SAN BENITO COUNTY POLYTECHNIC ACADEMY

CHARTER PETITION FOR A FIVE-YEAR TERM
JULY 1, 2024 - JUNE 30, 2029

SUBMITTED TO THE SAN BENITO COUNTY BOARD OF EDUCATION
June 2023

Material Revision Submitted to the San Benito County Board of Education

October 2026

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San Benito County Polytechnic Academy

Krystal Lomanto, Superintendent

San Benito County Office of Education
460 Fifth Street

Hollister, California 95023

Re: San Benito County Polytechnic Academy Charter Petition to the San Benito County Board of Education

Dear Superintendent Lomanto:

The San Benito County Polytechnic Academy respectfully submits its Material Revision to its approved charter to the San Benito County Board of Education. The purpose of the Material Revision is to expand the capacity of the Independent Study program beyond twenty percent of the enrolled student body to better serve the families of San Benito County. By adding a Nonclassroom-Based (independent study) program, Polytechnic will be able to serve students beyond San Benito County in the adjacent counties of Santa Clara, Santa Cruz, Monterey, Fresno, and Merced. These counties have high demand and low supply of independent study and hybrid programs, especially serving rural populations and students with special interests and educational needs. Our program will rely on technology and remote educators to provide the majority of educational services to students, while creating opportunities for them to meet in person for individualized, required special education services, special projects, labs, field trips, internships, and sports. This Material Revision does not request an increase in enrollment, only increased flexibility in the format of our instructional services, so we can expand the number of students served beyond our school site and beyond San Benito County. Our curriculum combines University of California-accredited "a-g" and CTE-certified courses, as well as in-person learning part-time as needed to ensure program quality and student success.

We look forward to working with you and the San Benito County Board of Education during the consideration of the Material Revision. Please feel free to contact me at arielhurtado@hotmail.com or 831-417-2566 if you have any questions.

Sincerely,

Dr. Ariel Hurtado, MD

Parent & Lead Petitioner
President, Polytechnic Academy

CERTIFICATION OF COMPLETE CHARTER PETITION

Education Code Section 47605.6(b)

A charter petition is deemed received by the county board of education when the petitioner submits a petition to the county office of education, along with a signed certification that the petitioner deems the petition to be complete. The following certification is submitted in compliance with Education Code Section 47605.6(b).

No later than 60 days after receiving a petition, the county board of education shall hold a public hearing on the provisions of the charter, at which time the county board of education shall consider the level of support for the petition by teachers, parents and guardians, and the school districts where the charter school petitioner proposes to place school facilities. Following review of the petition and the public hearing, the county board of education shall either grant or deny the charter within 90 days of receipt of the petition, provided, however, that the date may be extended by an additional 30 days if both parties agree to the extension.

- Date of submission:
- Deadline for public hearing:
- Deadline for granting or denying the charter petition:

Certification

By signing below, I certify as follows:

1. That I am the authorized representative of San Benito County Polytechnic Academy, and that I am competent and qualified to certify to the facts herein;
2. That, as the authorized representative, I have personal knowledge of the facts forming the basis of this certification;
3. That I make this certification for purposes of Education Code Section 47605.6(b) only; and
4. That I deem the charter petition to be complete.

Name: Dr. Ariel Hurtado, MD, Lead Petitioner
Signature:

Date:

School Name: San Benito County Polytechnic Academy

Affirmations and Declaration

As the authorized lead petitioner, I, Dr. Ariel Hurtado, hereby certify that the information submitted in this petition for a California public countywide benefit charter school to be named San Benito County Polytechnic Academy ("San Benito County Charter," "Polytechnic Academy," or the "Charter School"), operated by Polytechnic Academy, submitted to the San Benito County Board of Education ("SBCBOE" or the "County Board"), with oversight by the San Benito County Office of Education ("SBCOE") (collectively referred to herein as the "County") and to be located at one or more sites throughout San Benito County, is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter, the Charter School shall follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605.6(d)(1)]
- Polytechnic Academy declares that it shall be deemed the exclusive public school employer of the employees of the San Benito County Charter for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605.6(b)(6)]
- The Charter School shall be non-sectarian in its programs, admission policies, employment practices, and all other operations. [Ref. Education Code Section 47605.6(e)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605.6(e)(1)]
- The Charter School shall admit all students who wish to attend the Charter School unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605.6(e)(2) and Education Code Section 51747.3, admission to the Charter School shall not be determined according to the place of residence of the student or of that student's parent or legal guardian within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605.6(e)(2)(B)(i)-

  (iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605.6(e)(2)(C). [Ref. Education Code Section 47605.6(e)(2)(A)-(C)]

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

- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973 ("Section 504"), Title II of the Americans with Disabilities Act of 1990 ("ADA"), and the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA").
- The Charter School shall meet all requirements for employment set forth in the applicable provisions of law, including, but not limited to, credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- The Charter School shall ensure that teachers in the Charter School hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment. The Charter School may use local assignment options authorized by statute and regulations for the purpose of legally assigning certificated teachers in the same manner as a governing board of a school district. [Ref. Education Code Sections 47605.6(l) and 47605.4(a)]
- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the school within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605.6(e)(3)]
- The Charter School may encourage parental involvement but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605.6(n)]
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
- The Charter School shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs. [Ref. Education Code Section 47605.6(d)(2)]
- The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605.6(a)(1) and 47605.1]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b)

and 47610]

- The Charter School shall comply with all applicable portions of the Elementary and Secondary Schools Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA").
- The Charter School shall comply with the California Public Records Act, Government Code Section 7920.000, et seq. ("CPRA").
- The Charter School shall comply with the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g, 34 CFR Part 99 ("FERPA").
- The Charter School shall comply with the Ralph M. Brown Act, Government Code Section 54950, et seq. ("Brown Act").
- The Charter School shall comply with Government Code Section 1090, et seq., as set forth in Education Code Section 47604.1 ("Section 1090").
- The Charter School shall comply with the Political Reform Act, Government Code Section 81000, et seq. ("PRA").
- The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]
- The Charter School shall comply with Education Code Section 51744, *et seq*. related to independent study, as applicable.
- The Charter School shall comply with the financial audit requirements of Education Code Section 41020, as mandated by AB 126 (2026). [Ref. Education Code Section 47605.6(m)]

[SIGNATURE LINE] [DATE]

Introduction

San Benito County Polytechnic Academy is being founded, and will continue to operate, in accordance with the Charter Schools Act of 1992, and consistent with the intent of the California Legislature in enacting the Charter Schools Act "to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:

a) Improve pupil learning.
b) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.
c) Encourage the use of different and innovative teaching methods.
d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.
e) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.
f) Hold the schools established under this part accountable for meeting measurable pupil outcomes and provide the schools with a method to change from rule-based to performance-based accountability systems.
g) Provide vigorous competition within the public school system to stimulate continual improvements in all public schools." (Education Code Section 47601.)

Petitioner, San Benito County Polytechnic Academy, operated by Polytechnic Academy, a California nonprofit public benefit corporation, respectfully submits this charter petition for the creation and operation of San Benito County Polytechnic Academy. The Charter School proposes the establishment of a classroom-based, countywide benefit charter school authorized by the San Benito County Board of Education. The Charter School now seeks approval to operate as a non-classroom-based charter school. The Charter School will serve approximately 500 high school students between the ages of 13 and 22 years old. The Charter School is currently in the process of identifying a school location (or locations) within Hollister, CA.

The Charter School will create a comprehensive, learner-centered community that emphasizes academic acceleration within several career concentrations, maintains safe, positive relationships with peers and adults, encourages leadership, and provides individualized attention to each student. Students will graduate with a high school diploma, ready for college, having completed some career-related college-level courses, the University of California "a-g" required courses, and prepared with workforce certificates for entry-level positions in high-demand career sectors: Agriculture Science and Technology, Construction Trades and Community Development, and Healthcare Sciences.

The Charter School will be structured as a countywide benefit charter to address the needs of students throughout the county and adjacent counties who have become disconnected from or are at risk of becoming disconnected from school as a result of life risk factors that impact San

Benito County young people. Some of the unique characteristics of the school program requiring it to be a Countywide charter public school that explicitly addresses the needs of low-income, high-need students at-risk of dropping out/dropped out, or being disconnected from the traditional school setting include:

- Culture of Excellence and Support:
    - High expectations and early opportunities to excel by taking college courses.
    - A trauma-informed school culture with a focus on mental health.
    - A place where students' heritage, life experience, and strengths are recognized, valued, and respected.
    - Low student-to-counselor ratio.
    - Access to community support programs to meet basic needs.
    - Wrap-around structured life and executive function coaching.
    - One-to-one technology.
    - Ongoing counseling support throughout their post-secondary experience.
- Academic Acceleration:
    - An individualized academic acceleration program that builds or rebuilds grades K-8th grade level skills that students have missed prior to reaching high school.
    - A process by which students demonstrate subject matter mastery at grade level prior to moving on to more advanced coursework.
    - A year-round calendar to facilitate continuous learning and academic acceleration.
    - Intensive focus addressing English language development.
    - Intentional support for both diagnosed and undiagnosed special education concerns.
    - Courses of study aligned to high-demand industries, including Agriculture Science and Technology, Construction Trades and Community Development, and Healthcare Sciences.
- Instructional Flexibility:
    - Flexibility to choose traditional onsite learning, 100% independent study, or a customized hybrid approach.
    - A combination of individual, small group, classroom, online, learning laboratory, and college dual enrollment academic instruction contexts.
    - Internships, mentoring, fieldwork, project-based learning, and other real-world experiences aligned with high-demand career sectors to facilitate student engagement, programmatic relevance, and career preparation.
    - Entry-level technology certifications designed to increase student earning potential.

Agriculture Science and Technology, Construction Trades and Community Development, and Healthcare Sciences are high-demand career sectors in the tri-county area. To prepare our

students to enter such careers, The Charter School will partner with community colleges and universities to provide dual enrollment options for students to begin to complete their post-secondary certificates and degrees. Industry partners will facilitate real-world experiences for students as they explore their career options. As students progress towards completing their high school diploma, they will engage in internships that will help immerse them in career options and prepare them for entry-level jobs as they complete their post-secondary certificates and degrees.

The Charter School will create an environment where students:

- Earn a high school diploma and workforce certifications.
- Complete courses that lead to college credit and certificate/degree completion.
- Access pathways towards attaining middle-class salaries and professional careers.
- Engage in community service activities.

Receive academic and career navigation counseling.

- Count on positive peer support and school culture.
- Play a role in school governance.
- Develop leadership skills and a sense of agency.
- Learn Durable Skills and financial literacy.
- Get support after graduation as they participate in post-secondary education and enter careers.

Rationale for Countywide Benefit: Required Findings

"A county board of education may approve a countywide charter only if it finds, in addition to the other requirements of this section, that the educational services to be provided by the charter school will offer services to a pupil population that will benefit from those services and that cannot be served as well by a charter school that operates in only one school district in the county." Education Code § 47605.6(a)(1).

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

In reviewing the educational and physical landscape in San Benito County, the San Benito County Polytechnic Academy leadership, along with a team of advisors, understand that the challenges of developing and maintaining a small, highly targeted academic program often limit the opportunities for students, especially underserved students on the wrong side of the achievement gap in smaller districts. The idea of providing a unique and consistent educational program that is not only highly personalized but that operates across San Benito County, drawing on the scale of need across all of San Benito County, will make the program's benefits equally and equitably accessible to all students residing in the county regardless of their district of residence. This is the core of why the Charter School seeks to operate as a countywide benefit charter school.

Targets At-Promise Students

The Charter School is proposing a 9-12 public charter school to close the achievement gap for San Benito County's largest and lowest performing subgroups--Hispanic, English Learner, and Socioeconomically Disadvantaged students, students with disabilities, and students at risk of leaving school prior to graduating, or those who have already left and wish to return to graduate. Our model is unique and does not exist in the County. Our goal is to increase educational equity and ultimately eliminate the achievement gap for all students by providing an innovative and highly personalized educational program that explicitly addresses the needs of our target student populations.

The San Benito County Board of Education is justified in approving this countywide benefit charter because the educational services to be provided by the charter school will offer the "at-promise" student population a program that is academically sound and tailored to their specific needs, is not offered anywhere else in the county, and cannot be offered within a single school district without increasing educational inequity in the areas of the county not served.

Industry Pathways

The Charter School supports students' ability to take advantage of pathways developed by Hartnell and Gavilan College in partnership with the Agriculture Science and Technology, Construction Trades and Community Development, and Healthcare Sciences industries. The Charter School students will have a five-part aligned course of study that integrates Durable Skills building, high school, college, industry certifications, and work experience, enabling graduates to proceed immediately into higher-paying jobs as their careers or into work designed to help them earn more while completing college in the course of study of their choosing. The Charter School also will provide long-term early college and career support and counseling to its graduates to ensure that they can leverage their preparation into great careers.

The industry pathways differ from the CTE courses at Hollister High School. Neither courses of study is better or worse, they are just different. The Charter School industry pathways are part of a UC "a-g" college preparatory program that includes all of the courses required for entrance into a UC or CSU college; whereas, the career-focused CTE programs at Hollister assume that students will not matriculate into a college experience so students graduating with a CTE high school degree are not required to take world language or arts courses, although most of the CTE courses ar UC "a-g" approved and some are college courses. The Charter School structures its schedule to allow students to take as many courses as possible through dual enrollment in local community colleges on those campuses. All of our students take foundational courses in technology (including Microsoft 365, Google Suite, or IBM certifications), technical reading and writing, data analysis, and Durable Skills. In addition, all of the English, social studies, math, science, and world language courses in the Charter School include industry-specific projects and topics.

The table below shows some of the specific differences by industry pathway:

Pathway	Hollister High	Polytechnic Academy
Agriculture Science & Technology	Biology and Sustainable Agriculture Chemistry and Agriscience Advanced Interdisciplinary Science for Sustainable Agriculture Honors Environmental Horticulture Science Plant Production Management Animal, Floriculture, Mechanics and Communications Electives	Agricultural Biology Agricultural Chemistry Agricultural Economics US and World History with Agriculture focused topics ABT-49 Introduction to Agricultural Business ABT-110 Careers in Agriculture & Technology

Pathway	Hollister High	Polytechnic Academy
Construction Trades & Community Development	Foundations of Agriculture & Industrial Technology Wood 1 Cabinet Making	Chemistry (with a focus on materials science) Physics Engineering Economics (with a Community

		Development focus) Government (with a focus on issues in Community Development and Infrastructure) US and World History with Infrastructure and Community Development focused topics CMA-51 Introduction to Construction Management & Architecture CMA-52 Construction Graphics CMA-53 Sustainable Construction Materials and Methods CMA- 54 Introduction to Construction Estimating Trades
Pathway	Hollister High	Polytechnic Academy
Healthcare Sciences	Intro to Medical Careers Sports Medicine I & II	Anatomy & Physiology Kinesiology Psychology Economics (with a focus on issues relating to healthcare) Government (with a focus on issues relating to healthcare) US and World History with an emphasis on the evolution of the science of medicine NUTR1-Nutrition HES-80 Medical Terminology NVN-70 Growth & Development Across the Lifespan NVN-110 Foundations for Success for Vocational Nursing Students

Neighboring Anzar High School offers at least one dual enrollment course; however, like the Hollister High School program, the full course of study is not an industry pathway and is not integrated with dual enrollment. The most similar program in the region is Dr. TJ Owens Gilroy Early College Academy, in that it fully integrates the high school and community college program; however, it specifically targets academically high-performing students as entering ninth-graders as opposed to a target population in need of remediation through acceleration. Therefore, the Polytechnic Academy program will provide a unique offering serving students with currently unmet needs.

Five-Part Educational Experience

This five-part educational experience requires that students who enter the school first be brought up to grade-level standards in reading, writing, and math. This is the most unique element of our program. Nowhere else in the county is it assumed that students who have fallen several grade levels behind could build the capacity to engage in college-level work. The traditional high school depends on students entering at grade level with few options for effective intervention that enables them to continue on to a college preparatory program. The continuation schools

focus on basic credit accumulation at the lowest level as the core academic program for students who have fallen behind. The Charter School is different because we will ensure that students who have been behind develop strong academic skills so that they can succeed in college preparatory and college-level coursework prior to graduation, even if it takes more time. We anticipate that many students will opt into a five or six-year course of study to retrieve learning opportunities lost during the pandemic or in the regular course of their K-8 education. But rather than push them to graduate once they have met the minimum requirements, we will encourage them to continue through real mastery and complete preparation for college and a career through our five-part educational preparation.

Small, Highly Individualized School

The Charter School will be a small, highly individualized program that has been designed to be uniquely responsive to the lived reality our students face. Three school districts currently serve Northern San Benito County high school students: San Benito High School District, Aromas-San Juan Unified School District, and San Benito County Office of Education. Our target population is a subset of the existing high school population, which we estimate to be approximately 500-800 students countywide based on test scores and high school completion rates. San Benito County Office of Education provides highly specialized educational programs serving students countywide. Aromas-San Juan Unified School District has too few students to provide a highly targeted program like the one proposed. And San Benito High School District does not have a similar program. A charter school approved by a school district must give a preference for enrollment to the students residing in that school district (Education Code Section 47605(e)(2)(B)), while a countywide charter allows equal footing for admission to all students in San Benito County County and, thereafter, to students in adjacent counties. (Education Code Section 47605.6(e)(2)(B)). San Benito County Polytechnic Academy will be able to serve students in both large and small districts that do not or cannot have a similar program. By serving all high school-aged students in the county and adjacent counties, no students will be left out of the opportunity to graduate having completed a University of California "a-g" approved course of study, college credits, at least one CTE certification, and an industry-focused internship in a small, highly individualized environment.

While the Charter School will be located centrally in Hollister, we do anticipate supporting the transportation needs of students who must travel greater distances to participate in this program, as well as transportation to Community Colleges and partnership industry programs. Students who are unable or prefer not to attend school on campus may enroll in the Independent Study Program.

Polytechnic Academy has explicitly leveraged design thinking to inform the structural choices built into the school's educational strategy. We sought to understand our students' needs, barriers, attitudes, and aspirations as the key to unlocking new educational solutions. The students' input drove the educational design choices made by the school development team. The matrices on the following pages outline the learning realities articulated to our team by students in our target population. These are grouped into three major innovations below.

The three innovations integral to our program and which make our school uniquely qualified to be a countywide charter are derived from a study of the day-to-day challenges faced by our target population. Our fundamental educational philosophy is that when the school experience is structured to accommodate the realities students face (as opposed to forcing students to change those realities on their own), students can succeed at the highest levels. In other words, low academic performance is contextual, not based on the inherent capabilities and intelligence of the students. Moreover, the Charter School integrates several proven educational strategies to serve our students. Those include training in the Durable Skills required for life success, personalized interventions using Read 180 and Math 180, project-based learning integrated with direct instruction, early college experience, industry certifications, and work experience integrated into the course of study. These three innovations are:

I. Address motivational challenges by establishing and maintaining a culture of excellence and support.

II. Address learning challenges through academic acceleration and student-matched instructional practices.

III. Address relevance challenges through rigorous industry pathways with immediate student rewards.

The tables on the following pages explain the ways in which these innovations respond directly to the needs of our target population.

Student Realities	**School Design Choices**
<u>Motivational Challenges</u> • School has been a source of conflict and negativity in their lives (and often in their parents' lives). • Students' lack of self-esteem is driven by a lack of experience of legitimate (from their perspective) academic success. • The social capital inherent in their cultural heritage and persistence through life struggles have not been recognized by school-based adults or leveraged to bolster student success. • Students have internalized the low expectations from adults and society. • Parents and guardians of our students have not navigated the professional education and career paths our students seek. • Students want to have a clear understanding of their personal path to success. • Students do not have the basic tools now required for academic success.	<u>Innovation 1: Culture of Excellence and Support</u> • A trauma-informed school culture with a focus on mental health. Our staff will be trained in understanding the challenges our students have faced and how to ensure they feel welcome and supported at school. • A place where students' heritage, life experience, and strengths are recognized, valued, and respected. • High expectations and early opportunities to excel by taking college courses. • Low student-to-counselor ratio. • Access to community support programs and partners to meet basic needs (housing, food, clothing, health care). • Wrap-around structured life and executive function coaching. • One-to-one technology. • Ongoing counseling support throughout their post-secondary experience.

Student Realities	School Design Choices
Learning Challenges • Students culminate from eighth grade with academic, social-emotional, and executive function skills significantly below grade level. • The time it takes students to achieve subject and grade level mastery may be faster or slower than traditionally paced courses and may be accelerated through one-on-one tutoring and personalization. • Students have not been successful in the traditional classroom environment. • Summertime can lead to negative distractions and learning loss. • Students need more time. • Students in our target population are disproportionately lower socioeconomically, more likely to be English learners, and have diagnosed and undiagnosed special education issues.	Innovation 2: Academic Acceleration • An individualized academic acceleration program that builds or rebuilds grades K-8th grade level skills that students have missed prior to reaching high school. • A combination of individual, small group, classroom, online, learning laboratory, and college dual enrollment academic instructional contexts. • A process by which students demonstrate subject matter mastery at grade-level to support moving on to more advanced coursework. • A year-round calendar to facilitate continuous learning and academic acceleration, while avoiding the summer "melt." • Intensive focus addressing English language development. • Intentional support for both diagnosed and undiagnosed special education concerns.

Student Realities	School Design Choices
Relevance Challenges • Students have difficulty understanding the relevance of their coursework to "real life." • Students have had little or no interaction with middle-class or professional cultures, contexts, or social and preparation expectations. • Students' primary concern is the relevance of their education to upward economic mobility. • Students need to make money now to help support their families and to put themselves through college.	Innovation 3: High-Demand Industry Pathways • Internships, mentoring, fieldwork, project-based learning, and other real-world experiences will be aligned with high-demand career sectors selected by the students to facilitate student engagement, programmatic relevance, and career preparation. • Entry-level technology certifications designed to increase student earning potential. • Courses of study aligned to high-demand industries, including Agriculture Science and Technology, Construction Trades and Community Development, and Healthcare Sciences.

As a countywide benefit charter school, the County Authorizer will ensure consistent oversight and greater accountability. In addition, the charter school will be able to contribute to and draw on shared services like special education and technology support. This collaboration and participation will strengthen and improve the efficiency of the shared services the County provides to all school districts by maintaining their scale and capacity.

A countywide benefit charter will enhance the Charter School's ability to acquire and finance

facilities. Untethered by the geographic requirement for charter schools to operate in the jurisdiction of a single school district, the Charter School will enjoy greater opportunities to identify, develop, and acquire school facilities in any location in the County. Additionally, the ability to secure financing for permanent facilities will be greatly enhanced by the Charter School's status as a countywide benefit school. Simply put, lenders will attribute a greater value to a countywide benefit school given the rigorous criteria to achieve such authorization, as well as the respected oversight by the County. On par, a countywide benefit charter school will be seen as a stronger borrower and will thus enjoy an advantage in acquiring financing to provide its students with first-class educational facilities.

Based upon Petitioner's intended goal and the data provided, SBCOE could reasonably make the required finding under Education Code Section 47605.6(a)(1) that the educational services to be provided by the charter school will offer services to pupil populations that will benefit from those services and that cannot be served as well by a charter school that operates in only one school district in the county.

Element 1: Educational Program

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

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

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

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

Vision

The San Benito County Polytechnic Academy offers an innovative, unique, blended approach to educating adolescents and young adults in preparation for diploma attainment and successful post-secondary lives by providing dual enrollment and real job-related experiences.

Our vision is to prepare young people, regardless of their circumstances, to gain access to a unique educational program that will increase their postsecondary opportunities and unleash their intelligence and positive energy to build their lives and the community. As students claim their right to a quality education, they understand their options and realize they are capable of academic excellence and become active participants in their future success through leadership, education, and technical training. Young people become empowered by their personal transformation, develop agency, and take responsibility for their post-secondary goals.

Mission

The mission of the San Benito County Polytechnic Academy is to cultivate a collaborative

learning community that successfully prepares young people to earn their high school diploma and achieve academic excellence while simultaneously enrolling in post-secondary coursework and earning workforce certifications. Students gain personal leadership skills, develop critical thinking, navigate career exploration, and master technical skills as they move toward successful careers, post-secondary education, and productive life.

Students to Be Served

The Charter School will enroll students in grades 9-12. Students recently separated from high school, commonly referred to as "dropouts," and students at risk of separating from school without graduating are our target population and will be given priority during the lottery and filling open seats during the school year. The Charter School will draw from culturally diverse and historically underserved populations, giving students a high-quality, innovative educational option.

The San Benito County Office of Education 2022-23 Local Control and Accountability Plan describes the county K-12 educational system as follows:

San Benito County is home to approximately 11,545 students in 11 school districts with 27 schools. Just south of Silicon Valley, the population has more than tripled in the last 20 years. The San Benito County Office of Education (SBCOE) serves as the Local Educational Agency (LEA) for San Benito County Juvenile Hall Court School, Pinnacles Community School, and San Benito County Opportunity School. San Benito County Juvenile Hall Court School serves incarcerated youth while Pinnacles Community School serves students in grades 7-12 who are on probation or who have been expelled from districts throughout San Benito County. Students may also be referred to Pinnacles Community and San Benito County Opportunity Schools from their district of residence. As a result, the population is extremely mobile, and students are often in need of support in their credit recovery.

The Charter School will be serving a subset of the population of San Benito County. The chart on the next page contains the 2022-23 demographic characteristics of K-12 students in San Benito County:[1]

Category	Number	Percentage
African American	68	1%
American Indian or Alaska Native	38	0%

[1] https://dq.cde.ca.gov/dataquest/DQCensus/EnrCharterSub.aspx?cds=35&agglevel=County&year=2022-23 and https://dq.cde.ca.gov/dataquest/dqcensus/EnrEthGrd.aspx?cds=35&agglevel=county&year=2022-23

Asian	191	2%
Filipino	106	1%
Hispanic or Latino	9,186	77%
Pacific Islander	34	0%
White	1,731	15%
Two or More Races	132	1%
Not Reported	415	3%
Total	11,901	100%
Sub-Groups (Not Unduplicated)		
English Learners	2,959	25%
Foster Youth	32	0%
Homeless Youth	217	2%
Migrant Education	1,196	10%
Students with Disabilities	1,573	13%
Socioeconomically Disadvantaged	6,150	52%

High schools currently serving San Benito County are described in the table below. Of the 3,693 students in traditional high schools in the County, 347 (more than 9%) fail to graduate, and well below half of those who do graduate are unprepared for college or a career. According to Measure of America, 10.3% (800) of 16 to 24-year-olds in San Benito County have not graduated from high school and are unemployed.[2]

High School Statistics 2021-22	Enrollment	Socioeconomically Disadvantaged	Graduation Rate (CA Dashboard)	College/Career Prepared
Anzar (ASJUSD)[3]	270	51.1%	85.5%	43.1%
Hollister High[4]	3,423	51.0%	91.0%	41.8%

[2] https://www.measureofamerica.org/DYinteractive/#County, accessed 05/02/2023

[3] 2021-22 Anzar High School SARC, https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/570/ASJUSD/2954585/2022_School_Accountability_Report_Card_Anzar_High_School_20230303_1_.pdf.

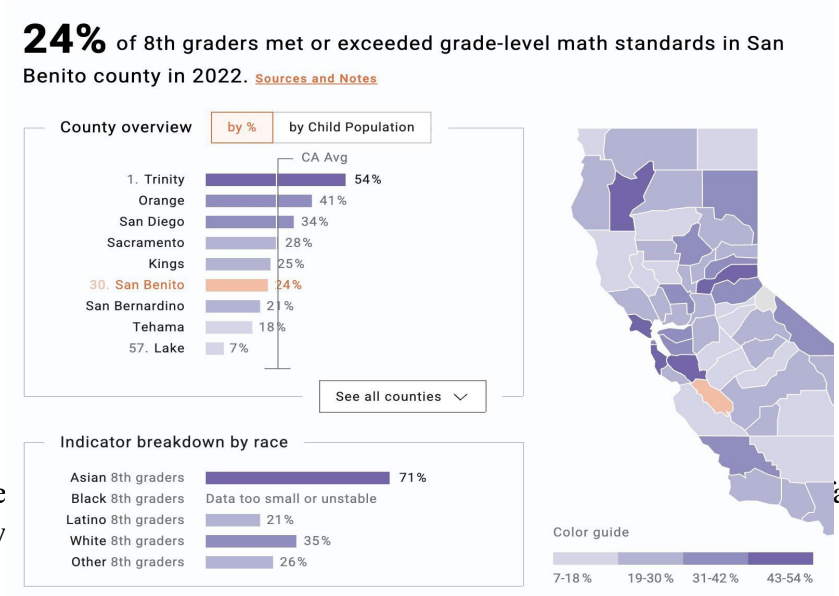
[4] 2022-23 Local Control and Accountability Plan for San Benito High School

Juvenile Hall Court School	4	100%		
Pinnacles Community[5]	9	100%		
Santa Ana Opportunity School	19	79.0%		
San Andreas Continuation[6]	78	89.0%		
Pinnacles Community[7]	9	100%		
Total	3,812	52.2%		

The dominant traditional public high school in the area, Hollister High, is described by Greatschools.net as an "average" high school for most students and a "below average" high school for socioeconomically disadvantaged students. On the whole, it performs slightly better than the average high school in the state and has documented meaningful improvement in its Local Control and Accountability Plan.

Nevertheless, several hundred students require a different educational context to succeed. Demographically and academically, the students we seek to serve are twice as likely to be socioeconomically disadvantaged, English learners, migrants, housing insecure, and or identified as requiring special education as the average Hollister High School student population.

A significant number of San Benito County eighth graders continue into high school while reading and doing math at the fifth-grade level or below. As the embedded chart shows, only 24 percent of eighth graders meet math standards in San Benito County.[8] Throughout San Benito County, the Chronic Absenteeism rate was 28.9 percent.[9] Many drop out rather than face ninth grade without the skills they need.



The predictive force of these anz of Johns Hopkins University

[5] 2022-23 Local Control and Accountability Plan for San Benito County Office of Education
[6] Ibid.
[7] Ibid.
[8] https://scorecard.childrennow.org/?ind=mathStandards8&cty=sanBenito&yr=4
[9] https://data1.cde.ca.gov/dataquest/DQCensus/AttChrAbsRate.aspx?agglevel=County&cds=35&year=2021-22

probability of dropping out of school: 1) attending school less than 80% of the time in 8th grade (that is, missing at least five weeks of school), and 2) receiving a failing final grade in mathematics and/or English during 8th grade. Of those 8th graders who attended school less than 80% of the time, 78% became high school dropouts. Of those 8th graders who failed mathematics and/or English, 77% dropped out of high school. Importantly, gender, race, age, and test scores did not have the strong predictive power of attendance and course failure." [10] According to this research, one-third of eventual dropouts do so PRIOR to 9th grade, and another third drop out between 9th and 10th grade. These students are unable to access the high school curriculum and require intervention at the BEGINNING of their high school careers.

The Charter School's goal is to seek and serve students likely to eventually drop out while they are still in middle school. The Charter School leadership plans to work closely with the San Benito County Office of Education and the staff of local middle schools to identify students who are academically failing and chronically absent during eighth grade and provide them with a summer bridge program and, for those who need it, a ninth grade enrichment year designed to accelerate their learning and fill in gaps in K-8 skills that may have developed. The enrichment curriculum will include intensive small-group instruction in basic skills using Read 180 and Math 180, combined with individual and group industry and community projects designed to align with academic standards, support healthy identity maturation, and engage the student's interest in learning and achieving. The enrichment program will be offered on campus and via independent study with synchronous online class meetings and asynchronous lessons. In addition, each student in the enrichment program will have weekly meetings with trained mentor coaches to support their academic and life skills development. They will also receive "high dosage" one-to-one tutoring designed to increase academic achievement. Once these students have gained sufficient study skills, subject mastery, and motivation, they will be introduced to an engaging, rigorous high school curriculum. A similar strategy will be used for students who matriculate later in their high school career with significant skills deficiencies.

The pandemic has made this strategy even more important. One part of the answer to learning loss caused by less time and less in-person instruction is extra time with in-person instruction and personalized intervention. This is a significant shift from pre-pandemic intervention, which generally arrived after students had failed ninth and tenth grade. Based on the Johns Hopkins University research, we can predict which students will have high school challenges and support them early instead of allowing them to fail. Our belief is that it is better to add a year to the beginning of a student's high school career to make the following four years more effective and successful than to allow students to waste two to three years in frustration only to drop out or

[10] https://files.eric.ed.gov/fulltext/ED538341.pdf The students included in this study were 6-12th graders in Philadelphia in 2005-6; however, the Academy believes that if this study were replicated in SBC post-pandemic, the outcomes would be similar or worse based on publicly available achievement and chronic absenteeism data trends.

require more time and meet only minimal graduation standards.

At-Promise Students Who Opt to Leave Before They Graduate

Fifteen percent of San Benito County high school young people find that the traditional high school program prevents them from entering "real life" fast enough. We have developed the Charter School specifically for these students. Their reasons for leaving school are varied but rarely are correlated with their intrinsic intelligence. For most, life happens. Some of the issues they face are family dislocation, migration, community violence, involvement with the juvenile justice or foster care systems, early pregnancy, housing insecurity, financial duress, boredom, drug or alcohol addiction, undiagnosed or unaddressed special education issues, or a myriad of other concerns. Often, they want to combine working and specialized study with their education. Some of these young people enroll in college programs that reflect a specialized interest (e.g., welding or heavy equipment) or extended work-study plans with traditional subjects. Others drop out of formalized education for periods of a few months to years before they return.

For many dropouts and potential dropouts, more properly called students "at promise," the Charter School will be an opportunity to change direction and get a fresh start. Counseling and guidance are especially important for these individuals because many may feel forced to drop out again because of continual personal problems. The Charter School staff will make every effort to recognize early warning signs and offer guidance, and partner with community resources.

Roughly one out of every three students in California public schools does not graduate from high school. Because of these numbers, there are many students who would benefit from the academic program that will be provided by the Charter School. The vast majority of our student population will be former high school dropouts or deficient in credits with additional mitigating factors, so the Charter School has examined recommendations from the National Dropout Prevention Center regarding risk factors and promising programs.

Dropout prevention and recovery approaches typically focus either on comprehensive school reform or on programs targeted to individual students. Research suggests that it is crucial to combine the best components of both approaches. There is evidence, in fact, that only a few dropout prevention programs are effective in addressing three important outcomes: staying in school, progressing in school, and completing school. In a review of evaluations of federal dropout prevention programs, Dynarski and Gleason (2002, p. 44) conclude that "most programs did not reduce dropping out," primarily because the programs were not sufficiently tailored to the particular needs of particular students (Dynarski & Gleason, 2002). Generally, a patchwork of separate, non-integrated programs is not an effective approach. Instead, all issues need to be addressed simultaneously in a systemic and integrated way.

A research-based framework (Balfanz, Herzog, & Mac Iver, 2007; Mac Iver & Mac Iver, 2009) for an integrated approach to dropout prevention would include the following elements:

- Identification of indicators of students at risk of dropping out
- Development and implementation of an early warning system

- Development and implementation of an intervention system linked to an early warning system

In developing The Charter School's integrated approach to keeping students in school, the Charter School focuses on the above elements for comprehensive school reform and targets interventions in a personalized system of support.

San Benito County Polytechnic Academy will be a countywide benefit high school providing a highly specialized program for this specific currently unserved population. The rest of this section will provide more detail into the strategies the Charter School will use to serve our target population.

Students to be served in the Nonclassroom-Based hybrid program

The Material Revision submitted in October 2026 modifies the San Benito County Polytechnic Academy educational program to serve students in a flexible instructional environment who cannot or choose not to attend school in class for at least 80% of the required annual instructional minutes. These include students in San Benito County as well as students in the adjacent counties of Santa Clara, Santa Cruz, Monterey, Fresno, and Merced. The target population includes young people identified as disconnected youth, as well as up to as many as 1% of the public high school students from these counties who may seek a more flexible, personalized program. Of the six service counties, only one (Fresno) has college programs. Therefore, San Benito Polytechnic Academy has the opportunity to serve a significant number of students in and outside of San Benito County whose need for a hybrid or fully remote program is not being met.

County	Disconnected Youth*	Public High School Students 2025**	1% of Public High School Students 2025	4-Year Cohort Graduation Rate 2025**	4-Year Cohort Meeting UC/CSU Requirements 2025**
San Benito	8.9% (700)	3,740	374	93.7%	46%
Santa Clara	6.8% (14,200)	74,517	7,451	92.5%	59%
Santa Cruz	5.8% (2,700)	12,240	1,224	91.3%	44%

Monterey	12.8% (7,100)	22,389	2,239	91.1%	45%
Fresno	16.3% (20,900)	65,228	6,523	92.6%	48%
Merced	13.5% (5,300)	18,663	1,866	93.5%	32%

*https://www.measureofamerica.org/DYinteractive/#County

**https://dq.cde.ca.gov/

Current Nonclassroom-Based Charter Schools serving one or more of the target counties and grades:

County	School	Site Type	Grades Served	Serves 9–12
San Benito	*(none)*	—	—	—
Santa Clara	(none)	—	—	—
Santa Cruz	California Online Public Schools Monterey Bay	NCB	TK–12	**Yes**
Santa Cruz	Ocean Grove Charter	NCB	K–12	**Yes**
Santa Cruz	Santa Cruz County Career Advancement Charter	Combo	12 only	**Yes** (12th only)
Santa Cruz	SLVUSD Charter	Combo	K–12	**Yes**
Monterey	Monterey County Home Charter	NCB	K–12	**Yes**
Fresno	Yosemite Valley Charter	NCB	TK–12	**Yes**
Fresno	Ambassador Phillip V. Sanchez II Public Charter	NCB	K–12	**Yes**
Fresno	California Virtual Academy at Fresno	NCB	K–12	**Yes**

Fresno	Crescent View South II	NCB	7–12	**Yes**
Fresno	Crescent View West Public Charter	NCB	9–12	**Yes**
Fresno	Endeavor Charter School	NCB	TK–12	**Yes**
Fresno	Sierra Charter	NCB	9–12	Yes
Merced	Come Back Charter	NCB	9-12	**Yes**
Merced	Merced Scholars Charter	NCB	K–12	**Yes**

What it Means to be An Educated Person in the 21st Century

A national survey of human resource officials found that:

- Almost 70% believe that high school graduates fall short in critical thinking skills
- 81% believe high school graduates are deficient in written communications
- Almost a third said they plan to reduce their hiring of employees with just a high school diploma
- 42% said they will hire more people with advanced degrees

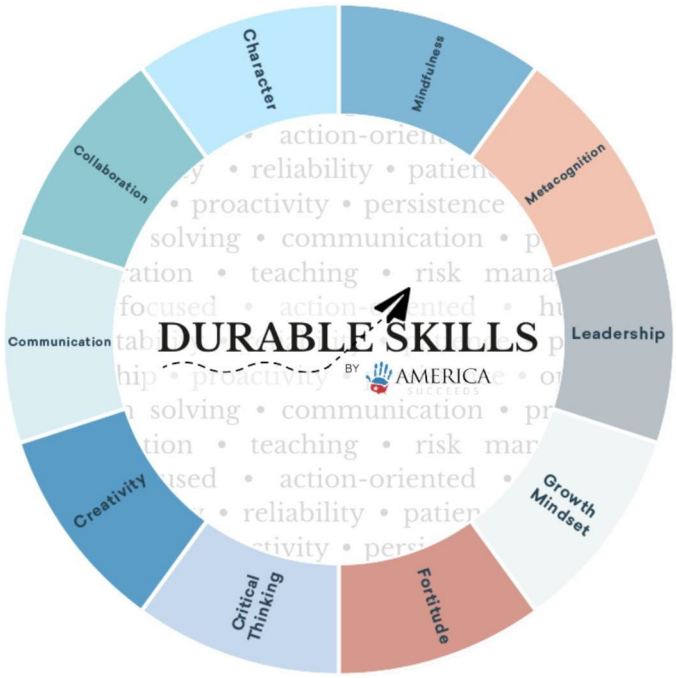
According to a RAND report, The 21st Century at Work: Forces Shaping the Future Workforce and Workplace in the United States, the marketplace will require knowledge workers in every industry- from nanoscientists to package deliverers- "requiring high-level cognitive skills for managing, interpreting, validating, transforming, communicating, and acting on the information. Valued skills include such non-routine analytic skills as abstract reasoning, problem-solving, communication, and collaboration."

