Math which is below last year's growth data. With the number of new students this year and absentee rate, we have approximately 20% of our students that we do not have growth data for due to lack of assessments. The actions in place seem to being making some difference but we needed to adjust our metrics in this LCAP 3 year cycle to really determine if our actions are working. With our Intervention program through our Instructional Aides and our ELD program, Special Education program, and Summer School, the students that are not proficient have a lot of support. Overall academically most students are showing growth but not proficiency yet.

On the 2023 CAASPP, 32.37% of students Met or Exceeded standards in ELA schoolwide and 20.78% Met or Exceeded in Math. (AA=12.5% ELA, 12.5% Math; Hisp=33.8% ELA, 19.11% Math; White= 41.94% ELA, 33.34% Math; SPED= 14.28% ELA, 9.52% Math; Soc 2024-25 Local Control and Accountability Plan for SOAR Charter Academy Page 8 of 76 Econ Dis= 30.19% ELA, 18.94% Math; EL= 19.35% ELA, 3.23% Math). The CA Dashboard reflects Orange in ELA and Yellow in Math schoolwide but EL remain Red in Math, SPED remain Red in both areas, African American students remain Red in ELA.

We need to continue to monitor and take a deeper look at our Black, EL, and SPED subgroups more closely. They are not showing as much growth or proficiency as the white subgroup. We need to look at who they are and are they receiving the appropriate interventions. Through our work in Differentiated Assistance, we are slowly addressing these subgroups.

Another area of need is our attendance rate. Our overall attendance rate as of May 2024 is 92.4% which is up by 1% from last year. Our CA Dashboard shows our Chronic Absentee Indicator is improving for all subgroups except SPED and Homeless. Our Chronic Absentee rate is 29.1% and we still have about a month of school left. By students not being at school regularly and consistently, everything we offer is not as effective. We will make this a focus for next school year through having a schoolwide WIG again, more information home about the importance of attendance, more celebrations, and home visits for students with chronic absenteeism expressed through Goal 2 Actions.

The combined metrics and actions will help achieve this goal by meeting the needs of all individual students by screening and monitoring regularly, giving intervention or enrichment support as needed, providing professional development in the areas of need, and by providing a strong, rigorous standards based education by a qualified teaching staff. We are also committed to keeping class sizes low to ensure we are meeting the needs of all students.

2025 Update

The 2025 review reinforces the concerns identified in the 2024 LCAP regarding academic achievement, attendance, and subgroup performance. While the school continued to provide intervention supports, ELD services, special education services, instructional aide support, and summer learning opportunities, overall proficiency and growth declined in both Reading and Math. STAR Reading proficiency decreased from 53% to 36%, and Reading growth declined from 50% to 44%. Math proficiency decreased from 21% to 19%, and Math growth declined from 45% to 36%.

The 2024 LCAP identified African American, English Learner (EL), and Students with Disabilities (SPED) students as subgroups requiring additional monitoring and support due to lower levels of proficiency and growth. In 2025, these concerns remain evident. African American students [INSERT UPDATED AFRICAN AMERICAN PERFORMANCE SUMMARY]. English Learner students showed mixed results, including gains in Math proficiency, but continued to struggle in other areas, including [INSERT EL DATA/AREAS OF CONCERN]. Students with Disabilities continued to perform below schoolwide averages, with declines in several proficiency and growth measures despite improvements in some Distance from Met indicators [INSERT SPED DATA/DETAILS].

Attendance continues to be a significant factor impacting student outcomes. While overall attendance remained stable, chronic absenteeism improved from 30.5% to 25%, demonstrating progress in attendance initiatives. However, attendance challenges remain for certain student groups, including [INSERT SUBGROUP ATTENDANCE CONCERNS IF APPLICABLE].

Overall, the data indicate that while some positive trends are emerging, particularly in [INSERT POSITIVE SUBGROUP OR PROGRAM OUTCOMES], the school must continue to strengthen Tier 1 instruction, refine intervention systems, increase data monitoring, and provide targeted support to accelerate learning and close achievement gaps for African American, EL, SPED, and other historically underserved student groups.

NEW 2026 Update

African American Students: The achievement gap for African American students has contracted when compared to the highest-performing subgroup at baseline (White students). In CAASPP ELA, African American students increased from 12.5% proficient at baseline to 33.3% in 2026, reducing the gap with White students from 29.4 percentage points to 16.7 percentage points. Reading proficiency also increased to 43%, while Math growth reached 55%, one of the strongest subgroup growth rates in the school. Chronic absenteeism remains elevated at 27%, which continues to impact student outcomes.

English Learner (EL) Students: The achievement gap for EL students has generally contracted in ELA but remains substantial in Reading proficiency. EL students improved from 3.2% to 10.0% proficient in CAASPP Math and improved their ELA Distance from Met from -51 to -23.9. ELPAC proficiency increased to 21.57%, demonstrating stronger English language acquisition outcomes. EL reclassification rates continue to rise boasting 12.3%, up from 9%. However, STAR Reading proficiency declined to 15%

Students with Disabilities (SPED): The achievement gap for Students with Disabilities remains large and has expanded in some areas when compared to the highest-performing subgroup at baseline. CAASPP ELA proficiency declined from 14.3% to 9.8%, while Math proficiency declined from 9.5% to 3.85%. Although ELA Distance from Met improved substantially from -117 to -82.4 and IEP goal attainment increased from 71% to 73%, proficiency outcomes remain well below both schoolwide performance and the highest-performing subgroup. As a result, SPED students continue to represent the subgroup with the greatest academic need.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Renaissance Star Reading Assessment % At/Above Benchmark	May 2024 % At or Above School: 53% African American: 47%	May 2025 % At or Above School 36% African American	June 2026 % At or Above School 39% African American	% At or Above School: 58% African American:	% At/Above Benchmark School: -14%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	% of students with >= 50 Student Growth Percentile on STAR	Hispanic: 22% White: 58% SPED: 21% Disadvantage: 51% Homeless: 52% EL: 28% Foster: Not significant LTEL: Not significant % with >= 50 SGP School: 50% African American: 46% Hispanic: 51% White: 47% SPED: 50% Disadvantage: 50% Homeless: 44% EL: 50% Foster: Not significant LTEL: Not significant	38% Hispanic 34% White 41% SPED 10% Disadvantage 32% Homeless 24% EL 21% Foster: Not significant LTEL: Not significant % with >= 50 SGP School 44% African American 48% Hispanic 44% White 45% SPED 44% Disadvantage 45% Homeless 24% EL 35% Foster: Not significant LTEL: Not significant	43% Hispanic 38% White 37% SPED 12% Disadvantage 36% Homeless 43% EL 15% Foster: Not significant LTEL: Not significant % with >= 50 SGP School 46% African American 43% Hispanic 47% White 47% SPED 45% Disadvantage 46% Homeless 48% EL 44% Foster: Not significant LTEL: Not significant	52% Hispanic: 24% White: 64% SPED: 23% Disadvantage: 56% Homeless: 57% EL: 31% Foster: Not significant LTEL: Not significant % with >= 50 SGP School: 55% African American: 51% Hispanic: 56% White: 52% SPED: 55% Disadvantage: 55% Homeless: 48% EL: 55% Foster: Not significant LTEL: Not significant	African American: -4% Hispanic: +16% White: -21% SPED: -9% Disadvantaged: -15% Homeless: -9% EL: -13% Foster: Not significant LTEL: Not significant % with = 50 SGP School: -4% African American: -3% Hispanic: -4% White: 0% SPED: -5% Disadvantaged: -4% Homeless: +4% EL: -6% Foster: Not significant LTEL: Not significant
1.2	Renaissance Star Math Assessment % At/Above Benchmark % of students with >= 50 Student Growth Percentile on STAR	May 2024 % At or Above School: 21% African American: 19% Hispanic: 22% White: 23% SPED: 6%	May 2025 % At or Above School 19% African American 17% Hispanic 20% White 27%	June 2026 % At or Above School 20% African American 13% Hispanic 21% White 29%	% At or Above School: 23% African American: 21% Hispanic: 24% White: 25%	% At/Above Benchmark School: -1% African American: -6% Hispanic: -1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Disadvantage: 19% Homeless: 23% EL: 5% Foster: Not significant LTEL: Not significant % with >= 50 SGP School: 45% African American: 46% Hispanic: 45% White: 44% SPED: 44% Disadvantage: 45% Homeless: 43% EL: 39% Foster: Not significant LTEL: Not significant	SPED 6% Disadvantage 18% Homeless 21% EL 16% Foster: Not significant LTEL: Not significant % with >= 50 SGP School 36% African American 38% Hispanic 35% White 34% SPED 31% Disadvantage 35% Homeless 46% EL 37% Foster: Not significant LTEL: Not significant	SPED 5% Disadvantage 18% Homeless 10% EL 17% Foster: Not significant LTEL: Not significant % with >= 50 SGP School 42% African American 55% Hispanic 38% White 56% SPED 38% Disadvantage 41% Homeless 29% EL 32% Foster: Not significant LTEL: Not significant	SPED: 7% Disadvantage: 21% Homeless: 25% EL: 6% Foster: Not significant LTEL: Not significant % with >= 50 SGP School: 50% African American: 51% Hispanic: 50% White: 48% SPED: 48% Disadvantage: 50% Homeless: 47% EL: 43% Foster: Not significant LTEL: Not significant	White: +6% SPED: -1% Disadvantaged: -1% Homeless: -13% EL: +12% Foster: Not significant LTEL: Not significant % with = 50 SGP School: -3% African American: +9% Hispanic: -1% White: +12% SPED: -6% Disadvantaged: -4% Homeless: -14% EL: -7% Foster: Not significant LTEL: Not significant
1.3	CAASPP ELA Summative State Assessment data Dataquest: % Met or Exceeded Standards CA Dashboard: Average Distance from Met	October 2023 % Met or Exceeded School: 32.4% African American: 12.5% Hispanic: 33.8% White: 41.9% SPED: 14.3% Disadvantage: 30.2% Homeless: 30.8%	Jan 2025 % Met or Exceeded School: 30.84% African American: 20.51% Hispanic: 30.90% White: 41.67% SPED: 9.62%	Jan 2026 % Met or Exceeded School 37.14% African American 33.33% Hispanic 35.90% White 50.00% SPED 9.80%	% Met / Exceeded School: 36% African American: 14% Hispanic: 37% White: 46% SPED: 16% Disadvantage: 33%	% Met / Exceeded School: +4.74 African American: +20.83 Hispanic: +2.10 White: +8.10 SPED: -4.50 Disadvantaged: +2.51

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL: 19.4% Foster: Not significant LTEL: Not significant Average Distance from Met School: -38 African American: -74 Hispanic: -38 White: -28 SPED: -117 Disadvantage: -44 Homeless: -22 EL: -51 Foster: Not significant LTEL: Not significant	Disadvantaged: 27.97% Homeless: 30.76% EL: 3.03% Foster: Not significant LTEL: Not significant Average Distance from Met School: -39.6 African American: -70.3 Hispanic: -39.4 White: -21.2 SPED: -107.5 Disadvantaged: -46.2 Homeless: -9.8 EL: -57.6 Foster: Not significant LTEL: Not significant	Disadvantage 32.71% Homeless 29.17% EL 16.66% Foster: Not significant LTEL: Not significant Average Distance from Met School -28.4 African American -42.8 Hispanic -29.2 White -9.8 SPED -82.4 Disadvantage -36.2 Homeless -49.5 EL -23.9 Foster: Not significant LTEL: Not significant	Homeless: 34% EL: 21% Foster: Not significant LTEL: Not significant Average Distance from Met School: -34 African American: -67 Hispanic: -34 White: -25 SPED: -105 Disadvantage: -40 Homeless: -23 EL: -51 Foster: Not significant LTEL: Not significant	Homeless: -1.63 EL: -2.74 Foster: Not significant LTEL: Not significant Average Distance from Met School: +9.60 African American: +31.20 Hispanic: +8.80 White: +18.20 SPED: +34.60 Disadvantaged: +7.80 Homeless: -27.50 EL: +27.10 Foster: Not significant LTEL: Not significant
1.4	CAASPP Math Summative State Assessment data Dataquest: % Met or Exceeded Standards CA Dashboard: Average Distance from Met	October 2023 % Met / Exceeded School: 20.8% African American: 12.5% Hispanic: 19.1% White: 33.3% SPED: 9.5% Disadvantage: 18.9% Homeless: 20.5% EL: 3.2%	Jan 2025 % Met / Exceeded School: 19.81% African American: 15.38% Hispanic: 18.45% White: 33.33% SPED: 3.85% Disadvantage: 18.39% Homeless: 30.77%	Jan 2026 % Met / Exceeded School 15.91% African American 17.14% Hispanic 14.41% White 25.00% SPED 3.85% Disadvantage 14.23% Homeless 13.05%	% Met / Exceeded School: 23% African American: 14% Hispanic: 21% White: 37% SPED: 11% Disadvantage: 21% Homeless: 23%	% Met / Exceeded School: -4.89 African American: +4.64 Hispanic: +3.41 White: -8.30 SPED: -5.65 Disadvantaged: -4.67 Homeless: -7.45

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Foster: Not significant LTEL: Not significant Average Distance from Met School: -74 African American: -109 Hispanic: -75 White: -50 SPED: -142 Disadvantage: -81 Homeless: -85 EL: -97 Foster: Not significant LTEL: Not significant	EL: 6.06% Foster: Not significant LTEL: Not significant Average Distance from Met School: -67.6 African American: -99.1 Hispanic: -67.1 White: -48.3 SPED: -121.2 Disadvantage: -72.7 Homeless: -56.7 EL: -91.2 Foster: Not significant LTEL: Not significant	EL 10.00% Foster: Not significant LTEL: Not significant Average Distance from Met School -83.4 African American -109.7 Hispanic -84.2 White -47.6 SPED -145.7 Disadvantage -85.6 Homeless -89.1 EL -99.1 Foster: Not significant LTEL: Not significant	EL: 4% Foster: Not significant LTEL: Not significant Average Distance from Met School: -67 African American: -98 Hispanic: -68 White: -45 SPED: -128 Disadvantage: -73 Homeless: -77 EL: -87 Foster: Not significant LTEL: Not significant	EL: +6.80 Foster: Not significant LTEL: Not significant Average Distance from Met School: -9.40 African American: -0.70 Hispanic: -9.20 White: +2.40 SPED: -3.70 Disadvantaged: -4.60 Homeless: -4.10 EL: -2.10 Foster: Not significant LTEL: Not significant
1.6	Chronic Absentee Rate Panorama	June 14th 2024 School: 30.5%	May 27th 2025 School: 25% African American: 30% Hispanic: 22% White: 22% SPED: 26% Disadvantage: 23% Homeless: 30% EL: 18% Foster: Not significant	May 26th 2026 School 26%% African American 27% Hispanic 27% White 13% SPED 19% Disadvantage 28% Homeless 32% EL 19% Foster: Not significant LTEL: Not significant	School: 21% African American: 26% Hispanic: 20% White: 20% SPED: 23% Disadvantage: 20% Homeless: 26% EL: 17% Foster: Not significant	School: -4.5% African American: -3% Hispanic: +5% White: -9% SPED: -7% Disadvantaged: -3% Homeless: -4% EL: +1% Foster: Not significant

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			LTEL: Not significant		LTEL: Not significant	LTEL: Not significant
1.7	Attendance Rate Panorama	Aug 9 2023 - May 21 2024 Schoolwide: 92.4% K-6: 92.26% 7-8: 92.50%	Aug 9 - May 27th 2025 Schoolwide: 92.4% K - 6: 91.5% 7 - 8: 95.0	August 6th - May 26, 2026 Schoolwide: 92% K - 6: 92% 7 - 8: 94%	Schoolwide: 95% K-6: 95% 7-8: 95%	Schoolwide: -0.4% K-6: -0.26% 7-8: +1.5%
1.8	ELPAC data Dataquest: % Proficient	2022/23 16.28% LTEL: Not significant	2023/24 11.11% LTEL: Not significant	2024/25 21.57% LTEL: Not significant	18% LTEL: Not significant	+5.29%
1.9	EL Reclassification data 100 * (# EL reclassified / # EL)	May 2024 9% LTEL: Not significant	May 2025 11.5% LTEL: Not significant	May 2026 12.6% LTEL: Not significant	10% LTEL: Not significant	+3.6%
1.10	% of SST Goals met 100* (# of SST goals met / # of SST goals)	May 2024 50%	Data not collected due to Panorama setup	May 2026 47%	75%	-3%
1.11	Panorama Student Data Average of % favorable responses on consistent questions from the Panorama Monthly Culture Survey	No Baseline	May 2025 74%	May 2026 74%	81%	No change
1.12	Panorama Parent Data % of favorable responses on SOAR related questions from Panorama Family Survey	No Baseline	Jan 2025 85%	May 2026 78%	90%	-7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.13	California School Dashboard Colored Performance Level and Making Progress Towards English Language Proficiency schoolwide	2023 Chronic Absentee Indicator- Green Suspension Rate Indicator- Red English Learner Progress- Blue ELA Indicator- Orange Math Indicator- Yellow Local Indicators- Standard Met	2024 Chronic Absentee - Yellow Suspension Rate - Yellow English Learner Progress- Orange ELA - Orange Math - Yellow Local Indicators- Standard Met	2025 Chronic Absentee - Yellow Suspension Rate - Yellow English Learner Progress- Orange ELA - Yellow Math - Orange Local Indicators- Standard Met	Chronic Absentee Indicator- Green Suspension Rate Indicator- Orange English Learner Progress- Blue ELA Indicator- Yellow Math Indicator- Yellow Local Indicators- Standard Met	Chronic Absentee Indicator: +1 level Suspension Rate Indicator: +1 level English Learner Progress: 0 levels ELA Indicator: +1 level Math Indicator: +1 level Local Indicators: 0 levels
1.15	Leader in Me Measurable Results Assessment (MRA) Overall Academics Score	November 2023 Overall 79 Academics 77	Feb 2025 Overall 79 Academics 78	Feb 2026 Overall 78 Academics 76	Overall 87 Academics 83	Overall -1 Academics -1
1.16	IEP goals met % met	May 2024 71%	May 2025 79%	May 2026 73%	78%	+2%
1.17	CAST Scores Dataquest: % met or exceeded CA Dashboard: Average Distance from Standard	2022 - 2023 Results % Met or Exceeded: 22.12% No DFS baseline	2023 - 2024 Results % met or exceed: 27.55% AVG DFS: -13.8	2024-25 % met or exceed: 22.85% AVG DFS: State no long tracks this	% Met or Exceeded: 30% AVG DFS: State no longer tracks this	% Met or Exceeded +0.73%
1.18	Access to materials and courses % of students with access to course	June 2024 100%	June 2025 100%	June 2026 100%	100%	No Change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	materials aligned with California Common Core standards and state adopted curriculum CA Dashboard					
1.19	Implementation of Academic Standards Average score for each category CA Dashboard	2023 Dashboard Professional Development: 4.4 Instructional Materials: 4.4 Policy and Program: 3.8 Implementation of Standards: 2.6 Engagement of School Leadership: 4.7	2024 Dashboard Professional Development: 4.2 Instructional Materials: 4.2 Policy and Program: 4.2 Implementation of Standards: 3.0 Engagement of School Leadership: 4.7	2025 Dashboard Professional Development: 4.4 Instructional Materials: 4.4 Policy and Program: 3.8 Implementation of Standards: 3.0 Engagement of School Leadership: 4.7	Professional Development: 4.4 Instructional Materials: 4.4 Policy and Program: 3.8 Implementation of Standards: 3.0 Engagement of School Leadership: 4.7	2025 Dashboard Professional Development: 0 Instructional Materials: 0 Policy and Program: 0 Implementation of Standards: +0.4 Engagement of School Leadership: 0

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Goal 1 was largely implemented as planned during the 2025–26 school year. The school continued to provide standards-based curriculum and instructional materials (Action 1.1), assessment systems (Action 1.3), technology access (Action 1.5), special education services (Action 1.9), qualified teaching staff (Action 1.10), data analysis and assessment coordination (Action 1.7), and student information systems (Action 1.8) with full implementation and no significant deviations from the planned actions.

Several actions were partially implemented due to staffing, scheduling, or programmatic challenges. The intervention program (Action 1.2) was implemented through Eagle Groups, instructional aides, and targeted interventions; however, Eagle Groups were only implemented consistently in grades K–4, the Parent Action Team was not established due to lack of parent interest, and intervention support was limited in grades 4 and 5 because dedicated instructional aide support was not available. In addition, middle school intervention aides did not consistently track intervention plans in Panorama. Despite these challenges, intervention staff successfully utilized STAR and BPST assessment data to create and monitor student intervention goals.

Professional development (Action 1.4) was substantially implemented, including schoolwide training and individually selected professional development opportunities for staff. However, planned Integrated ELD professional development was not fully implemented because the ELD Coordinator position was not filled until January 2026. Successes included math professional development that focused on instructional practices, student engagement, and mathematical fluency, as well as participation by 20 staff members in individually selected professional development opportunities.

Student support systems continued to expand during the year. Our Intervention Team (Action 1.6) successfully implemented a Multi-Tiered System of Supports (MTSS) framework and utilized Panorama to monitor intervention data and student goals. To reduce teacher workload, intervention goal tracking was managed centrally by the intervention coordinator. However, behavioral goals were not tracked through this process because the intervention system remained focused primarily on academic supports. The Data and Assessment Coordinator (Action 1.7) expanded the use of Panorama, implemented additional interim assessments and performance tasks, utilized data to guide focus groups and Community Schools initiatives, and supported staff through data analysis and reporting.

Specialized programs also experienced mixed implementation. Special Education services (Action 1.9) were fully provided through qualified staff and related service providers, although student goals were tracked through SPED binders rather than Leadership Notebooks as originally planned. Students remained aware of their goals, and the program successfully celebrated student progress through recognition events. English Learner supports (Action 1.11) were also partially implemented. While Designated and Integrated ELD services continued, EL student goals were tracked in spreadsheets rather than Leadership Notebooks, and the ELD team was not fully established until January 2026. A successful parent celebration event at the end of the year helped strengthen relationships between EL families and the school community.

The STEAM Teacher and MakerSpace program (Action 1.12) was implemented for all students, ensuring 100% student access to STEAM learning experiences and increased middle school participation in MakerSpace activities. However, planned CAASPP and CAST preparation activities were not incorporated due to time constraints within the 45-minute instructional period. Finally, the Peer Coaching Program (Action 1.13) was fully implemented and contributed to a strong culture of continuous improvement, data analysis, reflection, and collaboration among teachers.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The variance between budgeted and estimated actual expenditures is primarily attributable to changes in curriculum and instructional materials, assessment and intervention software, professional development, data and assessment services, and English Learner support services. Expenditures for instructional curriculum and materials were higher than originally budgeted due to additional investments in instructional resources to support student learning and program implementation. Costs associated with Renaissance assessment and intervention services also increased as a result of expanded utilization and licensing needs. These increases were partially offset by lower-than-budgeted expenditures for professional development, data and assessment services, and English Language Development (ELD) supports, as implementation costs and service needs were lower than originally anticipated during the fiscal year.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Action 1.1 – Access to Standards Based Instructional Curriculum and Materials (Showing Effectiveness)
All students have access to materials (Metric 1.18)

Action 1.2 – Intervention Program (Showing Effectiveness)
STAR Reading: % of students with 50 or more SGP increased from 44% in year 1 to 46% (Metric 1.1).
STAR Math: % of students with 50 or more SGP increased from 36% in year 1 to 42% (Metric 1.2).
% of intervention plans with goals met declined from 50% to 47% (Metric 1.10).
Academic growth is apparent amongst our most vulnerable students. The program in this iteration is still in it's first year, so goal accuracy and framework are still being refined.

Action 1.3 – Assessments (Showing Effectiveness)
Students took Star Assessments 4 times this year. The data is used to group students for EAGLE groups and create classroom instructional groups. Every student K-2 received the Multitudes Screener.

Action 1.4 – Professional Development (Showing Effectiveness)
Math professional development was in April, so time to fully implement strategies has not happened yet. 20 individual professional development grants given to teachers.

Action 1.5 – Access to Technology (Showing Effectiveness)
Supported curriculum implementation, online instruction, assessments, and intervention programs.
Technology access was maintained for all students.

Action 1.6 – Director of Parent Engagement and Intervention (Showing Partial Effectiveness)
% of intervention goals met declined from 50% to 47% (Metric 1.10).
IEP goal attainment improved slightly from 71% to 73% (Metric 1.16).
Academic outcomes do not yet demonstrate significant improvement.

Action 1.7 – Data and Assessment Coordinator (Showing Effectiveness)
More interims given. Facilitated 2 data walks with staff. Continued to implement Panorama and MTSS framework.

Action 1.8 – Student Information System (Showing Effectiveness)
Supported attendance monitoring, grade reporting, parent communication, and data management.

Action 1.9 – Special Education Program (Not Effective Yet)
CAASPP ELA proficiency declined from 14.3% to 9.8% (Metric 1.3).
CAASPP Math proficiency declined from 9.5% to 3.85% (Metric 1.4).
ELA Distance from Met improved from -117 to -82.4 (Metric 1.3).
IEP goal attainment improved slightly from 71% to 73% (Metric 1.16).
Overall proficiency remains significantly below schoolwide performance. Some students who tested well exited the program, thus removing the highest performing students with special need from the

Action 1.10 – Qualified Teaching Staff (Showing Effectiveness)
Staff retention improved from 87% to 98% (Metric 2.8).
Stable staffing supports instructional continuity and student learning.

Action 1.11 – English Language Learner Support (Showing Effectiveness)
ELPAC proficiency increased from 16.28% to 21.57% (Metric 1.8).
EL Math proficiency increased from 5% to 17% (Metric 1.2).
EL ELA Distance from Met improved from -51 to -23.9 (Metric 1.3).
EL CAASPP Math proficiency increased from 3.2% to 10.0% (Metric 1.4).
Reclassification increased from 9% to 12.3% (Metric 1.9), overall EL academic outcomes continue to improve.

Action 1.12 – STEM Teacher and MakerSpace (Showing Effectiveness)
CAST proficiency increased slightly from 22.1% to 22.9% (Metric 1.17).
Academic outcome data does not yet demonstrate a significant impact on student achievement. Students report overwhelming positive feedback through surveys. 100% of students access the MakerSpace weekly.

Action 1.13 – Peer Coaching Program (Showing Effectiveness)
CAASPP ELA proficiency improved from 32.4% to 37.1% (Metric 1.3).
ELA Distance from Met improved from -38 to -28.4 (Metric 1.3).
Staff retention improved from 87% to 98% (Metric 2.8).
Staff continues to appreciate the coaching program as shown in staff surveys.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Removed "No students in Red on CA Dashboard" language from all actions because that is not

Action 1.1
New 8 year Math Curriculum adoption for 26/27 school year. New state adoption list released in 2026. We are also not renewing Freckle for 26/27. Removed all metrics. Added metric 1.18 to show that all students have access to materials.

Action 1.2
Continue to refine Intervention program and MTSS Framework and Process

Action 1.3
Removed metrics linked to this Action due to increased clarity on the format of the template

Action 1.4
Professional Development will include new math curriculum training, Leader in Me training, ELD training, and ongoing Science of Reading. We will use all staff time to also go over SOAR's Academic, Attendance, and Behavior Expectations.

Action 1.5
Even though we will continue with 1:1 technology devices; students will be assigned one device for school and home (as needed). SOAR is developing a screen time guidance policy for the new school year as well.

Action 1.6 and 1.8
Action Titles swapped because of error in matching from prior year.

Action 1.6
Changed to not contributing due to better understanding of the template.

Action 1.7
Removed ELPAC coordinator because the ELD program is now implemented.

Action 1.12
Use of STEAM instead of of STEM

Metric 1.1, 1.2, 1.3, 1.4, 1.6
Added Foster Youth and Long Term English Learner to metrics for clarity even though those subgroups are not numerically significant populations.

Metric 1.11
Changed Average of % favorable responses on consistent questions from the Panorama Monthly Culture Survey to Average of % favorable responses on Panorama EOY Universal Screener

Metric 1.7

Removed AVG DFS because the state no long tracks this

Metric 1.8 and 1.9
Added LTEL per instructions

Metric 1.18
Added due to new requirement

Metric 1.10
changed % of SST goals met to % of goals met in panorama intervention plans

Metric 1.18
Added Access to materials and courses to Action 1.1

Metric 1.19
Added due to new requirements

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Access to Standards Based Instructional Curriculum and Materials	Provide access to research based standards aligned curriculum and subscriptions to meet the need of all students.	$107,801.00	Yes
1.2	Intervention Program	Provide multi-faceted evidence based intervention program that includes four Instructional Aides working with a credentialed teacher to support all at risk students in 1st-6th. We will implement a Universal Access time for grades K-6 in which small group instruction will be supported with additional bodies in the classroom. TK and K will have their own four instructional aides that will stay all day in the classroom. Middle School will have two instructional aides that will support all day in the Support block and the Math/Science block. We will be using Star Assessments to monitor progress and check for the effectiveness of the interventions in place. Parent Action Team will be involved in supporting our struggling students after being trained by our Leadership Team with resources from our Academic Team (Action in Goal 3).	$188,992.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	Assessments	Renaissance Star Assessments to monitor performance and growth in all our students. Use this data to drive daily instruction, pull for intervention, and monitor progress. K-2 will be using the BPST for ELA assessments and Multitudes as a reading difficulty screener. No student subgroup is in Red on the CA Dashboard for ELA or Math.	$6,000.00	Yes
1.4	Professional Development	Provide professional development that enhances programs, curriculum, and teacher effectiveness, as well as, to support the implementation of integrated and designated ELD. Provide PD based on the needs of the staff as a whole, as well as, budget for individually chosen PD every other year. Collaboration through grade level meetings and staff meetings to share best practices.	$57,200.00	No
1.5	Access to Technology	Maintain, repair, and/or purchase technology to make standards-based online instruction more effective and aligned to the state assessment system. Continue with 1:1 iPads in all K-6 classrooms and Chromebooks for MS. Technology Program Manager to support all programs, administration, teachers, and students with technology and the MakerSpace.	$211,500.00	No
1.6	Director of Parent Engagement and Intervention	Director of Parent Involvement and Intervention will over see the SST Process for At-Risk students. Teachers will continue to identify at-risk students early and refer to the SST process; include the counselor if behavior or confidence is an issue. This process will be completed by teachers in Panorama. She will also make sure students are aware of their new goal by having them put it in their Leadership Notebooks. Our Parent Liaison will do the scheduling of SSTs and all communication related to Intervention/SSTs.	$160,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.7	Data and Assessment Coordinator	Data and Assessment Coordinator will keep CALPADS and Aeries up to date, analyze data from all platforms, report to Board, staff, and directors, visit classrooms, and coach teachers/instructional aides in the use of data. He is also the state test coordinator (CAASPP). We will use Panorama to house as much data as possible including attendance, behavior, SEL, and academics.	$198,768.00	No
1.8	Student Information System	Aeries to hold all student information including gradebooks and report cards. Parent portal included to ensure parents have access to attendance and grades.	$17,000.00	No
1.9	Special Education Program	Provide equal access to education for our Special Education students, by providing specialized services by a qualified SPED team, that will lead to success in the general classroom. This includes other consultants such as Speech, OT, Psych, and Nurse. All special education students will know their personal goal and have a copy in their Leadership Notebook and will be celebrated when met.	$562,684.50	No
1.10	Qualified teaching staff	Salaries and benefits of effective qualified teaching staff that meets the needs of all our students (excluding Instructional Aides listed in Action 1.2 and Instructional Aide listed in 1.9)	$2,615,283.00	No
1.11	English Language Learner Support	Provide Designated ELD by a credentialed teacher/instructional aides and Integrated ELD by the classroom teachers to all EL students. We will be using Star Assessments to monitor progress and check for the effectiveness of the interventions in place. All EL students will know their personal ELD goal and have a copy in their Leadership Notebook. EL Parents will be invited to two parent meetings a year. We will have one bilingual person in the front office to translate and support our EL students and families in the office and for meetings.	$115,656.00	

Action #	Title	Description	Total Funds	Contributing
1.12	STEAM Teacher and MakerSpace	Provide STEAM lessons and activities by credentialed teacher to support and build skills in all classrooms grades TK-6, including literacy skills, CAASPP/CAST, and performance task practice. MS will utilize the MakerSpace weekly. MakerSpace Aide to support teachers and students with technology and the MakerSpace.	$80,926.25	Yes
1.13	Peer Coaching Program	Implement an internal peer coaching program utilizing the master teachers we have on campus to support all teachers in growing in strategies to reach all students. We will use subs to release these coaches to observe in classrooms and then having coaching conversations after school. Professional Development/training in peer coaching will be given. We will utilize surveys to monitor the coaching programs effectiveness.	$5,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Conditions of Learning Provide a positive, safe, and stable learning environment in which students' academic, social, and emotional needs are met by a high quality staff with an emphasis on leadership, character education, and community service.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

2024 LCAP

One of our biggest concerns on campus is there seems to be a lack of motivation, energy, grit, and resilience not only on the part of our students but our families as well. Our students and families have many social and mental health needs besides the academic ones that are obvious through instruction and assessment. Continuing to address them with resources will need to be a focus next year.

We need to continue our recruiting process to fill current vacancies and continue to hire highly qualified teachers that are committed, collaborative, caring, and willing to go above and beyond to ensure success for all students. Stipends need to continue to be offered for teacher leaders to show appreciation for going above and beyond with their time and energy. We will continue to look for ways to show recognition and appreciation to keep staff motivated and morale up.

Based on our student outcomes this year, we know we will have to focus on providing a strong academic program next year while simultaneously providing a well-rounded education that focuses on the whole child. With 53% of our students At or Above benchmark in Reading and 21% in Math as of May 2024, we know actions and expenditures in line with a focus on academic performance is important but the data from surveys also shows the social emotional needs of students must come first and providing a well-rounded education is paramount. Students also need help in learning resiliency and grit when things are hard. The need to involve our students in leadership roles that empower them, and provide students with experiences and opportunities that enable them to grow, practice the habits, find their voice, and their strengths (like sports, field trips, performances, art, school events, leadership roles, etc) also came from the survey data. Most of our students do not have opportunities outside of school to explore and try new things so we will intentionally give our students access to extracurriculars. We will continue to offer mental health services and social and emotional support through our counselors, psychologist, and our Leader in Me program to ensure we are monitoring and supporting students' mental health and social-emotional well being. Being in the planning stages of becoming a CA Community School, we have begun to address some of the needs. This year we provided 161 rides

through Hop, Skip, Drive. By having new shoes and clothes donated, we kept approximately 90% of the students that would have gone home due to shoes or clothes needs stayed at school. Two families received two week hotel vouchers. 37 families were referred to outside counseling using Care Solace. Over 1500 communications between our families and Care Solace occurred to secure support. We also had dental screenings done on campus. We have so much we will be able to do to support our families and community members as we get out of planning and into implementation in the 2025/26 school year.

There have been 216 referrals given to students for minor offenses. Our suspension rates over the last few years are still a major concern. The behaviors we have on campus are more frequent and severe (fighting, threats, vape pens, lighters, ditching, etc). We know that suspensions do not change our students behavior so for the 2024/25 school we will be going through ongoing coaching from Mrs. Thomas and Mrs. Smith in Restorative Practices. As of May 2024, our African American suspension rate, 12.2% has decreased from 23.5% the previous year. It is still higher than our school wide suspension rate of 9.6%. Hispanic rate is 9.7%, EL is at 4.6%, and SPED is at 19.4% which is the same as last year. Our 2023 CA Dashboard shows Red for all subgroups in the Suspension Indicator except EL students. Our Differentiated Assistance work is addressing this area first.

Also with so many new families, students, and staff, we had a need for better onboarding of new to SOAR people. We developed a staff onboarding website that needs to be updated. We had better family and student onboarding by having new family meetings monthly for new parents throughout the school year and developed a Middle School welcome action team for students (Eagle Crew). Due to the types of behaviors on campus, we also will continue with a contract with a security guard company and sniffing dog company for next school year. Since we have had them, we feel supported and students seem to feel safer. Community Service has a big final push at the end of the year so our data always reflects worse that what we end with in June but as of May approximately 50% of students have completed their service projects and presented to their class. As of May, 67% of grade levels have completed their grade level community service projects.

We continue to encourage all students to participate in an extracurricular activity or leadership role on campus. We need a better way to track what students participate in what with the intention that more students participate in at least on thing.

But with our attendance rate and chronic absentee rate, we can only do so much when students are not in school. We will continue to focus on these things in the 2024/25 school year by providing more mental health support, focusing our Leader in Me and House program, events and activities to promote student leadership and engagement; development, tracking, and more celebration of schoolwide, classroom, and individual goals; and ongoing communication with our families about academic performance, growth, and attendance. We will be looking at bringing back music and art dependent on the budget and funding.

The parents, kids, and staff are happier and more engaged in our After School Program, Monday School, and Summer school because we are intentionally providing more fun activities to attract them to our programs.

This goal is all about our culture. Staff burnout is real and we have to be conscious of it and take it into account as we plan. Going forward we will take the opportunity to decide the purpose behind some activities and events and make decision with our mission in mind along with our staff's energy and student interest. We will be adjusting staff stipend for extra duties.

2025 Update

The 2025 review generally confirms the concerns identified in the 2024 LCAP regarding student engagement, behavior, attendance, staff wellness, and the social-emotional needs of students and families. While the school continued to invest in counseling services, Community Schools partnerships, extracurricular opportunities, leadership development, and restorative practices, several areas showed mixed results.

Student behavior improved overall, with the schoolwide suspension rate decreasing from 9.6% to 5.4%, and the Suspension Indicator improving from Red to Yellow on the California Dashboard. However, concerns remain for Students with Disabilities, whose suspension rate remained relatively high at 9.5%, and English Learners, whose suspension rate increased from 4.6% to 7.8%. The school also experienced its first expulsions since opening, highlighting the need to continue strengthening restorative and behavioral support systems.

Attendance remains a significant challenge, though progress was made. Chronic absenteeism improved from 30.5% to 25%, indicating that attendance interventions, transportation supports, and family outreach efforts are having a positive impact. However, the Dashboard Chronic Absenteeism Indicator declined from Green to Yellow, and attendance concerns remain for several student groups.

Student leadership, engagement, and service learning opportunities expanded during 2025. Community service participation increased, 66% of students participated in leadership or extracurricular activities, and the school significantly expanded support services through Community Schools partnerships, including transportation, counseling referrals, and family assistance programs. Parent engagement remained strong, with 85% favorable responses on the Panorama Family Survey.

Staff retention emerged as a greater concern than identified in 2024, declining from 87% to 79%. While many departures were due to personal or medical circumstances, maintaining staff morale, recognition, and support systems remains a priority. Overall, the 2025 data suggest progress in school culture, attendance, safety, and student engagement, while reinforcing the need to continue addressing staff retention, chronic absenteeism, social-emotional supports, and behavioral outcomes for vulnerable student groups.

2026 Update

The 2026 review continues to reinforce the concerns identified in the 2024 LCAP regarding student engagement, behavior, attendance, and the social-emotional needs of students and families. While the school expanded Community Schools partnerships, counseling services, leadership opportunities, and student supports, outcomes for key student groups remained mixed.

African American students continue to require attention due to behavior and attendance concerns. Although the suspension rate improved from 12.2% in 2024 to 11.0% in 2026, it remains substantially higher than the schoolwide rate of 5.9%. Chronic absenteeism remains elevated at 27%, more than double the rate of White students (13%), indicating that attendance continues to be a significant barrier to student engagement and success.

English Learners (EL) continue to demonstrate relatively lower chronic absenteeism (19%) compared to several other student groups, but their suspension rate increased from 4.6% in 2024 to 8.3% in 2026. In addition, the English Learner Progress Indicator remained Orange on the California Dashboard, suggesting that additional supports are needed to improve student engagement, school connectedness, and overall outcomes for EL students.

Students with Disabilities (SPED) remain one of the highest-need student groups. While the suspension rate improved slightly from 10.9% in 2024 to 10.3% in 2026, it remains among the highest subgroup rates on campus. Chronic absenteeism was 19% in 2026, and SPED students continue to require targeted behavioral, attendance, and social-emotional supports to improve outcomes and engagement.

Homeless students remain the subgroup of greatest concern related to attendance. Chronic absenteeism reached 32% in 2026, the highest rate of any reported subgroup and significantly above the schoolwide rate of 26%. Positively, suspension rates for Homeless students improved from 12.3% in 2024 to 4.8% in 2026, suggesting that behavioral interventions and support systems are having a positive impact. However, attendance remains a major challenge despite expanded transportation and Community Schools supports.

Schoolwide, suspension rates remained well below the 2024 baseline, chronic absenteeism improved from 30.5% to 26%, expulsions returned to zero after two incidents in 2025, and Community Schools partnerships expanded significantly from 12 to 35 community partners. While progress has been made in building a safer and more supportive school culture, the data indicate that African American, EL, SPED, and Homeless students continue to require targeted attendance, behavioral, and engagement supports.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	School Accountability Report Card (SARC) Overall Facilities Rating	2023 Good	2024 Good	2025 Fair	Good	-1 level
2.2	Grade Level Community Service Projects % of grade levels that completed a project	June 2024 100%	May 2025 100%	May 2026 89%	100%	-11%
2.3	Individual Community Service Projects % of students in all grades that completed a project	June 2024 83.7%	May 2025 85%	May 2025 77%	92%	-6.7%
2.4	Panorama Student Data	No Baseline in 2024 New Baseline in 2025: 74%	May 2025 74%	June 2026 74%	81%	No Change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Change to % favorable on all responses from the Universal Screener					
2.5	Panorama Parent Data % of favorable responses on SOAR related questions from Panorama Family Survey	No Baseline in 2024 New Baseline in 2025: 85%	Jan 2025 85%	May 2026 78%	Revised target 90%	 -7%
2.6	Attendance Rate Aeries	Aug 9 2023 - May 21 2024 Schoolwide 92.4% K-6 92.26% 7-8 92.50%	Aug 9 - May 27th 2025 Schoolwide: 92.4% K - 6: 91.5% 7 - 8: 95.0	May 26, 2026 Schoolwide: 92% K - 6: 92% 7 - 8: 94%	 Schoolwide: 95% K - 6: 95% 7 - 8: 95%	 Schoolwide: -0.4% K-6: -0.26% 7-8: +1.5%
2.7	Chronic Absentee Rate Panorama	June 14th 2024 School: 30.50% New Baseline in 2026 African American 27% Hispanic 27% White 13% SPED 19% Disadvantage 28% Homeless 32% EL 19% Foster: Not significant LTEL: Not significant	May 27th 2025 25%	May 26th 2026 School 26%% African American 27% Hispanic 27% White 13% SPED 19% Disadvantage 28% Homeless 32% EL 19% Foster: Not significant LTEL: Not significant	 28%	 School: -4.5%
2.8	Staff Retention rate Remain Rate: 100 * (# of staff remaining on last day of school who	From 2023/24 to 2024/25 Remain Rate for 23/24: 87%	From 2023/24 to 2024/25 Remain Rate for 24/25: 79%	From 2024/25 to 2025/2026 Remain Rate for 25/26: 98%	 Remain Rate: 90% Return Rate: 90%	 Remain Rate: +11%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	started on the first day / # of staff who started on the first day of school) Return Rate: 100* (total staff on last day of school - staff not returning next school year) / total staff on last day of school	Return Rate for 24/25: 85%	Return Rate for 25/26: 91%	Return Rate for 25/26: 85%		Return Rate: No Change
2.9	Student Participation rate in extracurricular activities including cheer, sports, performances, announcements, student lighthouse, and other student leadership roles % of students who participated in at least 1 activity	No Baseline in 2024 New Baseline in 2025: 66%	5/30/2025 66%	June 2026 50%	73%	-16%
2.10	Student Suspension Rate % of students with one or more suspensions Aeries	2023/24 (from Aeries) as of May 2024 Schoolwide 9.6% African Americans 12.2% Hispanic 9.7% White 7.8% SPED 10.9% Socio Econ Disadvantage 9.6% Homeless 12.3% EL 4.6% Foster: Not significant LTEL: Not significant	5/30/2025 Schoolwide: 5.4% African American: 8.5% Hispanic: 5.8% White: 3.0% SPED 9.5% Socio Econ Disadvantage 5.6% Homeless 6.9% EL: 7.8% Foster: Not significant	May 29th, 2026 School: 5.9% African American: 11.0% Hispanic: 4.5% White: 6.7% SPED: 10.3% Disadvantage: 6.2% Homeless: 4.8% EL: 8.3% Foster: Not significant LTEL: Not significant	Schoolwide 8.5% African Americans 11% Hispanic 8.5% White 7% SPED 10% Socio Econ Disadvantage 8.5% Homeless 11% EL 4% Foster: Not significant	Schoolwide: -3.7% African American: -1.2% Hispanic: -2.4% White: -1.1% SPED: -9.6% Socioeconomic Disadvantage: -3.4% Homeless: -7.5% EL: +3.7% Foster: Not significant

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			LTEL: Not significant		LTEL: Not significant	LTEL: Not significant
2.11	Student Expulsion # of students expelled Aeries	2024 0	2025 2	2026 0	0	No Change
2.12	California School Dashboard Colored Performance Level and Making Progress Towards English Language Proficiency	2023 Chronic Absentee Indicator- Green Suspension Rate Indicator- Red English Learner Progress- Blue ELA Indicator- Orange Math Indicator- Yellow Local Indicators- Standard Met	2024 Chronic Absentee - Yellow Suspension Rate - Yellow English Learner Progress- Orange ELA - Orange Math - Yellow Local Indicators- Standard Met	2025 Chronic Absentee - Yellow Suspension Rate - Yellow English Learner Progress- Orange ELA - Yellow Math - Orange Local Indicators- Standard Met	Chronic Absentee Indicator- Green Suspension Rate Indicator- Orange English Learner Progress- Blue ELA Indicator- Yellow Math Indicator- Yellow Local Indicators- Standard Met	Chronic Absentee Indicator: +1 level Suspension Rate Indicator: +1 level English Learner Progress: 0 levels ELA Indicator: +1 level Math Indicator: +1 level Local Indicators: 0 levels
2.13	Leader in Me Measurable Results Assessment Overall Leadership Culture	2023 Overall 79 Leadership 79 Culture 81	Feb 2025 Overall 79 Leadership 78 Culture 82	Feb 2026 Overall 78 Leadership 77 Culture 81	Increase baseline by 10% Overall 87 Leadership 87 Culture 89	Overall: -1 Leadership: -2 Culture: 0
2.14	Community Schools Partnership Data # of Hop Skip Drive Rides (usage report) # of Hazel Health Visits (usage report)	No Baseline in 2024 New Baseline in 2025 # of Hop Skip Drive Rides: 669 # of Hazel Health Visits: No Baseline	June 2025 # of Hop Skip Drive Rides: 669 # of Hazel Health Visits: No Baseline	June 2026 # of Hop Skip Drive Rides (usage report) 14	# of Hop Skip Drive Rides: No Target Needed	Hop Skip Drive Rides: -655 # of Hazel Health Visits: N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	# of Community Touches (iPad check in-reason for visit) # of Outside Community Partners % Favorable Responses on Panorama EOY Universal Screener % Parent meetings attended # of focus groups	# of Community Touches: No Baseline # of Outside Community Partners: 12 % Favorable Responses on EOY Universal Screener: 57% % of Parent Meeting Attended: 80% # of Focus Groups: 1	# of Community Touches: No Baseline # of Outside Community Partners: 12 % Favorable Responses on EOY Universal Screener: 57% % of Parent Meeting Attended: 80% # of Focus Groups: 1	# of Hazel Health Visits (usage report) 121 # of Community Touches 356 # of Outside Community Partners 35 % Favorable Responses on EOY Universal Screener: 74% % Parent meetings attended 100% # of focus groups 2	# of Hazel Health Visits: No Target Needed # of Community Touches: Not Teret Yet # of Outside Community Partners: 20 % Favorable Responses on EOY Universal Screener: 65% % of Parent Meeting Attended: 90% # of Focus Groups: 5	Community Touches: N/A Outside Community Partners: +23 Favorable Responses on EOY Universal Screener: +17% % Parent Meetings Attended: +20% Focus Groups: +1
2.15	Mental Health Counselor Data # of students served	No Baseline in 2024 New baseline in 2025 27 students	June 2025 27 students	June 2025 26 students	No target Needed	-1 Students
2.16	Music program Data % favorable responses on music survey # of student participating in extra music programs # of performances Average Score of music performances Internal Data	No Baseline in 2024 New baseline in 2026 % favorable responses on music survey # of student participating in extra music programs: 29 # of performances : 6	No data for year 1	Music program Data % favorable responses on music survey # of student participating in extra music programs: 29 # of performances : 6	Target to be established in May of 2026	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Average Score of music performances N/A		
2.17	Extended Learning Data # of students who attended at least once Tutoring Summer School Extended Learning Opportunities (ASP, Monday, bridge) Internal Data	# of students who attended at least once No Baseline in 2024 New Baseline in 2025 Summer School: 122 ELOP: 469 New baseline in 2026 Tutoring: 115	June 2025 # of students who attended at least once Tutoring: Not tracked in 24/25 Summer School 2024: 122 ELOP: 469	June 2026 # of students who attended at least once Tutoring: 115 Summer School 2025: 125 ELOP: 353	# of students who attended at least once Tutoring: Not tracked in 24//25 Summer School 2024: No target Needed ELOP: No Target Needed	Tutoring: N/A Summer School: +3 ELOP: -116
2.18	Student Remain and Return Rate Remain Rate: 100 * (# of students remaining on last day of school who started on the first day / # of students who started on the first day of school) Return Rate: 100 * (total students on last day of school - students not returning next school year) / total students on last day of school **Does not include 8th grade students** Aeries	No Baseline in 2024 New baseline in 2025 Remain Rate during 24/25: 91.3% Return Rate into 25/26: 96.1%	June 2025 Remain Rate during 24/25: 91.3% Return Rate into 25/26: 96.1%	June 2026 Remain Rate during 25/26: 90.3% Return Rate into 26/27: 97.2%	Remain Rate during: 93% Return Rate into: 95%	Remain Rate: -1.0% Return Rate: +1.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.19	Middle School Drop Out Rate # of students who dropped out / total enrollment Calpads	June 2024 0	June 2025 0	June 2026 0	0	No change
2.20	Teacher misassignments Clear % of teaching FTE CA Dashboard	2023 86.4%	2024 87.6	2025 87.5%	90%	+1.1%
2.21	Williams Report Instances that do not meet the good repair standard CA Dashboard	2023 1	2025 0	2025 0	0	-1
2.22	Broad Course of Study % of courses offered that meet the requirements of CA Ed Code 51210 and Board Policy Internal Data	2023 100%	2024 100%	2025 100%	100%	No change

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Goal 2 was largely implemented during the 2025–26 school year, with several actions fully implemented and others partially implemented due to time, staffing, or fidelity challenges. The school continued to provide safety supports, extracurricular opportunities, extended learning

programs, staff recruitment and retention efforts, Community Schools supports, and art/music instruction. These actions supported the goal of providing a positive, safe, and stable learning environment that addresses students' academic, social, and emotional needs.

Several actions were fully implemented as planned. Safety supports were implemented through security, drug detection services, recess supervision, and structured activities (Action 2.2). The school continued to provide a well-rounded program with extracurricular activities and leadership opportunities (Action 2.3). Extended learning opportunities, including the After School Program, Mondays Off, Summer School, and before-school care, were also fully implemented (Action 2.7). Staff recruitment and retention efforts were fully implemented and supported strong staffing outcomes, including a 98% teacher remain rate (Action 2.9). The Community Schools Partnership was fully implemented and resulted in 35 community partners, 356 individual community touches, and SEL lessons across all grade levels (Action 2.10). Art and music instruction was also fully implemented, with strong student engagement, 29 students participating in extra music clubs, and numerous performances (Action 2.11).

Some actions were partially implemented due to differences between the planned action and actual implementation. Facility supports were partially implemented because the school district had several outstanding maintenance work orders, creating delays in completing needed facility improvements (Action 2.1). Social-emotional supports were partially implemented because restorative practices did not receive consistent follow-through during the school year due to limited meeting time; however, the wellness center remodel and student engagement with SEL lessons were positive successes (Action 2.4). Celebrations and awards were partially implemented because celebrations for English Learners meeting goals were not yet established, largely because the EL program was not fully established until January 2026 (Action 2.5). The Leader in Me and House System remained in place but was not implemented with full fidelity because the school focused on other program priorities during the year; however, renewed interest in the House System emerged at the end of the year and created momentum for 2026–27 (Action 2.6). High school, college, trade school, and career readiness activities were partially implemented because college field trips did not occur due to reduced middle school staffing (Action 2.8).

The most significant implementation successes included continued declines in suspension rates across nearly all subgroups compared to baseline (Action 2.2), expanded Community Schools services and partnerships (Action 2.10), strong staff retention (Action 2.9), increased tutoring access with 115 students receiving tutoring (Action 2.9), and strong engagement in music and arts opportunities (Action 2.11). The school also renewed its Prop 39 agreement for five years, supporting continued facility access and stability (Action 2.1).

The primary implementation challenges were related to facilities, fidelity, time, and staffing. Outstanding district maintenance work orders delayed facility improvements (Action 2.1). Limited meeting time affected follow-through with restorative practices (Action 2.4). The late establishment of the EL program delayed goal-based EL celebrations (Action 2.5). Leader in Me and House System implementation lacked fidelity due to competing priorities (Action 2.6). Reduced middle school staffing prevented college field trips from taking place (Action 2.8).

Overall, Goal 2 was implemented with many strong foundational systems in place. Safety, Community Schools, extended learning, staffing, and arts/music actions were implemented effectively, while facility maintenance, restorative practices, EL celebrations, Leader in Me/House implementation, and career readiness activities require refinement and stronger follow-through in the next year.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The variance between budgeted and estimated actual expenditures is primarily attributable to changes in facility maintenance, safety and security, field trips, social-emotional support services, staff retention, CCSP grant activities, and arts and music programs. Expenditures for maintenance and facility services were lower than originally budgeted due to reduced facility-related costs during the fiscal year. The school also spent less than anticipated on field trips and social-emotional support services as a result of staffing model changes and lower implementation costs. These decreases were offset by higher-than-budgeted expenditures for safety and security services to support campus safety initiatives. In addition, the school invested more in staff retention efforts to maintain staffing stability and support program implementation. The school also incurred higher expenditures for activities funded through the CCSP grant, consistent with grant objectives and implementation requirements. Furthermore, expenditures for arts and music programs exceeded the original budget as the school expanded student access to enrichment opportunities and instructional resources in these areas. Overall, these differences reflect adjustments made throughout the year to align resources with operational needs, grant requirements, and student program priorities.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Action 2.1 – Access to a Clean, Safe, and Well-Maintained Facility (Not Showing Effectiveness Yet)
Overall Facilities Rating declined from Good to Fair (Metric 2.1).
Outstanding district maintenance work orders continue to impact facility conditions.
Prop 39 was successfully renewed for five years, providing long-term facility stability.

Action 2.2 – Safety (Showing Effectiveness)
Suspension rates declined from 9.6% to 5.9% schoolwide (Metric 2.10).
Suspension rates improved across nearly all subgroups compared to baseline (Metric 2.10).
California Dashboard Suspension Indicator improved from Red to Yellow (Metric 2.12).
Safety supports appear to be contributing to improved student behavior and school climate.

Action 2.3 – Access to a Well-Rounded Program (Not Showing Effectiveness Yet)
Student participation in extracurricular activities declined from 66% to 50% (Metric 2.9).
Leader in Me results remained relatively stable without significant improvement (Metric 2.13).
Panorama Student Data remained flat at 74% favorable responses (Metric 2.4).
While opportunities remained available, participation data does not yet demonstrate improved engagement.

Action 2.4 – Access to Social and Emotional Supports (Showing Effectiveness)
Suspension rates improved from 9.6% to 5.9% (Metric 2.10).
Expulsions returned to zero after two expulsions in 2025 (Metric 2.11).
Panorama Student Data remained stable at 74% favorable responses (Metric 2.4).
Students report positive engagement with SEL lessons and counseling supports.
Mental health and SEL supports continue to provide positive outcomes for students.

Action 2.5 – Celebrations and Awards (Not Showing Effectiveness Yet)
Attendance remained below the 95% target at 92% (Metric 2.6).
Chronic absenteeism remained at 26% schoolwide (Metric 2.7).
Community Service Project completion declined in both individual and grade level (Metric 2.2 & 2.3)
While students had numerous opportunities for recognition and celebration, outcome data does not yet demonstrate measurable improvements attributable to this action.

Action 2.6 – Leader in Me and House System (Not Showing Effectiveness Yet)
Leader in Me Overall Score declined from 79 to 78 (Metric 2.13).
Leadership Score declined from 79 to 77 (Metric 2.13).
Culture Score remained unchanged at 81 (Metric 2.13).
The action has not yet demonstrated measurable improvements in leadership or culture outcomes.

Action 2.7 – Extended Learning: After School Program, Mondays Off, and Summer School (Showing Effectiveness)
115 students participated in tutoring, 125 attended Summer School, and 353 participated in ELOP programs (Metric 2.17).
Extended learning opportunities continue to provide additional academic support and enrichment.
Attendance Recovery allowed the school to recover ADA and increase access to learning opportunities.

Action 2.8 – High School, College, Trade School, and Non-College Career Readiness (Not Showing Effectiveness Yet)
Planned college visits and career readiness activities were not fully implemented.
Additional implementation and monitoring are needed to evaluate effectiveness.

Action 2.9 – Recruit, Hire, and Retain Teachers, Substitutes, and Support Staff (Showing Effectiveness)
Teacher remain rate increased to 98% (Metric 2.8).
Staff retention improved significantly compared to previous years (Metric 2.8).
Stable staffing supports continuity of programs and services for students.

Action 2.10 – CA Community School Partnership (Showing Effectiveness)
Community partnerships increased from 12 to 35 partners (Metric 2.14).
Favorable responses on the Universal Screener increased from 57% to 74% (Metric 2.14).
Parent meeting attendance increased from 80% to 100% (Metric 2.14).
The program provided 356 community touches and SEL lessons across all grade levels (Metrics 2.14 and 2.15).
Community Schools supports are demonstrating positive outcomes for students and families.

Action 2.11 – Provide Art and/or Music Instruction (Showing Effectiveness)
Student participation in music clubs reached 29 students (Metric 2.16).
Multiple performances were provided throughout the year (Metric 2.16).
Students reported strong engagement and positive experiences through the music program.
Music program data indicates increased opportunities for enrichment and student engagement (Metric 2.16).

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Removed all references to red students in Action descriptions due to clarity in the template

Metric 2.4
Change Average of % favorable responses on consistent questions from the Panorama Monthly Culture Survey to Change to % favorable on all responses from the Universal Screener because the monthly culture survey was discontinued

Metric 2.7, 2.10
Added Foster Youth and Long Term English Learner for clarity even though those subgroups are not numerically significant populations.

Metric 2.19, 2.20, 2.21, 2.22
Added due to new requirement

Action 2.2
Addition of an On Campus Detention as a consequence for disruptive students that impede the learning of others

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Access to a clean, safe, and well-maintained facility	Provide a campus that is safe, clean, and well-maintained; including a custodial team, MOUs and Agreements with the District concerning the facility and safety, upkeep of the yard and exterior, keeping our safety plan up to date, and replenish emergency supplies as needed.	$180,292.00	No
2.2	Safety	Provide a campus that is safe for all students. Security guards' proactive presence, knowledge, and observations of students' behavior outside of the classroom will provide more support for all students and staff. The drug detection dogs will also provide an extra layer of safety and prevention. Additional staff to provide supervision at all recesses and lunch. Rec Aides will plan and prep organized activities for recess to engage more students in structured activities.	$374,256.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.3	Access to a well-rounded program	Provide all students access to a variety of extracurricular activities and leadership roles to engage in new experiences and explore their strengths.	$129,000.00	Yes
2.4	Access to social and emotional supports	Provide our students with a student engagement counselor and mental health counselor to support students in various areas on and off campus. Counselors will provide SEL lessons in classes and small groups. Two counselors have been trained as trainers of Restorative Justice. They will train all staff and follow up throughout the year. Our counseling team will continue working with our students on SEL. We will also provide a safe place for students to get support from our Mental Health Counselor as the need arises. Our continued work in Restorative Practices and our Differentiated Assistance Conversation Protocol will also attempt to change behavior and decrease the suspension rate.	$106,596.00	Yes
2.5	Celebrations and Awards	Encourage our students' achievements through celebrations and awards throughout the school year. Our award assemblies promote achievement, leadership, and growth. We have celebrations when we meet our schoolwide WIGs in Culture, Leadership, and Academics. We will add attendance incentives and celebrations to improve our attendance rate of all students. We will also create celebrations for students meetings EL, IEP, or SST goals.	$1,000.00	No
2.6	Leader in Me and House System	Continue to focus on academics, leadership and culture throughout the campus using Leader in Me and our House System including character education and community service. The purpose is to engage our school community in leading with synergy, teamwork, and connection in a warm, motivating, and inviting environment.	$5,900.00	No
2.7	Extended Learning: After School Program, Mondays Off, and Summer School	Provide extended care and learning for our students during our after school program, Mondays off, and Summer School. Beginning in the 2025/26 school year, we will also offer before school care beginning at 7:00am.	$730,972.75	Yes

Action #	Title	Description	Total Funds	Contributing
2.8	High School, College, Trade School, and non-college Career Readiness	Provide an environment and activities that promote high school, college, trade school, and non-college career readiness.	$1,000.00	No
2.9	Recruit, hire, and retain teachers, substitutes, and support staff	Intentionally recruit, hire, and retain teachers, substitutes, and support staff that are happy and understand SOAR's expectations. Pay stipends to staff for some extra duties.	$214,220.00	No
2.10	CA Community School Partnership	A community school is a public school that serves TK-12 and has community partnerships that support improved academic outcomes, whole-child engagement, and family development. Community school partnership strategies include integrated support services, extended learning time, and collaborative leadership and practices for educators and administrators. SOAR got a 2 year planning grant beginning in the 2023/24 school year and now we got the implementation grant for 2025/26 to continue growing this program. Our CA Community Schools Coordinator will plan and implement a program to assist parents, students, and members of our community in a collaborative way to provide support in a variety of different areas to meet the needs of families so academic growth can occur. Our CCSPP Coordinator will support our students with all needs including behavior support and counseling.	$317,893.75	Yes
2.11	Provide Art and/or Music Instruction	Provide Art and/or Music instruction to all students on campus.	$90,150	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Engagement Increase parent and community engagement to support the success of all students.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

2024 LCAP

Parent and community involvement is a part of our charter and has always been important. On the Stakeholder Survey, the percent that Strongly Agree or Agree that SOAR encourages parent involvement went up slightly from 95.7% to 97.14%. We went down three points on our Family Involvement on our MRA survey and our parent survey results related to their involvement went down from the previous year on the California Healthy Kids Survey as well. We had 21 parent Parent Lighthouse Volunteers this year. There is a continuing need to make sure our new SOAR families are aware of expectations, procedures, and our Charter as evidenced by attendance and community service completion. New parent/guardian orientations will continue to be held at the beginning of the year but we will also continue with monthly new parent orientations throughout the school year. We had attendance at all but one monthly orientation. Some parents feel they are sometimes lacking the information that is needed to be involved. We need to continue to provide regular communication with families to increase parent and student engagement. We need to continue to improve programs and activities to increase parent engagement and the communication about these ways to get involved. We will continue to count all parent volunteer time including donations, chaperoning, prep, classroom time, etc. A variety of communication methods will be used on a consistent basis to reach out to parents to help with academic, social, and emotional needs of the students. Directors will hold Donuts with Directors three times a year to create another opportunity for parent voices to be heard. We will start collecting data not just on the number of opportunities but the actual participation rate for all events.

Our attendance rate continues to be the lowest in our 16 years of operation at 92.44%. Our parents need to understand the importance of school again. We need to add more attendance incentives for the next school year that match our 95% goal; possibly even for parents. We also need to follow through with SARTs and SARBs and consequences that may come from those processes, including being sent back to home school to increase attendance. Having our Community Schools Coordinator involved in this process this year has made a difference. Approximately half of the SART scheduled meetings were attended and 3 SARB meetings were held at the District level and two students returned to their home schools.

We only had two parent workshops this year. One on the counseling services we offer (12 in attendance) and one on social media and technology (23 in attendance). There is a need for more workshops next year with topics brought to our attention by our surveys and data collected; such as appropriate discipline at home, suicide prevention, building self-esteem, and internet safety, etc. We only had two general

2024-25 Local Control and Accountability Plan for SOAR Charter Academy Page 27 of 76 parent meetings in person. They were better attended than in the past. We also had designated EL and African American parent meetings this year. We need to reconnect and continue to develop programs and activities to increase community engagement. We need to get the community more involved in our school and the students more involved with their community. We know we are making an impact in San Bernardino with our community service projects but this year many students did not complete their project by the writing of the LCAP. We need to bring a focus back to our service learning and get our families reinvolved. We need to show appreciation to parents and the community agencies when they participate or donate to SOAR events and functions.

By adding the CA Community School Partnership to SOAR, it will allow us to have a designated coordinator that will provide resources, organize events and trainings, and give our students some additional supports as we learn about them. Our Coordinator became Certified in Leader in Me for Families in 2023

2025 Update

The 2025 review generally confirms the concerns identified in the 2024 LCAP regarding family engagement, communication, attendance, and community involvement. While parent satisfaction remained strong, with 85% favorable responses on the Panorama Parent Survey, family engagement indicators were mixed. The Leader in Me Family Engagement score declined from 84 to 77, and participation in the MRA survey decreased from 18% to 13%, suggesting that while families remain supportive of the school, increasing meaningful engagement continues to be a challenge.

The school continued to provide monthly new parent orientations, Donuts with Directors events, parent workshops, and targeted meetings for English Learner and African American families. Additionally, SOAR established new baseline participation data showing that 92% of families participated in at least one school event, providing valuable information for future family engagement efforts. Despite these efforts, feedback from families indicates that communication and access to information remain areas for improvement.

Attendance remained a significant concern. Schoolwide attendance stayed flat at 92.4%, well below the 95% goal, although grades 7–8 improved while K–6 attendance declined slightly. Chronic absenteeism improved overall, demonstrating that attendance interventions, Community Schools supports, and family outreach efforts are having a positive impact. However, attendance challenges continue to affect student engagement and family involvement.

Community involvement and service learning showed positive results. Grade-level community service participation remained at 100%, and individual student participation increased slightly from 83.7% to 85%. The expansion of the Community Schools Partnership grant further strengthened family and community supports through a dedicated coordinator, increased resources, training opportunities, and stronger connections between home and school. Overall, the 2025 data suggest progress in family outreach and community engagement while reinforcing the need to strengthen communication, increase parent participation, and improve attendance.

2026 Update

The 2026 review shows mixed results regarding the concerns identified in the 2024 and 2025 LCAPs related to family engagement, communication, attendance, and community involvement. While Community Schools partnerships and family supports expanded significantly, several family engagement indicators declined during the year.

Parent satisfaction decreased from 85% to 78%, and participation rates in school events declined across all categories. The percentage of families attending at least one event decreased from 92% to 85%, families attending at least five events declined from 49% to 33%, and families attending ten or more events decreased from 20% to 10%. Parent participation in Panorama surveys also declined from 30% to 14%, suggesting that family engagement and communication remain areas requiring additional attention.

Attendance remained relatively stable, with schoolwide attendance at 92%, similar to prior years but still below the school's 95% target. Community service participation also declined, with grade-level project completion decreasing from 100% to 89% and individual student participation decreasing from 85% to 77%, indicating a need to reemphasize service learning and family involvement in school activities.

At the same time, the Community Schools initiative demonstrated significant growth and impact. Community partnerships expanded from 12 to 35 organizations, favorable responses on the end-of-year Universal Screener increased from 57% to 74%, parent meeting attendance increased from 80% to 100%, and the number of family focus groups doubled. These results suggest that while overall family participation declined, families who did engage reported stronger connections and satisfaction with available supports. Moving forward, the focus will be on increasing participation rates while continuing to expand meaningful family and community partnerships.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Panorama Parent Data % of parents satisfied with the school	No Baseline	Jan 2025 85%	May 2026 78%	90%	-7%
3.3	Attendance Rate Aeries	Aug 9 2023 - May 21 2024 Schoolwide 92.4% K-6 92.26% 7-8 92.50%	Aug 9 - May 27th 2025 Schoolwide: 92.4% K - 6: 91.5% 7 - 8: 95.0	May 26, 2026 Schoolwide: 92% K - 6: 92% 7 - 8: 94%	Schoolwide 95% K-6 95% 7-8 95%	Schoolwide: -0.4% K-6: -0.26% 7-8: +1.5%
3.4	Family Engagement % of families who met or exceeded 10 events	No Baseline	5/30/25 Percent w/ 10+: 20%	5/30/26 Percent w/ 10+: 10%	Percent w/ 10+: 22%	Percent w/ 10+: -10%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Percent w/ 5+: 49% Percent w/ 1+: 92%	Percent w/ 5+: 33% Percent w/ 1+: 85%	Percent w/ 5+: 55% Percent w/ 1+: 95%	Percent w/ 5+: -16% Percent w/ 1+: -7%
3.5	Leader in Me Measurable Results Assessment Overall and Family Involvement SubScore	2023 Overall 77 Family Engagement 84	Feb 2025 Overall: 77 Family Engagement: 77	Feb 2026 Overall: 78 Family Engagement: 81	Overall 85 Family Engagement 92	Overall: +1 Family Engagement: -3
3.6	% of parent participation in surveys Panorama Leader in Me MRA # of responses / # of families	2023 Panorama: No Baseline Leader in Me MRA: 18%	Feb 2025 Panorama: 30% Leader in Me MRA: 13%	May 2025 Panorama: 14% Leader in Me MRA: 21%	Panorama: 35% Leader in Me MRA: 20%	Panorama: -16% Leader in Me MRA: +3%
3.7	Grade Level Community Service Projects % of grade levels that completed a project	2024 100%	2025 100%	May 2026 89%	100%	-11%
3.8	Individual Community Service Projects % of students in all grades that completed a project	2024 83.7%	May 2025 85%	May 2025 77%	92%	-6.7%
3.9	Community Schools Partnership Data # of Hop Skip Drive Rides (usage report) # of Hazel Health Visits (usage report)	No Baseline in 2024	# of Hop Skip Drive Rides: 669 # of Hazel Health Visits: No Baseline	June 2026 # of Hop Skip Drive Rides (usage report) 14	# of Hop Skip Drive Rides: No Target Needed	Hop Skip Drive Rides: -655 # of Hazel Health Visits: N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	# of Community Touches (iPad check in-reason for visit) # of Outside Community Partners % Favorable Responses on EOY Universal Screener % Parent meetings attended # of focus groups		# of Community Touches: No Baseline # of Outside Community Partners: 12 % Favorable Responses on EOY Universal Screener: 57% % of Parent Meeting Attended: 80% # of Focus Groups: 1	# of Hazel Health Visits (usage report) 121 # of Community Touches 356 # of Outside Community Partners 35 % Favorable Responses on EOY Universal Screener: 74% % Parent meetings attended 100% # of focus groups 2	# of Hazel Health Visits: No Target Needed # of Community Touches: Not Teret Yet # of Outside Community Partners: 20 % Favorable Responses on EOY Universal Screener: 65% % of Parent Meeting Attended: 90 # of Focus Groups: 5	Community Touches: N/A Outside Community Partners: +23 Favorable Responses on EOY Universal Screener: +17% % Parent Meetings Attended: +20% Focus Groups: +1

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Goal 3 was partially implemented during the 2025–26 school year. The school continued to provide opportunities for parent and community involvement and maintained regular communication with families through multiple platforms and outreach efforts. While many planned activities and communication systems were implemented, family participation and engagement remained a challenge throughout the year.

Action 3.1, Parent and Community Involvement, was partially implemented. The school continued to host events and activities for families and community members, engage community partners, recognize volunteers, and provide opportunities for family participation. However, the planned Parent Action Team was not established due to limited parent interest.

Action 3.2, Communication with Families and Community, was fully implemented. The school continued to communicate regularly with families and the community through a variety of methods, including newsletters, ParentSquare, social media, the school website, press releases, and other outreach efforts. These communication systems helped maintain connections between the school, families, and the broader community and ensured families had access to important information throughout the school year.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

No material differences occurred between the budgeted and estimated actual expenditures or between the planned and estimated actual percentages of improved services for these goals. Expenditures and services were implemented as planned.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Action 3.1 – Parent and Community Involvement (Not Showing effectiveness Yet)
Though there are many opportunities for families to participate in events and steering committees, family engagement participation declined across all participation levels, including families participating in at least one, five, and ten events (Metric 3.4).
Parent participation in surveys declined from 30% to 14% for Panorama surveys (Metric 3.6).
The planned Parent Action Team was not established.
While family events, volunteer opportunities, and community partnerships continued throughout the year, participation outcomes indicate this action has not yet achieved the desired level of engagement.

Action 3.2 – Communication with Families and Community (Showing Effectiveness
Communication systems were implemented through newsletters, ParentSquare, social media, the school website, press releases, and other outreach efforts.
Families continued to receive regular communication regarding school events, programs, and student opportunities.
Communication systems successfully maintained connections between the school, families, and community despite declines in overall participation rates (Metrics 3.4 and 3.6).

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

None

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Parent and Community Involvement	Plan events and activities for parents and the community to get involved on campus. Engage with community partners and local businesses to provide student services, such as; health fairs, screenings (eye, hearing, dental, and scoliosis), fundraising, donations, and grants. Provide recognition of parents, families, and the community for their involvement at SOAR. We will also be starting a Parent Action Team to help struggling students on	$65,000	No

Action #	Title	Description	Total Funds	Contributing
		campus. Leadership Action Team will train and Academic Team will create the resources. Parent Lighthouse Volunteers will be like team moms/dads and support the classroom teacher and schoolwide events. Director of Parent Engagement and Intervention will have regular meetings with the PLVs.		
3.2	Communication with Families and Community	Communicate regularly with parents and families, and our community using a variety of means to create stronger relationships and support for SOAR events and activities.	$149,998.75	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,659,549	$201,145

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
26.982%	0.209%	$12,304.25	26.982%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Access to Standards Based Instructional Curriculum and Materials **Need:** English Learners, Foster Youth, and Low-Income students continue to demonstrate academic needs that warrant increased access to high-quality, standards-aligned instructional materials and curriculum. As of June 2026, English Learners remain	This action addresses the identified needs of unduplicated pupils by providing access to high-quality, standards-aligned curriculum, intervention resources, and instructional subscriptions that support both core instruction and targeted intervention. Resources such as Wonders, EnVision Math, Heggerty, Amplify, and other supplemental programs provide multiple entry points for English Learners, Foster Youth, and Low-Income students to access grade-level content while receiving the additional scaffolds	Metric(s) to Monitor Effectiveness: Metric 1.18: Access to materials and courses

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	significantly below schoolwide performance in STAR Reading, with only 15% at or above benchmark compared to 39% schoolwide (Metric 1.1). While English Learners demonstrated improvement in Math proficiency, increasing from 5% to 17% (Metric 1.2), their reclassification rate increased from 9% to 12.6% (Metric 1.9), indicating successful strategies for language development support. Low-Income students also remain below desired levels of achievement, with 36% at or above benchmark in Reading and 18% in Math (Metrics 1.1 and 1.2). Although CAASPP ELA proficiency improved for both English Learners and Low-Income students (Metric 1.3), achievement gaps remain when compared to higher-performing student groups. These data indicate a continued need to provide standards-aligned curriculum, intervention resources, literacy supports, and instructional subscriptions that increase access to grade-level content and accelerate academic growth for unduplicated pupils. **Scope:** Schoolwide	necessary to address skill gaps. These materials support language development, literacy acquisition, mathematical reasoning, and academic vocabulary, which are areas where unduplicated pupils continue to perform below desired levels. This action is provided on a schoolwide basis because all students benefit from access to a coherent, standards-based instructional program; however, English Learners, Foster Youth, and Low-Income students benefit most due to their greater academic needs and existing achievement gaps. Providing these resources schoolwide ensures equitable access to rigorous instruction while allowing staff to differentiate and provide additional support to unduplicated pupils. The school expects that this action will result in improved academic achievement, increased English language proficiency, and reduced achievement gaps for unduplicated students.	
1.2	**Action:** Intervention Program **Need:** English Learners and Low-Income students continue to demonstrate a need for additional academic support and intervention. As of June 2026, only 15% of English Learners were at or above benchmark in Reading compared to	This action addresses the identified needs of English Learners and Low-Income students by providing additional targeted academic support through instructional aides, a credentialed intervention teacher, Universal Access instructional time, and small-group intervention based on student performance data. Students performing below grade level receive additional instruction focused on foundational literacy and	Metric 1.1: Renaissance STAR Reading Assessment (SGP) Metric 1.2: Renaissance STAR Math Assessment (SGP) Metric 1.3: CAASPP ELA Summative State Assessment Data (DFS)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	37% of White students, creating a 22 percentage point achievement gap (Metric 1.1). In Math, 17% of English Learners were at or above benchmark compared to 29% of White students, creating a 12 percentage point achievement gap (Metric 1.2). Low-Income students were at 36% proficiency in Reading compared to 37% of White students and 18% proficiency in Math compared to 29% of White students (Metrics 1.1 and 1.2). English Learners also had a reclassification rate of 12.6% (Metric 1.9). These data indicate a continued need for targeted intervention, progress monitoring, and additional instructional support to accelerate learning and reduce achievement gaps for English Learners and Low-Income students. **Scope:** Schoolwide	mathematics skills to address learning gaps and accelerate growth. This action is provided on a schoolwide basis because intervention needs exist across grade levels and classrooms; however, English Learners and Low-Income students benefit most because they continue to demonstrate lower academic performance and larger achievement gaps than many of their peers. A schoolwide intervention model allows the school to identify students in need quickly and provide timely support while prioritizing services for students with the greatest academic need.	Metric 1.4: CAASPP Math Summative State Assessment Data (DFS) Metric 1.10: % of SST Goals Met These metrics will be used to determine whether intervention services are improving academic achievement, accelerating student growth, increasing English language acquisition, and reducing achievement gaps for English Learners and Low-Income students.
1.3	**Action:** Assessments **Need:** English Learners and Low-Income students continue to demonstrate achievement gaps that require ongoing progress monitoring and data-driven instructional decision-making. As of June 2026, only 15% of English Learners were at or above benchmark in Reading compared to 37% of White students, creating a 22 percentage point achievement gap (Metric 1.1). In Math, 17% of English Learners were at or above benchmark compared to 29% of White students, creating a 12	This action addresses the needs of English Learners and Low-Income students by providing universal assessment tools that allow staff to regularly monitor student achievement, growth, and intervention effectiveness. STAR Assessments, BPST, and the Multitudes Screener provide timely data that help identify students who are struggling, determine specific skill deficits, place students into appropriate interventions, and monitor progress toward academic goals. This action is provided on a schoolwide basis because all students benefit from consistent assessment and progress monitoring; however, English Learners and Low-Income students benefit most because they continue to demonstrate	Metrics are not directly linked with this Action. We instead record the number of times STAR test was given, and all students K-2 receive multitudes screener.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	percentage point achievement gap (Metric 1.2). Low-Income students were at 36% proficiency in Reading compared to 37% of White students and 18% proficiency in Math compared to 29% of White students (Metrics 1.1 and 1.2). English Learners also had a reclassification rate of 12.6% (Metric 1.9). These data demonstrate a need for ongoing assessment systems that allow staff to identify learning gaps early, monitor growth, evaluate interventions, and adjust instruction based on student performance. **Scope:** Schoolwide	achievement gaps and require more frequent monitoring to ensure interventions are effective and academic progress is accelerating.	
1.12	**Action:** STEAM Teacher and MakerSpace **Need:** English Learners and Low-Income students continue to demonstrate achievement gaps in English Language Arts, Mathematics, and Science. As of June 2026, only 15% of English Learners were at or above benchmark in Reading compared to 37% of White students, creating a 22 percentage point achievement gap (Metric 1.1). In Math, 17% of English Learners were at or above benchmark compared to 29% of White students, creating a 12 percentage point achievement gap (Metric 1.2). Low-Income students were at 36% proficiency in Reading and 18% proficiency in Math compared to 37% and 29% respectively for White students (Metrics 1.1 and 1.2). CAST results remained below	This action addresses the identified needs of English Learners and Low-Income students by providing access to STEM instruction, MakerSpace activities, literacy integration, and performance-based learning opportunities. These experiences allow students to apply academic skills in meaningful ways while developing problem-solving, collaboration, communication, and critical thinking skills. STEM and MakerSpace activities also provide additional opportunities for English Learners to develop academic vocabulary and language skills through hands-on learning experiences. This action is provided on a schoolwide basis because all students benefit from access to STEM education; however, English Learners and Low-Income students benefit most because these instructional approaches provide additional opportunities to engage with grade-level content, develop academic language, and build	Metric 1.3: CAASPP ELA Summative State Assessment Data Metric 1.4: CAASPP Math Summative State Assessment Data Metric 1.13: California School Dashboard Metric 1.17: CAST Scores These metrics, along with other indirect measurements will be used to determine whether STEM and MakerSpace opportunities are supporting academic achievement, increasing student engagement in learning, and reducing

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	desired levels, with only 22.85% of students meeting or exceeding standards (Metric 1.17). These data indicate a continued need for engaging, hands-on learning experiences that build academic vocabulary, literacy skills, critical thinking, problem solving, and application of learning in authentic contexts. **Scope:** Schoolwide	skills needed for success on state assessments and in future coursework.	achievement gaps for English Learners and Low-Income students.
2.2	**Action:** Safety **Need:** English Learners and Low-Income students continue to experience behavioral and attendance challenges that limit access to instruction and academic success. As of May 2026, English Learners had a suspension rate of 8.3% compared to the schoolwide rate of 5.9%, creating a 2.4 percentage point gap (Metric 2.10). Low-Income students had a suspension rate of 6.2%, slightly above the schoolwide rate (Metric 2.10). Chronic absenteeism also remains a concern, with 28% of Low-Income students identified as chronically absent compared to 26% schoolwide (Metric 2.7). These data indicate a continued need to provide a safe, structured, and supportive learning environment that minimizes behavioral disruptions, increases student engagement, and maximizes access to instruction.	This action addresses the identified needs of English Learners and Low-Income students by providing proactive supervision, safety measures, behavior prevention systems, and structured student activities throughout the school day. Security personnel, recess supervision, organized activities, and additional safety supports help reduce behavioral incidents, improve school connectedness, and increase time spent engaged in instruction. This action is provided on a schoolwide basis because all students benefit from a safe learning environment; however, English Learners and Low-Income students benefit most because behavioral incidents, disciplinary actions, and absenteeism disproportionately impact their access to learning. Providing these supports schoolwide ensures consistent expectations and access to a positive school climate while addressing barriers experienced by unduplicated pupils.	Metric 2.7: Chronic Absentee Rate Metric 2.10: Student Suspension Rate Metric 2.11: Student Expulsion Metric 2.12: California School Dashboard Metric 2.13: Leader in Me Measurable Results Assessment These metrics will be used to determine whether safety initiatives are reducing disciplinary incidents, improving school climate, increasing student engagement, and improving access to instruction for English Learners and Low-Income students.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide		
2.3	**Action:** Access to a well- rounded program **Need:** English Learners and Low-Income students continue to benefit from increased opportunities to participate in extracurricular activities, leadership experiences, and enrichment programs that strengthen school connectedness and engagement. As of June 2026, only 50% of students participated in at least one extracurricular activity, down from 66% the previous year (Metric 2.9). English Learners also continue to experience academic achievement gaps, including a 22 percentage point Reading proficiency gap compared to White students and a 12 percentage point Math proficiency gap (Metrics 1.1 and 1.2). Low-Income students continue to perform below desired levels in Reading and Math (Metrics 1.1 and 1.2). These data indicate a need to provide meaningful opportunities for students to develop leadership skills, build positive relationships, increase engagement with school, and strengthen connections that support academic success. **Scope:** Schoolwide	This action addresses the needs of English Learners and Low-Income students by providing access to extracurricular activities, leadership opportunities, athletics, performances, clubs, and other enrichment experiences that increase student engagement and school connectedness. Participation in these activities helps students develop leadership skills, build positive peer and adult relationships, strengthen self-confidence, and increase their sense of belonging at school. This action is provided on a schoolwide basis because all students benefit from access to a well-rounded educational program; however, English Learners and Low-Income students benefit most because they may have fewer opportunities to participate in enrichment experiences outside of school and often demonstrate greater needs related to engagement, attendance, and school connectedness.	Metric 2.9: Student Participation Rate in Extracurricular Activities Metric 2.13: Leader in Me Measurable Results Assessment Metric 2.4: Panorama Student Data Metric 2.7: Chronic Absentee Rate Metric 1.1: Renaissance STAR Reading Assessment Metric 1.2: Renaissance STAR Math Assessment These metrics will be used to determine whether extracurricular activities and leadership opportunities are increasing student engagement, improving school connectedness, supporting attendance, and contributing to improved outcomes for English Learners and Low-Income students.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.4	**Action:** Access to social and emotional supports **Need:** English Learners and Low-Income students continue to experience social-emotional, behavioral, and attendance challenges that can negatively impact academic achievement and school engagement. As of May 2026, English Learners had a suspension rate of 8.3% compared to the schoolwide rate of 5.9%, creating a 2.4 percentage point gap (Metric 2.10). Low-Income students had a chronic absenteeism rate of 28% compared to 26% schoolwide (Metric 2.7). Panorama Student Data remained at 74% favorable responses (Metric 2.4), while Leader in Me culture measures remained below desired levels (Metric 2.13). These data indicate a continued need for counseling services, social-emotional learning, restorative practices, and behavioral supports to improve student well-being, engagement, and access to instruction. **Scope:** Schoolwide	This action addresses the identified needs of English Learners and Low-Income students by providing counseling services, mental health support, social-emotional learning lessons, restorative practices, and behavioral interventions. These supports help students develop self-regulation skills, build positive relationships, improve decision-making, and overcome barriers that may interfere with academic success. This action is provided on a schoolwide basis because all students benefit from social-emotional and behavioral supports; however, English Learners and Low-Income students benefit most because attendance challenges, disciplinary incidents, and other barriers disproportionately affect their access to learning. Providing these supports schoolwide ensures all students have access to prevention and intervention services while allowing staff to provide additional support to students with the greatest needs.	Metric 2.4: Panorama Student Data Metric 2.7: Chronic Absentee Rate Metric 2.10: Student Suspension Rate Metric 2.11: Student Expulsion Metric 2.12: California School Dashboard Metric 2.13: Leader in Me Measurable Results Assessment Metric 2.15: Mental Health Counselor Data These metrics will be used to determine whether counseling services, social-emotional learning, restorative practices, and behavioral supports are improving student well-being, reducing disciplinary incidents, increasing school connectedness, and improving access to instruction for English Learners and Low-Income students.
2.7	**Action:** Extended Learning: After School Program, Mondays Off, and Summer School **Need:**	This action addresses the identified needs of English Learners and Low-Income students by providing additional learning opportunities through the After School Program, Mondays Off program, intersession opportunities, and Summer School.	Metric 1.1: Renaissance STAR Reading Assessment Metric 1.2: Renaissance STAR Math Assessment

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	English Learners and Low-Income students continue to demonstrate academic achievement gaps and attendance challenges that indicate a need for additional learning opportunities outside of the regular school day. As of June 2026, only 15% of English Learners were at or above benchmark in Reading compared to 37% of White students, creating a 22 percentage point achievement gap (Metric 1.1). In Math, 17% of English Learners were at or above benchmark compared to 29% of White students, creating a 12 percentage point achievement gap (Metric 1.2). Low-Income students were at 36% proficiency in Reading and 18% proficiency in Math (Metrics 1.1 and 1.2). Chronic absenteeism also remained elevated at 28% for Low-Income students (Metric 2.7). These data indicate a continued need for additional instructional time, academic support, enrichment opportunities, and supervised learning environments beyond the regular school day. **Scope:** Schoolwide	These programs provide students with additional academic instruction, intervention, enrichment, and structured learning experiences that increase access to grade-level content and academic support. This action is provided on a schoolwide basis because all students benefit from expanded learning opportunities; however, English Learners and Low-Income students benefit most because they continue to demonstrate academic achievement gaps and may have fewer access to enrichment and academic support opportunities outside of school. Providing these programs schoolwide ensures equitable access while prioritizing support for students with the greatest academic needs.	Metric 1.3: CAASPP ELA Summative State Assessment Data Metric 1.4: CAASPP Math Summative State Assessment Data Metric 2.6: Attendance rates Metric 2.7: Chronic Absentee Rate Metric 2.17: Extended Learning Data These metrics will be used to determine whether extended learning opportunities are increasing academic achievement, reducing achievement gaps, improving attendance, and providing meaningful access to additional learning opportunities for English Learners and Low-Income students.
2.10	**Action:** CA Community School Partnership **Need:** English Learners and Low-Income students continue to experience academic, behavioral, attendance, and social-emotional challenges that create barriers to learning. As of May 2026, English Learners had a suspension rate	This action addresses the identified needs of English Learners and Low-Income students through the Community Schools model, which provides integrated student supports, family engagement opportunities, community partnerships, collaborative leadership practices, and expanded access to services. Through partnerships and coordinated supports, students and families can access resources that address	Metric 2.4: Panorama Student Survey Data Metric 2.7: Chronic Absentee Rate Metric 2.10: Student Suspension Rate Metric 2.14: Community Schools Partnership Data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	of 8.3% compared to the schoolwide rate of 5.9%, creating a 2.4 percentage point gap (Metric 2.10). Low-Income students had a suspension rate of 6.2% and a chronic absenteeism rate of 28% compared to 26% schoolwide (Metrics 2.10 and 2.7). Parent satisfaction declined from 85% to 78% (Metric 3.1), and family engagement participation rates declined across all participation categories (Metric 3.4). These data indicate a continued need for integrated student supports, family engagement, community partnerships, and services that address barriers to learning beyond academics. **Scope:** Schoolwide	academic, behavioral, attendance, health, and social-emotional needs. This action is provided on a schoolwide basis because all students benefit from access to community resources and supports; however, English Learners and Low-Income students benefit most because they are more likely to experience barriers that impact attendance, engagement, behavior, and academic achievement. Providing these services schoolwide allows the school to identify needs early and connect students and families with appropriate supports.	Metric 2.15: Mental Health Counselor Data Metric 3.1: Panorama Parent Data Metric 3.4: Family Engagement Metric 3.6: % of Parent Participation in Surveys These metrics will be used to determine whether Community Schools services are increasing student engagement, reducing barriers to learning, improving attendance and behavior, strengthening family engagement, and improving outcomes for English Learners and Low-Income students.
2.11	**Action:** Provide Art and/or Music Instruction **Need:** English Learners and Low-Income students continue to benefit from opportunities that increase student engagement, school connectedness, leadership development, and participation in enrichment activities. Student participation in extracurricular activities declined from 66% to 50% (Metric 2.9). Panorama Student Data remained at 74% favorable responses (Metric 2.4), indicating room for improvement in student perceptions	This action addresses the identified needs of English Learners and Low-Income students by providing access to music and arts experiences that promote student engagement, creativity, leadership, collaboration, and school connectedness. Participation in music and arts programs provides students with opportunities to develop confidence, self-expression, perseverance, and leadership skills while strengthening connections to the school community. This action is provided on a schoolwide basis because all students benefit from access to arts education; however, English Learners and Low-Income students benefit most	Metric 2.16: Music Program Data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	related to school culture and engagement. Leader in Me results remained relatively stable, with an overall score of 78 and culture score of 81 (Metric 2.13). These data indicate a need for additional opportunities that increase student participation, engagement, creativity, leadership development, and connection to school. **Scope:** Schoolwide	because these opportunities increase engagement and provide enrichment experiences that may not otherwise be available outside of school.	

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.11	**Action:** English Language Learner Support **Need:** English Learners continue to demonstrate significant academic and language development needs. As of June 2026, only 15% of English Learners were at or above benchmark in Reading compared to 37% of White students, creating a 22 percentage point achievement gap (Metric 1.1). In Math, 17% of English Learners were at or above benchmark compared to 29% of White students, creating a 12 percentage point achievement gap	This action addresses the identified needs of English Learners by providing both Designated and Integrated English Language Development instruction, progress monitoring, language acquisition supports, translation services, and family engagement opportunities. Designated ELD provides targeted language instruction while Integrated ELD supports students in accessing grade-level content throughout the school day. English Learners receive additional support in developing academic vocabulary, reading comprehension, writing skills, and oral language proficiency. This action is provided on a schoolwide basis because English Learners are	Metric 1.1: Renaissance STAR Reading Assessment (EL) Metric 1.2: Renaissance STAR Math Assessment (EL) Metric 1.3: CAASPP ELA Summative State Assessment Data (EL) Metric 1.4: CAASPP Math Summative State Assessment Data (EL) Metric 1.8: ELPAC Data

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	(Metric 1.2). ELPAC proficiency improved to 21.57% (Metric 1.8) and the English Learner reclassification rate increased to 12.6% (Metric 1.9). English Learners also remained below desired levels on CAASPP ELA and Math assessments (Metrics 1.3 and 1.4). These data demonstrate a continued need for targeted English language development instruction and support to accelerate language acquisition, improve academic achievement, and reduce achievement gaps **Scope:**	enrolled across multiple grade levels and classrooms; however, the action is principally directed toward English Learners because they are the students who receive the additional services, supports, and language development instruction funded through this action.	Metric 1.9: EL Reclassification Data Metric 1.13: California School Dashboard (EL) These metrics will be used to determine whether English Learners are increasing English language proficiency, improving academic achievement, and reducing achievement gaps compared to higher-performing student groups.

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

SOAR Charter Academy has a very high At-Risk population in 2023/24 with 85% of our population falling into the Unduplicated Counts for Low Income, EL, and Foster Youth. To increase services means to grow services in quantity and to improve services means to grow services in quality. The collective services for EL, foster youth, and low income students are being increased or improved by the percentage required by providing these students with services that are over and above what is being done for other students. The total LCFF funds that are being accounted for as contributing to increased or improved services is $1,572,421. In addition to the schoolwide actions described in Prompt 1, we will provide the following actions on a "limited" basis to meet the required percentage to increase/improve services. As previously discussed, low-income students face significant challenges in regular attendance due to transportation issues. Even more challenges exist for our foster and homeless students. To address the very specific needs of low-income students including foster and homeless, bus passes will be provided by the school for those that have a need. Another action aligned with this is ELD instruction through our intervention teacher, prioritizing EL, foster youth, and low income students in our intervention programs, priority access to social and emotional supports, and providing a free after school program to all that need it. This unduplicated group of students has high academic needs according to our needs assessments and these additional services should allow us to address these specific needs. This coming year our professional development will focus on Restorative Justice and the Science of Reading. This will help meet the needs of all at-risk students. We provided clothing for our overnight field trip in the mountains to students that needed warmer clothing. We also paid for a hotel room for a homeless family in an abusive situation. Our meal program, though not included in the LCAP, provides free breakfast, lunch, and supper to all

students. We are a CEP school based on our need so we are able to feed all students for free which especially helps our low income students.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

SOAR will use the concentration grant add on funding to maintain additional classified instructional aides (1 per grade level), a full time credentialed teacher to support EL students with Designated English Language Development instruction, tutoring by our staff, and additional classified supervision. These funds will be used to retain this staff and expanded services without creating a significant amount of changes including STEM and Peer coaching. (Goal 1, Actions 1.2, 1.3, 1.10, 1.11, 1.12, and 1.13)

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	22:1
Staff-to-student ratio of certificated staff providing direct services to students	N/A	15:1

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	6,506,267	1,659,549	26.982%	0.209%	26.982%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$4,073,960	$2,435,633	$0.00	$183,497.00	$6,693,090	$5,647,646.25	$1,045,443.75

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Access to Standards Based Instructional Curriculum and Materials	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$107,801.00	$107,801.00				$107,801.00	
1	1.2	Intervention Program	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	Ongoing	$188,992.00	$0.00		$72,056.00		$116,936.00	$188,992.00	
1	1.3	Assessments	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$6,000.00	$6,000.00				$6,000.00	
1	1.4	Professional Development	All	No			All Schools	Ongoing	$0.00	$57,200.00	$17,200.00	$40,000.00			$57,200.00	
1	1.5	Access to Technology	All	No			All Schools	Ongoing	$0.00	$211,500.00	$201,500.00	$10,000.00			$211,500.00	
1	1.6	Director of Parent Engagement and Intervention	All	No			All Schools	Ongoing	$160,000.00	$0.00		$160,000.00			$160,000.00	
1	1.7	Data and Assessment Coordinator	All	No			All Schools	Ongoing	$195,421.00	$3,347.00	$195,421.00	$3,347.00			$198,768.00	
1	1.8	Student Information System	All	No			All Schools	Ongoing	$0.00	$17,000.00	$6,000	$11,000.00			$17,000.00	
1	1.9	Special Education Program	Students with Disabilities	No			All Schools	Ongoing	$562,684.50	$0.00	$60,302.00	$435,821.50		$66,561.00	$562,684.50	
1	1.10	Qualified teaching staff	All	No			All Schools	Ongoing	$2,615,283.00	$0.00	$2,548,251.00	$67,032.00			$2,615,283.00	
1	1.11	English Language Learner Support	English Learners			English Learners		Ongoing	$115,656.00	$0.00	$115,656.00				$115,656.00	
1	1.12	STEAM Teacher and MakerSpace	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth	All Schools	Ongoing	$64,753.25	$16,173.00	$66,173.00	$14,753.25			$80,926.25	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income										
1	1.13	Peer Coaching Program	All	No			All Schools	Ongoing	5,000		$5,000.00				$5,000.00	
2	2.1	Access to a clean, safe, and well-maintained facility	All	No			All Schools	Ongoing	$77,142.00	$103,150.00	$180,292.00				$180,292.00	
2	2.2	Safety	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	Ongoing	$370,856.00	$3,400.00	$161,422.00	$212,834.00			$374,256.00	
2	2.3	Access to a well- rounded program	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$129,000.00	$129,000.00				$129,000.00	
2	2.4	Access to social and emotional supports	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	Ongoing	$106,596.00	$0.00		$106,596.00			$106,596.00	
2	2.5	Celebrations and Awards	All	No			All Schools	Ongoing	$0.00	$1,000.00	$1,000.00				$1,000.00	
2	2.6	Leader in Me and House System	All	No			All Schools	Ongoing	$0.00	$5,900.00	$5,900.00				$5,900.00	
2	2.7	Extended Learning: After School Program, Mondays Off, and Summer School	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	Ongoing	$415,093.75	$315,879.00		$730,972.75			$730,972.75	
2	2.8	High School, College, Trade School, and non-college Career Readiness	All	No			All Schools	Ongoing	$0.00	$1,000.00	$1,000.00				$1,000.00	
2	2.9	Recruit, hire, and retain teachers, substitutes, and support staff	All	No			All Schools	Ongoing	$214,220.00	$0.00	$98,021.00	$116,199.00			$214,220.00	
2	2.10	CA Community School Partnership	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	Ongoing	$280,800	$37,093.75		$317,893.75			$317,893.75	
2	2.11	Provide Art and/or Music Instruction	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	Ongoing	90,150			$90,150			$90,150	
3	3.1	Parent and Community Involvement	All	No			All Schools	Ongoing	$40,000	$25,000	$65,000				$65,000	
3	3.2	Communication with Families and Community	All	No			All Schools	Ongoing	$144,998.75	$5,000	$103,021	46,977.75			$149,998.75	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
6,506,267	1,659,549	26.982%	0.209%	26.982%	$586,052	0.000%	7.485 %	**Total:**	$586,052
								LEA-wide Total:	$0.00
								Limited Total:	$0.00
								Schoolwide Total:	$586,052

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Access to Standards Based Instructional Curriculum and Materials	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$107,801.00	
1	1.2	Intervention Program	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		
1	1.3	Assessments	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$6,000.00	
1	1.6	Director of Parent Engagement and Intervention				All Schools		
1	1.11	English Language Learner Support			English Learners		$115,656.00	
1	1.12	STEAM Teacher and MakerSpace	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$66,173.00	
2	2.2	Safety	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$161,422.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.3	Access to a well- rounded program	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$129,000.00	
2	2.4	Access to social and emotional supports	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		
2	2.7	Extended Learning: After School Program, Mondays Off, and Summer School	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		
2	2.10	CA Community School Partnership	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		
2	2.11	Provide Art and/or Music Instruction	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$6,061,233.00	$6,000,075.54

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Access to Standards Based Instructional Curriculum and Materials	Yes	$64,690.00	107,261.23
1	**1.2**	Intervention Program	Yes	$101,163.25	198,556.41
1	**1.3**	Assessments	Yes	$7,500.00	27,047
1	**1.4**	Professional Development	No	$84,677.00	25,531.56
1	**1.5**	Access to Technology	No	$177,138.00	216,795.82
1	**1.6**	Director of Parent Engagement and Intervention	No Yes	$187,802.75	16,790.37
1	**1.7**	Data and Assessment Coordinator	No	$262,182.00	159,761.44
1	**1.8**	Student Information System		$11,570.00	143,712.72
1	**1.9**	Special Education Program	No	$529,672.00	535,384.68
1	**1.10**	Qualified teaching staff	No Yes	$2,163,792.00	2,154,671.82

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	ELD Program		$86,487.00	52,885.04
1	1.12	STEAM Teacher and MakerSpace	Yes	$115,816.00	89,461.31
1	1.13	Peer Coaching Program	No	$5,680.00	5,744.25
2	2.1	Access to a clean, safe, and well-maintained facility	No	$236,956.25	185,518.95
2	2.2	Safety	Yes	$340,262.00	378,041.44
2	2.3	Access to a well- rounded program	Yes	$175,102.00	128,432.99
2	2.4	Access to social and emotional supports	Yes	$137,761.00	91,786.64
2	2.5	Celebrations and Awards	No	$3,000.00	4,782.28
2	2.6	Leader in Me and House System	No	$13,000.00	175
2	2.7	Extended Learning: After School Program, Mondays Off, and Summer School	Yes	$673,629.00	681,589.82
2	2.8	High School, College, Trade School, and non-college Career Readiness	No	$6,500.00	2,825
2	2.9	Recruit, hire, and retain teachers, substitutes, and support staff	No	$204,682.25	231,637.05
2	2.10	CA Community School Partnership	Yes	$204,573.00	307,090.62
2	2.11	Provide Art and/or Music Instruction	Yes	$61,253.00	82,125.05
3	3.1	Parent and Community Involvement	No	$61,252.50	51,541.74

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	**3.2**	Communication with Families and Community	No	$145,092.00	147,701.86

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
1,538,650	$2,394,945.25	2,768,566.25	$373,621	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Access to Standards Based Instructional Curriculum and Materials	Yes		107,261.23		
1	1.2	Intervention Program	Yes		40,883.23		
1	1.3	Assessments	Yes		126.72		
1	1.6	Director of Parent Engagement and Intervention	Yes		16,790.37		
1	1.10	Qualified teaching staff	Yes	$2,057,255.00	2,065,607.51		
1	1.12	STEAM Teacher and MakerSpace	Yes	$115,816.00	89,461.31		
2	2.2	Safety	Yes	$36,772.25	306,890.51		
2	2.3	Access to a well- rounded program	Yes	$175,102.00	128,432.99		
2	2.4	Access to social and emotional supports	Yes		13,112.38		
2	2.7	Extended Learning: After School Program, Mondays Off, and Summer School	Yes				
2	2.10	CA Community School Partnership	Yes	$10,000.00			
2	2.11	Provide Art and/or Music Instruction	Yes				

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
5,869,586	1,538,650	0.00	0.262%	2,768,566.25	0.000%	0.471%	$12,304.25	0.209%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement

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

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

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

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

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

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

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

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

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- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

  The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2024

Coversheet

Approval of 2026 Local Indicators for CA Dashboard

Section: IV. Action Items
Item: B. Approval of 2026 Local Indicators for CA Dashboard
Purpose: Vote
Submitted by:
Related Material: 2026 local indicators.pdf

Priority 1 Narrative for SOAR Charter Academy

Optional Narrative (Limited to 1,500 characters): *Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for this measure.*

Message

SOAR Charter Academy is a TK-8 charter school authorized by the San

SOAR Charter Academy is a TK-8 charter school authorized by the San Bernardino City Unified School District. SOAR's mission is to equip students to become independent critical thinkers and 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.

Save successful

PRIORITIES

Local Control Funding Formula (LCFF) Priority 1 Self-Reflection Tool

A local educational agency (LEA) uses the self-reflection tools included within the California School Dashboard (Dashboard) to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tool as a resource when reporting results to its local governing board as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted. The approved self-reflection tool for Priority 1 is provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA's Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school

and at home, and

- The number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

All fields marked with an asterisk (*) are required

Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home: *

0

Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies): *

0

Criteria:

Optional: Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities.

PRIORITIES

Self-Reflection Tool (Priority 2) – Implementation of State Academic Standards

This is the submission form for the local educational agency (school district, charter school, and county office of education) to complete on the local performance indicator for the implementation of state academic standards (Priority 2).

Standard: Local educational agency annually measures its progress implementing state academic standards and reports the results to its local governing board as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted and to educational partners and the public through the California School Dashboard (Dashboard).

Instructions: Local educational agency measures its progress using one of the self-reflective tools below and reports the results to its local governing board as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted and through the Dashboard.

Local educational agencies may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, local educational agencies may complete the optional reflection tool (Option 2).

All fields marked with an asterisk (*) are required

Option 1: Narrative Summary

In the narrative box, identify the locally selected measures or tools that the local educational agency is using to track its progress in implementing the state academic standards adopted by the State Board of Education and briefly describe why the local educational agency chose the selected measures or tools.

Additionally, summarize the local educational agency's progress in implementing the academic standards adopted by the State Board of Education, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts – Common Core State Standards for English Language Arts
- English Language Development (Aligned to Common Core State Standards for English Language Arts)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

Option 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the local educational agency's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

English Language Arts – Common Core State Standards for English Language Arts *

○ 1 ○ 2 ○ 3 ○ 4 ◉ 5

English Language Development (Aligned to English Language Arts Standards) *

○ 1 ○ 2 ○ 3 ◉ 4 ○ 5

Mathematics – Common Core State Standards for Mathematics *

○ 1 ○ 2 ○ 3 ◉ 4 ○ 5

Next Generation Science Standards *

○ 1 ○ 2 ○ 3 ◉ 4 ○ 5

History-Social Science *

○ 1 ○ 2 ○ 3 ◉ 4 ○ 5

2. Rate the local educational agency's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

English Language Arts – Common Core State Standards for English Language Arts *

○ 1 ○ 2 ○ 3 ○ 4 ◉ 5

English Language Development (Aligned to English Language Arts Standards) *

○ 1 ○ 2 ○ 3 ○ 4 ◉ 5

Mathematics – Common Core State Standards for Mathematics *

○ 1 ○ 2 ○ 3 ◉ 4 ○ 5

Next Generation Science Standards *

○ 1 ○ 2 ○ 3 ◉ 4 ○ 5

History-Social Science *

○ 1 ○ 2 ○ 3 ◉ 4 ○ 5

3. Rate the local educational agency's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing)

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

English Language Arts – Common Core State Standards for English Language Arts *

○ 1 ○ 2 ○ 3 ○ 4 ◉ 5

English Language Development (Aligned to English Language Arts Standards) *

○ 1 ○ 2 ○ 3 ◉ 4 ○ 5

Mathematics – Common Core State Standards for Mathematics *

○ 1 ○ 2 ○ 3 ● 4 ○ 5

Next Generation Science Standards *

○ 1 ○ 2 ● 3 ○ 4 ○ 5

History-Social Science *

○ 1 ○ 2 ● 3 ○ 4 ○ 5

Other Adopted Academic Standards

4. Rate the local educational agency's progress implementing each of the following academic standards adopted by the State Board of Education for all students.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Career Technical Education *

○ 1 ○ 2 ● 3 ○ 4 ○ 5 ○ N/A

Health Education Content Standards *

○ 1 ○ 2 ○ 3 ● 4 ○ 5

Physical Education Model Content Standards *

○ 1 ○ 2 ○ 3 ○ 4 ● 5

Visual and Performing Arts *

○ 1 ○ 2 ○ 3 ○ 4 ● 5

World Language *

● 1 ○ 2 ○ 3 ○ 4 ○ 5 ○ N/A

Support for Teachers and Administrators

Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Identifying the professional learning needs of groups of teachers or staff as a whole *

○ 1 ○ 2 ○ 3 ○ 4 ● 5

Identifying the professional learning needs of individual teachers *

○ 1 ○ 2 ○ 3 ○ 4 ◉ 5

Providing support for teachers on the standards they have not yet mastered *

○ 1 ○ 2 ○ 3 ◉ 4 ○ 5

Criteria:

Optional: Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for implementation of state academic standards.

PRIORITIES

Self-Reflection Tool (Priority 3) – Parent and Family Engagement

This is the submission form for the local educational agency coordinator (school district, charter school, and county office) to complete on the local performance indicator for parent engagement (Priority 3).

Standard: The local educational agency (LEA) annually reports progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the California School Dashboard (Dashboard).

Criteria: The LEA will assess its performance on a (Met, Not Met, or Not Met for Two or More Years) scale.

Evidence: The LEA measures its progress using the self-reflection tool included in the Dashboard, and reports these results to its local governing board at a regularly scheduled meeting and through the local data selection option in the Dashboard

Introduction: This self-reflection tool is organized into three sections. Each section includes promising practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress, successes, and areas of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified.

The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

   1 – Exploration and Research Phase

   2 – Beginning Development

   3 – Initial Implementation

   4 – Full Implementation

   5 – Full Implementation and Sustainability

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

All fields marked with an asterisk (*) are required

Section 1: Building Relationships Between School Staff and Families

1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families. *

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

5 – Full Implementation and Sustainability

2. Rate the LEA's progress in creating welcoming environments for all families in the community. *

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

4 – Full Implementation

3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children. *

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

4 – Full Implementation

4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families. *

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

4 – Full Implementation

Building Relationships Dashboard Narrative Boxes

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families. *

Our parents are one part of a three part team; students, staff, and parents/ families. We know it's important for them to partner with us to provide an excellent program and to support student performance. Various programs and events have been established to initiate outreach and make connections with families. SOAR's current strengths and building relationships between school, staff, and families are: staff introductions at the beginning of the year, new family orientation meetings, grade level meetings, monthly newsletters, open house, family engagement events during the day and night, chaperoning school events, Christmas plays, volunteer opportunities (Firework Booth/ Golf Tournament), Parent Lighthouse Volunteers (PLVs) committee & meetings, give parent awards, Donuts with Directors, restaurant dinner fundraisers, wellness checks, general parent meetings, our Wellness center for resources (free clothing/ services for medical & mental health needs), & back to school events. Establishing these connections and developing relationships leads to greater parent involvement. We provide parent workshops on various topics of interest and need to our families. We also have Back to School Night in August to let parents know what the standards and expectations are for the current grade level. Progress reports go home to parents approximately every six weeks to make sure they are aware how their child is performing. We hold student led conferences twice a year to allow our student leaders to show accountability for their academic performance, behavior, community service, and goals. We also provide transportation for families in need with special circumstances.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families. *

Focus areas for improvement in building relationships between school staff and families are: communication about volunteer opportunities, upcoming events, their child's progress, resources for supplies (backpacks, pencils, paper, technology, hot spots for internet use), academic support, convenient QR codes for various sign ups for activities, Leader in Me information for parents, translation when needed, and community service opportunities. Staff at SOAR will communicate via Parent Square, Facebook, and other various ways. Examples include: Remind, Google Classroom, Aeries, Panorama, Class Dojo, text messages,

phone calls, flyers, homework cover pages, and Mrs. Thomas (our Community Schools Coordinator). She researches and partners with community organizations to help find resources, like clothing, food, dental, vision, and mental/ medical health, housing, transportation, and other social services for families. Academic support is offered through after school tutoring from various teachers/ instructional aides & music lessons with our music teacher, parent volunteer tutoring in the classroom, and technology in the classroom and at home (including hot spots). Community service opportunities are shared via Facebook, flyers, monthly newsletters, Parent Square, etc. We use all these methods to try and improve the engagement of our underrepresented families as well. However, even with all these efforts, we do not have the amount of participation we would like. We will continue to strive to get more families involved. We have found that some more participate with personal invitations like we did for our English Learner and SART/SARB meetings.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families. *

To build relationships with our under represented families, we will continue to have meetings specific for English Learners. We plan to have meetings for our SPED families and support them with resources and information through our Wellness Center and/or workshops, post culturally relevant signs, and continue our conversation protocol. Our counselors also teach SEL (Social/ Emotional) lessons to all grade levels. General Parent meetings are held throughout the school year so our families are involved and our Wellness Center is available to all families who are in need. We know it's important for them to partner with us to provide an excellent program and to support student performance. Various programs and events have been established to initiate outreach and make connections with parents, including the Parent Lighthouse Committee, various on campus and off campus volunteer opportunities, open house and parent orientations/ events, Family Engagement Nights, and Parent Workshops. Establishing these connections and developing relationships leads to greater parental involvement. We provide parent workshops on various topics of interest and need to our families. We also have Back to School Night in August to let parents know what the standards and expectations are for the current grade level; including community service. Progress reports go home to parents every six weeks to make sure they are aware how their child is performing and growth made. We hold student led

conferences twice a year to allow our student leaders to show accountability for their academic performance, behavior, community service, and goals. Translation is also always considered or offered, transportation support, technology support, wellness checks and if families are need of temporary housing, we can support.