The Charter School believes that an educated person in the 21st century is one who possesses:

1. A solid foundation in the core academic skills, as outlined in the state curricular standards.
2. Mastery and a facility for ongoing learning of the effective use of digital technologies and communication tools.
3. The ability to communicate confidently and effectively, both orally and in writing, with people of all ages and backgrounds.
4. The ability to think critically and creatively and use a variety of strategies to solve problems.

5. The ability to think quantitatively, including the use of data for analysis, to make decisions, or to apply theories and processes.
6. Executive function skills and the ability to work both independently and cooperatively.
7. The personal integrity, morality, self-motivation, and self-esteem.
8. A commitment to and ability to engage in lifelong learning that includes informal or on-the-job learning as well as degrees, diplomas, certifications, and digital badges.
9. The ability to navigate institutions, cultures, and systems in their chosen profession(s).
10. The skills and willingness to engage in the responsibilities of citizenship.

The list above includes many of the "Durable Skills" that employers define as required for success in post-secondary education and employment and as contributing citizens in their communities.[11]



These skills are taught explicitly at the Charter School in a rigorous, standards-based curriculum and reinforced by students' experiences in team projects, leadership development opportunities, and in on-site career and life skills training. The Charter School's students will graduate with a portfolio documenting their achievement in developing proficiency in Durable Skills.

The Charter School embraces a student-centered approach to learning using authentic, real-world contexts. The Charter School believes that active learning, project-based learning, online

[11] https://americasucceeds.org/policy-priorities/durable-skills

instruction, and inquiry-based learning best captures students' interests and develops their critical thinking and problem-solving skills. The Charter School's core curriculum is organized around a sequence of activities that challenge students to apply and integrate their knowledge.

Every student will have the opportunity to validate and certify their foundational workplace skills by earning credentials and digital badges. All learners will measure their hard and soft skills relevant to any occupation, at any level, and across industries by having the opportunity to earn the WorkKeys National Career Readiness Certificate ("NCRC").[12] Learners earn the NCRC credential in four levels that build on each other, incorporating the skills previously assessed. For example, the WorkKeys NCRC is the foundation of the National Association of Manufacturers ("NAM") stackable credential program. It is also a key component of credentialing programs in multiple industries, such as energy, construction, and information technology. Earning a Silver NCRC or higher is indicative of a learner demonstrating the skills needed for approximately 67% of jobs in the labor force.

How Learning Best Occurs

The Charter School leadership believes that learning best occurs when students are offered an opportunity that combines a rigorous academic curriculum, a strong support network of well-qualified staff, and rigorous standards and expectations in a flexible personalized learning environment. The Charter School is structured to support high student achievement by creating a high-quality, flexible personalized learning environment for all its students. Students require a climate that is conducive to learning. Drawing on instructional approaches that have demonstrated success with our target population, learners see connections between their experiences at home, in school, in the community, and in the world.

Learning becomes more meaningful, and learners become more motivated when they have opportunities to connect their existing knowledge with what they learn in school. A culturally relevant approach to pedagogy, real-world work, and service learning in the community allows students to see themselves as capable of improving the life of the school and their greater community. The project-based aspects of The Charter School's curriculum allow students to pose and answer questions related to real-life situations. It enables students to see relationships between the different academic disciplines, their individual home lives, and the real world. At the Charter School, all students are immersed in a learning environment that values a strong connection to career planning. By senior year, time spent on academics is in equal balance with a hands-on career skills development track, and technology is integrated into all subjects and used as a learning tool both in the classroom and on the training site.

When adults expect students to learn and when they are supported in their learning, students rise to meet those expectations. As noted, psychologist Lev Vygotsky described in his book, "Mind in Society: The Development of Higher Psychological Processes," the key to a learning experience within a student's zone of proximal development is "problem-solving under adult

[12] https://www.act.org/content/act/en/products-and-services/workkeys-for-job-seekers/ncrc.html

guidance or in collaboration with more capable peers." The Charter School educational curriculum is founded on explicitly stated, expected objectives, such as the State Standards. Additionally, the small school community ensures that faculty and administration personally know each student. This allows teachers to scaffold students' learning and differentiate instruction to lead all students to academic growth and achievement.

The San Benito County Polytechnic Academy Model

The founding committee creating the Charter School consists of successful local professionals who, as youth and young adults, succeeded at the same time as facing challenges similar to those faced by the current young people of San Benito County. We have attained our personal and professional goals due to a variety of factors, including the persistence of our immigrant culture, the family focus inherent in our Mexican heritage, encouraging mentors who opened our eyes at an early age to professional possibilities and guided our paths, and the unique opportunities we were prepared to pursue when they presented themselves. As a result, we have become leaders in our fields: agriculture, medicine, education, accounting, law, entrepreneurship, and community development.

In developing the Polytechnic Academy model, we began using design thinking, considering the realities our target population faces every day throughout adolescents. Rather than force our students to adapt to the traditional school model, we shifted the school model to address the realities of the students. The innovations below reflect those choices.

Innovation 1: Address motivational challenges by establishing and maintaining a culture of excellence and support.

Our leadership knows that the likelihood of success of a learner is significantly higher when that student's initial experience is positive and when she/he feels a clear sense of personal direction. A positive experience is marked by student confidence, excitement, connection, support, and a feeling of momentum. The Charter School believes that the crucial time period for student engagement and retention begins even before the student officially starts her/his first day.

To ensure student success, the Charter School plans to provide the following supports:

- Collection of Personal Data
- Assignment of the Learning Director as part of the Student Support Team
- Personal huddle to assist the student in enrolling
- Personal support to assist the student in developing the Personalized Success Plan[13]

[13] Like an IEP, the PSP is used as the guiding document by the Student Support Team during the progression of a Charter School student through high school graduation and into post-secondary success.

- Charter School orientation for students
- Instructional Aide on standby on an as-needed basis
- A laptop with Internet access and software to support the academic program
- Technology support to ensure the students and parents can fully engage with the school

Turning around a new student arriving at the Charter School with a history of low attendance or non-attendance, accompanied by a history of poor academic performance is a multi-year process. This turnaround occurs as the social-emotional needs of the student begin to be met through counseling and the provision of wrap-around services; the student will begin to connect with the Charter School family, thus slowly re-engaging back into school. This innovative practice of understanding where every student/family is socially-emotionally meets the needs stated by Abraham Maslow (1943, 1954) as he developed a hierarchy of fundamental human needs, which he laid out in a pyramid form -- the most basic needs at the bottom, the most advanced at the pinnacle. The pyramid layout is not merely for aesthetics: Each need is dependent on the ones below it. The lowest levels must be achieved before the next level of needs can be addressed. This is where Charter School's first academic intervention begins for students that are behind and/or advanced. If these deficiency needs are not met daily, then their effects will prevent the student from not only learning but from evolving into a productive member of society. At the same time as these social-emotional needs are met, we will address learning gaps and give the students experiences of meaningful learning and incremental academic success.

Building a team that can relate to the students and families at the Charter School is essential to a school culture focused on academic success. Students enroll with a myriad of stressors from both community and familial challenges linked to poverty. Utilizing trauma-informed practices focusing on mental health will provide families access by engaging and acknowledging the families' experience through their perspective and definition, building partnerships with community organizations already working with the families, and being informed of families' experiences with government agencies. Beginning from a student/family cultural perspective allows a more natural relationship to develop and move towards a multifaceted approach to student/family access and achievement.

As student and family mental health challenges are confronted, students can begin to engage in the academic rigor of completing their high school and post-secondary education. Contrary to myths surrounding disengaged students and families' apathy towards school, offering rigorous and relevant coursework is important for them to succeed. Students will be provided with all the necessary technology to succeed to eliminate barriers with the Charter School's online and dual enrollment offerings. As students begin to progress towards grade-level fluency in reading and math, they simultaneously are enrolled in courses to gain workforce certification, thus, immediately seeing the relevance of education. Our 8-week credit accrual structure further adds to the immediate feedback toward graduation progress and course completion. Students who are significantly behind in credits and/or returning to high school after dropping out need academic

and credit progress to be consistently shared to assist with the motivation needed to complete their educational goals.

The low student-to-counselor ratio allows for weekly contact with students to assist them in gaining the necessary skills to begin to track their own progress toward graduation, workforce certification, and postsecondary attainment. Continual monitoring of student progress to improve student outcomes and completion is also critical to long-term student success. The students and staff develop and regularly update Personalized Success Plans collaboratively with students helping them to own their own success. Counselors also work with local agencies and nonprofits to provide students access to internships, part-time and summer jobs, and mentoring and coaching. As most of the students will be first-generation high school and college graduates, these services provide access to middle-class opportunities that are otherwise difficult to access.

Upon graduating from the San Benito County Polytechnic Academy, students will continue to receive college counseling services and support. With 40% of first-generation college students dropping out for reasons ranging from poor academic preparation, social anxiety, family issues, being overwhelmed, and low self-esteem, it is crucial that students remain consistently engaged with their counselor even after they graduate to help them navigate resources available in their colleges and community. Monthly virtual or in-person meet-ups, activities during college breaks, and continual mental health support are crucial for their acclimation to postsecondary life.

Young people without active mentors at home or within their communities need ongoing support to complete their college credentials or advance in their careers. Case managers will facilitate planning and monitor post-graduate and job progress, local sites will build active partnerships with colleges and employers for ongoing support towards college completion and job retention, and graduates will be able to access tutoring, technology help, assistance in completing job applications, and links to a mentor network.

Innovation 2: Address learning challenges through academic acceleration and student-matched instructional practices.

The Charter School will be structured to accommodate the real lives of our students. Our course of study includes four key strategies:

1. Intensive acceleration in the first-year students join the Charter School to build up their ability to engage in high school, and eventually career and community college-level, studies;
2. A primary course of study, themed by career concentration, that ensures that every graduate has the option of attending and successfully completing college;
3. Dual enrollment in the Community College, especially for industry courses;
4. Career skill certifications to immediately boost student earning power and career preparation.

The instructional practices have two key characteristics:

1. A focus on deeper, mastery-based learning taught using the principles embedded in the science of learning to keep our students' minds engaged.

2. Logistical planning to offer as much flexibility as possible in the school year, the school day, learner groupings, and accelerated progress (either to catch up or get ahead).

Graduation Requirements and Course of Study

Because our target population is students significantly below grade level in both skills and credits, we provide a program that is not a typical four-year progression but a period of three to six years during which students will have the same opportunity as at or above grade level students to recovery learning loss and fully engage in a career and college preparatory program. Our goal is for each student to achieve grade level and subject mastery to succeed in more advanced coursework with a strong foundation in pre-requisite skill sets. The course of study, in both depth and quality, is fixed, and time and learning context are flexed to the needs of the students.

The Charter School requires students to complete the 15 courses required by the University of California for admissions, in addition to two years of Physical Education, one semester of Health, and one semester of Ethnic Studies. While students may graduate with a total of 190 credits (5 credits per semester course), the Charter School encourages students to take 240 credits (6 year-long courses), including at least 10 credits of community college and/or career certification coursework. It may substitute equivalent community college courses for a-g equivalent courses. With the active involvement of parents, administrators, teachers, and pupils, the Charter School shall provide an expanded means for pupils to complete the prescribed course of study, which may include:

- Practical demonstration of skills and competencies
- Supervised work experience or other outside of school experience
- Career technical education classes offered
- Courses offered by regional occupational centers or programs
- Interdisciplinary study
- Independent study
- Credit earned at a postsecondary institution

The Charter School will offer coursework and extracurricular activities enabling students who wish to do so to earn specialized graduation seals, including the State Seal of Biliteracy, State Seal of Civic Engagement, and the Golden State Seal Merit Diploma.

The Charter School believes that a systematic standards-based instructional program will engage students successfully in rigorous academic activities through which they will learn the essential skills for each of the courses. These essential knowledge and skills are correlated with the Common Core State Standards for math and English Language Arts, and the Next Generation Science Standards for science.

Standard and honors UC-approved “a-g” courses will be offered across all subjects, including:

A - English (4 years required/40 credits)

Foundational English
Writing

Literature

Writing Through Ethnic Studies

Career-focused Technical Reading and Writing
English as an Additional Language

Other UC approved English core courses
College Preparation Research Skills

English courses may be replaced by career pathway courses taught as writing intensives

B - Social Science (3 years required/30 credits)
World History US History
Economics/Government

C - Mathematics (3 years required/30 credits)
Foundational Math

Data Analysis
Algebra
Algebra 2
Geometry
Precalculus
Calculus
Statistics

Accounting and Budgeting

D - Science (2 years required/20 credits)
Physics

Chemistry
Biology

Environmental Science
Engineering

Physiology and Anatomy

*one year must be physical science and the other life science

E - Foreign Language (2 consecutive years required/20 credits)
Spanish 1

Spanish 2

Spanish 3

Spanish for Native Speakers 1
Spanish for Native Speakers 2

Other world languages available online and through community college

F - Visual or Performing Arts (1 year required/10 credits)
Art & Design 1 - Design Foundations

Art & Design 2 - Design Foundations Extended

Art & Design 3 - Intermediate Architecture OR Intermediate Graphic Design
Art & Design 4 - Advanced Architecture OR Advanced Graphic Design

G - College Preparatory Elective (1 year required/10 credits, 4 years encouraged/40 credits)
Learning Technology

Global Logistics
Entrepreneurship

Career Pathway Courses

Physical Education (2 years required/20 credits)

Two courses in physical education, unless the pupil has been exempted pursuant to Charter School Board Policy.

Health (1 Semester/5 Credits)

Ethnic Studies (1 Semester/5 Credits),

A course based on the model curriculum developed consistent with Education Code Section 51226.7; an existing ethnic studies course; an ethnic studies course taught as part of a course that has been approved as meeting the A–G requirements; or a locally developed ethnic studies course approved by the governing board of the charter school.

The Charter School will offer its students Career Technical Education (CTE) pathways through which students can select a more specialized course of study: Agriculture Science and Technology, Construction Trades and Community Development, and Healthcare Sciences. These career pathways include increased opportunities to interact with professionals working in these fields and learn relevant industry skills. Many of the courses in these industry areas will be taken through local community colleges, Gavilan and Hartnell College, as well as the California Community Colleges Virtual Campus.

Career Preparation and the Career Training Program: At the Charter School, all students are immersed in a learning environment that values a strong connection to career planning and preparation at every grade level. By the senior year, time spent on academics is in balance with

hands-on job market skills in a career pathway. Leadership and technology training is integrated into all subjects and used as a learning tool in the classroom and on the training site. The Charter School students will develop and measure their skills in the subjects of Graphic Literacy, Workplace Documents, and Applied Math to ensure they have the foundational skills needed to qualify for the majority of today's careers and occupations. Earning a silver level or higher in each of these three subjects leads to earning the WorkKeys National Career Readiness Certificate, a stackable workforce certification, and a digital badge that is nationally recognized by over 28,000 employers.

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

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

Below are some examples of first-semester course loads differentiated by learner profiles.

1. Low Achiever– blocks– personalized tutoring, small group instruction, and 1-2 courses (SPED inclusion/personalization)
    a. Lab (Read 180/ELD)
    b. Lab (Math 180)
    c. Technology Elective
    d. Career Intro Elective
2. Moderate Achiever– personalized tutoring, small group instruction, and 2-4 courses (SPED inclusion/personalization)
    a. English Class (or Read 180/ELD)
    b. Pre-Algebra Class (or Math 180)
    c. Technology Elective
    d. Career Intro Elective
    e. Required Course (personalized via online)
3. High Achiever (SPED inclusion/personalization)
    a. English 9
    b. Algebra, Algebra 2, or Geometry
    c. Technology Elective
    d. Career Elective
    e. Required Course (personalized via online)

4. Hybrid Students– students who cannot be on campus 80% of the time– completely personalized (SPED inclusion/personalization)
    a. 3-5x per week individual tutorial (ideally in person)
    b. Technology Elective
    c. Career Intro Elective
    d. 2-4 Required courses online classes/college dual enrollment
5. Independent Study Students– students who cannot be on campus 80% of the time– completely personalized (special education inclusion/personalization)
    a. As needed scheduled or daily check-in with supervising teacher (live via online meeting or, in some cases, via text messaging)
    b. 3-5x per week individual tutorial (live sessions to provide concentrated support)
    c. Math 180 in conjunction with an appropriate-level math course
    d. Technology Elective
    e. Career Intro Elective - job shadowing
    f. 2-4 Required courses: textbook-based or online classes or college dual enrollment

Course Transferability and Accreditation

The Charter School will provide students and parents with a course catalog or its equivalent, notifying parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements.

Parents of students seeking higher education admission will be notified should problems arise regarding the eligibility of the Charter School's courses to meet college entrance requirements. The Charter School will immediately begin gaining accreditation from the Western Association of Schools and Colleges ("WASC"), the NCAA, and course approval of "a-g" course requirements for entrance to the CSU and UC systems. Both the "a-g" list and the transferability of classes will be updated on a yearly basis. WASC Accreditation ensures that high school courses will be transferable to other local high schools.The Charter School staff will support students' entrance into higher education institutions through communication with admissions staff and other support.

All students and parents/guardians will be required to complete an orientation that will include a review of the course catalog. A high school diploma will be issued to all students who meet The Charter School graduation requirements. Students will engage in developing a Personalized Success Plan that will clearly itemize the required graduation requirements to meet their goals and the specific requirements they will need for graduation. These graduation requirements will vary depending on the students' current and past personal life circumstances (i.e., legally required modifications for foster youth placement or modifications for homelessness) and their post-secondary plans. The Personalized Success Plan will be monitored regularly with the student and adjusted as a student's career and post-secondary plans develop or change.

Flexible Instructional Practices

Learning Science-Based Instructional Best Practices

As a school community committed to continuous improvement, we will train our team in the following instructional practices grounded in learning science.

Think It Through:

1. *Evoke deep processing: Encourage students to think hard about many aspects of a target concept. (Craig et al., 2006; Craik & Lockhart, 1972)*
2. *Use desirable difficulty: Assign tasks that are neither too easy nor too difficult. (Bjork, 1988, 1999; VanLehn et al., 2007)*
3. *Elicit the generation effect: Design tasks that require effortful recall of relevant information. (Butler & Roediger, 2007; Roediger & Karpicke, 2006)*
4. *Engage in deliberate practice: Provide students with formative feedback and ask them to attend to exactly what was wrong or right about their performance. (Brown, Roediger, & McDaniel, 2014; Ericsson, Krampe, & Tesch-Romer, 1993)*
5. *Use interleaving: Mix different types of tasks and problems addressing a shared idea.*
6. *Induce dual coding: Engage multiple senses in numerous ways, including written and spoken words, images, video, etc. (Kosslyn, 1994; Mayer, 2001; Moreno & Valdez, 2005)*
7. *Evoke emotion Use material to elicit emotional associations, either positive or negative, to facilitate recall. (Erk et al., 2003; Levine & Pizarro, 2004; McGaugh, 2003, 2004)*

Make and Use Associations:

1. *Promote chunking: Help students group related ideas, especially with existing knowledge. (Brown, Roediger, & McDaniel, 2014; Mayer & Moreno, 2003)*
2. *Build on prior associations: Highlight as many ties to previous knowledge as possible.(Bransford, Brown, & Cocking, 2000; Glenberg & Robertson, 1999; Mayer, 2001)*
3. *Start with foundational material: Articulate the basics first before incorporating subtleties and exceptions. (Bransford, Brown, & Cocking, 2000; Wandersee, Mintzes, & Novak, 1994)*
4. *Exploit appropriate examples: Use multiple, memorable, concrete examples — not only abstract principles. (Hakel & Halpern, 2005)*
5. *Rely on principles, not rote: Help students understand why something is the case and what concepts are generalizable. (Kozma & Russell, 1997; Bransford, Brown, & Cocking, 2000)*
6. *Create associative chaining: Tell stories and use narrative structures so that knowledge and skills naturally unfurl in active sequences. (Bower & Clark, 1969; Graeser, Olde, & Klettke, 2002)*
7. *Use spaced practice: Spread exposure and work on a concept or skill across time. Discourage cramming. (Brown, Roediger, & McDaniel, 2014; Cepeda et al., 2006, 2008; Cull, 2000)*

8. *Establish different contexts: Explore an idea's application to different domains and circumstances to facilitate the far transfer. (Hakel & Halpern, 2005; Van Merrienboer et al., 2006)*
9. *Avoid interference: Help students differentiate one idea from other similar ideas. (Adams, 1967; Anderson & Neely, 1996)*

We are grateful to Stephen M. Kosslyn and Ben Nelson for their work distilling the major principles of science-based learning summarized above. As the science of learning evolves, revealing more efficacious learning strategies, our team will update its practices.

Knowledge and Skills Mastery Best Practices

Polytechnic Academy also will seek to advance students based on a mastery learning model. This model of instruction and promotion is based on flexibility considerations and the use of rubrics (evaluation tools) throughout content delivery. Flexibility considerations refer to the school taking back control over factors usually determined by schools to be fixed. For example, how would we better meet the needs of students if we reject certain of the assumptions that currently govern high schools? Some of those include:

1. Students must take six classes at once, each with the same number of minutes.
2. Every course must be completed during one semester.
3. Students can only be educated in classroom groupings of 20 to 40 students in person.
4. Academic mastery can only be determined through written tests.
5. All students must use the same instructional materials.
6. Every student is assumed to have mastered the requisite skills and knowledge of prerequisite courses.

Polytechnic Academy is committed to being as flexible as the law allows to ensure that students actually master the subject matter, even if that means flexing the use of time, student pace, community context, student groupings, or instructional materials. While that requires an acceptance of more operational complexity, it will improve student outcomes.

Mastery (of knowledge, skills and habits) is a concept with growing acceptance in academic circles. Dr. Robert J. Marzano and his colleagues have led the implementation of this deeper way of teaching and learning that leads to students improving their understanding of the subject matter and their ability to use and apply what they learn on a long-term basis. One way to look at mastery is through the lens of grading. Here is an example of how middle school math often is graded. Say there are 18 units over the course of a semester with the knowledge of each building on the previous unit. The teacher grades all of the unit tests, plus a mid-term and a final, averaging all of the tests. A student who did well at the beginning and worse as the semester progressed would receive the same grade as a student who did worse at the beginning but better as the semester progressed. Under a mastery-based system, the later tests would receive higher weighting because the skills and knowledge later in the course are built upon the earlier skills and knowledge. Therefore, a student whose outcomes improved over the course of the semester

would have essentially proven a mastery over the earlier bad grades because she would have had to master those earlier skills to progress. Mastery-based grading aims not to average a series of point-in-time snapshots but to assess the overall mastery of the full body of knowledge being studied.

Mastery-based work is also about the depth of the learning. As illustrated in the chart below, the framework for the mastery-based rubrics at Polytechnic Academy will be based on a revised version of Bloom's Taxonomy (Anderson, L.W., & Krathwohl (Eds.). (2001): A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives. New York: Longman). In the chart below, "advanced" (synonymous with mastery) signifies that a student has not only has memorized a competency but also is able to explain it, solve problems using its concepts, question or test it, and be able to infer new competencies based on a deep understanding of the original competency. It also requires a teacher to cite evidentiary examples of student work at each level leading to mastery or to acknowledge a lack of evidence.

Competencies	Absence of Evidence	Emerging (Remember) 1	Capable (Understand) 2	Bridging (Apply) 3	Proficient (Analyze) 4	Advanced (Create/Evaluate) 5
(Specific skills, knowledge, or habits)	(Student has not yet demonstrated any level of competency)	Choose	Classify	Assumptions	Appraise	Assess
		Define	Confirm	Categorize	Compare	Combine
		Describe	Differentiate	Compare	Consider	Compose
		Identify	Discuss	Demonstrate	Debate	Construct
		Label	Explain	Dramatize	Defend	Create
		List	Give	Examine	Inspect	Critique
		Locate	Example	Investigate	Judge	Design
		Memorize	Infer	Order	Question	Develop
		Recognize	Interpret	Relate	Recommend	Formulate
		Select	Match	Solve	Weigh (Evidence)	Generalize
			Predict	Survey		Hypothesize
			Prepare	Use		Originate
			Show			Synthesize
			Summarize			

Here is an example illustrating a typical student's progress in mastering multiplication standards:

Competencies	Absence of Evidence	Emerging	Capable	Bridging	Proficient	Advanced (Mastery)
Single Digit	NA	Student can	Student can	Student can	Student can	Student can create

Multiplicatio n		recite multiplicatio n tables through 9x9	give an example of using multiplicati on to get a correct answer	solve word problems knowing when to use multiplicati on versus another function	defend their rationale for how and why they solved the word problem using multiplicati on	sample word problems requiring the use of multiplication and infer how problems requiring double-digit multiplication might be solved by using what she knows about single- digit multiplication.

This will be a shift for students with a history of poor academic performance based on the traditional systems of points and percentages. Our model provides curriculum, instruction, and assessment that are focused on knowledge, skills, and understandings – on students "uncovering" meaning at their own pace, not on teachers' "covering" a set of content standards in a prescribed period. Demonstration of mastery may include mastery-based assessments, verbal demonstrations of knowledge, presentations of projects or work products, or other mutually agreed-upon methods. Our goal is for students to reach a higher level of learning that enables them to begin to access more advanced coursework, including dual enrollment career-focused college courses.

Beyond the use of learning science and mastery-based deeper learning, the Charter School will employ career-based relevance throughout its courses. For example, during the required US History course, students will not merely memorize events but will follow themes related to their chosen pathways for supplementary reading and writing assignments. During Government, students will study how the major branches of government create and implement policies related to their chosen career paths. Math courses will employ examples and projects connecting the use of math to the pathways. Students will participate in internships, community projects, certifications, and college courses as early as possible, enabling them to develop interest-driven qualifications, knowledge, and skills.

Student-Matched Instructional Practices

Students in the Independent Study program will take courses matched to their individual level, progression, and interests on a curated, personalized basis. As with the in-person program, students will participate in extracurricular activities and portfolio development. Every Independent Study student will participate in a teacher- or counselor-led 50-minute group advisory session weekly, covering topics and activities that support their academic, social, and durable skills development throughout their Polytechnic Academy experience.

The in person program will primarily be structured on a semester basis with flexibility for credit

accumulation on a monthly mastery basis to ensure that students who enter or exit mid-semester receive credit for their academic progress.

For some accelerated students, courses will be structured on an 8-week/5-credit basis, with four courses taken each quarter, allowing students to earn an average of 80 credits per year. The 80-credit average will vary depending on Dual Enrollment, after-school, and intersession/summer courses. The mastery learning model, coupled with 8-week/5-credit courses, reinforces the Charter Schools' goal of students reaching grade-level competency in core academic courses, accruing credits to graduate from high school, and ultimately enrolling in college-level dual-enrollment courses.

Independent Study Laws and Regulations

The Charter School will offer a full-time independent study program, allowing students seeking this alternative learning environment to benefit from its career-oriented curriculum. The Charter School will follow all legal requirements for students enrolled in the independent study program.

Based on student needs, instruction will take place in various contexts, including one-on-one, small group, learning lab, classroom cohorts, independent study, and online instruction. The Charter School will adopt an Independent Study policy and meet all other legal requirements, consistent with Education Code Section 51744, *et seq.*. The Charter School will continually review the State Controller's K-12 Audit Guide to ensure the program offered is fully legally compliant. Both the classroom-based and nonclassroom-based instruction and academic practice will occur either at the school site or the student's preferred location, in college settings, or in the context of career-focused programs.

Independent Study Policies and Agreements

The Charter School shall comply with all applicable independent study laws, including, but not limited to, Education Code Sections 51744 *et seq.*, and its implementing regulations regarding independent study instruction, in addition to meeting the requirements for a charter petition.

The Board of Directors shall adopt and maintain a written independent study policy consistent with Education Code Section 51747 and other applicable legal requirements.

The Independent Study Policy minimally addresses:

- the maximum length of time, by grade level and program, that may elapse between the time an independent study assignment is made and the date by which the student must complete the assigned work;
- the level of satisfactory educational progress expected of participating students;
- the number of missed assignments or level of unsatisfactory educational progress that

will trigger an evaluation of whether continued participation in independent study is in the student's best interest;

- procedures for evaluating students who are not making satisfactory educational progress;
- opportunities for live interaction and synchronous instruction as required by applicable law;
- other requirements established by the Education Code and implementing regulations; and,
- a description of the required written agreement.

A current written independent study agreement shall be maintained for each participating student as required by law. The written agreement shall include all information required by Education Code Section 51747, minimally including:

- the manner, time, frequency, and place for submitting assignments, reporting academic progress, and communicating with the student's parent or guardian;
- the objectives and methods of study and the methods used to evaluate student work;
- the materials, personnel, technology, connectivity, and other resources available to the student;
- the maximum length of time allowed between the assignment and the completion of the student's work;
- the number of missed assignments allowed;
- the duration of the independent study agreement, including the beginning and ending dates of the agreement;
- a statement of the number of the number of course credits or academic accomplishment to be earned upon completion; and
- academic and other supports available to students who are not performing at grade level or who require additional support, including English Learners, students with disabilities, students with Section 504 Plans, students in foster care or experiencing homelessness, and students requiring mental health supports; and
- a statement that independent study is an optional educational alternative in which no student may be required to participate.

Current law specifically requires the written agreement to address access to adequate connectivity and devices and to identify supports for students requiring additional assistance.

Written agreements shall be completed, signed by the student, parent, teacher, and the certificated employee designated as having responsibility for the special education programming of the scholar, as applicable, and maintained within the timelines required by applicable law. No independent study agreement shall extend beyond one school year. The Charter School shall maintain all required records related to independent study and student participation.

Instruction, Supervision, and Student Support

Students are expected to maintain regular check-ins with their teacher through in-person or online interactions, work completion, or phone conference as set forth in Education Code Section 51747(g)(1). Independent study shall be provided under the general supervision of an appropriately credentialed certificated employee in accordance with Education Code Section 51747.5(a). The Charter School shall provide students participating in independent study with appropriate instructional materials, personnel, technology, academic support, intervention, and other existing school resources necessary to support successful participation.

The Charter School shall monitor student participation and educational progress through completion of assignments, assessments, student work products, progress-monitoring measures, live interaction, synchronous instruction, and other evidence of student engagement as applicable. Required participation or nonparticipation in live interaction and synchronous instruction shall be documented in accordance with Education Code Section 51747.5.

When a student fails to make satisfactory educational progress or exceeds the number of missed assignments established by Board policy, the Executive Director or designee shall conduct an evaluation to determine whether remaining in independent study is in the student's best educational interest. Required records of such evaluations shall be maintained in accordance with applicable law.

Students participating in independent study shall have access, as appropriate, to the educational services and resources available to the Charter School's classroom-based students, including intervention and enrichment opportunities, instructional resources, extracurricular activities, school programs, and student support services. Students with disabilities shall receive services consistent with their Individualized Education Programs, and the Charter School shall provide appropriate supports to English Learners and other students with identified needs.

Assessment and Accountability

Students participating in independent study remain enrolled students of the Charter School and are subject to the same applicable state assessment and accountability requirements as other Charter School students. Students shall participate in statewide assessments and other required assessments in accordance with applicable law and Charter School procedures.

For purposes of attendance and apportionment, the Charter School shall maintain contemporaneous records that document all student attendance. An annual, independent audit of student records will be conducted by a state-approved certificated public accountant. These records shall be made available for audit and inspection.

For traditional independent study, the Charter School may claim apportionment credit for independent study only to the extent of the time value of student work products, as determined by the appropriately credentialed certificated employee responsible for the student's independent study per Education Code Section 51747.5(b)(1), and the student's daily engagement in assigned work.

The Charter School will meet the requirement related to the ratio of ADA to full time equivalent certificated employees as prescribed under Education Code Section 51745.6. The Charter School shall comply with applicable teacher-to-ADA ratio requirements and all other apportionment conditions associated with independent study.

Instructional Design of the Blended Learning Component

The program at the Charter School is primarily teacher-directed . It also has facilitated and supervised computer-assisted courses based on a personalized learning program that operates on the 8-week block schedule. Target deadlines are set within each course to help students budget their time and stay on task throughout the block, but the actual time a student spends on the instructional and evaluative components of each course will vary according to the student's ability, prior learning, and special needs.

The Charter School's online pedagogical approach is a guided curriculum. While flexibility is encouraged, a highly structured learning environment has been developed to provide students with time and resource management boundaries necessary for them to complete their assignments in an orderly and progressive manner within the allotted time.

Through each course, students can progress at their own pace, subject to the course model requirements, and complete their studies at the time of their choosing within each model, subject to course assignment schedules. Ongoing support will be offered to students during the daily block schedule to ensure that they are on track with completing their course assignments.

A Learning Director meets with the student prior to the student's course registration to help the student develop a Personalized Success Plan based on the student's interests and preferences and governed by the graduation requirements. Students ultimately determine the sequencing of courses that do not have prerequisites. Students are expected to complete a set of required core courses in Math, Language Arts, Science, Social Studies, Visual/ Performing Arts, World Language, and/or Career Tech coursework, along with Electives.

Courses will include text, diagrams, images, audio content, and interactive simulations to facilitate the comprehension of concepts, assessments (self, objective, and subjective) that test mastery of concepts, and activities/projects/assignments that test higher-order thinking skills and engage students with other students. Courses will be supported by certified, well-qualified teachers that engage students that have questions, problems, or curiosities through an onsite and online support system.

Curriculum selection will be based on sound pedagogical theory and practice that is effective, efficient, and appealing, aligned to State Standards, and will accommodate multiple learning styles and individual needs.

Students will also be able to take online college Dual Enrollment courses within and outside their regular day to accrue more courses towards graduation and the completion of their post-secondary plans.

Instructional Day

The typical day and the typical week will be determined by each student's PSP and their progress towards graduation. For example, during the senior year, students may spend a week at a time in hands-on career technical education skill development as they participate in a paid/non-paid internship program or attend dual enrollment courses.

During some blocks, the Charter School may elect to split the time between career technical education skills development and academics during this phase by having students participate in traditional academic courses two days a week and career technical education skills development for two days a week, with the last day focused on community projects, academic in-class learning, and leadership development. A careful assessment of the local opportunities will be conducted in conjunction with an evaluation of individual student learning goals and needs. This assessment will be conducted by the Charter School Executive Director in conjunction with the classroom teachers, learning director, and other instructional staff. It will be the basis for each student's unique "typical day."

Students participating in the Independent Study program will have more flexibility in their daily schedule. However, with flexibility comes greater teacher oversight. Teachers will assign sufficient work for students to complete which meets/exceeds the instructional minute requirements. Teachers will work closely with students to ensure continual progression through the assigned coursework while meeting deadlines and requirements.

Some students may participate in extended-year enrollment, depending on their personal circumstances and Personalized Success Plan.

Daily Schedule

8:30 - 10:00	**Period 1**
10:05-11:35	**Period 2**
11:40-11:55	**Homeroom**
12:00-12:30	**Lunch**
12:35-2:05	**Period 3**
2:10-3:40	**Period 4**
	After School Career-based Program and 1:1 Tutoring

Daily Instructional Minutes 375, minimum 180 Days of 175 required

Annual Instructional Minutes 67,500 of 64,800 required

Annual Calendar

The Charter School will operate on a multi-track year-round calendar to accommodate our students' need for more time to accelerate their learning and because chronically absent students change or return to school at any time during the school year. The school year will be run according to 8-week quarters, each consisting of two learning periods of approximately 20 to 23 days each, depending on the month. Students will be able to attend school on a continuous basis (year-round) or utilize the normal summer break in a traditional calendar. For students who want more time to catch up or to get ahead, the Charter School will offer a track that begins July 1.

The Charter School's calendar breaks will be similar to other schools in San Benito County in order to minimize family disruptions.

The 2024-25 starting year calendar is detailed in the Appendix.

Innovation 3: Address motivational challenges through rigorous industry pathways with immediate student rewards

Durable Skills Training

The Charter School leadership believes that, in addition to the skills required for success in post-secondary education and employment and as contributing citizens in their communities, an educated person in the 21st century needs well-developed emotional intelligence skills such as self-reflection and self-concept, relationship-building, conflict resolution, and work culture fluency. These skills are taught explicitly and reinforced by students' experiences in their coursework, team projects, leadership development opportunities, and in on-site training. By prioritizing the acquisition and practice of durable skills such as critical thinking, leadership, collaboration, and communication – the very skills most sought out by today's employers – the Charter School students will build confidence and real-world know-how that set them up for professional and academic success today and in the future.

As Jesse Ross, an educator with One Stone, a nationally recognized innovator in student-led education that serves as a model for some of the thinking behind the Polytechnic Academy, "all around the country, students continue to experience education that emphasizes test-taking and classroom-bound academic skills over relevant, hands-on experience. As we look to the future, rather than chasing the moving target of essential knowledge required for jobs that don't yet exist, educators would do well to equip students with the personal toolkits and self-awareness (that is, the durable skills) that will allow them to adapt and thrive no matter what careers or life-paths they choose."[14]

Because more than 50 percent of employers include leadership as an essential job skill[15]The

[14] https://americasucceeds.org/durable-skills-in-action-an-educators-perspective

[15] https://americasucceeds.org/wp-content/uploads/2021/04/AmericaSucceeds-DurableSkills-NationalFactSheet-2021.pdf

Charter School aims to develop leadership through a set of fundamental building blocks, including a sense of belonging, self-identity, and citizenship. As students develop these areas, they also are exposed to leadership theory utilizing the 5 C's of leadership: collaborate, communicate, be candid, connect, and care. Creating this foundation allows staff to work with students on empowerment through validation and being involved in decision-making. Over time, the benefits to the young people are observable: an increased sense of self-worth, more ability to engage and negotiate the wider world, a sense of being able to make a difference, a new identity as a "leader," higher aspirations for themselves, the acceptance of greater levels of responsibility, and a tangible way to "give back."

Leadership development at San Benito County Polytechnic Academy will include:

- A clear definition of the process of leadership development
- Leadership development goals and objectives built into the program
- A set of achievable leadership competencies
- Leadership development woven into all components of the program
- Leadership topics included in the classroom curriculum
- An Individual Leadership Development Plan for each student
- Effective leadership structures like a Policy Committee
- Widespread leadership opportunities
- Ongoing staff training and support in leadership development; and time set aside for leadership development in the program design

At the Charter School, youth will be involved in leadership and civic engagement projects and opportunities within the school context and the local community. Students will participate in school-wide governance committees that provide input and feedback on school operations, teacher quality, assessments, academic rigor, and relevance. Students will also have opportunities to serve on the local community and civic committees.

Learning Technology (UC a-g "G" elective)

All students will take a foundational learning technology course that will cover the basics of digital citizenship, online research, text document creation, spreadsheets, presentations, video editing, security, basic principles of coding, and emerging technologies. During this course, they will have the opportunity to earn online skills certifications that will make them immediately eligible for jobs earning over $70,000 per year. Some of those certifications include:

Google
https://grow.google/certificates/#?modal_active=none

Microsoft

https://learn.microsoft.com/en-us/training/browse/

IBM

https://www.ibm.com/training/credentials

These are vital for several reasons. Students need to see the relevance of education right now, not just eight years in the future after they have finished college. Our targeted students need to be able to earn money now in part-time positions or during seasonal jobs and paid internships.

These basic technology skill certifications allow them to shift from only being able to work in minimum wage jobs to being able to pick up part-time work at more than $20 per hour. Since many of our students haven't had access to one-to-one technology as most students in wealthier households have throughout their lives, enabling students to learn these skills is a way to address a major educational equity barrier. Students who enter high school with these skills in place will be more successful throughout their academic careers. Finally, professionals today need to learn how to pick up important skills on-the-job and by teaching themselves using the tools at their disposal. Formal education is no longer the dominant method for attaining life-long career competitiveness. Students should not only get credit for skills learned through self-instruction but be supported in developing their self-directed learning capacity.

Agriculture Science and Technology

Agriculture is the top private sector employer in San Benito and several surrounding counties. In addition, skills in the agriculture field are valuable globally, as California feeds the world.

Increasingly, the agriculture industry also crosses over into fuel, manufacturing, global trade, international development, infrastructure development and materials science. A thorough understanding of this industry is a great foundation for immediate employment in a growing sector, as well as a long-term career embodying college, graduate school, and professional pathways for upward mobility and a meaningful life career.

Pathway-specific courses may include:

Learning Technology
Technical Reading and Writing
Durable Skills

Data Analysis

Algebra, Algebra 2, Geometry, Statistics (and/or Pre-Calculus and Calculus)
Spanish

Agricultural Biology
Agricultural Chemistry
Agricultural Economics

US and World History with Agriculture focused topics
ABT-49 Introduction to Agricultural Business

ABT-110 Careers in Agriculture & Technology
Certifications

Work Experience

Construction Trades and Community Development

The Construction Trades and Community Development pathway focuses on the development of communities, especially in the context of housing and infrastructure. With the expansion of Silicon Valley southward into San Benito, major housing projects, town centers, utility, highway, and transportation investments by the public and private sectors are slated to take place over the next thirty years, requiring an educated prepared workforce with training in skilled trades, engineering, architecture, logistics, project management, and community engagement. This pathway can lead students into skilled trades, as well as long-term careers embodying college, graduate school, and professional pathways for upward mobility and a meaningful life career.

Pathway-specific courses may include:

Learning Technology
Technical Reading and Writing
Durable Skills

Data Analysis

Algebra, Algebra 2, Geometry, Statistics (and/or Pre-Calculus and Calculus)
Spanish

Chemistry (with a focus on materials science)
Physics

Engineering

Community Development Economics

Government (with a focus on issues in Community Development and Infrastructure)
US and World History with Infrastructure and Community Development focused topics
CMA-51 Introduction to Construction Management & Architecture

CMA-52 Construction Graphics

CMA-53 Sustainable Construction Materials and Methods

CMA- 54 Introduction to Construction Estimating
Certifications

Work Experience

Healthcare Sciences

The Healthcare Sciences pathway focuses on the field of healthcare, preparing students for

careers as mental healthcare providers, doctors, nurses, administrators, and researchers. The pathway will include student projects relating to community wellness and service delivery innovation. This pathway can lead students into careers directly out of high school through certifications, as well as long-term careers embodying college, graduate school, and professional pathways for upward mobility and a meaningful life career.

Pathway-specific courses may include:

Learning Technology
Technical Reading and Writing
Durable Skills

Data Analysis

Algebra, Algebra 2, Geometry, Statistics (and/or Pre-Calculus and Calculus)
Spanish

Biology
Chemistry

Anatomy & Physiology
Kinesiology
Psychology

Economics (with a focus on issues relating to healthcare)
Government (with a focus on issues relating to healthcare)

US and World History with an emphasis on the evolution of the science of medicine
NUTR1-Nutrition

HES-80 Medical Terminology

NVN-70 Growth & Development Across the Lifespan

NVN-110 Foundations for Success for Vocational Nursing Students
Certifications

Work Experience

In order to prepare young people for life, college, and the technological and knowledge demands of the workplace, the Charter School will combine a rigorous, State Standards-based, academic curriculum emphasizing literacy, numeracy, critical thinking, and technology with career training resulting in industry-recognized certifications in career pathways including Agriculture Science and Technology, Construction Trades and Community Development, and Healthcare Sciences. The Charter School's explicit focus on career skill building will be supplemented by a hands-on curriculum in leadership and community development. Students will prepare for community leadership through an innovative curriculum focused on the social and cultural history of the local community

and critical awareness of important global issues.

Transition to Post-Secondary Activities

The Charter School will use future-focus activities to develop the skills to make the transition to college, technical education, and the workplace. These include in- and out-of-school opportunities for students to participate in college and career transitional experiences. Students will make connections between what is learned in school and the world outside the classroom and thus engage in meaningful postsecondary experiences while still in high school. For example, all learners will have the opportunity to earn nationally recognized workforce certificates that verify essential skills, supports career navigation, guides further learning, and serves as a springboard to other workplace certifications. Students may attend college fairs, take a career preparation course, take college courses, engage in job shadows, and develop and carry out school-based community action projects. Students can extend and deepen these experiences through college and career planning opportunities such as college visits, short-term internships, community action projects, and research about post-secondary options. In future-focused activities, students will understand how academic content relates to their future possibilities; will explore community resources and educational and career paths; will develop skills for success on those paths; and will develop action plans to achieve personal and career goals and to provide service in the community.

Post-Secondary and Industry Partnerships

The Charter School will offer a year-round program to students that will emphasize the attainment of foundational skill competencies, enhancing opportunities for academic and occupational training, and providing exposure to the job market and employment.

Activities may include instruction leading to completion of secondary school, tutoring, internships, job shadowing, work experience, adult mentoring, and comprehensive guidance and counseling.

The Charter School's partnership programs offer a variety of benefits to both program participants and the communities in which they reside, as follows:

Students

- Foundational skills assessment and validation
- Resources and guidance to help attain educational goals
- Leadership development opportunities
- Exposure to the work environment through training and adult mentoring

Employers

- Improved and trained employee pool

- Development of on-the-job and customized training opportunities

Community

- Improved workforce quality
- Services designed for local workforce development efforts

The Charter School's partnerships will continue to address the needs of learners who face unique economic challenges, including those who seek college and career opportunities that are not currently available to them in the traditional school system. Evidence shows that our approach will be successful in producing skilled students ready for their future careers and/or to pursue postsecondary education. As noted in the report "What Works in Job Training: A Synthesis of the Evidence, produced by the U.S. Departments of Labor, Commerce, Education and Health and Human Services, existing evidence on job training demonstrates that early exposure to a range of career and higher education information and opportunities is associated with better post-secondary education outcomes.

- Work experience for youth still in school, including paid summer jobs, has some important results in terms of educational outcomes, particularly if job skills and education are combined.
- Occupation and industry-based training programs show some promising employment outcomes for youth. Work-based learning, such as paid internships, cooperative education, and some transitional jobs programs, suggest that low-income, economically disadvantaged youth are successful in programs where they receive wages. Strategies that allow high school students to accelerate their transition to college or start preparing for a career early can also improve youth outcomes.
- Youth and adults disconnected from work and school, including those who also have serious disadvantages such as early childbearing, homelessness, or involvement with the criminal justice system, have the most difficult challenges succeeding in adulthood, but there is some evidence that they can benefit from comprehensive and integrated models that combine education, occupational skills, and support services.

The Charter School will develop explicit partnerships with companies and organizations in, around, and serving San Benito County in the identified industries: Agriculture Science and Technology, Construction Trades and Community Development, and Healthcare Sciences.

The Charter School design assumes that all students can be successful and provides the small classes, flexibility, attention, and individualization that struggling students need to complete their high school education while simultaneously beginning their post-secondary education. This design includes intensive online courses that can be completed during 8-week blocks. It also includes opportunities for extra class time, tutoring, and self-paced computer-based instruction. Opportunities for scaffolded support for challenging courses, as well as the opportunity to retake failed tests/courses, individual instructional plans driven by student strengths, and personalized life plans are also utilized.

On-site case management and counseling are available for all students. Instruction

differentiated for multiple intelligences and students' varied learning needs is also an important component.

Serving Students with Disabilities, Including Special Education and Section 504 (Services under the "IDEA" as a Public School of SBCOE Pursuant to Education Code Section 47641(b))

The following description regarding how special education and related services will be provided and funded is being proposed by the Charter School for the sole purpose of providing a reasonably comprehensive description of the special education program in the Charter Petition and is not binding on the County. The specific manner in which special education and related services will be provided and funded shall be set forth in an MOU, delineating the respective responsibilities of the Charter School and the County. The following provisions are meant to summarize the Charter School's understanding of the manner in which special education instruction and related services shall be provided by the Charter School and the County.

The language that follows is not meant to unilaterally bind the County, or to preclude alternative arrangements between the County and the Charter School as agreed upon in an MOU:

The Charter School shall provide special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the SELPA. The Charter School shall remain, by default, a public school of the county for Special Education pursuant to Education Code Section 47641(b). However, the Charter School reserves the right to make written verifiable assurances that the Charter School shall become an independent LEA and join a SELPA pursuant to Education Code Section 47641(a) either on its own or with a grouping of charter school LEAs as a consortium.

As long as the Charter School functions as a public school of the County solely for purposes of providing special education and related services under the IDEA pursuant to Education Code Section 47641(b), then we would anticipate that an MOU would be developed between the County and the Charter School which spells out in detail the responsibilities for the provision of special education services and the manner in which special education funding will flow to the students of the Charter School.

The Charter School acknowledges the importance of cooperating with the County so that the County can provide special education services to Charter School students. The Charter School agrees to promptly respond to all County inquiries, to comply with reasonable County directives, and to allow the County access to Charter School students, staff, facilities, equipment, and records as required to fulfill all County obligations under this Agreement or imposed by law. The Charter School believes that the allocation of responsibility for the provision of services (including but not limited to referral, identification, assessment, case management, Individualized Education Program ("IEP") development, modification, and implementation) shall be divided in a manner consistent with their allocation between the County and its school sites.

To be finalized in the MOU, the Charter School anticipates, based upon State and Federal law, that the relationship between the County and the Charter School could be summarized as follows:

The Charter School shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act, the Americans with Disabilities Act, and the Individuals with Disabilities Education Improvement Act. In accordance with Education Code Section 51745(c), a student with special needs may be allowed to participate in independent study their Individualized Education Program specifically provides for such participation.

The Charter School shall be categorized as a public school of San Benito County Office of Education for purposes of providing special education and related services, pursuant to Education Code Section 47641(b). The Charter School understands that it may be required to contribute an equitable share to support agency-wide special education instruction and service costs. Pursuant to Education Code Section 47646(b), the SBCOE shall provide the Charter School with funding and/or services reasonably necessary to ensure that all students with exceptional needs who attend the Charter School are provided a free and appropriate education. The Charter School, at its own discretion, reserves the right to become an independent local educational agency member of a Special Education Local Plan Area ("SELPA") as long as it provides a minimum of 366 days written notice to the San Benito County Office of Education.

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

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

Provision of Special Education Services

The Charter School and SBCOE shall negotiate in good faith and enter into a written agreement to more clearly identify the specific desired mix of special education funding and services to be provided, in accordance with Education Code Section 47646. The Charter School shall enjoy reasonable flexibility to decide whether to receive services, funding, or some combination of both pursuant to Education Code Section 47646(b).

Staffing

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

It is the Charter School's understanding that the County will be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its

students, including, without limitation, special education teachers, paraprofessionals, and resource specialists unless the County directs the Charter School that current County practice is for the individual school sites to hire site special education staff or the County and the Charter School agree that the Charter School must hire on-site special education staff. In that instance, the Charter School shall ensure that all special education staff hired by the Charter School are qualified pursuant to County and SELPA policies, as well as meet all legal requirements. The County may review the qualifications of all special education staff hired by the Charter School

(with the agreement of the County). It may require pre-approval by the County of all hires to ensure consistency with County and SELPA policies. The County shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to Charter School students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

Student Success Team

The Charter School shall implement a "Student Success Team" ("SST") model to the maximum extent feasible to attempt to meet all student needs within the regular instructional setting prior to referral for formal assessment for special education purposes. Such SSTs will typically consist of the student's teacher(s), a Charter School administrator, the student's parent/guardian, and the Case Manager. The team will oversee the development of plans to meet students' needs, if possible, without referral to assessment for special education needs. The SST will monitor students' progress.

Notification and Coordination

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

The Charter School shall follow County policies as they apply to all County schools for notifying County personnel regarding the discipline of special education students to ensure the County pre-approval prior to imposing a suspension or expulsion. The Charter School shall assist in the coordination of any communications and immediately act according to County administrative policies relating to disciplining special education students.

Referral & Assessment

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

In the event that formal interventions provided through the SST are not successful, the Charter

School will seek to secure a formal and appropriate assessment conducted by qualified staff. If this assessment identifies that the student has exceptional needs and requires special education and/or related services under the terms of applicable special education law, the Charter School shall work with appropriate staff to convene and conduct an individualized education program ("IEP") team meeting or meetings.

It is the Charter School's understanding that the County shall provide the Charter School with any assistance that it generally provides its schools in the identification and referral processes and will ensure that the Charter School is provided with notification and relevant files of all students who have an existing IEP and who are transferring to the Charter School from a County school. The County shall have unfettered access to all Charter School student records and information in order to serve all of the Charter School's students' special needs.

In the event that the Charter School receives a parent/guardian's written request for assessment, it will work collaboratively with the County and the parent to address the request. Unless otherwise appropriate pursuant to applicable State and Federal law, the Charter School and the County will provide the parent with a written assessment plan within fifteen days of receipt of the written request and shall hold an IEP within sixty days of the parent's consent to the assessment plan to consider the results of any assessment.

The Charter School will follow County student-find procedures to identify all students who may require an assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

Assessments

The term "assessments" shall have the same meaning as the term "evaluation" in the IDEA, as provided in Section 1414, Title 20 of the United States Code. The County will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with the County's general practice and procedure and applicable law. The Charter School shall work in collaboration with the County to obtain parent/guardian consent to assess Charter School students. The Charter School shall not conduct special education assessments unless directed by the County.

Individualized Education Programs & Service Delivery
IEP Meetings

It is the Charter School's understanding that the County shall arrange and notice the necessary IEP meetings. IEP team membership shall be in compliance with state and federal law. The Charter School shall be responsible for having the following individuals in attendance at the IEP meetings or as otherwise agreed upon by the County and Charter School: the Principal and/or the Charter School designated representative with appropriate administrative authority as required by the IDEA; the student's special education teacher; the student's general education teacher if the student is or may be in a regular education classroom; the student, if appropriate; and other Charter School representatives who are knowledgeable about the regular education program at

the Charter School and/or about the student. It is the Charter School's understanding that the County shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEA, a speech therapist, a psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide notice of parental rights.

IEP Development

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

The Charter School shall promptly notify the County of all requests it receives for assessment, services, IEP meetings, reimbursement, compensatory education, mediation, and/or due process, whether these requests are verbal or in writing.

IEP Implementation

Pursuant to County policy and how the County operates special education at all other public schools in the County, the County shall be responsible for all school site implementation of the IEP. The Charter School commits to assisting the County in implementing all special education and related services called for by the IEP, pursuant to County and SELPA policies, as appropriate, in the same manner as any other school of the County. The County and Charter School will need to be jointly involved in all aspects of the special education program, with the County holding ultimate authority over the implementation and supervision of services. As part of this responsibility, the Charter School will monitor the student progress toward the goals specified in the IEP, which will be formally reviewed by the IEP team on at least a triennial basis, and provide the County and the parents with timely reports on the student's progress as provided in the student's IEP at least as frequently as report cards are provided for the Charter School's non-special education students. The Charter School shall also provide all home-school coordination and information exchange unless directed otherwise by the County. The Charter School shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology unless directed otherwise by the County. The Charter School shall comply with any directive of the County as it relates to the coordination of the Charter School and County for IEP implementation, including, but not limited to, adequate notification of student progress and immediate notification of any considered discipline of special education students in such matters, the Charter School would notify the County of relevant circumstances and communications immediately and act according to County administrative authority.

Interim and Initial Placements of New Charter School Students

The Charter School shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. In accordance with

Education Code Section 56325(a)(1), for students who enroll in the Charter School from another school district within the State but outside of the SELPA with a current IEP within the same academic year, the County and the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time the County and Charter School shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law. In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into the Charter School from a district-operated program under the same special education local plan area of the County within the same academic year, the County and the Charter School shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and the County agree to develop, adopt, and implement a new IEP that is consistent with federal and state law. For students transferring to the Charter School with an IEP from outside of California during the same academic year, the County and the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until the County conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by the County, and develops a new IEP, if appropriate that is consistent with federal and state law.

Non-Public Placements/Non-Public Agencies

The County shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students. The Charter School shall not hire, request services from, or pay any non-public school or agency to provide education or services to special education students without the prior written approval of the County. The Charter School shall immediately notify the County of all parental requests for services from non-public schools or agencies, unilateral placements, and/or requests for reimbursement.

Non-discrimination

It is understood and agreed that all students will have access to the Charter School and no student shall be denied admission nor counseled out of the Charter School due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need for, special education services.

Parent/Guardian Concerns and Complaints

The Charter School shall follow County policies as they apply to all County schools for responding to parental concerns or complaints related to special education services. The Charter School shall instruct parents/guardians to raise concerns regarding special education services, related services and rights to the County unless otherwise directed by the County. The Charter School shall immediately notify the County of any concerns raised by parents. In addition, the

Charter School and the County shall immediately bring to the other's attention any concern or complaint by a parent/guardian that is in writing and/or which involves a potential violation of state or federal law.

The County's designated representative, in consultation with the Charter School's designated representative, shall investigate as necessary, respond to, and address the parent or guardian's concern or complaint. The Charter School shall allow the County access to all facilities, equipment, students, personnel, and records to conduct such an investigation.

The Charter School and the County shall timely notify each other of any meetings scheduled with parents/guardians or their representatives to address the parent/guardian concerns or complaints so that a representative of each entity may attend. The County, as the LEA, shall be ultimately responsible for determining how to respond to parent concerns or complaints, and the Charter School shall comply with the County's decision.

The Charter School and the County shall cooperate in responding to any complaint to or investigation by the California Department of Education, the United States Department of Education, or any other agency and shall provide timely notice to the other upon receipt of such a complaint or request for an investigation.

Due Process

The County may initiate a due process hearing or request for mediation with respect to a student enrolled in Charter School if the County determines such action is legally necessary or advisable. The Charter School agrees to cooperate fully with the County in such a proceeding. In the event that the parents/guardians of a student file for a due process hearing, or request mediation, the Charter School is committed to working in cooperation with the County to the maximum extent permitted under law to respond to and defend the Charter School and the County in the process. In the event that the County determines that legal representation is needed, the Charter School agrees that it shall be jointly represented by legal counsel of the County's choosing.

The Charter School understands that the County shall have sole discretion to settle any matter in mediation or due process. The County shall also have sole discretion to file an appeal from a due process hearing or take other legal action involving any Charter School student necessary to protect its rights.

LEA Status

The Charter School intends to enter into a Memorandum of Understanding ("MOU") with SBCOE to operate as a public school of SBCOE for purposes of special education, pursuant to Education Code Section 47641(b). However, if this is not realized, The Charter School would be amenable to becoming a local education agency ("LEA") for purposes of special education, and a member of a SELPA in accordance with Education Code Section 47641(a), so that a free and appropriate education is ensured for the Charter School students.

If an MOU is entered into between SBCOE and the Charter School, the Charter School agrees to adhere to the requirements of the Local Plan for Special Education and to County policies. As a

public school of the County, solely for purposes of providing special education and related services under the IDEA pursuant to Education Code Section 47641(b), in accordance with Education Code Section 47646 and 20 U.S.C. 1413, the Charter School seeks services from the County for special education students enrolled in the Charter School in the same manner as is provided to students in other County schools.

The Charter School shall comply with all SELPA policies and procedures; and shall utilize appropriate SELPA forms. The facilities to be utilized by the Charter School shall be accessible for all students with disabilities. The Charter School will also ensure that no student otherwise eligible to enroll in the Charter School will be denied enrollment.

SELPA Representation

It is the Charter School's understanding that the County shall represent the Charter School at all SELPA meetings and report to the Charter School of SELPA activities in the same manner as is reported to all schools within the County.

Services

The County shall provide special education and related services in the same manner, and on an equal basis, as any other student of the County. The Charter School shall cooperate with the County in the implementation of student Individualized Education Programs in the same manner as any other County school, including but not limited to identification, accommodation, and modification. An annual meeting between the Charter School and the County to review special education policies, procedures, protocols, and forms of the County and the SELPA and County protocol will ensure that the Charter School and the County have an ongoing mutual understanding of County protocol and will facilitate ongoing compliance.

Funding

The Charter School understands that it will enter into an MOU with the County regarding Special Education funding and cannot at this time unilaterally dictate the funding relationship between the County and the Charter School. The Charter School anticipates, based upon State and Federal law, that the fiscal relationship could be summarized as follows:

Retention of Special Education Funds by the County

The County shall retain all state and federal special education funding allocated for Charter School students through the SELPA Allocation Plan and shall be entitled to count Charter School students as its own for all such purposes.

Retention of ADA Funds by the County for Non-Public Placements

The Charter School and the County acknowledge that the County may be required to pay for or provide Charter School students with placements at locations other than at the Charter School's school site in order to provide them with a free appropriate public education. Such placements could include, without limitation, programs or services in other County schools, in other public

school districts within the SELPA, in a County program, in a non-public school, at home, at a hospital, or in a residential program. When such programs or services are provided at County expense, the County shall be entitled to receive from the Charter School the pro rata share of all funding received for such student, including, without limitation, all ADA funds, based on the number of instructional days or minutes per day that the student is not at the Charter School site.

Contribution to Encroachment

The Charter School shall contribute its fair share to offset special education's encroachment upon the County's general fund. Accordingly, the Charter School shall annually pay to the County a pro-rata share of the County's special education costs ("encroachment") that exceed State and Federal special education funding. At the end of each fiscal year, the County shall invoice the Charter School for the Charter School's pro-rata share of the County-wide encroachment for that year as calculated by the total unfunded special education costs of the County (including those attributable to the Charter School) divided by the total number of County ADA (including Charter School students), and multiplied by the total number of Charter School ADA. The Charter School ADA shall include all Charter School students, regardless of home district.

Independent Study

Per Education Code Section 51745(c), all students considering the use of independent study for all or some of their educational program may be permitted to do so if their IEP allows for such participation. Special education teachers and coordinators are involved as needed to work with the students and their parents/guardians to help them choose the best placement for a student with special needs.

Ultimately, the IEP team will be responsible for determining whether independent study provides a free appropriate public education for each student with special needs.

Section 504 of the Rehabilitation Act

The Charter School understands that its students may have exceptional needs that are not governed by the terms of the federal special education law (IDEA) but who may require accommodations or services pursuant to the terms of Section 504 of the Rehabilitation Act and that the Charter School will be responsible for planning and implementing any such accommodations or services.

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

A 504 team will be assembled by the principal and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of

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

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials, including those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

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

IDEA, a referral for assessment under the IDEA will be made by the 504 team.

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

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

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

A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be

reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

Plan for English Learners

The Charter School will meet all applicable legal requirements for English Learners ("EL"), including long-term English Learners or English Learners at risk of becoming long-term English Learners, as they pertain to an annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will implement policies to ensure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

In accordance with California law, all The Charter School teachers who shall teach ELs will be required to have the Bilingual Cross-cultural Language and Academic Development ("BCLAD") authorization or the Cross-cultural Language and Academic Development ("CLAD") authorization or other equivalent authorizations required to teach ELs. The type of authorization required depends on the type of instruction provided to ELs.

Home Language Survey

The Charter School will administer the home language survey upon a student's initial enrollment into a California public school (on enrollment forms).

English Language Proficiency Assessment

All students who indicate that their home language is other than English will be tested with the English Language Proficiency Assessments for California ("ELPAC"). The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the 2012 California ELD Standards.

The ELPAC consists of two separate assessments:

- Initial Assessment ("IA") The ELPAC IA is used to identify students as either an English Learner, or as fluent in English. The IA is administered only once during a student's time in the California public school system based upon the results of the home language survey. The locally scored IA will be the official score. The IA is given to students in grades K–12 whose primary language is not English to determine their English proficiency status.
- Summative Assessment ("SA") ELs will take the SA every year until they are reclassified as fluent English proficient. The ELPAC SA is only given to students who have previously been identified as an EL based upon the IA results, in order to measure how well they are progressing with English development in each of the four domains. The results are used as one of four criteria to determine if the student is ready to be

reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

Both the ELPAC SA and IA are assessments administered in grade spans: 9–10, and 11–12. In grades 9–12, the test is administered in groups, exclusive of speaking, which is administered individually. The ELPAC IA and SA will be administered via a computer-based platform.

Testing times will vary depending on the grade level, domain, and individual student. Both the ELPAC IA and SA are given in two separate testing windows throughout the school year.

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

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

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

Reclassification Procedures

Reclassification procedures to determine whether to classify a pupil as proficient in English shall comply with Education Code Section 313(f), as it may be revised from time to time.

Strategies for English Learner Instruction and Intervention

Teachers will be trained to use Specially Designed Academic Instruction in English ("SDAIE") techniques, as well as designated ELD and integrated ELD, as appropriate, to meet the needs of English language learners and will develop ways to utilize those techniques in an online setting, as needed.

Targeted resources may include the following: parent/student workshops, curriculum modification, bilingual tutoring, and supplementary resources.

ELD Programming/Placement

The Charter School will offer a Structured English Immersion (SEI) program and an English Language Mainstream (ELM) Program to meet the needs of our English Learners. Based on ELPAC testing and teacher evaluations, we will make the appropriate program referrals. The Charter School is prepared to serve all levels of English Learners and use the Hampton-Brown

High Point: Success in Language, Literature, and Content Levels A, B, and C curriculum if necessary.

English Language Mainstream (ELM) Program: The goal of this program is to ensure that ELs progress linguistically and academically to meet English Language Development and grade-level content standards simultaneously. These students receive appropriately differentiated instruction and scaffolded academic content instruction and support with their fluent peers.

Following are the components of this program:

- Explicit ELD: Daily ELD instruction will be provided through designated and/or integrated ELD instruction aligned to the CA ELD standards in core English course, utilizing standards-based materials and supplemental materials.
- Access to Core: Students will have access to instruction in all core curricular areas aligned to content standards. They will receive differentiated instruction in ELA, math, social science, career pathways, and science delivered with SDAIE/EDI strategies and materials.
- Electives: Students will have access to electives in mixed groups of EL, FEP, and E/O students.
- Primary Language Support: Primary language support will be used minimally, only as needed.
- Other:
    - Cooperative learning activities, conducted in English, in all classes that serve to immerse students in the language while giving them opportunities to practice listening, comprehension, and speaking skills.
    - Frequent writing assignments in all classes that give students opportunities to practice writing and editing in English using mastery rubrics.
    - After-school programs and tutoring.
    - Collaborative learning experiences through club projects.
    - For Native Spanish speakers, the ability to meet their world language requirement in Spanish and earn a seal of bilingualism for graduation.

Monitoring and Evaluation of Program Effectiveness

The Charter School will evaluate the effectiveness of its education program for English Learners by:

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

- Monitoring the availability of adequate resources.

Plan for Other Students with Special Needs

Plan for Students who are Academically High Achieving

Students who are academically high achieving will be identified by members of the Student Support Team through progress and attendance reports, placement tests, and standardized test results. Gifted students are able to move quickly through the curriculum while still under the supervision of a well-qualified, credentialed teacher. These courses include advanced activities for high-achieving students, which allow the student to complete a more in-depth study or to move more quickly through the curriculum. Advanced courses and college-level courses (Dual Enrollment) are also available.

Plan for Students Who Are Academically Low Achieving

The Charter School has committed to a "seek and serve" methodology, aking to seek and serve requirements under special education regulations, working closely with the San Benito County Office of Education and local school district leaders to identify local eighth grade and high school students who are chronically absent or failing classes as recruits to the Charter School precisely because our program caters to their need for pre-high school acceleration, flexibly instructional strategies, increased counseling and coaching support, and active academic engagement through deeper learning and relevance. Students from among enrolled Charter School students, once we are open, who are low or non-achieving will be identified by members of the Student Support Team through orientation testing, starting transcript review, daily and weekly progress and attendance reports, placement tests, and standardized test results. The Charter School will utilize strategies to improve student success, such as curriculum modification, additional support, and differentiated instruction. As described above, the Charter School will have learning labs with Read 180, Math 180, credit recovery courses, and individualized instruction available for all students as needed on an ongoing basis.

The Charter School will also provide an instructional model that allows for one-on-one teacher-student and student-student engagement, enabling personalized support and guidance from the Student Support Team.

Goals and Actions to Achieve the State Priorities

Pursuant to Education Code Sections 47605.6(b)(5)(A)(ii) and 47605.6(b)(5)(B), a reasonably comprehensive description of the Charter School's annual goals, actions and measurable outcomes, both schoolwide and for each subgroup of pupils, in and aligned with the Eight State Priorities as described in Education Code Section 52060(d), can be found in Elements 2 and 3.

Elements 2 and 3: Measurable Pupil Outcomes and Methods By Which Student Outcomes Will Be Measured

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

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

Given the unique nature of the population targeted by the Charter School, the Charter School will seek to be designated as a Dashboard Alternative School Status ("DASS") school for the purposes of accountability. DASS schools use modified methods of measurement for indicators that are aligned with the evaluation rubrics of the Local Control Funding Formula ("LCFF") to evaluate the success or progress of schools that serve high-risk (i.e., at-promise) students. The Charter School desires an increased measure of accountability and seeks close alignment between what is taught and what is assessed, as well as recognition of academic and personal growth achieved by the students relative to their levels and performance upon entrance to the Charter School. Testing is only one avenue to see if students are achieving the required State Standards. The instructional program includes supplemental assessment measures to test the accuracy and viability of the educational program that is administered. Assessment methods aligned to the eight state priorities are outlined below. Following year one of operations, the Charter School will update its goals and establish three year objectives in each priority area.

Goals and Actions to Achieve the State Priorities

CHARTER SCHOOL GOALS, ACTIONS AND MEASURABLE OUTCOMES THAT ALIGN WITH THE STATE PRIORITIES
Pursuant to Education Code Sections 47605.6(b)(5)(A)(ii) and 47605.6(b)(5)(B), the Charter School has established goals, actions, and measurable outcomes both schoolwide and for each subgroup of pupils, which address and align with the State Priorities identified in Education Code Section 52060(d). **Local Control and Accountability Plan** In accordance with Education Code Section 47606.5, the Charter School shall comply with all elements of the Local Control and Accountability Plan ("LCAP") pursuant to regulations and a template adopted by the California State Board of Education and reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter. The Charter School shall submit the LCAP to

the District and the County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33. The Charter School shall also present a report on the annual update to the LCAP and the local control funding formula budget overview for parents each year as part of a nonconsent item at a regularly scheduled Board meeting.

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

Insofar as student subgroups comprise the majority of the school population, the schoolwide goals apply equally to all subgroups.

STATE PRIORITY #1— BASIC SERVICES

The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))

SUBPRIORITY A – TEACHERS	
GOAL TO ACHIEVE SUBPRIORITY	100% fully credentialed teachers appropriately assigned
ACTIONS TO ACHIEVE GOAL	Target hiring of fully credentialed teachers by partnering with local schools of education; maintain competitive compensation; support teachers with waived credentials in completing their credentials expeditiously; assign teachers to their correct subject matter; utilize online, offsite, and dual enrollment to ensure that students are learning
	with subject matter experts.
MEASURABLE OUTCOME	100% fully credentialed teachers appropriately assigned
METHODS OF MEASUREMENT	Documentation of credential and/or subject matter expertise (in the case of community college teachers)
SUBPRIORITY B – INSTRUCTIONAL MATERIALS	
GOAL TO ACHIEVE SUBPRIORITY	100% of students will have hardcopy and/or electronic instructional materials for all of their courses
ACTIONS TO ACHIEVE GOAL	Provide laptops or Chrome books and connectivity for 100% of students; include electronic and hardcopy curricula in the budget annually to ensure all students have the learning materials they need.
MEASURABLE OUTCOME	100% of students will have hardcopy and/or electronic instructional materials for all of their courses
METHODS OF MEASUREMENT	Internal audit of assigned courses and materials
SUBPRIORITY C – FACILITIES	
GOAL TO ACHIEVE SUBPRIORITY	School facilities are sufficient and maintained in good repair
ACTIONS TO ACHIEVE GOAL	The Charter School will acquire sufficient facilities, budget for appropriate ongoing maintenance.
MEASURABLE OUTCOME	School facilities are sufficient and maintained in good repair
METHODS OF	Annual inspection of facilities and self-certification

MEASUREMENT	

STATE PRIORITY #2— IMPLEMENTATION OF STATE STANDARDS *Implementation of State Standards (including CCSS and ELD), including how EL students will be enabled to gain academic content knowledge and English language proficiency*	
SUBPRIORITY A – STATE STANDARDS IMPLEMENTATION	
GOAL TO ACHIEVE SUBPRIORITY	All students will have access to the UC "a-g" course of study, meet state requirements for graduation, and scores "meets" or "exceeds" on the CAASPP or CAST unless otherwise dictated by their IEP, 504, or PSP.
ACTIONS TO ACHIEVE GOAL	As detailed in Element 1, the Charter School plans to provide a rigorous, standards aligned, college preparatory academic program supplemented with early intervention to ensure that every student meets or exceeds grade level standards and completes the UC "a-g" course of study.
MEASURABLE OUTCOME	100% of students will graduate having completed the UC "a-g" course of study, unless otherwise agreed to in their IEP, 504, or PSP
METHODS OF MEASUREMENT	Transcript analysis, CAASPP, CAST
SUBPRIORITY B – EL STUDENTS & ACADEMIC CONTENT KNOWLEDGE	
GOAL TO ACHIEVE SUBPRIORITY	See 4E
SUBPRIORITY C – EL STUDENTS & ENGLISH LANGUAGE PROFICIENCY	
GOAL TO ACHIEVE SUBPRIORITY	See 4F
STATE PRIORITY #3— PARENTAL/GUARDIAN INVOLVEMENT AND FAMILY ENGAGEMENT *Parental/Guardian involvement and family engagement, including efforts the Charter School makes to seek parent input in making decisions for the Charter School, and including how the ppl Charter School will promote parental participation in programs for unduplicated pupils and individuals with exceptional needs.*	
SUBPRIORITY A – ACHIEVING/MAINTAINING PARENTAL/GUARDIAN INVOLVEMENT	
GOAL TO ACHIEVE SUBPRIORITY	90% of Parent/Guardians participating in student led conferences
ACTIONS TO ACHIEVE GOAL	The Charter School leadership believe that every student needs an active responsible adult in their lives who is paying attention to and encouraging their academic and personal success. faculty will work directly to involve parents/guardians of students in their regular communications regarding student activity and progress. Student led conferences will be held at the end of every eight-week block in real time either online or in person at a time mutually convenient for the students, their parents/guardians, and their lead teacher.
MEASURABLE OUTCOME	90% of Parent/Guardians participating in student led conferences
METHODS OF MEASUREMENT	Attendance rosters
SUBPRIORITY B – PROMOTING PARENT/GUARDIAN PARTICIPATION	
GOAL TO ACHIEVE SUBPRIORITY	85% of parents/Guardians responding to the annual survey will report that they are satisfied with school efforts to engage them in school events and decision making.
ACTIONS TO ACHIEVE GOAL	The Charter School will implement and promote a "parent portal" component of the SIS system for real time attendance, academic progress, and grade checking

	for all families. The Charter School budget will be reviewed every year once the school reaches 300 students to ensure adequate budget for a parent community representative is in place. The Charter School will implement a multi-directional communication system to engage parents in their chosen language by email, phone, and text. The Charter School will continue and enhance outreach media materials and resources (website, brochures, flyers, etc.) in both English and Spanish to promote the school's vision and events.
MEASURABLE OUTCOME	85% of Parents/Guardians responding to the annual survey will report that they are satisfied with school efforts to engage them in school events and decision making.
METHODS OF MEASUREMENT	Panorama survey.
SUBPRIORITY C – PROMOTING PARENT/GUARDIAN PARTICIPATION FOR UNDUPLICATED STUDENTS AND STUDENTS WITH EXCEPTIONAL NEEDS	
GOAL TO ACHIEVE SUBPRIORITY	85% of Parents/Guardians (the same as all parents) for Unduplicated Students and Students with Exceptional Needs responding to the annual survey will report that they are satisfied with school efforts to engage them in school events and decision making.
ACTIONS TO ACHIEVE GOAL	The Charter School will implement and promote a "parent portal" component of the SIS system for real time attendance, academic progress, and grade checking for all families. The Charter School budget will be reviewed every year once the school reaches 300 students to ensure adequate budget for a parent community representative is in place. The Charter School will implement a multi-directional communication system to engage parents in their chosen language by email, phone, and text. The Charter School will continue and enhance outreach media materials and resources (website, brochures, flyers, etc.) in both English and Spanish to promote the school's vision and events. The Charter School Executive Director will monitor parent/guardian participation on a monthly basis to ensure that Parents/Guardians for Unduplicated Students and Students with Exceptional Needs are responding to communications and participating in school events in a manner consistent with other parents.
MEASURABLE OUTCOME	85% of Parents/Guardians (the same as all parents) for Unduplicated Students and Students with Exceptional Needs responding to the annual survey will report that they are satisfied with school efforts to engage them in school events and decision making.
METHODS OF MEASUREMENT	Panorama survey.