Section 2: Building Partnerships for Student Outcomes

5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families. *

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

4 – Full Implementation

6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home. *

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

4 – Full Implementation

7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes. *

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

4 – Full Implementation

8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students. *

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

4 – Full Implementation

Building Partnerships Dashboard Narrative Boxes

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes. *

SOAR has many current strengths and makes progress in building partnerships for student outcomes. Our staff continues to do a good job of using the Power of One to identify what students on campus may not have a connection with at least one adult. Next year, we will put intentional actions behind what we learn from the Power of One data. Teachers keep parents informed about students' grades through progress reports, Aeries, Panorama, report cards, and student-led conferences. Every student has the daily opportunity to complete a "daily weather" check first thing in the morning and if they request to talk to an adult, the staff member is available for counsel. Each Middle School student is assigned a mentor through our mentorship program. Students are held accountable to track their own attendance, goals, and or academic progress in their leadership binders. We plan each year for "Get to Know You Know Days" to help staff and students connect with one another and other students across campus. We are working on a strong MTSS process. This process may lead to a Student Study Team meeting for students who are in need of extra support, retention, or possible evaluation. We have a partnership with LLU who gives health lessons across grade levels and our counselors also teach SEL lessons. SOAR also provides a variety of sports, music, and leadership opportunities. All of these student opportunities leads to students being able to feel safe, heard, and feel confident leading to positive student outcomes.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes. *

Our focus areas for improvement in building relationships for student outcomes are: continuing cross buddy grade level activities 3 times a year, SEL lessons, and applying restorative justice practices. Students take monthly Culture surveys which allow the staff to reflect on what we can improve on and daily weather checks to check on students emotions. There will be an Intervention Teacher who will work along side our

instructional aides to support students academic needs. We will also track this student progress in Panorama and use it to guide instruction.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes. *

To build relationships with underrepresented families, we will continue to have meetings for EL families. We will also have meetings and support for families of SPED students with resources and information through our Wellness Center (including all families), workshops, post culturally relevant signs. Our conversation protocol will continue to be used to discuss our students and families. Our Wellness Center will continue to provide medical and mental health support and use the Power of One so all students are acknowledged. It is important that all students feel they have at least one trusting relationship with an adult. All students will have the same opportunities at SOAR when it comes to relationship building.

Section 3: Seeking Input for Decision-Making

9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making. *

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

4 – Full Implementation

10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making. *

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

4 – Full Implementation

11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to

reach and seek input from any underrepresented groups in the school community. *

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

4 – Full Implementation

12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels. *

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

4 – Full Implementation

Seeking Input for Decision-Making Dashboard Narrative Boxes

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making. *

SOAR Charter Academy is committed to engaging parents and other stakeholders and incorporating their feedback in the decision-making process. In addition to the aforementioned parent engagement opportunities, parents are able to provide meaningful input in decision-making when attending parent meetings about the LCAP process, serving as a PLV (Parent Lighthouse Volunteer), a Board member, School Site Council, and/or participating in the two surveys we give to gather feedback annually. The surveys and their findings relate to the goals established in our LCAP and drive the development of new actions to address the findings. We also have Donuts with Directors three times a year to collect more feedback from our families. All directors have an open door policy for parents when they need to express a concern. We will continue to invite our PLVs and families to attend parent meetings so they have the opportunity to give input. We also post our Board agenda and welcome all parents to attend.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making. *

We need to try to get more parents to give feedback by filling out the feedback form, completing surveys, and talking with us. If we can get more parents to participate in parent meetings and take our surveys, we are sure we can involve them in this process more. Our focus areas for improvement in seeking input for decision making are: continue our conversation protocol and tracking, continue to use QR code for easy surveys, and encourage parents to be more involved in all or some parent meetings offered throughout the year, and use school events as a way to promote families to share their input.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making. *

We will improve engagement of African American, English learner, and SPED families by discussing family needs during IEPs, SSTs, student led conferences, parent surveys, New Family Orientations, Donuts with Directors meetings, counselor's workshops, etc. For these meetings, we will work on having translators and various ways to join via zoom, phone call, or in person. One population that is often not heard from is our parents of SPED students.

PRIORITIES

Local Control Funding Formula (LCFF) Priority 6 Self-Reflection Tool

A local educational agency (LEA) uses the self-reflection tools included within the California School Dashboard (Dashboard) to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted. The approved self-reflection tool for Priority 6 is provided below.

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Instructions

LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and
- At a minimum, report disaggregated data by student groups identified in California *Education Code* 52052, when such data is available as part of the local school climate survey.

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

To continue building school culture, we maintained contracts with canine detection teams and have three security guards to support a safe environment. Feedback from students and staff suggests their presence has increased feelings of safety on campus. Parent engagement remained strong. We have now done surveying through Panorama the last two years and saw a small drop in the survey participation rate again to 21% for MRA and 14% for Panorama Survey. Our family survey data from May 2026 shows 78% satisfaction compared to 85% the previous year. School Safety, Sense of Belonging, and Screen Time Management all declined according to our survey data. The highest rated areas by parents were Grit, School Climate, and Supportive Relationships with the most growth in Grit (+10). According to Panorama student response data, favorable responses increased in the areas of School Learning Strategies, School Engagement, and School Belonging. The areas we declined in favorable responses were School Climate (rule fairness), Emotional Regulation (impulse control), and Social Awareness (challenges with diversity). 50% of students participated in at least one extracurricular or leadership activity. We want to increase access to these leadership positions, especially in grades k - 3. Data from multiple metrics indicate that our students continue to face significant social-emotional challenges. Panorama staff survey showed the largest declines in favorable responses from staff regarding School Rigorous Expectations (goals), Readiness for Learning (useful feedback), Social Awareness (mental health needs and staff well being), and School Engagement (students helping students). These results highlight the need for sustained mental health and social-emotional supports to improve school connectedness, reduce behavior

issues, and support students' emotional well-being. Student behavior is the number one concern. Staff will be having some professional development on trauma informed practices and handling atypical behaviors. Additionally, Leader in Me MRA data remained stable with no measurable increase, suggesting further intentional effort is needed to support student agency and leadership growth for unduplicated pupils. Leader in Me MRA scores showed steady overall ratings.

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

According to these survey results, our parents, students and staff are happy overall with our school climate and culture. Our culture is a strength of ours. We will continue to try to get more parents to participate in surveys and attend meetings to get feedback from them about all areas and programs. We had 3 Donuts with Directors this year along with a New Family Orientation every month to make sure parents had more opportunities to share feedback. We learned we need to continue to invest in our students' mental well being, along with focusing on academic growth through our counseling program, wellness center, and intervention program.

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

We look at the survey data each year to see what we need to address. This information helps guide our actions in our LCAP and other school planning. We definitely see and feel the impact our programs have on our students and our culture. We will continue to put things in place that we know address their academic, social, and emotional needs. We became a Leader in Me school in 2016 and we were recognized as a Leader in Me Lighthouse School in June 2019. The Leader in Me program has given our whole school a framework for our character education, community service, and leadership focus. We will continue working on instilling the 8 habits in our students K-8 and building leadership in all students and staff. Their leadership is becoming more and more evident on our campus in all areas. We will attempt to provide even more opportunities for student and staff leadership roles. We will continue tracking the number of students in

leadership roles. Our plan is to start a parent action team to be trained to work with our struggling students in the classroom as well.

Criteria:

Optional: Provide any additional information that the local educational agency believes is relevant to understanding its progress on school climate.

PRIORITIES

Self-Reflection Tool (Priority 7) – Access to a Broad Course of Study

Standard: Local educational agencies (LEAs) annually measure their progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California *Education Code* for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs, and report the results to their local governing board as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted and to educational partners and the public through the Dashboard.

Evidence: The LEA responds to the self-reflection tools as specified and reports the results to its local governing board as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted and through the local data selection option in the Dashboard.

Approach for Self-Reflection Tool to Use as Evidence

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.

All SOAR Charter Academy students in grades TK – 8 are enrolled in a broad course of studies which include instruction in 1) English, including knowledge of, and appreciation for literature and the language, as well as the skills of speaking, reading, listening, spelling, handwriting, and composition. (2) Mathematics, including concepts, operational skills, and problem solving. (3) Social sciences, (4) Science, (5) Visual and performing art (6) Health, including instruction in the principles and

practices of individual, family, and community health. (7) Physical education, (8) Other studies that may be prescribed by the governing board. For SOAR this would be our character education and leadership instruction using the Leader in Me program. All our middle school students are also given "specials" that cover STEAM and Music. All teachers teach Leader in Me in the core classrooms. We track all course enrollment on Aeries student information system. Regular analysis of enrollment in broad course of study courses helps to inform SOAR as it makes decisions on offerings and using LCAP Supplemental and Concentration funds to support Priority 7.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study. LEAs may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.

Aeries data shows that all our students have access to a broad course of study. Elementary classrooms are self- contained. Teachers plan lessons that incorporate instruction in all 7 areas described above. Middle school students' schedules include Math, English, History, Science, Physical Education, Music, or STEAM. Health is integrated into Science and Physical Education. We do not offer electives to our middle schoolers. We offer enrichment courses because of our small size. They are exposed to all curricular areas. Character and Leadership Education is integrated into the day in all grade levels but students in middle school also have a Leader in Me class. We offer extracurricular activities during the after school program to expose students to other areas to help students find their strengths.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.

Time in the actual school day would be the biggest barrier. That is why so much is offered outside of the classroom during extended learning.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students?

We will continue to offer access to a broad course of study to all students. We encourage participation in extracurricular activities. 50% of students

participate in at least one extracurricular or leadership role on campus. We will continue to grow student leadership roles.

Additional information about enrollment in courses and the number of courses offered in different subjects at schools is available on the California Department of Education DataQuest web page.

Coversheet

Approval of 2026-2027 Budget and Narrative

Section:	IV. Action Items
Item:	C. Approval of 2026-2027 Budget and Narrative
Purpose:	Vote
Submitted by:	
Related Material:	FY27-SOAR-CharterBUDGETandINTERIMReportingTEMPLATE.pdf SOAR-5 Year Narrative-24.12.02 (2) (1).pdf

Charter School Name: SOAR Charter Academy
CDS #: 36-67876-0117192
Charter Authorizer: San Bernardino City Unified
County: San Bernardino
Charter #: 0982

Form Revised 5/13/2026

To the authorizing/oversight district:
2026-27 CHARTER SCHOOL BUDGET REPORT -- ALTERNATIVE FORM: This report has been approved, and is hereby filed by the charter school pursuant to Education Code Section 47604.33.

Signed: _____ Date: _____
Charter School Official
(Original signature required)

Printed Name: Kristin Hadden Title: Director of Finance & Operati

CERTIFICATION OF FINANCIAL CONDITION:

x	POSITIVE As the Charter School Official, I certify that this Charter will be able to meet its financial obligations for the current fiscal year and two subsequent fiscal years.		NOT POSITIVE As the Charter School Official, I certify that this Charter may not meet its financial obligations for the current fiscal year or two subsequent fiscal years.

To the County Superintendent of Schools:
2026-27 CHARTER SCHOOL BUDGET REPORT -- ALTERNATIVE FORM: This report has been reviewed pursuant to Education Code 47604.32(a) is hereby filed with the County Superintendent pursuant to Education Code Section 47604.33.

Signed: _____ Date: _____
Authorized Representative of
Charter Approving Entity
(Original signature required)

Printed Name: _____ Title: _____

	POSITIVE As the Charter School Authorizer, I believe that this Charter will be able to meet its financial obligations for the current fiscal year and two subsequent fiscal years.		NOT POSITIVE As the Charter School Official, I certify that this Charter may not meet its financial obligations for the current fiscal year or two subsequent fiscal years.

2026-27 CHARTER SCHOOL BUDGET REPORT -- ALTERNATIVE FORM: This report has been received by the County Superintendent of Schools pursuant to Education Code Section 47604.33(1).

Signed: _____ Date: _____
County Superintendent/Designee
(Original signature required)

For additional information on the budget report, please contact:

For Charter School:

Marisol Felix
Name

Charter Impact, Inc.
Title

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Telephone

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E-mail address

Charter School Attendance
Form Revised 5/13/2026

CHARTER NAME: SOAR Charter Academy
CHARTER #: 0982

Fiscal Year 2026-27 Budget
Projected ADA

Charter Authorizer: San Bernardino City Unified	Line	2025-26 Actual ADA P-2	2025-26 Funded ADA *	2026-27 Projected ADA P-2	2026-27 Funded ADA *	2026-27 % Change over Prior Year	2027-28 Projected ADA P-2	2027-28 Funded ADA *	2027-28 % Change over Prior Year	2028-29 Projected ADA P-2	2028-29 Funded ADA *	2028-29 % Change over Prior Year
Non Classroom Funding Determination Rate* **100%**												
TK/K-3:												
Regular ADA	A-1	173.08		182.00		5.15%	182.00		0.00%	182.00		0.00%
Classroom-based ADA included in A-1	A-2	173.08		182.00		5.15%	182.00		0.00%	182.00		0.00%
Extended Year Special Ed	A-3											
Classroom-based ADA included in A-3	A-4											
Special Ed - NPS	A-5											
Classroom-based ADA included in A-5	A-6											
Extended Year Special Ed - NPS	A-7											
Classroom-based ADA included in A-7	A-8											
ADA Totals (A-1, A3, A5, A7)	A-9	173.08		182.00		5.15%	182.00		0.00%	182.00		0.00%
Classroom-based ADA Totals (A-2, A-4, A-6, A-8)	A-10	173.08	173.08	182.00	182.00	5.15%	182.00	182.00	0.00%	182.00	182.00	0.00%
Non classroom-based ADA Totals (Difference of A-9 and A-10)	A-11	-	-	-	-		-	-		-	-	
ADA for Students in Transitional Kindergarten (Lines A-1, A-3, A-5, and A-7, TK/K-3 Column, First Year ADA Only)	B-1											
Grades 4-6												
Regular ADA	A-1	125.81		137.41		9.22%	137.41		0.00%	137.41		0.00%
Classroom-based ADA included in A-1	A-2	125.81		137.41		9.22%	137.41		0.00%	137.41		0.00%
Extended Year Special Ed	A-3											
Classroom-based ADA included in A-3	A-4											
Special Ed - NPS	A-5											
Classroom-based ADA included in A-5	A-6											
Extended Year Special Ed - NPS	A-7											
Classroom-based ADA included in A-7	A-8											
ADA Totals (A-1, A3, A5, A7)	A-9	125.81		137.41		9.22%	137.41		0.00%	137.41		0.00%
Classroom-based ADA Totals (A-2, A-4, A-6, A-8)	A-10	125.81	125.81	137.41	137.41	9.22%	137.41	137.41	0.00%	137.41	137.41	0.00%
Non classroom-based ADA Totals (Difference of A-9 and A-10)	A-11	-	-	-	-		-	-		-	-	
Grades 7-8												
Regular ADA	A-1	76.58		96.46		25.96%	96.46		0.00%	96.46		0.00%
Classroom-based ADA included in A-1	A-2	76.58		96.46		25.96%	96.46		0.00%	96.46		0.00%
Extended Year Special Ed	A-3											
Classroom-based ADA included in A-3	A-4											
Special Ed - NPS	A-5											
Classroom-based ADA included in A-5	A-6											
Extended Year Special Ed - NPS	A-7											
Classroom-based ADA included in A-7	A-8											
ADA Totals (A-1, A3, A5, A7)	A-9	76.58		96.46		25.96%	96.46		0.00%	96.46		0.00%
Classroom-based ADA Totals (A-2, A-4, A-6, A-8)	A-10	76.58	76.58	96.46	96.46	25.96%	96.46	96.46	0.00%	96.46	96.46	0.00%
Non classroom-based ADA Totals (Difference of A-9 and A-10)	A-11	-	-	-	-		-	-		-	-	

Charter School Attendance
Form Revised 5/13/2026

CHARTER NAME: SOAR Charter Academy
CHARTER #: 0982

Fiscal Year 2026-27 Budget
Projected ADA

Charter Authorizer: San Bernardino City Unified	Line	2025-26 Actual ADA P-2	2025-26 Funded ADA *	2026-27 Projected ADA P-2	2026-27 Funded ADA *	2026-27 % Change over Prior Year	2027-28 Projected ADA P-2	2027-28 Funded ADA *	2027-28 % Change over Prior Year	2028-29 Projected ADA P-2	2028-29 Funded ADA *	2028-29 % Change over Prior Year
Grades 9-12												
Regular ADA	A-1	-		-			-			-		
Classroom-based ADA included in A-1	A-2	-		-			-			-		
Extended Year Special Ed	A-3											
Classroom-based ADA included in A-3	A-4											
Special Ed - NPS	A-5											
Classroom-based ADA included in A-5	A-6											
Extended Year Special Ed - NPS	A-7											
Classroom-based ADA included in A-7	A-8											
ADA Totals (A-1, A3, A5, A7)	A-9	-		-			-			-		
Classroom-based ADA Totals (A-2, A-4, A-6, A-8)	A-10	-	-	-	-		-	-		-	-	
Non classroom-based ADA Totals (Difference of A-9 and A-10)	A-11	-	-	-	-		-	-		-	-	
Totals												
Regular ADA	A-1	375.47		415.87		10.76%	415.87		0.00%	415.87		0.00%
Classroom-based ADA included in A-1	A-2	375.47		415.87		10.76%	415.87		0.00%	415.87		0.00%
Extended Year Special Ed	A-3	-		-			-			-		
Classroom-based ADA included in A-3	A-4	-		-			-			-		
Special Ed - NPS	A-5	-		-			-			-		
Classroom-based ADA included in A-5	A-6	-		-			-			-		
Extended Year Special Ed - NPS	A-7	-		-			-			-		
Classroom-based ADA included in A-7	A-8	-		-			-			-		
ADA Totals (A-1, A3, A5, A7)	A-9	375.47		415.87		10.76%	415.87		0.00%	415.87		0.00%
Classroom-based ADA Totals (A-2, A-4, A-6, A-8)	A-10	375.47	375.47	415.87	415.87	10.76%	415.87	415.87	0.00%	415.87	415.87	0.00%
Non classroom-based ADA Totals (Difference of A-9 and A-10)	A-11	-	-	-	-		-	-		-	-	
Total Funded ADA			**375.47**		**415.87**			**415.87**			**415.87**	

* **For non-classroom, P-2 ADA is multiplied by Funding Determination %. Use this amount in the LCFF calculator and any other ADA based revenue calculations.**

CHARTER NAME: SOAR Charter Academy
CDS #: 36-67876-0117192
CHARTER #: 0982

Fiscal Year 2026-27 Budget

Form Revised 5/13/2026

ASSUMPTIONS:			2026-27	2027-28	Change	2028-29	Change
Local Control Funding (LCFF) - BAS/FCMAT Calculator:							
COLA (on Base)			4.31%	3.30%	-1.01%	3.09%	-0.21%
Total Phase-In Entitlement **(FCMAT calculator, Summary Tab)**			$ 6,506,267	$ 6,653,580	2.26%	$ 6,859,266	3.09%
LCAP: Public Hearing Date (mm/dd/yyyy)							
Board Approval Date (mm/dd/yyyy)							
Lottery Allocation Amount Per ADA:							
Unrestricted			$ 182	$ 182	$ -	$ 182	$ -
Restricted			$ 79	$ 79	$ -	$ 79	$ -
ADA/Enrollment:							
Total Non-Classroom Based (Independent Study) ADA			-	-	0.00	-	0.00
Total Funded Non-Classroom Based (Independent Study) ADA			-	-	0.00	-	0.00
Total Classroom Based ADA			415.87	415.87	0.00	415.87	0.00
Total Funded P-2 Attendance			415.87	415.87	0.00	415.87	0.00
Estimated Enrollment	PY CBEDS Certified Enrollment	435	457	457	0.00	457	0.00
Enrollment Growth Over Prior Year			5.06%	0.00%		0.00%	
ADA to Enrollment Ratio	2025-26	86.31%	91.00%	91.00%		91.00%	
Unduplicated Count	PY CBEDS Certified Unduplicated Count	355	374	374	0.00	374	0.00
Unduplicated Pupil % **(FCMAT LCFF Calc, Summary Tab, Rolling %)**	2025-26	84.52%	83.42%	81.80%		81.80%	
Certificated Salaries and Benefits:							
Number of Teachers (FTE)			31.00	31.00	0.00	31.00	0.00
Number of Certificated Management FTEs			4.00	4.00	0.00	4.00	0.00
Number of Other Certificated FTEs			5.00	5.00	0.00	5.00	0.00
Classroom Staffing Ratio - Students per FTE			14.74	14.74	0.00	14.74	0.00
Teachers Increased/(Decreased) for projected Enrollment change over PY			3.00	3.00	0.00	3.00	0.00
Average Teacher FTE **Salary**			$ 82,580	$ 84,231	2.00%	$ 85,916	2.00%
Average Certificated Management FTE **Salary**			$ 160,091	$ 163,293	2.00%	$ 166,559	2.00%
Average Other Certificated FTE **Salary**			$ 52,886	$ 53,944	2.00%	$ 55,023	2.00%
Cert Step and Column Increase (Total Annual Cost)							
Other Pay, Stipends, Extra Pay			$ 95,388	$ 97,296	2.00%	$ 99,242	2.00%
Health and Welfare Cost per Employee			$ 13,000	$ 13,260	2.00%	$ 13,525	2.00%
Retirement Cost per Cert Employee			$ 17,252	$ 17,597	2.00%	$ 17,949	2.00%
STRS Rate			19.10%	19.10%	0.00%	19.10%	0.00%

Optional - Additional information/explanation of Certificated S&B Assumptions above (calculation methodology, inclusions/exclusions, etc…):

Explain any year over year changes (+/- positions, budgeted salary increases (ongoing or one-time), health and welfare contribution changes, etc…):

Classified Salaries and Benefits:							
Number of Classified (Non-Mgmt) FTEs			21.00	21.00	0.00	21.00	0.00
Number of Classified Mangement FTEs			0.00	0.00	0.00	0.00	0.00
Average **Salary** per Classified Non-Mgmt FTE			$ 50,603	$ 51,615	2.00%	$ 52,647	2.00%
Average **Salary** per Classified Mgmt FTE			$ -	$ -		$ -	
Class Step and Column Increase (Total Annual Cost)							
Other Pay, Stipends, Extra Pay			$ -	$ -		$ -	
Health and Welfare Cost per Class Employee			$ 13,000	$ 13,260	2.00%	$ 13,525	2.00%
Retirement Cost per ClassEmployee			$ -	$ -		$ -	
PERS Rate			0.00%	0.00%	0.00%	0.00%	0.00%

Optional - Additional information/explanation of Certificated S&B Assumptions above (calculation methodology, inclusions/exclusions, etc…):

Explain any year over year changes (+/- positions, budgeted salary increases (ongoing or one-time), health and welfare contribution changes, etc…):

CHARTER NAME: SOAR Charter Academy
CDS #: 36-67876-0117192
CHARTER #: 0982

Fiscal Year 2026-27 Budget

Form Revised 5/13/2026

ASSUMPTIONS:	2026-27	2027-28	Change	2028-29	Change
Statutory Benefits					
FICA (Social Security)	6.20%	6.20%	0.00%	6.20%	0.00%
Medicare Tax	1.45%	1.45%	0.00%	1.45%	0.00%
Unemployment	5.00%	5.00%	0.00%	5.00%	0.00%
Workers Comp	0.90000%	0.90000%	0.00%	0.90000%	0.00%
Facilities:					
Rent	$ 14,900	$ 14,900	0.00%	$ 14,900	0.00%
Electricity	$ 130,800	$ 134,397	2.75%	$ 138,093	2.75%
Heating (gas)					
Other					

Explain "Other" facility costs:

Administrative Service Agreements:

1.00%	Oversight Fees to Sponsor	$ 65,063	$ 66,536	2.26%	$ 68,593	3.09%
	Administive Service Contract	$ 111,055	$ 114,109	2.75%	$ 117,247	2.75%
	Other Contracted Costs					

List Noteworthy Assumptions for other budget line items: (Books, Supplies, Services, Capital Outlay, Debt, etc.)

CHARTER NAME: SOAR Charter Academy
CDS #: 36-67876-0117192
CHARTER #: 0982

Fiscal Year 2026-27 Budget
Unrestricted MYP

Form Revised 5/13/2026

DESCRIPTION		Estimated Actuals 2025-26	Adopted Budget 2026-27	Percent Change	Projected Budget 2027-28	Percent Change	Projected Budget 2028-29	Percent Change
REVENUES								
LCFF Sources								
LCFF	8011	3,945,860	5,037,577	27.67%	5,148,437	2.20%	5,318,864	3.31%
EPA	8012	1,335,641	1,104,633	-17.30%	1,141,086	3.30%	1,176,345	3.09%
State Aid - Prior Year	8019	-						
In Lieu Property Taxes	8096	298,855	364,057	21.82%	364,057	0.00%	364,057	0.00%
Federal	8100-8299	-	-		-		-	
State								
Lottery - Unrestricted	8560	82,003	79,015	-3.64%	79,015	0.00%	79,015	0.00%
Lottery - Prop 20 - Restricted	8560							
Other State Revenue	8300-8599	33,126	8,001	-75.85%	9,155	14.42%	9,438	3.09%
Local								
Interest	8660	-						
AB602 Local Special Education Transfer	8792							
Other Local Revenues	8600-8799	57,957	-		-		-	
Total Revenues		$ 5,753,442	$ 6,593,283	14.60%	$ 6,741,750	2.25%	$ 6,947,719	3.06%
EXPENDITURES								
Certificated Salaries	1000-1999	2,934,797	3,146,551	7.22%	3,194,577	1.53%	3,261,057	2.08%
Classified Salaries	2000-2999	801,041	400,775	-49.97%	412,051	2.81%	433,729	5.26%
Benefits	3000-3999	1,349,309	1,284,692	-4.79%	1,313,343	2.23%	1,344,166	2.35%
Books & Supplies	4000-4999	122,196	129,330	5.84%	136,777	5.76%	146,428	7.06%
Contracts & Services	5000-5999	965,884	1,280,707	32.59%	1,308,407	2.16%	1,343,180	2.66%
Capital Outlay (Modified Accrual Basis Only)	6000-6599							
Depreciation Expense (Accrual Basis Only)	6900	25,375	28,100	10.74%	28,873	2.75%	29,667	2.75%
Other Outgo	7100-7299							
Debt Service (see Debt Form)	7400-7499							
Total Expenditures		$ 6,198,602	$ 6,270,156	1.15%	$ 6,394,027	1.98%	$ 6,558,227	2.57%
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES		$ (445,161)	$ 323,127		$ 347,723	7.61%	$ 389,492	12.01%
OTHER SOURCES & USES								
Other Sources/Contributions to Restricted Programs	8900							
Other Uses	7600							
Net Sources & Uses		$ -	$ -		$ -		$ -	
NET INCREASE (DECREASE) IN FUND BALANCE		$ (445,161)	$ 323,127		$ 347,723	7.61%	$ 389,492	12.01%
FUND BALANCE, RESERVES								
Beginning Balance at Adopted Budget	9791	2,740,779	3,402,585	24.15%	3,725,713	9.50%	4,073,436	9.33%
Adjustments for Unaudited Actuals	9792							
Beg Fund Balance at Unaudited Actuals								
Adjustments for Audit	9793							
Adjustments for Restatements	9795	1,106,967						
Beginning Fund Balance as per Audit Report +/- Restatements		3,847,746						
Ending Balance	9790	$ 3,402,585	$ 3,725,713	9.50%	$ 4,073,436	9.33%	$ 4,462,928	9.56%
Components of Ending Fund Balance (Budget):								
a. **Nonspendable**								
Revolving Cash	9711							
Stores	9712							
Prepaid Expenditures	9713							
All Others	9719							
b. **Restricted**	9740							
c. **Committed**								
Committed - Stabilization Arrangements	9750							
Committed - Other	9760							
d. **Assignments**	9780							
e. **Unassigned**								
Reserve for Ecomonic Uncertainties	9789							
Undesignated / Unappropriated Amount / Unrestricted Net Position	9790	3,402,585	3,725,713	9.50%	4,073,436	9.33%	4,462,928	9.56%

ASSUMPTIONS FOR UNRESTRICTED PROGRAMS:

LIST FEDERAL UNRESTRICTED REVENUES (MOST FEDERAL PROGRAM REVENUES ARE RESTRICTED AND SHOULD BE ON RESTRICTED SHEET)

1	Ex. Erate							
2								
3								
4								
5								
6								
7								
8								
9								
	Total Federal Awards Budgeted:	$ -	$ -		$ -		$ -	

Lottery Unrestricted Allocation per ADA		$ 182		$ 182		$ 182	
Lottery Unrestricted Estimated Award		$ 79,015	-3.64%	$ 79,015	0.00%	$ 79,015	0.00%

CHARTER NAME: SOAR Charter Academy
CDS #: 36-67876-0117192
CHARTER #: 0982

Fiscal Year 2026-27 Budget
Unrestricted MYP

Form Revised 5/13/2026

	DESCRIPTION	Estimated Actuals 2025-26	Adopted Budget 2026-27	Percent Change	Projected Budget 2027-28	Percent Change	Projected Budget 2028-29	Percent Change
	LIST UNRESTRICTED STATE FUNDS BUDGETED IN "Other State Revenue"							
1	Mandate Block	8,670	8,001	-7.72%	9,155	14.42%	9,438	3.09%
2	Prior Year Adj	24,456						
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								
14								
15								
16								
17								
18								
	Total Other State Revenue Funds Budgeted:	$ 33,126	$ 8,001	-75.85%	$ 9,155	14.42%	$ 9,438	3.09%
	LIST OTHER UNRESTRICTED LOCAL REVENUES BUDGETED in "Other Local Revenues"							
1	Fundraising	57,957						
2								
3								
4								
5								
6								
	Total Other Local Revenue Funds Budgeted:	$ 57,957	$ -		$ -		$ -	

CHARTER NAME: SOAR Charter Academy
CDS #: 36-67876-0117192
CHARTER #: 0982

Fiscal Year 2026-27 Budget
Restricted MYP

Form Revised 5/13/2026

DESCRIPTION		Estimated Actuals 2025-26	Adopted Budget 2026-27	Percent Change	Projected Budget 2027-28	Percent Change	Projected Budget 2028-29	Percent Change
REVENUES								
LCFF Sources								
LCFF	8011							
EPA	8012							
State Aid - Prior Year	8019							
In Lieu Property Taxes	8096							
Federal	8100-8299	533,973	567,254	6.23%	570,620	0.59%	570,620	0.00%
State								
Lottery - Unrestricted	8560							
Lottery - Prop 20 - Restricted	8560	20,501	34,101		34,101		34,101	0.00%
Other State Revenue	8300-8599	1,841,682	1,604,928	-12.86%	1,615,072	0.63%	1,629,980	0.92%
Local								
Interest	8660							
AB602 Local Special Education Transfer	8792							
Other Local Revenues	8600-8799	-	-		-		-	
Total Revenues		$ 2,396,157	$ 2,206,283	-7.92%	$ 2,219,793	0.61%	$ 2,234,701	0.67%
EXPENDITURES								
Certificated Salaries	1000-1999	427,533	466,493	9.11%	490,728	5.20%	497,954	1.47%
Classified Salaries	2000-2999	503,129	661,884	31.55%	671,861	1.51%	671,861	0.00%
Benefits	3000-3999	312,626	367,679	17.61%	371,642	1.08%	374,084	0.66%
Books & Supplies	4000-4999	629,854	638,942	1.44%	639,842	0.14%	640,714	0.14%
Contracts & Services	5000-5999	318,763	141,399	-55.64%	149,133	5.47%	151,941	1.88%
Capital Outlay (Modified Accrual Basis Only)	6000-6599							
Depreciation Expense (Accrual Basis Only)	6900							
Other Outgo	7100-7299							
Debt Service (see Debt Form)	7400-7499							
Total Expenditures		$ 2,191,905	$ 2,276,396	3.85%	$ 2,323,206	2.06%	$ 2,336,554	0.57%
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES		$ 204,252	$ (70,113)		$ (103,413)		$ (101,853)	
OTHER SOURCES & USES								
Other Sources/Contributions to Restricted Programs	8900							
Other Uses	7600							
Net Sources & Uses		$ -	$ -		$ -		$ -	
NET INCREASE (DECREASE) IN FUND BALANCE		$ 204,252	$ (70,113)		$ (103,413)		$ (101,853)	

CHARTER NAME: SOAR Charter Academy
CDS #: 36-67876-0117192
CHARTER #: 0982

Fiscal Year 2026-27 Budget
Restricted MYP

Form Revised 5/13/2026

DESCRIPTION		Estimated Actuals 2025-26	Adopted Budget 2026-27	Percent Change	Projected Budget 2027-28	Percent Change	Projected Budget 2028-29	Percent Change
FUND BALANCE, RESERVES								
Beginning Balance at Adopted Budget	9791		204,252		134,139	-34.33%	30,726	-77.09%
Adjustments for Unaudited Actuals	9792							
Beg Fund Balance at Unaudited Actuals								
Adjustments for Audit	9793							
Adjustments for Restatements	9795							
Beginning Fund Balance as per Audit Report +/- Restatements		-						
Ending Balance		$ 204,252	$ 134,139	-34.33%	$ 30,726	-77.09%	$ (71,127)	
Components of Ending Fund Balance (Budget):								
a. **Nonspendable**								
Revolving Cash	9711							
Stores	9712							
Prepaid Expenditures	9713							
All Others	9719							
b. **Restricted**	9740	204,252	134,139	-34.33%	30,726	-77.09%	-	
c. **Committed**								
Committed - Stabilization Arrangements	9750							
Committed - Other	9760							
d. **Assignments**	9780							
e. **Unassigned**								
Reserve for Ecomonic Uncertainties	9789							
Undesignated / Unappropriated Amount / Unrestricted Net Position	9790							

CHARTER NAME: SOAR Charter Academy
CDS #: 36-67876-0117192
CHARTER #: 0982

Fiscal Year 2026-27 Budget
Restricted MYP

Form Revised 5/13/2026

	DESCRIPTION	Estimated Actuals 2025-26	Adopted Budget 2026-27	Percent Change	Projected Budget 2027-28	Percent Change	Projected Budget 2028-29	Percent Change
	If Restricted Fund Balances Exist, Identify Balance by Program:							
1	EX. AB602 - Special Education							
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								
14								
15								
		Total must equal amount in Cell E64 above	Total must equal amount in Cell F64 above		Total must equal amount in Cell H64 above		-	

ASSUMPTIONS FOR RESTRICTED PROGRAMS:

	LIST FEDERAL RESTRICTED REVENUES							
1	Federal Nutrition	215,526	288,376	33.80%	288,376	0.00%	288,376	0.00%
2	Child and Adult Food Care							
3	Title I	219,040	179,737	-17.94%	179,737	0.00%	179,737	0.00%
4	Title II	20,842	20,845		20,845		20,845	
5	Title IV	13,465	11,735		11,735		11,735	
6	Federal SPED	65,100	66,561		69,927		69,927	
7								
8								
9								
10								
11								
12								
13								
14								
15					-		-	
16								
17								
18								
19								
20								
	Total Federal Awards Budgeted:	$ 533,973	$ 567,254	6.23%	$ 570,620	0.59%	$ 570,620	0.00%

	Lottery Prop 20 Restricted Allocation per ADA		$ 79		$ 79		$ 79	

CHARTER NAME: SOAR Charter Academy
CDS #: 36-67876-0117192
CHARTER #: 0982

Fiscal Year 2026-27 Budget
Restricted MYP

Form Revised 5/13/2026

	DESCRIPTION	Estimated Actuals 2025-26	Adopted Budget 2026-27	Percent Change	Projected Budget 2027-28	Percent Change	Projected Budget 2028-29	Percent Change
	Lottery Estimated Prop 20 Restricted Award		$ 34,101		$ 34,101	0.00%	$ 34,101	0.00%
	LIST RESTRICTED STATE FUNDS BUDGETED IN "Other State Revenue"							
1	State Nutrition	89,179	27,296	-69.39%	28,196	3.30%	29,068	3.09%
2	State SPED	376,122	376,118	0.00%	380,362	1.13%	392,115	3.09%
3	ELOP	731,310	731,310	0.00%	731,310	0.00%	731,310	0.00%
4	Educator Effectiveness	62,642						
5	Community Schools Planning	307,871	307,871	0.00%	307,871	0.00%	307,871	0.00%
6	SPED Mental Health		31,821		31,821	0.00%	31,821	0.00%
7	AMS Prop 28	136,149	90,512	-33.52%	90,512	0.00%	90,512	0.00%
8	Prior Year Revenue							
9	KIT	14,592						
10	UPK							
11	ELOG							
12	ERMHS	35,859						
13	CYBHI	44,028						
14	LREBG	33,923						
15	Literacy Screening	2,667						
16	Homeless Youth	7,340						
17	Student Support		40,000		45,000	12.50%	47,283	5.07%
18								
	Total Other State Revenue Funds Budgeted:	$ 1,841,682	$ 1,604,928	-12.86%	$ 1,615,072	0.63%	$ 1,629,980	0.92%
	LIST OTHER RESTRICTED LOCAL REVENUES BUDGETED in "Other Local Revenues"							
1								
2								
3								
4								
5								
6								
	Total Other Local Revenue Funds Budgeted:	$ -	$ -		$ -		$ -	
	SPECIAL EDUCATION DETAILS:							
	What % of student population is Special Ed			0.00%		0.00%		0.00%
	For SELPA services, is the Charter under School District, or a member LEA?							
	AB602 Revenue	-	-		-		-	
	Other Special Ed Revenue							
	Unrestricted Contribution to Special Ed							
	Total Special Ed Funding	-	-		-		-	
	Special Ed Expenditures							

CHARTER NAME: SOAR Charter Academy
CDS #: 36-67876-0117192
CHARTER #: 0982

Fiscal Year 2026-27 Budget
Summary MYP

Form Revised 5/13/2026

DESCRIPTION		Estimated Actuals 2025-26	Adopted Budget 2026-27	Percent Change	Projected Budget 2027-28	Percent Change	Projected Budget 2028-29	Percent Change
REVENUES								
LCFF Sources								
LCFF	8011	3,945,860	5,037,577	27.67%	5,148,437	2.20%	5,318,864	3.31%
EPA	8012	1,335,641	1,104,633	-17.30%	1,141,086	3.30%	1,176,345	3.09%
State Aid - Prior Year	8019	-	-		-		-	
In Lieu Property Taxes	8096	298,855	364,057	21.82%	364,057	0.00%	364,057	0.00%
Federal	8100-8299	533,973	567,254	6.23%	570,620	0.59%	570,620	0.00%
State								
Lottery - Unrestricted	8560	82,003	79,015	-3.64%	79,015	0.00%	79,015	0.00%
Lottery - Prop 20 - Restricted	8560	20,501	34,101	66.34%	34,101	0.00%	34,101	0.00%
Other State Revenue	8300-8599	1,874,808	1,612,929	-13.97%	1,624,227	0.70%	1,639,418	0.94%
Local								
Interest	8660	-	-		-		-	
AB602 Local Special Education Transfer	8792	-	-		-		-	
Other Local Revenues	8600-8799	57,957	-		-		-	
Total Revenues		$ 8,149,598	$ 8,799,566	7.98%	$ 8,961,543	1.84%	$ 9,182,420	2.46%
EXPENDITURES								
Certificated Salaries	1000-1999	3,362,330	3,613,044	7.46%	3,685,305	2.00%	3,759,011	2.00%
Classified Salaries	2000-2999	1,304,171	1,062,659	-18.52%	1,083,912	2.00%	1,105,590	2.00%
Benefits	3000-3999	1,661,935	1,652,371	-0.58%	1,684,984	1.97%	1,718,250	1.97%
Books & Supplies	4000-4999	752,049	768,272	2.16%	776,619	1.09%	787,142	1.35%
Contracts & Services	5000-5999	1,284,647	1,422,106	10.70%	1,457,540	2.49%	1,495,121	2.58%
Capital Outlay (Modified Accrual Basis Only)	6000-6599	-	-		-		-	
Depreciation Expense (Accrual Basis Only)	6900	25,375	28,100	10.74%	28,873	2.75%	29,667	2.75%
Other Outgo	7100-7299	-	-		-		-	
Debt Service (see Debt Form)	7400-7499	-	-		-		-	
Total Expenditures		$ 8,390,507	$ 8,546,552	1.86%	$ 8,717,233	2.00%	$ 8,894,781	2.04%
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES		$ (240,909)	$ 253,014		$ 244,310	-3.44%	$ 287,639	17.74%
OTHER SOURCES & USES								
Other Sources/Contributions to Restricted Programs	8900	-	-		-		-	
Other Uses	7600	-	-		-		-	
Net Sources & Uses		$ -	$ -		$ -		$ -	
NET INCREASE (DECREASE) IN FUND BALANCE		$ (240,909)	$ 253,014		$ 244,310	-3.44%	$ 287,639	17.74%

CHARTER NAME: SOAR Charter Academy
CDS #: 36-67876-0117192
CHARTER #: 0982

Fiscal Year 2026-27 Budget
Summary MYP

Form Revised 5/13/2026

DESCRIPTION		Estimated Actuals 2025-26	Adopted Budget 2026-27	Percent Change	Projected Budget 2027-28	Percent Change	Projected Budget 2028-29	Percent Change
FUND BALANCE, RESERVES								
Beginning Balance at Adopted Budget	9791	2,740,779	3,606,837	31.60%	3,859,852	7.01%	4,104,162	6.33%
Adjustments for Unaudited Actuals	9792							
Beg Fund Balance at Unaudited Actuals								
Adjustments for Audit	9793							
Adjustments for Restatements	9795	1,106,967						
Beginning Fund Balance as per Audit Report +/- Restatements		3,847,746						
Ending Balance	9790	$ 3,606,837	$ 3,859,852	7.01%	$ 4,104,162	6.33%	$ 4,391,801	7.01%
Components of Ending Fund Balance (Budget):								
a. **Nonspendable**								
Revolving Cash	9711	-	-		-		-	
Stores	9712	-	-		-		-	
Prepaid Expenditures	9713	-	-		-		-	
All Others	9719	-	-		-		-	
b. **Restricted**	9740	204,252	134,139	-34.33%	30,726	-77.09%	-	
c. **Committed**								
Committed - Stabilization Arrangements	9750	-	-		-		-	
Committed - Other	9760	-	-		-		-	
d. **Assignments**	9780	-	-		-		-	
e. **Unassigned**								
Reserve for Ecomonic Uncertainties	9789	-	-		-		-	
Undesignated / Unappropriated Amount / Unrestricted Net Position	9790	3,402,585	3,725,713	9.50%	4,073,436	9.33%	4,462,928	9.56%
Economic Uncertainty and Unappropriated Reserve Percentage (9789+9790)/(Total Expenditures + Other Uses)		40.55%	43.59%		46.73%		50.17%	

Reserve Standard (unless different standard identified in MOU)	**4%**	**4%**	**4%**	**4%**
If MOU contains a Reserve Standard other than above, enter here				
Reserve Standard Met/Not Met	**Met**	**Met**	**Met**	**Met**

If not meeting standards, discuss fiscal recovery plan:

Unrestricted Deficit Spending Percentage	7.2%	0.0%	0.0%	0.0%
Unrestricted Deficit Spending Standard	**13.5%**	**14.5%**	**15.6%**	**16.7%**
Unrestricted Deficit Spending Standard Met/Not Met	**Met**	**Met**	**Met**	**Met**

If deficit spending, explain cause and if one-time or on-going. If for on-going, what is the Charter's plan to eliminatethe deficit?

DEBT - Multiyear Commitments

Fiscal Year 2026-27 Budget

CHARTER NAME: SOAR Charter Academy

Form Revised 5/13/2026

Complete the following table for all significant multiyear commitments for the budget year and the following two years. Clearly identify the number of years remaining and the total remaining principal amount of the commitment, the amount of principal and interest budgeted for the current fiscal year and the following two years.

Under the Comment Section, provide a brief statement identifying the funding source for repayment of each obligation.

x **NO DEBT** (if no debt, **X**)

Type of Commitment	# of Years Remaining	July 1, 2026 Principal Balance	2026-27 Payment Principle	2026-27 Payment Interest	2027-28 Payment Principle	2027-28 Payment Interest	2028-29 Payment Principle	2028-29 Payment Interest	Object Code(s)
State School Building Loans									
Charter School Start-up Loans									
Other Post Employment Benefits									
Compensated Absences									
Bank Line of Credit Loans									
Municipal Lease									
Capital Lease									
Capital Lease									
Capital Lease									
Inter-Agency Borrowing									
Other									
Total		-	-	-	-	-	-	-	

Other Commitments:

Comments:

CHARTER NAME: SOAR Charter Academy

2026-27 Budget Cash Flow

DATE PREPARED: 6/4/2026

Form Revised 5/13/2026

			July Estimated	% Bud	August Estimated	% Bud	September Estimated	% Bud	October Estimated	% Bud	November Estimated	% Bud	December Estimated	% Bud	January Estimated	% Bud
Beginning Cash Balance		##########	3,113,170		3,429,820		2,961,789		3,112,807		2,834,680		2,576,626		3,089,868	
REVENUE																
LCFF Sources																
LCFF	8011				227,410	4.51%	227,410	4.51%	409,338	8.13%	409,338	8.13%	409,338	8.13%	409,338	8.13%
EPA	8012				-		276,158	25.00%	-		-		276,158	25.00%	-	
State Aid - Prior Year	8019				-		-		-		-		-		-	
In Lieu Property Taxes	8096				19,721	5.42%	39,443	10.83%	26,295	7.22%	26,295	7.22%	26,295	7.22%	26,295	7.22%
Federal	8100-8299						50,146	8.84%	14,419	2.54%	33,263	5.86%	177,832	31.35%	27,396	4.83%
State																
Lottery - Unrestricted	8560														20,426	25.85%
Lottery - Prop 20 - Restricted	8560														5,106	14.97%
Other State Revenue	8300-8599				18,806	1.17%	319,184	19.79%	35,215	2.18%	36,444	2.26%	344,823	21.38%	36,444	2.26%
Local																
Interest	8660															
AB602 Local Special Education Transfer	8792															
Other Local Revenues	8600-8799															
Total Revenues			$ -		$ 265,937	3.02%	$ 912,341	10.37%	$ 485,267	5.51%	$ 505,340	5.74%	$ 1,234,446	14.03%	$ 525,005	5.97%
EXPENDITURES																
Certificated Salaries	1000-1999		53,364	1.48%	323,607	8.96%	323,607	8.96%	323,607	8.96%	323,607	8.96%	323,607	8.96%	323,607	8.96%
Classified Salaries	2000-2999		-		96,605	9.09%	96,605	9.09%	96,605	9.09%	96,605	9.09%	96,605	9.09%	96,605	9.09%
Benefits	3000-3999		76,339	4.62%	142,566	8.63%	142,566	8.63%	142,566	8.63%	142,566	8.63%	142,566	8.63%	146,469	8.86%
Books & Supplies	4000-4999		25,217	3.28%	87,599	11.40%	87,599	11.40%	87,599	11.40%	87,599	11.40%	69,174	9.00%	53,914	7.02%
Contracts & Services	5000-5999		60,705	4.27%	83,590	5.88%	110,945	7.80%	113,017	7.95%	113,017	7.95%	162,763	11.45%	145,350	10.22%
Capital Outlay (Modified Accrual Basis Only)	6000-6599		-													
Depreciation Expense (Accrual Basis Only)	6900		2,342	8.33%	2,342	8.33%	2,342	8.33%	2,342	8.33%	2,342	8.33%	2,342	8.33%	2,342	8.33%
Other Outgo	7100-7299		-													
Debt Service (see Debt Form)	7400-7499		-													
Total Expenditures			$ 217,967	2.55%	$ 736,309	8.62%	$ 763,664	8.94%	$ 765,736	8.96%	$ 765,736	8.96%	$ 797,057	9.33%	$ 768,287	8.99%
OTHER SOURCES/USES																
Other Sources/Contributions to Restricted Programs	8900															
Other Uses	7600															
Net Sources & Uses			$ -		$ -		$ -		$ -		$ -		$ -		$ -	
BALANCE SHEET		July 1 - Beginning Balances		% Beg Bal		% Beg Bal		% Beg Bal		% Beg Bal		% Beg Bal		% Beg Bal		% Beg Bal
Capital Assets - Net of Accum Depr (Accrual Basis Only)	9400-9489		2,342		2,342		2,342		2,342		2,342		2,342		2,342	
Accounts Receivable	9210		532,274										73,511		66,337	
Prepaid Expenditures	9330															
Other Non Current Assets																
Accounts Payable	9510															
Line of Credit Payments	9640															
Deferred Revenue	9650															
Other Non Current Liabilities																
TOTAL BALANCE SHEET		$ -	$ 534,616		$ 2,342		$ 2,342		$ 2,342		$ 2,342		$ 75,853		$ 68,679	
OTHER ADJUSTMENTS (LIST)																
Rounding			1	14.29%	(1)		(1)								(1)	
TOTAL OTHER ADJUSTMENTS		$ -	$ 1		$ (1)		$ (1)		$ -		$ -		$ -		$ (1)	
NET REVENUES LESS EXPENDITURES			$ 316,650		$ (468,031)		$ 151,018		$ (278,127)		$ (258,054)		$ 513,242		$ (174,604)	
ENDING CASH BALANCE			$ 3,429,820		$ 2,961,789		$ 3,112,807		$ 2,834,680		$ 2,576,626		$ 3,089,868		$ 2,915,264	

CHARTER NAME: SOAR Charter Academy

DATE PREPARED: 6/4/2026

2026-27 Budget Cash Flow

Form Revised 5/13/2026

		February Estimated	% Bud	March Estimated	% Bud	April Estimated	% Bud	May Estimated	% Bud	June Estimated	% Bud	Estimated Accrual	Total	Projected Budget	Difference
Beginning Cash Balance		2,915,264		2,652,700		3,117,555		3,015,681		2,888,275		3,064,181			
REVENUE															
LCFF Sources															
LCFF	8011	409,338	8.13%	507,214	10.07%	507,214	10.07%	507,214	10.07%	507,214	10.07%	507,214	5,037,577	5,037,577	-
EPA	8012	-		276,158	25.00%	-		-		-		276,158	1,104,633	1,104,633	-
State Aid - Prior Year	8019	-		-		-		-		-		-	-	-	-
In Lieu Property Taxes	8096	26,295	7.22%	57,806	15.88%	28,903	7.94%	28,903	7.94%	28,903	7.94%	28,903	364,057	364,057	-
Federal	8100-8299	30,329	5.35%	27,396	4.83%	27,396	4.83%	27,396	4.83%	30,329	5.35%	121,352	567,254	567,254	-
State															
Lottery - Unrestricted	8560											58,589	79,015	79,015	-
Lottery - Prop 20 - Restricted	8560											28,995	34,101	34,101	-
Other State Revenue	8300-8599	36,444	2.26%	336,822	20.88%	61,976	3.84%	36,444	2.26%	336,822	20.88%	13,505	1,612,929	1,612,929	-
Local															
Interest	8660											-	-	-	-
AB602 Local Special Education Transfer	8792											-	-	-	-
Other Local Revenues	8600-8799											-	-	-	-
Total Revenues		$ 502,406	5.71%	$ 1,205,395	13.70%	$ 625,488	7.11%	$ 599,956	6.82%	$ 903,267	10.26%	$ 1,034,716	$ 8,799,566	$ 8,799,566	$ -
EXPENDITURES															
Certificated Salaries	1000-1999	323,607	8.96%	323,607	8.96%	323,607	8.96%	323,607	8.96%	323,607	8.96%	3	3,613,044	3,613,044	-
Classified Salaries	2000-2999	96,605	9.09%	96,605	9.09%	96,605	9.09%	96,605	9.09%	96,605	9.09%	4	1,062,659	1,062,659	-
Benefits	3000-3999	145,493	8.81%	143,542	8.69%	142,566	8.63%	142,566	8.63%	142,566	8.63%	-	1,652,371	1,652,371	-
Books & Supplies	4000-4999	53,914	7.02%	53,914	7.02%	53,914	7.02%	53,914	7.02%	53,914	7.02%	1	768,272	768,272	-
Contracts & Services	5000-5999	145,350	10.22%	122,872	8.64%	110,669	7.78%	110,669	7.78%	110,669	7.78%	32,490	1,422,106	1,422,106	-
Capital Outlay (Modified Accrual Basis Only)	6000-6599											-	-	-	-
Depreciation Expense (Accrual Basis Only)	6900	2,342	8.33%	2,342	8.33%	2,342	8.33%	2,342	8.33%	2,342	8.33%	(4)	28,100	28,100	-
Other Outgo	7100-7299											-	-	-	-
Debt Service (see Debt Form)	7400-7499											-	-	-	-
Total Expenditures		$ 767,311	8.98%	$ 742,882	8.69%	$ 729,703	8.54%	$ 729,703	8.54%	$ 729,703	8.54%	$ 32,494	$ 8,546,552	$ 8,546,552	$ -
OTHER SOURCES/USES															
Other Sources/Contributions to Restricted Programs	8900											-	-	-	-
Other Uses	7600											-	-	-	-
Net Sources & Uses		$ -		$ -		$ -		$ -		$ -		$ -	$ -	$ -	$ -
BALANCE SHEET			% Beg Bal		% Beg Bal		% Beg Bal		% Beg Bal		% Beg Bal			Remaining Balance	
Capital Assets - Net of Accum Depr (Accrual Basis Only)	9400-9489	2,342		2,342		2,342		2,342		2,342			28,104	(28,104)	
Accounts Receivable	9210												672,122	(672,122)	
Prepaid Expenditures	9330												-	-	
Other Non Current Assets													-	-	
Accounts Payable	9510												-	-	
Line of Credit Payments	9640												-	-	
Deferred Revenue	9650												-	-	
Other Non Current Liabilities													-	-	
TOTAL BALANCE SHEET		$ 2,342		$ 2,342		$ 2,342		$ 2,342		$ 2,342		$ -	$ 700,226	$ (700,226)	
OTHER ADJUSTMENTS (LIST)														Remaining Balance	
Rounding		(1)		(1)		(1)		(2)					(7)	7	
													-	-	
													-	-	
													-	-	
													-	-	
													-	-	
													-	-	
TOTAL OTHER ADJUSTMENTS		$ (1)		$ (1)		$ (1)		$ (2)		$ -			$ (7)	$ 7	
NET REVENUES LESS EXPENDITURES		$ (262,564)		$ 464,854		$ (101,874)		$ (127,407)		$ 175,906		$ 1,002,222	$ 953,233		
ENDING CASH BALANCE		$ 2,652,700		$ 3,117,555		$ 3,015,681		$ 2,888,275		$ 3,064,181		$ 3,366,176.86			

Ending Fund Balance $ 3,859,852

Ending Cash (AC6) plus Ending Total Balance Sheet (AE52) plus Accruals (AC64) should equal Ending Fund Balance **Ending Cash does r** **If not balancing, check to ensure Beg Cash (E6) + Tc**