State Priority #4— Student Achievement

Pupil achievement, as measured by all of the following, as applicable:

California Assessment of Student Performance and Progress statewide assessment Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements

The percentage of pupils who have successfully completed courses that satisfy the requirements for career technical education sequences or programs of study

The percentage of pupils who have successfully completed both types of courses described in subparagraphs (B) and (C).

Percentage of ELs who make progress toward English language proficiency as measured by the English Language Proficiency Assessments for California

EL reclassification rate

Percentage of pupils who have passed an AP exam with a score of 3 or higher

Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment

Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness Percentage of students who have completed a portfolio documenting their mastery of Durable Skills Students will demonstrate success in their academic curriculum as evidenced by GPAs at or above a 2.0 each term.

SUBPRIORITY A – CAASPP/CAST	
GOAL TO ACHIEVE SUBPRIORITY	Equivalent to or above the state average percentage of students achieving at or above standard. The state-mandated test will be administered to students who have attained eleventh-grade standing based on accrued credits earned at least three academic quarters prior to the testing window.
ACTIONS TO ACHIEVE GOAL	As detailed in Element 1, the Charter School plans to provide a rigorous, standards aligned, college preparatory academic program supplemented with early intervention to ensure that every student meets or exceeds grade level standards.
MEASURABLE OUTCOME	Equivalent to or above the state average percentage of students achieving at or above standard in each subgroup.
METHODS OF MEASUREMENT	CAASPP/CAST
SUBPRIORITY B – UC/CSU COURSE REQUIREMENTS	
GOAL TO ACHIEVE SUBPRIORITY	100% of students graduate having competed the UC/CSU "a-g" course requirements
ACTIONS TO ACHIEVE GOAL	All students will be enrolled in the UC "a-g" courses as their default curriculum, with dual-enrollment colleges courses being substituted for equivalent "a-g" requirements according to each student's pathway course of study.
MEASURABLE OUTCOME	100% of students with junior standing on track to complete the UC/CSU "a-g" course requirements
METHODS OF MEASUREMENT	Transcript analysis and documentation
SUBPRIORITY C– CTE COURSE REQUIREMENTS	
GOAL TO ACHIEVE SUBPRIORITY	Each student passes at least one workforce certification prior to graduation. Criteria-referenced tests and assessments that lead to workforce certification.
ACTIONS TO ACHIEVE GOAL	As described in Element 1, the Charter School will include CTE workforce certification tests throughout the curriculum and pathways for our students. Students participating in our mandatory Learning Technology course will pass at least one technology certification during their first year as a student. Most students will go on to achieve multiple certifications in the industry focus.
MEASURABLE OUTCOME	Every student will pass at least one criteria-referenced test or assessment that leads to workforce certification prior to graduation.
METHODS OF MEASUREMENT	ACT WorkKeys National Career Readiness Certificate, and others specific to industry pathways and technology
SUBPRIORITY D – BOTH UC/CSU AND CTE COURSE REQUIREMENTS	
GOAL TO ACHIEVE SUBPRIORITY	All students will graduate having fulfilled the UC/CSU "a-g" requirements and having passed at least on workforce certification prior to graduation.
ACTIONS TO ACHIEVE GOAL	Please see Element 1 and Subpriorities 4B and 4C
MEASURABLE OUTCOME	All students will graduate having fulfilled the UC/CSU "a-g" requirements and having passed at least on workforce certification prior to graduation.
SUBPRIORITY E – EL PROFICIENCY RATES	

Goal to Achieve Subpriority	All multiple language learners meet grade level standards in courses other than English.
Actions to Achieve Goal	Ensure that multiple language learners are provided with course materials (for courses other than English) and instruction in their home language whenever possible, including allowing them to take tests and other forms of assessments in a manner consistent with demonstration of knowledge and skills in their preferred language.
Measurable Outcome	All multiple language learners meet grade level standards in courses other than English.
Subpriority F – EL Reclassification Rates	
Goal to Achieve Subpriority	The Charter School's EL redesignation rate will be twice that of other high schools in San Benito County.
Actions to Achieve Goal	Please see Element 1.
Measurable Outcome	The Charter School's EL redesignation rate will be twice that of other high schools in San Benito County.
Methods of Measurement	ELPAC and other methodologies are used to establish EL redesignation (see EL section above in Element 1)
Subpriority G – AP Exam Passage Rate	
Goal to Achieve Subpriority	All students taking AP exams receive a "3" or higher.
Actions to Achieve Goal	Students who choose to take AP courses will be provided with high quality course materials, highly effective qualified instructors, and teacher support that includes regular check-ins, tutoring, and practice exams with feedback.
Measurable Outcome	All students taking AP exams receive a "3" or higher.
Methods of Measurement	AP reporting from the College Board
Subpriority H – College Preparedness and Experience, EAP or ACT	
Goal to Achieve Subpriority	Consistent with their PSP, all students will earn between nine and 60 community college units prior to graduation. All students will experience college courses in their career track and some will complete an AA degree, others will opt for career certifications as their primary objectives. By the end of the first quarter of each student's final year, they will have achieved at least a 20 on the ACT. By February 28 of each student's final year, all eligible students will have submitted their FAFSA or DACA equivalent.
Actions to Achieve Goal	As described in Element 1, all of the Charter School students will take courses, at least a couple, in their industry pathway as dual enrollment opportunities in Community College. We strangely believe that early exposure to college level work will energize and inspire our students. Students will receive college and high school credit for college courses passed with a "C" or better according to the grading system of the colleges. Critical to that success will be matching them with a high school teacher who will monitor and support the students as they progress in their college courses. Those teachers will withdraw students from courses if they are not performing at the "C" level or higher by the withdrawal deadline. Given the Charter School's anticipated high level of families of poverty, it will be

	a focus of our counseling department to ensure prompt and efficient completion of FAFSA and CA DREAM Act application. We understand this factor to be important in motivating students to continue on to college and other post-secondary opportunities. "The data show that on average,
	less than 55 percent of seniors complete the FAFSA in each state. That's an especially alarming statistic given that studies demonstrate a 25 to 30 percent increase in the likelihood of low and middle-income students enrolling in college if they simply complete the FAFSA." *Source: https://www.newamerica.org/education-policy/edcentral/filling-fafsas/ (from 2014 DOE complete data set)
MEASURABLE OUTCOME	By graduation, consistent with their PSP, all students will earn at least nine units of college credit. By the end of the first quarter of each student's final year, they will have achieved at least a 20 on the ACT. By February 28 of each student's final year, all eligible students will have submitted their FAFSA or DACA equivalent.
METHODS OF MEASUREMENT	College transcript, ACT, counselor confirmation of FAFSA or DACA equivalent submission
SUBPRIORITY I – DURABLE SKILLS	
GOAL TO ACHIEVE SUBPRIORITY	100% of students will make annual progress developing and documenting Durable Skills with the goal of establishing a level of at least "proficient" in each Durable Skill by the end of tenth grade, but not later than graduation.
ACTIONS TO ACHIEVE GOAL	Students, with faculty support, will develop an individualized Durable Skills Portfolio documenting the successful student development of the America Succeeds Durables Skills.
MEASURABLE OUTCOME	100% of students will make annual progress developing and documenting Durable Skills with the goal of establishing a level of at least "proficient" in each Durable Skill by the end of tenth grade, but not later than graduation.
METHODS OF MEASUREMENT	Teacher review of student portfolio
SUBPRIORITY J – GRADES	
GOAL TO ACHIEVE SUBPRIORITY	Students will demonstrate success in their academic curriculum as evidenced by GPAs at or above an unweighted 2.0 each term. Students will complete
	between 40 and 80 credits toward graduation in alignment with their PSP.
ACTIONS TO ACHIEVE GOAL	See Element 1. Curriculum mastery rubrics are used to evaluate student work throughout every course with students eligible to receive and end of course grade of A, B, C, or Not Yet, with a grade of Not Yet requiring continued academic work through the individualized tutorial until at least basic subject matter proficiency (a course grade of "C") is achieved.
MEASURABLE OUTCOME	85% of students will achieve an unweighted GPA of 2.5 or higher during each term and will complete between 40 and 80 credits toward graduation in alignment with their PSP.
METHODS OF MEASUREMENT	Teacher review of student performance in each class according to mastery-based rubrics and documented completion of required course credits.
STATE PRIORITY #5— STUDENT ENGAGEMENT *Pupil engagement, as measured by all of the following, as applicable:* *A. School attendance rates* *B. Chronic absenteeism rates*	

C. Middle school dropout rates (EC §52052.1(a)(3))
D. High school dropout rates
E. High school graduation rates

SUBPRIORITY A – STUDENT ATTENDANCE RATES	
GOAL TO ACHIEVE SUBPRIORITY	Students will achieve 95% attendance.
ACTIONS TO ACHIEVE GOAL	Please see Innovation 1 in Element 1. The Charter School will maintain a welcoming, trauma-informed culture and engaging academic program. It will work to employ strategies to address attendance issues before they arise and immediately upon the first unexcused absence or protracted excused absence.
MEASURABLE OUTCOME	Students will achieve 95% attendance.
METHODS OF MEASUREMENT	Attendance records.
SUBPRIORITY B – STUDENT ABSENTEEISM RATES	
GOAL TO ACHIEVE SUBPRIORITY	Student chronic absenteeism rates will be lower than half that of the other county public high schools.
ACTIONS TO ACHIEVE GOAL	Please see Innovation 1 in Element 1. The Charter School will maintain a welcoming, trauma-informed culture and engaging academic program. It will work to employ strategies to address attendance issues before they arise and immediately upon the first unexcused absence or protracted excused absence.
MEASURABLE OUTCOME	Student chronic absenteeism rates will be lower than half that of the other county public high schools.
METHODS OF MEASUREMENT	Attendance records.
SUBPRIORITY C – MIDDLE SCHOOL DROPOUT RATES - NOT APPLICABLE	
SUBPRIORITY D – HIGH SCHOOL "DROPOUT" RATES	
GOAL TO ACHIEVE SUBPRIORITY	The Charter School has specifically targeted high school "dropouts" and those at risk of "dropping out" as its target population.
ACTIONS TO ACHIEVE GOAL	Students who have failed courses or been designated as chronically absent have a reduced likelihood of high school graduation, according to industry research, about a 25 percent likelihood of graduation. The Charter School will establish a graduation likelihood prediction for each student based on data gathered at the time of enrollment and measure the performance of the student body against a predictive benchmark.
MEASURABLE OUTCOME	90% of students will graduate from the Charter School or enroll in another secondary program within six years.
METHODS OF MEASUREMENT	Within the first year of operation, the Charter School will establish an updated **Graduation Rates Relative to Predictive Performance** metric and set of goals.
SUBPRIORITY E – HIGH SCHOOL GRADUATION RATES	
GOAL TO ACHIEVE SUBPRIORITY	90% of the Charter School students who remain enrolled for at least 90 days will outperform their **Graduation Rates Relative to Predictive Performance**
ACTIONS TO ACHIEVE GOAL	Students who enter far behind in skills and credits may require five or six years to graduate and some may choose an accelerated three-year path. The staff of the Charter School will provide the supports identified in Element 1 to ensure the

	success of each student.
MEASURABLE OUTCOME	90% of the Charter School students who remain enrolled for at least 90 days will outperform their **Graduation Rates Relative to Predictive Performance**
METHODS OF MEASUREMENT	Within the first year of operation, the Charter School will establish an updated **Graduation Rates Relative to Predictive Performance** metric and set of goals based on industry research. This benchmark is still in development, but the high-level goal is for the student body to significantly outperform the predictive benchmark by entering cohort, including tracking (through graduation or age 22, whichever is later) the outcomes of students who enter and then leave the Charter School.
STATE PRIORITY #6— SCHOOL CLIMATE *School climate, as measured by all of the following, as applicable:* *Pupil suspension rates* *Pupil expulsion rates* *Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness*	
SUBPRIORITY A – PUPIL SUSPENSION RATES	
GOAL TO ACHIEVE SUBPRIORITY	The Charter School will maintain a Blue or Green rating for the Suspension Rate indicator on the CA School Dashboard or DASS equivalent.
ACTIONS TO ACHIEVE GOAL	Please see Innovation 1 in Element 1. The Charter School will maintain a welcoming, trauma-informed culture and engaging academic program. It will work to employ strategies to address behavior issues before they rise to the level of potential suspension.
MEASURABLE OUTCOME	The Charter School will maintain a Blue or Green rating for the Suspension Rate indicator on the CA School Dashboard or DASS equivalent. In addition, the Charter School will not engage in disproportionate suspension of historically underserved students, specifically Latino, black and special education subgroups.
METHODS OF MEASUREMENT	Documentation of reported suspensions.
SUBPRIORITY B – PUPIL EXPULSION RATES	
GOAL TO ACHIEVE SUBPRIORITY	The Charter School will maintain a Blue or Green rating for the Suspension Rate indicator on the CA School Dashboard or DASS equivalent.
ACTIONS TO ACHIEVE GOAL	Please see Innovation 1 in Element 1. The Charter School will maintain a welcoming, trauma-informed culture and engaging academic program. It will work to employ strategies to address behavior issues before they rise to the level of potential expulsion.
MEASURABLE OUTCOME	The Charter School will maintain a Blue or Green rating for the Expulsion Rate indicator on the CA School Dashboard or DASS equivalent. In addition, the Charter School will not engage in disproportionate suspension of historically underserved students, specifically black and special education subgroups.
METHODS OF MEASUREMENT	Documentation of reported expulsions.
SUBPRIORITY C – OTHER SCHOOL SAFETY AND SCHOOL CONNECTEDNESS MEASURES (SURVEYS)	
GOAL TO ACHIEVE SUBPRIORITY	The Charter School will increase stakeholder satisfaction across a variety of metrics with goals to be set on an annual basis for the following year.

ACTIONS TO ACHIEVE GOAL	The Charter School will utilize annual stakeholder surveys (including students, staff, and parents/guardians) to assess campus climate.
MEASURABLE OUTCOME	The Charter School will increase stakeholder satisfaction across a variety of metrics with goals to be set on an annual basis for the following year.
METHODS OF MEASUREMENT	Panorama stakeholder surveys
STATE PRIORITY #7— COURSE ACCESS *The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.* *"Broad course of study" includes the following, as applicable:* *Grades 7-8: English, social science, physical education, science, mathematics; Grades 9-12: English, social sciences, World language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. {EC §51220(a)-(i)}*	
GOAL TO ACHIEVE SUBPRIORITY	100% of students will have access to a broad array of courses including all A-G core course subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition.
ACTIONS TO ACHIEVE GOAL	The Charter School's master schedule will reflect and meet the needs of its students to ensure all academic content areas are available to all students, including student subgroups. The Charter School will continue to provide opportunities for all students during the day and after school to create or demonstrate advanced academic performance, attend college and career courses, and participate in online courses.
MEASURABLE OUTCOME	100% of students will have access to a broad array of courses including all A-G core course subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition.
METHODS OF MEASUREMENT	Documentation of student course enrollment.
STATE PRIORITY #8—OTHER STUDENT OUTCOMES *Pupil outcomes, if available, in the subject areas described above in #7, as applicable.*	

SUBPRIORITY A – ENGLISH	
GOAL TO ACHIEVE SUBPRIORITY	Four years of UC "a-g" required English courses or equivalent college courses. Student subject matter proficiency goal is 100% grade-level mastery. Specific growth goals will be established following initial student formative assessments during year 1.
SUBPRIORITY B – MATHEMATICS	
GOAL TO ACHIEVE SUBPRIORITY	At least three years of UC "a-g" required Math courses or equivalent college courses. Student subject matter proficiency goal is 100% grade-level mastery. Specific growth goals will be established following initial student formative assessments during year 1.
SUBPRIORITY C – SOCIAL SCIENCES	
GOAL TO ACHIEVE SUBPRIORITY	Student subject matter goals include completion of UC "a-g" required courses or equivalent college courses: World History, US History, US Government, and Economics.
SUBPRIORITY D – SCIENCE	
GOAL TO ACHIEVE SUBPRIORITY	Student subject matter goals include completion of three UC "a-g" required science courses or equivalent college courses in the industry pathway selected by the

	student.
SUBPRIORITY E – VISUAL AND PERFORMING ARTS	
GOAL TO ACHIEVE SUBPRIORITY	Student subject matter goals include completion of one year or two semesters of UC "a-g" required arts courses or equivalent college courses.
SUBPRIORITY F – PHYSICAL EDUCATION	
GOAL TO ACHIEVE SUBPRIORITY	Unless otherwise determined in a student's IEP, 504, or doctor's order, all students will take the physical fitness test during ninth grade.
ACTIONS TO ACHIEVE GOAL	All students will take PE during their first year at the Charter School. Students who pass the ninth-grade fitness test will be allowed to "test out" of the additional 10 credits of PE towards graduation and may replace the 10 required PE credits with other courses of their choosing.
MEASURABLE OUTCOME	Unless otherwise determined in a student's IEP, 504, or doctor's order, all students will pass the physical fitness test prior to graduation.
METHODS OF MEASUREMENT	Physical fitness testing (FitnessGram) will be administered to students in ninth grade in accordance with state testing requirements. Reporting will comply with state deadlines and will be directly reported to the California Department of Education. Physical fitness testing will be done on-location in the same manner as other state-standardized testing.
SUBPRIORITY G – HEALTH - Not Applicable	
SUBPRIORITY H – WORLD LANGUAGES	
GOAL TO ACHIEVE SUBPRIORITY	Student subject matter goals include completion of at least two years of UC "a-g" required world language courses or equivalent college courses. Students who are native speakers of a non-English language may fulfill this requirement by passing courses designed for native speakers of their native language.
SUBPRIORITY I – APPLIED ARTS	
GOAL TO ACHIEVE SUBPRIORITY	Students will be offered applied arts course in the industry pathway they select.
SUBPRIORITY J – CTE	
GOAL TO ACHIEVE SUBPRIORITY	Students will be offered CTE courses and certifications in the industry pathway they select. *ACT WorkKeys National Career Readiness Certificate*

Formative Measurable Student Goals, Outcomes, and Evidence

In addition to the measurable goals listed above, the Charter School will use the following strategies to support the academic success of the students on a formative ongoing basis.

Test Type	Description	Goal
Formative Assessments	The Charter School will use formative assessments (STAR/NWEA) and supplementary education intervention resources) to diagnose student reading and math levels at least four times per year, at the beginning and end of each eight week quarter.	Each student will make at least 1.5 grade levels of progress per year in English and Math until they are on grade level after which they will progress at least one grade level per year.
Personalized Success Plans	Personalized Success Plans create an ongoing record of student work and	Students graduate with an electronic portfolio demonstrating their growth and

	learning experiences.	achievements
Projects and Demonstrations	Student projects demonstrate student mastery of various content areas.	Students may substitute individualized mastery demonstrations to document course completion upon approval of the Learning Director.
ACT	The Charter School will use the PreACT and ACT as an annual assessment of progress towards college readiness.	By the end of the first quarter of each student's final year, they will have achieved at least a 20 on the ACT.

The Charter School leadership believes that parents/guardians and students need to understand how they are progressing towards college readiness using a "no surprises" measure of success. The ACT is a meaningful test that can have a real impact on a student's post-secondary trajectory. STAR/NWEA has the benefit of being easily understood and directly tied to supplemental and intervention resources. The Charter School intends to use the ACT and STAR/NWEA as its core assessment system due to several of their unique qualities:

1. Alignment with state standards.
2. Alignment with workforce goals.
3. Nationwide comparability.
4. Ability of tests to ascertain student academic levels when students are performing significantly out of grade level.
5. Ease of use for communicating among students, parents/guardians, and faculty regarding each student's level, progress, and readiness.
6. Availability of resources and materials for intervention and progress.
7. The ease of use in administering the tests online, receiving timely student results, and the availability of dashboards useful to students, parents/guardians, and faculty.
8. The ability of the assessments to be used with non-English speaking and reading students to assess subject matter knowledge and skills in Spanish.

PreACT

The PreACT assessments offer learners in grades 9-10 predictive scores for college course placement and career readiness. In addition to providing insights to crucial academic standards in English, Math, Reading, Science, and STEM, learners will use career inventories to help guide career exploration and navigation.

ACT Test

ACT scores help students verify academic skills needed for success in first-year college courses and help meet scholarship criteria requirements.

ACT WorkKeys National Career Readiness Certificate

Learners of all ages earn, verify, certify, and share the essential foundational skills for workplace success with the WorkKeys NCRC – a portable, evidence-based credential and digital badge

earned by completing and ranking scores in Applied Math, Graphic Literacy, and Workplace Documents WorkKeys Assessments. Over 28,000 employers nationwide recognize the WorkKeys NCRC.

ACT WorkKeys Online Curriculum

ACT WorkKeys Curriculum courses are delivered via a personalized, mobile-based learning management system that helps individuals build the essential career-relevant skills needed for learning personal development and effective job performance.

Use and Reporting of Data- Data Collection

The Charter School will leverage technology to collect and manage student data efficiently, accurately, and securely. The Charter School will utilize a Student Management System ("SMS") that integrates with the Learning Management System ("LMS"), in order to collect essential data about student demographics and performance and to enable The Charter School to provide accurate information in a timely manner and in compliance with FERPA and other student privacy requirements. The Charter School will collect mandated student data as part of the enrollment process and report enrollment statistics to the state and County in compliance with legislation.

Report of Individual Student Progress

Regular meetings led by the students will be scheduled between the student, parent/guardian, and teachers to report student academic and personal progress. Parents/guardians and students will be routinely informed of student progress through these regularly scheduled meetings.

Parents/guardians are also provided "observer access" to the Charter School's Learning Management System so that they can review their student's performance, coursework, and progress at any time.

Parents and guardians are considered valuable members of the Student Support Team supporting each student and as such are apprised of student progress and/or problems on a regular basis.

Each student's parent or guardian will have the ability to access their student's attendance and academic progress daily. If the student's progress or performance in any class is unsatisfactory or uniquely excellent, a member of the Student Support Team will contact the parent/guardian on record to notify him/her and, where possible, to enlist support in the implementation of the interventions or accolades recommended by the Student Support Team.

The Charter School informs the parent(s)/guardian(s) and/or the students through the use of the Learning Management System of the student's progress in courses according to the following schedule:

- The Charter School intends to share student progress with parents/guardians at the end of each 8-week block (quarter).
- Informal progress reports will be provided within three school days of written or verbal

request by parent(s)/guardian(s). Case Manager/Academic Counselors or a member of the Student Support Team will also be prepared to provide an informal overview of student progress to parent(s)/guardian(s) during the regular check-up meetings with students.

- Parents will also be provided access to the parent's portal so that they can monitor their student's progress at any time.

Satisfaction Reporting

The Charter School serves students and their families. One way to measure our organizational success and to identify areas that need improvement is to frequently measure student, family, and staff satisfaction with school programs and operations. The Charter School intends to use Panorama to collect and analyze data each year due to its ease of use and comparability across a nationwide sample that can be analyzed according to a variety of demographic and role variables.

Student and parent satisfaction surveys will be anonymous surveys that can be completed online. The surveys will be administered upon completion of the enrollment, registration, and orientation processes and at least annually thereafter. The Charter School intends to administer an informal satisfaction survey to students and parents at the 30-Day Check. A brief summative satisfaction survey targeting course content and student support will be administered upon completion of each quarter of coursework. The Charter School also intends to administer a program satisfaction survey at the end of the student's course of study.

Online and on-site staff satisfaction surveys are administered as part of the 8-Week Block Review and Annual Performance Evaluation. The new staff is also surveyed about the effectiveness of training and preparation.

The results of the satisfaction surveys are aggregated and used as part of The Charter School self-study and evaluation processes for continual improvement. The Charter School will use the data in the performance audit to assess and improve upon its educational programming as deemed necessary. It will be included in the LCAP and shared with the various advisory committees and community stakeholders.

County Oversight and Collaboration

The Charter School will comply with a County requested visitation process to enable the County to gather information needed to validate the Charter School's performance and compliance with the terms of this charter. Additionally, the Charter School agrees to and submits to the right of the County to make random visits and inspections or observations in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3 the Charter School shall promptly respond to all reasonable inquiries, including, but not limited to, inquiries regarding its financial records from the County and the State Superintendent of Public Instruction.

Element 4: Facilities

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

The Charter School is seeking a facility that will support 500 students by the 2030-31 school year and will likely seek interim facilities during the first two years as the school enrollment grows. At full capacity, the school will require approximately 30,000 square feet, including:

- 16 classrooms/learning labs of approximately 800-900 square feet each
- Full Commercial Kitchen
- Cafeteria/Gymnasium/Auditorium
- Restrooms
- Secure storage spaces
- Teachers' lounge, kitchen, and work area
- Ten windowed small group meeting spaces
- Five private offices
- Entrance lobby
- Facility-wide air conditioning and heating
- Internet connectivity (at least T1 but preferably fiber optic cables to each classroom) and electricity in abundance
- Sufficient technology, furniture, and fixtures
- Parking for students, staff, and visitors
- Outdoor playing and activity fields

The Charter School is currently located at 365 4th Street, Hollister, CA 95023.

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Element 5: Governance Structure

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

The Charter School will be a directly funded independent charter school and is operated by Polytechnic Academy, a California nonprofit public benefit corporation seeking tax-exempt status. An organizational chart is attached as Exhibit A. The Charter School will operate autonomously from the County, with the exception of the supervisory oversight as required by statute and other contracted services as may be negotiated between the County and the Charter School. Pursuant to Education Code Section 47604(d), the County shall not be liable for the debts and obligations of the Charter School, operated by a California non-profit public benefit corporation, or for claims arising from the performance of acts, errors, or omissions by the Charter School, as long as the County has complied with all oversight responsibilities required by law.

Attached as Exhibit B, please find the Polytechnic Academy's Articles of Incorporation, Bylaws, and Conflict of Interest Code.

Board of Directors

The Charter School will be governed by the Polytechnic Academy Board of Directors ("Board" or "Board of Directors") in accordance with its adopted non-profit corporate bylaws, which shall be consistent with the terms of this charter. The non-profit corporation's Board will be fully responsible for the operation and fiscal affairs of the school, including but not limited to the following:

- Promote, guard and guide the mission and vision of the school.
- Ensure adherence to all state and federal requirements as well as those requirements set forth specifically in the charter petition.
- Hire, supervise, and evaluate the Executive Director.
- Monitor student achievement to ensure progress toward fulfillment of the schools' mission.
- Engage in ongoing strategic planning.
- Approve and monitor the schools' annual budget, budget revisions, and monthly cash flow statements and ensure the long-term financial stability of the school.
- Approve any contract that would cause the Charter School to compensate an individual contractor more than one hundred thousand dollars ($100,000) in a fiscal year.
- Act as a fiscal agent, including, but not limited to, the receipt of funds for the operation of the school in accordance with applicable laws and the receipt of grants and donations consistent with the mission of the school.
- Contract with an external independent auditor to produce an annual financial audit according

to generally accepted accounting practices.

- Review and approve annual independent fiscal audit and performance report.
- Provide support and assistance to the school in its fundraising efforts, as well as other needs as they arise.
- Establish Board Committees as needed, in accordance with the Bylaws.
- Attract and recruit new Board members and ensure proper training and orientation for all new members.
- Approve the schedule of Board meetings.
- Participate in the dispute resolution procedure and complaint procedures when necessary.
- Approve charter amendments as necessary and submit requests for material revisions as necessary to the County for consideration.
- Such other duties and activities as may be needed, in accordance with the non-profit Corporation's Bylaws, this charter, and all applicable laws.

The Board of Directors may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of the Charter School any of those duties with the exception of budget approval or revision, approval of the financial audit and performance report, approval of contracts over $100,000 and the adoption of Board policies. The Board of Directors, however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing.
- Specify the entity designated.
- Describe in specific terms the authority of the Board of Directors being delegated any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation.
- Require an affirmative vote of a majority of Board of Directors members.

The Board of Directors shall adopt a Conflict of Interest Code which shall comply with the Political Reform Act, Government Code Section 1090, et seq., as set forth in Education Code Section 47604.1, and Corporations Code conflicts of interest rules, and any charter school specific conflicts of interest regulations. As required, the Conflict of Interest Code will be submitted to the San Benito County Board of Supervisors for approval. See attached Exhibit B for the Conflict of Interest Code of the Charter School.

Notwithstanding any conflict in the bylaws or the law controlling non-profit corporations, all business of the Charter School and its operating corporation and Board, when conducting any of the business of or related to the Charter School, shall comply with all laws applicable to charter schools, specifically including the Brown Act and applicable conflict of interest laws. In the event that any of these types of laws/rules/provisions permit an action or means of taking action that is restricted or prohibited by any of these other laws/rules/provisions, the most restrictive law/rule/provision shall control. In the case of a conflict between the requirements of this Charter

and the provisions of the corporate bylaws, this Charter shall prevail.

The Board meets at least once every two months; all meetings are noticed and held in accordance with the Brown Act and Education Code Section 47604.1(c).

The number of directors shall be no less than three (3) and no more than seven (7), unless changed by amendments to the bylaws. All directors shall be designated by the existing Board of Directors. In addition, in accordance with Education Code Section 47604(c), the County may appoint a single representative to the Board of Directors of the non-profit public benefit corporation. The County may also choose not to have this representative on the Charter School's Board of Directors. If the County chooses to appoint a representative to the Board, the Charter School may appoint an additional member to ensure that the Board is maintained with an odd number of directors.

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

Board members are selected based on their expertise and skills and their commitment to representing the Charter School's student population and upholding the Charter School's mission. Other relevant criteria for Board selection include a demonstrated ability to act in a leadership capacity and a commitment to diligently fulfill their responsibilities as Board members, including a willingness to routinely attend Board meetings, to actively participate in Board working groups and/or committees, and to seek other ways to actively engage in overseeing the Charter School's program. To establish continuity and sustainability for the Charter School's long-term success, members of the Board serve four-year staggered terms and can be elected to up to four consecutive terms.

The current members, including names and relevant qualifications, of the Board are listed in Appendix K.

The Board is committed to continuous improvement and ongoing training to assist the Directors in fulfilling their responsibilities as public charter school board members. To this end, the Board regularly seeks appropriate training and educational opportunities, both as a full Board and individually, including full Board training sessions with legal counsel or other experts familiar with public school governance and/or training sessions with governance experts on at least the issues of ethics (AB 2158), the Brown Act, school finance (AB 640), child abuse and neglect, and conflicts of interest. Training and education for new Board members also is critical to ensure that these new members fully grasp their responsibilities as Board members and develop the requisite expertise in public school oversight and monitoring to be effective. New Board members will go through an initial orientation. The school will maintain general liability and Board errors and omissions insurance policies as discussed below.

School Staff Positions

The Board of Directors has the ultimate responsibility to oversee the program to ensure the school's operational and fiscal success; however, the Charter School's administrators, counselors, and teachers carry out the day-to-day operations of the school. The Executive Director is the overall site manager and reports directly to the Board of Trustees. The Executive Director is responsible for implementing policy, overseeing operations of the school, hiring and termination decisions for all staff, and carrying out the provisions of the charter and the Board's directives. The teaching faculty will work closely with the Principal to implement the educational program. The Principal is responsible for the daily supervision and evaluation of all teaching faculty and will oversee the conduct of the teaching faculty and other staff. Other administrative staff will report to the Executive Director. (See Element 6 below.)

Parent/Guardian Involvement

The Charter School will be held accountable for the results it generates as measured by student performance and overall family satisfaction. The Charter School's ability to satisfy the needs of students and parents will result in student retention year-after-year, as well as increased new enrollment. The Charter School intends to put the following initiatives and programs in place to hold the Charter School accountable and to keep the lines of communication open with the parents/guardians of the students we serve.

- Parents/Guardians and students will be encouraged to form an Advisory Council. The Charter School Advisory Council will be a Charter School-facilitated group of parents and students enrolled in the Charter School that meets quarterly to give input on how the Charter School can be improved for all students, serve as a resource for new families considering enrolling in the Charter School, advocate on behalf of the Charter School in the community, and a forum for reaction to proposed Charter School plans.
- Parents/Guardians will help evaluate the Charter School's program each year through meetings and surveys. Parents/Guardians will be supported as they develop leadership skills. l
- Parents/Guardians will be taught how to be effective instructional coaches under the guidance of qualified and certificated teachers. Parents/Guardians will learn how to efficiently use computers and seek out needed resources. Parents/Guardians will be actively encouraged to participate in schoolwide planning and other meetings.

School Communication, Newsletters, and Social Media

All stakeholders will be informed of the events and planning activities of The Charter School through a newsletter, which will be distributed at least quarterly. Social Media sites will have updated information regarding school activities and programs for parents, community partners, and other stakeholders. The Charter School will have a multi-directional communications system with parents/guardians, staff, and students that is available in the preferred language of the

individual stakeholders.

Element 6: Employee Qualifications

Governing Law: The qualifications to be met by individuals to be employed by the charter school. Education Code Section 47605.6(b)(5)(F).

Qualifications of School Employees

Employees of The Charter School shall be employees of the Polytechnic Academy and not the County. The Charter School will recruit professional, effective, and qualified personnel to serve in administrative, instructional, instructional support, and non-instructional support capacities. The Charter School believes that all of its employees play a key role in creating a successful learning environment and will recruit qualified employees. In accordance with the Charter School health and safety policies, all employees shall be fingerprinted and undergo clear background checks prior to commencing employment with the Charter School. Additionally, all requirements set forth in applicable provisions of the law will be met, including, but not limited to, charter school faculty credentialing requirements, as necessary.

The Charter School's mission and educational approach will appeal to teachers and staff. A key component of the Charter School is a commitment to students and staff as co-creators of a high-quality educational environment. To this end, the Charter School is committed to recruiting, hiring, and developing a well-supported community of professionals dedicated to best practices.

Regardless of their role in the Charter School, every person hired by the Charter School will actively help to promote the curricular philosophy, instructional program, and the school community's vision and mission.

- The Charter School will not discriminate against any employee on the basis of the characteristics listed in Education Code Section 220, or any other protected classes in accordance with applicable state and federal law,
- The Charter School will adhere to the existing State of California laws regarding fingerprinting and TB testing of employees,
- The Charter School will adhere to school policy pertaining to the safety and health of all employees and students. All employees of the Charter School will be required to have a criminal record summary on file pursuant to Education Code Section 44237,
- An employee will not be permitted to begin work until that employee has been fingerprinted and cleared by the Department of Justice,
- Teachers will meet the requirements for employment as provided by Education Code Section 47605.6(l),
- Teachers will hold the Commission on Teacher Credentialing Certificate, permit, or other document required for the teacher's certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of the school district.

Appropriate records of credentials held by the Charter School teachers and supporting documentation will be monitored and maintained by the Charter School administration.

Credentials will be monitored annually by SBCOE in compliance with state and federal law.

Qualifications of Administrators

Executive Director

The Board of Directors is responsible for selecting the Executive Director. The Executive Director provides general oversight of the schools' programs and reports directly to the Board of Directors. As the chief executive, the Executive Director is responsible for the school's overall performance and success in fulfilling the goals stated within its vision and mission. The Executive Director focuses on the broader mission of the school, including evaluation of the school's effectiveness, fundraising, community relations, strategic planning and implementation of Board's objectives, and the other duties described below.

Selection of the Executive Director will be based on proven experience meeting the following qualifications:

- Relevant experience with school and organizational leadership and innovation
- A Master's Degree or higher in an appropriate field is desired
- Relevant successful experience as a school administrator and teacher
- Ability to fulfill the role of visionary leader for the organization
- Entrepreneurial ability
- Expertise in curriculum design, supervision and evaluation
- Ability to communicate effectively, verbally and in writing, with diverse groups, the Board and the community
- Have strong, positive interpersonal skills.
- Demonstrate knowledge of current educational research and practice.
- Demonstrate ability to facilitate effective, responsible, personal, and collaborative decision making practices.
- Interest in the charter school model of public education and commitment to the charter school's success
- Relevant academic and professional preparation to be successful
- Ability to advocate effectively on behalf of the school and to spearhead fundraising efforts
- Experience with school operations including finances, fundraising, facilities, health and safety and other operational management
- Other qualifications and/or qualities deemed important by the Board.

The Executive Director is responsible for:

- Overseeing charter petition development, renewals and any necessary material revisions in partnership with the County Superintendent
- Ensuring that the school enacts the vision and mission of the Charter School
- Working with the Board to set policy, engage in strategic planning for the organization, oversee school operations and ensure proper governance, including compliance with the Brown Act
- Developing a strategic operational and development plan in consultation with the Board
- Managing all fiscal and business operations including annual budgets
- Overseeing back-office, compliance, and management systems, and all reporting to the Board, the County, and other required reports (including annual audit)
- Hiring, supervising, coaching, and evaluating the school principal and lead staff, including holding school leaders accountable for attaining ambitious student achievement goals and fulfilling our mission
- Hiring, supervising and evaluating all central office staff
- Making hiring and termination decisions regarding all school site personnel in collaboration with the Principal
- Overseeing student outreach and recruitment, school lotteries and admissions
- Overseeing parent and community involvement in school life
- Consulting regularly with the Principal regarding student and staff performance
- Establishing organizational and school site policies and protocols and ensuring effective implementation, including personnel policies, annual calendar, professional development for staff, health and safety, fiscal policies and more
- Ensuring organizational and school site compliance with applicable laws, regulations and County policies and all reporting requirements
- Participating in dispute resolution procedures and complaint procedures when necessary
- Participating in suspension and expulsion decision making process as needed
- Presenting independent fiscal audit annually to the Board and appropriate county and state agencies
- Leading County relations
- Leading development and implementation of partnerships with industry, college and community service organizations.

Principal/Learning Director

The Principal and Learning Director positions will initially be a combined role, eventually becoming two separate positions as the school reaches enrollment capacity. The Principal/Learning Director is the primary day-to-day administrator of the Charter School's

educational programs. The Principal/Learning Director is responsible for advising and coaching high school students toward the completion of their Personalized Success Plan and their high school diploma. The Principal/Learning Director along with Instructional Aides, and Teachers, serves as the main contact with the student and their families. Once the student is enrolled in the Charter School, the staff engages the student and the family to develop a Personalized Success Plan that outlines the student's learning needs, goals, career interests, and course focus. The Principal/Learning Director also monitors student attendance by seeking out students who have attendance issues to encourage and invite them to return and assist them as they get back on track. The Principal/Learning Director is accountable for the outcomes of the students, as they are focused on a 360 degree view of the student, utilizing not only the information provided by Teachers, but also accounting for the personality, individual circumstances and characteristics of the student. Principal/Learning Director will seek to maintain good relationships with both the student and their family. The Principal/Learning Director oversees the Counselors in helping the student make their Graduation Plan and has responsibility to monitor the students and their level of success toward graduation. The Principal/Learning Director, the Teacher, and the Instructional Aide work together with the student and parents/guardian to assure they are progressing toward their goals. The Principal/Learning Director will also address student/parent/teacher staff disputes, creating a student achievement centered culture, and school planning and policy.