CHARTER NAME: SOAR Charter Academy

DATE PREPARED: 6/4/2026

2027-28 Budget Cash Flow

Form Revised 5/13/2026

			July Estimated	% Bud	August Estimated	% Bud	September Estimated	% Bud	October Estimated	% Bud	November Estimated	% Bud	December Estimated	% Bud	January Estimated	% Bud
Beginning Cash Balance		##########	3,064,181		3,683,834		3,232,353		2,851,869		2,878,744		3,446,437		3,364,314	
REVENUE																
LCFF Sources																
LCFF	8011				257,422	5.00%	257,422	5.00%	463,359	9.00%	463,359	9.00%	463,359	9.00%	463,359	9.00%
EPA	8012				-		-		276,158	24.20%	-		-		276,158	24.20%
State Aid - Prior Year	8019				-		-		-		-		-		-	
In Lieu Property Taxes	8096				21,843	6.00%	43,687	12.00%	29,125	8.00%	29,125	8.00%	29,125	8.00%	29,125	8.00%
Federal	8100-8299				-		64,564	11.31%	14,419	2.53%	34,705	6.08%	78,983	13.84%	28,838	5.05%
State																
Lottery - Unrestricted	8560														22,623	28.63%
Lottery - Prop 20 - Restricted	8560														5,656	16.59%
Other State Revenue	8300-8599				19,018	1.17%	20,428	1.26%	35,642	2.19%	821,286	50.56%	46,207	2.84%	37,052	2.28%
Local																
Interest	8660															
AB602 Local Special Education Transfer	8792															
Other Local Revenues	8600-8799															
Total Revenues			$ -		$ 298,283	3.33%	$ 386,101	4.31%	$ 818,703	9.14%	$ 1,348,475	15.05%	$ 617,674	6.89%	$ 862,811	9.63%
EXPENDITURES																
Certificated Salaries	1000-1999		54,431	1.48%	330,079	8.96%	330,079	8.96%	330,079	8.96%	330,079	8.96%	330,079	8.96%	330,079	8.96%
Classified Salaries	2000-2999		-		98,537	9.09%	98,537	9.09%	98,537	9.09%	98,537	9.09%	98,537	9.09%	98,537	9.09%
Benefits	3000-3999		77,844	4.62%	145,396	8.63%	145,396	8.63%	145,396	8.63%	145,396	8.63%	145,396	8.63%	149,290	8.86%
Books & Supplies	4000-4999		25,493	3.28%	88,884	11.44%	88,884	11.44%	88,884	11.44%	88,884	11.44%	69,952	9.01%	54,273	6.99%
Contracts & Services	5000-5999		62,340	4.28%	86,868	5.96%	103,688	7.11%	128,932	8.85%	117,885	8.09%	117,885	8.09%	122,390	8.40%
Capital Outlay (Modified Accrual Basis Only)	6000-6599															
Depreciation Expense (Accrual Basis Only)	6900		2,406	8.33%	2,406	8.33%	2,406	8.33%	2,406	8.33%	2,406	8.33%	2,406	8.33%	2,406	8.33%
Other Outgo	7100-7299															
Debt Service (see Debt Form)	7400-7499															
Total Expenditures			$ 222,514	2.55%	$ 752,170	8.63%	$ 768,990	8.82%	$ 794,234	9.11%	$ 783,187	8.98%	$ 764,255	8.77%	$ 756,975	8.68%
OTHER SOURCES/USES																
Other Sources/Contributions to Restricted Programs	8900															
Other Uses	7600															
Net Sources & Uses			$ -		$ -		$ -		$ -		$ -		$ -		$ -	
BALANCE SHEET		July 1 - Beginning Balances		% Beg Bal		% Beg Bal		% Beg Bal		% Beg Bal		% Beg Bal		% Beg Bal		% Beg Bal
Capital Assets - Net of Accum Depr (Accrual Basis Only)	9400-9489	(28,104)	2,406		2,406		2,406		2,406		2,406		2,406		2,406	
Accounts Receivable	9210	362,594	872,252	240.56%									62,053	17.11%	100,411	27.69%
Prepaid Expenditures	9330	-														
Other Non Current Assets		-														
Accounts Payable	9510	32,494	32,491	99.99%												
Line of Credit Payments	9640	-														
Deferred Revenue	9650	-														
Other Non Current Liabilities		-														
TOTAL BALANCE SHEET		$ 301,996	$ 842,167		$ 2,406		$ 2,406		$ 2,406		$ 2,406		$ 64,459		$ 102,817	
OTHER ADJUSTMENTS (LIST)																
Rounding							(1)				(1)		(1)			
TOTAL OTHER ADJUSTMENTS		$ -	$ -		$ -		$ (1)		$ -		$ (1)		$ (1)		$ -	
NET REVENUES LESS EXPENDITURES			$ 619,653		$ (451,481)		$ (380,484)		$ 26,875		$ 567,693		$ (82,123)		$ 208,653	
ENDING CASH BALANCE			$ 3,683,834		$ 3,232,353		$ 2,851,869		$ 2,878,744		$ 3,446,437		$ 3,364,314		$ 3,572,967	

CHARTER NAME: SOAR Charter Academy

DATE PREPARED: 6/4/2026 — **2027-28 Budget Cash Flow**

Form Revised 5/13/2026

		February Estimated	% Bud	March Estimated	% Bud	April Estimated	% Bud	May Estimated	% Bud	June Estimated	% Bud	Estimated Accrual	Total	Projected Budget	Difference
Beginning Cash Balance		3,572,967		3,352,627		3,202,416		3,599,834		3,415,084		3,233,268			
REVENUE															
LCFF Sources															
LCFF	8011	463,359	9.00%	463,359	9.00%	463,359	9.00%	463,359	9.00%	463,359	9.00%	463,359	5,148,437	5,148,437	-
EPA	8012	-		-		303,498	26.60%	-		-		285,272	1,141,086	1,141,086	-
State Aid - Prior Year	8019	-		-		-		-		-		-	-	-	-
In Lieu Property Taxes	8096	29,125	8.00%	50,968	14.00%	25,484	7.00%	25,484	7.00%	25,484	7.00%	25,484	364,057	364,057	-
Federal	8100-8299	31,771	5.57%	78,983	13.84%	28,838	5.05%	28,838	5.05%	31,771	5.57%	148,910	570,620	570,620	-
State															
Lottery - Unrestricted	8560					22,623	28.63%					33,769	79,015	79,015	-
Lottery - Prop 20 - Restricted	8560					5,656	16.59%					22,789	34,101	34,101	-
Other State Revenue	8300-8599	37,052	2.28%	37,052	2.28%	338,681	20.85%	37,052	2.28%	37,052	2.28%	157,705	1,624,227	1,624,227	-
Local															
Interest	8660											-	-	-	-
AB602 Local Special Education Transfer	8792											-	-	-	-
Other Local Revenues	8600-8799											-	-	-	-
Total Revenues		$ 561,307	6.26%	$ 630,362	7.03%	$ 1,188,139	13.26%	$ 554,733	6.19%	$ 557,666	6.22%	$ 1,137,288	$ 8,961,543	$ 8,961,543	$ -
EXPENDITURES															
Certificated Salaries	1000-1999	330,079	8.96%	330,079	8.96%	330,079	8.96%	330,079	8.96%	330,079	8.96%	5	3,685,305	3,685,305	-
Classified Salaries	2000-2999	98,537	9.09%	98,537	9.09%	98,537	9.09%	98,537	9.09%	98,537	9.09%	5	1,083,912	1,083,912	-
Benefits	3000-3999	148,316	8.80%	146,369	8.69%	145,396	8.63%	145,396	8.63%	145,396	8.63%	(3)	1,684,984	1,684,984	-
Books & Supplies	4000-4999	54,273	6.99%	54,273	6.99%	54,273	6.99%	54,273	6.99%	54,273	6.99%	-	776,619	776,619	-
Contracts & Services	5000-5999	150,441	10.32%	151,315	10.38%	162,435	11.14%	111,198	7.63%	111,198	7.63%	30,965	1,457,540	1,457,540	-
Capital Outlay (Modified Accrual Basis Only)	6000-6599											-	-	-	-
Depreciation Expense (Accrual Basis Only)	6900	2,406	8.33%	2,406	8.33%	2,406	8.33%	2,406	8.33%	2,406	8.33%	1	28,873	28,873	-
Other Outgo	7100-7299											-	-	-	-
Debt Service (see Debt Form)	7400-7499											-	-	-	-
Total Expenditures		$ 784,052	8.99%	$ 782,979	8.98%	$ 793,126	9.10%	$ 741,889	8.51%	$ 741,889	8.51%	$ 30,973	$ 8,717,233	$ 8,717,233	$ -
OTHER SOURCES/USES															
Other Sources/Contributions to Restricted Programs	8900											-	-	-	-
Other Uses	7600											-	-	-	-
Net Sources & Uses		$ -		$ -		$ -		$ -		$ -		$ -	$ -	$ -	$ -
BALANCE SHEET			% Beg Bal		% Beg Bal		% Beg Bal		% Beg Bal		% Beg Bal			Remaining Balance	
Capital Assets - Net of Accum Depr (Accrual Basis Only)	9400-9489	2,406		2,406		2,406		2,406		2,406			28,872	(56,976)	
Accounts Receivable	9210												1,034,716	(672,122)	
Prepaid Expenditures	9330												-	-	
Other Non Current Assets													-	-	
Accounts Payable	9510												32,491	3	
Line of Credit Payments	9640												-	-	
Deferred Revenue	9650												-	-	
Other Non Current Liabilities													-	-	
TOTAL BALANCE SHEET		$ 2,406		$ 2,406		$ 2,406		$ 2,406		$ 2,406		$ -	$ 1,031,097	$ (729,101)	
OTHER ADJUSTMENTS (LIST)														Remaining Balance	
Rounding		(1)				(2)				1	20.00%		(5)	5	
													-	-	
													-	-	
													-	-	
													-	-	
													-	-	
													-	-	
TOTAL OTHER ADJUSTMENTS		$ (1)		$ -		$ (2)		$ -		$ 1			$ (5)	$ 5	
NET REVENUES LESS EXPENDITURES		$ (220,340)		$ (150,211)		$ 397,417		$ (184,750)		$ (181,816)		$ 1,106,315	$ 1,275,402		
ENDING CASH BALANCE		$ 3,352,627		$ 3,202,416		$ 3,599,834		$ 3,415,084		$ 3,233,268		$ 3,610,481.86			

Ending Fund Balance $ 4,104,162

Ending Cash (AC6) plus Ending Total Balance Sheet (AE52) plus Accruals (AC64) should equal Ending Fund Balance $ (493,680) If not balancing, check to ensure Beg Cash (E6) +

Budget Narrative

Below is the financial information and narrative for the SOAR Charter Academy ("SOAR"). The financial information includes a 5-year pro-forma annual budget and monthly cash flow statement (the 3 years of operations for 2026-2027 through 2028-29 inclusive).

Students: Enrollment, Demographics and Average Daily Attendance

Revenues for SOAR will largely depend on the number of students enrolled and their attendance. Average Daily Attendance (ADA) is the aggregate attendance during a reporting period divided by the number of days the school is in session during that period. ADA is used to calculate many of the revenue sources. To allow for conservatism, this outlook assumes a 91% attendance rate. Historical averages at other charter schools within the State have exceeded or approximated that amount.

Revenues

Revenues at SOAR are expected to remain relatively flat except for the timing of state grants and the Cost-of-Living Adjustments (COLA) that the state provides through the Budget. LCFF funding is calculated using the FCMAT calculator version 27.1.a (updated 5/8/2026). Revenues are projected to be approximately $21,159-$22,080/ADA. Total Revenues average $8.9 million per year.

State Revenues

State LCFF Revenues account for 73% - 74% of total revenues during 2026-27 and future years. The State-Aid sources consist of State Minimum Aid, Education Protection Account funds and In Lieu of Property Taxes, and are tied directly to the Local Control Funding Formula (LCFF), which awards revenue based on ADA.

Federal Revenues

SOAR receives Federal revenue from two main sources: School Nutrition Program and Federal Title funding. These programs are used to provide financial assistance to children from low-income families to help ensure that all our students meet challenging state academic standards.

Other State Revenues

SOAR is awarded additional state funding from other sources beyond those that are LCFF related. The state provides SOAR with the funding necessary to adequately provide special education services assessments and for all students with IEP's. Other state funding originates from state nutrition reimbursements, mandate block grant reimbursement, lottery funds, community schools' program and Expanded Learning Opportunity Program funding. The School will continue to meet the guidelines for how those restricted funds benefit its teachers and students. Forecast Other State Revenue include ELOP ($731,310), AMS ($90,515), CCSPP ($307,871), and SSPD ($40,000).

Expenditures

Total Compensation - Salaries

Total compensation costs at capacity remain relatively constant, nearly 74% of total expenditure. "Compensation" includes the salary costs of all staff, including those who work full-time and part-time, and includes all staff benefits including social security, Medicare, and workers' compensation.

SOAR's 'Facilitator' staffing levels are based upon enrollment projections. The ratio of Certificated Classroom Teachers to Students is below 23:1 over the course of the full 5 years of the Outlook. However, that ratio is below 15:1 when including all staff who are in Student/Program support roles.

Our budget assumes cost-of-living adjustments between 2.75% - 3.0% each year.

Total Compensation - Employee Benefits

Benefits differ by type of employee (i.e. certificated or classified) and by whether they are full-time, part-time and/or hourly employees. SOAR's employees participate in different combinations of STRS, Social Security, Medicare, and workers' compensation depending on position. For full-time certificated employees, who participate in the State Teachers' Retirement System (and not in the Federal Social Security system), the employer contribution is expected to remain at 19.10% starting in 2026-27. Other employee benefits include health care insurance for employees who are scheduled to work at least 30 hours per week.

Books and Supplies and Food Services

Many of the core programming cost projections are based upon a per pupil allotment for instructional supplies, online curricula, project materials and some assessments. The costs for additional enrichment/field trip opportunities for students are normally supplemented by our fundraising efforts. SOAR will provide breakfast and lunch for all students and participate in the School Nutrition Program. The purchase of equipment will also be a critical part of the instructional program. The budget accounts for the purchase of this equipment (furniture and technology) for students, staff and for general purchases. As these items do wear out over time, the budget accounts for the replacement of requisite devices over time.

Other Expenses

Many of the operating cost projections are based upon historical averages experienced over the past few years, such as communication costs, utilities, insurance, rent, and copier lease costs.

1. Management Fee-*SOAR has contracted with Charter Impact, Inc. to provide financial management services. Fees for these services are budgeted at $89,555 in 2026-27.*
2. Authorizer Oversight Fee-*SOAR pays an oversight fee of 4% of LCFF revenues.*
3. SELPA Fees-*SBCUSD retains 7.5% of SOAR's Pass-Through revenues. These are budgeted as a reduction to SPED revenue and not included in expenses.*
4. Facilities, Repairs and Leasing Costs-*Expenses for the maintenance, improvement and care of the current site and for maintenance on copier and other machinery.*
5. Administrative Operations-*SOAR maintains an administrative staff to support the work of the classroom teachers and the overall mission of the school.*

FY26-27 SOAR Budget

Multi-Year Forecast

Revised 5.15.26

CHARTER IMPACT

	2025-26 Prior Year	2026-27 Budget	2027-28 Forecast	2028-29 Forecast
Assumptions				
State COLA	*n/a*	*4.31%*	*3.30%*	*3.09%*
Other Revenue COLA	*n/a*	*n/a*	*0.00%*	*0.00%*
Expense COLA	*n/a*	*2.75%*	*2.75%*	*2.75%*
Enrollment		*457.00*	*457.00*	*457.00*
Average Daily Attendance	*375.47*	*415.87*	*415.87*	*415.87*
Revenues				
State Aid - Revenue Limit				
8011 LCFF State Aid	$ 3,945,860	$ 5,037,577	$ 5,148,437	$ 5,318,864
8012 Education Protection Account	1,335,641	1,104,633	1,141,086	1,176,345
8096 In Lieu of Property Taxes	298,855	364,057	364,057	364,057
	5,580,356	6,506,267	6,653,580	6,859,266
Federal Revenue				
8181 Special Education - Entitlement	65,100	66,561	69,927	69,927
8182 Special Education - Discretionary	-	-	-	-
8220 Federal Child Nutrition	215,526	288,376	288,376	288,376
8290 Title I, Part A - Basic Low Income	219,040	179,737	179,737	179,737
8291 Title II, Part A - Teacher Quality	20,842	20,845	20,845	20,845
8296 Other Federal Revenue	13,465	11,735	11,735	11,735
	533,974	567,254	570,620	570,620
Other State Revenue				
8311 State Special Education	376,122	376,118	380,362	392,115
8520 Child Nutrition	89,179	27,296	28,196	29,068
8550 Mandated Cost	8,670	8,001	9,155	9,438
8560 State Lottery	102,503	113,117	113,117	113,117
8598 Prior Year Revenue	24,456	-	-	-
8599 Other State Revenue	1,376,381	1,201,514	1,206,514	1,208,797
	1,977,311	1,726,045	1,737,344	1,752,534
Other Local Revenue				
8690 Other Local Revenue	23,898	-	-	-
8699 School Fundraising	34,059	-	-	-
	57,957	-	-	-
Total Revenue	**$ 8,149,597**	**$ 8,799,566**	**$ 8,961,544**	**$ 9,182,420**
Expenses				
Certificated Salaries				
1100 Teachers' Salaries	2,227,259	2,426,334	2,474,861	2,524,358
1170 Teachers' Substitute Hours	126,244	133,640	136,313	139,039
1175 Teachers' Extra Duty/Stipends	58,427	95,388	97,296	99,242
1200 Pupil Support Salaries	323,089	317,317	323,663	330,137
1300 Administrators' Salaries	627,311	640,364	653,172	666,235
1900 Other Certificated Salaries	-	-	-	-
	3,362,330	3,613,044	3,685,305	3,759,011
Classified Salaries				
2100 Instructional Salaries	613,163	508,071	518,232	528,597
2200 Support Salaries	168,412	137,429	140,178	142,981
2400 Clerical and Office Staff Salaries	293,812	263,074	268,336	273,702
2900 Other Classified Salaries	228,783	154,085	157,166	160,310
	1,304,171	1,062,659	1,083,912	1,105,590
Benefits				
3101 STRS	615,685	690,091	703,893	717,971
3301 OASDI	90,385	65,885	67,203	68,547
3311 Medicare	68,012	67,798	69,154	70,537
3401 Health and Welfare	823,177	767,000	782,340	797,987
3501 State Unemployment	18,597	19,516	19,472	19,427
3601 Workers' Compensation	46,080	42,081	42,923	43,781
	1,661,935	1,652,371	1,684,984	1,718,250

FY26-27 SOAR Budget

Multi-Year Forecast

Revised 5.15.26

CHARTER IMPACT

	2025-26 Prior Year	2026-27 Budget	2027-28 Forecast	2028-29 Forecast
Books and Supplies				
4100 Textbooks and Core Curricula	64,761	73,700	75,727	77,809
4302 School Supplies	54,949	60,500	62,164	63,873
4305 Software	159,326	166,300	165,873	167,435
4310 Office Expense	62,137	65,700	67,507	69,363
4311 Business Meals	181	200	206	211
4312 School Fundraising	8,686	9,900	10,172	10,452
4400 Noncapitalized Equipment	67,021	76,300	78,398	80,554
4700 Food Services	334,989	315,672	316,573	317,444
	752,049	768,272	776,619	787,142
Subagreement Services				
5102 Special Education	87,327	99,400	102,134	104,942
5104 Transportation	18,255	20,800	21,372	21,960
5105 Security	3,000	3,400	3,494	3,590
5106 Other Educational Consultants	2,550	2,900	2,980	3,062
	111,131	126,500	129,979	133,553
Operations and Housekeeping				
5201 Auto and Travel	17,050	19,400	19,934	20,482
5300 Dues & Memberships	5,173	5,900	6,062	6,229
5400 Insurance	59,647	67,900	69,767	71,686
5501 Utilities	126,313	130,800	134,397	138,093
5502 Janitorial Services	156,706	168,300	172,928	177,684
5900 Communications	63,814	67,600	69,459	71,369
5901 Postage and Shipping	4,990	5,700	5,857	6,018
	433,693	465,600	478,404	491,560
Facilities, Repairs and Other Leases				
5601 Rent	14,906	14,900	14,900	14,900
5603 Equipment Leases	42,861	45,800	47,060	48,354
5610 Repairs and Maintenance	81,217	87,400	89,804	92,273
	138,984	148,100	151,763	155,527
Professional/Consulting Services				
5801 IT	1,309	1,500	1,541	1,584
5802 Audit & Taxes	16,796	19,100	19,625	20,165
5803 Legal	24,005	27,300	28,051	28,822
5804 Professional Development	50,286	57,200	58,773	60,389
5805 General Consulting	28,044	31,900	32,777	33,679
5806 Special Activities/Field Trips	110,820	116,100	117,293	117,518
5807 Bank Charges	786	900	925	950
5808 Printing	857	1,000	1,028	1,056
5809 Other taxes and fees	27,052	30,800	31,647	32,517
5810 Payroll Service Fee	18,880	21,500	22,091	22,699
5811 Management Fee	76,990	89,555	92,018	94,549
5812 District Oversight Fee	223,214	260,251	266,143	274,371
5815 Public Relations/Recruitment	21,800	24,800	25,482	26,183
	600,839	681,906	697,394	714,481
Depreciation				
6900 Depreciation Expense	25,375	28,100	28,873	29,667
	25,375	28,100	28,873	29,667
Interest				
7438 Interest Expense	-	-	-	-
	-	-	-	-
Total Expenses	**$ 8,390,507**	**$ 8,546,551**	**$ 8,717,233**	**$ 8,894,780**
Surplus (Deficit)	**$ (240,910)**	**$ 253,015**	**$ 244,311**	**$ 287,640**
Fund Balance, Beginning of Year	$ 3,847,746	$ 3,606,836	$ 3,859,851	$ 4,104,162
Fund Balance, End of Year	**$ 3,606,836**	**$ 3,859,851**	**$ 4,104,162**	**$ 4,391,802**
	43.0%	***45.2%***	***47.1%***	***49.4%***

FY26-27 SOAR Budget

Multi-Year Forecast

Revised 5.15.26

CHARTER IMPACT

	2025-26 Prior Year	2026-27 Budget	2027-28 Forecast	2028-29 Forecast
Cash Flow Adjustments				
Surplus (Deficit)	(240,910)	253,015	244,311	287,640
Cash Flows From Operating Activities	-			
Depreciation/Amortization	25,375	28,100	28,873	29,667
Public Funding Receivables	974,547	(362,595)	(102,571)	(52,254)
Grants and Contributions Rec.	(3,399)	-	-	-
Due To/From Related Parties	-	-	-	-
Prepaid Expenses	(21,306)	-	-	-
Other Assets	-	-	-	-
Accounts Payable	90,855	32,491	(1,526)	2,024
Accrued Expenses	(377,574)	-	-	-
Deferred Revenue	(306,917)	-	-	-
Cash Flows From Investing Activities	-			
Purchases of Prop. And Equip.	-	-	-	-
Notes Receivable	(6,800)	-	-	-
Cash Flows From Financing Activities	-			
Proceeds from Factoring	-	-	-	-
Payments on Factoring	-	-	-	-
Proceeds(Payments) on Debt	-	-	-	-
Total Change in Cash	133,871	(48,989)	169,087	267,077
Cash, Beginning of Year	2,979,299	3,113,170	3,064,181	3,233,268
Cash, End of Year	**$ 3,113,170**	**$ 3,064,181**	**$ 3,233,268**	**$ 3,500,345**

FY26-27 SOAR Budget

Monthly Cash Flow/Forecast FY26-27

Revised 5.15.26

Actuals Through:

ADA = 415.87

		Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
Revenues																ADA = 415.87	
State Aid - Revenue Limit																	
8011	LCFF State Aid	-	227,410	227,410	409,338	409,338	409,338	409,338	409,338	507,214	507,214	507,214	507,214	507,214	**5,037,577**	5,037,577	-
8012	Education Protection Account	-	-	276,158	-	-	276,158	-	-	276,158	-	-	-	276,158	**1,104,633**	1,104,633	-
8096	In Lieu of Property Taxes	-	19,721	39,443	26,295	26,295	26,295	26,295	26,295	57,806	28,903	28,903	28,903	28,903	**364,057**	364,057	-
		-	247,131	543,011	435,633	435,633	711,791	435,633	435,633	841,177	536,116	536,116	536,116	812,275	**6,506,267**	**6,506,267**	**-**
Federal Revenue																	
8181	Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	66,561	**66,561**	66,561	-
8220	Federal Child Nutrition	-	-	-	14,419	27,396	27,396	27,396	27,396	27,396	27,396	27,396	27,396	54,791	**288,376**	288,376	-
8290	Title I, Part A - Basic Low Income	-	-	44,934	-	-	134,803	-	-	-	-	-	-	-	**179,737**	179,737	-
8291	Title II, Part A - Teacher Quality	-	-	5,211	-	-	15,634	-	-	-	-	-	-	-	**20,845**	20,845	-
8296	Other Federal Revenue	-	-	-	-	5,868	-	-	2,934	-	-	-	2,934	-	**11,735**	11,735	-
		-	-	50,146	14,419	33,263	177,832	27,396	30,329	27,396	27,396	27,396	30,329	121,352	**567,254**	**567,254**	**-**
Other State Revenue																	
8311	State Special Education	-	18,806	18,806	33,851	33,851	33,851	33,851	33,851	33,851	33,851	33,851	33,851	33,851	**376,118**	376,118	-
8520	Child Nutrition	-	-	-	1,365	2,593	2,593	2,593	2,593	2,593	2,593	2,593	2,593	5,186	**27,296**	27,296	-
8550	Mandated Cost	-	-	-	-	-	8,001	-	-	-	-	-	-	-	**8,001**	8,001	-
8560	State Lottery	-	-	-	-	-	-	25,532	-	-	25,532	-	-	62,053	**113,117**	113,117	-
8599	Other State Revenue	-	-	300,378	-	-	300,378	-	-	300,378	-	-	300,378	-	**1,201,514**	1,201,514	-
		-	18,806	319,184	35,215	36,444	344,823	61,976	36,444	336,822	61,976	36,444	336,822	101,089	**1,726,045**	**1,726,045**	**-**
Total Revenue		**-**	**265,937**	**912,341**	**485,267**	**505,340**	**1,234,447**	**525,004**	**502,406**	**1,205,395**	**625,488**	**599,956**	**903,268**	**1,034,716**	**8,799,566**	**8,799,566**	**-**
Expenses																	
Certificated Salaries																	
1100	Teachers' Salaries	-	220,576	220,576	220,576	220,576	220,576	220,576	220,576	220,576	220,576	220,576	220,576	-	**2,426,334**	2,426,334	-
1170	Teachers' Substitute Hours	-	12,149	12,149	12,149	12,149	12,149	12,149	12,149	12,149	12,149	12,149	12,149	-	**133,640**	133,640	-
1175	Teachers' Extra Duty/Stipends	-	8,672	8,672	8,672	8,672	8,672	8,672	8,672	8,672	8,672	8,672	8,672	-	**95,388**	95,388	-
1200	Pupil Support Salaries	-	28,847	28,847	28,847	28,847	28,847	28,847	28,847	28,847	28,847	28,847	28,847	-	**317,317**	317,317	-
1300	Administrators' Salaries	53,364	53,364	53,364	53,364	53,364	53,364	53,364	53,364	53,364	53,364	53,364	53,364	-	**640,364**	640,364	-
		53,364	323,607	323,607	323,607	323,607	323,607	323,607	323,607	323,607	323,607	323,607	323,607	-	**3,613,044**	**3,613,044**	**-**
Classified Salaries																	
2100	Instructional Salaries	-	46,188	46,188	46,188	46,188	46,188	46,188	46,188	46,188	46,188	46,188	46,188	-	**508,071**	508,071	-
2200	Support Salaries	-	12,494	12,494	12,494	12,494	12,494	12,494	12,494	12,494	12,494	12,494	12,494	-	**137,429**	137,429	-
2400	Clerical and Office Staff Salaries	-	23,916	23,916	23,916	23,916	23,916	23,916	23,916	23,916	23,916	23,916	23,916	-	**263,074**	263,074	-
2900	Other Classified Salaries	-	14,008	14,008	14,008	14,008	14,008	14,008	14,008	14,008	14,008	14,008	14,008	-	**154,085**	154,085	-
		-	96,605	96,605	96,605	96,605	96,605	96,605	96,605	96,605	96,605	96,605	96,605	-	**1,062,659**	**1,062,659**	**-**
Benefits																	
3101	STRS	10,192	61,809	61,809	61,809	61,809	61,809	61,809	61,809	61,809	61,809	61,809	61,809	-	**690,091**	690,091	-
3301	OASDI	-	5,990	5,990	5,990	5,990	5,990	5,990	5,990	5,990	5,990	5,990	5,990	-	**65,885**	65,885	-
3311	Medicare	774	6,093	6,093	6,093	6,093	6,093	6,093	6,093	6,093	6,093	6,093	6,093	-	**67,798**	67,798	-
3401	Health and Welfare	63,917	63,917	63,917	63,917	63,917	63,917	63,917	63,917	63,917	63,917	63,917	63,917	-	**767,000**	767,000	-
3501	State Unemployment	976	976	976	976	976	976	4,879	3,903	1,952	976	976	976	-	**19,516**	19,516	-
3601	Workers' Compensation	480	3,782	3,782	3,782	3,782	3,782	3,782	3,782	3,782	3,782	3,782	3,782	-	**42,081**	42,081	-
		76,339	142,566	142,566	142,566	142,566	142,566	146,469	145,493	143,542	142,566	142,566	142,566	-	**1,652,371**	**1,652,371**	**-**

FY26-27 SOAR Budget

Monthly Cash Flow/Forecast FY26-27

Revised 5.15.26

Actuals Through:

ADA = 415.87

		Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
Books and Supplies																	
4100	Textbooks and Core Curricula	-	18,425	18,425	18,425	18,425	-	-	-	-	-	-	-	-	**73,700**	73,700	-
4302	School Supplies	5,042	5,042	5,042	5,042	5,042	5,042	5,042	5,042	5,042	5,042	5,042	5,042	-	**60,500**	60,500	-
4305	Software	13,858	13,858	13,858	13,858	13,858	13,858	13,858	13,858	13,858	13,858	13,858	13,858	-	**166,300**	166,300	-
4310	Office Expense	5,475	5,475	5,475	5,475	5,475	5,475	5,475	5,475	5,475	5,475	5,475	5,475	-	**65,700**	65,700	-
4311	Business Meals	17	17	17	17	17	17	17	17	17	17	17	17	-	**200**	200	-
4312	School Fundraising	825	825	825	825	825	825	825	825	825	825	825	825	-	**9,900**	9,900	-
4400	Noncapitalized Equipment	-	15,260	15,260	15,260	15,260	15,260	-	-	-	-	-	-	-	**76,300**	76,300	-
4700	Food Services	-	28,697	28,697	28,697	28,697	28,697	28,697	28,697	28,697	28,697	28,697	28,697	-	**315,672**	315,672	-
		25,217	87,599	87,599	87,599	87,599	69,174	53,914	53,914	53,914	53,914	53,914	53,914	-	**768,272**	**768,272**	**-**
Subagreement Services																	
5102	Special Education	-	9,036	9,036	9,036	9,036	9,036	9,036	9,036	9,036	9,036	9,036	9,036	-	**99,400**	99,400	-
5104	Transportation	-	1,891	1,891	1,891	1,891	1,891	1,891	1,891	1,891	1,891	1,891	1,891	-	**20,800**	20,800	-
5105	Security	-	309	309	309	309	309	309	309	309	309	309	309	-	**3,400**	3,400	-
5106	Other Educational Consultants	-	-	290	290	290	290	290	290	290	290	290	290	-	**2,900**	2,900	-
		-	11,236	11,526	11,526	11,526	11,526	11,526	11,526	11,526	11,526	11,526	11,526	-	**126,500**	**126,500**	**-**
Operations and Housekeeping																	
5201	Auto and Travel	-	1,764	1,764	1,764	1,764	1,764	1,764	1,764	1,764	1,764	1,764	1,764	-	**19,400**	19,400	-
5300	Dues & Memberships	492	492	492	492	492	492	492	492	492	492	492	492	-	**5,900**	5,900	-
5400	Insurance	5,658	5,658	5,658	5,658	5,658	5,658	5,658	5,658	5,658	5,658	5,658	5,658	-	**67,900**	67,900	-
5501	Utilities	10,900	10,900	10,900	10,900	10,900	10,900	10,900	10,900	10,900	10,900	10,900	10,900	-	**130,800**	130,800	-
5502	Janitorial Services	14,025	14,025	14,025	14,025	14,025	14,025	14,025	14,025	14,025	14,025	14,025	14,025	-	**168,300**	168,300	-
5900	Communications	5,633	5,633	5,633	5,633	5,633	5,633	5,633	5,633	5,633	5,633	5,633	5,633	-	**67,600**	67,600	-
5901	Postage and Shipping	-	-	570	570	570	570	570	570	570	570	570	570	-	**5,700**	5,700	-
		36,708	38,472	39,042	39,042	39,042	39,042	39,042	39,042	39,042	39,042	39,042	39,042	-	**465,600**	**465,600**	**-**
Facilities, Repairs and Other Leases																	
5601	Rent	1,242	1,242	1,242	1,242	1,242	1,242	1,242	1,242	1,242	1,242	1,242	1,242	-	**14,900**	14,900	-
5603	Equipment Leases	3,817	3,817	3,817	3,817	3,817	3,817	3,817	3,817	3,817	3,817	3,817	3,817	-	**45,800**	45,800	-
5610	Repairs and Maintenance	7,283	7,283	7,283	7,283	7,283	7,283	7,283	7,283	7,283	7,283	7,283	7,283	-	**87,400**	87,400	-
		12,342	12,342	12,342	12,342	12,342	12,342	12,342	12,342	12,342	12,342	12,342	12,342	-	**148,100**	**148,100**	**-**
Professional/Consulting Services																	
5801	IT	125	125	125	125	125	125	125	125	125	125	125	125	-	**1,500**	1,500	-
5802	Audit & Taxes	-	-	-	6,367	6,367	6,367	-	-	-	-	-	-	-	**19,100**	19,100	-
5803	Legal	2,275	2,275	2,275	2,275	2,275	2,275	2,275	2,275	2,275	2,275	2,275	2,275	-	**27,300**	27,300	-
5804	Professional Development	-	-	5,720	5,720	5,720	5,720	5,720	5,720	5,720	5,720	5,720	5,720	-	**57,200**	57,200	-
5805	General Consulting	-	-	3,190	3,190	3,190	3,190	3,190	3,190	3,190	3,190	3,190	3,190	-	**31,900**	31,900	-
5806	Special Activities/Field Trips	-	-	-	-	-	38,700	38,700	38,700	-	-	-	-	-	**116,100**	116,100	-
5807	Bank Charges	-	-	90	90	90	90	90	90	90	90	90	90	-	**900**	900	-
5808	Printing	-	-	100	100	100	100	100	100	100	100	100	100	-	**1,000**	1,000	-
5809	Other taxes and fees	-	-	3,080	3,080	3,080	3,080	3,080	3,080	3,080	3,080	3,080	3,080	-	**30,800**	30,800	-
5810	Payroll Service Fee	1,792	1,792	1,792	1,792	1,792	1,792	1,792	1,792	1,792	1,792	1,792	1,792	-	**21,500**	21,500	-
5811	Management Fee	7,463	7,463	7,463	7,463	7,463	7,463	7,463	7,463	7,463	7,463	7,463	7,463	-	**89,555**	89,555	-
5812	District Oversight Fee	-	9,885	21,720	17,425	17,425	28,472	17,425	17,425	33,647	21,445	21,445	21,445	32,491	**260,251**	260,251	-
5815	Public Relations/Recruitment	-	-	2,480	2,480	2,480	2,480	2,480	2,480	2,480	2,480	2,480	2,480	-	**24,800**	24,800	-
		11,655	21,540	48,035	50,107	50,107	99,853	82,440	82,440	59,962	47,759	47,759	47,759	32,491	**681,906**	**681,906**	**-**
Depreciation																	
6900	Depreciation Expense	2,342	2,342	2,342	2,342	2,342	2,342	2,342	2,342	2,342	2,342	2,342	2,342	-	**28,100**	28,100	-
		2,342	2,342	2,342	2,342	2,342	2,342	2,342	2,342	2,342	2,342	2,342	2,342	-	**28,100**	**28,100**	**-**
Total Expenses		**217,966**	**736,309**	**763,664**	**765,736**	**765,736**	**797,057**	**768,287**	**767,312**	**742,882**	**729,704**	**729,704**	**729,704**	**32,491**	**8,546,551**	**8,546,551**	**-**
Monthly Surplus (Deficit)		**(217,966)**	**(470,372)**	**148,676**	**(280,469)**	**(260,396)**	**437,390**	**(243,283)**	**(264,905)**	**462,513**	**(104,216)**	**(129,748)**	**173,564**	**1,002,225**	**253,015**	**253,015**	**-**

FY26-27 SOAR Budget

Monthly Cash Flow/Forecast FY26-27

Revised 5.15.26

Actuals Through:

ADA = 415.87

	Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(217,966)	(470,372)	148,676	(280,469)	(260,396)	437,390	(243,283)	(264,905)	462,513	(104,216)	(129,748)	173,564	1,002,225	**253,015**		
Cash flows from operating activities																
Depreciation/Amortization	2,342	2,342	2,342	2,342	2,342	2,342	2,342	2,342	2,342	2,342	2,342	2,342	-	**28,100**		
Public Funding Receivables	532,274	-	-	-	-	73,511	66,337	-	-	-	-	-	(1,034,716)	**(362,595)**		
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Accounts Payable	-	-	-	-	-	-	-	-	-	-	-	-	32,491	**32,491**		
Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Deferred Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
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	316,650	(468,030)	151,018	(278,127)	(258,054)	513,242	(174,604)	(262,564)	464,855	(101,874)	(127,406)	175,906				
Cash, Beginning of Month	3,113,170	3,429,820	2,961,789	3,112,807	2,834,680	2,576,626	3,089,868	2,915,264	2,652,700	3,117,555	3,015,681	2,888,275				
Cash, End of Month	**3,429,820**	**2,961,789**	**3,112,807**	**2,834,680**	**2,576,626**	**3,089,868**	**2,915,264**	**2,652,700**	**3,117,555**	**3,015,681**	**2,888,275**	**3,064,181**				

Coversheet

Approval of EPA Budget and Resolution

Section: IV. Action Items
Item: D. Approval of EPA Budget and Resolution
Purpose: Vote
Submitted by:
Related Material: FY27-SOAR-EPA Spending Plan.pdf
FY27-SOAR-EPA Resolution.pdf

SOAR Charter Academy
Budgeted Expenditures through: June 30, 2027
Resource 1400 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Local Control Funding Formula Sources	8010-8099	1,104,633.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
TOTAL AVAILABLE		1,104,633.00
EXPENDITURES AND OTHER FINANCING USES		
Certificated Salaries	1000-1999	813,620.00
Classified Salaries	2000-2999	0.00
Employee Benefits	3000-3999	291,013.00
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		1,104,633.00
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: _____, 2026.

_____
Board Member

_____
Board Member

_____
Board Member

_____
Board Member

_____
Board Member

Coversheet

2026- 2031 Prop 39 FUA

Section: IV. Action Items
Item: E. 2026- 2031 Prop 39 FUA
Purpose: Vote
Submitted by:
Related Material: Final SOAR-SBCUSD FUA (26_27 through 30_31)(57154560.1).pdf

CHARTER FACILITIES AGREEMENT BY AND BETWEEN SAN BERNARDINO CITY UNIFIED SCHOOL DISTRICT AND SOAR CHARTER ACADEMY

THIS AGREEMENT ("Agreement") is made and entered into by, and between the San Bernardino City Unified School District, a public school district organized and existing under the laws of the State of California ("District") and SOAR Charter Academy ("Charter School") as of the later date upon which it is approved by the governing boards of the District and the Charter School or the date upon which it is fully executed by the duly authorized representatives of the parties (the "Effective Date"). The District and Charter School are collectively referred to as "the Parties."

RECITALS

WHEREAS, Charter School received approval of its charter petition (the "Charter") from the District on or about January 2008 and has occupied a portion of the District's Burbank Elementary School site since July of 2012; and

WHEREAS, the District and Charter School desire to enter into this Agreement in lieu of complying with the procedures and requirements related to a charter school's use of school district facilities in Education Code Section 47614 and its implementing regulations set forth in Title 5 of the California Code of Regulations ("5 C.C.R.") Section 11969.1 *et seq.* (collectively "Proposition 39") for the 2026-2027, 2027-2028, 2028-2029, 2029-2030, 2030-2031 school years;

WHEREAS, the Charter School and District agree that the Charter School will continue to occupy a portion of the District's Burbank Elementary School site, located at 198 West Mill Street, San Bernardino, California 92408 ("Burbank Elementary School" shall refer to the total site and "Subject Property" shall refer to that portion to be used by the Charter School), as marked and depicted in Exhibit "A" hereto and incorporated herein by this reference for the 2026-2027, 2027-2028, 2028-2029, 2029-2030, 2030-2031 school years ("Applicable Years") pursuant to an in-lieu Proposition 39 arrangement and the conditions set forth below; and

WHEREAS, the Parties desire to set forth the terms and conditions herein, pursuant to which the Charter School will occupy classrooms and use facilities at the Subject Property for the Applicable Years.

NOW THEREFORE, in consideration of the covenants and agreements hereinafter set forth, the Parties agree as follows:

1. Use of the Subject Property. District agrees to allow Charter School use of the Subject Property, for the sole purpose of operating the Charter School educational program as set forth in the Charter and associated uses such as after-school programs. Charter School's right to use the Subject Property shall be for the Applicable Years, beginning on July 1, 2026, and shall conclude at the expiration of this Agreement on June 30, 2031.

The District agrees to allow the Charter School to have a before/after school program and enrichment classes operated by the Charter School or a third-party within the Subject Property provided the Charter School or third-party provides documentation to the District's satisfaction

establishing that the provider has secured insurance coverage pre-approved by the District, naming the District, the District Board and Board members, the Superintendent, District officers, committees, boards, and administrators, employees, agents, representatives, volunteers, successors, and assigns as additional insureds, and written acknowledgement that the provider will comply with all applicable fingerprinting and background clearance requirements as well as the District's practices regarding the operations and maintenance of the Subject Property and District furnishings and equipment.

2. Reversion to District. Upon the termination or expiration of this Agreement by its terms, the right to use and occupation of the Subject Property and the facilities and District equipment thereon, if any, shall revert to the District, unless the Parties mutually negotiate a successor agreement regarding the Charter School's continued use of the Subject Property for its educational program. If the Charter School desires to use District facilities for the 2031-2032 academic year or beyond, the Charter School must submit a new facilities request and pursue such facilities in accordance with the requirements of Proposition 39, no later than November 1, 2030, or the then applicable submission deadline. Upon termination of this Agreement, the District shall recoup the full rights and benefits of its ownership of the Subject Property, including, but not limited to, use of such Subject Property for District programs and services.

3. Civic Center Act. Charter School shall comply with District policies and/or practices regarding the operations and maintenance of the facilities, furnishings, and equipment. Although Charter School shall have use of the Subject Property, Charter School agrees to comply with the provisions of the Civic Center Act (Education Code section 38131 *et seq*.) in making use of the facilities accessible to members of the community. For purposes of Civic Center Act compliance, with respect to the Subject Property only, the Charter School shall hold the same powers and obligations applicable to School District Board of Trustees under Education Code sections 38130-38139 and shall also adopt a Board policy and administrative regulation that tracks the language and requirements of the District's Board Policy and Administrative Regulations, through which the Charter School will make the facilities accessible to members of the community. District shall forward all Civic Center Act requests it receives for use of the Subject Property to the Charter School. Charter School shall provide District with notice of all Civic Center Act applications. All proceeds derived from the use of the Subject Property pursuant to the Civic Center Act, above and beyond actual and documented amounts paid by the Charter School to clean the Subject Property and/or restore the Subject Property to the condition prior to community use, after community use under the Civic Center Act, as well as administrative and other operational direct costs associated with same, shall be the property of the District and shall be forwarded to the District within five (5) business days of days of receipt by the Charter School, in the form of a check, with supporting documentation included.

4. Full and Complete Satisfaction. Charter School agrees that the provision of the Subject Property pursuant to this Agreement constitutes full and complete satisfaction of the District's obligation to provide facilities, including furnishings and equipment, to Charter School under Education Code section 47614 and the Proposition 39 regulations for the Applicable Years. Charter School agrees that the District has fully and completely satisfied the District's obligation to provide furnishings and equipment by providing the items listed in Section 5 below. Charter School agrees that, by accepting the Subject Property, it certifies that the District has fully and completely satisfied the District's obligation to provide facilities, including furnishings and

equipment, to the Charter School under Education Code section 47614 and all Proposition 39 implementing regulations for the Applicable Years. The Charter School waives and forever releases the District from any claim that the Charter School, or any successor entity, may have against the District regarding any allegation that the District has taken action to impede the Charter School from expanding its enrollment to meet pupil demand for the Applicable Years. Furthermore, the Charter School waives any rights it may have to subsequently object to the District's perceived failure to offer facilities, including furnishings and equipment, in accordance with applicable law for the Applicable Years and waives any rights it may have to challenge those aspects of the District's offer of facilities, including furnishings and equipment, that the Charter School believes violates the substantive or procedural requirements of Proposition 39 and its implementing regulations for the Applicable Years. Notwithstanding the foregoing, the Charter School preserves the right to argue that a similar allocation of facilities for a future academic year does not satisfy the obligations of Proposition 39 and the Implementing Regulations.

5. Furniture and Equipment. Charter School shall retain the opportunity to continue utilizing the furnishings and equipment it has been allocated by the District for Charter School's use pursuant to the facilities use agreement governing Charter School's use of the Subject Property during the 2018/2019-2022/2023 school years. Furnishings and equipment purchased with non-District funds are excluded from the analysis of reasonably equivalent. The District will retain ownership of all furniture and equipment provided to Charter School and will expect all furniture and equipment to be returned to the District at the end of its occupation in the same condition as received, reasonable wear and tear excepted. Charter School will be responsible for any damage caused by its use, excepting reasonable wear and tear. Any additional furniture or equipment required by Charter School shall be at the sole cost and responsibility of the Charter School. Charter School shall not sell or otherwise dispose of furniture or equipment and the District will not replace furnishings and equipment disposed of by the Charter School. The District shall not be required to provide additional furniture or equipment due to increases in enrollment.

6. Drill Notice. The Charter School maintains a list of each fire, earthquake and emergency drills that occur during the school year; it will provide the District with a copy of the list at each annual inspection by the City Fire Marshall.

7. Security/Safety Notification. In the event either Party becomes aware of an emergency situation (including, but not limited to, a threat posed by an intruder and/or an emergency situation that requires institution of a lockdown) occurring on the Subject Property and/or the Burbank Elementary School, the Party shall immediately notify the other Party. The Parties shall exchange contact information to be used for the purposes of such notification.

8. Burbank Elementary School References. Under no circumstances may the Charter School or any of its board members, administrators, employees, agents, representatives, volunteers, subcontractors, invitees, successors and/or assigns obscure, remove, paint over, permanently conceal or otherwise alter any sign, decal, mural, mascot or other reference to "Burbank Elementary School" on the Subject Property ("Burbank Elementary School Reference") in any way without the District's prior written consent. Charter School must specifically communicate this to its on-site staff. In the event that any Burbank Elementary School Reference is damaged or obscured in any way without the District's prior written consent during the Charter School's use of the Subject

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Property, Charter School shall be responsible for all costs associated with the full restoration of the Burbank Elementary School Reference.

9. Signs and Murals. Charter School shall not have the right to place, construct or maintain any sign, advertisement, awning, banner, mural or other external decorations on the improvements that are a part of the Subject Property without District's prior written consent. Subject to District's approval as described herein, and subject to any other applicable laws or regulations, the Charter School may install signage customarily used by other schools in the District at the Subject Property. The Charter School shall seek approval from the District of all signage, including location and size, but the District shall not unreasonably deny approval of signage that complies with District custom and practice.

10. Charter School ADA. The Charter School shall report actual ADA to the District every time that the Charter School reports ADA for apportionment purposes. The reports must include in-district, out-of-District, and total ADA and in-district and total classroom ADA. The Charter School must maintain records documenting the data contained in the reports. These records shall be available on request by the District. The records must specify which ADA are enrolled at the Subject Property. Additionally, the District may request backup documentation confirming in-District ADA and out-of-District ADA in a manner that is reasonably acceptable to the District at any time.

11. Future District Use of Subject Property. The Parties acknowledge that the Charter School will have use of property and facilities at the Subject Property in excess of that required to be provided under Proposition 39. The Charter School will not have use of Room PS12 as part of the Subject Property. The District may place a program that is compatible and will not be disruptive to the Charter School's operations in the Room during the Term.

12. Taxes. Charter School shall be responsible for all taxes associated with its use of the Subject Property. In the event possessory interest taxes are assessed, Charter School shall be solely responsible for the payment of all Charter School's possessory interest taxes, if any, during the term of the Agreement. Pursuant to Section 107.6 of the California Revenue and Taxation Code, District hereby notifies Charter School that: (i) the Subject Property may be subject to possessory interest taxes, and that such taxes shall be paid by Charter School; and (ii) Charter School may be subject to the payment of property taxes levied on the possessory interest obtained by Charter School. The Parties acknowledge that during the term of this Agreement, Charter School shall be solely responsible for any and all possessory interest taxes and related charges and expenses (collectively, "Possessory Interest Taxes") imposed with respect to the Subject Property, and shall indemnify, defend and hold harmless District against all possessory interest taxes. This statement is intended to comply with Section 107.6 of the Revenue and Taxation Code.

13. School Safety Plan. Prior to July 1, 2026, Charter School must adopt a School Safety Plan in full compliance with the requirements of Education Code Section 47605(c)(5)(F), and provide the District a copy of the minutes from the Charter School Board meeting at which Charter School's School Safety Plan was adopted. Charter School shall update the School Safety Plan annually by March 1 and provide a copy of the agenda by which the Board will take that action on or before March 1 each year. Charter School shall provide the District with a copy of the minutes

from the Charter School Board meeting at which it is updated within one week of the Charter School Board's approval of the minutes, and no later than April 20 annually.

14. Early Termination. This Agreement shall terminate prior to June 30, 2031, upon the revocation, or expiration for any reason of Charter School's Charter, except that in the case of a revocation, suspension, of the Charter School's Charter, this Agreement shall not terminate until the Charter School has exhausted all of its statutory and judicial rights to appeal said revocation, or the term of this Agreement expires, whichever occurs first.

15. Fees. The Parties agree that use of the Subject Property shall be substantially rent-free and as such, the District shall charge the Charter School four percent (4%) of the revenue of the Charter School ("Fee"), which Fee shall also include the cost of maintenance and operations (as defined in Section 16 below).

All charges and payments due and owing from the Charter School to the District shall be invoiced by the District to the Charter School, and shall become due fifteen (15) calendar days thereafter. Late payments shall be subject to interest at the rate of ten percent (10%) per annum. If the Charter School does not pay the invoice within fifteen (15) calendar days, the amount owed may be deducted by the District from any state or federal revenues of the Charter School which are passed through the District, in-lieu property tax allocations or from the Charter School's State Apportionment.

16. Utilities. Charter School shall secure all necessary utility services (such as water, power, gas, insect control, fire extinguisher maintenance, security monitoring/alarm, internet, telephone, cable, etc.) and be responsible for 100% of the utilities costs during the Applicable Years, regardless of actual usage, unless the District uses Room PS12, in which case the District shall be responsible for their proportional share of the utilities costs based on a square footage analysis. Charter School shall obtain its own internet service provider, internet and cable provider and shall assume sole responsibility for all costs, upkeep and maintenance of all telephone systems, data lines, and related equipment, software and hardware.

17. Maintenance. Facilities provided to the Charter School shall remain the property of the District. The ongoing operations and maintenance of the facilities, as well as major maintenance and any items that would previously have been considered deferred maintenance under Education Code Section 17582, shall be the responsibility of the District. This includes HVAC, mobile maintenance, electrical, plumbing, roofing, exterior and interior painting, and floor systems. The Charter School shall be responsible for custodial services, grounds keeping services, and any equipment or technology purchased by the Charter School. Charter School shall perform custodial services in a manner equivalent to those performed at other District school sites. Charter School shall ensure that the lawn is mowed and maintained in safe and usable condition. Additionally, the Charter School shall be responsible for maintaining the existing landscaping (including maintenance of shrubs, bushes and trees). Should the Charter School neglect or fail to perform custodial services or maintain the existing landscape consistent with current District policy and practice, the District reserves the right to charge the Charter School reasonable cost for such maintenance. Charter School shall not remove or otherwise alter any trees beyond regular maintenance at the Subject Property in any manner, unless Charter School receives written permission from the District.

Notwithstanding the District's maintenance obligations, Charter School shall be responsible for and shall pay for any repairs or replacements of any character whatsoever which are occasioned or are made necessary by reason of the negligence or misuse of the Subject Property by Charter School.

In the event that the Charter School requires the District to perform maintenance and repairs, as allowed for above, Charter School must submit such request via appropriate District processes. Currently, and until further written notice, the Charter School must submit such requests on a form developed by the District via mail, email, or personal delivery, to the Maintenance & Operations Work Order Clerk. For an emergency request for service, Charter School should call the Maintenance & Operations Work Order Clerk at 909.388.6100; after hours, contact SBCUSD School Police directly at 909.889.6833. Emergency request is defined as a situation requiring immediate attention, generally characterized by a dangerous or hazardous condition. Emergency work should be of such importance that immediate action is required to prevent a safety or health hazard, or prevent significant damage to District property. The District reserves the right to implement a different process for submission of maintenance/repair requests. The District will need to access the Subject Property during normal District hours of operation, which may coincide with Charter School's hours of operation, in order to perform maintenance and repairs. District staff shall be allowed to access the Subject Property during Charter School's hours of operation.

18. Installation of Improvements by Charter School. Charter School shall not construct or install any improvements (as defined in Civil Code 660) on the Subject Property or otherwise alter the Subject Property without the prior written consent of District, and if required, the Division of the State Architect ("DSA"). District's approval of any improvements, including the construction schedule, work hours, and modifications, shall be at District's reasonable discretion. Unless otherwise specified in this Agreement, in each case where prior written consent of the District is required under Section 18 or any other provision of this Agreement, such consent shall be obtained exclusively from the District's Superintendent or designated representative and consent obtained from any other source shall be invalid. Contractors retained by Charter School with respect to the construction or installation of improvements shall be fully licensed and bonded as required by law and must maintain levels of casualty, liability and workers' compensation insurance and performance and payment bonds consistent with District construction requirements. The construction or installation of improvements shall be performed in a sound and workmanlike manner, in compliance with all laws applicable including, but not limited to building codes, and fingerprinting requirements and, if applicable to the project, prevailing wage laws. District or District's agent shall have a continuing right at all times during the period that improvements are being constructed or installed to enter the premises and to inspect the work, provided that such entries and inspections do not unreasonably interfere with the progress of the construction or interrupt instruction to students. Charter School shall indemnify, defend and hold harmless District, its directors, officers and employees from any loss, damage, claim, cause of action, cost, expense or liability arising out or caused by any violation by the Charter School or its directors, officers, employees or contractors of any applicable federal, state or local statute, ordinance, order, governmental requirement, law or regulation that applies to any work, including, without limitation, any labor laws and/or regulations such as, if applicable to the project, prevailing wage laws.

Charter School shall deliver to District, promptly after Charter School's receipt thereof, originals or, if originals are not available, copies of any and all of the following instruments and

documents pertaining to any testing, construction, repair or replacement of improvements on the Subject Property: (a) plans and specifications for the subject improvements, (b) test results, physical condition and environmental reports and assessments, inspections, and other due diligence materials related to the subject improvements, (c) permits, licenses, certificates of occupancy, and any and all other governmental approvals issued in connection with the subject improvements, (d) agreements and contracts with architects, engineers and other design professionals executed with respect to the design of the subject improvements, (e) construction contracts and other agreements with consultants, construction managers, general and other contractors, and equipment suppliers pertaining to the construction, repair or replacement, as the case may be, of the subject improvements and (f) all guaranties and warranties pertaining to the construction, repair or replacement, as the case may be, of the subject improvements.

Charter School will not permit any liens or claims to stand against the Subject Property for labor or material furnished in connection with any work performed by Charter School. Upon reasonable and timely notice of any such lien or claim delivered to Charter School by District, Charter School may bond and contest the validity and the amount of such lien, but Charter School will immediately pay any judgment rendered, will pay all proper costs and charges, and will have the lien or claim released at its sole expense. Additionally, Charter School may not use or operate the improvements until the project is closed-out and certified by DSA, if applicable, and/or final approval is received from any applicable agency. Charter School shall provide evidence of close-out and certification or approval, in a form reasonably acceptable to the District.

19. Provision of Facilities; Enrollment. The facilities to be provided by the District to the Charter School for the Applicable Years are as follows:

A. The Subject Property shall be comprised of the entire Burbank Elementary School site, including all classrooms (**except** the preschool room PS12, as specified in Exhibit "A." Charter School shall have exclusive use of all the classrooms except the preschool room PS12.The District will review Charter School's request for use of the preschool room for SDC purposes in good faith on an annual basis during the term of the Agreement and inform Charter School by March 1 of each year of the term of the Agreement, if the preschool room will be allocated to Charter School for the upcoming school year; the District will consider equally the Charter School's needs for an SDC space and whether it has space to accommodate its uses of the preschool room or other programs into space on other District campuses.

B. Charter School's use of the existing B12 portable on the Subject Property is pursuant to its separate lease agreement with Mobile Building Concepts. Should Charter School's lease agreement with Mobile Building Concepts lapse, terminate, expire, and/or or fail to continue, Charter School's use of B12 on the Subject Property shall cease except that Charter School may replace B12 with another portable that it leases.

C. The District agrees to replace carpet in the classrooms provided by the District (not in portables leased by Charter School) on Subject Property by the end of the 2026-2027 school year.

D. The District agrees to install a digital marquee (the size, timing, and removal of current signs on the Subject Property by the end of the 2026-2027 school year.

E. District shall permit Charter School to paint a mural on the Subject Property subject to the terms and conditions set forth in Section 9 of this Agreement.

F. The District agrees that it will secure the hole inside of room D2 to prevent water and rodents/insects from entering the space by the end of the 2026-2027 school year.

G. The District will repair the leak in Room B11, unclog the sink in Room D3, address the rodent holes in the north field, and replace all identified ceiling tiles, as identified in the San Bernardino County Office of Education Williams Act report by the start of the 2026-2027 school year.

The Parties acknowledge that the District has no obligation to provide facilities for out-of-District students.

H. The Charter School's use of specific spaces/facilities under this Agreement will remain within maximum occupancy/capacity limits of the specific spaces within the Subject Property and/or Burbank Elementary School site as mandated by all appropriate local and state authorities and building codes.

20. Security. The Parties acknowledge that the Charter School is responsible for ensuring the security of the Subject Property through security systems and devices, including, but not limited to, locks, gates, and a monitored security system; the Parties agree that the District recently installed a new security system on the Subject Property. The District shall provide the Charter School with eight (8) key fobs by the start of the 2026-27 school year so that the Charter School can operate the system. The Charter School is required at all times to maintain the security of the Subject Property by the proper use of all such security systems and devices. Charter School shall be solely responsible for contracting with any security service firm for alarm and monitoring services it may choose to implement for the remainder of the Subject Property. All locks and keys shall not be changed without first obtaining approval from the District's Director of Maintenance & Operations. Within five (5) working days after new alarm codes, locks or keys have been changed or added, the Charter School shall provide new alarm codes, locks or keys to the District's Director of Maintenance & Operations. Under no circumstance is the District responsible for any loss Charter School may suffer at the Subject Property.

21. Conduct of Charter School Employees, Contractors, Volunteers and Invitees. Charter School shall ensure that all its officers, employees, contractors, volunteers, invitees, and all others in attendance for the purposes of or related to use of the Subject Property have background and medical clearance as required by law and adhere to proper standards of public conduct and comply with all District policies regulating conduct on District campuses. There is to be no consumption of intoxicating liquors or other controlled substances, vaping, smoking, gambling, quarreling, fighting, use of profane language, or indecent exposure on or near the Subject Property.

22. Condition of Subject Property. The District is not aware of any defect in or condition of the Subject Property that would prevent their use for the Charter School's purposes. The District has not received any notice of violation of statute, ordinance, regulation, order or holding from any state or federal agency with jurisdiction over the Subject Property that calls into question the

appropriateness or sufficiency of the Subject Property for their intended purpose. The District, at its expense, shall comply with all applicable laws with respect to its use and/or occupancy of the Subject Property during the term of this Agreement. Charter School, at its expense, shall comply with all applicable laws, regulations, rules and orders with respect to its use and occupancy of the Subject Property, including, without limitation, those relating to health, safety, noise, environmental protection, zoning compliance and approvals, waste disposal, and water and air quality. The Charter School shall not be responsible for any and all environmental conditions that existed prior to the Charter School's initial occupancy of the Subject Property pursuant to its initial agreement with the District for use of the Subject Property ("Initial Occupancy Date") or pursuant to this or any prior agreement between the District and Charter School, so long as such environmental conditions are not exacerbated by the Charter School's negligence or willful misconduct. The District shall remain responsible for compliance with the Americans with Disabilities Act, the Fair Employment and Housing Act ("FEHA"), and other applicable building code standards for any existing compliance issues prior to the Charter School's Initial Occupancy Date or that are not triggered by any modifications, improvements, and/or changes in the use of the facilities or Subject Property made by or on behalf of the Charter School. The Charter School shall only assume responsibility for compliance with the Americans with Disabilities Act and FEHA access rights to the extent of any modifications, improvements, and/or changes in the use of the facilities or Subject Property made by Charter School or a contractor of Charter School. Should any modifications, improvements, and/or changes in the use of the facilities or Subject Property made by Charter School or a contractor of Charter School on or since the Initial Occupancy Date change or affect the character of any existing improvements, Charter School shall be responsible for bringing said existing improvements into compliance with the Americans with Disabilities Act, FEHA, and other applicable building code standards. Charter School shall comply with all applicable licensing, payment and performance bond and prevailing wage laws with respect to all modifications.

By executing this Agreement, Charter School hereby accepts sole responsibility to take all steps necessary to comply with any law, regulation, or guidance related to its operations on the Burbank Elementary School and/or Subject Property to address any public health concerns throughout the term of the Agreement including, but not limited to, implementing mask requirements, social distancing protocols, and providing extra sanitation throughout the Subject Property. Charter School is solely responsible for determining the public health laws, regulations, and/or guidelines applicable to its use of the Burbank Elementary School and/or Subject Property and ensuring compliance throughout the term of the Agreement, which may include temporarily limiting or stopping use of the Burbank Elementary School and/or Subject Property based on current or future orders by the federal, state, or local government and implementing safety procedures including, but not limited to, requiring face masks, implementing social distancing procedures, conducting "deep cleaning" in high traffic areas, and providing extra sanitary supplies for anyone entering the property. By entering into this Agreement, District is not making any implied or explicit suggestion or warranty that the Burbank Elementary School and/or Subject Property is protected from any public health concern or otherwise safe for use. This Agreement does not require the District to take any additional responsibility for additional cleaning or sanitation obligations with respect to the Subject Property which shall remain the sole responsibility of the Charter School.

Should any discharge, leakage, spillage, emission, or pollution of any type occur upon or from the Subject Property due to the Charter School's use and occupancy thereof, Charter School, at its expense, shall be obligated to clean all the property affected, including, if applicable, any properties in the vicinity of the Subject Property, to the satisfaction of District and any governmental agencies having jurisdiction over the Subject Property or any other properties affected by the discharge, leakage, spillage, emission, or pollution. If the Charter School fails to take steps to clean the property(ies) or otherwise fails to comply with any requirements regarding the cleanup, remediation, removal, response, abatement or amelioration of any discharge, leakage, spillage, emission, or pollution of any type, or fails to pay any legal, investigative, and monitoring costs, penalties, fines and disbursements the District reserves the right to take-over the required action and to take all necessary steps to recoup any and all costs associated therewith from the Charter School.

Upon termination or expiration of the Agreement, Charter School shall return the Subject Property and any then-existing improvements to the District in clean, good order, condition and repair, ordinary wear and tear excepted, free and clear of all liens, claims, and encumbrances. Charter School shall remove from the Subject Property all of Charter School's personal property and trade fixtures. All property not so removed shall be deemed abandoned by Charter School and Charter School shall be responsible for any costs incurred by the District for the removal of such abandoned property.

23. Title to Subject Property. The Parties acknowledge that title to the Subject Property is held by the District and shall remain in the District's name at all times.

24. Insurance. The District will maintain its current levels of insurance on the structures on the Subject Property. Parties agree that self-insurance through a Joint Powers Authority shall satisfy District's obligations under this section. District shall not be responsible for insuring any of the Charter School's personal property or persons (including without limitation students or members of staff). Charter School shall procure and maintain, for the duration of this Agreement, insurance coverage as set forth in Exhibit "B," with insurance carriers that are admitted or authorized non- admitted insurers by the State of California and with a rating equivalent to an A- by A.M. Best Company. Charter School may use a self-insurance and/or joint powers authority mechanism to meet the described insurance requirements. The minimum limits of policies set forth in Exhibit "B" in no event limit the liability of Charter School.

Charter School agrees that if Charter School does not take out and maintain such insurance as required by this Agreement, then the District may (but shall not be required to), after two (2) business days written notice to Charter School, procure said insurance on Charter School's behalf and charge Charter School the premiums and may recover reasonable administrative costs for procuring such insurance. Charter School shall have the right to provide such insurance coverage pursuant to blanket policies obtained by Charter School provided such blanket policies expressly afford coverage to the Subject Property, and to Charter School, as required by this Agreement. The general liability insurance and/or coverage required by this Agreement shall be endorsed to name the District, the District Board and Board members, the Superintendent, District officers, committees, boards, and administrators, employees, agents, representatives, volunteers, successors, and assigns as additional insureds. The policy number/s on the certificates of insurance must match those on the endorsements.

Each policy or memorandum of coverage required to be maintained by Charter School above shall be endorsed to provide for thirty (30) days' prior written notice of suspension, recession, voiding, exhaustion, cancellation, non-renewal, or change in coverage, scope, or amount of any policy be given to the District by the insurer and Charter School by U.S. Mail, certified, or by personal delivery, and if Charter School's insurance company does not provide notice of cancellation to additional insureds, Charter School shall provide the District with notice of cancellation no more than three (3) business days after it receives any such notice from its insurance company, and to establish that coverage for anything other than structures is primary and that any insurance or self-insurance held by the District, its officials, employees, and agents shall be excess and shall not contribute to it. The District's property insurance shall be primary. Upon receipt of notice that any policy of insurance or memorandum of coverage required by the foregoing provisions of this Agreement will be suspended, exhausted, rescinded, voided, canceled, reduced in coverage or in limits, or non-renewed, or materially changed for any reason, the Parties will discuss the Charter School's plan to ensure its ongoing compliance with its insurance obligations as set forth in this Agreement, and Charter School shall provide proof of such coverage prior to the date on which the coverage was to be changed. If, for any reason at any time any policy of insurance or memorandum of coverage required by the provisions of this Agreement is suspended, rescinded, voided, exhausted, terminated, canceled, significantly reduced in coverage or in limits, non-renewed, or materially changed for any reason in a manner that will result in substantially lower coverage levels, the Charter School shall suspend operations at the Subject Property until such policy of insurance and/or memorandum of coverage is restored, which Charter School shall restore within seven (7) business days. The District reserves the right to terminate this Agreement should Charter School fail to restore and/or provide the insurance or memorandum of coverage required by this Agreement within said seven (7) business days.

District's insurance shall be primary for claims for damage to the Subject Property's physical structures caused by the actions of third parties, except to the extent that the third party's actions arose as a result of the negligence, intentional disregard, or malfeasance of the Charter School.

Any waiver or modification of these insurance requirements can only be made with the prior written approval of the Superintendent or their designee.

The coverage and limits required hereunder shall not in any way limit the liability of the Charter School nor are the insurance requirements herein intended to represent adequate or sufficient coverage for the Charter School's risks hereunder.

Prior to July 1, 2026, Charter School will provide District with duplicate originals and endorsements of each policy of insurance and/or each memorandum of coverage required by the foregoing provisions of this Agreement, including all declarations, forms, and endorsements. This documentation shall be received and reasonably approved by the District at least ten (10) days prior to Charter School taking occupancy of the Subject Property and at least ten (10) days prior to the expiration/renewal date of each policy/memorandum of coverage, at any other time that a policy of insurance and/or memorandum of coverage is changed, and at any other time a request is made by the District for such documents. In no event shall the Charter School take occupancy of the Subject Property until after it has timely submitted and had approved its proof of insurance as required hereby. Should the Charter School fail to timely provide and obtain approval of the required proof

of insurance prior to the expiration/renewal date or at any other time that a policy of insurance and/or memorandum of coverage is changed in manner that results in lower coverage levels than required under this Agreement, Charter School shall suspend operations at the Subject Property until such proof has been submitted to and approved by the District. Charter School will request written confirmation from its insurance vendor that the duplicate originals and original endorsements required by this provision have been signed by a person authorized by the insurer and/or joint powers authority to bind coverage on its behalf and will provide that written confirmation to the District with the proof of insurance when provided. The procuring of such insurance and/or coverage or the delivery of duplicate originals and endorsements evidencing the same shall in no way be construed as a limitation of the obligation(s) of the Charter School to defend, indemnify, and hold harmless the District, the District Board and Board members, the Superintendent, District officers, committees, boards, and administrators, employees, agents, representatives, volunteers, successors, and assigns.

The Parties anticipate that the required levels and types of insurance coverage required to meet the District's Risk Management standards may change over time, or as the result of construction and improvements made at the Subject Property. Charter School agrees to maintain such insurance as may be reasonably required by the District, the terms of which may be updated annually by the District following a discussion with the Charter School regarding such update, or more frequently with Charter School's agreement, and at the time and as a prior condition of Charter School making any improvements to the Subject Property, and the Parties shall enter into an amendment or addendum to this Agreement to revise the terms of the required coverage should the District determine such an amendment or addendum is preferred to memorialize the update(s).

25. Indemnification. With the exception of any liability, claims, or damages caused by the negligence or willful misconduct of the District, the Charter School shall indemnify, hold harmless, and defend the District, its trustees, officers, employees and agents against and from any and all claims, demands, actions, causes of action, suits, losses, liability, expenses, penalties, obligations, errors, omissions and costs, including legal costs, attorney's fees and expert witness fees, whether or not suit is actually filed, and/or any judgment rendered against the District, its trustees, officers, employees and agents, that may be asserted or claimed by any person, firm or entity for any injury, death or damage to any person or property occurring in, on or about the Subject Property after the Effective Date, arising from, or in connection with, the Charter School's use of the Burbank Elementary School and/or Subject Property, or actions or failure to act as required by this Agreement or applicable law on the Subject Property, any before/after school program and/or enrichment classes operated by the Charter School or a third party at or on the Burbank Elementary School and/or Subject Property, or from the conduct of its business, including conduct of its board of directors, administrators, employees, agents, representatives, volunteers, contractors, subcontractors, invitees, successors and/or assigns or from any activity, work, or other things done, permitted or suffered by Charter School in or about the Burbank Elementary School and/or Subject Property. Charter School's obligation to defend the District and the other indemnitees identified herein is not contingent upon there being an acknowledgement or determination of the merit of any claims, demands, actions, causes of action, suits, losses, liability, expenses, penalties, obligations, errors, omissions and/or costs. The Charter School shall also defend, indemnify and hold harmless District and its Board, employees, and agents from any harm, claim, liability, or damage arising out of, caused by, or from any person claiming to have contracted, or demonstrating contraction of, any public health concern, or any related sickness or aliment as the result of entering the Burbank

Elementary School and/or Subject Property at the invitation/request of, with the permission of, and/or on behalf of the Charter School, and any claimed violation of any rule, regulation, or guidance related to any public health concern arising from the Charter School's use of the Burbank Elementary School and/or Subject Property.

With exception of any liability, claims or damages caused by the negligence or willful misconduct of the Charter School, the District shall indemnify, hold harmless, and defend the Charter School, its trustees, officers, employees and agents against and from any and all claims, demands, actions, causes of action, suits, losses, liability, expenses, penalties, obligations, errors, omissions, and costs, including legal costs, attorney's fees and expert witness fees, whether or not suit is actually filed, and/or any judgment rendered against the Charter School, its trustees, officers, employees and agents, that may be asserted or claimed by any person, firm or entity for any injury, death or damage to any person or property occurring in, on or about the Subject Property after the Effective Date, arising from, or in connection with, the District's use of or actions or failure to act as required by this Agreement or applicable law on the Subject Property or from the conduct of its business, including conduct of its board of directors, administrators, employees, agents, representatives, volunteers, contractors, subcontractors, invitees, successors and/or assigns or from any activity, work, or other things done, permitted or suffered by the District in or about the Subject Property. The District's obligation to defend the Charter School and the other indemnities identified herein is not contingent upon there being an acknowledgement or determination of the merit of any claims, demands, actions, causes of action, suits, losses, liability, expenses, penalties, obligations, errors, omissions and/or costs.

This Section 25 shall survive the termination or expiration of this Agreement.

26. Force Majeure. In the event the District determines, in its reasonable discretion, there are unsafe and/or dangerous conditions that pose a threat to life or property due to causes beyond its reasonable control, including but not limited to fires, flood, storm, explosions, earthquakes, telecommunications outages, acts of God, war, governmental action, pandemics, or epidemics ("Force Majeure Events") which circumstances require the closing of District properties that include the Subject Property to in-person student instruction and/or non-essential services with specific consideration of the fact that the Charter School is not operated by the District, Charter School will be required to cease operating on the Subject Property until the District reopens the Subject Property. In the event of a Force Majeure Event closing, the District shall not be deemed in default of any provision of this Agreement and Charter School shall not enforce or exercise any of its rights under the Agreement, as long as the District's nonperformance is caused by a Force Majeure Event except that the Charter School shall not be obligated to pay any pro rata share or other costs during the time that the District has closed the Subject Property. If either Party hereto shall be delayed or prevented from the performance of obligations under this Agreement due to any "Force Majeure Event," the performance of such obligations shall be excused for the period of the delay resulting from such Force Majeure Event. Once the District determines, at its reasonable discretion, to reopen District properties, the terms and conditions of this Agreement shall reinstate and apply in full force and effect.

27. Damage and Destruction of Facilities.

A. Partial Damage. If the Subject Property is damaged by any casualty which is covered by applicable insurance, and the Charter School still has access to at least sixty percent (60%) of the usable classroom space, then the Subject Property shall be restored provided insurance proceeds are available to pay for the cost of restoration, and provided such restoration can be completed within one hundred eighty (180) days after the commencement of the work in the opinion of a registered architect or engineer that shall be retained by District. In such event, this Agreement shall continue in full force and effect, except that Charter School shall be entitled to proportionate reduction of all fees and payments while such restoration takes place, such proportionate reduction to be based upon the extent to which the restoration efforts interfere with Charter School's business on the Subject Property. The District will use its best efforts to provide the Charter School temporary housing on the Subject Property, or another school site for any part of the Charter School program that is displaced by the partial damage and/or the repair work of the same, subject to and contingent upon the Parties entering into a subsequent agreement governing Charter School's use of any alternative District facilities.

B. Total Destruction. If the Subject Property is totally destroyed (defined as the destruction of more than forty percent (40%) of the usable classroom space), or the Subject Property cannot be restored within one hundred eighty (180) days after the commencement of the work in the opinion of a registered architect or engineer that shall be retained by District, notwithstanding the availability of insurance proceeds, then this Agreement shall be terminated effective the date of the damage. The District will use its best efforts to provide Charter School with a school facility or facilities sufficient to accommodate Charter School's in-District enrollment as soon as possible after the effective date of the damage to limit any interruption in Charter School's educational program, subject to, and contingent upon the Parties entering into a subsequent agreement governing Charter School's use of any alternative District school facility or facilities.

28. Access. Charter School shall permit District, its agents, representatives or employees, to enter upon the Subject Property for the purpose of inspecting same or to make repairs, alterations, or additions to any portion of the Subject Property. District shall attempt to give reasonable notice where practicable but shall not be obligated to do so in the event of emergency or imminent threat to health or safety of occupants, or if access is for purposes of meeting the District's oversight obligations.

29. Fingerprinting. Charter School shall be responsible for ensuring compliance with all applicable fingerprinting and criminal background investigation requirements described in Education Code Section 45125.1. The District will also ensure compliance with all applicable fingerprinting and criminal background investigation requirements for any employees, contractors, vendors, agents or other individuals it sends to the Subject Property.

30. Notice. Any notice required or permitted to be given under this Agreement shall be deemed to have been given, served, and received if given in writing and personally delivered or either deposited in the United States mail, registered or certified mail, postage prepaid, return receipt required, or sent by overnight delivery service, or sent via email, addressed as follows, unless otherwise explicitly specified pursuant to the terms of this Agreement:

If to the District:

San Bernardino City Unified School District
Attention: Charter School Director
777 North F Street
San Bernardino, CA 92410

If to the Charter School:

Trisha Lancaster, Executive Director
SOAR Charter Academy
1671 N. Sierra Way
San Bernardino, CA 92405

Any notice personally given shall be effective upon receipt. Any notice sent by overnight delivery service shall be effective the business day next following delivery thereof to the overnight delivery service. Any notice given by mail shall be effective three (3) days after deposit in the United States mail. Any notice given by email shall be effective upon actual receipt, and "actual receipt" shall mean delivery to the recipient's email inbox. However, any e-mail notice delivered after 4:00 p.m. on any weekday, at any time on a weekend (Saturday or Sunday), or at any time on a federal, State, or District holiday or period when the District Office is closed, the e-mail notice shall be deemed to have been served as of noon the next business day on which the District Office is open. However, should delivery to the recipient's email address be delayed or prevented due to issues or defects in the operation of the recipient Party's email/IT systems, actual receipt shall mean 30 minutes after sending, subject to the extension of time for delivery outside of business hours or on weekends/holidays. Any Party may change the address or persons to which notices are to be sent to it by giving written notice of such change of address or persons to the other Parties in the manner provided for giving notice.

31. California Environmental Quality Act. Charter School acknowledges that the California Environmental Quality Act ("CEQA") may require the District to undertake certain studies and/or seek certain exemptions with regard to any projects described herein. Charter School acknowledges that obtaining CEQA approval for a project may cause delays and/or require that a project be modified or abandoned. The Charter School waives any claims against the District regarding delays, modifications or abandonment of a project or use due to any inability to meet CEQA requirements.

32. Subcontract and Assignment. Charter School may not assign or sublet this Agreement or any rights, benefits, liabilities and obligations hereunder, to any person or business entity without District's express written consent, which consent shall be granted at District's sole and absolute discretion and, if granted, may be conditioned or delayed.

33. No District Affiliation/Endorsement. Charter School shall not imply, indicate, or otherwise suggest that Charter School's use and/or any related activities are connected or affiliated with, or are endorsed, favored or supported by the District. No signage, flyers or other material may reference the District, any school name, logo or mascot without the District's prior written consent, except that Charter School may indicate the physical address of the Charter School.

34. Independent Status. This Agreement is by and between two independent entities and is not intended to and shall not be construed to create the relationship of agent, servant, employee, partnership, joint venture, or association.

35. Entire Agreement of Parties. This Agreement, together with its attachments, constitutes the entire agreement between the Parties and supersedes all prior discussions, negotiations and agreements, whether oral or written. In the event of a conflict between this Agreement and the Charter, this Agreement shall control. This Agreement may be amended or modified only by a written instrument executed by the Parties.

36. Legal Interpretation. This Agreement shall be governed by and the rights, duties and obligations of the Parties shall be determined and enforced in accordance with the laws of the State of California. The Parties further agree that any action or proceeding brought to enforce the terms and conditions of this Agreement shall be maintained in San Bernardino County, California. The Parties expressly understand and agree that this Agreement constitutes a license for use of the Subject Property, and is neither intended by the Parties, nor shall it be legally construed, to convey a leasehold, easement, or other interest in real property. Charter School acknowledges that a license is a valid form of agreement and shall not contest the validity of the form of this Agreement in any action or proceeding brought by Charter School against the District, or by the District against the Charter School. Should either Party be compelled to institute arbitration, legal, or other proceedings against the other for or on account of the other Party's failure or refusal to perform or fulfill any of the covenants or conditions of this Agreement on its part to be performed or fulfilled, the Parties agree that the rules and principles applicable to licenses shall govern such actions or proceedings.

37. Waiver. The waiver by any Party of any breach of any term, covenant, or condition herein contained shall not be deemed to be a waiver of such term, covenant, condition, or any subsequent breach of the same or any other term, covenant, or condition herein contained.

38. Successors and Assigns. This Agreement shall be binding upon and inure to the benefit of the Parties hereto and their respective heirs, legal representatives, successors, and assigns.

39. Counterparts. This Agreement and all amendments and supplements to it may be executed in counterparts, and all counterparts together shall be construed as one document.

40. Captions. The captions contained in this Agreement are for convenience only and shall not in any way affect the meaning or interpretation hereof, be construed to limit or extend the meaning of this Agreement, nor serve as evidence of the interpretation hereof, or of the intention of the parties hereto.

41. Severability. Should any provision of this Agreement be determined to be invalid, illegal, unenforceable, or contrary to law, statute, and/or ordinance, such provision shall be severed and shall be inoperative, and provided that the fundamental terms and conditions of the Agreement remain legal and enforceable, the remainder of this Agreement shall not be affected thereby and shall continue as valid, legal and enforceable.

42. Incorporation of Recitals and Exhibits. The Recitals and each exhibit attached hereto are incorporated herein by reference.

43. Scanned/Electronic Signatures. This Agreement may be executed and transmitted to any other party by PDF or DocuSign or similar technology, which version of the Agreement shall be deemed to be, and utilized in all respects as, an original, wet-inked document. If one or more Parties choose to sign this Agreement with electronic signatures, such signatures will be obtained in compliance with the Uniform Electronic Transactions Act (Civil Code §11633.1 *et. seq.*) and Government Code Section 16.5 pertaining to digital signatures.

44. Board Approval. In accordance with Education Code Section 17604, this Agreement is not valid or an enforceable obligation against the District until approved or ratified by duly passed and adopted motion of the District's Governing Board of Education.

IN WITNESS WHEREOF, the Parties hereto have executed this Agreement on the Effective Date.

SAN BERNARDINO CITY UNIFIED SCHOOL DISTRICT

By _____

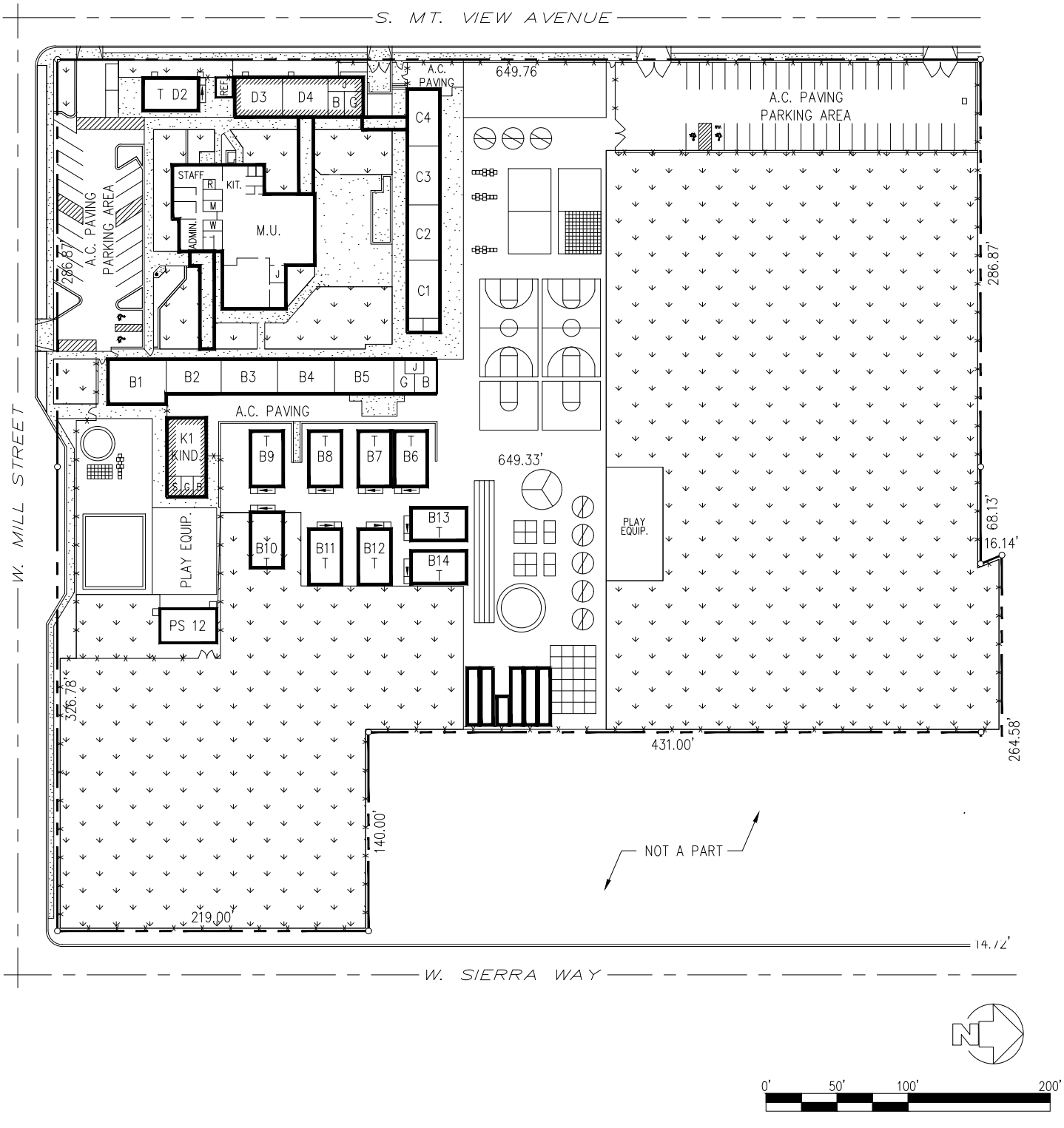
Its_____

SOAR CHARTER ACADEMY

By _____

Its _____

Exhibit "A"



# OF BLDGS.: 14 BUILDING AREA: 27,937 SITE AREA: 7.77 CYLINDER LOCK: SARGENT EXIT DEVICE: SARGENT A.P.N.(S): 0136-551-01, 03, 09-12	ADDRESS: 198 W. MILL ST., SAN BERNARDINO, CA 92408 CROSS STREET: W. CLUSTER ST. PHONE #: (909) 888-3300	PLOT PLAN **SOAR CHARTER ACADEMY (BURBANK ES)** SAN BERNARDINO CITY UNIFIED SCHOOL DISTRICT SAN BERNARDINO, CALIFORNIA	SCALE: 1"=100' DATE: JULY 2025 SHEET NO. 1 OF 1 SHEET

Exhibit "B"

CHARTER SCHOOL INSURANCE REQUIREMENTS

I. General Liability:

A. Commercial General Liability - $ 20,000,000 per occurrence, $ 20,000,000 aggregate For Bodily Injury, Personal and Advertising Injury and Property Damage. If Commercial General Liability Insurance or other form with a general aggregate limit is used, either the general aggregate limit shall apply separately to this project/location or the general aggregate limit shall be twice the required occurrence limit. Coverage shall be at least as broad as Insurance Services Office Commercial General Liability coverage (occurrence Form CG 00 01 10 93).

II. Automobile Liability:

A. $ 5,000,000 per accident for Bodily Injury and Property Damage.

B. Coverage to include "Owned, Non-Owned, and Hired" automobiles ("Any Autos").

C. Coverage shall be at least as broad as Insurance Services Office Form Number CA 00 01 covering Automobile Liability, Symbol 1 ("Any Autos").

III. Workers' Compensation and Employer's Liability:

A. Certificate of Insurance indicating "statutory" limits, as required by the State of California.

B. Employer's Liability - $ 1,000,000 each accident for bodily injury by accident;

$ 1,000,000 each employee for bodily injury by disease; $ 2,000,000 coverage period aggregate.

IV. Property Insurance: Ø Limit: Replacement Value:

A. Certificate of Insurance evidencing coverage for all property owned and controlled by the Charter School that resides on the District's premise(s).

V. Sexual Abuse or Molestation Liability:

A. $ 20,000,000 per occurrence, $ 20,000,000 aggregate

Powered by BoardOnTrack

Coversheet

Approval of Prop 28 Expenses Plan

Section: IV. Action Items
Item: G. Approval of Prop 28 Expenses Plan
Purpose: Vote
Submitted by:
Related Material: SORA-Prop_28_AMS_School_Site_Expenditure_Plan_2025.2026 (1).pdf

Proposition 28: Arts and Music in Schools Act — School Site Expenditure Plan Template

Background

The Proposition 28: the Arts and Music in Schools (AMS) Act provides an annual source of funding for arts education in California, between $800 million and $1 billion each year. This document, the School Site Expenditure Plan Template, can be used to support the planning of these funds. Each school is required to submit an annual board-approved report to post on the school district's and Department of Education's website that details the types of arts education programs funded by the program, the number of full-time equivalent (FTE) teachers, classified personnel, and teaching aides; the number of students served; and the number of school sites providing arts education programs with such funds.

Document Purpose

This School Site Expenditure Plan can be completed by schools to support the planning process. **This template is intended to assist school sites that need support in planning expenditures for Proposition 28 AMS funds. Other school sites may have other documents to use for the planning process and therefore may not need this tool.**

Disclaimer: These documents are for planning purposes only; they are not official compliance documents. None of the content should be construed as legal advice or interpretation of the education code requirements for Proposition 28 AMS. Schools and LEAs are encouraged to use these items in a manner best suited for their unique situation.

Directions:

The instructions below guide school sites through inventorying current expenditures supporting arts education. School sites may use the related Excel workbook to fill in the information outlined in the instructions below. All cells highlighted in yellow require data to be entered by the user. The information below provides an example.

School Site Information Tab

Begin by filling out the "School Site Information" Tab in the related Excel workbook.

School Site Information		
School Name	CDS Code	Fiscal Year
SOAR Charter Academy	36 67876 0117192	2025.2026
Address	County Name	
198 W. Mills St	San Bernardino County	

City		State	Zip Code
San Bernardino		CA	92804
Contact Name	Title	Phone	Email
Kristin Hadden	Director	909-888-3300	khadden@soarcharteracademy.org

Rollup Summary Tab

The Plan Summary Section as well as the Total Proposition 28 AMS Funds Included will be automatically filled in after the expenditure plan is complete.

Plan Summary	Total Planned Expenditures
Arts Partnership Program	$79,231.56

Total Proposition 28 AMS Funds Included in this Plan
$60,163.81 FY23.27 $19,067.75 FY24.25

Expenditure Plan

Next, in the “School Expenditure Plan” Tab, fill out the expenditures planned for the fiscal year related to arts programming. This can include **all** expenditures from any source of funding.

- **Category 3: Arts Partnership Programs**

Describe how the school will use funds for contracts, leases, and rentals with third party vendors. Include the arts discipline or course, contract description, the arts partner, the grade levels served, and number of students served. Include an estimated cost and what funding source (or sources) will be used to pay for the partnership. These costs will be rolled up with costs related to equipment, supplies, training, and materials in the “Rollup Summary” tab.

Note: For LEAs with more than 500 students, no more than 20% of funds can be spent on training supplies, curriculum, professional learning, materials, and arts education programs. In this template, Category 2: Equipment, Supplies, Training & Materials and Category 3: Arts Partnership Programs roll up together to make up this 20% of spending.

Arts Discipline or Course	Contract Description	Arts Partner	Grade Levels Served	Number of Students Served	Estimated Cost	Funding Sources	Percent
Music	Full Year – Materials to create a well rounded music program. Musical Instruments and stands Soundproof well panels TV 55 display screen	Employee	TK-8th	460	$79,231.56	Prop 28	100%
TOTAL					$79,231.56		

Coversheet

Approval of ConApp

Section: IV. Action Items
Item: H. Approval of ConApp
Purpose: Vote
Submitted by:
Related Material: SOAR SubTimeAccounting (5).pdf

California Department of Education **Consolidated Application**

SOAR Charter Academy (36 67876 0117192)

Status: Certified
Saved by: charter impact
Date: 6/8/2026 11:50 AM

2026–27 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at https://www.cde.ca.gov/fg/aa/co/ca26assurancestoc.asp.

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Trisha Lancaster
Authorized Representative's Signature	
Authorized Representative's Title	Executive Director
Authorized Representative's Signature Date	06/09/2026

Warning
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

California Department of Education **Consolidated Application**

SOAR Charter Academy (36 67876 0117192)

Status: Certified
Saved by: charter impact
Date: 6/8/2026 11:50 AM

2026–27 Protected Prayer Certification

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Carrie Lopes, Title I Policy, Program, and Support Office, CLopes@cde.ca.gov, 916-319-0126

Protected Prayer Certification Statement

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Trisha Lancaster
Authorized Representative's Title	Executive Director
Authorized Representative's Signature Date	06/09/2026
Comment If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

Warning
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California Department of Education **Consolidated Application**

SOAR Charter Academy (36 67876 0117192)

Status: Certified
Saved by: charter impact
Date: 6/8/2026 11:50 AM

2026–27 LCAP Federal Addendum Certification

CDE Program Contact:
Local Agency Systems Support Office, LCAPAddendum@cde.ca.gov, 916-323-5233

Initial Application

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

Returning Application

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

County Office of Education (COE) or District For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	
Direct Funded Charter Enter the adoption date of the current LCAP	06/09/2025
Authorized Representative's Full Name	Trisha Lancaster
Authorized Representative's Title	Executive Director

Warning
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California Department of Education **Consolidated Application**

SOAR Charter Academy (36 67876 0117192)

Status: Certified
Saved by: charter impact
Date: 6/8/2026 11:50 AM

2026–27 Application for Funding

CDE Program Contact:
Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	Yes

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	Yes

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	No
Title III Immigrant ESEA Sec. 3102 SACS 4201	Yes
Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	Yes

Warning
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2026–27 Title III Immigrant Student Program Subgrant Budget

The purpose of this data collection form is to provide a proposed budget for Immigrant Student Program Subgrant funds only per the Title III Immigrant Student Program requirements (ESSA, Sections 3114, 3115, & 3116).

CDE Program Contact:

Annie Park, Language Policy and Leadership Office, APark@cde.ca.gov, 916-319-9620
Geoffrey Ndirangu, Language Policy and Leadership Office, GNdirang@cde.ca.gov, 916-323-5831

Estimated Allocation Calculation

Estimated immigrant per student allocation	$126.40
Estimated immigrant student count	7
Estimated immigrant student program allocation	$885

Note: Eligibility criteria

A local educational agency which has 5 or more eligible immigrant students and has experienced a significant increase of one half of 1 percent or more in eligible immigrant students enrollment in the current year, compared with the average of the two preceding fiscal years, is eligible to apply.

Budget

Authorized activities	$695
Direct administrative costs (Amount should not exceed 2% of the estimated immigrant student program allocation)	$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	$190
Total budget	$885

Warning
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California Department of Education **Consolidated Application**

SOAR Charter Academy (36 67876 0117192)

Status: Certified
Saved by: charter impact
Date: 6/8/2026 11:50 AM

2026–27 Substitute System for Time Accounting

This certification may be used by auditors and by California Department of Education (CDE) oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the local educational agency (LEA) submits and certifies this data collection.

CDE Program Contact:

Hilary Thomson, Fiscal Oversight and Support Office, HThomson@cde.ca.gov, 916-323-0765

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate.

Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the CDE web site at https://www.cde.ca.gov/fg/ac/sa/.

2026–27 Request for authorization	No
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	

Warning
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

Coversheet

Approval of 2026-2027 Employee Handbook

Section:	IV. Action Items
Item:	I. Approval of 2026-2027 Employee Handbook
Purpose:	Vote
Submitted by:	
Related Material:	SOAR_2026-2027_Handbook_Updates_One_Page.pdf FINAL 2026_2027 Employee Handbook.pdf

SOAR Charter Academy
2026-2027 Employee Handbook
New Policies & Major Updates Summary

NEW POLICIES

1. Prevention and Response to Child Abuse, Neglect, and Sexual Misconduct (Page 6)
Establishes procedures for preventing, identifying, reporting, and responding to child abuse, neglect, sexual misconduct, and grooming behaviors. Reinforces mandated reporting obligations and anti-retaliation protections.

2. Mandated Reporter and Student Safety Training Policy (Page 7)
Requires annual training on child abuse prevention, grooming behaviors, professional boundaries, and student safety. Applies to employees, volunteers, contractors, and board members with student contact.

3. Professional Boundaries and Duty to Report Policy (Pages 10-12)
Defines acceptable and prohibited staff/student interactions. Requires reporting of suspected boundary violations and grooming behaviors.

4. Student Behavioral Health Referral Protocols (Page 18)
Establishes procedures for identifying and referring students with behavioral, emotional, or mental health concerns.

5. Artificial Intelligence (AI) Use Policy (Page 26)
Establishes expectations for responsible AI use and protects confidential student and employee information.

6. Intellectual Property Policy (Page 27)
Clarifies ownership of materials and work products created within the scope of employment.

7. Donated Resources & Funded Materials Policy (Page 32)
Clarifies that resources obtained through grants, donations, sponsorships, and DonorsChoose remain SOAR property.

MAJOR POLICY UPDATES

1. Child Abuse and Neglect Reporting (Pages 6-8)
Expanded to include student safety protections, sexual misconduct prevention, grooming awareness, and enhanced reporting requirements.

2. Immigration Compliance (Page 9)
Updated to address AB 49 and SB 98 requirements, immigration enforcement procedures, and student privacy protections.

3. Professional Boundaries: Staff/Student Interaction Policy (Pages 9-12)
Expanded to include volunteers, contractors, and board members. Adds electronic communication, social media, supervision, and reporting expectations.

4. Communicable Illness & Public Health Guidelines (Page 22)
Replaces the former COVID-19 Testing policy and provides broader guidance for communicable diseases and public health requirements.

5. Employee Training Requirements (Pages 7-8)
Expanded mandatory training requirements and accountability measures for completion, including online bullying prevention training.

SOAR LEADERS TODAY, WORLD LEADERS TOMORROW!

2026-2027 EMPLOYEE HANDBOOK

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APPENDIX B: INTERNAL COMPLAINT FORM	APPENDIX H: CATASTROPHIC LEAVE POLICY
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INTRODUCTION TO HANDBOOK

This Handbook is designed to help employees get acquainted with SOAR Charter Academy (hereinafter referred to as "SOAR" or "Academy"). It explains some of our philosophies and beliefs and describes some of our employment guidelines in general terms. Although this Handbook is not intended to be an exclusive or comprehensive policies and procedures manual, we hope that it will serve as a useful reference document for employees throughout their employment at SOAR. Employees should understand, however, that this Handbook is not intended to be a contract (express or implied), nor is it intended to otherwise create any legally enforceable obligations on the part of the Academy or its employees. In no way does the Handbook replace the official plan documents (i.e., health insurance, retirement plan, etc.) or insurance contracts, which will govern in all cases. This Handbook supersedes and replaces all previous personnel policies, practices, and guidelines.

Due to the fact that SOAR is a growing and changing organization, it reserves full discretion to add to, modify, or delete provisions of this Handbook, or the policies and procedures on which they may be based, at any time without advance notice. The Academy also reserves the right to interpret any of the provisions set forth in this Handbook in any manner it deems appropriate.

No individual other than the Academy Board of Directors has the authority to enter into any employment or other agreement that modifies Academy policy. Any such modification *must* be in writing.

This Handbook is the property of the Academy, and it is intended for personal use and reference by employees of the Academy. Circulation of this Handbook outside of the Academy requires the prior written approval of the Executive Director.

Employees must sign the acknowledgment form to provide the Academy with a record that each employee has received this Handbook.

Trisha Lancaster – Executive Director
Tammi Martinez– Director of Human Resources and Communications
Kristin Kraus – Director of Finance and Operations
Renee Nunez – Director of Intervention and Parent Engagement

CONDITIONS OF EMPLOYMENT

Equal Employment Opportunity Is Our Policy

SOAR is an equal opportunity employer. It is the policy of the School to afford equal employment and advancement opportunity to all qualified individuals without regard to:

- Race (including traits associated with race, such as hair texture and hairstyle, including but not limited to braids, locks, and twists);
- Color;
- Gender (including gender identity, gender expression, and transgender identity, whether or not the employee is transitioning or has transitioned);
- Sex (including pregnancy, childbirth, breastfeeding, and medical conditions related to such); ● Sex stereotype (including an assumption about a person's appearance or behavior, gender roles, gender expression, or gender identity, or about an individual's ability or inability to perform certain kinds of work based on a myth, social expectation, or generalization about the individual's sex);
- Religious creed (including religious dress and grooming practices);
- Marital/registered domestic partner status;

- Age (forty (40) and over);
- National origin or ancestry (including native language spoken and possession of a driver's license issued to persons unable to prove their presence in the U.S. is authorized by federal law);
- Physical or mental disability (including HIV and AIDS);
- Medical condition (including cancer and genetic characteristics);
- Taking of a leave of absence pursuant to the Family Medical Leave Act ("FMLA"), Pregnancy Disability Leave ("PDL") law, Americans with Disabilities Act ("ADA"), California Family Rights Act ("CFRA"), the Fair Employment and Housing Act ("FEHA"), or laws related to domestic violence, sexual assault and stalking;
- Genetic information;
- Sexual orientation;
- Military and veteran status; or
- Any other consideration made unlawful by federal, state, or local laws.

This policy extends to all job applicants and employees and to all aspects of the employment relationship, including the hiring of new employees and the training, transfer, promotion, discipline, termination, compensation and benefits of existing employees.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, the Academy will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship would result.

Any applicant or employee who requires an accommodation in order to perform the essential functions of the job should contact a School representative with day-to-day personnel responsibilities and request such an accommodation. The individual with the disability should specify what accommodation he or she needs to perform the job, or if unknown, what job duties the disability impairs. SOAR will then conduct an investigation to identify the barriers that interfere with the equal opportunity of the applicant or employee to perform the job. SOAR will identify possible accommodations, if any, that will help eliminate the limitation. If the accommodation is reasonable and will not impose an undue hardship, the Academy will make the accommodation.

Employment At-Will

Except if stated expressly otherwise by employment contract, it is the policy of SOAR that all employees are considered "at-will" employees of the Academy. Accordingly, either SOAR or the employee can terminate this relationship at any time, for any reason, with or without cause, and with or without advance notice.
Nothing contained in this Handbook, employment applications, SOAR memoranda or other materials provided to employees in connection with their employment shall require SOAR to have "cause" to terminate an employee or otherwise restrict SOAR's right to release an employee from their at-will employment with the School. Statements of specific grounds for termination set forth in this Handbook or elsewhere are not all-inclusive and are not intended to restrict SOAR's right to terminate at-will. No School representative, other than the Board of Directors or its designee, is authorized to modify this policy for any employee or to make any representations to employees or applicants concerning the terms or conditions of employment with SOAR that are not consistent with SOAR's policy on "at-will" employment.

This policy shall not be modified by any statements contained in this Handbook or employee applications, School memoranda, or any other materials provided to employees in connection with their employment. Further, none of those documents whether singly or combined, or any employment practices, shall create an express or implied contract of employment for a definite period, nor an express or implied contract concerning any terms or conditions of employment.

Introductory Period

All newly hired employees and all employees obtaining a new position within SOAR will be considered in an "introductory period." This period will last 90 days (3) months from the date of hire, during which the employer and the employee evaluate whether a successful employment relationship can be created. During this period, SOAR will assess and be the sole determiner of whether the employee has the skills and other qualifications needed to succeed as a SOAR employee. The employee should likewise use the period to evaluate whether he or she is a good match for the position and for SOAR.

Child Abuse and Neglect Reporting

Prevention and Response to Child Abuse, Neglect, and Sexual Misconduct Policy

Purpose

SOAR is committed to providing a safe learning environment and maintaining safeguards to prevent child abuse, neglect, and sexual misconduct. This policy establishes prevention measures, mandated reporting requirements, and response procedures to ensure immediate and lawful action when abuse is suspected or disclosed.

Prevention Measures

SOAR implements the following prevention practices to protect students:

- Active supervision of students during instructional and non-instructional time
- Clear professional boundary expectations for all employees, volunteers, contractors, and individuals acting on behalf of the school
- Annual mandated reporter training for all required personnel
- Screening, background checks, and reference checks for employees and applicable volunteers
- Student safety education appropriate to age and developmental level

Mandated Reporter Obligations

California Penal Code section 11166 requires mandated reporters who know or reasonably suspect child abuse or neglect to make an immediate report by telephone and submit a written report within 36 hours. Reporting is an individual legal obligation and is not satisfied by notifying a supervisor.

Reporting Procedures

1. In an emergency, call 911 immediately.
2. Report suspected abuse to San Bernardino County Children and Family Services at (909) 384-9233 or 1-800-827-8724, or local law enforcement.
3. Complete the Suspected Child Abuse Report (SS 8572) within 36 hours.
4. Submit the form by mail or fax as directed.
5. Retain a copy of the report as required by law.

Administrative Coordination

The Directors or designee supports reporters. The school does not conduct internal investigations prior to reporting.

Training Requirements

Mandated reporters complete annual training and within six weeks of hire. Failure to report is a misdemeanor punishable under law.

Confidentiality and Non-Retaliation

Reports are handled confidentially. Retaliation for good-faith reporting is prohibited.

Policy Review

This policy is reviewed annually and updated to remain compliant with applicable law, including SB 848.

Mandated Reporter and Student Safety Training Policy

All employees are responsible for completing required trainings by the established deadlines set forth by SOAR, state regulations, and applicable law. This includes, but is not limited to, trainings related to safety, harassment prevention, mandated reporting, child abuse prevention, professional boundaries, cultural competency, and any training required by law or Board policy.

This requirement applies to all employees, volunteers, contractors, and board members who have regular or unsupervised contact with students.

Mandated Reporter Training

All individuals designated as mandated reporters under California law shall complete mandated reporter training on an annual basis. Training shall include, but is not limited to:

- Recognizing and reporting child abuse and neglect
- Understanding professional boundaries and prohibited conduct
- Identifying grooming behaviors and early warning signs
- Reporting obligations and timelines

Training Administration and Documentation

The school shall maintain documentation verifying completion of all required trainings. Failure to complete mandatory training by the established deadline may result in disciplinary action, up to and including suspension or termination of employment, or removal from volunteer or contractor duties. Individuals are expected to proactively monitor training requirements and communicate with administration if assistance or accommodations are needed to meet compliance deadlines.

Bullying Prevention Training

The California Department of Education (CDE) provides an Online Bullying Training Module as part of its bullying prevention resources. These resources are available at: https://www.cde.ca.gov/ls/ss/se/bullyres.asp

Training requirements and content are reviewed annually and updated as necessary to remain consistent with state law, including SB 848.

1. If there is an emergency child-abuse situation, call 911 immediately

2. Contact an immediate supervisor to report the facts to the School. Call the Child and Family Services ("CFS") Child Abuse Hotline at **(909) 384-9233** or **1-800-827-8724** or local law enforcement to report the incident or situation. The law states that once an employee has knowledge of an incident or situation, they must report it to a child welfare agency by telephone immediately or as soon as it is practicably possible and submit a written report within 36 hours (Penal Code 11164-11174.4).

3. For reports to CFS, the employee must fill out CFS form Suspected Child Abuse Report (SS 8572) and send it to CFS. Employees may obtain this form online at: http://www.sbcusd.com/childabuse. CFS does not supply these forms. Read the instructions on the web site for information on how to fill it out.

4. Mail the completed SS 8572 form to:
   Child Abuse Hotline
   P.O. Box 6083
   San Bernardino, CA 92412

Fax the completed SS 8572 form to:
Children and Family Services at
(909) 891-3545 or (909) 891-3560
If an employee faxes the form, there is no need to mail it. Please make sure it is legible.

5. A copy of the form must be kept by the reporting party!
6. By acknowledging receipt of this Handbook, employees acknowledge they are childcare custodians and are certifying that they have knowledge of California Penal Code section 11166 and will comply with its provisions.

Employee Mandatory Trainings

All employees are responsible for completing required trainings by the established deadlines set forth by SOAR or state regulations. This includes, but is not limited to, trainings related to safety, harassment prevention, mandated reporting, cultural competency, and any training required by law or board policy. Failure to complete mandatory training on time may result in disciplinary action, up to and including suspension or termination of employment. Employees are expected to proactively monitor training requirements and communicate with administration if assistance or accommodations are needed to meet compliance deadlines.

The California Department of Education (CDE) provides an Online Bullying Training Module as part of its resources on bullying prevention. You can find the bullying prevention resources page at the following link: https://www.cde.ca.gov/ls/ss/se/bullyres.asp

Criminal Background Checks

As required by law, all individuals working or volunteering at SOAR will be required to submit to a criminal background investigation. No condition or activity will be permitted that may compromise that safety, and the well-being of students taking precedence over all other considerations. Conditions that preclude working at SOAR include conviction of a controlled substance or sex offense, or a serious or violent felony. Additionally, should an employee during his/her employment with SOAR be charged or convicted of any offense, the employee must immediately report the charge or conviction to the Executive Director of SOAR.

Tuberculosis Testing

All employees of SOAR must submit written proof from a physician of a risk assessment examination for tuberculosis ("TB") within sixty (60) days. If TB risk factors are identified, a physician must conduct an examination to determine whether the employee is free of infectious TB. The examination for TB consists of an approved TB test, which, if positive, will be followed by an x-ray of the lungs, or in the absence of skin testing, an x-ray of the lungs. All employees will be required to undergo TB risk assessments and, if risk factors are found, the examination at least once every four (4) years. Volunteers may be required to undergo a TB examination as necessary. The TB risk assessment and, if indicated, the examination is a condition of initial employment with the Academy and the cost of the exam will be borne by the applicant.

Food handlers may be required to have annual TB exams. Documentation of employee and volunteer compliance with TB risk assessments and examinations will be kept on file in the office. This requirement also includes, contract food handlers, substitute teachers, and student teachers serving under the supervision of an educator. Any entity providing student services to SOAR will be contractually required to ensure that all contract workers have had TB testing that shows them to be free of active TB prior to conducting work with SOAR students.

Immigration Compliance

SOAR Charter Academy is committed to maintaining a safe, supportive, and legally compliant learning environment for all students regardless of immigration status. Employees are expected to follow all school procedures regarding immigration enforcement activity on or near campus in accordance with applicable California law, including AB 49 and SB 98.
Staff members shall not voluntarily grant immigration enforcement officers access to school grounds,

students, classrooms, or student records. Any immigration enforcement activity or request for information must immediately be referred to Administration or the designated administrator. Employees shall not independently communicate with immigration officers regarding students, families, or school records.
If immigration enforcement personnel arrive on campus, staff shall:

- Remain calm and professional;
- Direct officers to the Main Office or Administration;
- Avoid disrupting normal school operations;
- Refrain from releasing any student to an unauthorized individual; and
- Maintain confidentiality regarding all student and family information.

SOAR Charter Academy does not collect or disclose information regarding a student's immigration status unless required by law. All student information shall remain confidential in accordance with state and federal privacy laws, including FERPA. No student shall be denied access to education or asked to provide proof of citizenship or immigration documentation.
The school may issue notifications to families, students, or staff regarding confirmed immigration enforcement activity when appropriate and legally permissible. Employees are expected to cooperate fully with administrative directives and established school safety procedures.
Employees who violate this policy or improperly disclose confidential information may be subject to disciplinary action consistent with school policy and applicable law.

Professional Boundaries: Staff/Student Interaction Policy

SOAR recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

Applicability
This policy applies to all employees, volunteers, contractors, board members, and any individual with regular or unsupervised student contact.

Corporal Punishment
Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

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

Permitted Actions (Not Corporal Punishment)
Examples include stopping a student from fighting, preventing vandalism, self-defense, removing a weapon or dangerous object, participation in athletic conditioning, and group physical education or recreational activities.

Prohibited Actions (Corporal Punishment)
Examples include hitting, shoving, pushing, physically restraining a student as a means of control, forcing painful physical activity as punishment, paddling, slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Professional Boundaries and Appropriate Conduct
All individuals covered by this policy shall maintain appropriate professional boundaries with students at all times. Interactions with students must be professional, transparent, and directly related to the school's educational mission. Conduct that could reasonably be interpreted as favoritism, grooming, or inappropriate personal involvement is prohibited.

Sexual Misconduct and Grooming Prevention
Sexual misconduct, including grooming behaviors, is strictly prohibited. Grooming behaviors may include, but are not limited to, inappropriate comments, personal gifts, private favors, attempts to establish secretive relationships, or any behavior intended to blur professional boundaries with students.

One-on-One Interactions and Supervision
Individuals should avoid one-on-one interactions with students in isolated or unsupervised settings whenever possible. When one-on-one interactions are necessary, they shall occur in observable, interruptible environments to ensure student safety.

Electronic Communication and Social Media Boundaries
Electronic communication with students shall be limited to school-approved platforms and used only for legitimate educational purposes. Personal social media contact, private messaging, or non-school-related digital communication with students is prohibited unless expressly authorized by administration.

Reporting Boundary Concerns
Individuals are expected to report observed or suspected boundary violations to administration, even when the conduct does not rise to the level of suspected abuse. Early reporting supports prevention and student safety.

Professional Boundaries and Duty to Report Policy

ACCEPTABLE AND UNACCEPTABLE STAFF/STUDENT BEHAVIOR

This policy is intended to guide all SOAR staff, volunteers, contractors, and individuals acting on behalf of the School in conducting themselves in a manner that reflects the high standards of professionalism required in an educational setting and to clearly define appropriate boundaries between students and adults.

All individuals covered by this policy are responsible for maintaining appropriate professional boundaries with students at all times. Boundaries are defined as acceptable, professional behavior by staff members while interacting with students. Any action that crosses these boundaries is considered an abuse of power and a violation of public trust.

Staff are expected to avoid situations or conduct that could prompt suspicion, misunderstanding, or discomfort by students, parents/guardians, colleagues, or school leaders. A guiding standard for determining appropriateness is to consider whether the conduct would be acceptable if observed by a

supervisor, colleague, or a student's family member.

Some behaviors that may appear harmless from a staff member's perspective may be perceived as inappropriate, suggestive, or grooming behavior by students or parents. The purpose of identifying acceptable and unacceptable behaviors is not to inhibit positive, supportive relationships with students, but to prevent conduct that could lead to, or be perceived as, sexual misconduct, favoritism, or exploitation.

Grooming behaviors may include, but are not limited to, excessive attention, personal gifts, private favors, secretive communication, inappropriate personal disclosures, or attempts to establish exclusive relationships with students. Such behaviors are strictly prohibited.