Specifically, the Principal/Learning Director:

- Leads the faculty in implementing the educational program contained in the charter petition
- Ensures that each student has a PSP and that they are updated at the conclusion of each 8-week period
- Provides educational leadership in developing and implementing the WASC Plan.
- Leads the overall school improvement process, including conducting teacher observations, modeling best practice, and analyzing student data.
- Participates in management meetings and other activities appropriate for continual professional
- development.
- Implements guidelines for proper student conduct and disciplinary procedures and policies, based on the Student Code of Conduct, which assures a safe and orderly environment.
- Leads student suspensions and expulsions.
- Works with and assists faculty in the development of effective classroom discipline and organization, supporting teaching and learning in the classroom.
- Prepares required reports and paperwork such as discipline reports, suspension reports, expulsion paperwork, discrimination complaints, parent communications, and other paperwork
- Attends Special Education (IEP) meetings and provides guidance/support as needed to the Special Education team

- Coordinates school site testing for the Physical Fitness Test, CAASPP, formative assessments, ELPAC, and other accountability measures
- Handles the scheduling, orders tests, coordinates staff training, distributes and collect testing materials in accordance to established guidelines
- Assists in the selection and mentoring of staff by observing and evaluating teacher performance as it relates to student learning and provides coaching, feedback and provides assistance as needed
- Conducting staff meetings that involve the discussion of instructional programs that focus on student achievement, policy changes, system issues, and problem identification and resolution.
- Creates schedule as well as provides support and supervision for faculty
- Provides supervision while maintaining visibility about the campus and classrooms
- Utilizes data and current educational best practices in the planning and preparation of the school instructional program
- Assists in managing and supervising school-sponsored events, coordinating the supervision of events, and maintaining a calendar of all school events.
- Works as a team member to meet the system-wide needs of the organization
- Facilitates positive communications among students, parents/guardians, teachers, and support staff in daily interactions
- Assumes the full responsibilities of the school, including designating site leadership when duties require the principal to be absent
- Performs other duties as assigned by the Executive Director.

In this role, the Principal/Learning Director must possess both the leadership skills and academic competencies to effectively operate a high-quality educational program. The Principal must possess the following qualifications:

<u>Leadership Competence</u>

- The ability to articulate and support the philosophy and direction of the academic program;
- The ability to implement program initiatives through appropriate professional development for staff;
- The ability to lead effectively within a team environment;
- The ability to communicate effectively with staff, students, and parents to better meet the needs of the students in the school;
- The ability to use appropriate communication tools, especially current technologies;
- The ability to exhibit and promote multicultural awareness, gender sensitivity, and racial and ethnic appreciation;
- The ability to implement a shared decision-making process agreed upon by all stakeholders;

- The ability to establish a framework for collaborative action and involve the school community in developing and supporting shared beliefs, values, mission, and goals for the school;
- The ability to make informed, objective judgments;
- The ability to work with all staff to create an effective staff development plan for all staff;
- Ability to maintain and promote confidentiality as the norm under which the school operates;
- The desire and ability to engage in continuing education and skills upgrading.

Administrative Competence

- The ability to create and maintain a safe, orderly, positive, and effective learning environment;
- The ability to annually evaluate the performance of all teaching and support staff;
- The ability to employ and monitor acceptable accounting procedures in the maintenance of all fiscal records;
- The ability to create and maintain a climate of respect and fairness for all staff and students.

Overall Qualifications (Desired/Preferred but Not Required)

- Professional Administrative Credential and/or Masters Degree in Education or equivalent (required);
- At least five (5) years experience in the education field;
- Management, administrative, and instructional expertise;
- Curriculum implementation expertise;
- Experience with school budgets;
- Willingness to learn about charter school leadership.

Teachers

Well-qualified teachers will be selected for their ability to thrive in both the online and onsite environment. Using professional development and peer mentoring they will be well-trained in the best practices of onsite and online course instruction and the specific requirements of their position with an eye towards the needs of the student and the Charter School. The teacher's role at the Charter School is to support and personalize learning and to inspire students to reach beyond the content and find meaning and application to life. The teacher's role in both environments includes evaluation and assessment of work: however, it also includes establishing and maintaining individual advisor-type relationships with students.

The Charter School employs teaching staff who hold the California teaching certificates, permits, or other documents required for their certificated assignment. Teachers are responsible for overseeing the students' academic progress and for monitoring grading and matriculation decisions as specified in the Charter School's operation policies.

All teachers must comply with credential requirements in Education Code Section 47605(l)(1). Applicants to teach in our program are evaluated based on the following qualifications:

- Demonstrated expertise in the subject area and the ability to communicate the appropriate knowledge to each student.
- Possession of a valid teaching credential with CLAD/BCLAD (or similar) authorization.
- Knowledge and experience with standards-based instruction: the ability to align curriculum and standards and willingness to adopt grading practices that can be used in standards-based grading.
- Knowledge of assessment strategies and the ability to use data to drive their teaching and ensure continuous improvement of student learning.
- Ability to effectively use a broad range of instructional strategies, including providing a guaranteed curriculum, challenging goals and effective feedback, differentiated instruction, and backward mapping, among others.
- Demonstrated competence using advanced technology as a learning tool: willing and able to integrate technology into teaching and student learning.
- Outstanding classroom management skills.
- Belief in our mission that all students will learn and successfully master the content and skills necessary for advanced post-secondary education.
- Willingness to work as a vital part of the Charter School's team to ensure continuous improvement for students, staff, and the community as a whole.
- Willingness and ability to work with students and parents on an ongoing basis to ensure student success.
- Love of students, enthusiasm for teaching, the belief that each student can and will succeed, and the willingness to do what it takes to make that happen.
- Desire and ability to engage in continuing education, staff development, and skill upgrading.
- Comfortable team-teaching in a classroom where communication is visible to all
- Deep personal motivation for exploring alternative educational strategies.
- Positive references from most recent employment and/or college or graduate school.

Counseling Staff

The Charter School intends to have a low student-to counselor ratio of 100:1, well below the national average of 477:1 and the recommended 250:1 ratio of the American School Counselor

Association. Our counselors provide critical services to our students, starting in 9th grade, including college-readiness and awareness, assistance with applications to colleges and universities (including for summer programs), financial aid education and assistance, and much more related to pathway development and work experience opportunities. The Counselors are also our primary ambassadors to apprenticeship programs, career programs, colleges and

universities, informing them about our new school and providing information and assistance to help our students gain admission to the program, college or university of their choice.

Counseling staff also serve an important role in supporting the wrap around services our students need, conducting outreach to surrounding schools as part of our "Seek and Serve" strategies,

Support Staff

The Charter School administrative and operational staff will demonstrate experience or expertise in the

issues and work tasks required of them. Support staff will be provided professional development opportunities to ensure that they remain abreast of all relevant changes in laws or other operational

requirements.

The Charter School Student Support Team will work in unison to achieve the individual learning objectives of the students, families, and the Charter School. The focus of the Student Support Team is to challenge the student to not only achieve a basic understanding of the core material, but to explore and expand on those concepts by applying them to real-world scenarios. Each member of the Student Support Team plays a key role in the academic experience for the student.

The description of the positions below, contain several overlaps of responsibilities to ensure that those areas of student support, which are of the greatest importance are delivered by multiple individuals who will interact with students.

Instructional Aide ("IA") – Role and Responsibilities

This position serves high school students by providing additional support with academic and non-academic needs the students may have. Their role is to support the students in making progress toward their goals and to work with the teacher to provide whatever resources the student may need to be successful. The Instructional Aide helps teachers provide assistance to students both with instruction and life skills. They also help teachers enter student data into school information systems, transport students, and have a variety of other responsibilities.

Qualifications

The preferred criteria for Instruction Aide include a commitment to the Charter School's mission, experience with the Charter School's target student population, and a high school diploma or equivalent. Using this criteria, the Principal will select (on an application and interview basis) and evaluate Instructional Aide. The Principal will evaluate IA's annually or on an as-needed basis. IA's will be evaluated on the following performance measures, which will be revised by the Principal as needed:

- Teacher evaluations
- Performance of job responsibilities

- Achievement of the Charter School's educational goals
- Maintain regular, punctual attendance
- Demonstrated ability to work collaboratively.

If an Instructional Aide disagrees with the substance of an evaluation, he/she will have the opportunity to provide a written response, which will be included in his/her personnel file. In addition, he/she may pursue the Charter School's grievance procedure.

School Secretary

The School Secretary will work directly with students, families, and staff and will ensure the smooth daily operations of the main office. The School Secretary will welcome visitors, perform administrative and financial duties (to aid in the segregation of financial duties), support dissemination of school policies and expectations, maintain records, and act as customer service when students and families need assistance. The School Secretary will support all leaders and staff.

Qualifications

The preferred criteria for School Secretary include a commitment to the Charter School's mission, experience with the Charter School's target student population, and a high school diploma or equivalent. Successful candidates will have a proven customer service orientation, attention to detail, and the ability to organize their work and the work of others.

Clerk/Registrar – Role and Responsibilities

Responsible for advising prospective students and parents regarding enrollment, admissions and other related processes, providing school background and guideline information via phone inquiries, verifying contact and other demographic information from applications received, screening potential students-based on school enrollment guidelines, and requires the use of judgment and discretion on a periodic basis. The position also requires extensive knowledge of the Charter School's history, vision, values, and all policies and procedures. Responsible for evaluating high school transcripts and credits, advising, and coaching high school students toward the completion of their high school diploma.

The registrar prepares and maintains accurate student records, registers and withdraws students according to established procedures at the high school; compares and corrects CALPADS information between the high school and state; assists in processing students for graduation; and various other secretarial and clerical tasks as assigned.

Qualifications

Successful candidates will have a commitment to the Charter School's mission, experience with the Charter School's target student population, and a high school diploma or equivalent.

Successful candidates will have a proven customer service orientation, attention to detail, and the ability to organize their work and the work of others. Individuals with a background in managing

student data would be highly preferred.

Custodian – Roles and Responsibilities

Responsible to perform general, routine custodial duties, to include dusting, mopping, vacuuming, cleaning restrooms, and restocking paper and soap supplies. Performs routine general maintenance.

Qualifications

Successful candidates will have a commitment to the Charter School's mission, experience with the Charter School's target student population, and experience as a custodian or maintenance worker or the ability to learn the required tasks and work management skills.

Provisions for professional development to ensure that staff members are trained to carry out the instructional programs proposed.

To be a truly excellent teacher, one must continually experience the joys of learning. Excellent teachers also continually develop their skills to effectively serve all students. The Charter School's mission and vision involve sophisticated educational practices that will take time to develop, as individual teachers develop the needed skills and as the Charter School incrementally develops the capacity to implement the vision fully. The staff of The Charter School will be supported in their professional growth and will be given the power to choose areas of focus for their learning each year through individualized Professional Development Plans in addition to organization-wide development priorities. All teachers will be supported in their curriculum construction activities and in their ongoing evaluation and re-formulating of their pedagogical methods.

The methods by which the faculty will be supported in their professional growth include:
Summer Institute

- Teachers will receive in-depth training prior to the start of the school year, and then throughout the school year
- Teachers will be provided with the philosophical, pedagogical, and operational underpinnings of the Charter School model
- Teachers will experience hands-on training in using the high school courses, assessment systems, technology, student coaching strategies, cultural awareness and advocacy, the role of charter schools in public education improvement, issues related to the specific context of our target population, use of instructional data, mental health and wellness, professional workplace relationship development, industry concentration learning, and other topics based on the priorities and needs of the staff.

During the School Year

- On-site teachers will be given a portion of one day per week, while students are in life skills and leadership instruction, to collaborate with other teachers in assessing and planning their curricular choices and pedagogical methods, examine student work, share their

documentation for the purpose of assessing and improving student learning, or review research in pedagogy and curriculum. Staff will be expected to review material described above and evaluate their students' learning successes and challenges. They will then create, implement, and re-assess their teaching and curricular choices in light of this information.

- All teachers will attend workshops on project-based curriculum and the Response to Intervention model, among other topics.
- All staff will be trained in creating a trauma-informed, culturally responsive school environment that makes students and families feel welcome and able to communicate. The Charter School will develop policies to promote effective communication between parents, teachers, counselors, and administrators, setting expectations for the timeliness of responses to parent inquiries, for the manner in which conflicts will be resolved – both informally and through formal grievance procedures, and for courteous professional communications. Staff will receive training in the Charter School's standards for professional communication and strategies for effective communication such as including conflict resolution and harassment prevention.

Element 7: Health and Safety

Governing Law: The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

i. *That each employee of the charter school will furnish the charter school with a criminal record summary as described in Section 44237.*

ii. *The development of a school safety plan, and the annual review and update of the plan, pursuant to Section 47606.3.*

iii. *That the school safety plan be reviewed and updated by March 1 of every year by the charter school. Education Code Section 47605.6(b)(5)(G).*

In order to provide safety for all students and staff, The Charter School will maintain full health and safety policies and procedures and risk management policies at its school site in consultation with its insurance carriers and risk management experts. These policies will be incorporated into the Charter School's student and staff handbooks and will be reviewed on an ongoing basis by the School Director and Board of Directors. The Charter School shall ensure that staff are trained annually on the health and safety policies. A full draft will be provided to the County for review at least 30 days prior to operation or as otherwise agreed upon by the County and Charter School. The following is a summary of the health and safety policies of the Charter School:

Procedures for Background Checks

The Charter School shall comply with the provisions and procedures of Education Code Sections 44237 and 45125.1 regarding the fingerprinting and background clearance of employees, contractors and volunteers prior to employment, volunteering, or contract services or any unsupervised contact with pupils of the Charter School. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1.

The Principal shall monitor compliance with this policy and report to the Charter School's Board of Directors on a regular basis. The Board Chair shall monitor the fingerprinting and background clearance of the Principal. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

Mandated Child Abuse and Neglect Reporting and Training

All employees, volunteers, contractors (whose duties require contact with or supervision of students), and governing board members of the Charter School will be mandated student abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by school districts. For purposes of this requirement, volunteers are defined as individuals who are over 18 years of age and interact with students outside of the immediate supervision and control

of the student's parent or guardian or a Charter School employee. The Charter School shall provide training to all mandated reporters in accordance with Education Code Section 44691.

Tuberculosis ("TB") Risk Assessment and Examination

The Charter School will follow the requirement of Education Code Section 49406 in requiring all employees and volunteers who have frequent or prolonged contact with students to be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, and for employees at least once each four years thereafter.

Immunizations

All enrolled students enrolled who receive classroom-based instruction will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075.

Medication in School

The Charter School will adhere to Education Code Section 49423 regarding the administration of medication in school or school-related activities. The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members; per AB 1651 (2023), the Charter School shall store emergency epinephrine auto-injectors in an accessible location upon need for emergency use and include that location in annual notices required by law. To the extent the Charter School maintains a stock of albuterol inhalers to respond to respiratory distress in students, the Charter School shall comply with the requirements of Education Code Section 49414.7, including with respect to training, notices, and the stocking of albuterol inhalers.

Vision, Hearing, and Scoliosis

Students will be screened for vision, hearing, and scoliosis in accordance with Education Code Section 49450, et seq., as applicable to the grade levels served by The Charter School.

Suicide Prevention Policy

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

Prevention of Human Trafficking

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

Menstrual Products

The Charter School shall stock the school's restrooms at all times with an adequate supply of menstrual products, available and accessible, free of cost, in all women's restrooms and all-gender restrooms, and in at least one men's restroom. The Charter School shall post a notice regarding the requirements of Education Code Section 35292.6 in a prominent and conspicuous location in every restroom required to stock menstrual products, as specified. This notice shall include the text of Education Code Section 35292.6 and contact information, including an email address and telephone number, for a designated individual responsible for maintaining the requisite supply of menstrual products.

All Gender Restrooms

The Charter School shall provide and maintain at least one all-gender restroom for voluntary student use at each of its school sites that has more than one female restroom and more than one male restroom designated exclusively for student use. The restroom shall have signage identifying the bathroom as being open to all genders, it shall remain unlocked, unobstructed, and easily accessible by any student, and be available during school hours and school functions when students are present. The Charter School shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

School Meals

As required by law, the Charter School shall provide breakfast and lunch free of charge during each school day to any pupil who requests a meal without consideration of the pupil's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. The meals provided under this paragraph shall be nutritionally adequate meals that qualify for federal reimbursement.

The Charter School shall provide each student adequate time to eat as determined by the Charter School in consideration of available guidance.

Mental Health Education

If the Charter School offers one or more courses in health education to students in high school, the Charter School shall include in those courses instruction in mental health that meets the requirements of Education Code Section 51925, et seq.

Mental Health Information

The Charter School shall create and post a poster at the school site identifying approaches and resources addressing student mental health in compliance with Education Code Section 49428.5. The poster shall be displayed in English and the primary language(s) spoken by 15 percent or more of students enrolled at the school site. The poster shall be prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented by, students at the school site. The poster shall also be digitized and distributed online to students through social media, internet websites, portals, and learning platforms at the beginning of each

school year.

Referral Protocols for Addressing Student Behavioral Health Concerns

The Board shall adopt, at a regularly scheduled meeting, a policy on referral protocols for addressing student behavioral health concerns in grades 9 to 12, inclusive. The policy shall meet the requirements of Education Code Section 49428.2, and shall be developed in consultation with Charter School and community stakeholders and school-linked behavioral health professionals, and shall, at a minimum, address procedures relating to referrals to behavioral health professionals and support services.

California Healthy Youth Act

The Charter School shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students in grades 9-12 at least once, pursuant to the California Healthy Youth Act (Education Code Section 51930, et seq.).

School Safety Plan

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

- Student abuse or neglect reporting procedures.
- Routine and emergency disaster procedures.
- Policies for students who committed an act under Education Code Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations.
- Procedures to notify teachers of dangerous students pursuant to Education Code Section 49079.
- A discrimination and harassment policy consistent with Education Code Section 200.
- Provisions of any schoolwide dress code that prohibits students from wearing "gang-related apparel," if applicable.
- Procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School.
- A safe and orderly environment conducive to learning.
- The rules and procedures on school discipline adopted pursuant to Education Code Sections 35291, 35291.5, and 47605.6.
- Procedures for conducting tactical responses to criminal incidents.
- Procedures to prepare for active shooters or other armed assailants by conducting a drill,

if this topic is covered in the School Safety Plan.

- Procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a schoolbus serving the school.
- Procedures to respond to incidents involving an individual experiencing a sudden cardiac arrest or a similar life-threatening medical emergency while on school grounds.
- Procedures specifically designed to notify parents and guardians of pupils, teachers, administrators, and school personnel when the school confirms the presence of immigration enforcement on the schoolsite
- A protocol in the event a pupil is suffering or is reasonably believed to be suffering from an opioid overdose.

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

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

The Charter School shall develop an instructional continuity plan, consistent with Education Code Section 32282(a)(3), to establish communication with students and their families and provide instruction to students when in-person instruction is disrupted due to an emergency pursuant to Education Code Sections 41422 or 46392(a).

Workplace Violence Prevention Plan

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

Blood-Borne Pathogens

The Charter School shall meet state and federal standards for dealing with blood-borne pathogens and other potentially infectious materials in the workplace. The Board of Directors shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including HIV and hepatitis B virus ("HBV"). Whenever exposed to blood or other bodily fluids through injury or accident, students and staff should follow the latest medical protocol for disinfecting procedures.

Drug Free/Alcohol Free/Smoke Free Environment

The Charter School shall function as a drug, alcohol, and smoke-free environment. Staff shall be trained in the use of Narcan (and other equivalent life-saving resources) and a sufficient supply shall be kept on campus and replenished if needed.

Facility Safety

In the event that the Charter School leases owns, or otherwise occupies a building or other facility, The Charter School shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the California Building Standards Code. The Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills in accordance with Education Code Section 32001.

Use of Technology

The Charter School recognizes that student use of technology can be abused by students and adults, thus creating a safety concern for the Charter School. All students and staff will be required to sign an Acceptable Use Agreement, prior to utilizing, or accessing, in any manner, the technology provided by or maintained by the Charter School.

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

The Charter School is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, student birth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. The Charter School will develop a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee-to-employee, employee-to-student, and student-to-employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School sexual harassment policy.

A copy of the policy shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired. The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code Section 231.6 and shall prominently and conspicuously display the poster in each bathroom and locker room at the school site and in public areas at the school site that are accessible to, and commonly frequented by, pupils.

Bullying Prevention

The Charter School shall adopt procedures for preventing acts of bullying, including

cyberbullying. The Charter School shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated school site employees and all other school site employees who have regular interaction with students.

Supporting LGBTQ Students

Through the completion of the 2029-30 school year, the charter school shall use an online training delivery platform and curriculum to provide at least one hour of required LGBTQ cultural competency training annually to teachers and other certificated employees and maintain records of such training as required by Education Code Section 218.

SAFETY Act

Pursuant to AB 1955 (2024), employees of the Charter School shall not be required to disclose any information related to a pupil's LGBTQ+ identity to any other person without the pupil's consent unless otherwise required by state or federal law. This provision shall not limit a parent's ability to request school records on behalf of their child.

Homicide Threats

The Charter School shall comply with all requirements under Education Code Sections 49390-49395 regarding mandatory reporting in response to homicidal threats. All employees and Board members who are alerted to or who observe any threat or perceived threat in writing or through an action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity shall make a report to law enforcement.

Gun Safety Notice

Beginning in the 2024-25 school year, at the beginning of the first semester, the Charter School shall distribute a notice to the parents/guardians of each student addressing California's student gun access prevention laws and laws related to firearm safety utilizing the most updated model language published by the California Department of Education.

Transportation Services

The Charter School shall comply with the requirements of SB 88 (2023-24) inclusive of Education Code Sections 39875, 39877, 39878, and 39879, as applicable, relating to background checks, testing, and other requirements for individuals and entities providing transportation services for students.

Extreme Weather Policy

The Charter School will develop, adopt, and implement a weather policy that includes protocols for extreme weather conditions, and incorporate the standardized guidelines developed by the CDE.

Element 8: Student Population Balance

Governing Law: The means by which the school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the county board of education to which the charter petition is submitted. Upon renewal, for a charter school not deemed to be a local educational agency for purposes of special education pursuant to Section 47641, the chartering authority may consider the effect of school placements made by the chartering authority in providing a free and appropriate public education as required by the federal Individuals with Disabilities Education Act (Public Law 101-476), on the balance of pupils with disabilities at the charter school. Education Code Section 47605.6(b)(5)(H).

The Charter School will serve a diverse student population concentrating especially on students matriculating into ninth grade after having failed courses and been chronically absent during middle school, as well as high school students of any grade level who either have left school without graduating or are at-risk of leaving school without graduating. The Charter School expects to enroll a student population that has a disproportionately high percentage of English Learners, students who are behind grade level in skills and/or credits, and students with mental health or special education concerns. With that concentration intention in mind, the Charter School will implement a student outreach strategy that includes, but is not necessarily limited to the following elements or strategies to ensure a balance of racial and ethnic students, special education students, and English Learners that is reflective of the general population residing within the County:

- Seek and Serve outreach efforts to surrounding middle and high schools as well as community-based, social service, mental health, hospital, and juvenile justice organizations
- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process,
- Prioritization of at-promise youth for immediate enrollment throughout the school year ahead of general population youth on the waiting list
- The development of promotional and informational material in English and Spanish,
- Student recruitment efforts may include, but are not limited to, direct mail, print advertising, and informational meetings directed toward targeted student populations to recruit students from various racial and ethnic groups,
- Recruitment materials reflect the diversity of the Charter School's student body,
- Regularly review student demographic, attrition, and performance data to ensure all students are receiving equal and excellent educational services.

In the development of the Charter School program and petition, the Charter School leadership met with community stakeholders, including (for example): San Benito County Office of Education Superintendent and cabinet, San Benito County Office of Education

board members, San Benito High School District Superintendent and cabinet, Aromas San Juan Unified School District Superintendent, South Monterey County Joint Union High School District Superintendent, City and County elected officials, parents, and community leaders. In addition, several community leaders have submitted letters of support, included in the Appendix.

Element 9: Suspension and Expulsion Procedures

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

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a homeless child or youth, or a foster child or youth, in the native language of the homeless or foster child's educational rights holder. In the case of a foster child or youth, the written notice shall also be provided to the foster child's attorney and county social worker. If the pupil is an Indian child, as defined in Section 224.1 of the Welfare and Institutions Code, the written notice shall also be provided to the Indian child's tribal social worker and, if applicable, county social worker. The written notice shall inform the pupil, the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, county social worker of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, or county social worker, or the Indian child's tribal social worker or, if applicable, county social worker initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

(iv) A foster child's educational rights holder, attorney, and county social worker and an Indian

child's tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information. Education Code Section 47605.6(b)(5)(I).

It is the goal of the Charter School to provide experiences for students that teach them compassion, commitment, and concern for others. It is understood that students learn what they experience, and therefore all adults model appropriate behavior for students. The faculty at the school help students behave in ways that are conducive to learning and building community.

Classroom experiences create developmentally appropriate opportunities for autonomy and positive decision-making. The essence of discipline is understanding behavior and finding effective alternatives to punishment.

At the Charter School, we are dedicated to helping students learn to meet their own needs while respecting the needs of others. Students and teachers decide upon agreements together for their mutual benefit. They also decide upon solutions that will be helpful to all concerned should problems arise. When teachers set limits without a student's input, they communicate clearly and firmly with kindness, dignity and respect. Teachers form empathic and positive relationships with their students, holding them to high standards of behavior.

School-wide Rules and Policies[16]

1. Respect the needs and feelings of others.
2. Use appropriate language and demonstrate concern for the property of teachers, peers and the community.
3. Be safe and be considerate of the safety of others.
4. Remain in the classroom or on school grounds unless permission is given by the teacher or administrator to leave.

It is our strong belief that while punishment may work in the short term to stop unwanted behavior immediately, long-range results may include resentment, revenge, rebellion, and/or retreat. Therefore, we use strategies that are not humiliating to students. Our approach is based upon mutuality and incorporates clear and firm expectations with respect for students so that a foundation for teaching life skills, good decision-making and self-regulation is emphasized.

The main objective in assigning consequences for misbehavior is to assist students in making good choices, whether in the classroom, at lunchtime, or during recess. When a student is unsafe, interrupts learning, or clearly does not respect the needs of others, the following course of action occurs: students are reminded of the expected behavior and previously agreed-upon school standards. Should the behavior continue, the teacher will conference with the student to determine good decision-making. When inappropriate behavior does not change, the principal

[16] This policy has been adapted from the best practice trauma-informed policy established and documents by Da Vinci Charter School in El Segundo, CA.

and/or counselor will be consulted. Finally, a conference will be called with the parent/guardian in order to assist the student in meeting the school's expectations for behavior.

Staff shall enforce disciplinary rules and procedures fairly and consistently amongst all students and accord all students with similar rights to due process. These disciplinary rules and procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations. The Charter School will develop a complete set of student discipline policies and procedures, which will be distributed to each student/parent as part of the

Student Handbook, which is regularly updated and incorporated herein by reference. Compliance with the Charter School's adopted procedures for suspension and expulsion set forth herein shall be the sole process for the Charter School to involuntarily dismiss, remove, or otherwise exclude a student who attends the Charter School from further attendance at the Charter School for any reason, including, but not limited to, disciplinary and academic causes. In no event shall the Charter School adopt an additional or alternative process for dismissing, removing, or otherwise involuntarily removing a student who attends the Charter School from further attendance at the Charter School separate from or in addition to the Charter School's procedures for suspension and expulsion.

Discipline includes, but is not limited to, advising and counseling students, conferring with parents/guardians, detention during and after school hours, the 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 the Charter School's property.

The Principal shall ensure that students and parents/guardians[17] are notified in writing of all discipline policies, rules, and procedures and given an opportunity to provide input and feedback on discipline policies and procedures. Transfer students and their parents/guardians shall be so advised upon enrollment. The notice shall state that these disciplinary rules and procedures are available on request in the office.

Suspended or expelled students shall be excluded from all school-related extracurricular activities unless

[17] 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.

otherwise agreed during the period of suspension or expulsion. A student identified as an individual with disabilities, or for whom the Charter School has a basis for knowledge of a suspected disability, pursuant to the Individuals with Disabilities Education Act, or who is qualified for services under Section 504 of the Rehabilitation Act, is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students, except to the extent that federal and state law or the student's Individualized Educational Program requires additional or different procedures for that student. The Charter School will follow all applicable federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities, for whom the school has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections according to due process to such students.

The Charter School recognizes that an engaging and rigorous curriculum, strong and individualized relationships with adults, positive activities and recognition programs, adequate supervision, and a solid culture of respect and regard for students are excellent deterrents to negative behavior.

Policy

The Suspension and Expulsion Policy and Procedures have been established in order to promote learning and protect the safety and well-being of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 et seq. which describe the offenses for which students at non-charter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions, and involuntary removal. The language that follows is largely consistent with the language of Education Code Section 48900 et seq. The Charter School is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension, expulsion, or involuntary removal.

Consistent with this policy, it may be necessary to suspend or expel a student from regular classroom instruction. This shall serve as the SBCPA policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements.

Charter School staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This policy and its procedures will clearly describe discipline expectations, and it will be printed and distributed annually as part of the Student Handbook which is sent to each student at the beginning of the school year.

The Charter School's administrative team shall ensure that students and their parents/guardians

are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this Policy and its Procedures are also available upon request at the Principal's office.

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, and suspension and expulsion. Suspended or expelled students shall be excluded from all Charter School and Charter School-related activities unless otherwise agreed during the period of suspension/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 this Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law requires additional or different procedures. The Charter School will follow all applicable federal and state laws, including but not limited to the applicable provisions of the Education Code, when imposing any form of discipline on a student identified as an individual with disabilities, 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 to due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian and shall inform the student, and the student's parent/guardian of the basis for which the student is being involuntarily removed and the student's parent/guardians right to request a hearing to challenge the involuntary removal. If a student's parent/guardian requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions before the effective date of the action to involuntarily remove the student. If the student's parent/guardian requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below.

Procedures

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:

1. while on any school property;
2. while going to or coming from school;
3. during the lunch period, whether on or off the school campus;
4. during, going to, or coming from a school-sponsored activity; or
5. during virtual instruction or distance learning regardless of the location.

Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended when it is determined the student:
   1.1. Caused, attempted to cause, or threatened to cause physical injury to another person.
   1.2. Willfully used force or violence upon the person of another, except self-defense.
   1.3. Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind. Students who voluntarily disclose their use of a controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports shall not be suspended solely for that disclosure.
   1.4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
   1.5. Committed or attempted to commit robbery or extortion.
   1.6. Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
   1.1. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
   1.2. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student. Students who voluntarily disclose their use of a controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports shall not be suspended solely for that disclosure.
   1.3. Committed an obscene act or engaged in habitual profanity or vulgarity.
   1.4. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
   1.5. Knowingly received stolen school property or private property, which includes but is not

limited to, electronic files and databases.

1.6. 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.

1.7. 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.

1.8. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

1.9. Engaged in,or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.

1.10. Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

1.11. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment

1.12. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e).

1.13. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating

an intimidating or hostile educational environment.

1.14. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1.14.1. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

1.14.1.1. 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 their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

1.14.1.2. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.

1.14.1.3. Causing a reasonable student to experience substantial interference with their academic performance.

1.14.1.4. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

1.14.2. "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

1.14.2.1. A message, text, sound, video, or image.

1.14.2.2. A post on a social network Internet Web site including, but not limited to: 1.15.2.2.1. Posting to or creating a burn page. A "burn page" means an

Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

1.14.2.2.2. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

1.14.2.2.3. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile

of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

1.14.2.3. An act of cyber sexual bullying.

1.15.2.3.1. For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

1.15.2.3.2. For purposes of this policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

1.14.3. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

1.15. A student who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

1.16. Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

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

2.1. 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 student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

2.2. Brandished a knife at another person.

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

2.4. 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.

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

3.1. Caused, attempted to cause, or threatened to cause physical injury to another person.

3.2. Willfully used force or violence upon the person of another, except self-defense.

3.3. Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind. Students who voluntarily disclose their use of a controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports shall not be suspended solely for that disclosure.

3.4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as a controlled substance, alcoholic beverage or intoxicant.

3.5. Committed or attempted to commit robbery or extortion.

3.6. Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

3.7. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

3.8. 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 a student's own prescription products by a student. Students who voluntarily disclose their use of a controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports shall not be suspended solely for that disclosure.

3.9. Committed an obscene act or engaged in habitual profanity or vulgarity.

3.10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

3.11. Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

3.12. 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.

3.13. 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.

3.14. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

3.15. Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.

3.16. Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

3.17. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment.

3.18. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e).

3.19. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment.

3.20. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

3.20.1. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are

directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

3.20.1.1. 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 their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

3.20.1.2. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.

3.20.1.3. Causing a reasonable student to experience substantial interference with their academic performance.

3.20.1.4. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

3.20.2. "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

3.20.2.1. A message, text, sound, video, or image.

3.20.2.2. A post on a social network Internet Web site including, but not limited to: 3.20.2.2.1. Posting to or creating a burn page. A "burn page" means an

Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

3.20.2.2.2. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

3.20.2.2.3. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

3.20.2.3. An act of cyber sexual bullying.

3.20.2.3.1. For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be

reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

3.20.2.3.2. For purposes of this policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3.20.3. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

3.21. A student who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

3.22. Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

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

4.1. 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 student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

4.2. Brandished a knife at another person.

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

4.4. 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 the Administrative Panel and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in

this Policy.

The Charter School will use the following definitions:

- The term “knife” means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.
- The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.
- The term “destructive device” means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb; (B) grenade; (C) rocket having a propellant charge of more than four ounces; (D) missile having an explosive or incendiary charge of more than one-quarter ounce; (E) mine; or (F) device similar to any of the devices described in the preceding clauses.

Suspension Procedures

Suspensions shall be initiated according to the following procedures:
Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or the

Principal's designee with the student and the student’s parent/guardian and, whenever practical, the teacher or Charter School employee who referred the student to the Principal or designee.

The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and the student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605.6(b)(5)(I)(i).

This conference shall be held within (2) two school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

Penalties shall not be imposed on a student for the failure of the student’s parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent/guardian at the conference.

Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone, by email, or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student as well as the date the student may return to school following the suspension. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

Suspension Time Limits/Recommendation for Expulsion

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

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

Expulsion Procedures Authority to Expel

As required by Education Code Section 47605.6(b)(5)(I)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial Charter School Board of Directors 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 (3) members who are certificated and neither a teacher of the student nor a member of the Charter School's governing 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.

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 Principal or designee determines that the student has committed an expellable offense and recommends the student for expulsion.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all student confidentiality rules under the FERPA) unless the student makes a written request for a public hearing in open session three days prior to the date of the scheduled hearing.

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

- The date and place of the expulsion hearing,
    - A statement of the specific facts, charges and offenses upon which the proposed expulsion is based,
- A copy of the Charter School's disciplinary rules which relate to the alleged violation,
    - Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other County Office of Education or school to which the student seeks enrollment,
    - The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor,
- The right to inspect and obtain copies of all documents to be used at the hearing,
- The opportunity to confront and question all witnesses who testify at the hearing,
    - The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

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 student.

- The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) days notice of their scheduled testimony, (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent/guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
- 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.
- At the discretion of the entity conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
- The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
- The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.
- Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.
- If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.
- 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. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the student being expelled, the

complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

- Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance 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.

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.

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay 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 student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have their testimony heard in a session closed to the public.

Expulsion Decision

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 Board shall make the final determination regarding the expulsion 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, or the Board of Directors ultimately decides not to expel, the student shall immediately be returned to their previous educational program.

The Board of Directors may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Board. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Board of Directors may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Board of Directors shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Board of Directors shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

Written Notice to Expel

The Principal or designee following a decision of the Board to expel shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student and student's parent/guardian. This notice shall also include the following:

- Notice of the specific offense committed by the student; and
    - Notice of the student's or parent/guardian's obligation to inform any new school district in which the student seeks to enroll of the student's status with the Charter School.

The Principal or designee shall send a copy of the written notice of the decision to expel to the County.

This notice shall include the following:

- The student's name; and
- The specific expellable offense committed by the student.

Additionally, in accordance with Education Code Section 47605.6(e)(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.

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 SBCOE upon request.

No Right to Appeal

The student shall have no right of appeal from expulsion from the Charter School as the Charter School Board's decision to expel shall be final.

Expelled Students/Alternative Education

Parents/guardians of students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within SBCOE, or within the expelled student's school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by the parents/guardians or by the school district of residence of the expelled student to assist with locating alternative placements during expulsion.

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.

Readmission or Admission of Previously Expelled Student

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

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.

Review of Suspension/Expulsion Policies

The Charter School recognizes that research has shown that schools have disciplined students for willful defiance disproportionately, especially singling out Black students. The Executive

Director, Principal, and Board Chair will annually review discipline cases to identify and correct disproportionate discipline trends. Overall suspension and expulsion policies are subject to an annual review by a disciplinary task force consisting of stakeholders in the Charter School.

Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

Notification to SBCOE

The Charter School shall immediately notify SBCOE and coordinate the procedures in this policy with SBCOE's discipline of any student with a disability or student who the Charter School or SBCOE would be deemed to have knowledge that the student had a disability.

Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent/guardian, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.
- If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP Team shall:

- 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,

- 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
- Return the child to the placement from which the child was removed, unless the parent/guardian and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provision of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent/guardian and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing. In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by- case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- 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,
- 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
- 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.

Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP team.

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 County'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:

- 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.
- The parent/guardian has requested an evaluation of the child.
- The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay- put. If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parent/guardian; however, the student shall remain in the education placement determined by the Charter pending the results of the evaluation.

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

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.

Element 10: Retirement System

Governing Law: *The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. Education Code Section 47605.6(b)(5)(J).*

Charter School employees participate in the federal social security system and have access to any other Charter School-sponsored retirement plans according to policies developed by the Board of Directors and adopted as Charter School employee policies. All employees can elect to participate in a 403(b) plan, vested after one year of employment, and with a 10% employer match.

The Charter School retains the option for its staff to participate in the State Teachers' Retirement System ("STRS") or the Public Employees' Retirement System ("PERS") and coordinate such participation, as appropriate, with the Social Security system or other reciprocal systems if the Board of Directors believes such participation is fiscally feasible. If the Charter School opts to participate in the STRS or PERS system, it may seek reporting services from SBCOE pursuant to Education Code Section 47611.3.