Staff shall use respectful, professional language at all times and shall refrain from using foul, vulgar, suggestive, or sexually explicit language around or directed toward students.

When engaging in discussions involving sensitive topics—such as politics, sexual orientation, race, gangs, or other socially sensitive issues—staff shall remain professional, neutral, and age-appropriate. Staff shall not impose personal beliefs or opinions on students and shall seek administrative guidance when unsure.

DUTY TO REPORT SUSPECTED MISCONDUCT

When any employee, volunteer, contractor, or individual acting on behalf of the School reasonably suspects, observes, or becomes aware that another staff member may have crossed the professional boundaries specified in this policy, the individual must immediately report the concern to a School administrator.

Reports shall be handled as confidentially as possible under the circumstances and consistent with applicable law. Failure to report suspected boundary violations or concerning conduct may result in disciplinary action.

Upon receiving a report, the School administrator shall take appropriate action consistent with School policy, including assessing the concern, determining whether mandated reporting obligations are triggered, and taking necessary steps to protect student safety.

This policy does not replace or limit any individual's legal obligation to make a mandated report to child protective services or law enforcement when required by law.

Employees and individuals acting on behalf of the School must also report concerns regarding student behavior that suggests grooming, boundary violations, or risk of sexual abuse. Early reporting is a critical component of prevention.

Examples of Specific Behaviors

The following examples are not an exhaustive list

Unacceptable Staff/Student Behaviors (Violations of this Policy)

(a) Giving gifts to an individual student that are of a personal and intimate nature. (b) Kissing of any kind.

(c) Any type of unnecessary physical contact with a student in a private situation. (d) Intentionally being alone with a student away from the school.
(e) Making or participating in sexually inappropriate comments.
(f) Sexual jokes.
(g) Seeking emotional involvement with a student for your benefit.
(h) Listening to or telling stories that are sexually oriented.
(i) Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding.
(j) Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.

Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission

(These behaviors should only be exercised when a staff member has parent and supervisor permission.)

(a) Giving students a ride to/from school or school activities.
(b) Being alone in a room with a student at school with the door closed.
(c) Allowing students in your home.

Cautionary Staff/Student Behaviors

(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence)

(a) Remarks about the physical attributes or development of anyone.
(b) Excessive attention toward a particular student.
(c) Sending emails, text messages or letters to students if the content is not about school activities.

Acceptable and Recommended Staff/Student Behaviors

(a) Getting parents' written consent for any after-school activity.
(b) Obtaining formal approval to take students off school property for activities such as field trips or competitions.
(c) Emails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology).
(d) Keeping the door open when alone with a student.
(e) Keeping reasonable space between you and your students.
(f) Stopping and correcting students if they cross your own personal boundaries.
(g) Keeping parents informed when a significant issue develops about a student.
(h) Keeping after-class discussions with a student professional and brief.
(i) Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries.
(j) Involving your supervisor if conflict arises with the student.
(k) Informing your Executive Director about situations that have the potential to become more severe.
(l) Making detailed notes about an incident that could evolve into a more serious situation later.
(m) Recognizing the responsibility to stop unacceptable behavior of students or coworkers.
(n) Asking another staff member to be present if you will be alone with any type of special needs student.
(o) Asking another staff member to be present when you must be alone with a student after regular school hours.
(p) Giving students praise and recognition without touching them.
(q) Pats on the back, high fives and handshakes are acceptable.
(r) Keeping your professional conduct a high priority.
(s) Asking yourself if your actions are worth your job and career.

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

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

For clarification purposes, the following examples are offered for direction and guidance of School personnel:

A. Examples of PERMITTED actions (NOT corporal punishment)

1. Stopping a student from fighting with another student;
2. Preventing a pupil from committing an act of vandalism;
3. Defending yourself from physical injury or assault by a student;
4. Forcing a pupil to give up a weapon or dangerous object;
5. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

B. Examples of PROHIBITED actions (corporal punishment)

1. Hitting, shoving, pushing or physically restraining a student as a means of control. 2. Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
3. Paddling, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Restraint & Seclusion Policy

SOAR staff shall avoid the use of seclusion and behavioral restraint of students whenever possible. Seclusion or behavioral restraint may be used only to control student behavior that poses a clear and present danger of serious physical harm to the student or others, which cannot be prevented by a response that is less restrictive. Seclusion and behavioral restraint of students shall not be used in any form as a means of coercion, discipline, convenience, or retaliation.

The Board recognizes that any effort to change the behavior of another individual represents a degree of intrusion into that individual's life. To justify that intrusion, reasonable assurances must be given that, as a result of the intervention, the individual's behavior will change in a timely manner and that this change will benefit the individual. Therefore, in accordance with law, all efforts to change behavior must be based on effective techniques and the least intrusive procedure likely to be effective will be used.

Definitions:

- *"Physical restraint" is defined as:* A personal restriction that immobilizes or reduces the ability of a student to move his or her torso, arms, legs, or head freely. The term physical restraint does not include a physical escort. Physical escort means a temporary touching or holding of the hand, wrist, arm, shoulder, or back for the purpose of inducing a student who is acting out to walk to a safe location. "Physical restraint" also does not include the use of force by peace officers or security personnel for detention or for public safety purposes.

- *"Mechanical restraint" is defined as:* The use of a device or equipment to restrict a student's freedom of movement. Mechanical restraint does not include the use of devices as prescribed by an appropriate medical or related services professional, including, but not limited to, adaptive devices or mechanical supports used to achieve proper body position, balance, or alignment; vehicle safety restraints during the transport of a

student; restraints for medical immobilization; or orthopedically prescribed devices which permit a student to participate in activities without risk of harm. Mechanical restraint also does not include the use of devices by peace officers or security personnel for detention or for public safety purposes.

- *"Prone restraint" is defined as:* The application of a behavioral restraint on a student in a facedown position.

- *"Seclusion" is defined as:* The involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving. It does not include a timeout involving the monitored separation of the student in an unlocked setting, which is implemented for the purpose of calming the student.

Limited Use of Seclusion or Restraint

As stated above, SOAR staff shall avoid the use of seclusion and behavioral restraint of students whenever possible. Seclusion or behavioral restraint may be used only to control student behavior that poses a clear and present danger of serious physical harm to the student or others, which cannot be prevented by a response that is less restrictive. No emergency intervention shall be employed for longer than is necessary to contain the behavior. A situation that requires prolonged use of an emergency intervention shall require the staff to seek assistance of a SOAR Director (or designee) and/or law enforcement as applicable to the situation.

The decision about whether to use physical restraint or seclusion rests with the professional judgment of the staff member/s involved, who will need to take into account both their duty of care to their students, their right to protect themselves from harm and legal obligations.

Staff should make efforts to ensure that the type of restraint used is consistent with a student's known individual needs and circumstances, including but not limited to:

- the age/size of the student
- gender of the student
- any impairment of the student e.g., physical, intellectual, neurological, behavioral, sensory (visual or hearing), or communication
- any mental or psychological conditions of the student, including any experience of trauma ●

any other medical conditions of the student

- the likely response of the student
- the environment in which the restraint is taking place.

If a student is put in seclusion, the student shall be under constant, direct observation of a staff member. Such observation may be through a window or another barrier through which the staff member is able to make direct eye contact with the student but shall not be made through indirect means such as a security camera.
If a student is restrained, staff shall afford the student the least restrictive alternative and the maximum freedom of movement, and shall use the least number of restraint points, while ensuring the physical safety of the student and others.

SOAR Charter Academy strictly prohibits the use of **prone restraint**, in accordance with SB 483. *Prone restraint* is defined as **a physical restraint in which a student is held face-down on the floor or another surface**, and which may impair breathing or restrict movement.

The SOAR Director(s) shall ensure that whenever possible, Staff who have obtained training and certification from a certified physical restraint training agency shall administer physical restraint on students and the administration of a restraint shall be witnessed by at least one adult who does not participate in the restraint.

Restraint shall be administered in such a way so as to prevent or minimize physical harm. If, at any time during a physical restraint, the student demonstrates significant physical distress, the student shall be released from the restraint immediately, and Charter School staff shall take steps to seek medical assistance.

SOAR staff shall review and consider any known medical or psychological limitations and/or behavioral intervention plans regarding the use of physical restraint on an individual student. Following the release of a student from a restraint, SOAR shall implement follow-up procedures. These procedures shall include reviewing the incident with the student to address the behavior that precipitated the restraint, reviewing the incident with the staff person(s) who administered the restraint to discuss whether proper restraint procedures were followed, and consideration of whether any follow up is appropriate for the student or any student who witnessed the incident.

Prohibitions -SOAR staff shall not take any of the following actions:

1. Utilize any amount of force that exceeds that which is reasonable and necessary under the circumstances.

2. Administer a drug that is not a standard treatment for a student's medical or psychiatric condition in order to control the student's behavior or restrict the student's freedom of movement.

3. Use locked seclusion unless it is in a facility otherwise licensed or permitted by state law to use as a locked room.

4. Use a physical restraint technique that obstructs a student's respiratory airway or impairs a student's breathing or respiratory capacity, including a technique in which a staff member places pressure on the student's back or places his/her body weight against the student's torso or back.

5. Use a behavioral restraint technique that restricts breathing, including, but not limited to, the use of a pillow, blanket, carpet, mat, or other item to cover a student's face.

6. Place a student in a facedown position with the student's hands held or restrained behind the student's back.

7. Use a behavioral restraint for longer than is necessary to contain the behavior that poses a clear and present danger of serious physical harm to the student or others.

8. Utilize any behavioral intervention that is designed to, or likely to, cause physical pain, including, but not limited to, electric shock.

9. Utilize any behavioral intervention that involves the release of noxious, toxic, or otherwise unpleasant sprays, mists, or substances in proximity to the face of the individual.

10. Utilize any behavioral intervention that denies adequate sleep, food, water, shelter, bedding, physical comfort, or access to bathroom facilities.

11. Utilize any behavioral intervention that is designed to subject, used to subject, or likely to subject, the individual to verbal abuse, ridicule, or humiliation, or that can be expected to cause excessive emotional trauma.

12. Utilize any behavioral interventions that employ a device, material, or objects that simultaneously immobilize all four extremities, including the procedure known as prone containment, except that prone containment or similar techniques may be used by trained personnel as a limited emergency intervention.

13. Utilize any behavioral intervention that precludes adequate supervision of the individual.

14. Utilize any behavioral intervention that deprives the individual of one or more senses.

Reporting Requirements

The parent/guardian shall be notified within one (1) school day if a restraint or seclusion is used or serious property damage occurs. A behavioral emergency report ("BER") shall immediately be completed and maintained in the file any restraint or seclusion utilized as a behavioral intervention for an individual with exceptional needs. The BER shall include all of the following:

- The name of the student/s and staff member/s involved
- Date, time and location of the incident
- Names of witnesses (staff and other students)
- What exactly happened (a brief factual account)
- Any action taken to de-escalate the situation
- Why physical intervention was used (if applicable)
- The nature of any physical intervention used
- How long the physical intervention lasted
- Names of witnesses (staff and other students)
- The student's response and the outcome of the incident
- Whether the student is currently engaged in any systematic behavioral intervention plan
- Any injuries or damage to property
- Immediate post incident actions, such as first aid or contact with emergency services
- Details of contact with the student's parent/guardian

All BERs shall immediately be forwarded to, and reviewed by, a SOAR Director. If a BER is written regarding an individual with exceptional needs who does not have a behavioral intervention plan ("BIP"), a SOAR Director shall, within two (2) days, schedule an individualized education program ("IEP") team meeting to review the BER, to determine the necessity for a functional behavioral assessment ("FBA"), and to determine the necessity for an interim plan. The IEP team shall document the reasons for not conducting the FBA, not developing an interim plan, or both. If a BER is written regarding an individual with exceptional needs who has a BIP, an incident involving a previously unseen serious behavior problem, or where a previously designed intervention is ineffective, shall be referred to the IEP team to review and determine if the incident constitutes a need to modify the BIP.

A SOAR Director or designee shall annually collect data on the number of times that seclusion, mechanical restraint, and physical restraint were used on students and the number of students subjected to such techniques. The data shall be disaggregated by race/ethnicity and gender, and reported for students with a Section 504 plan, students with an IEP, and all other students. This report shall be submitted to the California Department of Education no later than three (3) months after the end of each school year, and shall be available as a public record pursuant to Government Code sections 6250-6270.

Special Circumstances

In the case of a child whose behavior impedes the child's learning or that of others, the individualized education program team shall consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior, consistent with Section 1414(d)(3)(B)(i) and (d)(4) of Title 20 of the United States Code and associated federal regulations.

Restraint administered to a student with a disability pursuant to a FBA, IEP, and BIP, developed in accordance with state and federal law to which the SOAR and the student's parents or guardians have agreed, shall be deemed to meet the requirements of these procedures.

The following Table describes the actions that should take place regarding any incident of restraint or seclusion:

Action	Description
Reporting of the physical restraint/ seclusion	The staff member(s) involved in the incident must immediately notify the directors of the incident. A staff member should contact the student's parents and provide them with details of the incident as soon as possible, within one school day.
Providing supports for those involved	Following the use of restraint on a student, appropriate support must be offered to the following people: The student who has been restrained or secluded and their parents/guardians. This may include participation in decisions involving the student's behavior management, Student Support Group meetings, the development of a student Behavior Support Plan, and involvement of Student Support Services. Other students and staff members who were involved in or witnessed the incident. This may include a debriefing in relation to the incident, and counseling support
Maintain records of the incident	A written record of the incident and the physical restraint or seclusion used must be made by administration as soon as practical, as described above. The director(s) should also arrange for all staff who were involved/present at the incident to prepare a statement / record of their involvement or observations of the incident.

SOAR will ensure that each of its staff members receive basic training regarding what should happen when a student (or anyone) is in a behavioral crisis. This will include basic information and strategies regarding conflict de-escalation. It will also include information about when and how to summon additional help in these situations and who has been trained within that school to engage in physical restraint or seclusion procedures. It will emphasize the basic goal of preventing and avoiding the need for these procedures by creating a positive, welcoming and caring school environment.

Policy Prohibiting Unlawful Harassment, Discrimination, and Retaliation SOAR is committed to providing a work and educational atmosphere that is free of unlawful harassment, discrimination, and retaliation. SOAR's policy prohibits unlawful harassment, discrimination, and retaliation based upon: race (including traits associated with race, such as hair texture and hairstyle, including but not limited to braids, locks, and twists); color; gender (including gender identity, gender expression, and transgender identity, whether or not the employee is transitioning or has transitioned); sex (including pregnancy, childbirth, breastfeeding, and related medical conditions); religious creed (including religious dress and grooming practices); sex stereotype (including an assumption about a person's appearance or behavior, gender roles, gender expression, or gender identity, or about an individual's ability or inability to perform certain kinds of work based on a myth, social expectation, or generalization about the individual's sex); marital/registered domestic partner status; age (forty (40) and over); national origin or ancestry (including native language spoken and possession of a driver's license issued to persons unable to prove their presence in the U.S. is authorized by federal law); physical or mental disability (including HIV and AIDS); medical condition (including cancer and genetic characteristics); taking a leave of absence authorized by law; genetic information; sexual orientation; military and veteran status; or any other consideration made unlawful by federal, state, or local laws. This policy includes any **combination of multiple protected**

characteristics (known as intersectional discrimination). We recognize that individuals may face unique forms of bias due to the overlapping effects of their race, gender, disability, sexual orientation, religion, national origin, age, or other protected traits. Employees, volunteers, unpaid interns, individuals in apprenticeship programs, and independent contractors shall not be harassed, or discriminated or retaliated against, based upon the characteristics noted above.

SOAR does not condone and will not tolerate unlawful harassment, discrimination, or retaliation on the part of any employee (including supervisors and managers) or third party (including independent contractors or other person with which the School does business). Supervisors and managers are to report any complaints of unlawful harassment to administration.

When SOAR receives allegations of unlawful harassment, discrimination, or retaliation, the Board (if a complaint is about the Principal) or the Principal or designee will conduct a fair, timely and thorough investigation that provides all parties an appropriate process and reaches reasonable conclusions based on the evidence collected. The investigation will be handled in as confidential a manner as possible, although complete confidentiality cannot be guaranteed. Complainants and witnesses shall not be subject to retaliation for making complaints in good faith or participating in an investigation. SOAR is committed to remediating any instances where investigation findings demonstrate unlawful harassment, discrimination, or retaliation has occurred.

Student Behavioral Health Referral Protocols

SOAR Charter Academy is committed to supporting the behavioral, emotional, mental health, and overall well-being of all students. Employees are expected to assist in the early identification and appropriate referral of students who may be experiencing behavioral health concerns that impact student safety, learning, behavior, attendance, or well-being.

All staff members are responsible for promptly reporting behavioral health concerns to administration, counseling emotional distress, threats of harm, drastic behavioral changes, trauma-related concerns, self-harm indicators, suicidal statements, or other behaviors that may affect student safety or functioning. Staff shall document concerns using designated school procedures and cooperate with Student Support Team processes, intervention planning, parent communication, safety planning, and referrals to appropriate services when applicable. Employees shall maintain appropriate confidentiality regarding all student information and records in accordance with FERPA and applicable privacy laws.

In situations involving imminent risk or immediate safety concerns, employees must immediately notify administration and follow emergency response procedures. Staff shall not independently diagnose mental health conditions or provide services outside the scope of their professional role.

SOAR Charter Academy may provide staff training related to trauma-informed practices, behavioral health awareness, mandated reporting obligations, referral procedures, and student safety protocols. Employees are expected to comply with all school behavioral health procedures, board policies, administrative regulations, and applicable state and federal laws.

Prohibited Unlawful Harassment

- Verbal conduct such as epithets, derogatory jokes or comments or slurs;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement, or interfering with work because of sex, race or any other protected basis;
- Retaliation for reporting or threatening to report harassment; or
- Disparate treatment based on any of the protected classes above.

Prohibited Unlawful Sexual Harassment

SOAR is committed to providing a workplace free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee.

Sexual harassment consists of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire, when: (1) submission to the conduct is either made explicitly or implicitly a term or condition of an individual's employment; (2) an employment decision is based upon an individual's acceptance or rejection of that conduct; and/or (3) that conduct interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment. It is also unlawful to retaliate in any way against an employee who has articulated a good faith concern about sexual harassment against him or her or against another individual.

All supervisors of staff will receive sexual harassment prevention training within six (6) months of hire or their assumption of a supervisory position and every two (2) years thereafter. All other employees will receive one (1) hour of sexual harassment prevention training within six (6) months of hire and every two (2) years thereafter. Such training will address all legally required topics, including information about the negative effects that abusive conduct has on both the victim of the conduct and others in the workplace, as well as methods to prevent abusive conduct undertaken with malice a reasonable person would find hostile, offensive, and unrelated to an employer's legitimate business interests. Abusive conduct includes but is not limited to repeated infliction of verbal abuse, such as the use of derogatory remarks, insults, and epithets, verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, or the gratuitous sabotage or undermining of a person's work performance. Supervisors shall also be trained on how to appropriately respond when the supervisor becomes aware that an employee is the target of unlawful harassment. Other staff will receive sexual harassment prevention training as required by law.

Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Any employee who believes they have been sexually harassed or has witnessed sexual harassment is encouraged to immediately report such harassment to the Principal. See **Appendix A** for the "Harassment/Discrimination/Retaliation Complaint Form." See **Appendix B** for the general "Internal Complaint Form."

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
  - Rape, sexual battery, molestation or attempts to commit these assaults and
  - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.
- Unwanted sexual advances, propositions, or other sexual comments, such as:
  - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
  - Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting, or attempting to solicit any employee to engage in sexual activity for compensation or reward or disparate treatment for rejecting sexual conduct.
  - Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex.

- **Sexual or discriminatory displays or publications anywhere at the workplace by employees, 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 to work or possessing any such material to read, display or view at work;

  - Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic; and

- Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy. Moreover, please note that while in most situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or supervisory responsibilities. As such, consensual relationships in the workplace may violate SOAR policy.

Romantic Relationships

Romantic relationships in the workplace are discouraged. Romantic relationships between supervisors and employees and between staff and parents or students are potentially exploitative and therefore must be avoided. They raise serious concerns about the validity of the consent, conflicts of interest, and unfair treatment of others. Moreover, romantic relationships in the workplace can lead to problems with morale, decreased productivity and increased liability. SOAR has a strong policy against sexual harassment and is concerned that romantic relationships might potentially violate the policy. The School aims to prevent sexual harassment from occurring in the workplace. To help prevent sexual harassment, employees who enter into romantic relationships must notify administration regarding the relationship, as well as review the sexual harassment policy. Moreover, employees are expected to abide by the Policy Prohibiting Unlawful Harassment, Discrimination, and Retaliation, behave professionally at work, and not let the relationship affect their work or the workplace.

Employees involved in romantic relationships in the School's workplace are prohibited from evaluating the work performance of others with whom they have a relationship, or from making hiring, salary or similar decisions which may impact the other person. Violations of the School's Romantic Relationships Policy may result in disciplinary action up to and including termination.

Whistleblower Policy

SOAR requires its directors, officers, employees, and volunteers to observe high standards of ethics in the conduct of their duties and responsibilities within the Academy. As representatives of the Academy, such individuals must practice honesty and integrity in fulfilling all responsibilities and must comply with all applicable laws and regulations. The purpose of this policy is to create an ethical and open work environment, to ensure that the Academy has a governance and accountability structure that supports its mission, and to encourage and enable directors, officers, employees, and volunteers of the Academy to raise serious concerns about the occurrence of illegal or unethical actions within the Academy before turning to outside parties for resolution.

All directors, officers, employees, and volunteers of the Academy have a responsibility to report any action or suspected action taken within the Academy that is illegal, unethical or violates any adopted policy of the Academy, or local rule or regulation. Anyone reporting a violation must act in good faith, without malice to the Academy or any individual at the Academy and have reasonable grounds for believing that the information shared in the report indicates that a violation has occurred. A person who makes a report does not have to prove that a violation has occurred. However, any report which the reporter has made maliciously or any report which the reporter has good reason to believe is false will be viewed as a serious disciplinary offense. No one who in good faith reports a violation, or who, in good faith, cooperates in the investigation of a violation shall suffer an adverse employment action. Further, no one who in good faith discloses, who may disclose, or who the Academy believes disclosed or may disclose, information regarding alleged violations to a person with authority over the employee or another employee who had responsibility for investigating, discovering, or correcting the purported violation shall suffer harassment, retaliation, or adverse employment action.

Drug- and Alcohol-Free Workplace

SOAR is committed to providing a drug- and alcohol-free workplace and to promoting safety in the workplace, employee health and well-being, stakeholder confidence and a work environment that is conducive to attaining high work standards. The use of drugs and alcohol by employees, whether on or off the job, jeopardizes these goals, since it adversely affects health and safety, security, productivity, and public confidence and trust. Drug or alcohol use in the workplace or during the performance of job duties is extremely harmful to employees and to other SOAR

stakeholders. The bringing to the workplace, possession or use of intoxicating beverages or drugs on any School premises or during the performance of work duties is prohibited and will result in disciplinary action up to and including termination.

Confidential Information

All information relating to students, personal information, schools attended, addresses, contact numbers and progress information is confidential in nature, and may not be shared with or distributed to unauthorized parties. All records concerning special education pupils shall be kept strictly confidential and maintained in separate files. Failure to maintain confidentiality may result in disciplinary action, up to and including release.

Confidentiality is also important when being trusted with personal information from a co-worker. Gossip is an activity that can drain, corrupt, distract employees, and cause overall dissatisfaction in the workplace. Participating in gossip can lead to lost productivity and wasted time, loss of trust and morale, and a hostile work environment.

Confidentiality must also be exercised when administration is discussing possible/potential changes, plans, and staff and/or program adjustments. Administration needs time to discuss changes/adaptations with the affected employees before discussions should take place among staff.

Conflicts of Interest

All employees must avoid situations involving actual or potential conflicts of interest. An employee involved in any relationships or situations which may constitute a conflict of interest should immediately and fully disclose the relevant circumstances to his or her immediate supervisor, or the Board of Directors, for a determination about whether a potential or actual conflict exists. If an actual or potential conflict is determined about whether a potential or actual conflict exists. If an actual or potential conflict is determined, the Academy may take whatever corrective action appears appropriate according to the circumstances. Failure to disclose facts shall constitute grounds for disciplinary action.

Non-compete Agreements: The FTC has recently announced a rule that bans the use of non-complete agreements for employees. This decision is a change aimed at promoting fair competition and providing employees with greater freedom to pursue new career opportunities.

Documentation for Employment

The following documentation is required as conditions of employment:

- A completed "Certificated Employment Application for Credentialed Staff" or "Employment Application" for non-credentialed staff;
- Two (2) letters of reference with contact phone numbers;
- FBI fingerprint criminal background check clearance by SOAR;
- Documentation of Compliance with Tuberculosis testing;
- Completed I-9 with accompanying legally compliant documentation; and
- Valid/current California State Teaching Credential for all teaching staff and continuing core/college prep

Certification of Teaching Staff

SOAR teachers are required to hold a current California Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. SOAR intends to comply with the federal *Every Student Succeeds Act* as applicable to the Academy and will seek to hire certificated employees that hold a Cross-cultural, Language and Academic Development ("CLAD") certification.

SOAR provides approved teachers who become employed but have not cleared their credential with a cost-free induction program. Teachers hired for the 2021-2022 school year and beyond and admitted to the program, are expected to remain employed at SOAR for the time equivalent to the provided Induction Program. (EX: if one (1) year of induction is required, employee is to remain employed for a minimum of one (1) year following the clearance

of a credential, if an employee is provided two (2) years of induction, the employee is expected to remain employed for a minimum of two (2) years following the clearance of a credential). Should an employee choose to terminate their employment with SOAR before the required employment time frame has expired, the employee shall be liable for the Induction Program costs to clear their credential.

Induction Program costs: those monies paid on behalf of the employee for participation in the Induction Program may not exceed $7400.00. Employees must understand that the actual cost of reimbursement may change depending on the total number of teacher participants in the Induction Program any given school year. The induction agreement does not serve as a multi-year contract. SOAR Charter Academy retains the right to terminate and employee as per the *At Will Employer Policy.* In the event that SOAR terminates employment during the required employment timeframe, the employee will not be responsible for the Induction Program cost.

Smoking

Smoking is prohibited in all areas of SOAR including buildings, facilities, and outdoor spaces. Employees who choose to smoke during meal and/or rest breaks must be at least 100 feet away from school grounds.

Communicable Illness and Public Health Guidelines

SOAR Charter Academy will follow applicable federal, state, and local public health guidance regarding communicable illnesses and workplace safety. Employees may be required to comply with health and safety protocols, including testing, exclusion, masking, or other mitigation measures, when required by law, public health agencies, or school operational needs.

Employees are expected to notify administration when diagnosed with or experiencing symptoms of a communicable illness that may impact the safety of students or staff.

THE WORKPLACE

Work Schedules

Full Time Classified Staff

Business hours are normally 7:00 a.m. – 4:00 p.m., Monday through Friday. The regular workweeks are a five (5) day/four (4) day schedule with every other Monday off. This schedule remains consistent except when modified to accommodate for a holiday. Non-Salary staff are expected to clock in and out for their scheduled work hours using the Inova System. Staff will not be permitted to clock in unless they are within the boundaries of the campus.

Certificated Staff

Teaching staff members are required to be on school campus twenty (20) minutes prior to the start of the school day and remain on campus twenty (20) minutes after the school day ends. The regular workday schedule for certificated staff is 7:40 a.m.–3:20 p.m. (primary) and 7:40 a.m.– 3:30 p.m. (middle school). Additionally, staff will periodically be assigned before school duty, which will require the workday to begin at 7:30 a.m., and reporting to the assigned duty area ON TIME.

Excessive or unexcused tardiness may result in disciplinary action up to and including termination.

The average regular workweeks are a five (5) day/four (4) day schedule with every other Monday off. This schedule remains consistent except when modified to accommodate for a holiday or mandatory professional development days which are scheduled on Mondays throughout the year. Certificated staff is also expected to attend weekly staff meetings regularly scheduled on Tuesdays from 3:20 to 4:30. Administration reserves the right to change day and time for staff meetings as needed.

All exempt staff members are expected to commit whatever additional time is necessary to satisfactorily complete all job requirements. Time commitment is also expected during after school hours for activities which may include, but is not limited to: family fun nights, fundraisers, math/literacy nights, etc.

Yard and Gate Duty Assignment
Most staff members will be required to participate in yard and/or gate duty assignments. Duties may be scheduled before school, during the school day, and/or after school as needed to support student safety and campus operations. In the event that a duty assignment requires coverage due to an absence, vacancy, or other operational need, staff may be assigned to provide coverage on a temporary basis. These assignments may be made at the discretion of administration to ensure adequate supervision and safety throughout the campus.

Employee Rights Regarding Employer Meetings on Religious and Political Matters
SOAR Charter Academy respects employees' rights regarding participation in employer-sponsored meetings or communications about religious, political, or union-related matters. In compliance with California SB 399: Employees cannot be required to attend meetings or listen to communications discussing the employer's views on religious or political topics, including union organizing.

Employees who choose not to attend such meetings or communications will not face retaliation or adverse employment action.

Employees who are working during the time of such meetings must continue to receive their regular pay, even if they decline to participate.

SOAR Charter Academy will not discipline, demote, discharge, or otherwise retaliate against employees for exercising these rights.

Exemptions:
This policy does not apply to religious organizations, political parties, nonprofits, or educational programs requiring attendance as part of coursework. It also does not restrict mandatory trainings required by law, such as sexual harassment prevention or safety trainings.

Employee Responsibility:
Employees are encouraged to notify Human Resources if they believe their rights under SB 399 have been violated.

After School Program

The after-school program will be run by SOAR staff. Staffing and hours will vary depending on position.

Meal and Rest Periods

Nonexempt employees working at least five (5) hours are provided with an unpaid thirty (30) minute meal period, to be taken approximately in the middle of the workday but by no later than the end of the 5th hour of work. An employee may waive this meal period if the day's work will be completed in no more than six (6) hours, provided the employee and SOAR mutually consent to the waiver in writing.

Nonexempt employees are also provided with a fifteen (15) minute rest period for every four (4) hours worked which should be scheduled towards the middle of the four (4) hour work period as practicable. Employees are prohibited from combining meal and rest period time.

An employee's supervisor must be aware of and approve scheduled meal and rest periods. Employees must immediately inform their supervisor if they are prevented from taking their meal and/or rest periods on time.. Employees are expected to observe assigned working hours and the time allowed for meal and rest periods. Employees may receive a formal write-up if meal periods are not observed on time.

Hourly employees are expected to take an uninterrupted 30-minute lunch break during field trips. Work with your teaching staff to coordinate coverage of your supervisory duties. If due to the nature of the scheduled field trip, you

anticipate a lunch break may be difficult SOAR may opt to implement a voluntary "on-duty" meal period for the duration of your field trip. Signing of an on-duty lunch period waiver will be required.

Lactation Accommodation

SOAR accommodates lactating employees by providing a reasonable amount of break time to any employee who desires to express breast milk for an infant child. The break time shall, if possible, run concurrently with any break time already provided to the employee. Any break time provided to express breast milk that does not run concurrently with break time already provided to the nonexempt employee shall be unpaid.

SOAR will make reasonable efforts to provide employees who need a lactation accommodation with the use of a room or other private location that is located close to the employee's work area. Such room/location shall not be a bathroom and shall have electricity. Employees shall also be given access to a sink with running water and a refrigerator. Employees with private offices will be required to use their offices to express breast milk. Employees who desire lactation accommodations should contact their supervisor to request accommodations.

Attendance and Tardiness

All employees, whether exempt or nonexempt, are expected to arrive at work consistently and on time. Absenteeism and tardiness negatively affect the School's ability to implement its educational program and disrupts consistency in students' learning.

Employees should plan accordingly for traffic issues they may encounter due to their distance from our location. If an employee is unable to arrive to SOAR at their scheduled time, they are required to text Mely to report the delay. **Do NOT** use the "Group Me" App to report an absence or tardy.

Administrative work schedules may differ due to a variety of employment duties.

If it is necessary to be absent or late, employees are expected to notify SOAR as soon as possible but no later than one-half (1/2) hour before the start of the workday. Classified staff are to notify their immediate supervisor or the office manager. Certificated staff must notify the office manager as soon as possible so arrangements for a substitute can be made in a timely manner. If an employee is absent from work longer than one (1) day, the employee is expected to keep their supervisor sufficiently informed of their situation. For scheduled and foreseeable days of absence, all employees are required to complete the *time off request form* with the office manager. SOAR may require an employee to submit a physician's certificate in the event of repeated absences for medical reasons or in the event of medical absences exceeding three (3) days.

Whenever possible, and as long as the time missed does not affect fellow employees or students adversely, hourly employees may schedule time off in advance for such needs as classes, household repair appointments, parent teacher meetings, religious events, and services, etc. An employee's request for time off or to leave work early may be considered by the Supervisor or Manager. Approval of such absences will be based on the reason for the absence and department staffing needs. All requests for absences MUST be submitted in writing through the Inova System.

When teaching staff is absent, thorough lesson plans must be provided for each day the employee is absent. If the absence is unexpected, employees must be prepared to email lesson plans to the office manager as soon as possible. Employees should contact their team teacher as well to help set up their plans and make any necessary copies for the day.

SOAR will not tolerate a pattern of absenteeism or tardiness and discourages consistent absences which fall on Mondays and/or Fridays. A pattern of absences may include repeated absences before or after weekends, holidays, vacation days, or professional development days.

Excessive or unexcused absences or tardiness that impacts the daily operation of the school and/or an employee's position, may result in disciplinary action up to and including termination. Absence for more than (3) consecutive

days without notifying the employee's supervisor will be considered a voluntary resignation from employment.

Employees who display excessive or patterned absenteeism will receive a *Written Warning of Attendance* form. If attendance does not improve, meetings will be scheduled with the supervisor and/or Human Resources which may result in further disciplinary action.

When you anticipate a scheduled day off during a time when you are assigned morning, playground, or pick-up duty, it is your responsibility to obtain coverage for your scheduled duty assignment. In the event that you call off sick on a day of assigned duty, we request that you do your best to find coverage through a GroupMe notification and letting Mely know that you have scheduled duty.

Time Clock Policy

By law, the School is obligated to keep accurate records of the time worked by nonexempt employees. Such employees shall be required to utilize the School's timecard system through Inova. Nonexempt employees must accurately clock in and out of their shifts as this is the only way the payroll department knows how many hours each employee has worked and how much each employee is owed. The timecard indicates when the employee arrived and when the employee departed. All nonexempt employees must clock in and out for arrival and departure, along with lunch and for absences like doctor or dentist appointments, etc. All employees are required to keep the office advised of their departures from and returns to the school premises during the workday.

SOAR currently uses *Inova*, a time clock app/online. Nonexempt employees are solely responsible for ensuring accurate information on their timecards and remembering to record time worked. If an employee forgets to mark their timecard or makes an error on the timecard, the employee must contact the Office Manager to make the correction and such correction must be initiated by both the employee and the Office Manager.

Nonexempt employees are prohibited from performing off-the-clock work, including but not limited to checking emails before/after work hours, performing work in the morning before logging in, and running School errands after logging out.

Employees are required to clock in/out for lunch breaks and leaving campus during the work shift in addition to the beginning and end of the workday. Employees are required to clock out any time they leave the work site for any reason other than assigned work duties or authorized/scheduled rest periods. Overtime is not permitted unless prior authorization is received from administration or the Office Manager.

If the employee misses an entry into the timekeeping system, the employee must log in to Inova to correct the error as soon as possible. Employees who consistently miss time clock entries will be subject to disciplinary action.

No one may record hours worked for another employee. Any employee who violates any aspect of this policy may be subject to disciplinary action, up to and including release from at-will employment with the School.

Meeting Deadlines

Employees of SOAR Charter Academy are often expected to meet deadlines pertaining to a variety of tasks. It is important to meet deadlines so that the recipient receives the needed information and/or completed task to ensure the continued smooth operation of the school.

Meeting deadlines also avoids any unnecessary delays and avoids overworking because an employee has not met the deadlines given.

Each employee must hold themselves accountable. If an employee has made a commitment to complete a project by a certain time, it is their responsibility to make sure that they do so. Employees should ensure that they are a hundred percent clear on what is expected of them, and the timeline the project should be completed in.

Administration understands that on occasion unforeseeable factors may contribute to an unmet deadline. Employees

are expected to have open communication and continued dialogue when they are aware that a deadline may/will be missed.

Use of Email, Voicemail and Internet Access

SOAR will permit employees to use its email, voicemail systems and Internet access subject to the following:

1. Minimal personal use as long as it does not interfere with timely job performance and is consistent with law and appropriate protocols.

2. The Email system and Internet access is not to be used in any way that may be disruptive, offensive to others, or harmful to morale. For example, sexually explicit images, ethnic slurs, racial epithets, or anything else that may be construed as harassment or disparagement of others based on their race, national origin, sex, sexual orientation, age, religious beliefs or political beliefs may not be displayed or transmitted.

3. Employees should not attempt to gain access to another employee's personal file or email or voicemail messages without the latter's express permission.

4. SOAR staff will not enter an employee's personal email files/voicemail unless there is a business need to do so.

5. SOAR retains a copy of all passwords; passwords unknown to SOAR may not be used. System security features, including passwords and delete functions, do not neutralize SOAR's ability to access any message at any time. Employees must be aware that the possibility of such access always exists.

6. Employees should not use personal devices or email accounts for School-related communications. Such communications should only take place using School-issued devices and via the employee's email account.

Artificial Intelligence (AI) Use Policy

SOAR Charter Academy recognizes that Artificial Intelligence (AI) tools may be used to support productivity, communication, lesson planning, educational resources, and data organization. Staff members may use AI responsibly for professional purposes, including assisting with student data analysis, charts, graphs, and educational data tracking, while maintaining appropriate confidentiality and professional standards. Employees remain fully responsible for reviewing, verifying, and approving all content before use or distribution.

Staff are expected to use sound professional judgment when utilizing AI tools and to protect confidential student, family, and employee information in accordance with school policies, FERPA requirements, and applicable privacy laws. AI may not be used to create inappropriate, discriminatory, misleading, or unauthorized content.

SOAR Charter Academy reserves the right to restrict or prohibit the use of AI tools that conflict with school expectations, student safety, or legal requirements.

Personal Business

SOAR's facilities for handling mail and telephone calls are designed to accommodate SOAR business. Employees should have personal mail directed to their home address and limit personal telephone calls to an absolute minimum. Personal calls should not be made outside the immediate dialing area. Do not use School material, time or equipment for personal projects.

Social Media

If an employee decides to post information on the Internet (i.e., personal blog, Facebook, Instagram, Twitter, etc.) that discusses any aspect of his/her workplace activities, the following restrictions apply:

● School equipment, including School computers and electronics systems, may not be used for these purposes;
● Student and employee confidentiality policies must be strictly followed;
● Employees must make clear that the views expressed in their blogs are their own and not those of the Academy;
● Employees may not use the Academy's logos, trademarks and/or copyrighted material and are not authorized to speak on the Academy's behalf;
● Employees are not authorized to publish any confidential or proprietary information maintained by the Academy;
● Employees are prohibited from making discriminatory, defamatory, libelous or slanderous comments when discussing the Academy, the employee's supervisors, co-workers and competitors;
● Employees must comply with all School policies, including, but not limited to, rules against unlawful harassment and retaliation.

It is strongly recommended that employees NOT add students and/or parents of SOAR students to personal social media pages. Employees are encouraged to create "school" pages if they choose to "friend" students and/or parents. If an employee does have parents/students/family members as "friends" on their social media pages, they should refrain from posting negative "influential behavior" that may portray SOAR in a misleading manner. Employees must do their best to not wear SOAR logos in personal pictures and posts unless they are participating in a school/educational function. As a representative of SOAR, employees should be aware of their audience when wearing SOAR logos.

The Academy reserves the right to take disciplinary action against any employee whose social media postings violate this or other School policies.

SOAR Intellectual Property & Work Product Policy
School-Created Intellectual Property

Any application, program, curriculum, digital platform, website, document system, process, media content, or other work product created, developed, designed, or substantially modified by an employee, contractor, volunteer, or consultant using SOAR Charter Academy resources, equipment, facilities, confidential information, paid work time, or within the scope of their duties shall be considered the property of SOAR Charter Academy.

This includes, but is not limited to:

- Software applications or programs
- AI tools or automated systems
- Databases and data systems
- Curriculum or instructional materials
- Training materials and presentations
- Logos, branding, graphics, and media
- Websites, social media content, and digital platforms
- Operational systems, workflows, or internal tools

SOAR Charter Academy retains full ownership rights, including all intellectual property rights, copyrights, usage rights, modification rights, and distribution rights to such work products.

Employees and contractors may not sell, transfer, publish, license, or independently use SOAR-created intellectual property without prior written authorization from Administration.

Any personal project developed entirely outside of work hours, without use of SOAR resources, confidential information, or school-related duties, shall remain the property of the individual creator unless otherwise agreed to in writing.

This policy applies whether the work product is completed individually or collaboratively and regardless of the device used to create it.

Personal Appearance and Dress Code

Employees are expected to wear clothing appropriate for the nature of our business and the type of work performed. Because each employee is a representative of SOAR in the eyes of the public, each employee must report to work properly groomed, wearing appropriate clothing and maintaining a professional appearance.
Any staff member who does not meet the attire or grooming standards set by SOAR will be subject to corrective action, including issuance of a *Dress Code Violation* form. In addition, the employee may be asked to leave the premises to change clothing. Employees will not be compensated for any work time missed because of failure to comply with designated workplace attire and grooming standards. If the violations continue, meetings will be scheduled with the supervisor and/or Human Resources and may result in further disciplinary action.

All clothing should be clean and without rips or holes. At a minimum, men should wear casual business attire and women should dress appropriately refraining from revealing tops or halter-tops. Skirts and dresses need to be of appropriate length for the nature of our business. Shorts are acceptable but must be Bermuda or walking short length. Jeans are acceptable **excluding** those that are ripped or torn. All garments that sag to reveal undergarments are prohibited. Be sure to keep workout wear (yoga pants etc.) to a minimum and maintain a professional look. Pajama bottoms should not be worn as pants except for special dress days that would include pajamas.

The employees of SOAR Charter Academy need to be role models in both behavior and appearance. Although we do not ban all tattoos, we do not want them to be a distraction to our students' learning. Any tattoo—regardless of size—that depicts drug or sexual content, foul language, gang affiliation, or any symbols unsuitable for a school learning environment must be covered during business hours and at all school events. The only facial piercings allowed to be visible during business hours are earrings and a small nose ring (stud only). Other facial piercings, such as septum, cheek, or eyebrow piercings, are not permitted. Additionally, permission for visible facial piercings may vary depending on job responsibilities and safety considerations—such as for security personnel, physical education instructors, or other roles where certain jewelry may pose a risk.

Employees with ear stretchers/plugs/gauges as of the 2019/2020 school year are considered grandfathered into compliance. Any ear stretchers/plugs/gauges started from this date forward are to be no larger than 14 mm (/9/16”). This is approximately the size of a dime.

Every effort will be made to reasonably accommodate employees with a disability or with religious beliefs that may make it difficult for that employee to comply fully with the dress code policy. Employees should contact their supervisor to request such reasonable accommodation. Supervisors will work with the employees to develop a reasonable accommodation to meet the employee's specific needs while complying to the greatest extent possible with the general policy of SOAR.

Health and Safety Policy

The Academy is committed to providing and maintaining a healthy and safe work environment for all employees.

Employees are required to know and comply with the Academy’s Health and Safety Rules and to always follow safe and healthy work practices. Employees are required to report immediately to their supervisor any potential health or safety hazards, and all injuries or accidents.

In compliance with Proposition 65, the Academy will inform employees of any known exposure to a chemical known to cause cancer or reproductive toxicity.

Security Protocols

SOAR has developed guidelines to help maintain a secure workplace. Be aware of unknown persons loitering in parking areas, walkways, entrances and exits and service areas. Report any suspicious persons or activities to on-campus security officers. Employee desk or office should be secured at the end of the day. When an employee is called away from his or her work area for an extended length of time, valuable or personal articles should not be left around a workstation that may be accessible. The security of facilities as well as the welfare of employees depends upon the alertness and sensitivity of every individual to potential security risks. Employees should immediately notify the Executive Director when keys are missing or if security access codes or passes have been breached.

Occupational Safety

SOAR is committed to the safety of its employees, vendors, contractors and the public and to providing a clear safety goal for management.

The prevention of accidents is the responsibility of every SOAR supervisor. It is also the duty of all employees to accept and promote the established safety regulations and procedures. Every effort will be made to provide adequate safety training. If an employee is ever in doubt how to perform a job or task safely, assistance should be requested. Unsafe conditions must be reported immediately.

It is the policy of SOAR that accident prevention shall be considered of primary importance in all phases of operation and administration. SOAR's management is required to provide safe and healthy working conditions for all employees and to always establish and require the use of safe practices.

Failure to comply with or enforce SOAR safety and health rules, practices and procedures could result in disciplinary action up to and including possible termination.

Accident/Incident Reporting

It is the duty of every employee to immediately or as soon as is practical report any accident or injury occurring during work or on SOAR premises so that arrangements can be made for medical or first aid treatment, as well as for investigation and follow-up purposes.

Reporting Fires and Emergencies

It is the duty of every employee to know how to report fires and other emergencies quickly and accurately. Employees should report any such emergency by calling administration. In addition, all employees should know the local emergency numbers such as 911.

Professional Development, Field Trips, and Volunteering

Professional Development is highly encouraged for all staff members within reason. All off-campus PD must be authorized by SOAR administration. (i.e., webinars, conferences, workshops etc.) During out-of-town multiple day conferences/workshops, employees are provided a stipend for meals at an allotment as follows: $20 for breakfast, $20 for lunch, and $35 for dinner. Employees are expected to participate in meals provided free of charge if offered by the professional development sponsor. The meal allotment is given only if meals are **not** provided by the conference sponsor. Any meals over the allotted amount will be at the employee's personal expense. Prior to attending any PD, employee will be given written verification of meal stipend allotment for each individual PD activity. Alcohol of any kind may not be purchased with the meal allotment funds. Prior to attending each conference/workshop etc., each employee attending will receive written guidance on specific meal periods provided by the stipend during each professional development outing.

Professional development may also be extended to classified staff at the discretion of administration. Nonexempt employees attending professional development will be compensated at their current rate of pay for all such time spent attending such profession development, unless: 1) Attendance is voluntary; 2) no productive work is performed while attending; 3) attendance is outside of regular working hours; and 4) the training is not directly related to the employee's regular job. During multiple day conferences, employees will be provided a stipend for meals at an

allotment of $20 for breakfast, $20 for lunch, and $35 for dinner if meals are **not** provided by the conference sponsor. Any meals over the allotted amount will be at the employee's personal expense. Alcohol of any kind may not be purchased with the meal allotment funds. Prior to attending each conference/workshop etc.,
each employee attending will receive written guidance on specific meal periods provided by the stipend during each professional development outing.

General costs covered or reimbursed by SOAR for Professional Development include; Entrance Fee/Registration for the conference, Lodging, Meal Stipends.

Costs not covered or reimbursed by SOAR include, Mileage, Gas, Alcohol, costs exceeding the meal stipend, cost of meals purchased in lieu of free meals provided by event sponsors.

Nonexempt employees may not volunteer to perform services on behalf of the school if the volunteer duties involve the same types of duties they regularly perform. In order to be a bona fide volunteer, an employee must freely and voluntarily (without any direct or implied coercion or requirement) agree to perform the volunteer duties for no compensation. If the employee's child is involved in a particular activity, and the employee-as a parent-wants to volunteer, the restriction on volunteering would not apply.

Field Trips and Volunteering: Hourly employees must obtain written permission from administration to participate in off-campus field trips that will extend beyond the employees normal working hours. When administration asks a nonexempt employee to volunteer their time, employees can freely choose not to volunteer, without fear of repercussion. There must be no coercion or pressure on the employee to provide additional services. Although if asked to volunteer, and a nonexempt employee agrees to volunteer, it still may not be allowed if the volunteer assignment is too similar to the employee's regular, paid assignment.

Teachers **MUST** obtain permission from the directors before inviting other staff members to attend field trips. Directors will discuss the potential impact of the employee's absences before deciding. This includes staff members that are parents of a student attending the trip.

Stipends for Other Duties

For the 2026/2027 school year, SOAR will notify/announce duties that will receive a stipend.

Fundraising

When organizing grade level/classroom/club etc. fundraisers, a fundraising form (appendix F) must be completed prior to the start of the event and turned into Mely for approval. All sections of the form must be completed.

*All fundraisers must be approved in advance
*All receipts must be turned in for reimbursement
*DO NOT keep cash; all money collected must be turned into Mely **DAILY**

Staff Kids and On-Campus Activities

SOAR is a family environment and understands the importance of staff participating in on-campus activities as a parent. As always, the safety of the entire campus and student supervision is priority. However, in an effort to allow staff participation as a parent, work with your team and supervisor to take your allotted break during the activity. Paid time for participation as a parent is limited to 15 minutes (allotted break time). If you would like to extend your participation time past the allotted 15 minutes, a time off request form must be turned into Mely in advance of the activity.

Wellness Plan

SOAR's goal is to increase employee awareness of their benefits and help employees assess their personal health status. We aim to establish and maintain a workplace that encourages environmental and social support for a healthy lifestyle. Many employees struggle with how to include wellness into their daily routine but transforming individual wellness may not be as difficult as you think. To begin, employees should ask themselves the following questions:

\What can you change in your existing diet to make you healthier?
Are you exercising on a daily basis?
What motivates you to work out?
How well are you handling your emotions, such as stress or anxiety?
Do you make time for yourself?
How's your health?
When was the last time you scheduled an annual physical?
Emotional Wellness:
Live and work with an optimistic approach to life.
Have peace of mind with your personal decisions. Share feelings of joy, anger, and fear with others to alleviate stress.

August 2026	National Immunization Month Medic Alert Awareness Month Gastroparesis Awareness Month	***If you have children, check with your pediatrician to be sure all immunizations are up to date.**
September 2026	Prostate Awareness Month Cholesterol Education Month Beginning of flu shot season	***Cholesterol Information** http://www.cdc.gov/features/cholesterolawareness/ *Loma Linda University will be coming on campus to provide flu shots for staff **(TBD)**
October 2026	Breast Cancer Awareness Month	***Ladies schedule your mammogram**
November 2026	American Diabetes Month Great American Smoke out	*** Diabetes Support** Loma Linda University (909) 558-3022
December 2026	World AIDS Day	**AIDS California Hotline** (800) 367-2437 Provide HIV/ AIDS information and referrals; free testing; over the phone counseling available.
January 2027	Cervical Health Awareness Month	***Cervical screening Information** http://www.acog.org/Patients/FAQs/Cervical-Cancer-Screening
February 2027	Heart Month	***Healthy Heart and Lifestyle Changes Awareness** http://www.heartsofcolor.org
March 2027	Colorectal Screening Awareness Month	***Fighting Colon Cancer Webinar** https://www.youtube.com/watch?t=802&v=-ukX6H4d86Q
April 2027	Stress Awareness Month Alcohol Awareness Month	*** Alcoholics Anonymous (909) 825-4700** *** AL-ANON (909) 824-1516** *Take some time to sharpen your saw and focus on your own well-being
May 2027	Women's Health Melanoma/Skin Cancer Detection and Prevention Month Lupus Awareness	***Make an appointment for your yearly physical** ***Women's Wellness Checklist** http://my.wilson.edu/mfiles/ChecklistWomen.pdf ***World Lupus Day – May 10th** – wear purple ***Skin Cancer Detection** www.skincancer.org
June 2027	Men's Health Month	***Make an appointment for your yearly physical** ***Men's Wellness Checklist** http://my.wilson.edu/mfiles/ChecklistMen.pdf
July 2027	Eye Injury Prevention Month	***Preventing Eye Injuries Video** https://www.youtube.com/watch?v=UIBQEnFm9rs ***Make an appointment with your optometrist**

Spiritual Wellness:
- Maintain internal harmony.
- Balance your emotions and reactions to your experiences and situations.
- Respond to situations without adding stress.

Social Wellness:
- Have positive and uplifting relationships with others.
- Improve communications in your personal and working relationships.
- Live and work in harmony with others.

Mental Wellness:
- Handle stress in order to make good decisions.
- Gain clarity in your thought process and interactions with others.
- Clearly focus on the tasks at hand

Occupational Wellness:
- Have positive feelings about your contributions at work.
- Understand the value of your work role.
- Achieve job satisfaction by balancing work and home responsibilities.

Cultural Wellness:
- Identify how societal cultures influence your lifestyle, such as: cultural cuisine, habits, behavior, and relationships.
- Plan for change, as necessary, to help improve your outlook.

Physical Wellness:
- Work toward your personal fitness and optimal health goals.
- Be aware of your nutritional choices and level of physical activity.

Intellectual Wellness:
- Stimulate your mind through constant learning.
- Have a healthy intellectual curiosity to keep your mind sharp.

Room Environments

All teaching staff are expected to keep their room environment clean and clutter free. Classrooms should convey an inviting message to students. Items on the walls should be in good condition and free from rips and tears. Student work that is displayed should be kept current and updated often. Window display boxes outside of classrooms should be updated often. Paper should not be faded, and holiday themes should be changed regularly. The learning center walls and window box should follow the above guidelines as well.

Those assigned to classrooms in the After-School Program are responsible for the upkeep of that room during their scheduled time. It is each employee's responsibility to maintain the classroom in the order in which it was found. Employees are responsible for the supervision of students, classroom items, and cleanliness. Employees should not leave any trash in the room, unorganized piles, and straighten desks and chairs.

Grade Level/Classroom/Club Fundraisers

All requests for fundraisers need to be submitted on the fundraising form (Appendix F). If purchases are made for reimbursement, all receipts and/or invoices must be submitted with the reimbursement request. Reimbursement may be denied if proof of purchase cannot be verified. DO NOT keep cash, any funds collected during the fundraiser MUST be turned into Mely DAILY for accounting purposes.

Donated Resources and Funded Materials Policy

At SOAR Charter Academy, staff members are encouraged to seek additional resources and materials that enhance student learning opportunities. Any materials, equipment, supplies, technology, furniture, or other items obtained through funding platforms such as DonorsChoose, grants, donations, sponsorships, or similar fundraising programs while employed by SOAR Charter Academy are considered the property of SOAR Charter Academy.

Policy Guidelines

1. **School Ownership of Donated Items**
   Any item purchased, funded, or obtained through DonorsChoose or similar programs for use at SOAR Charter Academy becomes the property of SOAR Charter Academy upon receipt.
2. **Use of Materials**
   Items obtained through these programs are intended to support SOAR students, classrooms, and school programs and should remain on campus unless otherwise approved by administration for temporary educational use.
3. **Employee Separation**
   Upon resignation, retirement, non-renewal, reassignment, or any separation from employment with SOAR Charter Academy, all items obtained through DonorsChoose or similar funding sources must remain at SOAR Charter Academy. These items may not be removed, transferred, sold, or retained by the employee.

SOAR Charter Academy values the dedication of staff members who seek additional opportunities and resources for students. This policy helps ensure that donated materials continue to benefit current and future SOAR students and classrooms.

Student Discipline

Although each individual teacher is encouraged to maintain their own personal style of classroom management, SOAR encourages ALL teachers to form positive relationships with all parents from the first day of school. Teachers must maintain constant contact with parents regarding both positive and negative behavior of students. Teachers are strongly encouraged to make frequent calls home and invite parents to sit in class when experiencing students with difficult or disruptive behavior beginning early in the year, do not wait for the behaviors to escalate. SOAR's goal is to reduce the number of referrals received not only by all students, but to establish a positive partnership with parents to alleviate repeat offenses.

EMPLOYEE WAGES AND HEALTH BENEFITS

Payroll Withholdings

As required by law, SOAR shall withhold Federal Income Tax, State Income Tax, State Disability Insurance and Social Security (FICA) from each employee's pay as follows: (Certificated staff does not participate in Social Security deductions)

1. Federal Income Tax Withholding: The amount varies with the number of exemptions the employee claims and the gross pay amount.
2. State Income Tax Withholding: The same factors which apply to federal withholdings apply to state withholdings.
3. Social Security (FICA): (Certificated staff does not participate in Social Security Deductions) The Federal Insurance Contribution Act requires that a certain percentage of employee earnings be deducted and forwarded to the federal government, together with an equal amount contributed by SOAR.
4. State Disability Insurance (SDI): This state fund is used to provide benefits to those out of work because of illness or disability.
5. Retirement contributions toward CalSTRS and/or 403(b) Plan (if applicable).

Every deduction from an employee's paycheck is explained on the check voucher. If an employee does not understand the deductions, he or she should ask the office manager (Mely) or the contracted payroll service to explain them.