Element 11: Dispute Resolution

Governing Law: *The procedures to be followed by the charter school and the county board of education to resolve disputes relating to the provisions of the charter. Education Code Section 47605.6(b)(5)(K).*

Disputes between the Charter School and the County

The Charter School recognizes that it cannot bind the County to a dispute resolution procedure to which the County does not agree. The following policy is intended as a starting point for a discussion of dispute resolution procedures. The Charter School is willing to consider changes to the process outlined below as suggested by the County.

The Charter School and the County will always attempt to resolve disputes between them amicably and reasonably without resorting to formal procedures.

- In the event of a dispute between The Charter School and the County, The Charter School staff, employees and Board members of The Charter School and the County agree to first frame the issue in written format and refer the issue to the Superintendent of the County and Executive Director of The Charter School, or their respective designees. In the event that the County Board of Education believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code 47607, The Charter School requests that this shall be specifically noted in the written dispute statement, although it recognizes it cannot legally bind the County to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a pre-requisite to the County's ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.
- The Executive Director of The Charter School and the Superintendent of San Benito County Office of Education, or their respective designees, shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than five (5) business days from receipt of the statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective Boards who shall jointly meet with the Superintendent of San Benito County Office of Education and the Executive Director of The Charter School, or their respective designees, and attempt to resolve the dispute within fifteen (15) business days from the dispute statement.
- If this joint meeting fails to resolve the dispute, the Superintendent and the Executive Director, or their respective designees, shall meet to jointly identify and agree upon a neutral third party mediator to engage the parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Superintendent and Executive Director, or their respective designees. Mediation shall be held within thirty (30) business days of receipt of the dispute statement.

- If the dispute remains unresolved after mediation, both The Charter School and the County shall be deemed to have exhausted their administrative remedies, thus, allowing either Party to pursue any further available legal remedy under the law.
- All timelines and procedures in this section may be revised upon mutual written agreement of the County and the Charter School.

Financial Costs for Dispute Resolution Process

Any costs incurred while participating in the dispute resolution process shall be borne by each respective party. The costs of the mediator shall be split equally between the County and The Charter School.

Internal Disputes

The Charter School shall have an internal dispute resolution process to be used for all internal disputes related to the Charter School's operations. The Charter School shall also maintain a Uniform Complaint Policy and Procedures as required by state law. Parents, students, Board members, volunteers, and staff at the Charter School shall be provided with a copy of the Charter School's policies and internal dispute resolution process. The County shall promptly refer all disputes not related to a possible violation of the charter or law to The Charter School.

Element 12: Admission Policies and Procedures

Governing Law: *Admission policies and procedures, consistent with [Education Code Section 47605.6] subdivision (e). Education Code Section 47605.6(b)(5)(L).*

The Charter School will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate against any student based upon any of the characteristics listed in Education Code Section 220.

The Charter School shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state, unless required by Education Code Section 51747.3. In accordance with Education Code Sections 49011 and 47605.6(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

In accordance with Education Code Section 47605.6(e)(4)(A), the Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605.6(e)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605.6(e)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605.6(e)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605.6(e)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605.6(e)(4), and make this notice available to parents.

Public Random Drawing

On an annual basis, the Board will determine its maximum capacity for enrollment, if any. An open application period or periods will be held annually and advertised broadly. At the end of each open application period, applications will be counted. If there are more applicants than capacity, a public random drawing will be held as described below to determine enrollment and to create a waiting list for future enrollment. If there are fewer applicants than capacity, all applicants will be admitted.

If the number of pupils who wish to attend the Charter School exceeds the Charter School's capacity, admission, except for existing pupils of the Charter School who are guaranteed admission in the following school year, shall be determined by a public random drawing. The Charter School shall provide an admission preference for students in the following order:

- Siblings of students admitted to or attending the Charter School
- Children of employees and Board members (not to exceed 10% of total enrollment)
- Students deemed at-promise (those who are returning after having left school without graduating or are at-risk of not graduating)
- pupils who reside in the County.

The Charter School and the County agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605.6(e)(2)(B)(i)-(iv).

The Board of Directors will take all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces are pulled in order of grade level by the designated lottery official (appointed by the Executive Director). Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place on the same day in a single location. Lotteries will be conducted in ascending order beginning with 9th grade. Within each grade level, students will be drawn from pools beginning with all applicants who qualify for preference based on their residence in the County and shall continue within that preference category until all vacancies within that grade level have been filled. If there are more students in that preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students who do not qualify for that preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled.

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

Public random drawing rules, deadlines, dates and times will be communicated in the application form and on the Charter School’s website. Public notice for the date and time of the public random drawing will also be posted once the application deadline has passed.

The Charter School will also inform all applicants and interested parties of the rules to be followed during the public random drawing process via mail or email at least two weeks prior to the lottery date.

Enrollment Packet

After admission, students will be required to submit an enrollment packet, which shall

include the following:

- Student enrollment form,
- Proof of Immunization,
- Home Language Survey,
- Application for Free or Reduced Price Meals
- Completion of Emergency Medical Information Form,
- Proof of maximum age requirements,
- Release of records.[18]

Proof of age shall be required of all enrolling students. The legal evidence of age, in order of desirability, are a birth certificate, baptismal certificate, passport, immigration certificate, Bible record, or affidavit from the parent/guardian.

[18] In accordance with Education Code Section 47605.6(e)(4)(B), the Charter School shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the Charter School before enrollment.

Element 13: Public School Attendance Alternatives

Governing Law: *The public school attendance alternatives for pupils residing within the county who choose not to attend the charter school. Education Code Section 47605.6(b)(5)(M).*

No student may be required to attend the Charter School. Students who reside within the County who choose not to attend the Charter School may attend a school within the County according to their school district's policy or at another school or school within their school district through the school district's intra- and inter-district transfer policies.

Parents and guardians of each student enrolled in the Charter School will be informed on admissions forms that the students have no right to admission in a particular school of a local education agency as a consequence of enrollment in The Charter School, except to the extent that such a right is extended by the local education agency.

Element 14: Employee Return Rights

Governing Law: *The rights of an employee of the county office of education, upon leaving the employment of the county office of education, to be employed by the charter school, and of any rights of return to the county office of education that an employee may have upon leaving the employment of the charter school. Education Code Section 47605.6(b)(5)(N).*

No public school district employee shall be required to work at the Charter School. Persons employed by The Charter School are not considered employees of the County. Employees of the County who resign from the employment of the County to work at The Charter School and who later wish to return to the County shall be treated the same as any other former County employee seeking reemployment in accordance with County policy, applicable law, and applicable bargaining agreements. The Charter School shall not have any authority to confer any rights to return on County employees. The Charter School employees shall have any right upon leaving the County to work in The Charter School that the County may specify, any rights of return to employment in a county office of education after employment in The Charter School that the County may specify, and any other rights upon leaving employment to work in The Charter School that the County determines to be reasonable and not in conflict with any law.

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

Element 15: School Closure Procedures

Governing Law: *The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of public records. Education Code Section 47605.6(b)(5)(O).*

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

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

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

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

As applicable, the Charter School will provide parents, students and the County with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with FERPA.

The Charter School will ask the County to store original records of Charter School students. All records of the Charter School shall be Charter transferred to the County upon School closure. If the County will not or cannot store the records, the Charter School shall work with the County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred and maintained in accordance with applicable law.

As soon as reasonably practical, the Charter School will prepare final financial records.

The Charter School will also have an independent audit completed within six months after closure. The Charter School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the Charter School and will be provided to the County promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the Charter School.

The Charter School will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the Charter School and shall be distributed in accordance with the Articles of Incorporation upon the dissolution of the non-profit public benefit corporation. Any assets acquired from the County or County property will be promptly returned upon Charter School closure to the County. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

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

As the Charter School is operated by a non-profit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

The Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

Miscellaneous Charter Provisions

A. Budgets and Financial Reporting

Governing Law: The petitioner or petitioners shall also be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. Education Code Section 47605.6(h).

Attached, in Appendix, please find the following documents:

- A projected first-year budget including startup costs
- Financial projections and cash flow for the first three years of operation

These documents are based upon the best data available to the petitioners at this time.

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

1. By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code Section 47605.6(h) will satisfy this requirement.
2. By July 1, a local control and accountability plan and an annual update to the local control and accountability plan are required pursuant to Education Code Section 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on or before January 31, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the State Controller, California Department of Education, and County Superintendent of Schools.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. By September 15, a final unaudited report for the full prior year. The report submitted to the County shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

The Charter School shall provide reporting to the County as required by law and as requested by the County, including, but not limited to, the following: California Basic Educational Data System (CBEDS), actual Average Daily

Attendance reports, all financial reports required by Education Code Section 47604.33, the School Accountability Report Card (SARC), and the LCAP.

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

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

B. Insurance

The Charter School shall acquire and finance general liability, workers' compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. Coverage amounts will be based on recommendations provided by the County and the Charter School's insurer. The County Board of Education shall be named as an additional insured on all policies of the Charter School.

C. Administrative Services

Governing Law: The manner in which administrative services of the charter school are to be provided. Education Code Section 47605.6(h).

The Charter School will provide or procure its own administrative services including, but not limited to, financial management, accounts payable/receivable, payroll, human resources, and instructional program development either through its own staff or through an appropriately qualified third-party contractor.

At any time, the Charter School may discuss the possibility of purchasing administrative services from the County. If the County is interested, the specific terms and cost for these services will be the subject of a memorandum of understanding between the Charter School and the County and subject to County availability and willingness to provide such services.

D. Potential Civil Liability Effects

Governing Law: Potential civil liability effects, if any, upon the charter school, any school district where the charter school may operate, and upon the county board of education. Education Code Section 47605(h).

The Charter School shall be operated by a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(d), an authority that grants a charter

to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law.

The Charter School shall work diligently to assist the County in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other County-requested protocol to ensure the County shall not be liable for the operation of the Charter School.

Further, the Charter School intends to enter into a memorandum of understanding with the County, wherein the Charter School shall indemnify the County for the actions of the Charter School under this charter.

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

As stated above, insurance amounts shall be determined by the recommendation of the County and the Charter School's insurance company for schools of similar size, location, and student population. The County shall be named an additional insured on the general liability insurance of the Charter School.

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

Appendix A Budget

Assumptions (Year 1)

	190	<<= Enrollment (95% of 200)					
		$/ADA					
	-	-					
State Aid	1,674,280	8,812					
In-Lieu of Property Taxes	817,526	4,303					
Federal Revenues	76,228	401					
State Revenues	184,300	970					
	-						
	2,752,334	14,486					
	/ ADA Revenue =>>	$ 14,486					
	EXPENSE ASSUMPTIONS		**190**				
	SACS CODES		**Total Forecasted Expenses**	**$/ADA**	**% of Exp.**	**Program**	**G&A**
						75.25%	24.75%
	Certificated Salaries (25:1)		866,000	4,558	34%	866,000	-
	Classified Salaries		306,000	1,611	12%	75,735	230,265
	ER Taxes Benefits		375,040	1,974	15%	282,218	92,822
	Books and Supplies		338,000	1,779	13%	338,000	-
	Services and Operating Expenditures		635,480	3,345	25%	478,199	157,281
	Capital Outlay		50,000	263	2%	37,625	12,375
	Other Outgo (Debt Service)		-	-	0%	-	-
	All Other Financing Uses		-	-	0%		
	Other Disbursements / Expenditures		-	-	0%		
				-			
				-			
	Total Disbursements		$ 2,570,520	$ 13,529	-	2,077,776	492,744
							2,570,520

PROPOSED BUDGET		
Revenue Limit Sources	190	
		-
State Aid	1,674,280	
In-Lieu of Property Taxes Federal		817,526
Revenues		76,228
State Revenues Local		184,300
Revenues:	$	
Total revenue and support: Expenses:	2,752,334	
Program services:	2,077,776	

		492,744
Education Support services:	$	
Management and general Total	2,570,520	
Expenses:	$	181,814
Change in Net Assets:		
		-
Net Assets (Deficit), Beginning: Net Assets (Deficit), Ending:	$	181,814
Note: Year 1 budget assumes reserve	6.61%	

Total Expenses (Year 1)

	TOTAL	(% of Expenses)
Certificated Salaries	866,000	33.69%
Classified Salaries	306,000	11.90%
Employee Benefits	375,040	14.59%
Books and Supplies	338,000	13.15%
Services and Operating Expenditures	635,480	24.72%
Capital Outlay	50,000	1.95%
Other Outgo	-	0.00%
All Other Financing Uses	-	0.00%
Other Disbursements / Expenditures	-	0.00%
	-	0.00%
	-	0.00%
TOTAL	2,570,520	100%

		(Revenue %)		3.74%	5.78%	11.91%	8.67%	11.89%	13.41%	9.44%	5.82%	12.82%	10.94%	5.59%			
		(Expense %)															
				July	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Accruals	TOTAL
BEGINNING CASH (Net)				$ 200,000	$ 73,658	$ (16,388)	$ 62,142	$ 61,482	$ 149,463	$ 289,248	$ 334,897	$ 280,756	$ 419,315	$ 506,247	$ 446,024		
Receipts:																	
	State Aid		1,674,280														
	In Lieu		817,526														
	Federal Revenue		76,228														
	Other State Revenue		184,300														
	Other Local Revenue		-														
	All Other Financing																
	Other Receipts / Non Revenue		-														
TOTAl Revenue:			$ 2,752,334	$ 102,868	$ 159,164	$ 327,740	$ 238,549	$ 327,191	$ 368,995	$ 259,859	$ 160,069	$ 352,769	$ 301,142	$ 153,987	$ -	$ -	$ -
Disbursements:																	
	Certificated Salaries		866,000														
	Classified Salaries		306,000														
	Employee Benefits		375,040														
	Books and Supplies		338,000														
	Services and Operating Expenditures		635,480														
	Capital Outlay		50,000														
	Other Outgo		-														
	All Other Financing Uses																
	Other Disbursements / Expenditures		-														
TOTAL Disbursements:			$ 2,570,520	$ 214,210	$ 214,210	$ 214,210	$ 214,210	$ 214,210	$ 214,210	$ 214,210	$ 214,210	$ 214,210	$ 214,210	$ 214,210	$ 214,210	$ -	$ -
PRIOR YEAR TRANSACTIONS																	
	A/R		-														
	A/P		-	(15,000)	(35,000)	(35,000)	(25,000)	(25,000)	(15,000)								
	Deferred Revenue, Other Liabilities		-														
	TOTAL PY Transactions		-	(15,000)	(35,000)	(35,000)	(25,000)	(25,000)	(15,000)	0	0	0	0	0	0		
ENDING CASH			$ 181,814	$ 73,658	$ (16,388)	$ 62,142	$ 61,482	$ 149,463	$ 289,248	$ 334,897	$ 280,756	$ 419,315	$ 506,247	$ 446,024	$ 231,814	$ -	$ -

Appendix B Articles of Incorporation

ARTICLES OF INCORPORATION
OF

POLYTECHNIC ACADEMY

I.

The name of the Corporation shall be Polytechnic Academy.

II.

The Corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for charitable purposes. The specific purposes for which this Corporation is organized are manage, operate, guide, direct and promote one or more California public charter schools.

The Corporation is organized and operated exclusively for educational and charitable purposes pursuant to and within the meaning of Section 501(c)(3) of the Internal Revenue Code or the corresponding provision of any future United States Internal Revenue Law.

Notwithstanding any other provision of these articles, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation. The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

III.

The name and address in the State of California of this Corporation's initial agent for service of process is:

Armando Barragan
551 Leisure Ct.

Hollister, CA 95023

IV.

All corporate property is irrevocably dedicated to the purposes set forth in the second article above. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to any of its directors, members, trustees, officers or other private persons except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered, and to make payments and distributions in furtherance of the purposes set forth in Article II.

No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

Subject to the provisions of the nonprofit public benefit provisions of the Nonprofit Corporation Law of the State of California, and any limitations in the articles or bylaws relating to action to be approved by the members or by a majority of all members, if any, the activities and affairs of this Corporation shall be conducted and all the powers shall be exercised by or under the direction of the board of directors.

The number of directors shall be as provided for in the bylaws. The bylaws shall prescribe the qualifications, mode of election, and term of office of directors.

V.

The authorized number and qualifications of members of the corporation, if any, the different classes of membership, the property, voting and other rights and privileges of members, and their liability for dues and assessments and the method of collection thereof, shall be set forth in the bylaws.

VI.

Upon the dissolution or winding up of the Corporation, its assets remaining after payment of all debts and liabilities of the Corporation, shall be distributed to a nonprofit fund, foundation, corporation or association which is organized and operated exclusively for educational or charitable purposes and which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine which are organized and operated exclusively for such purposes.

VII.

The initial street address of the Corporation is:

551 Leisure Ct.

Hollister, CA 95023

The initial mailing address of the Corporation is:

P.O. Box 300

Hollister, CA 95024-0300

Dated: _____ _____

Kimberly Rodriguez, Incorporator

Appendix C Conflict of Interest Code

Polytechnic Academy

CONFLICT OF INTEREST CODE

I. ADOPTION

In compliance with the Political Reform Act of 1974, California Government Code Section 87100, et seq., Polytechnic Academy hereby adopts this Conflict of Interest Code ("Code"), which shall apply to all governing board members and all other designated employees of Polytechnic Academy ("Charter School"), as specifically required by California Government Code Section 87300.

II. DEFINITION OF TERMS

As applicable to a California public charter school, the definitions contained in the Political Reform Act of 1974, the regulations of the Fair Political Practices Commission, specifically California Code of Regulations Section 18730, and any amendments or modifications to the Act and regulations are incorporated by reference to this Code.

III. DESIGNATED EMPLOYEES

Employees of this Charter School, including governing board members, who hold positions that involve the making or participation in the making, of decisions that may foreseeably have a material effect on any financial interest, shall be "designated employees." The designated positions are listed in "Exhibit A" attached to this Code and incorporated by reference herein.

IV. STATEMENT OF ECONOMIC INTERESTS: FILING

Each designated employee, including governing board members, shall file a Statement of Economic Interest ("Statement") at the time and manner prescribed by California Code of Regulations, title 2, section 18730, disclosing reportable investments, interests in real property, business positions, and income required to be reported under the category or categories to which the employee's position is assigned in "Exhibit A."

An investment, interest in real property or income shall be reportable, if the business entity in which the investment is held, the interest in real property, the business position, or source of income may foreseeably be affected materially by a decision made or participated in by the designated employee by virtue of his or her position. The specific disclosure responsibilities assigned to each position are set forth in "Exhibit B."

Statements Filed With the Charter School. All Statements shall be supplied by the Charter School. All Statements shall be filed with the Charter School. The Charter School's filing official shall make and retain a copy of the Statement and forward the original to the County Board of Supervisors.

V. DISQUALIFICATION

No designated employee shall make, participate in making, or try to use his/her official position to influence any Charter School decision which he/she knows or has reason to know will have a reasonably foreseeable material financial effect, distinguishable from its effect on the public generally, on the official or a member of his or her immediate family.

VI. MANNER OF DISQUALIFICATION

Non-Governing Board Member Designated Employees

When a non-Governing Board member designated employee determines that he/she should not make a decision because of a disqualifying interest, he/she should submit a written disclosure of the disqualifying interest to his/her immediate supervisor. The supervisor shall immediately reassign the matter to another employee and shall forward the disclosure notice to the Executive Director, who shall record the employee's disqualification. In the case of the Executive Director, this determination and disclosure shall be made in writing to the Board of Directors.

Governing Board Member Designated Employees

The Charter School shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor shall the Charter School enter into any contract or transaction with any other corporation, firm, association, or other entity in which one or more of the Charter School's directors are directors and have a material financial interest.

Exhibit A

Designated Positions

Designated Position	Assigned Disclosure Category
Members of the Governing Board	1, 2
Executive Director	1, 2
Principal/Learning Director	1, 2

Consultants/New Positions *

*Consultants/New Positions shall be included in the list of designated positions and shall disclose pursuant to the broadest disclosure category in the code, subject to the following limitation:

The Executive Director may determine in writing that a particular consultant or new position, although a "designated position," is hired to perform a range of duties that is limited in scope and thus is not required to fully comply with the disclosure requirements in this section. Such written determination shall include a description of the consultant's or new position's duties and, based upon that description, a statement of the extent of disclosure requirements. The Executive Director's determination is a public record and shall be retained for public inspection in the same manner and location as this conflict-of-interest code (Govt. Code § 81008).

EXHIBIT B

Disclosure Categories

Category 1

Designated positions assigned to this category must report all interests in real property which are located in whole or in part within two (2) miles of any facility utilized by Polytechnic Academy, including any leasehold, beneficial or ownership interest or option to acquire such interest in real property.

Category 2

Designated positions assigned to this category must report investments and business positions in business entities and sources of income (including receipt of gifts, loans, and travel payments) that are contractors engaged in the performance of work or services, or sources that manufacture, sell, repair, rent or distribute school supplies, books, materials, school furnishings or equipment of the type to be utilized by Polytechnic Academy.

Category 3

Designated positions assigned to this category must report investments and business positions in business entities and sources of income (including receipt of gifts, loans, and travel payments) that are contractors engaged in the performance of work or services, or sources that manufacture, sell, repair, rent or distribute school supplies, books, materials, school furnishings or equipment of the type to be utilized by the designated position's department.

Appendix D Board Bylaws

Bylaws of
Polytechnic Academy

(A California Nonprofit Public Benefit Corporation)

ARTICLE I
NAME

Section 1. NAME. The name of this Corporation is Polytechnic Academy.

ARTICLE II

PRINCIPAL OFFICE OF THE CORPORATION

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of the Corporation is located in San Benito County, State of California. The Board of Directors may change the location of the principal office. Any such change of location must be noted by the Secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. OTHER OFFICES OF THE CORPORATION. The Board of

Directors may at any time establish branch or subordinate offices at any place or places where the Corporation is qualified to conduct its activities.

ARTICLE III

GENERAL AND SPECIFIC PURPOSES; LIMITATIONS

Section 1. GENERAL AND SPECIFIC PURPOSES. The purpose of the Corporation is to manage, operate, guide, direct and promote one or more California public charter schools. Also, in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

ARTICLE IV

CONSTRUCTION AND DEFINITIONS

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context indicates otherwise, the general provisions, rules of construction, and definitions in the California Nonprofit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term "person" includes both a legal entity and a natural person.

ARTICLE V
DEDICATION OF
ASSETS

Section 1. DEDICATION OF ASSETS. The Corporation's assets are irrevocably dedicated to public benefit purposes as set forth in the charter governing the charter schools operated as or by the Corporation. No part of the net earnings, properties, or assets of the Corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the Corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the Corporation shall be distributed to a nonprofit fund, foundation, corporation or association which is organized and operated exclusively for educational or charitable purposes and which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine which are organized and operated exclusively for such purposes.

ARTICLE VI

CORPORATION WITHOUT MEMBERS

Section 1. CORPORATION WITHOUT MEMBERS. The Corporation shall have no members within the meaning of the Nonprofit Corporation Law.

ARTICLE VII

BOARD OF DIRECTORS

Section 1. GENERAL POWERS. Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the Corporation's activities and affairs shall be managed, and all corporate powers shall

be exercised, by or under the direction of the Board of Directors ("Board").

Section 2. SPECIFIC POWERS. Without prejudice to the general powers set forth in Section 1 of this article, but subject to the same limitations, the Board of Directors shall have the power to:

a. Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service.

b. Change the principal office or the principal business office in California from one location to another; cause the Corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside California.

c. Borrow money and incur indebtedness on the Corporation's behalf and cause to be executed and delivered for the Corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.

d. Adopt and use a corporate seal.

Section 3. APPOINTED DIRECTORS. The number of directors shall be no less than three (3) and no more than seven (7), unless changed by amendments to these bylaws. If the chartering authority designates a representative to serve on the Board of Directors, the Board of Directors may appoint an additional director to ensure an odd number of Board members. All directors, except for the representative designated by the chartering authority, shall be appointed by the existing Board of Directors. In addition to the number of directors otherwise prescribed by these Bylaws, pursuant to Education Code section 47604.2, the Board composition shall also include a seat reserved for a pupil member.

Section 4. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS.

No persons serving on the Board of Directors may be interested persons. An interested person is (a) any person currently being compensated by the Corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. The Board may adopt other policies circumscribing potential conflicts of interest.

Section 5. DIRECTORS' TERMS. Terms for the initial Board of Directors shall be staggered as determined by the Board. After the expiration of the initial terms, each director shall hold office unless otherwise removed from office in accordance with these bylaws for four (4) years and until a successor director has been designated and qualified.

Directors may serve up to four (4) consecutive terms. After a one year break, Directors may again serve up to four (4) consecutive terms. The term of the pupil member shall be one (1) year commencing on July 1 each year.

Section 6. BOARD MEMBER APPOINTMENT PROCESS. The Chair or, if none, the President will appoint a committee to designate qualified candidates for election to the Board of Directors at least thirty (30) days before the date of any election of directors.

The nominating committee shall make its report at least seven (7) days before the date of such designation or at such other time as the Board of Directors may set and the Secretary shall forward to each Board member, with the notice of meeting required by these bylaws, a list of all candidates nominated by committee.

Pupils enrolled in a charter school managed by the Corporation in ninth through twelfth grades are eligible for election to the Board of Directors as the pupil member. The pupil member shall be elected by a vote of the students enrolled in a charter school operated by the Corporation in ninth through twelfth grades. If it is determined that the pupil member is not fulfilling their duties, the Board of Directors may appoint an alternate pupil member and if appointed, the Board shall suspend the prior pupil member's rights and privileges related to service on the Board of Directors.

Section 7. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death, resignation, or removal of any director; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; or (c) the increase of the authorized number of directors.

Section 8. RESIGNATION OF DIRECTORS. Except as provided below, any director may resign by giving written notice to the Chair, if any, or to the President, or the Secretary, or to the Board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the Board of Directors may elect a successor to take office as of the date when the resignation becomes effective.

Section 9. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS.

Except on notice to the California Attorney General, no director may resign if the Corporation would be left without a duly elected director or directors.

Section 10. REMOVAL OF DIRECTORS. Any director, except for the representative appointed by the chartering authority, may be removed, with or without cause, by the vote of the majority of the members of the entire Board of Directors at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and such removal are given in compliance with the provisions of the Ralph

M. Brown Act (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code) as said chapter may be modified by subsequent legislation ("Brown Act"). The representative designated by the chartering authority may be removed without cause by the chartering authority or with the written consent of the chartering authority.

Any vacancy caused by the removal of a director shall be filled as provided in Section

11. Section 11. VACANCIES FILLED BY BOARD. Vacancies on the Board of

Directors, except for the representative appointed by the chartering authority, may be filled by approval of the Board of Directors or, if the number of directors then in office is less than a quorum, by (a) the affirmative vote of a majority of the directors then in office at a regular or special meeting of the Board, or (b) a sole remaining director. A vacancy in the seat of the representative of the chartering authority shall be filled by the chartering authority.

Section 12. NO VACANCY ON REDUCTION OF NUMBER OF

DIRECTORS. Any reduction of the authorized number of directors shall not result in any directors being removed before his or her term of office expires.

Section 13. PLACE OF BOARD OF DIRECTORS MEETINGS. Meetings

shall be held at the principal office of the Corporation unless the Board of Directors designates another location in accordance with these bylaws. The Board of Directors may also designate that a meeting be held at any place within the physical boundaries of the county in which that charter school or schools are located. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Brown Act. A two-way teleconference location shall be established at each school site.

Section 14. MEETINGS; ANNUAL MEETINGS. All meetings of the Board of Directors and its committees shall be called, noticed, and held in compliance with the provisions of the Brown Act. The Board of Directors shall meet annually for the purpose of organization, appointment of officers, adoption of the regular Board meeting schedule, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as noticed by the Board of Directors in accordance with the Brown Act.

Section 15. REGULAR MEETINGS. The Board shall adopt a regular Board meeting schedule at the annual Board meeting. The regular Board meeting schedule may be revised as necessary by the Board of Directors. At least 72 hours before a regular meeting, the Board of Directors, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting. The Chair shall have the authority to reschedule a regular meeting as necessary to

establish a quorum of directors.

Section 16. SPECIAL MEETINGS. Special meetings of the Board of Directors for any purpose may be called at any time by the Chair, if there is such an officer, or a majority of the Board of Directors. If a Chair has not been elected then the Vice-Chair is authorized to call a special meeting in place of the Chair. The party calling a special meeting shall determine the place, date, and time thereof.

Section 17. NOTICE OF SPECIAL MEETINGS. In accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four (24) hours notice is given to the public through the posting of an agenda. Directors shall also receive at least twenty-four (24) hours notice of the special meeting, in the following manner:

Any such notice shall be addressed or delivered to each director at the director's address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the director for purposes of notice, or, if an address is not shown on the Corporation's records or is not readily ascertainable, at the place at which the meetings of the Board of Directors are regularly held.

Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.

The notice of special meeting shall state the time of the meeting, the place, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Section 18. QUORUM. A majority of the directors then in office shall constitute a quorum. The pupil member shall not be counted for purpose of establishing quorum. All acts or decisions of the Board of Directors will be by majority vote of the directors in attendance, based upon the presence of a quorum. The pupil member shall have preferential voting rights. Preferential voting means a formal expression of opinion that is recorded in the minutes and cast before the official vote of the Board of Directors, but that shall not serve in determining the final numerical outcome of a vote. Should there be less than a majority of the directors present at the inception of any meeting, the meeting shall be adjourned. Directors may not vote by proxy. The vote or abstention of each Board member present for each action taken shall be publicly reported.

Section 19. TELECONFERENCE MEETINGS[19]. Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

a. At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the physical boundaries of the county in which that charter school or schools are located ;

b. All votes taken during a teleconference meeting shall be by roll call;

c. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;

d. All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public, shall be listed on the agenda; and members of the public shall be provided with an opportunity to address the Board of Directors directly at each teleconference location;[20]

e. Members of the public must be able to hear what is said during the meeting; and

f. Members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.[21]

Section 20. ADJOURNMENT. A majority of the directors present, whether or not a quorum is present, may adjourn any Board of Directors meeting to another time or place. Notice of such adjournment to another time or place shall be given, prior to the time scheduled for the continuation of the meeting, to the directors who were not present at the time of the adjournment, and to the public in the manner prescribed by the Brown Act.

Section 21. COMPENSATION AND REIMBURSEMENT. Directors may not receive compensation for their services as directors or officers, only such reimbursement of expenses as the Board of Directors may establish by resolution to be just and reasonable as to the Corporation at the time that the resolution is adopted.

Section 22. CREATION AND POWERS OF COMMITTEES. The Board, by resolution adopted by a majority of the directors then in office, may create one or more committees of the Board, each consisting of two or more directors and no one who is not

[19] Pursuant to Government Code Section 54953, the Corporation may use teleconferencing without complying with the requirements of paragraphs (a), (c), and (d) if the Corporation complies with the requirements of Section 54953(e).

[20] This means that members of the Board of Directors who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.

[21] The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

a director, to serve at the pleasure of the Board. Appointments to committees of the Board of Directors shall be by majority vote of the directors then in office. The Board of Directors may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the Board, to the extent provided in the Board of Directors' resolution, except that no committee may:

a. Fill vacancies on the Board of Directors or any committee of the Board;

b. Amend or repeal bylaws or adopt new bylaws;

c. Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or subject to repeal; or

d. Create any other committees of the Board of Directors or appoint the members of committees of the Board.

The Board may also create one or more advisory committees composed of directors and non-directors. It is the intent of the Board to encourage the participation and involvement of faculty, staff, parents, students and administrators through attending and participating in open committee meetings. The Board may establish, by resolution adopted by a majority of the directors then in office, advisory committees to serve at the pleasure of the Board.

Section 23. MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees of the Board of Directors shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board of Directors' actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Directors' resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so.

Section 24. NON-LIABILITY OF DIRECTORS. No director shall be personally liable for the debts, liabilities, or other obligations of the Corporation.

Section 25. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS. The Charter School and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

ARTICLE VIII

OFFICERS OF THE CORPORATION

Section 1. OFFICES HELD. The officers of the Corporation shall be a President, a Secretary, and a Chief Financial Officer. The Corporation, at the Board's direction, may also have a Chair and a Vice-Chair. The officers, in addition to the corporate duties set forth in this Article VIII, shall also have administrative duties as set forth in any applicable contract for employment or job specification. Except for the Chair and Vice-Chair, officers shall not also be directors (Board members).

Section 2. DUPLICATION OF OFFICE HOLDERS. Any number of offices may be held by the same person, except that neither the Secretary nor the Chief Financial Officer may serve concurrently as either the President or the Chair.

Section 3. ELECTION OF OFFICERS. The officers of the Corporation shall be chosen annually by the Board of Directors and shall serve at the pleasure of the Board, subject to the rights of any officer under any employment contract.

Section 4. REMOVAL OF OFFICERS. Without prejudice to the rights of any officer under an employment contract, the Board of Directors may remove any officer with or without cause.

Section 5. RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the Corporation under any contract to which the officer is a party.

Section 6. VACANCIES IN OFFICE. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 7. CHAIR. If a Chair is elected, he or she shall preside at the Board of Directors' meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. If a Chair of Directors is elected, there shall also be a Vice-Chair. In the absence of the Chair, the Vice-Chair shall preside at Board of Directors meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time.

Section 8. PRESIDENT. The President, also known as the Executive Director, shall be the general manager of the Corporation and shall supervise, direct, and control the Corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification. The President shall have such other powers and duties as the Board of Directors or the bylaws may require.

Section 9. SECRETARY. The Secretary shall keep or cause to be kept, at

the Corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the Board and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; the names of the directors present at Board of Directors and committee meetings; and the vote or abstention of each Board member present for each action taken.

The Secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings of the Board and of committees of the Board of Directors that these bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 10. CHIEF FINANCIAL OFFICER. The Chief Financial Officer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the Corporation's properties and transactions. The Chief Financial Officer shall send or cause to be given to directors such financial statements and reports as are required to be given by law, by these bylaws, or by the Board. The books of account shall be open to inspection by any director at all reasonable times.

The Chief Financial Officer shall (a) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the Corporation with such depositories as the Board of Directors may designate; (b) disburse the Corporation's funds as the Board of Directors may order; (c) render to the President, Chair, if any, and the Board, when requested, an account of all transactions as Chief Financial Officer and of the financial condition of the Corporation; and (d) have such other powers and perform such other duties as the Board, contract, job specification, or the bylaws may require.

If required by the Board, the Chief Financial Officer shall give the Corporation a bond in the amount and with the surety or sureties specified by the Board of Directors for faithful performance of the duties of the office and for restoration to the Corporation of all of its books, papers, vouchers, money, and other property of every kind in the possession or under the control of the Chief Financial Officer on his or her death, resignation, retirement, or removal from office.

ARTICLE IX

CONTRACTS WITH DIRECTORS

Section 1. CONTRACTS WITH DIRECTORS. The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor shall the Corporation enter into any contract or transaction with

any other corporation, firm, association, or other entity in which one or more of the Corporation's directors are directors and have a material financial interest).

ARTICLE X

CONTRACTS WITH EMPLOYEES

Section 1. CONTRACTS WITH EMPLOYEES. The Corporation shall not enter into a contract or transaction in which an employee directly or indirectly has a material financial interest unless all of the requirements in the Corporation's Conflict of Interest Code have been fulfilled.

ARTICLE XI

LOANS TO DIRECTORS AND OFFICERS

Section 1. LOANS TO DIRECTORS AND OFFICERS. The Corporation shall not lend any money or property to or guarantee the obligation of any director or officer; provided, however, the Corporation may advance money to a director or officer of the Corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses of the Corporation.

ARTICLE XII
INDEMNIFICATIO
N

Section 1. INDEMNIFICATION. To the fullest extent permitted by law, the Corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that section, and including an action by or in the right of the Corporation by reason of the fact that the person is or was a person described in that section. "Expenses," as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board of Directors by any person seeking indemnification under Corporations Code Section 5238 (b) or Section 5238 (c) the Board of Directors shall promptly decide under Corporations Code Section 5238 (e) whether the applicable standard of conduct set forth in Corporations Code Section 5238 (b) or Section 5238 (c) has been met and, if so, the Board of Directors shall authorize indemnification.

ARTICLE XIII
INSURANCE

Section 1. INSURANCE. The Corporation shall have the right to

purchase and maintain insurance to the full extent permitted by law on behalf of its directors, officers, employees, and other agents, to cover any liability asserted against or incurred by any director, officer, employee, or agent in such capacity or arising from the director's, officer's, employee's, or agent's status as such.

ARTICLE XIV

MAINTENANCE OF CORPORATE RECORDS

Section 1. MAINTENANCE OF CORPORATE RECORDS. The Corporation shall keep:

a. Adequate and correct books and records of account;

b. Written minutes of the proceedings of the Board and committees of the Board; and

c. Such reports and records as required by law.

ARTICLE XV
INSPECTION RIGHTS

Section 1. DIRECTORS' RIGHT TO INSPECT. Every director shall have the right at any reasonable time to inspect the Corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary, as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents.

The inspection may be made in person or by the director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law.

Section 2. MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS. The Corporation shall keep at its principal California office the original or a copy of the articles of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the directors at all reasonable times during office hours.

ARTICLE XVI
REQUIRED REPORTS

Section 1. ANNUAL REPORTS. The Board of Directors shall cause an annual report to be sent to itself (the members of the Board of Directors) within 120 days after the end of the Corporation's fiscal year. That report shall contain the following information, in appropriate detail:

a. The assets and liabilities, including the trust funds, of the Corporation as of the end of the fiscal year;

b. The principal changes in assets and liabilities, including trust funds;

c. The Corporation's revenue or receipts, both unrestricted and restricted to particular purposes;

d. The Corporation's expenses or disbursement for both general and restricted purposes;

e. Any information required under these bylaws; and

f. An independent accountant's report or, if none, the certificate of an authorized officer of the Corporation that such statements were prepared without audit from the Corporation's books and records.

Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND

INDEMNIFICATIONS. The Corporation will comply with Corporations Code section 6322.

ARTICLE XVII

BYLAW AMENDMENTS

Section 1. BYLAW AMENDMENTS. The Board of Directors may adopt, amend or repeal any of these bylaws by a majority vote of the directors present at a meeting duly held at which a quorum is present, except that no amendment shall change any provisions of any charter governing any charter school operated as or by the Corporation or make any provisions of these bylaws inconsistent with such charter, the Corporation's articles of incorporation, or any laws.

ARTICLE XVIII

FISCAL YEAR

Section 1. FISCAL YEAR OF THE CORPORATION. The fiscal year of the Corporation shall begin on July 1st and end on June 30th of each year.