Employees may change the number of withholding allowances claimed for Federal Income Tax purposes at any time by filling out a new W-4 form and submitting it to the office manager or Human Resources ("HR") Director. The office maintains a supply of these forms.

All Federal, State, and Social Security taxes will be automatically deducted from paychecks. Federal Withholding Tax deduction is determined by the employee's W-4 form. The W-4 form should be completed upon hire and it is the employee's responsibility to report any changes in filing status to the office manager or HR Director, and to fill out a new W-4 form.

At the end of the calendar year, a "withholding statement" (W-2) will be prepared and forwarded to each employee for use in connection with preparation of income tax returns. The W-2 shows Social Security information, taxes withheld and total wages.

Overtime Pay

Whether an employee is exempt from or subject to overtime pay will be determined on a case-by-case basis and will be indicated in the employee's job description. Generally, teachers and administrators are exempt. Nonexempt employees may be required to work beyond the regularly scheduled workday or workweek as necessary. Only actual hours worked in a given workday or workweek can apply in calculating overtime for nonexempt employees. SOAR will attempt to distribute overtime evenly and accommodate individual schedules. All overtime work must be previously authorized by the Executive Director. SOAR provides compensation for all overtime hours worked by nonexempt employees in accordance with state and federal law as follows:

> For employees subject to overtime, all hours worked in excess of eight (8) hours in one workday or forty (40) hours in one workweek shall be treated as overtime. Compensation for hours in excess of forty (40) for the workweek or in excess of eight (8) and not more than twelve (12) for the workday, and for the first eight (8) hours on the seventh consecutive day in one workweek, shall be paid at a rate of one and one-half times the employee's regular rate of pay. Compensation for hours in excess of twelve (12) in one workday and an excess of eight (8) on the seventh consecutive workday of the workweek shall be paid at double the regular rate of pay.

Exempt (administrators, certificated staff, etc.) employees may have to work hours beyond their normal schedules as work demands require. No overtime compensation will be paid to these exempt employees.

Paydays

For employees paid hourly, paydays are scheduled bi-monthly on the 10th and 25th. Salaried employees are paid once per month on the 25th of each month. If an employee observes any error in his or her check, it should be reported immediately to the office manager.

Wage Attachments and Garnishments

Under normal circumstances, SOAR will not assist creditors in the collection of personal debts from its employees. However, creditors may resort to certain legal procedures such as garnishments, levies or judgments that require SOAR, by law, to withhold part of employee earnings in their favor.

Employees are strongly encouraged to avoid such wage attachments and garnishments. If SOAR is presented a second garnishment request concerning an employee, the supervisor may discuss the situation with the employee.

Medical, Dental, Vision Benefits

Eligibility

An employee is eligible for medical coverage if he or she is a regular employee working for SOAR an average of thirty-two (32) hours per week. Eligibility begins the first day of the month following hire date.

Employees who go from part-time to full-time employment become eligible for full benefits on the first day of the month following the effective date of the change.

When Coverage Starts

Employee coverage will begin on the first day of the month following hire date. The HR director will provide all necessary information for benefit enrollment in a timely manner.

Cost of Coverage

There is currently no associated cost for coverage under the plan, however, this is reviewed periodically and is subject to change based on budgetary considerations and changes in "Health Care Reform" regulations.

Opt-Out Policy

SOAR Charter Academy offers eligible employees the choice of "opting out" of health, dental, and vision insurance provided by SOAR Charter Academy. A stipend will be provided to the eligible employee in exchange for opting out. The stipend will be paid out based on an annual amount broken into two payments throughout the year. The stipend amount may change in the future.

Single Employee = $1,500
Employee + 1 = $2,200
Employee + Family = $3,000

Stipend amount may be adjusted if choosing to keep just dental and vision only.

SOAR Charter Academy does not offer stipends to encourage employees to acquire health care from the individual market. Providing employees with increasing benefits based upon the number of dependents is in place to fairly compensate the offset of cost to SOAR.

To participate in the Opt-Out Program, an employee must be an active employee who is eligible for group health insurance benefits through SOAR. Additionally, the employee must provide SOAR with proof that the employee is receiving group health insurance from another source (e.g., participating in group health insurance offered by a working spouse's employer etc.). Employees may NOT pursue health care from *The Affordable Care Act* to obtain the opt-out stipend.
Once an eligible employee waives coverage of his/her group health insurance through SOAR, he/she will be eligible for an incentive payment. Payment of the opt-out incentive will be split between two (2) payments. The first payment will be paid out on November 25, 2025, with the second payment on May 25, 2026.

**All eligible employees must be actively employed at the time of a scheduled payment. An employee who is terminated or quits prior to a payout date is not eligible to receive any prorated portion of the stipend and forfeits the right to any stipend payments.

An employee who enrolls in the Opt-Out Program may re-enroll in SOAR's benefit plan:

A. During SOAR's annual Open Enrollment period taking place in November with coverage beginning the following December, or

B. In the case of a special enrollment period (e.g., spouse loses health coverage, marriage, birth, adoption, or placement of adoption). In this case, if the re-enrollment takes place prior to the pay out of any stipend, the stipend will not be prorated, and the employee is no longer eligible to receive the stipend.

COBRA Benefits

When coverage under SOAR's medical and/or dental plans ends, employees or their dependents can continue coverage for eighteen (18) or thirty-six (36) months, depending upon the reason benefits ended. To continue coverage, an employee must pay the full cost of coverage – the employee contribution and SOAR's previous contribution plus a possible administrative charge.

Medical coverage for an employee, his/her spouse, and eligible dependent children can continue for up to eighteen (18) months if coverage ends because:

- Employment ends, voluntarily or involuntarily, for any reason other than gross misconduct; or
- Hours of employment are reduced below the amount required to be considered a full-time employee or part-time, making an employee ineligible for the plan.

This eighteen (18) month period may be extended an additional eleven (11) months in cases of disability subject to certain requirements. This eighteen (18) month period may also be extended an additional eighteen (18) months if other events (such as a divorce or death) occur subject to certain requirements.

An employee's spouse and eligible dependents can continue their health coverage for up to thirty-six (36) months if coverage ends because:

- The employee dies while covered by the plan;
- The employee and his/her spouse become divorced or legally separated;
- The employee becomes eligible for Medicare coverage, but his/her spouse has not yet reached age sixty-five (65); or
- The employee's dependent child reaches an age which makes him or her ineligible for coverage under the plan.

Rights similar to those described above may apply to retirees, spouses and dependents if the employer commences a bankruptcy proceeding and those individuals lose coverage. SOAR will notify employees or their dependents if coverage ends due to termination or a reduction in work hours.

If an employee becomes eligible for Medicare, divorced or legally separated, dies, or when a dependent child no longer meets the eligibility requirements, the employee or a family member is responsible for notifying SOAR within thirty (30) days of the event. SOAR will then notify the employee or his/her dependents of the employee's rights. Health coverage continuation must be elected within sixty (60) days after receiving notice of the end of coverage, or within sixty (60) days after the event causing the loss, whichever is later.

There are certain circumstances under which coverage will end automatically. This happens if:

- Premiums for continued coverage are not paid within thirty (30) days of the due date;
- The employee (or his/her spouse or child) become covered under another group health plan, which does not contain any exclusion or limitation with respect to any pre-existing condition, the employee (or the employee's spouse or child, as applicable) may have;
- SOAR stops providing group health benefits;
- The employee (or the employee's spouse or child) becomes entitled to Medicare; or
- The employee extended coverage for up to twenty-nine (29) months due to disability and there has been a final determination that the employee is no longer disabled.

Pay Advance Policy

Any employee in need of a pay advance must submit a request to the Office Manager (Mely Buenrostro) on the SOAR Charter Academy standard request form. The approval of the advance may not exceed one (1) month's pay (by pay to date for hourly employees) with repayment terms not to exceed beyond one year. Employees who have been employed at SOAR for 10 or more years may opt for a repayment period of 24 months (1 pay period per month for salary/2 pay periods per month for hourly). A pay advance will not be granted to an employee who has another SOAR sponsored advance until that advance is satisfied. Pay advances are deducted monthly (or bi-monthly if applicable) from the employee's net earnings each pay period. Upon termination of employment before the advance is paid in full, the employee will be responsible for timely repayment to SOAR Charter Academy. In the event that repayment is not made, legal action may be pursued at the expense of the employee. Employees may only have one active payroll advance at a time. Once an advance has been fully repaid, the employee will not be eligible to request another payroll advance until the following academic year. The maximum amount of any approved advance shall not exceed the employee's monthly net pay.

Requests for advance pay will not be accepted while an employee is on leave (including medical,

personal, or other approved leave) or during scheduled breaks such as summer recess. Advance pay is intended to support employees actively working and available for regular duties.

PERSONNEL EVALUATION AND RECORD KEEPING

Employee Reviews and Evaluations

Each employee will receive periodic performance reviews conducted by their supervisor. The first review should be conducted within the first 90-120 academic days of the school year for all new employees or employees taking over a new position. Thereafter, performance evaluations will be conducted annually. The frequency of performance evaluations may vary depending upon length of service, job position, past performance, changes in job duties, or recurring performance problems.

Performance evaluations may review factors such as the quality and quantity of the work performed, knowledge of the job, initiative, work attitude, and attitude toward others. The performance evaluations are intended to make employees aware of their progress, areas for improvement, and objectives or goals for future work performance. Favorable performance evaluations do not guarantee increases in salary or promotions. Salary increases and promotions are solely within the discretion of the Academy and depend upon many factors in addition to performance. After the review, an employee will be required to sign the evaluation report simply to acknowledge that it has been presented to them, that they have discussed it with their supervisor, and that they are aware of its contents.

Personnel Files and Record Keeping Protocols

At the time of employment, a personnel file is established for each employee. It is each employee's responsibility to keep their supervisor advised of changes that should be reflected in their personnel file. Such changes include: change in address, telephone number, marital status, number of dependents and person(s) to notify in case of emergency. Prompt notification of these changes is essential and will enable the Academy to contact an employee should the change affect their other records.

Employees have the right to inspect documents in their personnel file, as provided by law, in the presence of a SOAR representative, at a mutually convenient time. Employees also have the right to obtain a copy of their personnel file as provided by law. Employees may add comments to any disputed item in the file. SOAR will restrict disclosure of personnel files to authorized individuals within SOAR. A request for information contained in the personnel file must be directed to the employee's supervisor. Only the Executive Director or designee is authorized to release information about current or former employees. Disclosure of information to outside sources will be limited. However, SOAR will cooperate with requests from authorized law enforcement, or local, state or federal agencies conducting official investigations or as otherwise legally required.

Credible complaints of substantiated investigations into or discipline for egregious misconduct will not be expunged from an employee's personnel file unless the complaint is heard by an arbitrator, administrative law judge, or the Board and the complaint is deemed to be false, not credible, unsubstantiated or a determination was made that discipline was not warranted.

HOLIDAYS AND LEAVES

Holidays -Full-time hourly and salaried employees may receive the following annual paid holidays:

* New Year's Day
* Martin Luther King Jr.
* President's Day
* Memorial Day
* Labor Day
* Veteran's Day
* Thanksgiving Day
* Christmas Day

Employees on any leave of absence do not earn holiday pay. Other days during the school year, such as days during the Academy's calendared breaks, shall be unpaid time for all nonexempt employees in active status. Recognized religious holidays may be taken off by an employee whose religion requires observance of the particular day. Employees must request the day off in advance by written notice to the Office Manager. The employee will be paid if the religious holiday is taken as an earned paid leave day (i.e., vacation, personal necessity day, etc., as applicable). The employee will not be paid if the religious holiday is taken as an unpaid personal leave of absence. Employees on any leave of absence do not earn holiday pay.

Unpaid Leave of Absence

SOAR recognizes that special situations may arise where an employee must leave his or her job temporarily. At its discretion, SOAR may grant employees leaves of absence. Any unpaid leave of absence must be approved in advance by the School. The granting of a leave of absence always presumes the employee will return to active work by a designated date or within a specific period.

During a Family and Medical Leave Act, California Family Rights Act leave, and/or Pregnancy Disability Leave, the employee's medical and dental benefits will remain in force provided the employee pays the appropriate premiums (if applicable). Otherwise, benefits are terminated the month any other type of leave begins.

Sick Leave

Paid sick leave is available to all SOAR employees who work at least thirty (30) days within the span of a single calendar year from the commencement of employment. Sick leave may be taken to receive preventive care (including annual physicals or flu shots) or to diagnose, treat, or care for an existing health condition. Eligible employees may also use sick leave to assist a family member (i.e., children, parents, spouses/domestic partners, grandparents, grandchildren, or siblings) who must receive preventative care or a diagnosis, treatment, or care for an existing health condition. Finally, an eligible employee may take paid sick leave to receive medical care or other assistance to address instances of domestic violence, sexual assault, or stalking.

SOAR will also allow sick leave to be used to attend to personal matters that cannot be taken care of during the normal workday. Uses of personal necessity days may include, but are not limited to, death or serious illness of a member of the employee's immediate family (this is in addition to Bereavement Leave), an accident involving the employee's person or property, or the person or property of an immediate family member, adoption of a child, the birth of a child making it necessary for an employee who is the parent of the child to be absent from their position during work hours, attendance at conferences, personal legal matters, religious observances, and business matters that cannot be conducted outside of the workday.

Paid sick days are not vacation days and will not be paid out upon separation from employment.

The Academy offers sick leave to **regular full-time salaried employees**. Paid leave will be front-loaded at the rate of ten (10) days/eighty (80) hours, allotted to each Academy year. Unused leave does roll over into the next calendar year. The Academy does not pay employees' in lieu of unused leave.

The Academy also offers sick leave to **all part-time and full-time hourly employees.** Paid leave will be accumulated using the accrual method:

- Sick leave is accrued at the rate of **1 hour for every 30 hours worked**.
- Employees may **accrue up to 40 hours (5 days)** of paid sick leave per school year.
- Accrual begins on the **first day of employment** or the start of the school year, whichever is later.

Unused leave does roll over into the next calendar year. The Academy does not pay employees' in lieu of unused leave.

Hourly employees will receive sick leave according to the number of years employed at SOAR:

0 - 4 years of service - five (5) days (up to 40 hours)

5 - 9 years of service - six (6) days (up to 48 hours) - part time employees receive the max number of hours per day if less than 8 hours

10+ years of service - ten (10) days (up to 80 hours) - part time employees receive the max number of hours per day if less than 8 hours.

Employees absent longer than five (5) days due to illness may be required to submit medical evidence of illness and/or medical certification of fitness to return to work to the Academy. The Academy retains the right to request verification from a licensed health care provider for any absence due to illness or disability.

Employees must provide reasonable advance notification if a need for paid sick leave is foreseeable. Further, employees should schedule medical appointments in a manner that does not interfere with their job duties whenever possible. If the need for paid sick leave is unforeseeable, the employee must provide notice, via the Inova system, for the leave as soon as practicable.

If an employee depletes their accrued sick time hours, any further requested time off will be unpaid. Exempt (salaried) employees with a depleted sick time balance must take a full day off; half-day unpaid leave requests will not be granted.

Family Care and Medical Leave

This policy explains how SOAR complies with the federal Family and Medical Leave Act ("FMLA") and the California Family Rights Act ("CFRA"), both of which require the Academy to permit each eligible employee to take up to twelve (12) workweeks (or twenty-six (26) workweeks where indicated) of FMLA/CFRA leave in any. twelve (12) month period for the purposes enumerated below.

• Employee Eligibility Criteria

To be eligible for FMLA/CFRA leave, the employee must have been employed by the Academy for a total of at least twelve (12) months, worked at least 1,250 hours during the twelve (12)-month period immediately preceding commencement of the leave, and work at a location where the School has at least fifty (50) employees within seventy-five (75) miles (except for purposes of CFRA where the Academy must only have at least five (5) employees).

• Events That May Entitle an Employee to FMLA/CFRA Leave

The twelve (12) weeks (or twenty-six (26) workweeks where indicated) FMLA/CFRA allowance includes any time taken (with or without pay) for any of the following reasons:

1. To care for the employee's newborn child or a child placed with the employee for adoption or foster care. Leaves for this purpose must conclude twelve (12) months after the birth, adoption, or placement. If both parents are employed by the Academy, they each will be entitled to a separate twelve (12) weeks of leave for this purpose, which cannot be loaned or otherwise assigned from one employee to the other.

2. Because of the employee's own serious health condition (including a serious health condition resulting from an on-the-job illness or injury) that makes the employee unable to perform any one or more of the essential functions of his or her job (other than a disability caused by pregnancy, childbirth, or related medical conditions, which is covered by the Academy's separate pregnancy disability policy).

a. A "serious health condition" is an illness, injury (including, but not limited to, on-the-job injuries), impairment, or physical or mental condition of the employee or a child, parent, or spouse of the

employee that involves either inpatient care or continuing treatment, including, but not limited to, treatment for substance abuse.

b. "Inpatient care" means a stay in a hospital, hospice, or residential health care facility, any subsequent treatment in connection with such inpatient care, or any period of incapacity. A person is considered an "inpatient" when a health care facility formally admits him/her to the facility with the expectation that he/she will remain at least overnight and occupy a bed, even if it later develops that such person can be discharged or transferred to another facility and does not actually remain overnight.

c. "Incapacity" means the inability to work, attend school, or perform other regular daily activities due to a serious health condition, its treatment, or the recovery that it requires.

d. "Continuing treatment" means ongoing medical treatment or supervision by a health care provider.

3. To care for a spouse, domestic partner, child, or parent with a serious health condition. A qualifying family member may also include a grandparent, grandchild, or sibling for CFRA purposes.

4. When an employee is providing care to a spouse, son, daughter, parent, or next of kin who is a covered Armed Forces service member with a serious injury or illness, the employee may take a maximum of twenty-six (26) weeks of additional FMLA leave in a single twelve (12) -month period to provide said care. CFRA does not provide leave specific to caring for a service member.

5. For any "qualifying exigency" because the employee is the spouse, son, daughter, or parent of an individual on active military duty, or an individual notified of an impending call or order to active duty, in the Armed Forces. For CFRA purposes, this may also include a domestic partner.

• Amount of FMLA/CFRA Leave Which May Be Taken

1. FMLA/CFRA leave can be taken in one (1) or more periods, but may not exceed twelve (12) workweeks total for any purpose in any twelve (12) month period, as described below, for any one, or combination of the above-described situations. "Twelve workweeks" means the equivalent of twelve (12) of the employee's normally scheduled workweeks. For a full-time employee who works five (5) eight-hour days per week, "twelve workweeks" means sixty (60) working and/or paid eight (8) hour days.

2. In addition to the twelve (12) workweeks of FMLA/CFRA leave that may be taken, an employee who is the spouse, son, daughter, parent, or next of kin of a covered Armed Forces service member may also be entitled to a total of twenty-six (26) workweeks of FMLA leave during a twelve (12) month period to care for the service member.

3. The "twelve-month period" in which twelve (12) weeks of FMLA and CFRA leave may be taken is the twelve (12) month period immediately preceding the commencement of any FMLA/CFRA leave.

4. If a holiday falls within a week taken as FMLA/CFRA leave, the week is nevertheless counted as a week of FMLA/CFRA leave. If, however, the Academy's business activity has temporarily ceased for some reason and employees are generally not expected to report for work for one or more weeks, such as the Winter Break, Spring Break, or Summer Vacation, the days the Academy's activities have ceased do not count against the employee's FMLA or CFRA leave entitlement. Similarly, if an employee uses FMLA/CFRA leave in increments of less than one (1) week, the fact that a holiday

may occur within a week in which an employee partially takes leave does not count against the employee's leave entitlement unless the employee was otherwise scheduled and expected to work during the holiday.

• Pay During FMLA/CFRA Leave

1. An employee on FMLA/CFRA leave because of his/her own serious health condition may choose use all or a portion of accrued paid sick leave at the beginning of any otherwise unpaid FMLA/CFRA leave period. If an employee is receiving a partial wage replacement benefit during the FMLA/CFRA leave, the School and the employee may agree to have School-provided paid leave, such as vacation or sick time, supplement the partial wage replacement benefit unless otherwise prohibited by law.

2. An employee on FMLA/CFRA leave for baby-bonding or to care for a qualifying family member with a serious health condition may use any or all accrued sick leave at the beginning of any otherwise unpaid FMLA/CFRA leave.

3. If an employee has exhausted his/her sick leave, leave taken under FMLA/CFRA shall be unpaid leave.

4. The receipt of sick leave pay, or State Disability Insurance benefits will not extend the length of the FMLA or CFRA leave. Sick pay accrues during any period of unpaid FMLA or CFRA leave only until the end of the month in which unpaid leave began.

• Health Benefits

The provisions of the Academy's various employee benefit plans govern continuing eligibility during FMLA/CFRA leave, and these provisions may change from time to time. The health benefits of employees on FMLA/CFRA leave will be paid by the Academy during the leave at the same level and under the same conditions as coverage would have been provided if the employee had been continuously employed during the leave period. When a request for FMLA/CFRA leave is granted, the Academy will give the employee written confirmation of the arrangements made for the payment of insurance premiums during the leave period.

If an employee is required to pay premiums for any part of his/her group health coverage, the Academy will provide the employee with advance written notice of the terms and conditions under which premium payments must be made.

SOAR may recover the health benefit costs paid on behalf of an employee during his/her FMLA/CFRA leave if:

1. The employee fails to return from leave after the period of leave to which the employee is entitled has expired. An employee is deemed to have "failed to return from leave" if he/she works less than thirty (30) days after returning from FMLA/CFRA leave; and

2. The employee's failure to return from leave is for a reason other than the continuation, recurrence, or onset of a serious health condition that entitles the employee to FMLA/CFRA leave, or other circumstances beyond the control of the employee.

• Seniority

An employee on FMLA/CFRA leave remains an employee and the leave will not constitute a break in service. An employee who returns from FMLA/CFRA leave will return with the same seniority he/she had when the leave commenced.

• Medical Certifications

1. An employee requesting FMLA/CFRA leave because of his/her own or a relative's serious health condition must provide medical certification from the appropriate health care provider on a form supplied by the Academy. Absent extenuating circumstances, failure to provide the required certification in a timely manner (within fifteen (15) days of the School's request for certification) may result in denial of the leave request until such certification is provided.

2. The Academy will notify the employee in writing if the certification is incomplete or insufficient, and will advise the employee what additional information is necessary in order to make the certification complete and sufficient. The Academy may contact the employee's health care provider to authenticate a certification as needed.

3. If SOAR has reason to doubt the medical certification supporting a leave because of the employee's own serious health condition, the Academy may request a second opinion by a health care provider of its choice (paid for by the Academy). If the second opinion differs from the first one, the Academy will pay for a third, mutually agreeable, health care provider to provide a final and binding opinion.
4. Recertifications are required if leave is sought after expiration of the time estimated by the health care provider. Failure to submit required recertifications can result in termination of the leave.

• Procedures for Requesting and Scheduling FMLA/CFRA Leave

1. An employee should request FMLA/CFRA leave by completing a Request for Leave form and submitting it to the Director of Human Resources. An employee asking for a Request for Leave form will be given a copy of the Academy's then-current FMLA/CFRA leave policy.

2. Employees should provide not less than thirty (30) days' notice for foreseeable childbirth, placement, or any planned medical treatment for the employee or his/her qualifying family member. Failure to provide such notice is grounds for denial of a leave request, except if the need for FMLA/CFRA leave was an emergency or was otherwise unforeseeable.

3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the Academy's operations.

4. If FMLA/CFRA leave is taken because of the employee's own serious health condition or the serious health condition of the employee's qualifying family member, the leave may be taken intermittently or on a reduced leave schedule when medically necessary, as determined by the health care provider of the person with the serious health condition.

5. If FMLA/CFRA leave is taken because of the birth of the employee's child or the placement of a child with the employee for adoption or foster care, the minimum duration of leave is two (2) weeks, except that the Academy will grant a request for FMLA/CFRA leave for this purpose of at least one day but less than two (2) weeks' duration on any two (2) occasions.

6. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment for the employee or a family member, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits and that better accommodates recurring periods of leave than the employee's regular position.

7. SOAR will respond to an FMLA/CFRA leave request no later than five (5) business days of receiving the request. If an FMLA/CFRA leave request is granted, the Academy will notify the employee in writing that the leave will be counted against the employee's FMLA/CFRA leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

• Return to Work

1. Upon timely return at the expiration of the FMLA/CFRA leave period, an employee is entitled to the same or a comparable position with the same or similar duties and virtually identical pay, benefits, and other terms and conditions of employment unless the same position and any comparable position(s) have ceased to exist because of legitimate business reasons unrelated to the employee's FMLA/CFRA leave.

2. When a request for FMLA/CFRA leave is granted to an employee, the Academy will give the employee a written guarantee of reinstatement at the termination of the leave (with the limitations explained above).
3. Before an employee will be permitted to return from FMLA/CFRA leave taken because of his/her own serious health condition, the employee must obtain a certification from his/her health care provider that he/she is able to resume work.

4. If an employee can return to work with limitations, the Academy will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from the Academy.

• Employment during Leave

No employee, including employees on FMLA/CFRA leave, may accept employment with any other employer without the Academy's written permission. An employee who accepts such employment without the School's written permission, will be deemed to have resigned from employment at the Academy.

Abuse Regarding FMLA

Abuse of intermittent Family and Medical Leave Act (FMLA) time off will not be tolerated by SOAR Charter Academy. Certification will be required when requesting FMLA. If a pattern of absences presents itself during requested FMLA, an investigation may be conducted which may result in the termination of employment.

Pregnancy Disability Leave

This policy explains how the Academy complies with the California Pregnancy Disability Act, which requires the Academy to give each female employee an unpaid leave of absence of up to four (4) months per pregnancy, as needed, for the period(s) of time a woman is actually disabled by pregnancy, childbirth, or related medical conditions.

• Employee Eligibility Criteria

To be eligible for pregnancy disability leave, the employee must be disabled by pregnancy, childbirth, or a related medical condition and must provide appropriate medical certification concerning the disability.

• Events That May Entitle an Employee to Pregnancy Disability Leave

The four-month pregnancy disability leave allowance includes any time taken (with or without pay) for any of the following reasons:

1. The employee is unable to work at all or is unable to perform any one or more of the essential functions of her job without undue risk to herself, the successful completion of her pregnancy, or to other persons because of pregnancy or childbirth, or because of any medically recognized physical or mental condition that is related to pregnancy or childbirth (including severe morning sickness); or

2. The employee needs to take time off for prenatal care.

• Duration of Pregnancy Disability Leave

Pregnancy disability leave may be taken in one or more periods, but not to exceed four months total. "Four

months" means the number of days the employee would normally work within four months. For a full-time employee who works five (5) eight (8) hour days per week, four (4) months means 693 hours of leave (40 hours per week times 17 1/3 weeks).

For employees who work more or less than forty (40) hours per week, or who work on variable work schedules, the number of working days that constitutes four (4) months is calculated on a pro rata or proportional basis. For example, for an employee who works twenty (20) hours per week, "four months" means 346.5 hours of leave entitlement (20 hours per week times 17 1/3 weeks). For an employee who normally works forty-eight (48) hours per week, "four months" means 832 hours of leave entitlement (48 hours per week times 17 1/3 weeks).

At the end or depletion of an employee's pregnancy disability leave, an employee who has a physical or mental disability (which may or may not be due to pregnancy, childbirth, or related medical conditions) may be entitled to reasonable accommodation. Entitlement to additional leave must be determined on a case-by case basis, considering a number of considerations such as whether an extended leave is likely to be effective in allowing the employee to return to work at the end of the leave, with or without further reasonable accommodation, and whether or not additional leave would create an undue hardship for the Academy. The Academy is not required to provide an indefinite leave of absence as a reasonable accommodation.

• Pay during Pregnancy Disability Leave

1. An employee on pregnancy disability may choose to, but is not required to use accrued paid sick leave at the beginning of any otherwise unpaid leave.

2. The receipt of vacation pay, sick leave pay, or state disability insurance benefits will not extend the length of pregnancy disability leave.

3. Vacation and sick pay accrue during any period of unpaid pregnancy disability leave only until the end of the month in which the unpaid leave began.

• Health Benefits

SOAR shall provide continued health insurance coverage while an employee is on pregnancy disability leave consistent with applicable law. The continuation of health benefits is for a maximum of four (4) months in a twelve (12) -month period. SOAR can recover premiums that it already paid on behalf of an employee if both of the following conditions are met:

1. The employee fails to return from leave after the designated leave period expires. 2. The

employee's failure to return from leave is for a reason other than the following:

- The employee is taking leave under the California Family Rights Act.
- There is a continuation, recurrence or onset of a health condition that entitles the employee to pregnancy disability leave.
    - There is a non-pregnancy related medical condition requiring further leave.
- Any other circumstance beyond the control of the employee.

• Seniority

An employee on pregnancy disability leave remains an employee of the Academy and a leave will not constitute a break in service. When an employee returns from pregnancy disability leave, she will return with the same seniority he or she had when the leave commenced.

• Medical Certifications

1. An employee requesting a pregnancy disability leave must provide medical certification from her healthcare provider on a form supplied by the Academy. Failure to provide the required certification in a timely manner (within fifteen (15) days of the leave request) may result in a denial of the leave request until such certification is provided.
2. Recertifications are required if leave is sought after expiration of the time estimated by the healthcare provider. Failure to submit required recertifications can result in termination of the leave.

• Requesting and Scheduling Pregnancy Disability Leave

1. An employee should request pregnancy disability leave by completing a Request for Leave form and submitting it to the Executive Director. An employee asking for a Request for Leave form will be referred to the Academy's then current pregnancy disability leave policy.

2. Employee should provide not less than thirty (30) days' notice or as soon as is practicable, if the need for the leave is foreseeable. Failure to provide such notice is grounds for denial of the leave request, except if the need for pregnancy disability leave was an emergency and was otherwise unforeseeable.

3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the Academy's operations.

4. Pregnancy disability leave may be taken intermittently or on a reduced leave schedule when medically advisable, as determined by the employee's healthcare provider.

5. If an employee needs intermittent leave or leaves on a reduced leave schedule that is foreseeable based on planned medical treatment, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits that better accommodates recurring periods of leave than the employee's regular position.

6. The Academy will respond to a pregnancy disability leave request within ten (10) days of receiving the request. If a pregnancy disability leave request is granted, the Academy will notify the employee in writing and leave will be counted against the employee's pregnancy disability leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

• Return to Work

1. Upon timely return at the expiration of the pregnancy disability leave period, an employee is entitled to the same position unless the employee would not otherwise have been employed in the same position (at the time reinstatement is requested). If the employee is not reinstated to the same position, she must be reinstated to a comparable position the Academy's unless one of the following is applicable:

   a. The employer would not have offered a comparable position to the employee if she would have been continuously at work during the pregnancy disability leave.

   b. There is no comparable position available, to which the employee is either qualified or entitled, on the employee's scheduled date of reinstatement or within sixty (60) calendar days thereafter. The Academy will take reasonable steps to provide notice to the employee if and when comparable positions become available during the sixty (60) day period.

      A "comparable" position is a position that involves the same or similar duties and responsibilities and is virtually identical to the employee's original position in terms of pay, benefits, and working conditions.
2. When a request for pregnancy disability leave is granted to an employee, the Academy will give the employee a written guarantee of reinstatement at the end of the leave (with the limitations explained

above).

3. In accordance with Academy policy, before an employee will be permitted to return from a pregnancy disability leave of three (3) days or more, the employee must obtain a certification from her healthcare provider that she is able to resume work.
4. If the employee can return to work with limitations, the Academy will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from the Academy.

• Employment during Leave

No employee, including employees on pregnancy disability leave, may accept employment with any other employer without the Academy's written permission. An employee who accepts such employment without written permission will be deemed to have resigned from employment.

Industrial Injury Leave (Workers' Compensation)

SOAR, in accordance with State law, provides insurance coverage for employees in case of work-related injuries. The workers' compensation benefits provided to injured employees may include:

• Medical care;

• Cash benefits, tax-free to replace lost wages; and

• Vocational rehabilitation to help qualified injured employees return to suitable employment.

To ensure employees receive any worker's compensation benefits to which they may be entitled, employees will need to:

• Immediately report any work-related injury to their supervisor;

• Seek medical treatment and follow-up care if required;

• Complete a written Employee's Claim Form (DWC Form 1) and return it to their supervisor; and

• Provide SOAR with a certification from a health care provider regarding the need for workers' compensation disability leave as well as the employee's eventual ability to return to work from the leave.

It is SOAR's policy that when there is a job-related injury, the first priority is to ensure that the injured employee receives appropriate medical attention. SOAR, with the help of its insurance carrier has selected medical centers to meet this need. Each medical center was selected for its ability to meet anticipated needs with high quality medical service and a location that is convenient to the SOAR operation.

- If an employee is injured on the job, he/she is to go or be taken to the approved medical center for treatment. If injuries are such that they require the use of emergency medical systems ("EMS") such as an ambulance, the choice by the EMS personnel for the most appropriate medical center or hospital for treatment will be recognized as an approved center.

- All accidents and injuries must be reported to the employee's supervisor and to the individual responsible for reporting to SOAR's insurance carrier. Failure by an employee to report a work-related injury by the end of his/her shift could result in loss of insurance coverage for the employee. An employee may choose to be treated by his/her personal physician at his/her own expense, but he/she is still required to go to SOAR approved medical center for evaluation. All job-related injuries must be reported to the appropriate State Workers' Compensation Bureau and the insurance carrier.
- When there is a job-related injury that results in lost time, the employee must have a medical release from SOAR's approved medical facility before returning to work.

- Any time there is a job-related injury, the School's policy requires drug/alcohol testing along with any medical treatment provided to the employee.
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Military and Military Spousal Leave of Absence

SOAR shall grant a military leave of absence to any employee who must be absent from work due to service in the uniformed services in accordance with the Uniformed Services Employment and Reemployment Rights Act of 1994 ("USERRA"). All employees requesting military leave must provide advance written notice of the need for such leave, unless prevented from doing so by military necessity or if providing notice would be impossible or unreasonable.

If military leave is for thirty (30) or fewer days, the Academy shall continue the employee's health benefits. For service of more than thirty (30) days, employees shall be permitted to continue their health benefits at their option through COBRA. Employees are entitled to use accrued vacation or paid time off as wage replacement during time served, provided such vacation/paid time off accrued prior to the leave.

Except for employees serving in the National Guard, SOAR will reinstate those employees returning from military leave to their same position or one of comparable seniority, status, and pay if they have a certificate of satisfactory completion of service and apply within ninety (90) days after release from active duty or within such extended period, if any, as required by law. For those employees serving in the National Guard, if he or she left a full-time position, the employee must apply for reemployment within forty (40) days of being released from active duty, and if he or she left part-time employment, the employee must apply for reemployment within five (5) days of being released from active duty.

An employee who was absent from work while fulfilling his or her covered service obligation under the USERRA or California law shall be credited, upon his or her return to the School, with the hours of service that would have been performed but for the period of absence from work due to or necessitated by USERRA-covered service. Exceptions to this policy will occur wherever necessary to comply with applicable laws.

SOAR shall grant up to ten (10) days of unpaid leave to employees who work more than twenty (20) hours per week and who are spouses of deployed military servicemen and servicewomen. The leave may be taken when the military spouse is on leave from deployment during a time of military conflict. To be eligible for leave, an employee must provide the Academy with (1) notice of intention to take military spousal leave within two (2) business days of receiving official notice that the employee's military spouse will be on leave from deployment, and (2) documentation certifying that the employee's military spouse will be on leave from deployment during the time that the employee requests leave.

Civil Air Patrol Leave

Employees will be provided up to 10 days of unpaid, job-protected leaver per year for Civil Air Patrol duty. This leave is for responding to emergency operational missions or training with the California Wing of the Civil Air Patrol

Bereavement Leave

All full-time employees are entitled to a leave of up to five (5) workdays without loss of pay due to a death in the immediate family (parent, spouse, son/daughter, sister/brother{in-law}, parents-in-law, son/daughter-in-law, grandparents{in-law}, grandchild) and reproductive loss. Bereavement pay will not be used in computing overtime pay. Applies to both part time and full-time employees. Leave must be **completed within 3 months** (90 days) of the death. The days do **not** need to be consecutive. You must indicate the qualified family member in the comment section of Inova when requesting the time off.

Reproductive Loss Leave

To obtain leave under SB 848, an employee must suffer a "reproductive loss event," defined as "the day or, for multiple day events, the final day of a failed adoption, failed surrogacy, miscarriage, stillbirth, or unsuccessful assisted reproduction." Assisted reproduction includes procedures such as in vitro fertilization (IVF) or intrauterine insemination (IUI). Leave is only available to would-be parents, including the non-birthing parent. eligible

employees will be provided up to five days of leave following a reproductive loss event. If an employee suffers multiple reproductive loss events, SB 848 allows for a maximum of 20 days of protected leave over a 12-month period. Reproductive Loss Leave allows the employee to paid time under the bereavement policy.

Jury Duty or Witness Leave

For all exempt employees, the School will pay for time off if an employee is called to serve on a jury provided the employee continues to perform work duties as assigned. If a nonexempt employee is called for jury duty, s/he will be allowed the necessary time off with pay, paid out at each employee's regular rate of pay for a maximum of five (5) days. SOAR should be notified as soon as possible of the scheduled date of the employee's jury service. Employees are expected to return to work if released from jury duty during regular working hours.

Voting Time Off

If an employee does not have sufficient time outside of working hours to vote in an official state-sanctioned election, the employee may take off enough working time to vote. Such time off shall be taken at the beginning or the end of the regular working shift, whichever allows for more free time and the time taken off shall be combined with the voting time available outside of working hours. An employee will be allowed a maximum of two (2) hours of time off during an election day without loss of pay. When possible, an employee requesting time off to vote shall give the Executive Director at least two (2) days' notice.

School Appearance and Activities Leave

As required by law under FMLA, SOAR will permit an employee who is a parent or guardian (including a stepparent, foster parent, or grandparent) of school children, from kindergarten through grade twelve (12), or a child enrolled with a licensed child care provider, up to forty (40) hours of unpaid time off per school year (up to eight (8) hours in any calendar month of the school year) to participate in activities of a child's school or child care. If more than one parent or guardian is an employee of SOAR, the employee that first provides the leave request will be given the requested time off. Where necessary, additional time off will also be permitted where the school requires the employee(s) appearance.

The employee requesting school leave must provide reasonable advance notice of the planned absence. The employee must use accrued but unused paid leave (e.g., vacation or sick leave) to be paid during the absence.

When requesting time off for school activities, the employee must provide verification of participation in an activity as soon as practicable. When requesting time off for a required appearance, the employee(s) must provide a copy of the notice from the child's school requesting the presence of the employee.

Bone Marrow and Organ Donor Leave

As required by law, eligible employees who require time off to donate bone marrow to another person may receive up to five (5) workdays off in a twelve (12) month period. Eligible employees who require time off to donate an organ to another person may receive up to sixty (60) workdays off in a twelve (12) month period.

To be eligible for bone marrow or organ donation leave ("Donor Leave"), the employee must have been employed by the Academy for at least ninety (90) days immediately preceding the Donor Leave.

An employee requesting Donor Leave must provide written verification to the Academy that he or she is a donor and that there is a medical necessity for the donation of the organ or bone marrow.

Up to five (5) days of leave for bone marrow donation, and up to thirty (30) days of leave for organ donation, may be paid provided the employee first uses five (5) days of accrued paid leave for bone marrow donation and two (2) weeks of accrued paid leave for organ donation. If the employee has an insufficient number of paid leave days available, the leave will otherwise be paid.

Employees returning from Donor Leave will be reinstated to the position held before the leave began, or to a position with equivalent status, benefits, pay and other terms and conditions of employment. The Academy may refuse to reinstate an employee if the reason is unrelated to taking a Donor Leave. A Donor Leave is not permitted to be taken concurrently with an FMLA/CFRA Leave.

Victims of Abuse Leave

SOAR provides reasonable and necessary unpaid leave and other reasonable accommodations to employees who are victims of domestic violence, sexual assault, stalking, or other crimes. Such leave may be taken to attend legal proceedings or to obtain or attempt to obtain any relief necessary, including a restraining order, to ensure the employee's own health, safety, or welfare, that of the employee's child or children, or when a person whose immediate family member is deceased as the direct result of a crime. A crime includes a crime or public offense that would constitute a misdemeanor of felony if the crime had been committed in California by a competent adult, an act of terrorism against a resident of California (whether or not such act occurs within the state), and regardless of whether any person is arrested for, prosecuted for, or convicted of, committing the crime. Employees may also request unpaid leave for the following purposes:

- Seek medical attention for injuries caused by domestic violence, sexual assault, or stalking.
- Obtain services from a domestic violence shelter, program, or rape crisis center.
- Obtain psychological counseling or mental health services for the domestic violence, sexual assault, or stalking.
- Participate in safety planning, such as relocation, to protect against future domestic violence, sexual assault, or stalking.

To request leave under this policy, an employee should provide SOAR with as much advance notice as practicable under the circumstances. If advance notice is not possible, the employee requesting leave under this policy should provide SOAR one (1) of the following certifications upon returning back to work:

1. A police report indicating that the employee was a victim of domestic violence, sexual assault, or stalking.
2. A court order protecting the employee from the perpetrator or other evidence from the court or prosecuting attorney that the employee appeared in court.
3. Documentation from a licensed medical professional, domestic violence or sexual assault counselor, licensed health care provider, or counselor showing that the employee's absence was due to treatment for injuries or abuse from domestic violence, sexual assault, or stalking.
4. Any other form of documentation that reasonably verifies that the crime or abuse occurred, including but not limited to, a written statement signed by the employee, or an individual acting on the employee's behalf, certifying that the absence is for a purpose authorized under the law.

Employees requesting leave under this policy may choose to use accrued paid leave. In addition, SOAR will provide reasonable accommodations to employees who are victims of domestic violence, sexual assault or stalking for the employees' safety while at work. To request an accommodation under this policy, an employee should contact the Director of Human Resources.

Victims of Violence Leave (Effective January 1, 2025)

Eligibility

Employees are eligible for leave if they or a family member are victims of a "qualifying act of violence," which includes:

- Domestic violence
- Sexual assault
- Stalking
- Acts causing bodily injury or death
- Use or threat of use of a firearm or other dangerous weapon
- Threats of force causing physical injury or death

A "family member" encompasses a child, parent, grandparent, grandchild, sibling, spouse, domestic partner, or a designated person. *(A designated person is defined as any individual related by blood or whose association with the employee is the equivalent of a family relationship).*

Permissible Uses of Leave
Eligible employees may take leave for the following reasons:

- Seeking medical attention for injuries related to the act of violence
- Obtaining services from a domestic violence shelter, program, rape crisis center, or victim services organization
- Receiving psychological counseling
- Participating in safety planning
- Relocating or securing a new residence
- Attending court proceedings or obtaining legal assistance
- Providing care or assistance to a family member who is a victim

Duration of Leave

- If the employee is the victim: up to 12 weeks of leave per year
- If a family member is the victim: up to 10 days of leave per year, with a maximum of 5 days for relocation purposes.

Use of Paid Leave
Leave under the "Act of Violence" policy is unpaid. Employees may use accrued paid sick leave for these purposes.
Notice Requirements
Employees should provide reasonable advance notice of the need for leave when feasible. In emergencies or unforeseen circumstances, notice should be given as soon as practicable.
Employer Obligations

- **Confidentiality**: Employers must maintain the confidentiality of any information provided by the employee regarding the leave.
- **Non-Retaliation**: Employers are prohibited from retaliating against employees who request or take leave under this policy.
- **Reasonable Accommodations**: Employers must provide reasonable accommodations to ensure the safety of employees who are victims, which may include:
    - Transfers or reassignments
    - Modified work schedules
    - Changes to work contact information
    - Other adjustments to enhance safety

Documentation - Employers may request documentation to substantiate the need for leave, such as:

- A police report indicating the employee or family member was a victim
- A court order protecting or separating the employee or family member from the perpetrator
- Documentation from a medical professional, counselor, or victim advocate.

Returning From Leave of Absence

Employees cannot return from a medical leave of absence without first providing a sufficient doctor's return to work authorization. When business considerations require, the job of an employee on leave may be filled by a temporary or regular replacement. An employee should give his or her supervisor thirty (30) days' notice before returning from leave. Whenever SOAR is notified of an employee's intent to return from a leave, SOAR will attempt to place the employee in his former position or in a comparable position with regard to salary and other terms and conditions for which the employee is qualified. However, re-employment cannot always be guaranteed. If employees need further information regarding Leaves of Absence, they should be sure to consult the office manager or Human Resources Administrator.

DISCIPLINE AND TERMINATION OF EMPLOYMENT

Rules of Conduct

The following conduct is prohibited and will not be tolerated by SOAR. This list of prohibited conduct is illustrative only and applies to all employees of SOAR; other types of conduct that threaten security, personal safety, employee welfare and SOAR operations also may be prohibited. Further, the specification of this list of conduct in no way alters the at-will employment relationship as to at-will employees of the Academy. If an employee is working under a contract with the Academy that grants procedural rights prior to termination, the procedural terms in the contract shall apply.

1. Insubordination - refusing to perform a task or duty assigned or act in accordance with instructions provided by an employee's manager or proper authority.
2. Inefficiency - including deliberate restriction of output, carelessness or unnecessary wastes of time or material, neglect of job, duties, or responsibilities.
3. Unauthorized soliciting, collecting of contributions, distribution of literature, written or printed matter is strictly prohibited on SOAR property by non-employees and by employees. This rule does not cover periods of time when employees are off their jobs, such as lunch periods and break times. However, employees properly off their jobs are prohibited from such activity with other employees who are performing their work tasks.
4. Damaging, defacing, unauthorized removal, destruction, or theft of another employee's property or of SOAR property.
5. Fighting or instigating a fight on SOAR premises.
6. Violations of the drug and alcohol policy.
7. Using or possessing firearms, weapons, or explosives of any kind on SOAR premises.
8. Gambling on SOAR premises.
9. Tampering with or falsifying any report or record including, but not limited to, personnel, absentee, sickness or production reports or records, specifically including applications for employment and timecards.
10. Recording the clock card, when applicable, of another employee or permitting or arranging for another employee to record the clock card.
11. Use of profane, abusive, or threatening language in conversations with other employees and/or intimidating or interfering with other employees.
12. Conducting personal business during business hours and/or unauthorized use of telephone lines for personal calls.
13. Excessive absenteeism or tardiness excused or unexcused.
14. Posting any notices on SOAR premises without prior written approval of management, unless posting is on a SOAR bulletin board designated for employee postings.
15. Immoral or indecent conduct.
16. Conviction of a criminal act.
17. Engaging in sabotage or espionage (industrial or otherwise)
18. Violations of the sexual harassment policy.
19. Failure to report a job-related accident to the employee's manager or failure to take or follow prescribed tests, procedures or treatment.
20. Sleeping during work hours.
21. Release of confidential information without authorization.
22. Any other conduct detrimental to other employees or SOAR's interests or its efficient operations.
23. Refusal to speak to supervisors or other employees.
24. Dishonesty.
25. Failure to possess or maintain the credential/certificate required of the position.
26. Creating a negative or hostile work environment.

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Off-Duty Conduct

While the Academy does not seek to interfere with the off-duty and personal conduct of its employees, certain types of off-duty conduct may interfere with the Academy's legitimate business interests. For this reason, employees are expected to conduct their personal affairs in a manner that does not adversely affect the Academy or its own integrity, reputation, or credibility. Illegal or immoral off-duty conduct by an employee that adversely affects the Academy's

legitimate business interests or the employee's ability to perform his or her work will not be tolerated.

While employed by the Academy, employees are expected to devote their energies to their jobs with the Academy. For this reason, second jobs are strongly discouraged. The following types of additional employment elsewhere are strictly prohibited:

- Additional employment that conflicts with an employee's work schedule, duties, and responsibilities
- Additional employment that creates a conflict of interest or is incompatible with the employee's position
- Additional employment that impairs or has a detrimental effect on the employee's work performance
- Additional employment that requires the employee to conduct work or related activities on the Academy's property during the employer's working hours or using our Academy's facilities and/or equipment; and
- Additional employment that directly or indirectly competes with the business or the interests of Academy.

Employees who wish to engage in additional employment that may create a real or apparent conflict of interest must submit a written request to the Academy explaining the details of the additional employment. If the additional employment is authorized, the Academy assumes no responsibility for it. The Academy shall not provide workers' compensation coverage or any other benefit for injuries occurring from or arising out of additional employment. Authorization to engage in additional employment can be revoked at any time.

Termination of Employment

Should it become necessary for an employee to terminate their at-will employment with SOAR, the employee should notify their supervisor regarding their intention as far in advance as possible. At least two (2) weeks' notice is expected whenever possible. If an employee is participating in the medical and/or dental plan, they will be provided information on their rights under COBRA.

INTERNAL COMPLAINT REVIEW

The purpose of the "Internal Complaint Review Policy" is to afford all employees of the School the opportunity to seek internal resolution of their work-related concerns. All employees have free access to the Principal or Board of Directors to express their work-related concerns.

Specific complaints of unlawful harassment, discrimination, and retaliation are addressed under the Academy's "Policy Prohibiting Unlawful Harassment, Discrimination, and Retaliation."

Internal Complaints

(Complaints by Employees Against Employees)

This section of the policy is for use when a School employee raises a complaint or concern about a co-worker.

If reasonably possible, internal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the immediate supervisor. However, in the event an informal resolution may not be achieved or is not appropriate, the following steps will be followed by the Executive Director or designee:

1. The complainant will bring the matter to the attention of the Executive Director as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or if not appropriate; and

2. The complainant will reduce his or her complaint to writing, indicating all known and relevant facts. The Executive Director or designee will then investigate the facts and provide a solution or explanation.

3. If the complaint is about the Executive Director, the complainant may file his or her complaint in a signed writing to the President of the Board of Directors of the Academy, who will then confer with the Board and may conduct a fact-finding or authorize a third-party investigator on behalf of the Board. The Board President or investigator will report his or her findings to the Board for review and action, if necessary.

This policy cannot guarantee that every problem will be resolved to the employee's satisfaction. However, the Academy values each employee's ability to express concerns and the need for resolution without fear of adverse consequence to employment.

Policy for Complaints Against Employees

(Complaints by Third Parties Against Employees)

This section of the policy is for use when a non-employee raises a complaint or concern about a School employee.

If complaints cannot be resolved informally, complainants may file a written complaint with the office of the Human Resource Director or Board President as soon as possible after the events that give rise to the complainant's concerns. The written complaint should set forth in detail the factual basis for the complaint.

In processing the complaint, Executive Director (or designee) shall abide by the following process:

1. The Executive Director or designee shall use his or her best efforts to talk with the parties identified in the complaint and to ascertain the facts relating to the complaint.
2. In the event that the Executive Director (or designee) finds that a complaint against an employee is valid, the Executive Director (or designee) may take appropriate disciplinary action against the employee. As appropriate, the Executive Director (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.
3. The Executive Director's (or designee's) decision relating to the complaint shall be final unless it is appealed to the Board of Directors of the Academy. The decision of the Board shall be final.

General Requirements

- Confidentiality: All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.
- Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.
- Resolution: The Board (if a complaint is about the Executive Director) or the Executive Director or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

AMENDMENT TO EMPLOYEE HANDBOOK

This Employee Handbook contains the employment policies and practices of the Academy in effect at the time of publication. SOAR reserves the right to amend, delete or otherwise modify this Handbook at any time provided that such modifications are in writing and duly approved by the employer.

Any written changes to the Handbook will be distributed to all employees. No oral statements can in any way alter the provisions of this Handbook.

APPENDIX A

HARASSMENT/DISCRIMINATION/RETAILATION COMPLAINT FORM

It is the policy of SOAR that all of its employees be free from harassment, discrimination, and retaliation. This form is provided for you to report what you believe to be harassment, discrimination, or retaliation, so that SOAR may investigate and take appropriate disciplinary or other action when the facts show that there has been harassment, discrimination, or retaliation.

If you are an employee of SOAR, you may file this form with the Executive Director or Board President.

Please review SOAR's policies concerning harassment, discrimination, and retaliation for a definition of such unlawful conduct and a description of the types of conduct that are considered to be unlawful.

SOAR will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, SOAR will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, SOAR will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basing your complaint, as well as the alleged offender.

In signing this form below, you authorize SOAR to disclose to others the information you have provided herein, and information you may provide in the future. Please note that the more detailed information you provide, the more likely it is that SOAR will be able to address your complaint to your satisfaction.

Charges of harassment, discrimination, and retaliation are taken very seriously by SOAR both because of the harm caused by such unlawful conduct, and because of the potential sanctions that may be taken against the offender. It is therefore very important that you report the facts as accurately and completely as possible and that you cooperate fully with the person or persons designated to investigate your complaint.

Your Name: _____ Date: _____

Name of Person(s) you believe harassed, or discriminated or retaliated against you or someone else:

_____

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; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

_____

_____

_____

_____

_____

_____

_____

I acknowledge that I have read and that I understand the above statements. I hereby authorize SOAR 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.

Date: _____ Signature of Complainant_____

_____
Print Name

Received by: Date: _____

APPENDIX B

INTERNAL COMPLAINT FORM

Your Name: _____ Date: _____

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; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

_____

_____

_____

_____

_____

_____

I hereby authorize SOAR 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 providing false information in this regard could result in disciplinary action up to and including termination.

_____ Date: _____

Signature of Complainant

_____

Print Name To be completed by School:

Received by: _____ Date: _____

APPENDIX C

Staff Dress Code Violation

Employees are expected to wear clothing appropriate for the nature of our business and the type of work performed. Because each employee is a representative of SOAR in the eyes of the public, each employee must report to work properly groomed, wearing appropriate clothing and maintaining a professional appearance.

All clothing should be clean and without rips or holes. At a minimum, men should wear casual business attire and women should dress appropriately refraining from revealing tops or halter-tops. Skirts and dresses need to be of appropriate length for the nature of our business. Shorts are acceptable but must be Bermuda or walking short length. Jeans are acceptable ***excluding*** *those that are ripped or torn. All garments that sag to reveal undergarments are prohibited. Staff members in violation of the dress code will receive a dress code form outlining the infraction and/or meet with your supervisor to discuss appropriate attire. Repeated violations will result in disciplinary action.*

Rec. Aides are supplied with t-shirts that are designed to be highly visible on the playground. Rec. Aides are expected to be dressed in the provided shirts during regular scheduled work hours.

The employees of SOAR Charter Academy need to be role models in behavior as well as in appearance. Although we do not ban all tattoos, we do not want them to be a distraction to our student's learning. Also, any tattoo, regardless of size, that depicts drug or sexual content, foul language, gang affiliation, or any symbols unsuitable for a school learning environment, must be covered during business hours or any school event at all times. No visible facial piercings are permitted (except earrings).

Any staff member who does not meet the attire or grooming standards set by SOAR will be subject to corrective action and may be asked to leave the premises to change clothing. Employees will not be compensated for any work time missed because of failure to comply with designated workplace attire and grooming standards.

Every effort will be made to reasonably accommodate employees with a disability or with religious beliefs that may make it difficult for that employee to comply fully with the dress code policy. Employees should contact their supervisor to request such a reasonable accommodation. Supervisors will work the employees to develop a reasonable accommodation to meet the employee's specific needs while complying to the greatest extent possible with the general policy of SOAR Charter Academy.

As stated in the *Dress Code Policy* above (taken from the Employee Handbook), it is expected that your work attire portrays a professional and appropriate appearance. This is important in order for SOAR to maintain a positive image with students, parents, staff and the community. We trust you will take the necessary steps to comply with the dress code and that ultimately, it is your responsibility to make the change. Failure to align your attire with the policy may lead to further disciplinary action.

_____ _____

Employee Name Date

_____Excessive bra Straps

_____Top is too revealing

_____Shorts, skirt, dress too short

_____Ripped attire

_____Remove facial piercing

_____Inappropriate content portrayed

_____Baggy/saggy pants

_____Other_____

_____

_____ 1st Offense

_____ 2nd Offense

_____ 3rd Offense – Your supervisor may schedule a meeting

_____ 4th Offense – Your supervisor may schedule a meeting with Human Resources

_____

Supervisor's Signature

APPENDIX D

Attendance Warning

SOAR understands the need for occasional time off for personal matters and illnesses. However, you are possibly moving toward failure to meet acceptable attendance standards. You are reminded that requested time off must be submitted in writing and is contingent upon supervisor approval.

The purpose of this warning is to emphasize the seriousness of your attendance record (absenteeism and tardiness). Further, you are hereby warned of additional disciplinary action following the *Progressive Discipline Procedure* outlined in the Employee Handbook if your attendance does not improve.

Because your absences/tardiness from work are occurring so frequently, your attendance cannot be relied on and the value of your services are greatly reduced value. Attendance at work is an essential element of your position and the employment relationship.

Your record of frequent absences has placed an undue hardship on your co-workers who must assume your assigned duties during your absences.