CERTIFICATE OF SECRETARY

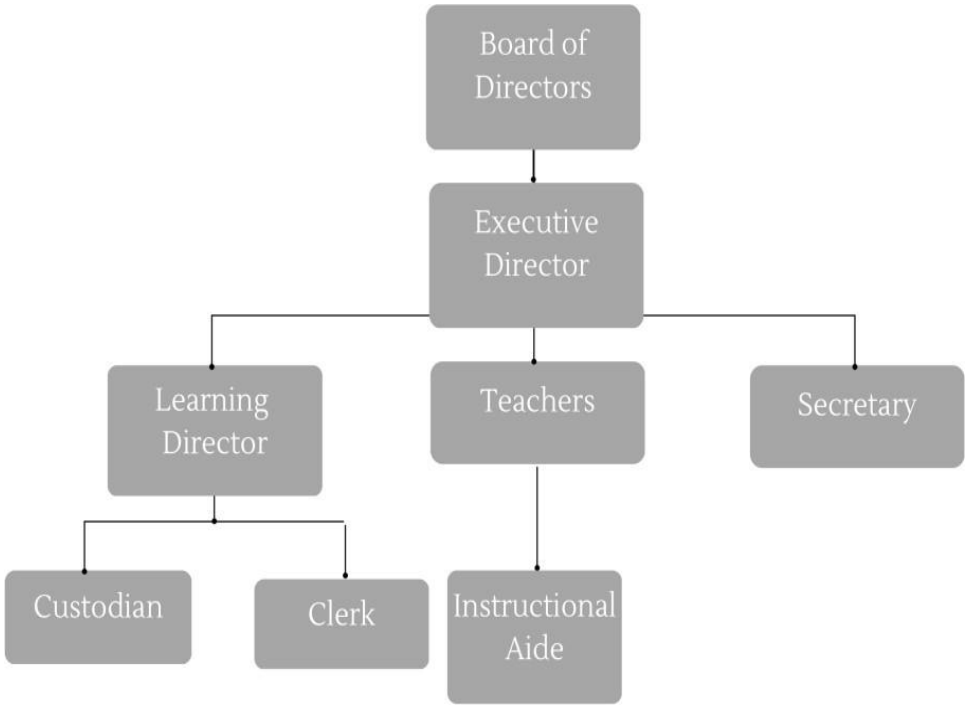
I certify that I am the duly elected and acting Secretary of Polytechnic Academy, a California nonprofit public benefit corporation; that these bylaws, consisting of 14 pages, are the bylaws of the Corporation as adopted by the Board of Directors on _____; and that these bylaws have not been amended or modified since that date.

Executed on _____ at _____, California.

_____,Secretary

Appendix E Non-Profit Status

Appendix F Organizational Chart



Appendix G Salary Schedule

Salary Schedule

San Benito County Polytechnic Academy is committed to having a competitive salary schedule within the tri-county area.
The Salary Schedule will include a $5,000 stipend for an MA/MS or Doctorate Degree.

Salary Schedule	BA - No Credential	Credential
Step 1	$60,000	$65,000
Step 2	$60,000	$69,000
Step 3		$73,000
Step 4		$77,000
Step 5		$81,000
Step 6		$85,000
Step 7		$89,000
Step 8		$93,000
Step 9		$97,000
Step 10		$101,000
Step 11		$105,000
Step 12		$109,000
Step 13		$113,000
Step 14		$117,000
Step 15		$121,000

Appendix H Board of Directors Biographies

Ariel Hurtado, Board Chair

Education: UC Berkeley, B.A. Psychology and Spanish (Pre-Med); University of Michigan, M.D.

Biographical Summary

Ariel Hurtado was born and raised in Hollister, California. He was born into a family of five siblings. His parents were agricultural workers who stressed hard work and firmly believed in the American dream. He attended the local schools where he was active in sports, community and his church. After high school, he attended UC Berkeley with the goal of going to medical school. He double majored in Psychology and Spanish while completing his premedical requirements. He punctuated his time in college with a year of study in Spain and multiple undergraduate medical research projects revolving around pediatric teratogens. After some time in the business world, he enrolled in medical school at the University of Michigan. He continued his student recruitment efforts thereby serving on the medical school admissions committee and continuing medical research projects in pediatric craniosynostosis.

After living in Michigan, he returned to sunny California to complete his surgical internship at the University of California at San Francisco. He then spent a year working for the Northern California Transplant Bank harvesting organs and tissues for transplant. It was during this time that he met and married his lovely wife, Megan. Together, they moved to Long Beach, California, where he started his anesthesia residency at the University of California at Irvine. Long hours of residency and overnight call were juggled with the demands of starting a young family. During residency, Dr. Hurtado became interested in the burgeoning new field of ultrasound guided regional anesthesia. After graduation, he stayed an additional year as an anesthesiology instructor for new doctors while completing a fellowship in Regional Anesthesia and Acute Pain Management.

Dr. Hurtado returned to his roots after his medical residency and fellowship to serve the community at the hospital where he was born. Since returning to Hollister, he has focused on improving healthcare delivery by devoting himself to improving medical services in San Benito County. He modernized anesthesiology services and served in multiple leadership positions including as chairman of the Surgery Department. He was elected to represent his community district as Vice President of the Hospital Board where he was instrumental in guiding hospital decisions for four years. He continued his own medical education and earned three board certifications in Anesthesiology, Pediatric Anesthesiology and Pain Medicine. He continued to practice hospital-based anesthesiology while starting up his own independent interventional pain management practice, Warrior Wellness, that now has two locations and employs another clinician.

As his three children approached their teenage years, he became acutely aware of the changing nature of education and professional achievement. Drawing on his years of education and medical apprenticeship, he became determined to help his community by making entry into the middle class a reality. His previous work in the hospital setting at the management level demonstrated to him that there are multiple, unfilled, and high-paying medical careers available to students with the proper exposure and training.

Working with a great team of successful like-minded individuals with diverse backgrounds led to the creation of the Education Board of California. Their goal is to put students on the path to financial freedom and independence so that they can reinvest in their communities.

An avid athlete, Dr. Hurtado likes to spend his time with his family in outdoor activities of all kinds and enjoys long distance running, martial arts and powerlifting. His current academic interests include management of sports injuries, physical optimization and injury rehabilitation.

Armando Barragan

Education: Cal Poly San Louis Obispo, B.A. Recreational Administration

Biographical Summary

Armando was born in Watsonville, California. One of 6 siblings. He was raised by a single mother who taught him the meaning of hard work and commitment. Armando began working at the tender age of 8, in a packing shed cutting apricots to help his mother support their family. Working at such a tender age taught the importance of an education and what it was like to help his mother provide for his younger siblings.

Armando's mother emphasized his need to go to school and be active, as she could not single handedly provide him all that was needed to become a successful young man. In high school he played soccer and ran track while maintaining a GPA to gain him acceptance to Cal Poly SLO after graduating from high school.

Armando's passion for sports led him to complete a BA in Recreational Administration. He took his education and began working for recreation departments in cities throughout the tri-county area. He worked in Hollister, Watsonville and Salinas. Armando has implemented programs for youth and adults, focusing on the most at-risk. Growing-up Armando saw first-hand how sports kept him focused and offered him a path to college, and now as a community leader he has spent his life providing those opportunities to the youth in our community. One of his stellar students earned the United Way youth of the year while he ran the Bread Box recreation center in east-Salinas. He currently is the General Manager of the Salinas Sports Complex Softball/Baseball Facility where he coordinated over 50 activities a year, serving more than 10,000 youth and adults per year.

His passion is also felt at home. Armando has been married for over 14 years and is the

proud father of 3. All three of his kids are following in his footsteps as student athletes. His oldest son received a baseball/academic scholarship and graduated from Doane

University in Nebraska. He is currently employed for the Golden State Warriors. His middle son is a freshman at Hollister High School, where he is a two-sport student athlete. His daughter is a 5th grader who carries on the family tradition playing both softball and soccer.

Jessica Filice

Education: San Jose State University, BA Communication Studies with a focus on Organizational Communication

Biographical Summary

Jessica Filice is a first-generation Mexican American and proud Latina. Born in the rural community of Hollister, CA, Jessica learned all about the American Dream from her parents, who immigrated to the United States from Michoacan and Zacatecas, Mexico in 1969, to thrive in a new land of endless opportunity. In addition to the tenacious work ethic her parents instilled in her and encouragement toward higher education, Jessica also credits her older brother and sister, who paved the way and led by example. Both attended major 4-year universities and earned multiple college degrees in Business and Finance.

Jesus Rocha

Education: University of California, Riverside, B.S., Computer Science; San Jose State University, M.S., Computer Engineering

Biographical Summary

Jesus Rocha is a Senior Manager of Software Development at IBM and has worked in the computer industry for more than 15 years. He uses artificial intelligence regularly in his software development work. He brings that current, hands-on perspective to the Board as Polytechnic Academy prepares students for technology-driven careers. Mr. Rocha teaches a robotics course at Sacred Heart Parish School and takes every opportunity to build awareness of technology and the careers it opens up. Mr. Rocha has deep ties to Hollister. His wife was raised here, and in 2019, the family moved back so they could raise their three daughters, all now in elementary school, in a small, close-knit community.

Appendix I Executive Director Biography: David Burke

David Burke

Educational Administrator
dburke@sbcoe.org • (831) 578-1224

CAREER PROFILE

I am a senior administrator with twenty-five years of expertise in developing strategies to drive academic improvement at all levels of educational development. Over many years I have demonstrated a strong capability and competency in governing schools. I am confident in developing innovative programs and strategies that drive operational effectiveness, increase parental and community partnerships, and create a nurturing and safe school environment dedicated to achieve excellence. As a communicator, I effectively work with people at all organizational levels in support of the long term directives.

PROFESSIONAL EXPERIENCE & ACCOMPLISHMENTS

San Benito County Educational Programs, Hollister, CA 2016–present
Principal / Consultant, Educational Programs

- Principal at five alternative education programs, including San Andreas Continuation High School, Santa Ana Community Day School, Pinnacles Community Court School, Juvenile Hall, and Polytechnic Academy
- Planned and administered professional development opportunities for staff related to common core initiative, Cycle of Inquiry, and assessment systems
- Implemented Positive Behavior Systems
- Responsible for classified and certificated evaluation processes
- Developed programs related to student leadership, career readiness, and community-based projects
- Initiated Professional Learning Community and Response to Intervention processes including Collaboration of Student Services Team (COSST)
- Led all student services initiatives related to attendance (Student Attendance Review Team), agency referral processes and community relations
- Facilitated all parent meetings including School Site Council and English Language Advisory Committee

North Monterey County High School, Castroville, CA 2014–2016
Assistant Principal

- Administrator for all Student Services, Facilities, and Athletics
- Implemented a positive, tiered student intervention model
- Responsible for certificated and classified employee evaluations
- Provided general oversight of all facility needs, including current bond projects

- Served as Athletic Director responsible for scheduling, student eligibility, booster club meetings, and assuring both student participation and parent involvement
- Led Student Services team (counselors and school psychologists), providing direction in discipline and social agency referrals

North Monterey County Middle School, Castroville, CA 2006–2014
Principal

- Responsible for the observation and evaluation of 30 certificated and 20 classified staff.
- Instructional leader that developed and administered professional development plan including weekly Collaboration Meeting and Professional Development days.
- Developed and allocated budgets including all federal and state funding.
- Included all stakeholders in decision-making processes. Facilitated English Language Advisory Committee, School Site Council, and Parent Teacher Group.
- Led 30 teachers, 600 students, and other personnel in the Common Core Initiative that included the development of performance–based assessments, unit plans, and daily lessons that incorporate high levels of depth of knowledge and rigorous expectations.
- Drove academic improvement that resulted in meeting all A.P.I. subgroup scores for the 2012-2013 school year, including a 56 point gain with our English Learner population.
- Held responsibility for the development and implementation of school-wide positive discipline model which resulted in a 75% reduction in out-of-school suspensions and expulsions.
- Served on District Negotiations Team, Common Core Leadership Team, District Facilities Committee, and District Bond Advisory (passed facilities bond, November, 2013).
- Through various parent groups, established a school culture in which parents have an active voice in school affairs.

North Monterey County Middle School, Castroville, CA 2004–2006
Assistant Principal

- Responsible for all matters of school discipline including suspension/expulsion process.
- Served as Athletic Director with oversight of all athletic teams. Duties included development of schedules, academic eligibility, fund-raising, and budgets.
- Provided oversight of Special Education Program. Primary administrative contact for Individual Education Plans and 504 plans.
- Assisted with the observation and evaluation of classified staff including custodians, food service, yard supervisors, and instructional aides.
- Established partnerships with Salinas YMCA and Monterey chapter of the First Tee Golf Program. Awarded annual grants which allowed over 60 students to participate each of the past 8 years.

North Monterey County High School, Castroville, CA 2000–2004
High School Teacher

- Taught 9th grade Social Science class and coached various sports.
- Participated in various professional development opportunities related to meeting the needs of all students, primarily English Learners and Special Educations students.
- Created unit plans and daily lessons using Response to Intervention model. Used various metrics during Cycle of Inquiry which lead to an increase in student achievement.

Monterey Unified School District, Monterey, CA 1999–2000
Alternative Education Instructor, Middle School

- Taught at-risk youth in self-contained, multiple subject environment

Vista Verde Middle School, Greenfield, CA 1995–1999
Middle School Teacher

- 6TH and 8th grade teacher
- Responsible for teaching language arts and social studies
- Migrant Education / Categorical Programs Coordinator

EDUCATION AND CREDENTIALS

- National University, San Jose, CA - M.S., Education
- Chico State University, Chico, CA - B.S., Social Science
- Chapman University, Monterey, CA - Single subject credential, Social Science
- California School Administrative Services Credential
- California Teaching Credential
- English Learners Authorization

AFFILIATIONS

- Association for Supervision and Curriculum Development
- Association of California School Administrators
- California Association of Supervisors of Child Welfare and Attendance
- California State Athletic Directors Association

Appendix J Proposed 2024-25 Calendar

Start of Track A: July 1, 2024
Start of Track B: August 12, 2024
Last Day of School: June 12, 2025

Teacher Training Pupil Free Days: July 31-August 9, 2024; March 10-11, 2025; June 13 and 30, 2025

Vacations:

July 4-5, 2024

September 2, 2024

October 14-18, 2024

November 11, 2024

November 25-29, 2024

December 23, 2024-January 3, 2024

January 20, 2025

February 14-17, 2025

March 31, 2025

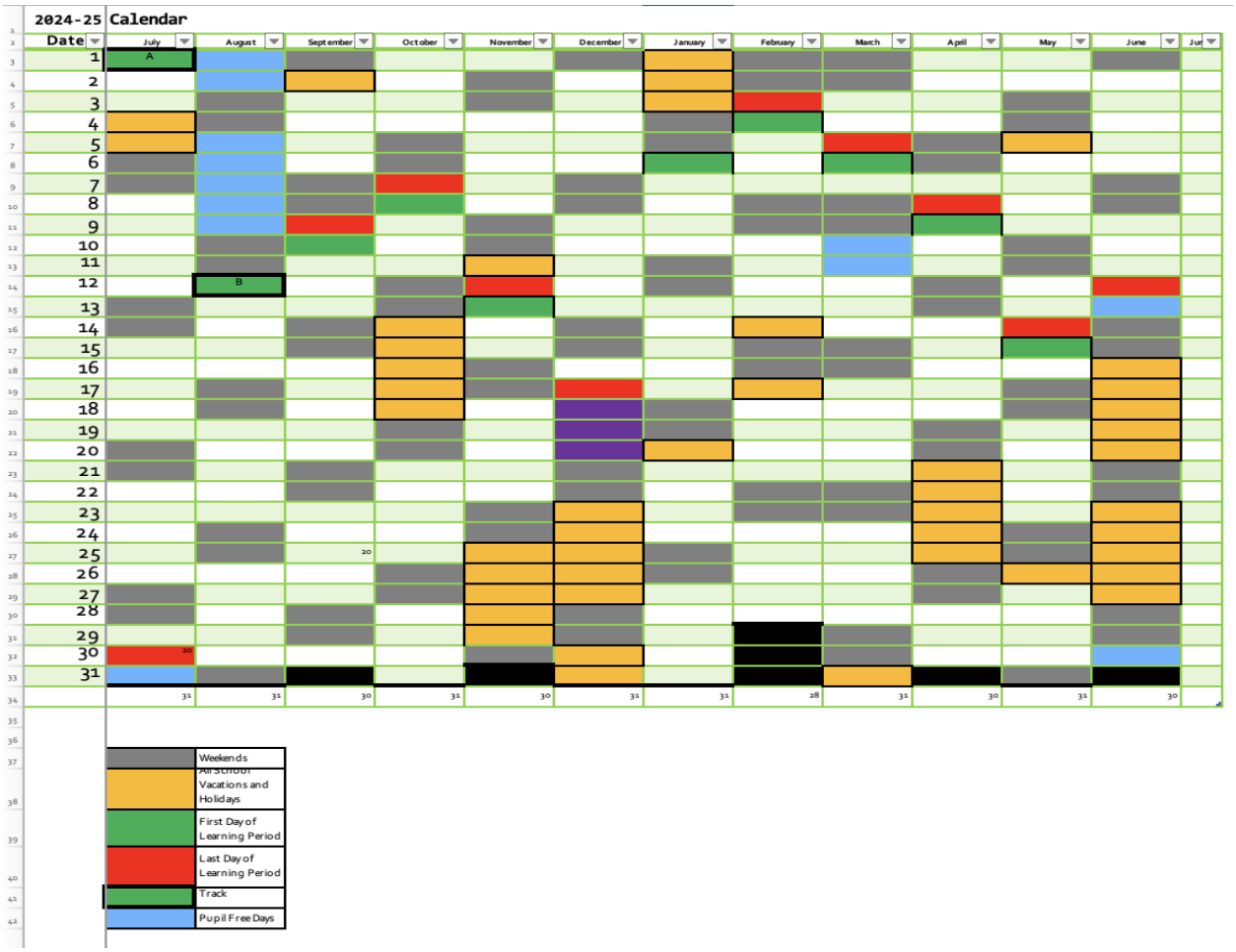
April 21-25, 2025

May 5, 2025

May 25, 2025

June 16-28, 2025

The calendar is updated annually based on board vote of approval.


2024-25 Calendar
Date
July
August
September
October
November
December
January
February
March
April
May
June
A
B
20
31 31 30 31 30 31 31 28 31 30 31 30
Weekends
All School Vacations and Holidays
First Day of Learning Period
Last Day of Learning Period
Track
Pupil Free Days

Appendix K Petition Signatures

Appendix L Material Revision Updated Financial Statements

Budget Narrative & Cash Flow Statement

Below is the financial information and narrative for the material revision to the charter of Polytechnic Academy ("Poly"). The financial statements include a 4-year pro-forma annual budget and monthly cash flow statement for fiscal years 2026-27 through 2029-30.

Non-Classroom-Based (NCB) Program Requirements

Through this material revision, Poly proposes to add a non-classroom-based (NCB) element, in which students learn largely through independent study with the support of certificated teachers. NCB schools receive funding through the same Local Control Funding Formula as classroom-based schools, but must meet additional requirements in state law to receive full funding:

- **Funding determination.** The state periodically reviews how the school spends its public funds, based on its audited financial statements, and sets the school's funding level.
- **Spending tests.** At least 40% of public revenue must go to instructional certificated salaries and benefits, and at least 80% to instruction and instruction-related services.
- **Student-to-teacher ratio.** No more than 25 students per certificated teacher, or the ratio of the largest unified school district in the county if higher.
- **Transparency.** The school discloses its board members and their affiliations, and vendors paid more than $50,000.
- **Independent study requirements.** Written student agreements, regular contact with a certificated teacher, and documented student work.

Students: Enrollment, Demographics and Average Daily Attendance

Revenues for Poly 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 budget assumes a 95% attendance rate.

Poly will continue operations in 2026-27 with enrollment of 75 and plans to grow to 225 in 2027-28, 315 in 2028-29 and 400 in 2029-30. The following table shows Poly's projected enrollment and ADA.

Table A: Enrollment & ADA

	2026-27	2027-28	2028-29	2029-30
Projected Enrollment & ADA by Grade				
9th Grade	20	100	125	125
10th Grade	20	50	100	125
11th Grade	18	38	50	100
12th Grade	17	37	40	50
Total Projected Enrollment	**75**	**225**	**315**	**400**
Average Daily Attendance (ADA)				
ADA %	95%	95%	95%	95%
Total	**71.25**	**213.75**	**299.25**	**380.00**

Revenues

Factoring in all revenues at the school, per-pupil funding is expected to be an average of $21,402/ADA at Poly across the term. LCFF state revenue streams provide the largest source of funding making up about 81% of Poly's total revenues. All revenues are monitored throughout the year as various funding estimates are refined and recalculated.

Table B: Summary of Projected Revenues

	2026-27	2027-28	2028-29	2029-30
Summary of Revenue Programs				
State Aid - Revenue Limit	$1,161,911	$3,619,031	$5,236,735	$6,856,470
Federal Revenue	37,998	65,479	78,841	87,020
Other State Revenue	176,981	420,392	611,229	794,759
Other Local Revenue	250,000	500,000	200,000	150,000
Total Revenues	**$1,626,890**	**$4,604,902**	**$6,126,806**	**$7,888,249**
State Revenues as % of Total	*71.4%*	*78.6%*	*85.5%*	*86.9%*
Revenues per ADA	*$22,834*	*$21,543*	*$20,474*	*$20,759*

State Revenues

State Revenues are estimated based on specific programs as identified below, with the majority of funding dependent upon the annual State budget and the school's student population.

Principal Apportionment

The LCFF FCMAT calculator (FCMAT Version v27.2 released 8/05/26) was used to determine the LCFF projections for each year of the above revenue projections which are based on expected student ADA and the expected unduplicated count of students at Poly of 83% in 2026-27, increasing to 88% by 2028-29.

These projections show that in 2026-27, a total of $14,250, or $200 per ADA, of the principal apportionment ADA funding will be disbursed via the Education Protection Account. Approximately 3% of the LCFF revenues (or $440.28 per ADA) are projected to be disbursed via In-Lieu Property Taxes (ILPT). This rate is consistent with the ILPT of San Benito County

Office of Education (SBCOE) during P2 of FY25-26.

Table C: Projected State Revenues

	2026-27	2027-28	2028-29	2029-30
State Aid - Revenue Limit				
LCFF State Aid	$1,116,291	$3,482,172	$5,045,132	$6,613,165
Education Protection Account	14,250	42,750	59,850	76,000
In Lieu of Property Taxes	31,370	94,109	131,753	167,305
Total State Revenue	**$1,161,911**	**$3,619,031**	**$5,236,735**	**$6,856,470**

Federal Revenues

Special Education

Poly provides special education services and will work with their authorizer to ensure resources are provided to ensure compliant, efficient and effective delivery of services. Poly's state special education funding includes general state aid of $1,340/ADA for 2026-27, increased by COLA in subsequent years. The school's projected state special ed revenue, within the "Other State Revenue" category includes Educational Related Mental Health Services (ERMHS) level 2 funding at $65/ADA. In addition to state special education funding, the revenue projection for Poly also assumes federal special education funding based on $140 per enrolled student from the prior year.

Free and Reduced-Price Meal Eligibility

The federally funded National School Lunch Program provides free and reduced-price meals for lunch and breakfast to eligible students, based on parent/guardian income levels. For this budget, we assume that the percentage of our students eligible to receive federal funding reimbursements will be about 75%. Additional receipts from paid student meals have not been included for conservatism and in consideration of universal free meals. Food expenses for this program are shown below and are budgeted to approximately break even with the projected federal and state child nutrition reimbursements.

Table D: Projected Federal Revenues

	2026-27	2027-28	2028-29	2029-30
Federal Revenue				
Special Education - Entitlement	$4,760	$10,500	$14,700	$13,333
Federal Child Nutrition	32,080	51,505	59,278	67,511
Title II, Part A - Teacher Quality	1,158	3,474	4,864	6,176
Total Federal Revenue	**$37,998**	**$65,479**	**$78,841**	**$87,020**

Other State Revenues

Lottery & Mandated Block Grant

Lottery funding is based upon a projection of $272 per ADA per year. Lottery funds are mainly allocated for general purpose use with approximately 30% of the funds restricted for instructional materials. Projections for the Mandate Block Grant are assumed at $60.48/ADA for

grades 9-12. Each year's Mandate Block Grant projection is based on Poly's prior-year ADA.

Prop 28 – Arts & Music in Schools Funding (AMS)

On November 8, 2022, California voters approved Proposition 28: The Arts and Music in Schools (AMS) Funding Guarantee and Accountability Act. Funding is ongoing (i.e., allocated annually), and school districts have up to three years to spend an allocation. The funds need to increase arts education spending, not replace existing expenditures. Poly is projected to receive $3,784 in 2026-27, $13,693 in 2027-28, $43,037 in 2028-29 and $61,516 in 2029-30, with the allocation increasing as prior-year enrollment grows.

Student Services and Professional Development Block Grant (SSPDBG)

The New Student Services and Professional Development Block Grant is a one-time state allocation intended to support California school districts, charter schools, and county offices of education in enhancing student well-being and academic achievement. Funds may be used for a wide range of activities, including counseling services, mental health supports, expanded learning programs, and professional development for educators focused on equity, inclusive practices, and learning recovery. The grant is designed to provide flexible, needs-based support, particularly for students most affected by the pandemic. This has been included in Poly's 2026-27 projection at $26,634, which is $920 per 2025-26 ADA ($920 X 28.95 ADA).

Table E: Projected Other State Revenues

	2026-27	2027-28	2028-29	2029-30
Other State Revenue				
State Special Education	$95,475	$295,877	$427,027	$559,121
Child Nutrition	25,326	34,337	39,518	45,007
Mandated Cost	1,751	4,451	13,767	19,873
State Lottery	19,380	58,140	81,396	103,360
Other State Revenue	35,049	27,587	49,521	67,397
Total Other State Revenue	**$176,981**	**$420,392**	**$611,229**	**$794,759**

Other Local Revenues

Poly plans to supplement its public funding with philanthropic support raised from community partners, benefactors, investors and other local funding sources, particularly during its growth years as enrollment builds. The budget includes $250,000 of this philanthropic support in 2026-27, $500,000 in 2027-28, $200,000 in 2028-29 and $150,000 in 2029-30. The school's reliance on these funds decreases as enrollment grows, falling from approximately 15% of total revenues in 2026-27 to less than 2% by 2029-30. Any philanthropic support beyond these amounts has been excluded from the budget to be conservative.

Expenditures

The projected expenditures through 2029-30 are shown below and are followed by a summary of assumptions for some of the larger expenses.

Table F: Summary of Projected Expenses

	2026-27	2027-28	2028-29	2029-30
Summary of Projected Expenses				
Certificated Salaries	$366,728	$1,145,622	$1,665,823	$2,308,131
Classified Salaries	51,960	279,278	402,648	594,985
Employee Benefits	87,905	314,649	453,753	613,908
Total Compensation	**$506,593**	**$1,739,550**	**$2,522,223**	**$3,517,024**
Books and Supplies	$163,032	$569,476	$900,885	$1,156,507
Subagreement Services	193,480	784,786	1,007,988	1,242,485
Operations and Housekeeping	81,805	188,628	275,970	340,228
Facilities, Repairs and Other Leases	382,000	395,460	410,921	420,397
Professional/Consulting Services	203,833	454,775	537,791	638,285
Depreciation	900	929	954	978
Interest	72,125	99,000	76,010	78,730
Total Non-Comp	**$1,097,175**	**$2,493,053**	**$3,210,520**	**$3,877,609**
Total Expenses	**$1,603,768**	**$4,232,603**	**$5,732,743**	**$7,394,634**

Total Compensation - Salaries and Employee Benefits

Total compensation costs (salary and benefits) grow from approximately 32% of total expenditures in 2026-27 to approximately 48% in 2029-30 as the school adds staff to support enrollment growth. “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.

Poly’s teacher staffing levels are based upon enrollment projections. The ratio of Students to Certificated Teachers is expected to be at or below 21:1 over the course of the projection period. However, that ratio is approximately 15:1 when including all instructional staff.

Table G: Instructional Staff Ratio

	2026-27	2027-28	2028-29	2029-30
Instructional Staff Ratio				
School Attendance	75.0	225.0	315.0	400.0
Certificated Teacher	4.0	11.0	15.0	20.0
Certificated Pupil Support (including SPED)	-	1.0	1.5	2.0
Classified Instructional Aides	1.0	3.0	4.0	6.0
Total Instructional Staff	**5.0**	**15.0**	**20.5**	**28.0**
Student : Instructional Staff Ratio	*15.0*	*15.0*	*15.4*	*14.3*

The staffing tables associated with our financial projections are shown below:

Table H: Staffing Summary

	2026-27	2027-28	2028-29	2029-30
Total Staffing				
Instructional Staff				
Teachers				
9th Grade	1.0	2.5	3.5	4.8
10th Grade	1.0	2.5	3.5	4.8
11th Grade	1.0	2.5	3.5	4.8
12th Grade	1.0	2.5	3.5	4.8
Other	-	1.0	1.0	1.0
Total Teacher	**4.0**	**11.0**	**15.0**	**20.0**
Other Instructional Staff				
Certificated Pupil Support (including SPED)	-	1.0	1.5	2.0
Classified Instructional Aides	1.0	3.0	4.0	6.0
Total Other Instructional Staff	**1.0**	**4.0**	**5.5**	**8.0**
Total Instructional Staff	**5.0**	**15.0**	**20.5**	**28.0**
Administrative Staff - Certified				
Executive Director	0.2	1.0	1.0	1.0
Principal	-	-	1.0	1.0
Dean	-	-	-	1.0
Total Administrative Staff - Certified	**0.2**	**1.0**	**2.0**	**3.0**
Support and Administrative Staff				
Clerical Staff - Classified (FTE)	-	2.0	3.0	4.0
Other Staff - Classified (FTE)	1.0	1.0	1.0	1.0
Total Classified Staff	**1.0**	**3.0**	**4.0**	**5.0**
Total Staffing	**6.2**	**19.0**	**26.5**	**36.0**

The average salary structure for key FTE staff positions is listed in the table below. The budget assumes an approximately 2.9% cost of living adjustment every year.

Table I: Average Budgeted Salary by Position

	2026-27	2027-28	2028-29	2029-30
Average Budgeted Salary by Position				
Teacher (including SPED)	$77,692	$79,941	$81,718	$84,194
Administrative Staff - Certified	79,805	135,000	124,363	124,065
Classified Staff (Support and Adminsitrative)	25,980	46,546	50,331	54,090

Table J: Employee Benefits

	2026-27	2027-28	2028-29	2029-30
Employee Benefits				
OASDI	28,085	88,344	128,245	179,993
Medicare	6,568	20,661	29,993	42,095
Health and Welfare	42,500	175,406	252,346	332,556
State Unemployment	4,410	10,290	14,210	18,620
Workers' Compensation	6,342	19,949	28,959	40,644
Total Benefits	**$87,905**	**$314,649**	**$453,753**	**$613,908**

The table above lists the total projected annual employer costs for all employee benefits, on a year-by-year basis. Within employee benefits, most benefits are statutory and are determined by either state or federal mandate and are based on current rate factors. All employees participate in Social Security (6.2%) and Medicare (1.45%). The budget also includes health and welfare benefits of $8,500 per benefits-eligible employee in 2026-27, increasing with the expense COLA in subsequent years, as well as state unemployment insurance and workers' compensation (1.4% of salaries).

Books and Supplies and Food Services

Many of the core programming cost projections are based upon a per pupil allotment for instructional supplies, online curricula, project materials and some assessments. These costs and additional enrichment/field trip opportunities for students may be supplemented in the future by private funding as it is secured, thus these estimates are conservative.

Table K: Books, Supplies, & Food Services

	2026-27	2027-28	2028-29	2029-30
Books & Supplies				
Textbooks and Core Curricula	$30,070	$116,348	$226,493	$294,800
School Supplies	4,480	20,801	37,407	48,688
Software	48,090	211,177	326,831	425,399
Office Expense	4,970	19,230	27,665	36,009
Noncapitalized Equipment	25,000	116,078	183,693	239,093
Food Services	50,422	85,842	98,796	112,518
Total Books & Supplies	**$163,032**	**$569,476**	**$900,885**	**$1,156,507**

Other Expenses

Many of the operating cost projections are based upon the school's 2025-26 costs, adjusted for enrollment growth and inflation and program needs.

Table L: Sub agreement Services

	2026-27	2027-28	2028-29	2029-30
Subagreement Services				
Special Education	77,510	339,600	500,426	651,347
Substitutes	6,000	31,617	42,259	55,004
Security	3,400	5,262	7,570	9,854
Other Educational Consultants	106,570	408,307	457,733	526,280
Total Subagreement Services	**$193,480**	**$784,786**	**$1,007,988**	**$1,242,485**

SPED Consultants

Special Education Consultant costs include all outside service provider costs estimated at $77,510 in 2026-27 (plus COLA adjustments and increases based on population growth thereafter). This includes psychological, speech language and occupational therapy services to Poly's students with IEPs. This cost is in addition to the in-house special education positions included in the personnel costs.

Substitute Teacher

Substitute teacher costs are based on the number of full-time teachers, the number of expected absent days per year and the daily cost of an external staffing agency. These amounts increase after 2026-27 based on the increase in the number of staff and projected inflation adjustments.

Table M: Professional Services

	2026-27	2027-28	2028-29	2029-30
Professional Services				
IT	$18,000	$22,287	$32,063	$41,733
Audit & Taxes	19,500	20,120	20,675	21,192
Legal	25,500	26,311	27,037	27,713
Professional Development	7,980	36,759	40,305	52,460
General Consulting	27,070	183,792	198,016	219,075
Special Activities/Field Trips	770	2,383	3,429	4,463
Bank Charges	4,600	11,391	13,110	13,651
Printing	1,000	3,095	4,453	5,796
Other taxes and fees	1,000	3,095	4,453	5,796
Payroll Service Fee	5,300	13,124	15,105	15,729
Management Fee	77,494	92,098	122,536	157,765
District Oversight Fee	11,619	36,190	52,367	68,565
Public Relations/Recruitment	4,000	4,127	4,241	4,347
Total Professional Services	**$203,833**	**$454,775**	**$537,791**	**$638,285**

Expenses shown in the table above are primarily based on the school's historical costs and prior year data, rolled forward with applicable adjustments. We make note of items below as needed to explain our budgeting assumptions.

Management Fee

Poly has contracted with Charter Impact, Inc. to provide financial management services including financial reporting, accounts payable, and general accounting. Fees for these services

are budgeted at $77,494 in 2026-27 and 2% of total revenue in each subsequent year. Charter Impact, Inc. also provides support for attendance, CALPADS and other student data needs. These fees have also been included in the Management Fee account within the budget.

Authorizer Oversight Fee

Poly has projected that it will be required to pay a fee of 1% of general purpose revenues.

Table N: Facilities, Repairs and Other Leases Expenses

	2026-27	2027-28	2028-29	2029-30
Facilities, Repairs and Other Leases				
Rent	$300,000	$303,000	$306,030	$309,090
Equipment Leases	1,800	5,572	8,016	10,433
Repairs and Maintenance	80,200	86,888	96,875	100,873
Total Facilities, Repairs and Other Leases	**$382,000**	**$395,460**	**$410,921**	**$420,397**

Facilities Rent

Poly plans to continue occupying and leasing its current site. Rent is budgeted at $300,000 in 2026-27 and increases annually thereafter. Repairs and maintenance costs are based on the school's 2025-26 costs, adjusted for enrollment growth and inflation.

Table O: Operations and Housekeeping

	2026-27	2027-28	2028-29	2029-30
Operations and Housekeeping				
Auto and Travel	$1,000	$3,095	$4,453	$5,796
Dues & Memberships	1,200	3,714	5,344	6,955
Insurance	24,955	31,289	36,011	42,184
Utilities	12,100	18,230	20,981	24,578
Janitorial Services	10,000	15,414	17,740	20,781
Communications	32,250	115,956	190,105	238,194
Postage and Shipping	300	929	1,336	1,739
Total Operations and Housekeeping	**$81,805**	**$188,628**	**$275,970**	**$340,228**

Other Outgo and Transfers

Poly begins 2026-27 with a limited cash balance, and the timing of state apportionment payments does not keep pace with the growth in payroll and operating costs as enrollment increases. To manage cash flow, the budget projects the sale of a portion of the school's state apportionment receivables in 2027-28, 2028-29 and 2029-30, with each sale repaid within three months. The budget projects interest at an annualized rate of 16%, or approximately 1.33% per month, on the outstanding balance of each sold receivable. In addition, the budget includes quarterly interest on the school's existing debt, which is projected to be repaid in full by the end of 2028-29 through principal payments of $245,000 in 2027-28 and $350,000 in 2028-29.

Table P: Interest

	2026-27	2027-28	2028-29	2029-30
Depreciation & Interest				
Depreciation	$900	$929	$954	$978
Interest	72,125	99,000	76,010	78,730
Total Depreciation & Interest	**$73,025**	**$99,929**	**$76,964**	**$79,708**

The following tables show the schedule of each month when a receivable is projected to be sold and the corresponding repayment months as well as the calculation of interest and outstanding balance of sold receivables for 2027-28 through 2029-30. After 2029-30, Poly does not anticipate the need to sell receivables for cash flow purposes.

2027-28

Schedule of Receivable Sales and Repayments - 2027-28				
Month	**Receivable Sold**	**Repayment**	**Outstanding Balance**	**Interest (16% annual)**
Jul-27	-	-	-	-
Aug-27	-	-	-	-
Sep-27	-	-	-	-
Oct-27	-	-	-	-
Nov-27	-	-	-	-
Dec-27	568,755	-	568,755	7,583
Jan-28	-	-	568,755	7,583
Feb-28	-	-	568,755	7,583
Mar-28	568,755	568,755	568,755	7,583
Apr-28	-	-	568,755	7,583
May-28	-	-	568,755	7,583
Jun-28	-	568,755	-	-
Annual Total	**$1,137,510**	**$1,137,510**		**$45,500**

2028-29

Schedule of Receivable Sales and Repayments - 2028-29				
Month	**Receivable Sold**	**Repayment**	**Outstanding Balance**	**Interest (16% annual)**
Jul-28	-	-	-	-
Aug-28	-	-	-	-
Sep-28	-	-	-	-
Oct-28	-	-	-	-
Nov-28	-	-	-	-
Dec-28	612,623	-	612,623	8,168
Jan-29	-	-	612,623	8,168
Feb-29	-	-	612,623	8,168
Mar-29	612,623	612,623	612,623	8,168
Apr-29	-	-	612,623	8,168
May-29	-	-	612,623	8,168
Jun-29	-	612,623	-	-
Annual Total	**$1,225,246**	**$1,225,246**		**$49,010**

2029-30

Schedule of Receivable Sales and Repayments - 2029-30				
Month	**Receivable Sold**	**Repayment**	**Outstanding Balance**	**Interest (16% annual)**
Jul-29	-	-	-	-
Aug-29	-	-	-	-
Sep-29	468,708	-	468,708	6,249
Oct-29	-	-	468,708	6,249
Nov-29	-	-	468,708	6,249
Dec-29	749,768	468,708	749,768	9,997
Jan-30	-	-	749,768	9,997
Feb-30	-	-	749,768	9,997
Mar-30	749,768	749,768	749,768	9,997
Apr-30	-	-	749,768	9,997
May-30	-	-	749,768	9,997
Jun-30	-	749,768	-	-
Annual Total	**$1,968,244**	**$1,968,244**		**$78,730**

Cash Flow

As noted above, because of a limited opening cash balance in 2026-27 and rapid enrollment growth, Poly has budgeted the costs of selling receivables during the growth phase from 2027-28 through 2029-30. Beyond this period, the timing of State Aid payments is not expected to require the sale of receivables. In addition, the year over year surpluses will allow for the school to begin growing a cash reserve to protect itself against economic uncertainty and other cash flow timing challenges.