Number of Absences_____

Number of Tardy/Late_____

Time Frame_____

Comments:_____

_____

_____

_____Attendance/Tardiness to work is causing a hardship on coworkers

_____Absences occurred in conjunction with scheduled days off, weekends, and/or holidays.

_____Absences occurred on a scheduled professional development day.

_____Effective immediately upon receipt of this letter, you are required to present a completed Physician's/Practitioner's Statement for all sick leave usage.

_____

Employee Name

_____ _____

Supervisor Signature Date

APPENDIX E

Deadline Warning

As an employee of SOAR Charter Academy, you are often expected to meet deadlines pertaining to a variety of tasks.

It is important to meet deadlines so that the recipient receives the needed information and/or completed task to ensure the continued smooth operation of the school.

Meeting deadlines also avoids any unnecessary delays and avoid over working yourself because you haven't met the deadlines given.

Hold yourself accountable. If you have made a commitment to complete a project by a certain time, it is your responsibility to make sure that you do so. Ensure that you are a hundred percent clear on what is expected of you, and the timeline the project should be completed in.

Administration understands that on occasion unforeseeable factors may contribute to an unmet deadline. You are expected to have open communication and continued dialogue when you are aware that a deadline may/will be missed.

Number of Deadlines Missed_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Employee Name

_____

Date

_____

Supervisor Signature

Continued failure to meet deadlines may result in further disciplinary action which may include release from your at-will employment.

APPENDIX F

Fundraiser Request Form

Forms to be turned in to Mely

*All fundraisers must be approved in advance
*All receipts must be turned in for reimbursement
*DO NOT keep cash; all money collected must be turned in to Mely **DAILY**

Date of request:_____

Date(s) of fundraiser_____

Person/persons requesting fundraiser_____
_____

Description of fundraiser (including purpose):_____
_____
_____
_____
_____
_____
_____

Description of what is needed to get started (monetary, supplies etc.)
*If items are purchased for reimbursement, receipts MUST be submitted with the reimbursement request.

_____
_____
_____
_____
_____
_____
_____

O Approved

O Denied

_____ _____
Director Signature Date

APPENDIX G

Workplace Violence Prevention Plan

Workplace violence is any behavior that is violent, threatens violence, coerces, harasses, or intimidates others, interferes with an individual's legal rights of movement or expression, or disrupts the workplace, the academic environment, or the School's ability to provide services. Examples of workplace violence include, but are not limited to:

Disruptive behavior is defined as the intent to disturb, interfere with or prevent normal work activities (such as yelling, using profanity, verbally abusing others, or waving arms and fists).

Intentional physical contact for the purpose of causing harm (such as slapping, stabbing, punching, striking, shoving, or other physical attack).

Menacing or threatening behavior, including bullying, (such as throwing objects, pounding on a desk or door, damaging property, stalking, or otherwise acting aggressively; or making oral or written statements specifically intended to frighten, coerce, or threaten) where a reasonable person would interpret such behavior as constituting evidence of intent to cause harm to individuals or property.

Possessing firearms, imitation firearms, knives or other dangerous weapons, instruments or materials. No one within the School community shall have in their possession a firearm or other dangerous weapon, instrument or material that can be used to inflict bodily harm on an individual or damage to the School property.

SOAR Charter Academy is committed to creating and maintaining a workplace and learning environment where violence or threats directed towards any person will not be tolerated. The School will actively work to prevent and eliminate violence, threatening behavior, and harassment on campus. The School will respond promptly and decisively to violence, threatening behavior, and harassment on campus.

Any and all forms of violence, threatening behavior or harassment which involve or affect the School, or which occur on the School campus is prohibited by this policy. For purposes of this policy, "the campus" is collectively defined as the School's premises, any off-campus location where an employee is on official duty or travel status and related facilities. This includes threatening behavior, violent actions, and harassment among and between all persons on campus, such as; School employees directed against supervisors, by employees directed against other employees, by employees directed against students, or visitors, and by visitors.

Engaging in violent, threatening behavior or harassment has been and is considered a serious form of employee or student misconduct. Reports of such acts will be promptly investigated, and action will be taken, as necessary, to appropriately address each incident. The School will take action which may include the termination of an employee(s) involved in such acts, disciplining students, and the timely involvement of law enforcement agencies, when appropriate. Actions may also include removal of third-party vendors from campus or termination of contracts with such vendors.

Incidents of workplace violence, threats of workplace violence, or observations of workplace violence are not to be ignored by any member of the School community. Employees should alert their supervisors, Security, or the Human Resources Department of any suspicious workplace activity or situations that they observe or of which they are aware, such as threats or acts of violence, aggressive behavior, offensive acts, threatening or offensive comments or remarks, or the presence of weapons on School property. Violent acts, potential hazards, or concerns may be reported without fear of reprisal or retaliation.

REPORTING ACTS OR THREATS OF VIOLENCE:
An employee who:
1. is the victim of violence, or
2. believes they have been threatened with violence, or
3. witnesses an act or threat of violence towards anyone else shall take the following steps:
- If an emergency exists and the situation is one of immediate danger, the employee shall contact the local police officials by dialing 9-1-1, and may take whatever emergency steps are available and appropriate to protect himself/herself from immediate harm, such as leaving the area.
- If the situation is not one of immediate danger, the employee shall report the incident to the appropriate supervisor as soon as possible and complete the Workplace Violence Incident Report Form.
- Employees have the right to file a complaint with the police department on their own.

Employee reports made pursuant to this policy will be held in confidence to the maximum possible extent. The School will not condone any form of retaliation against any employee for making a report under this policy. It is important that all members of the School community take this responsibility seriously to effectively maintain a safe working and learning environment.

INCIDENT INVESTIGATION:
Acts of violence or threats will be investigated immediately in order to protect employees from danger, unnecessary anxiety concerning their welfare, and the loss of productivity. The employee's Department Director will cause to be initiated an investigation into potential violation of work rules/policies. Simultaneously, the Department Director will refer the matter to local police for their review of potential violation of civil and/or criminal law.

Procedures for investigating incidents of workplace violence include:
- Visiting the scene of an incident as soon as possible.
- Interviewing injured and threatened employees and witnesses.
- Examining the workplace for security risk factors associated with the incident, including any reports of inappropriate behavior by the perpetrator.
- Determining the cause of the incident
- Taking mitigating action to prevent the incident from recurring. Recording the findings and mitigating actions taken.
-Employer may obtain a restraining order on behalf of the reporting employee. The reporting employee has the right to include or exclude their name from the restraining order.
In appropriate circumstances, SOAR will inform the reporting individual of the results of the investigation.

DEFINITIONS

Act of Violence
The attempt (coupled with the ability), or actual use of force or violence with the intent to threaten, harass, intimidate, intentionally commit an injury to self or others, or damage or destroy property.

Harassment
The creation of a hostile work environment through unwelcome words, actions, or physical contact not resulting in physical harm. Verbal harassment may include disparaging or derogatory comments or slurs, unreasonable or excessive criticism, or name calling.

Intimidate
To make afraid; to frighten, alarm, or scare. To force a person into, or deter them from, some action by inducing concerns for their safety by means of any physical action and/or verbal comment.

Bullying
Repeated unwanted, aggressive behavior toward another person. Seeking to harm, intimidate, or coerce.

Stalking
Any person willfully, maliciously, and repeatedly harassing another by any means, direct or indirect, that causes a reasonable person fear for his/her safety or the safety of his/her immediate family.

Threat
An action (verbal, written or physical) which is intended to intimidate by expressing the intent to harass, hurt, take the life of another person, or damage or destroy property. This includes threats made in jest, but which others could perceive as serious.

Workplace
Anywhere a SOAR employee is conducting authorized business; enroute to and from (excluding normal commute) a location where SOAR business is, will be, or has been conducted.

Knowingly making a false report under this policy is prohibited.

Workplace Violence Incident Report

EMPLOYEE (VICTIM) INFORMATION:

Today's Date			
Employee (victim) First Name		Employee (victim) Last Name	
Street Address		City, State, Zip	
Phone Number			
Job Title			
Supervisor		Supervisor email	

INCIDENT INFORMATION:

Date of Incident		Time of Incident	
		Location of Incident	
Were you injured?	☐Yes ☐No	If yes, nature/extent of injury?	
Did you seek medical treatment	☐Yes ☐No	Where was medical treatment given? What was the outcome? Submit supporting Documentation	

O Type 1 – Violence committed by a person who has legitimate business at the workplace.

O Type 2 – Violence committed by a customer, client, parent, student, visitor, or volunteer.

O Type 3 – Violence committed by a present or former employee, supervisor, or director.

O Type 4 – Violence committed by a nonworker with a personal relationship with the employee.

Classify the type of person committing the violence (e.g., customer, client or their family member, coworker, spouse, partner, significant other, parent, other family member, or stranger._____

Other – please explain	

OTHER EMPLOYEES:

Were there any other employees involved?	☐Yes ☐No	If yes, please list below	
Name of Employee(s):		Title of Employee(s):	

WITNESS INFORMATION:

Witness Name(s):		Witness Phone Number(s)	

Describe Incident: -Include events leading up to the incident -Specific language of the threat -Specific details of the threat or act of violence -How the incident ended	
Provide details of incident: *(Attach additional sheets if necessary)*	

ASSAILANT/PERPRETATOR INFORMATION:

Assailant(s)/Perpetrator(s) Name: _____ Relationship to the Victim: CoWorker Supervisor Director Visitor Former Employee Contractor/Vendor Spouse/Partner/Relative Parent Other:	Who was notified? (supervisor, HR) _____ Date Notified: _____ Time Notified: _____

Employee Signature _____

Date _____

Human Resources

Date Incident Report Received_____

Immediate Action Taken:

Details of Investigation:

Human Resources Signature:_____

APPENDIX H

CATASTROPHIC LEAVE POLICY

The purpose of this policy is to permit an employee of SOAR Charter Academy ("SOAR") to contribute a portion of his or her accrued paid sick leave to another employee when the other employee has suffered a catastrophic illness, injury or life event requiring absence from work for a prolonged period of time.

"Catastrophic injury or illness" is defined as a life-threatening injury or illness of an employee which totally incapacitates the employee from work, as verified by a licensed physician, and forces the employee to exhaust all leave time earned by that employee, resulting in the loss of compensation for the employee. Acute chronic illnesses or injuries, such as cancer or major surgery, which result in intermittent absences from work and which are long-term in nature and require long recuperation periods, may be considered catastrophic. Catastrophic injury or illness may also include time to care for an immediate family member (parent, spouse, son/daughter, sister/brother, parent-in law, son/daughter-in-law, grandparents, grandchild, child under guardianship. Conditions that are short-term in nature, including but not limited to common illnesses (influenza, measles, etc.) and common injuries (back pain, broken limb, sprained ankle, etc.) are generally not catastrophic.

"Catastrophic life event" is defined as a death in the employee's immediate family (parent, spouse, son/daughter, sister/brother, parents-in-law, son/daughter-in-law, grandparents, grandchild, child under guardianship).

An employee who requests catastrophic leave donations must personally be addressing a catastrophic illness, injury or life event that has resulted in, or is anticipated to result in, the exhaustion of all of his/her accrued paid leave, including but not limited to sick leave and vacation time.

Participation in this program is voluntary. Recipient employees shall not offer anything of value to another employee in exchange for donating leave. Likewise, donating employees shall not receive anything of value from another employee in exchange for donating leave.

RECIPIENT ELIGIBILITY

An employee is only eligible to receive leave donations under this policy if he/she is a regular, employee who has been in active work status for SOAR Charter Academy. Legally protected leaves of absence pursuant to the Family Medical Leave Act ("FMLA"), Americans with Disabilities Act ("ADA"), Fair Employment and Housing Act ("FEHA"), Pregnancy Disability Leave ("PDL"), California Family Rights Act ("CFRA"), or similar federal, state, or local law shall not be considered a break in service for the purposes of determining whether the employee has been in an active work status for the requisite amount of time.

No employee may request to receive catastrophic leave more than one (1) time within a 24-month period without special consideration from a director.

DONOR ELIGIBILITY

An employee is only eligible to donate leave under this policy if he/she is a regular employee who is in active work status for SOAR Charter Academy. Legally protected leaves of absence pursuant to the Family Medical Leave Act ("FMLA"), Americans with Disabilities Act ("ADA"), Fair Employment and Housing Act ("FEHA"), Pregnancy Disability Leave ("PDL"), California Family Rights Act ("CFRA"), or similar federal, state, or local law shall not considered a break in service for the purposes of determining whether the employee has been in an active work status for the requisite amount of time.

PROCESS FOR REQUESTING CATASTROPHIC LEAVE

Catastrophic leave requests must be submitted in writing to SOAR and include a medical certification if the request is based on a catastrophic injury or illness.

Upon receiving the catastrophic leave request, a Director or designee shall determine the appropriateness of the request and whether the employee has exhausted all accrued paid leave credits.

When the above verification and determinations are made, a Director or designee may approve the transfer of sick leave credits. **There is no right to receive catastrophic leave.** The Principal or designee may in his/her unreviewable discretion decline an employee's request for catastrophic leave benefits for any reason.

If the recipient employee's request is granted, a Director or designee shall inform employees of the means by which donations may be made in response to the employee's request. **All transfers of eligible leave credit shall be irrevocable.**

Donating employees shall remain anonymous. SOAR will not identify the donor publicly or to the recipient employee, but some employees may need to be made aware of the donation in order to process and administer the donation.

An employee who receives paid leave pursuant to this program shall use any leave credits that he/she continues to accrue on a monthly basis (if applicable) before receiving paid leave pursuant to this program. No employee shall receive more than forty (40) donated sick leave days.

If the employee is also receiving State Disability Insurance ("SDI") or Paid Family Leave ("PFL") benefits, which is paid on a weekly basis, the total amount of catastrophic leave pay the employee may receive on a weekly basis, when added to the amount of SDI or PFL benefits the employee is receiving, shall not exceed the employee's total weekly salary.

The employee who is recipient of the donated leave credits shall use those credits in compliance with their approved application for catastrophic leave. If there are more leave days donated than needed for the classified catastrophic leave period, leave days will be accredited back to the employees that provided the leave day donation.

APPLICATION FOR CATASTROPHIC LEAVE BENEFITS

Employee Name: Job Title:

Reason for requesting Catastrophic Leave:

☐ Catastrophic Illness or Injury ☐ Catastrophic Life Event

Date the Catastrophic Leave Will Begin: _____

Date the Catastrophic Leave Will End: _____

****Important Note:** *You must have the attached medical certification completed by your health care provide to verify the dates listed above if your request is based on a catastrophic illness or injury. No additional documentation is necessary for catastrophic life events.*

By signing below, you acknowledge the following:

1. You have reviewed the SOAR Charter Academy ("SOAR") Catastrophic Leave Policy and to the best of your knowledge, you meet the minimum qualifications to participate in this program;
2. All of the information submitted in connection with this application is true and accurate;
3. You are prohibited from accepting employment with any other employer during any leave of absence without SOAR's written permission, and doing so without written permission will be deemed a resignation from employment;
4. You consent to your health care provider disclosing the information sought in the attached medical certification to SOAR;
5. You consent to SOAR contacting other staff members on your behalf to request donations to the catastrophic leave bank; and
6. You do not have a right to receive catastrophic leave benefits and your application can be denied by the Directors or designee for any reason.

Employee Signature: _____ Date: _____

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For completion by the Employee's Health Care Provider:

Physician's or Practitioner's Name: _____ Telephone: _____

Business Address: _____

****IMPORTANT NOTE:** *The California Genetic Information Nondiscrimination Act of 2011 (CalGINA) and the federal Genetic Information Nondiscrimination Act of 2008 (GINA) prohibit employers and other covered entities from requesting, or requiring, genetic information of an individual or family member of the individual, except as specifically allowed by law. To comply, we are asking that you not provide any genetic information when responding to this request for medical information. "Genetic information," as defined by CalGINA and GINA, includes information about the individual's or the individual's family member's medical history, the results of an individual's or family member's genetic tests, information regarding the manifestation of a disease or disorder in a family member of an individual, information from genetic services, including the fact that an individual or an individual's family member sought or received genetic services, participation in clinical research that includes genetic services by an individual or any family member of the individual, and genetic information of a fetus carried by an individual or an individual's family member or an embryo lawfully held by an individual or family member receiving assistive reproductive services. "Genetic information" does not include information about an individual's sex or age.*

Instructions for the health care provider: The employee listed above has requested leave to care for himself/herself. Please answer fully and completely all applicable parts below. Several questions seek a response as to the frequency or duration of a condition, treatment, etc. Your answer should be your best estimate based upon your medical knowledge, experience and examination of the patient. Please be as specific as you can and limit your responses solely to the condition for which the patient needs leave. Please be sure to sign the form. **PLEASE DO NOT DISCLOSE THE UNDERLYING DIAGNOSIS, INCLUDING ANY GENETIC INFORMATION*, WITHOUT THE CONSENT OF THE PATIENT.** Do not provide information about genetic tests, as defined in 29 CFR 1653.3 (f), genetic services, as defined in 29 CFR 1635.3 (e), or genetic information, as defined by CalGINA or GINA. Please be sure to sign the form.

1. Date medical condition or need for treatment commenced:

   _____

2. Probable duration of medical condition or need for treatment:

   _____

3. Does the patient's condition qualify as a "serious health condition"? A "serious health condition" means an illness, injury (including but not limited to, on-the-job injuries), impairment, or physical or mental condition of the employee that involves either inpatient care or continuing treatment.

   ☐ Yes ☐ No

4. If the certification is for the serious health condition of the employee, please answer the following:

   a. Is the employee able to perform work of any kind?

      ☐ Yes ☐ No (If "no" skip next question)

   b. Is the employee unable to perform any one or more of the essential functions of the employee's position? (Answer after reviewing the attached job description provided by the employee that includes the essential functions of the employee's position.)

      ☐ Yes ☐ No

      If yes, to 4b, please identify the job functions the employee is unable to perform.

      _____

      _____

5. Estimate the period of time care is needed: _____

_____ _____

Signature of Health Care Provider Date

_____ _____

Signature of Employee Date

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APPENDIX I

Notice of Sick Leave Exhaustion

We regret to inform you that you have exhausted your allotted sick leave for the current calendar year. We understand that unexpected illnesses and personal circumstances can arise, and we have accommodated your needs to the best of our ability within our sick leave policy.

Moving forward, any further absences due to illness or personal reasons will be considered as unpaid leave, as per company policy. We encourage you to review the company's leave policies outlined in the employee handbook for further clarification.

If you are an exempt (salary) employee, any further unpaid time off must be taken in full-day increments. Half-day requests will not be honored.

Hourly employees may continue to take unpaid time off in any increments.

Please feel free to reach out to Tammi Martinez if you have any questions or concerns regarding this matter. We value your employment here at SOAR and want to assist you if we can.

I acknowledge that I am fully aware that I no longer have accumulated or banked sick/personal time off available for the current school year. I understand that any further time off that I request will be taken unpaid.

I also understand that if I am an exempt employee, I will be required to take any further time off in full-day increments and any half day requests will not be honored.

Initial **only** if exempt

_____

_____ _____

Employee Signature Date

_____ _____

HR Signature Date Received

APPENDIX J

Employee Time Clock Discipline Form

Employee Information:

Name:_____ Position_____

Supervisor:_____

Previous Warnings/Action for same infraction:

_____Verbal

_____Written

_____Suspension

_____Other:_____

Description of Infraction(s):

- **Clocked in too early:**
  - Date(s): _____
  - Time Clocked In: _____
  - Scheduled Start Time: _____
  - Notes: _____
- **Clocking out late for unauthorized overtime:**
  - Date(s): _____
  - Time Clocked Out: _____
  - Scheduled End Time: _____
  - Notes: _____
- **Not clocking in/out for required meal breaks when scheduled.**
  - Date(s): _____
  - Scheduled Break Time: _____
  - Actual Break Time: _____
  - Notes: _____
- **Not correcting time clock errors in a timely manner (must be completed within 24 hrs.)**
  - Date of error(s): _____
  - Date corrected (or not corrected at all)_____
  - Notes: _____

Current Action Taken. Date:_____

_____Verbal

_____Written

_____Suspension

_____Termination

_____Other:_____

Employee Acknowledgment:

I acknowledge that I have been informed of the above violations and understand the company policies regarding time clock usage. I understand that further infractions may lead to additional disciplinary action, up to and including termination.

_____

Employee Signature

_____

Supervisor Signature

APPENDIX K

SOAR Staff Complaint Form

Employee Name:

Date of Complaint:

1. **Details of the Complaint:** Please describe the incident or issue in detail, including who was involved, what happened, and any contributing factors. Be as specific as possible.

2. **Have you discussed this issue with anyone?**
   - ☐ Yes
   - ☐ No

If yes, please provide details of the conversation(s), including date(s) and outcome(s):

3. **Desired Outcome/Resolution:** What would you like to see happen as a result of your complaint?

Confidentiality & Follow-Up

- Your complaint will be treated confidentially to the best of admins ability and reviewed by appropriate personnel.

For Office Use Only:
Received by:

Date Received:

Follow-up Actions Taken:

Complaint Resolved:
☐ Yes ☐ No
If no, reason: _____

APPENDIX L

AB 1955 (SAFETY Act) LGBTQ + Student Rights & Privacy

SOAR Charter Academy is committed to fostering a safe, inclusive, and supportive environment for all students, including those who identify as LGBTQ+. In compliance with California Assembly Bill 1955 (the SAFETY Act), this policy affirms student privacy rights, prohibits retaliation against staff for following legal educational standards, and ensures alignment with forthcoming statewide support resources.

Non-Retaliation for Supporting Student Rights
No SOAR Charter Academy employee, volunteer, or contractor shall face retaliation—such as discipline, demotion, suspension, dismissal, or harassment—for:

- **Upholding student rights related to gender identity, gender expression, or sexual orientation;**
- **Delivering instruction aligned with the California Healthy Youth Act or using state-approved educational materials;**
- **Participating in or supporting practices that affirm students' dignity and rights under California law.**

All SOAR Charter Academy personnel are prohibited from disclosing a student's gender identity, gender expression, or sexual orientation to any third party—including parents or guardians—without the student's voluntary consent, unless otherwise required by federal law or a lawful court order.

This protection is rooted in Education Code § 220.3 and reflects our commitment to respecting students' rights to privacy and autonomy.
SOAR Charter Academy does not adopt or enforce any policy that contradicts AB 1955. Any rule or directive requiring staff to disclose a student's gender identity, expression, or orientation without consent is void and unenforceable. All employees are directed to follow this policy and state law as the standard of practice.

In accordance with Education Code §§ 217 and 218, SOAR Charter Academy will adopt and make accessible the student support resources issued by the California Department of Education. These may include, but are not limited to:

- **LGBTQ+ inclusive counseling and mental health support;**
- **Safe spaces, student-led clubs, and peer advocacy;**
- **Training and guidance for staff to support diverse student identities;**
- **Resources for families of LGBTQ+ students.**

These materials will be made available on campus, in staff training, and through our school communications.

Employee Responsibility and Reporting
All SOAR Charter Academy staff are responsible for complying with this policy and completing any required training. Questions or concerns about privacy obligations or curriculum protections should be directed to administration or the Human Resources designee.
Employees who believe they have experienced retaliation or been asked to violate this policy should report the incident immediately to school leadership.

Legal Reference:

- **California Education Code §§ 220.1, 220.3, 220.5, 217, 218**
- **AB 1955 (2024) – The SAFETY Act**

AB 1955 (SAFETY Act) – Staff Summary

Effective Dates:

- **Privacy & Nondisclosure: July 15, 2024**
- **Full Implementation (Resources & Protections): January 1, 2025**

🔒 Student Privacy

- **Staff may not disclose a student's gender identity, gender expression, or sexual orientation to anyone (including parents) without the student's consent, unless legally required.**

🛡️ Staff Protection

- **Staff are protected from retaliation for:**
  - **Supporting students' gender identity and rights**
  - **Teaching state-required content (e.g., Healthy Youth Act)**
  - **Using state-approved curriculum and materials**

🚫 Invalid Policies

- **Any school or district policy that requires outing students is unenforceable.**
- **SOAR Charter Academy does not support or implement any such policy.**

🧭 Support Resources (Starting January 1, 2025)

- **SOAR will adopt and share state-provided resources to support LGBTQ+ students, including:**
  - **Counseling access**
  - **Safe spaces**
  - **Family & community support links**
  - **Staff training opportunities**

✅ Your Responsibility

- **Follow all privacy guidelines**
- **Support student dignity and inclusion**
- **Report retaliation or violations to administration**

SOAR Charter Academy
Academic Calendar 2026 ~ 2027

(5 days/ 4 days rotating weekly when not affected by a holiday) ~ 175 Academic School Days

August 2026

S	M	T	W	TH	F	S
				July 30	July 31	1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

17 instructional days

September 2026

S	M	T	W	TH	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

20 instructional days

October 2026

S	M	T	W	TH	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

19 instructional days

November 2026

S	M	T	W	TH	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

14 instructional days

December 2026

S	M	T	W	TH	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

13 instructional days

January 2027

S	M	T	W	TH	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

14 instructional days

February 2027

S	M	T	W	TH	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

18 instructional days

March 2027

S	M	T	W	TH	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

19 instructional days

April 2027

S	M	T	W	TH	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

14 instructional days

May 2027

S	M	T	W	TH	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

18 instructional days

June 2027

S	M	T	W	TH	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

9 instructional days

July 2027

S	M	T	W	TH	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Academic School Days

Weekend

Holidays

Thanksgiving/Christmas/ Spring/Summer Break

Extended Learning/Summer School (Optional)

Conferences and/or Minimum Days

Teacher/Staff Workdays

Coversheet

Approval of 2026-2027 Parent Handbook

Section:	IV. Action Items
Item:	J. Approval of 2026-2027 Parent Handbook
Purpose:	Vote
Submitted by:	
Related Material:	Parent Handbook Summary 26_27.pdf FINAL2026-2027 Parent:Student Handbook.pdf

New Policies & Sections- Parent Handbook 2026/2027

1. Caregiver's Authorization Affidavit

- Added information regarding enrollment and authorization rights for students residing with caregivers.

2. Independent Study Policy

- New section outlining eligibility, procedures, deadlines, and expectations for independent study.

3. Student Energy Drink Prohibition Policy

- Students are prohibited from bringing or consuming energy drinks at school or school-sponsored activities.

4. Extreme Weather, Air Quality, and Outdoor Activity Safety Policy

- Expanded safety guidelines addressing excessive heat, poor air quality, wildfire smoke, and outdoor activity restrictions.

5. Student Sales & Fundraising Policy

- Clarifies that students may only sell items as part of approved school-sponsored fundraisers.

Expanded & Revised Policies

7. Attendance Policy

- Updated attendance expectations and procedures.
- Additional information regarding chronic absenteeism and the importance of regular attendance.
- Additional information regarding Attendance Recovery

9. Personal Electronic Devices

- Updated policy addressing cell phones, smartphones, AirPods, smart watches, and other electronic devices used during an emergency situation

10. Volunteer/Parent Conduct

- Expanded expectations for parent, volunteer, and visitor behavior while on campus and at school events.

SOAR
Charter Academy

2026 ~ 2027

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.

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.

Caregiver's Authorization Affidavit

In accordance with California law, a student may be enrolled by a caregiver acting on behalf of a parent or legal guardian through the use of a valid Caregiver's Authorization Affidavit. The affidavit may allow the caregiver to enroll the student in school and authorize school-related medical care as permitted by law. Additional documentation may be requested by the school to verify residency or caregiving status.

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.

Bell Schedules

2025-2026 BELL SCHEDULE

MORNING	
7:55 AM	Line Up
8:00-8:40	PE-Middle School
8:40- 8:50	Nutrition Break
8:50- 10:16	Block 1
9:30-9:45	1st/2nd/3rd Recess
9:50-10:05	4th/5th/6th Recess
10:16- 11:42	Block 2

LUNCH	
10:55-11:40	1st/2nd/3rd Lunch
11:05 - 11:50	Kinder Lunch
11:20 - 12:05	4th/5th/6th Lunch
11:42-12:18	MIDDLE LUNCH

AFTERNOON	
12:18-1:44	Block 3
1:20-1:35	1st/2nd/3rd Recess
1:40-1:55	4th/5th/6th Recess
1:44 - 3:10	Block 4
3:00	Dismissal
3:10	MIDDLE SCHOOL Dismissal

MINIMUM DAY	
7:55	Line Up
8:00-8:40	PE
8:40-8:50	MIDDLE Nutrition Break
8:50-10:10	Block 1/Block2
9:30-9:45	1st/2nd/3rd Recess
9:50-10:05	4th/5th/6th Recess
10:10-11:30	Block 3/Block4
10:30-11:05	K-3rd Lunch
10:50-11:25	4th-6th Lunch
11:30-12:00	MIDDLE LUNCH
12:00	Dismissal

RAINY DAY LUNCH	
10:50 -11:20	K/1st/2nd/3rd
11:25-11:55	4th/5th/6th
12:00-12:30	7TH/8TH

Attendance Works

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.

Attendance Works

eep Your Child On Track in Middle and High
chool: Pay Attention to Attendance

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

D YOU KNOW?

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

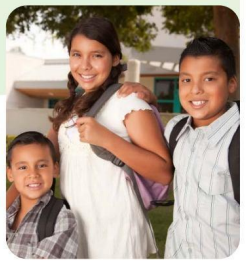
HAT YOU CAN DO

e school attendance a priority

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

your teen stay engaged

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



municate 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

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ATTENDANCE MATTERS!

Every Day Counts. Every Moment Matters.

Regular school attendance is one of the strongest predictors of student success. Students who attend school consistently build stronger academic skills, maintain positive routines, develop social connections, and stay engaged in learning.

At SOAR Charter Academy, we believe attendance is a partnership between the school and families. Our goal is to work together to ensure students are present, engaged, and ready to learn each day. Missing school frequently — even for excused reasons — can result in lost instructional time, missed learning opportunities, and difficulty keeping pace academically.

PLAN AHEAD! TAKE ADVANTAGE OF SCHOOL BREAKS.

Families are encouraged to schedule appointments, vacations, and non-emergency travel during school breaks whenever possible. SOAR provides several **extended breaks** throughout the school year to help families plan trips and personal activities while minimizing missed instructional time.

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...	When a student misses **4** days a month...
They will miss **20 DAYS** a year.	They will miss **40 DAYS** a year.
They will miss **30 HOURS** of math over the school year.	They will miss **60 HOURS** of math over the school year.
They will miss **60 HOURS** of reading & writing over the school year.	They will miss **120 HOURS** of reading & writing over the school year.
They will miss over **1 YEAR** of school by graduation.	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

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.

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.

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
- 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:
    - **The date of the instruction**
    - The name of the organization or affiliation of each guest speaker
    - 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.

Independent Study Policy

SOAR Charter Academy ("Charter School") may offer independent study to meet the short-term educational needs of the following pupils enrolled in the Charter School:

1) A pupil who is unable to attend in-person instruction due to exposure to, infection with, or other communicable disease or health-related condition, pursuant to local or state public health guidance;
2) Any student who will be unable to attend in-person instruction, regardless of reason, for more than 3 consecutive school days.
3) In the case of independent study required to be offered due to school closure or material decrease in attendance under one or more of the circumstances described in Education Code Sections 46392 and 46393 for which the Charter School files an affidavit seeking an allowance of attendance due to emergency conditions. In this case, independent study will be offered in accordance with the Charter School Independent Study Policy for Emergency Conditions.

Independent study is an optional educational alternative in which no pupil may be required to participate and is designed to teach the knowledge and skills of the core curriculum. The Charter School shall provide appropriate existing services and resources to enable pupils to complete their independent study successfully. The following written policies have been adopted by the SOAR Charter Academy Board of Directors for implementation at Charter School:

1. For pupils in all grade levels and programs, TK-8, offered by the Charter School, the maximum length of time that may elapse between the time an assignment is made and the date by which the pupil must complete the assigned work shall be ten (10) school days.

2. The Director of Instruction and Assessment or designee shall conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study upon the following triggers:
    a. When any pupil fails to complete five (5) assignments during any period of ten (10) school days.
    b. In the event a student's educational progress falls below satisfactory levels as determined by ALL of the following indicators:
        i. The pupil's achievement and engagement in the independent study program, as indicated by the pupil's performance on applicable pupil-level measures of pupil achievement and pupil engagement set forth in Education Code Section 52060(d) paragraphs (4) and (5).

ii. The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.
iii. Learning required concepts, as determined by the supervising teacher.
iv. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.

A written record of the findings of any evaluation conducted pursuant to this policy shall be treated as a mandatory interim pupil record. The record shall be maintained for a period of three years from the date of the evaluation and, if the pupil transfers to another California public school, the record shall be forwarded to that school.

3. The Charter School shall provide content aligned to grade level standards that is substantially equivalent to in-person instruction.

4. The Charter School has adopted tiered reengagement strategies* for the following pupils:

   a. all pupils who are not generating attendance for more than 10 percent of required minimum instructional time over four continuous weeks of the Charter School's approved instructional calendar,
   b. pupils found not participatory in synchronous instructional offerings pursuant to Education Code Section 51747.5 for more than 50 percent of the scheduled times of synchronous instruction in a school month as applicable by grade span, or
   c. pupils who are in violation of the written agreement pursuant to Education Code Section 51747(g).

   These procedures shall include local programs intended to address chronic absenteeism, as applicable, with at least all of the following:

   d. Verification of current contact information for each enrolled pupil.
   e. Notification to parents or guardians of lack of participation within one (1) school day of the recording of a non-attendance day or lack of participation.
   f. A plan for outreach from the school to determine pupil needs, including connection with health and social services as necessary.
   g. A clear standard for requiring a pupil-parent-educator conference to review a pupil's written agreement and reconsider the independent study program's impact on the pupil's achievement and well-being, consistent with the policies adopted pursuant to paragraph (4) of subdivision (g) of Education Code Section 51747.

5. The following plan shall be in place in accordance with Education Code Section 51747(e) for synchronous instruction and live interaction*:

   a. For pupils in transitional kindergarten through grade 3, inclusive, the Charter School will provide opportunities for classroom-style instruction or designated small group or one-on-one daily synchronous instruction for all pupils throughout the school year by the teacher or teachers of record through internet communications (i.e. Zoom or Google Classroom).
   b. For pupils in grades 4-8, inclusive, the Charter School will provide opportunities for classroom-style instruction or designated small group or one-on-one weekly synchronous instruction for all pupils throughout the school year by the teacher or teachers of record through internet communications (i.e. Zoom or Google Classroom).

c. The Charter School will additionally provide all pupils in grades 4-8 opportunities for daily live interaction between the pupil and an employee of the Charter School, which may include peers, provided for the purpose of maintaining school connectedness, including, but not limited to, wellness checks, progress monitoring, provision of services, and instruction. This interaction may take place in person, or in the form of internet or telephonic communication.

6. The Charter School shall transition pupils whose families wish to return to in-person instruction from independent study expeditiously, and, in no case, later than five instructional days from receipt of parent/guardian request.

Independent Study Enrollment Deadlines

To ensure sufficient instructional time for students to demonstrate mastery of grade-level standards and complete all required coursework, requests to begin Independent Study for the remainder of the school year shall be subject to the following deadlines:

Elementary School (TK–5)

- Students must enroll in Independent Study no later than **November 1** to participate for the remainder of the First Trimester.
- Students must enroll in Independent Study no later than **March 1** to participate for the remainder of the Second Trimester.
- Students must enroll in Independent Study no later than **June 1** for participation through the remainder of the school year.

Middle School (Grades 6–8)

- Students must enroll in Independent Study no later than **December 1** to participate for the remainder of the First Semester.
- Students must enroll in Independent Study no later than **June 1** for participation through the remainder of the school year.

Requests received after the applicable deadline will be reviewed on a case-by-case basis and may be denied if insufficient instructional time remains for the student to successfully complete course requirements, demonstrate mastery of standards, or earn applicable credits or academic progress toward promotion.

** The tiered reengagement strategies, plan for synchronous instruction and live interaction, and plan to transition pupils whose families with to return to in-person instruction shall not apply to pupils who participate in an independent study program for fewer than 16 schooldays in a school year and pupils enrolled in a comprehensive school for classroom-based instruction who, under the care of appropriately licensed professionals, participate in independent study due to necessary medical treatments or inpatient treatment for mental health care or substance abuse. Local educational agencies shall obtain evidence from appropriately licensed professionals of the need for pupils to participate in independent study pursuant to this subdivision. These sections shall not apply to independent study offered due to school closure or material decrease in attendance for 16 school days or less for affected pupils under one or more of the circumstances described in Education Code Sections 41422 and/or 46392, and 46393 for which the Charter School files an affidavit seeking an allowance of attendance due to emergency conditions.*

7. A current written agreement shall be maintained on file for each independent study pupil, including but not limited to, all of the following:

    a. The manner, time, frequency, and place for submitting a pupil's assignments, for reporting the pupil's academic progress, and for communicating with a pupil's parent or guardian regarding a pupil's academic progress.
    b. The objectives and methods of study for the pupil's work, and the methods used to evaluate that work.
    c. The specific resources, including materials and personnel, that will be made available to the pupil. These resources shall include confirming or providing access to all pupils to the connectivity and devices adequate to participate in the educational program and complete assigned work.

        A statement of the policies adopted pursuant to subdivisions (a) and (b) of Education Code Section 51747 regarding the maximum length of time allowed between the assignment and the completion of a pupil's assigned work, the level of satisfactory educational progress, and the number of missed assignments allowed before an evaluation of whether or not the pupil should be allowed to continue in independent study.

    d. The duration of the independent study agreement, including the beginning and ending dates for the pupil's participation in independent study under the agreement. No independent study agreement shall be valid for any period longer than one school year.
    e. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the pupil upon completion.
    f. A statement detailing the academic and other supports that will be provided to address the needs of pupils who are not performing at grade level, or need support in other areas, such as English learners, individuals with exceptional needs in order to be consistent with the pupil's individualized education program or plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), pupils in foster care or experiencing homelessness, and pupils requiring mental health supports.
    g. The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no pupil may be required to participate. In the case of a pupil who is referred or assigned to any school, class, or program pursuant to Section 48915 or 48917, the agreement also shall include the statement that instruction may be provided to the pupil through independent study only if the pupil is offered the alternative of classroom instruction.
    h. For a pupil participating in an independent study program that is scheduled for more than 15 school days, each written agreement shall be signed, before the commencement of independent study, by the pupil, the pupil's parent, legal guardian, or caregiver, if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and the certificated employee designated as having responsibility for the special education programming of the pupil, as applicable . For a pupil participating in an independent study program that is scheduled for 15 school days or fewer, each written agreement shall be signed during the school year in which the independent study program takes place,, by the pupil, the pupil's

parent, legal guardian, or caregiver, if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and the certificated employee designated as having responsibility for the special education programming of the pupil, as applicable. For purposes of this paragraph "caregiver" means a person who has met the requirements of Part 1.5 (commencing with Section 6550) of Division 11 of the Family Code. The written agreement may be signed at any time during the school year, but it is the intent of the Legislature that parents or guardians of pupils be provided the agreement at or before the beginning of the school year.

- Written agreements may be signed using an electronic signature that complies with state and federal standards, as determined by the California Department of Education, that may be a marking that is either computer generated or produced by electronic means and is intended by the signatory to have the same effect as a handwritten signature. The use of an electronic signature shall have the same force and effect as the use of a manual signature if the requirements for digital signatures and their acceptable technology, as provided in Section 16.5 of the Government Code and in Chapter 10 (commencing with Section 22000) of Division 7 of Title 2 of the California Code of Regulations, are satisfied.

8. The Charter School shall comply with the Education Code sections 51744 through 51749.3 and the provisions of the Charter Schools Act of 1992 and the State Board of Education regulations adopted there under.
9. The Director of Instruction and Assessment or designee may establish regulations to implement these policies in accordance with the law.

STUDENT HEALTH AND SAFETY

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.

In accordance with California law, students must provide proof of required immunizations before enrollment or advancement to 7th grade. Required immunizations may include, but are not limited to:

- **Diphtheria, Tetanus, and Pertussis (DTaP/Tdap)**
- **Polio**
- **Measles, Mumps, and Rubella (MMR)**

- **Hepatitis B**
- **Varicella (Chickenpox)**

Students entering 7th grade must also provide proof of a Tdap booster immunization as required by California law.

Medical exemptions must comply with current California Department of Public Health (CDPH) requirements. SOAR Charter Academy reserves the right to follow all current state immunization laws and public health guidance.

For the most current immunization requirements, families may visit the California Department of Public Health website.

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

SOAR Charter Academy recognizes its shared responsibility with families and the community to help maintain a safe and healthy learning environment. The school promotes appropriate illness prevention practices and follows applicable guidance from local and state public health agencies.

Students who are ill or showing symptoms of a communicable disease should remain home until they are fever-free for 24 hours without the use of fever-reducing medication and symptoms have improved. Families are encouraged to notify the school of contagious illnesses that may affect the school community.

In accordance with California health and safety guidelines, SOAR Charter Academy may exclude a student from school when necessary to protect the health and safety of others. Certain confirmed or suspected communicable disease cases may prompt an informational notice to families and staff while maintaining student confidentiality as required by law.

The school is committed to maintaining a learning environment free from discrimination, stigma, or harassment related to illness or medical conditions.

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.

Student Energy Drink Prohibition Policy

To support student health, safety, focus, and academic success, students are not permitted to bring, possess, distribute, or consume energy drinks while on campus, during school activities, or at school-sponsored events.
Energy drinks include, but are not limited to, beverages marketed for increased energy, alertness, or performance that contain high levels of caffeine, stimulants, taurine, guarana, or similar ingredients. Examples may include products such as Monster, Rockstar, Red Bull, Bang, Celsius, and similar beverages.

Reasons for This Policy

Energy drinks may negatively affect students by causing:

- Increased heart rate and blood pressure
- Anxiety, jitteriness, or nervousness
- Difficulty concentrating or remaining calm in class
- Sleep disruption and fatigue
- Dehydration
- Headaches or stomach discomfort
- Behavioral or emotional regulation concerns

High levels of caffeine and stimulants can be especially harmful to children and adolescents and may interfere with learning, physical activity, and overall student well-being.

- Energy drinks found on campus may be confiscated.

The school encourages healthy hydration habits that support student learning, safety, and wellness throughout the school day.

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 mediation 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.

EXTREME WEATHER, AIR QUALITY, AND OUTDOOR ACTIVITY SAFETY POLICY

Purpose

SOAR Charter Academy recognizes that extreme weather conditions, poor air quality, and other environmental hazards may adversely affect the health, safety, and well-being of students, staff, volunteers, and visitors. The school shall monitor environmental conditions and take appropriate action to modify, relocate, postpone, or cancel outdoor activities when conditions present a risk to health and safety.
This policy applies to all school-sponsored outdoor activities, including but not limited to:

- Recess
- Physical Education
- Athletics and sports practices
- Outdoor learning activities
- Field trips
- Before and after-school programs
- School events and assemblies

The school shall cooperate with public health agencies, emergency management agencies, and local authorities in matters related to extreme weather, air quality, and environmental safety.

Responsible Personnel

Administration or designee shall be responsible for monitoring weather and environmental conditions and implementing this policy.
Authority to modify, relocate, postpone, or cancel outdoor activities may be exercised by:

- Administration or designee
- Athletic Director
- Physical Education Teacher(s)
- School Nurse or Health Services Designee
- Safety Coordinator

When conditions are uncertain, the most conservative safety decision shall be implemented.

Monitoring Procedures

Weather and environmental conditions shall be monitored daily and more frequently when hazardous conditions are anticipated.
Monitoring sources may include:

- National Weather Service (NWS)
- NOAA Weather Service
- HeatRisk Forecast System
- AirNow.gov
- South Coast Air Quality Management District (SCAQMD)
- San Bernardino County Public Health
- Local emergency management alerts
- Approved weather monitoring devices

When multiple measurements are available, the highest risk measurement shall be used when making activity decisions.

Hydration, Shade, and Rest

Students participating in outdoor activities shall have:

- Continuous access to drinking water
- Access to shaded or sheltered areas
- Hydration opportunities before, during, and after activity
- Rest breaks during periods of elevated heat

Staff supervising outdoor activities shall monitor students for signs of heat illness, dehydration, respiratory distress, or other weather-related health concerns.

Special consideration shall be given to:

- Young children
- Students with asthma
- Students with respiratory conditions
- Students with medical conditions
- Students with disabilities
- Students with IEPs or Section 504 Plans

AIR QUALITY AND WILDFIRE SMOKE

School Activities and What to Do When Air Quality Reaches Unhealthful Levels

Air quality conditions shall be monitored through AirNow.gov, SCAQMD, and other approved sources.

AQI 101–150 (Unhealthy for Sensitive Groups)

- Sensitive or susceptible individuals, including those with asthma, heart disease, or lung disease, shall minimize outdoor activity.
- Staff shall closely monitor affected students.

AQI 151–200 (Unhealthy)

- Everyone shall discontinue prolonged, vigorous outdoor exercise lasting longer than one hour.
- Activities such as running, soccer, football, basketball, tennis, and similar strenuous activities shall be modified, shortened, or relocated indoors.
- Sensitive individuals shall avoid outdoor activity entirely.

AQI 201 and Above (Very Unhealthy)

- All vigorous outdoor activities shall be discontinued.
- Outdoor activities shall be canceled, postponed, or relocated indoors.

Wildfire Smoke and Special Advisories

During wildfire smoke events or special air quality advisories:

- Outdoor activities may be modified, relocated, postponed, or canceled.
- Sensitive students may be restricted from outdoor participation at lower AQI levels.

- School administration shall follow recommendations issued by AirNow, SCAQMD, local public health agencies, and emergency management officials.

EXTREME HEAT

School Activities and What to Do During Extreme Heat Conditions

The National Weather Service (NOAA) provides information on responding to extreme heat conditions. Adequate amounts of water shall always be available to students and staff. Outdoor activities shall utilize shaded areas whenever possible.

Heat Index 90°–104°F

- Heat cramps and heat exhaustion are possible.
- Students and staff shall increase hydration.
- Outdoor activities may continue with additional water and rest breaks.
- Prolonged, vigorous outdoor activities should be limited.

Heat Index 105°–129°F

- Heat exhaustion is likely and heat stroke is possible.
- Vigorous outdoor activities shall be discontinued.
- Activities shall be shortened, modified, relocated indoors, or postponed.
- Hydration breaks shall occur at least every 15–20 minutes.

Heat Index 130°F and Above

- Heat stroke is highly likely with continued exposure.
- All outdoor physical activities shall be suspended.
- Students and staff shall move to indoor, air-conditioned, or cooled environments.

LIGHTNING AND THUNDERSTORMS

When thunder is heard or lightning is observed:

- Outdoor activities shall immediately cease.
- Students and staff shall move to a permanent building or approved shelter.
- Activities may resume only after thirty (30) minutes have passed since the last observed lightning strike or thunder.

Students and staff shall:

- Avoid open fields
- Avoid metal objects and equipment
- Avoid isolated trees
- Avoid contact with plumbing and electrical equipment
- Stay away from windows and doors

Temporary structures, playground equipment, and isolated shelters shall not be considered safe protection from lightning.

HIGH WINDS

Outdoor activities shall be modified, suspended, or relocated when high winds create unsafe conditions, including:

- Flying debris
- Falling branches
- Reduced visibility
- Structural hazards

Students and staff shall move indoors until conditions improve.

FLOODING, HEAVY RAIN, AND SEVERE WEATHER

Outdoor activities shall be suspended when:

- Flooding is present or anticipated
- Standing water creates safety concerns
- Severe weather warnings have been issued
- Transportation conditions become unsafe

Field trips, outdoor activities, and school events may be postponed, relocated, or canceled as necessary.

EXTREME COLD

Outdoor activities may be modified, shortened, relocated, or canceled when temperatures, wind chill, precipitation, or other weather conditions create a health risk.

Students shall have access to heated or sheltered locations as necessary.

INDOOR OR SHELTERED ALTERNATIVES

When outdoor activities are restricted due to weather or environmental conditions, alternative locations may include:

- Classrooms
- Multipurpose Room
- Library
- Covered walkways
- Gymnasium (if available)
- Other approved indoor or sheltered facilities

Alternative activities shall be age appropriate and adequately supervised.

LOSS OF UTILITIES

This procedure addresses situations involving the loss of water, electricity, gas, sewer service, or other critical utilities.

The Principal or designee shall:

- Notify Maintenance and Operations as appropriate.
- Notify the Executive Director.
- Assess immediate safety concerns.
- Initiate Shelter-in-Place, Evacuation, or other emergency procedures as needed.
- Restrict access to affected areas until hazards have been corrected.

If utility loss creates a risk of explosion, fire, contamination, or other life-safety hazard, emergency procedures shall be implemented immediately.

COMMUNICATION PROCEDURES

When activities are modified, postponed, relocated, or canceled due to weather or environmental conditions, the school shall communicate information through available methods including:

- ParentSquare
- Email
- Telephone notifications
- School website
- Staff communications
- Emergency notification systems

Notifications shall be made as early as reasonably possible.

DOCUMENTATION AND RECORDKEEPING

The school shall maintain records of:

- Significant weather events
- Air quality advisories
- Heat advisories

- Activity modifications
- Activity cancellations
- Notifications provided
- Safety actions implemented

Documentation may include weather readings, AQI data, communication logs, incident reports, and other relevant records.

ATHLETICS

School athletic programs governed by the California Interscholastic Federation (CIF) shall comply with all applicable CIF heat illness prevention, acclimatization, air quality, hydration, and sport-specific safety requirements.

When CIF requirements are more restrictive than this policy, the stricter standard shall apply.

EMERGENCY RESPONSE

Any student or staff member displaying signs of heat stroke, severe respiratory distress, lightning injury, weather-related illness, or other medical emergency shall receive immediate medical attention.

Staff shall activate emergency response procedures, notify administration, contact emergency medical services when appropriate, and notify parents or guardians as soon as practicable.

The safety of students and staff shall always take precedence over schedules, competitions, events, or planned activities.

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/CCDPHP/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 of the age of 18 inquiries 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

If students bring snacks, healthy snacks are encouraged. Students must remain seated while eating and may not run, play, or participate in physical activity while consuming food. Students are responsible for cleaning up and properly disposing of all trash after eating.

It is the school's intention to provide fruit and/or other snack items during afternoon recess periods when available.

*TK/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, including inftants, 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, INCLUDING INFANTS 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 absence**, improve 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 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.

[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.

- *"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 custodian[2] 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.

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] "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*

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 ofcompliance, 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
tmartinez@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.

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.

[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").

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.

Student Sales and Fundraising Policy

Students are not permitted to sell, trade, advertise, or distribute food, beverages, clothing, candy, toys, or other items on campus or during school activities unless participating in an approved school-sponsored fundraiser authorized by school administration. Unauthorized sales between students are prohibited in order to maintain campus safety, minimize disruptions to the learning environment, and ensure compliance with school policies and health regulations.

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
tmartinez@soarcharteracademy.org - (909) 888-3300

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:

- 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

[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.

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:

- 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.

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

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.

_____ Date: _____

Signature of Complainant

_____

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.

[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.

- 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 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.

_____ Date: _____

Signature of Complainant

_____

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. A school volunteer is required to complete Mandated Reporter Training when regularly interacting with students.
4. Volunteering must be arranged with the classroom teacher or designee, at least forty-eight (48) hours in advance.
5. A volunteer may not volunteer in the classroom for more than three (3) hours per month.
6. 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.
7. 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.
8. 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.
9. 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.
10. 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.

15. For the privacy and safety of all students, parents may not take photos of children other than their own unless they have prior permission and a photo release form on file.

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 written warning 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 or 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.

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 <u>off</u> and shall <u>not</u> 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 **<u>may not</u>** 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

Student Smartphone Use During Emergencies

During a school emergency, including lockdowns, evacuations, or shelter-in-place events, students shall follow all instructions provided by Charter School staff and emergency responders.

A lockdown alone does not automatically permit student use of personal cell phones or other private devices. Lockdowns may be implemented for a variety of reasons, including safety concerns occurring in the surrounding neighborhood that do not involve a direct threat to the Charter School campus.

Student use of personal devices during a lockdown or other emergency may be restricted to maintain safety, coordination, and clear communication. Students may use a personal device to contact emergency services **only**

when there is an immediate and direct threat on the Charter School campus and no reasonable alternative is available.

Parents/guardians will be notified through the Charter School's established communication channels as soon as it is safe and appropriate to do so.

*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.

he 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:

-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.

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, SOAR shall block access to such sites on Charter School computers with Internet access.

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[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:

■Posting to or creating a "burn page" (i.e., an Internet Web site created for the purpose of bullying).

- 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
  Special Educeacher(s) if applicable
  Teacher(s)
  Parent/Guardian
  Behavior Counselor and/or 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.
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 (4^{th}) 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/guardians[8] 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

[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.

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.

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) 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.

14) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

15) 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.

16) 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.

17) 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.

18) 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.

19) 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.

20) 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 https://forms.gle/Bmfjqn2MMJgbkcjEAphtographing

iii. **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.

iv. 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.

21) 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).

22) 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 alterative 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 points 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 Schoolhas 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.

a. 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.

- If possible, suggest the funeral occur outside of school hours.
- Encourage parents/guardians of students to attend funeral/memorial with their children.
- 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.
- Offer a safe space on campus for students to utilize if needed before/after funeral or memorial service.
- 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:

- Identify what platforms students are using to respond to suicide death.
- Identify and encourage staff and students to monitor social media outlets.

11. 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.**

FORM RESPONSE QRCODE

26/27 Parent Agreement

***I understand the NO Device Policy and agree to assist SOAR with enforcing the policy rules and procedures with my child(ren).**

SOAR Charter Academy
Academic Calendar 2026 ~ 2027

(5 days/ 4 days rotating weekly when not affected by a holiday) ~ 175 Academic School Days

August 2026

S	M	T	W	TH	F	S
				July 30	July 31	1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

17 instructional days

September 2026

S	M	T	W	TH	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

20 instructional days

October 2026

S	M	T	W	TH	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

19 instructional days

November 2026

S	M	T	W	TH	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

14 instructional days

December 2026

S	M	T	W	TH	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

13 instructional days

January 2027

S	M	T	W	TH	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

14 instructional days

February 2027

S	M	T	W	TH	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

18 instructional days

March 2027

S	M	T	W	TH	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

19 instructional days

April 2027

S	M	T	W	TH	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

14 instructional days

May 2027

S	M	T	W	TH	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

18 instructional days

June 2027

S	M	T	W	TH	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

9 instructional days

July 2027

S	M	T	W	TH	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Academic School Days

Weekend

Holidays

Thanksgiving/Christmas/ Spring/Summer Break

Extended Learning/Summer School (Optional)

Conferences and/or Minimum Days

Teacher/Staff Workdays

SOAR CHARTER ACADEMY

VISITOR SIGN-IN

TELL US THE REASON FOR YOUR VISIT TODAY

SCAN ME

SOARCHARTERACADEMY.ORG

909.888.3300

THANK YOU

Coversheet

2026-2027 Academic Calendar

Section: IV. Action Items
Item: K. 2026-2027 Academic Calendar
Purpose: Vote
Submitted by:
Related Material: FINAL completed 26_27 Calendar.pdf

SOAR Charter Academy

Academic Calendar 2026 ~ 2027

(5 days/ 4 days rotating weekly when not affected by a holiday) ~ 175 Academic School Days

August 2026

S	M	T	W	TH	F	S
				July 30	July 31	1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

17 instructional days

September 2026

S	M	T	W	TH	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

20 instructional days

October 2026

S	M	T	W	TH	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

19 instructional days

November 2026

S	M	T	W	TH	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

14 instructional days

December 2026

S	M	T	W	TH	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

13 instructional days

January 2027

S	M	T	W	TH	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

14 instructional days

February 2027

S	M	T	W	TH	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

18 instructional days

March 2027

S	M	T	W	TH	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

19 instructional days

April 2027

S	M	T	W	TH	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

14 instructional days

May 2027

S	M	T	W	TH	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

18 instructional days

June 2027

S	M	T	W	TH	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

9 instructional days

July 2027

S	M	T	W	TH	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

- Academic School Days
- Weekend
- Holidays
- Thanksgiving/Christmas/ Spring/Summer Break
- Extended Learning/Summer School (Optional)
- Conferences and/or Minimum Days
- Teacher/Staff Workdays

Coversheet

Approval of 2026-2027 Bell Schedule

Section: IV. Action Items
Item: L. Approval of 2026-2027 Bell Schedule
Purpose: Vote
Submitted by:
Related Material: 26_27Bell_Schedule_-_Elementary_-_2026_2027_SOAR.xlsx

Notice

The following file is attached to this PDF. You will need to open this packet in an application that supports attachments to pdf files, e.g. Adobe Reader:

26_27Bell_Schedule_-_Elementary_-_2026_2027_SOAR.xlsx