Ending Cash Balance

Cash at the end of each year is projected to be limited during the growth years, so Poly will manage cash closely. To bridge the gap between expenditure growth and state apportionments, the budget includes selling a portion of receivables at an annualized cost of 16%, with each sale repaid within three months. Poly plans to begin building a cash reserve in 2029-30 as the State funding calculations catch up with the school's enrollment growth.

Table Q: Statement of Activities & Cash Balance

	2026-27	2027-28	2028-29	2029-30
Statement of Activities				
Revenues				
State Aid - Revenue Limit	$1,161,911	$3,619,031	$5,236,735	$6,856,470
Federal Revenue	37,998	65,479	78,841	87,020
Other State Revenue	176,981	420,392	611,229	794,759
Other Local Revenue	250,000	500,000	200,000	150,000
Total Revenues	**$1,626,890**	**$4,604,902**	**$6,126,806**	**$7,888,249**
Expenses				
Certificated Salaries	$366,728	$1,145,622	$1,665,823	$2,308,131
Classified Salaries	51,960	279,278	402,648	594,985
Employee Benefits	87,905	314,649	453,753	613,908
Books & Supplies	163,032	569,476	900,885	1,156,507
Subagreement Services	193,480	784,786	1,007,988	1,242,485
Operations and Housekeeping	81,805	188,628	275,970	340,228
Facilities, Repairs and Other Leases	382,000	395,460	410,921	420,397
Professional Services	203,833	454,775	537,791	638,285
Depreciation and Interest	73,025	99,929	76,964	79,708
Total Expenses	**$1,603,768**	**$4,232,603**	**$5,732,743**	**$7,394,634**
Increase/(Decrease) of Net Assets	**$23,122**	**$372,299**	**$394,063**	**$493,615**
	1.4%	8.8%	6.9%	6.7%
Beginning Cash Balance	74,020	67,516	33,538	30,185
Ending Cash Balance	**$67,516**	**$33,538**	**$30,185**	**$266,306**
Cash Balance (% of Expenditures)	**4.2%**	**0.8%**	**0.5%**	**3.6%**

Revenues

Since revenues fluctuate and are received from multiple sources, accurate cash projections are vital to maintenance of a healthy financial position. The greatest cash flow challenge is correctly predicting the flow of federal and state revenue sources. California law specifies the payment schedule for State Aid funds. Although this schedule is subject to legislative and regulatory change, the California Department of Education (CDE) has committed to a 5-5-9 payment schedule. We have used this schedule to project our cash flow position for Poly. To be conservative, we have assumed that all funds will be received in the month following their scheduled payment. We assumed no deferrals in these projections.

State Aid – Revenue Limit

The State Aid – Revenue Limit funds come from a combination of three sources: In Lieu Property Taxes, State Aid, and Education Protection Account. The district where the school is located pays the Charter School an In-Lieu Property Tax amount per ADA near the end of each month. State Aid is due from the state on or before the end of the month and is paid monthly from July to June on a 5-5-9 schedule. Based on the typical timing of funds coming through County Treasurer to a school bank account, we have assumed a one month delay in the payments. The Education Protection Account flows quarterly in September, December, March

and June. Again, for conservatism, we have assumed that all receipts will be delayed to the month following their scheduled payment.

California Lottery

State Lottery Revenues are paid according to the prior year's ADA, and are paid quarterly.

Expenditures

The most significant part of Poly's cost structure is staff compensation which is generally paid evenly throughout the year except in July when most staff are not working prior to the start of the school year. The majority of the curriculum costs are front-loaded to the beginning of the school year.

Fund Balance

Poly begins 2026-27 with a negative fund balance of $1,242,526 carried forward from prior years. The budget is structured to eliminate that deficit over four years through enrollment growth and expense discipline, with annual surpluses of about $23,000 in 2026-27 and $372,000 to $494,000 in each year thereafter. The deficit is projected to fall to $1,219,404 at the end of 2026-27, $847,105 at the end of 2027-28 and $453,042 at the end of 2028-29. The fund balance is projected to turn positive by the end of 2029-30. This plan relies on enrollment growing to 400 students by 2029-30, $1.1 million of philanthropic support over the four years and the board will monitor these at every board meeting. If enrollment is below plan by more than 5%, the board will take corrective measures to ensure fiscal responsibility.

Table R: Statement of Fund Balance

	2026-27	2027-28	2028-29	2029-30
Fund Balance				
Beginning Fund Balance	($1,242,526)	($1,219,404)	($847,105)	($453,042)
Increase/(Decrease) in Net Assets	23,122	372,299	394,063	493,615
Ending Fund Balance	**($1,219,404)**	**($847,105)**	**($453,042)**	**$40,573**
Fund Balance (% of Expenditures)	**-76.0%**	**-20.0%**	**-7.9%**	**0.5%**

Budget and Multi-Year Forecast with Monthly Cash Flow

FY 2026-27 Budget and Multi-Year Forecast (2026-27 through 2029-30), with Monthly Cash Flow Forecasts for each year, prepared by Charter Impact and revised October 8, 2026.

FY26-27 Polytechnic Budget

Multi-Year Forecast

Revised 10/8/26

CHARTER IMPACT

	2026-27 Budget	2027-28 Forecast	2028-29 Forecast	2029-30 Forecast
Assumptions				
State COLA	*4.31%*	*3.30%*	*3.09%*	*3.11%*
Other Revenue COLA	*n/a*	*0.00%*	*0.00%*	*0.00%*
Expense COLA	*3.76%*	*3.18%*	*2.76%*	*2.50%*
Enrollment	*75.00*	*225.00*	*315.00*	*400.00*
Average Daily Attendance	*71.25*	*213.75*	*299.25*	*380.00*
Revenues				
State Aid - Revenue Limit				
8011 LCFF State Aid	$ 1,116,291	$ 3,482,172	$ 5,045,132	$ 6,613,165
8012 Education Protection Account	14,250	42,750	59,850	76,000
8096 In Lieu of Property Taxes	31,370	94,109	131,753	167,305
	1,161,911	3,619,031	5,236,735	6,856,470
Federal Revenue				
8181 Special Education - Entitlement	4,760	10,500	14,700	13,333
8220 Federal Child Nutrition	32,080	51,505	59,278	67,511
8291 Title II, Part A - Teacher Quality	1,158	3,474	4,864	6,176
	37,998	65,479	78,841	87,020
Other State Revenue				
8311 State Special Education	95,475	295,877	427,027	559,121
8520 Child Nutrition	25,326	34,337	39,518	45,007
8550 Mandated Cost	1,751	4,451	13,767	19,873
8560 State Lottery	19,380	58,140	81,396	103,360
8599 Other State Revenue	35,049	27,587	49,521	67,397
	176,981	420,392	611,229	794,759
Other Local Revenue				
8690 Other Local Revenue	250,000	500,000	200,000	150,000
	250,000	500,000	200,000	150,000
Total Revenue	**$ 1,626,890**	**$ 4,604,902**	**$ 6,126,806**	**$ 7,888,249**
Expenses				
Certificated Salaries				
1100 Teachers' Salaries	310,767	879,350	1,225,770	1,683,873
1170 Teachers' Substitute Hours	20,000	20,636	26,206	30,736
1175 Teachers' Extra Duty/Stipends	20,000	20,636	26,206	30,736
1200 Pupil Support Salaries	-	90,000	138,915	190,592
1300 Administrators' Salaries	15,961	135,000	248,726	372,194
	366,728	1,145,622	1,665,823	2,308,131
Classified Salaries				
2100 Instructional Salaries	51,960	146,848	201,476	322,980
2200 Support Salaries	-	35,384	36,361	37,270
2400 Clerical and Office Staff Salaries	-	97,046	164,811	234,736
	51,960	279,278	402,648	594,985

FY26-27 Polytechnic Budget

Multi-Year Forecast

Revised 10/8/26

	2026-27 Budget	2027-28 Forecast	2028-29 Forecast	2029-30 Forecast
Benefits				
3301 OASDI	28,085	88,344	128,245	179,993
3311 Medicare	6,568	20,661	29,993	42,095
3401 Health and Welfare	42,500	175,406	252,346	332,556
3501 State Unemployment	4,410	10,290	14,210	18,620
3601 Workers' Compensation	6,342	19,949	28,959	40,644
	87,905	314,649	453,753	613,908
Books and Supplies				
4100 Textbooks and Core Curricula	30,070	116,348	226,493	294,800
4302 School Supplies	4,480	20,801	37,407	48,688
4305 Software	48,090	211,177	326,831	425,399
4310 Office Expense	4,970	19,230	27,665	36,009
4400 Noncapitalized Equipment	25,000	116,078	183,693	239,093
4700 Food Services	50,422	85,842	98,796	112,518
	163,032	569,476	900,885	1,156,507
Subagreement Services				
5102 Special Education	77,510	339,600	500,426	651,347
5103 Substitute Teacher	6,000	31,617	42,259	55,004
5105 Security	3,400	5,262	7,570	9,854
5106 Other Educational Consultants	106,570	408,307	457,733	526,280
	193,480	784,786	1,007,988	1,242,485
Operations and Housekeeping				
5201 Auto and Travel	1,000	3,095	4,453	5,796
5300 Dues & Memberships	1,200	3,714	5,344	6,955
5400 Insurance	24,955	31,289	36,011	42,184
5501 Utilities	12,100	18,230	20,981	24,578
5502 Janitorial Services	10,000	15,414	17,740	20,781
5900 Communications	32,250	115,956	190,105	238,194
5901 Postage and Shipping	300	929	1,336	1,739
	81,805	188,628	275,970	340,228
Facilities, Repairs and Other Leases				
5601 Rent	300,000	303,000	306,030	309,090
5603 Equipment Leases	1,800	5,572	8,016	10,433
5610 Repairs and Maintenance	80,200	86,888	96,875	100,873
	382,000	395,460	410,921	420,397
Professional/Consulting Services				
5801 IT	18,000	22,287	32,063	41,733
5802 Audit & Taxes	19,500	20,120	20,675	21,192
5803 Legal	25,500	26,311	27,037	27,713
5804 Professional Development	7,980	36,759	40,305	52,460
5805 General Consulting	27,070	183,792	198,016	219,075
5806 Special Activities/Field Trips	770	2,383	3,429	4,463
5807 Bank Charges	4,600	11,391	13,110	13,651
5808 Printing	1,000	3,095	4,453	5,796
5809 Other taxes and fees	1,000	3,095	4,453	5,796
5810 Payroll Service Fee	5,300	13,124	15,105	15,729
5811 Management Fee	77,494	92,098	122,536	157,765
5812 District Oversight Fee	11,619	36,190	52,367	68,565
5815 Public Relations/Recruitment	4,000	4,127	4,241	4,347
	203,833	454,775	537,791	638,285

FY26-27 Polytechnic Budget

Multi-Year Forecast

Revised 10/8/26

	2026-27 Budget	2027-28 Forecast	2028-29 Forecast	2029-30 Forecast
Depreciation				
6900 Depreciation Expense	900	929	954	978
	900	929	954	978
Interest				
7438 Interest Expense	72,125	99,000	76,010	78,730
	72,125	99,000	76,010	78,730
Total Expenses	**$ 1,603,768**	**$ 4,232,603**	**$ 5,732,743**	**$ 7,394,634**
Surplus (Deficit)	**$ 23,122**	**$ 372,299**	**$ 394,063**	**$ 493,615**
Fund Balance, Beginning of Year	$ (1,242,526)	$ (1,219,404)	$ (847,105)	$ (453,042)
Fund Balance, End of Year	**$ (1,219,404)**	**$ (847,105)**	**$ (453,042)**	**$ 40,573**
	-76.0%	*-20.0%*	*-7.9%*	*0.5%*
Cash Flow Adjustments				
Surplus (Deficit)	23,122	372,299	394,063	493,615
Cash Flows From Operating Activities				
Depreciation/Amortization	900	929	954	978
Public Funding Receivables	(32,335)	(429,556)	(104,387)	(186,881)
Grants and Contributions Rec.	-	-	-	-
Due To/From Related Parties	-	-	-	-
Prepaid Expenses	-	-	-	-
Other Assets	-	-	-	-
Accounts Payable	1,809	267,350	56,017	(71,592)
Accrued Expenses	-	-	-	-
Deferred Revenue	-	-	-	-
Cash Flows From Investing Activities				-
Purchases of Prop. And Equip.	-	-	-	-
Notes Receivable	-	-	-	-
Cash Flows From Financing Activities				-
Proceeds from Factoring	-	1,137,510	1,225,246	1,968,243
Payments on Factoring	-	(1,137,510)	(1,225,246)	(1,968,243)
Proceeds(Payments) on Debt	-	(245,000)	(350,000)	-
Total Change in Cash	(6,504)	(33,978)	(3,353)	236,121
Cash, Beginning of Year	74,020	67,516	33,538	30,185
Cash, End of Year	**$ 67,516**	**$ 33,538**	**$ 30,185**	**$ 266,306**

FY26-27 Polytechnic Budget

Monthly Cash Flow/Forecast FY26-27

Revised 10/8/26

Actuals Through:

ADA = 71.25

		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
Revenues															
State Aid - Revenue Limit															
8011	LCFF State Aid	-	22,678	22,678	40,821	40,821	40,821	40,821	40,821	173,366	173,366	173,366	173,366	173,367	1,116,291
8012	Education Protection Account	-	-	3,563	-	-	3,563	-	-	3,563	-	-	-	3,563	14,250
8096	In Lieu of Property Taxes	-	765	1,530	1,020	1,020	1,020	1,020	1,020	7,992	3,996	3,996	3,996	3,996	31,370
		-	23,443	27,770	41,841	41,841	45,403	41,841	41,841	184,921	177,362	177,362	177,362	180,925	1,161,911
Federal Revenue															
8181	Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	4,760	4,760
8220	Federal Child Nutrition	-	-	-	1,604	3,048	3,048	3,048	3,048	3,048	3,048	3,048	3,048	6,095	32,080
8291	Title II, Part A - Teacher Quality	-	-	290	-	-	869	-	-	-	-	-	-	-	1,158
		-	-	290	1,604	3,048	3,916	3,048	3,048	3,048	3,048	3,048	3,048	10,855	37,998
Other State Revenue															
8311	State Special Education	-	1,940	1,940	3,491	3,491	3,491	3,491	3,491	14,828	14,828	14,828	14,828	14,828	95,475
8520	Child Nutrition	-	-	-	1,266	2,406	2,406	2,406	2,406	2,406	2,406	2,406	2,406	4,812	25,326
8550	Mandated Cost	-	-	-	-	-	1,751	-	-	-	-	-	-	-	1,751
8560	State Lottery	-	-	-	-	-	-	1,969	-	-	1,969	-	-	15,443	19,380
8599	Other State Revenue	-	232	232	8,021	417	417	8,021	417	417	8,021	417	417	8,021	35,049
		-	2,171	2,171	12,779	6,314	8,065	15,887	6,314	17,651	27,224	17,651	17,651	43,104	176,981
Other Local Revenue															
8690	Other Local Revenue	-	-	-	-	-	125,000	-	-	-	-	-	125,000	-	250,000
		-	-	-	-	-	125,000	-	-	-	-	-	125,000	-	250,000
Total Revenue		**-**	**25,614**	**30,231**	**56,224**	**51,202**	**182,384**	**60,775**	**51,202**	**205,619**	**207,633**	**198,060**	**323,060**	**234,884**	**1,626,890**
Expenses															
Certificated Salaries															
1100	Teachers' Salaries	-	28,252	28,252	28,252	28,252	28,252	28,252	28,252	28,252	28,252	28,252	28,252	-	310,767
1170	Teachers' Substitute Hours	-	1,818	1,818	1,818	1,818	1,818	1,818	1,818	1,818	1,818	1,818	1,818	-	20,000
1175	Teachers' Extra Duty/Stipends	-	1,818	1,818	1,818	1,818	1,818	1,818	1,818	1,818	1,818	1,818	1,818	-	20,000
1300	Administrators' Salaries	-	1,451	1,451	1,451	1,451	1,451	1,451	1,451	1,451	1,451	1,451	1,451	-	15,961
		-	33,339	33,339	33,339	33,339	33,339	33,339	33,339	33,339	33,339	33,339	33,339	-	366,728
Classified Salaries															
2100	Instructional Salaries	-	4,724	4,724	4,724	4,724	4,724	4,724	4,724	4,724	4,724	4,724	4,724	-	51,960
		-	4,724	4,724	4,724	4,724	4,724	4,724	4,724	4,724	4,724	4,724	4,724	-	51,960
Benefits															
3301	OASDI	-	2,553	2,553	2,553	2,553	2,553	2,553	2,553	2,553	2,553	2,553	2,553	-	28,085
3311	Medicare	-	597	597	597	597	597	597	597	597	597	597	597	-	6,568
3401	Health and Welfare	3,542	3,542	3,542	3,542	3,542	3,542	3,542	3,542	3,542	3,542	3,542	3,542	-	42,500
3501	State Unemployment	221	221	221	221	221	221	1,103	882	441	221	221	221	-	4,410
3601	Workers' Compensation	-	577	577	577	577	577	577	577	577	577	577	577	-	6,342
		3,762	7,489	7,489	7,489	7,489	7,489	8,371	8,150	7,709	7,489	7,489	7,489	-	87,905

FY26-27 Polytechnic Budget

Monthly Cash Flow/Forecast FY26-27

Revised 10/8/26

Actuals Through:

ADA = 71.25

		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
Books and Supplies															
4100	Textbooks and Core Curricula	2,506	2,506	2,506	2,506	2,506	2,506	2,506	2,506	2,506	2,506	2,506	2,506	-	30,070
4302	School Supplies	1,466	-	354	1,650	169	-	-	181	165	165	165	165	-	4,480
4305	Software	4,008	4,008	4,008	4,008	4,008	4,008	4,008	4,008	4,008	4,008	4,008	4,008	-	48,090
4310	Office Expense	414	414	414	414	414	414	414	414	414	414	414	414	-	4,970
4400	Noncapitalized Equipment	8,181	-	1,975	9,208	944	-	-	1,011	920	920	920	920	-	25,000
4700	Food Services	4,202	4,202	4,202	4,202	4,202	4,202	4,202	4,202	4,202	4,202	4,202	4,202	-	50,422
		20,777	11,129	13,458	21,987	12,242	11,129	11,129	12,322	12,215	12,215	12,215	12,215	-	163,032
Subagreement Services															
5102	Special Education	6,459	6,459	6,459	6,459	6,459	6,459	6,459	6,459	6,459	6,459	6,459	6,459	-	77,510
5103	Substitute Teacher	500	500	500	500	500	500	500	500	500	500	500	500	-	6,000
5105	Security	283	283	283	283	283	283	283	283	283	283	283	283	-	3,400
5106	Other Educational Consultants	34,875	-	8,419	39,250	4,022	-	-	4,311	3,923	3,923	3,923	3,923	-	106,570
		42,117	7,243	15,661	46,493	11,265	7,243	7,243	11,553	11,166	11,166	11,166	11,166	-	193,480
Operations and Housekeeping															
5201	Auto and Travel	83	83	83	83	83	83	83	83	83	83	83	83	-	1,000
5300	Dues & Memberships	100	100	100	100	100	100	100	100	100	100	100	100	-	1,200
5400	Insurance	2,080	2,080	2,080	2,080	2,080	2,080	2,080	2,080	2,080	2,080	2,080	2,080	-	24,955
5501	Utilities	1,008	1,008	1,008	1,008	1,008	1,008	1,008	1,008	1,008	1,008	1,008	1,008	-	12,100
5502	Janitorial Services	833	833	833	833	833	833	833	833	833	833	833	833	-	10,000
5900	Communications	2,688	2,688	2,688	2,688	2,688	2,688	2,688	2,688	2,688	2,688	2,688	2,688	-	32,250
5901	Postage and Shipping	25	25	25	25	25	25	25	25	25	25	25	25	-	300
		6,817	6,817	6,817	6,817	6,817	6,817	6,817	6,817	6,817	6,817	6,817	6,817	-	81,805
Facilities, Repairs and Other Leases															
5601	Rent	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000	-	300,000
5603	Equipment Leases	150	150	150	150	150	150	150	150	150	150	150	150	-	1,800
5610	Repairs and Maintenance	6,683	6,683	6,683	6,683	6,683	6,683	6,683	6,683	6,683	6,683	6,683	6,683	-	80,200
		31,833	31,833	31,833	31,833	31,833	31,833	31,833	31,833	31,833	31,833	31,833	31,833	-	382,000
Professional/Consulting Services															
5801	IT	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	-	18,000
5802	Audit & Taxes	-	-	-					-	6,500	6,500	-	6,500	-	19,500
5803	Legal	2,125	2,125	2,125	2,125	2,125	2,125	2,125	2,125	2,125	2,125	2,125	2,125	-	25,500
5804	Professional Development	665	665	665	665	665	665	665	665	665	665	665	665	-	7,980
5805	General Consulting	2,256	2,256	2,256	2,256	2,256	2,256	2,256	2,256	2,256	2,256	2,256	2,256	-	27,070
5806	Special Activities/Field Trips	252	-	61	284	29	-	-	31	28	28	28	28	-	770
5807	Bank Charges	383	383	383	383	383	383	383	383	383	383	383	383	-	4,600
5808	Printing	83	83	83	83	83	83	83	83	83	83	83	83	-	1,000
5809	Other taxes and fees	83	83	83	83	83	83	83	83	83	83	83	83	-	1,000
5810	Payroll Service Fee	442	442	442	442	442	442	442	442	442	442	442	442	-	5,300
5811	Management Fee	6,458	6,458	6,458	6,458	6,458	6,458	6,458	6,458	6,458	6,458	6,458	6,458	-	77,494
5812	District Oversight Fee	-	234	278	418	418	454	418	418	1,849	1,774	1,774	1,774	1,809	11,619
5815	Public Relations/Recruitment	333	333	333	333	333	333	333	333	333	333	333	333	-	4,000
		14,581	14,563	14,667	15,031	14,776	14,783	14,747	14,778	22,706	22,631	16,131	22,631	1,809	203,833

FY26-27 Polytechnic Budget

Monthly Cash Flow/Forecast FY26-27

Revised 10/8/26

Actuals Through:

ADA = 71.25

		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
Depreciation															
6900	Depreciation Expense	75	75	75	75	75	75	75	75	75	75	75	75	-	900
		75	75	75	75	75	75	75	75	75	75	75	75	-	900
Interest															
7438	Interest Expense	12,750	-	14,750	-	-	14,875	-	-	14,875	-	-	14,875	-	72,125
		12,750	-	14,750	-	-	14,875	-	-	14,875	-	-	14,875	-	72,125
Total Expenses		**132,712**	**117,212**	**142,814**	**167,787**	**122,560**	**132,306**	**118,278**	**123,592**	**145,459**	**130,288**	**123,788**	**145,163**	**1,809**	**1,603,768**
Monthly Surplus (Deficit)		**(132,712)**	**(91,598)**	**(112,582)**	**(111,564)**	**(71,357)**	**50,078**	**(57,502)**	**(72,389)**	**60,160**	**77,345**	**74,272**	**177,897**	**233,075**	- **23,122**
															1.4%
Cash Flow Adjustments															
Monthly Surplus (Deficit)		(132,712)	(91,598)	(112,582)	(111,564)	(71,357)	50,078	(57,502)	(72,389)	60,160	77,345	74,272	177,897	233,075	23,122
Cash flows from operating activities															
	Depreciation/Amortization	75	75	75	75	75	75	75	75	75	75	75	75	-	900
	Public Funding Receivables	46,798	-	-	15,054	-	-	140,697	-	-	-	-	-	(234,884)	(32,335)
	Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Accounts Payable	80,000	80,000	80,000	80,000	80,000	-		-	(80,000)	(80,000)	(80,000)	(160,000)	1,809	1,809
	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		(5,838)	(11,523)	(32,507)	(16,434)	8,718	50,153	83,269	(72,314)	(19,765)	(2,580)	(5,653)	17,972		
Cash, Beginning of Month		74,020	68,182	56,659	24,152	7,717	16,435	66,588	149,857	77,542	57,777	55,197	49,544		
Cash, End of Month		**68,182**	**56,659**	**24,152**	**7,717**	**16,435**	**66,588**	**149,857**	**77,542**	**57,777**	**55,197**	**49,544**	**67,516**		

FY26-27 Polytechnic Budget

CHARTER IMPACT

Monthly Cash Flow/Forecast FY27-28

Revised 10/8/26

ADA = 213.75

	Jul-27	Aug-27	Sep-27	Oct-27	Nov-27	Dec-27	Jan-28	Feb-28	Mar-28	Apr-28	May-28	Jun-28	Year-End Accruals	Annual Forecast
Revenues														
State Aid - Revenue Limit														
8011 LCFF State Aid	-	58,036	58,036	104,465	104,465	104,465	104,465	104,465	568,755	568,755	568,755	568,755	568,755	3,482,172
8012 Education Protection Account	-	-	-	3,563	-	-	3,563	-	-	24,938	-	-	10,688	42,750
8096 In Lieu of Property Taxes	-	5,647	11,293	7,529	7,529	7,529	7,529	7,529	13,175	6,588	6,588	6,588	6,588	94,109
	-	63,683	69,329	115,556	111,994	111,994	115,556	111,994	581,930	600,280	575,342	575,342	586,030	3,619,031
Federal Revenue														
8181 Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	10,500	10,500
8220 Federal Child Nutrition	-	-	2,575	2,575	5,151	5,151	5,151	5,151	5,151	5,151	5,151	5,151	5,151	51,505
8291 Title II, Part A - Teacher Quality	-	-	869	-	-	869	-	-	869	-	-	-	869	3,474
	-	-	3,444	2,575	5,151	6,019	5,151	5,151	6,019	5,151	5,151	5,151	16,519	65,479
Other State Revenue														
8311 State Special Education	-	14,794	14,794	26,629	26,629	26,629	26,629	26,629	26,629	26,629	26,629	26,629	26,629	295,877
8520 Child Nutrition	-	-	1,717	1,717	3,434	3,434	3,434	3,434	3,434	3,434	3,434	3,434	3,434	34,337
8550 Mandated Cost	-	-	-	-	-	4,451	-	-	-	-	-	-	-	4,451
8560 State Lottery	-	-	-	-	-	-	14,535	-	-	14,535	-	-	29,070	58,140
8599 Other State Revenue	-	-	-	-	17,931	-	-	-	-	6,897	-	-	2,759	27,587
	-	14,794	16,511	28,346	47,994	34,514	44,598	30,063	30,063	51,494	30,063	30,063	61,891	420,392
Other Local Revenue														
8690 Other Local Revenue	250,000	-		200,000	50,000		-	-	-	-	-		-	500,000
	250,000	-	-	200,000	50,000	-	-	-	-	-	-	-	-	500,000
Total Revenue	**250,000**	**78,477**	**89,284**	**346,477**	**215,138**	**152,527**	**165,304**	**147,207**	**618,012**	**656,925**	**610,555**	**610,555**	**664,440**	**4,604,902**
Expenses														
Certificated Salaries														
1100 Teachers' Salaries	-	79,941	79,941	79,941	79,941	79,941	79,941	79,941	79,941	79,941	79,941	79,941	-	879,350
1170 Teachers' Substitute Hours	-	1,876	1,876	1,876	1,876	1,876	1,876	1,876	1,876	1,876	1,876	1,876	-	20,636
1175 Teachers' Extra Duty/Stipends	-	1,876	1,876	1,876	1,876	1,876	1,876	1,876	1,876	1,876	1,876	1,876	-	20,636
1200 Pupil Support Salaries	-	8,182	8,182	8,182	8,182	8,182	8,182	8,182	8,182	8,182	8,182	8,182	-	90,000
1300 Administrators' Salaries	-	12,273	12,273	12,273	12,273	12,273	12,273	12,273	12,273	12,273	12,273	12,273	-	135,000
	-	104,147	104,147	104,147	104,147	104,147	104,147	104,147	104,147	104,147	104,147	104,147	- -	1,145,622
Classified Salaries														
2100 Instructional Salaries	-	13,350	13,350	13,350	13,350	13,350	13,350	13,350	13,350	13,350	13,350	13,350	-	146,848
2200 Support Salaries	-	3,217	3,217	3,217	3,217	3,217	3,217	3,217	3,217	3,217	3,217	3,217	-	35,384
2400 Clerical and Office Staff Salaries	-	8,822	8,822	8,822	8,822	8,822	8,822	8,822	8,822	8,822	8,822	8,822	-	97,046
	-	25,389	25,389	25,389	25,389	25,389	25,389	25,389	25,389	25,389	25,389	25,389	- -	279,278
Benefits														
3301 OASDI	-	8,031	8,031	8,031	8,031	8,031	8,031	8,031	8,031	8,031	8,031	8,031	-	88,344
3311 Medicare	-	1,878	1,878	1,878	1,878	1,878	1,878	1,878	1,878	1,878	1,878	1,878	-	20,661
3401 Health and Welfare	14,617	14,617	14,617	14,617	14,617	14,617	14,617	14,617	14,617	14,617	14,617	14,617	-	175,406
3501 State Unemployment	515	515	515	515	515	515	2,573	2,058	1,029	515	515	515	-	10,290
3601 Workers' Compensation	-	1,814	1,814	1,814	1,814	1,814	1,814	1,814	1,814	1,814	1,814	1,814	-	19,949
	15,132	26,855	26,855	26,855	26,855	26,855	28,913	28,398	27,369	26,855	26,855	26,855	-	314,649

FY26-27 Polytechnic Budget

Monthly Cash Flow/Forecast FY27-28

Revised 10/8/26

CHARTER IMPACT

ADA = 213.75	Jul-27	Aug-27	Sep-27	Oct-27	Nov-27	Dec-27	Jan-28	Feb-28	Mar-28	Apr-28	May-28	Jun-28	Year-End Accruals	Annual Forecast
Books and Supplies														
4100 Textbooks and Core Curricula	9,696	9,696	9,696	9,696	9,696	9,696	9,696	9,696	9,696	9,696	9,696	9,696	-	116,348
4302 School Supplies	6,807	-	1,643	7,661	785	-	-	841	766	766	766	766	-	20,801
4305 Software	16,244	16,244	16,244	16,244	16,244	16,244	16,244	16,244	16,244	16,244	16,244	16,244	16,244	211,177
4310 Office Expense	1,603	1,603	1,603	1,603	1,603	1,603	1,603	1,603	1,603	1,603	1,603	1,603	-	19,230
4400 Noncapitalized Equipment	-	-	9,170	-	4,381	21,879	4,273	4,695	4,273	4,273	58,859	4,273		116,078
4700 Food Services	7,153	7,153	7,153	7,153	7,153	7,153	7,153	7,153	7,153	7,153	7,153	7,153	-	85,842
	41,503	34,696	45,509	42,357	39,862	56,575	38,969	40,233	39,735	39,735	94,321	39,735	16,244	569,476
Subagreement Services														
5102 Special Education	23,040	23,040	23,040	23,040	23,040	23,040	23,040	23,040	23,040	23,040	23,040	23,040	63,120	339,600
5103 Substitute Teacher	2,432	2,432	2,432	2,432	2,432	2,432	2,432	2,432	2,432	2,432	2,432	2,432	2,432	31,617
5105 Security	439	439	439	439	439	439	439	439	439	439	439	439	-	5,262
5106 Other Educational Consultants	-	-	-	20,415	20,415	20,415	20,415	20,415	61,246	61,246	61,246	61,246	61,246	408,307
	25,911	25,911	25,911	46,326	46,326	46,326	46,326	46,326	87,157	87,157	87,157	87,157	126,798	784,786
Operations and Housekeeping														
5201 Auto and Travel	258	258	258	258	258	258	258	258	258	258	258	258	-	3,095
5300 Dues & Memberships	310	310	310	310	310	310	310	310	310	310	310	310	-	3,714
5400 Insurance	2,253	2,253	2,253	2,253	2,253	2,253	2,253	2,253	2,253	2,253	2,253	2,253	4,253	31,289
5501 Utilities	1,248	1,248	1,248	1,248	1,248	1,248	1,248	1,248	1,248	1,248	1,248	1,248	3,248	18,230
5502 Janitorial Services	1,032	1,032	1,032	1,032	1,032	1,032	1,032	1,032	1,032	1,032	1,032	1,032	3,032	15,414
5900 Communications				6,031	6,031	6,031	6,031	6,031	12,405	12,405	12,405	12,405	36,184	115,956
5901 Postage and Shipping	77	77	77	77	77	77	77	77	77	77	77	77	-	929
	5,178	5,178	5,178	11,209	11,209	11,209	11,209	11,209	17,583	17,583	17,583	17,583	46,717	188,627
Facilities, Repairs and Other Leases														
5601 Rent	25,250	25,250	25,250	25,250	25,250	25,250	25,250	25,250	25,250	25,250	25,250	25,250	-	303,000
5603 Equipment Leases	464	464	464	464	464	464	464	464	464	464	464	464	-	5,572
5610 Repairs and Maintenance	7,241	7,241	7,241	7,241	7,241	7,241	7,241	7,241	7,241	7,241	7,241	7,241	-	86,888
	32,955	32,955	32,955	32,955	32,955	32,955	32,955	32,955	32,955	32,955	32,955	32,955	-	395,460
Professional/Consulting Services														
5801 IT	1,857	1,857	1,857	1,857	1,857	1,857	1,857	1,857	1,857	1,857	1,857	1,857	-	22,287
5802 Audit & Taxes	-	-	-	-	-	-	-	-	6,707	6,707	-	-	6,707	20,120
5803 Legal	2,193	2,193	2,193	2,193	2,193	2,193	2,193	2,193	2,193	2,193	2,193	2,193	-	26,311
5804 Professional Development	2,058	2,058	2,058	2,058	2,058	2,058	2,058	2,058	2,058	2,058	2,058	2,058	12,058	36,759
5805 General Consulting	-	1,911	1,911	1,911	1,911	1,911	1,911	1,911	37,911	1,911	37,911	37,911	54,775	183,792
5806 Special Activities/Field Trips	-	-	-	-	-	-	-	794	794	794	-	-	-	2,383
5807 Bank Charges	949	949	949	949	949	949	949	949	949	949	949	949	-	11,391
5808 Printing	258	258	258	258	258	258	258	258	258	258	258	258	-	3,095
5809 Other taxes and fees	258	258	258	258	258	258	258	258	258	258	258	258	-	3,095
5810 Payroll Service Fee	1,094	1,094	1,094	1,094	1,094	1,094	1,094	1,094	1,094	1,094	1,094	1,094	-	13,124
5811 Management Fee	7,675	7,675	7,675	7,675	7,675	7,675	7,675	7,675	7,675	7,675	7,675	7,675	-	92,098
5812 District Oversight Fee	-	637	693	1,156	1,120	1,120	1,156	1,120	5,819	6,003	5,753	5,753	5,860	36,190
5815 Public Relations/Recruitment	344	344	344	344	344	344	344	344	344	344	344	344	-	4,127
	16,686	19,233	19,290	19,752	19,716	19,716	19,752	20,511	67,917	32,100	60,350	60,350	79,400	454,775

FY26-27 Polytechnic Budget

Monthly Cash Flow/Forecast FY27-28

Revised 10/8/26

CHARTER IMPACT

ADA = 213.75	Jul-27	Aug-27	Sep-27	Oct-27	Nov-27	Dec-27	Jan-28	Feb-28	Mar-28	Apr-28	May-28	Jun-28	Year-End Accruals	Annual Forecast
Depreciation														
6900 Depreciation Expense	77	77	77	77	77	77	77	77	77	77	77	77	-	929
	77	77	77	77	77	77	77	77	77	77	77	77	-	929
Interest														
7438 Interest Expense	-	-	14,875	-	-	37,625	-	-	34,625	-	-	11,875	-	99,000
	-	-	14,875	-	-	37,625	-	-	34,625	-	-	11,875	-	99,000
Total Expenses	**137,442**	**274,442**	**300,186**	**309,067**	**306,537**	**360,875**	**307,737**	**309,246**	**436,955**	**365,999**	**448,834**	**406,123**	**269,159**	**4,232,603**
Monthly Surplus (Deficit)	**112,558**	**(195,965)**	**(210,902)**	**37,410**	**(91,398)**	**(208,348)**	**(142,433)**	**(162,039)**	**181,056**	**290,926**	**161,721**	**204,432**	**395,281** -	**372,299**
Cash Flow Adjustments														
Monthly Surplus (Deficit)	112,558	(195,965)	(210,902)	37,410	(91,398)	(208,348)	(142,433)	(162,039)	181,056	290,926	161,721	204,432	395,281	372,299
Cash flows from operating activities														
Depreciation/Amortization	77	77	77	77	77	77	77	77	77	77	77	77	-	929
Public Funding Receivables	191,833	-	8,021	-	-	15,443	19,588	-	-	-	-	-	(664,440)	(429,556)
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable	(1,809)	50,000	50,000		50,000		50,000	50,000	(100,000)	(100,000)		(50,000)	269,159	267,350
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	-	-	-	-	-	568,755	-		568755	-	-	-	-	1,137,510
Payments on Factoring	-	-	-	-	-	-	-	-	(568,755)	-	-	(568,755)	-	(1,137,510)
Proceeds(Payments) on Debt	-	-	-	-	-	(120,000)	-	-	-	-	-	(125,000)	-	(245,000)
Total Change in Cash	302,659	(145,888)	(152,804)	37,487	(41,321)	255,927	(72,768)	(111,961)	81,134	191,003	161,799	(539,246)		
Cash, Beginning of Month	67,516	370,175	224,287	71,484	108,971	67,650	323,577	250,809	138,848	219,982	410,985	572,784		
Cash, End of Month	**370,175**	**224,287**	**71,484**	**108,971**	**67,650**	**323,577**	**250,809**	**138,848**	**219,982**	**410,985**	**572,784**	**33,538**		

FY26-27 Polytechnic Budget

Monthly Cash Flow/Forecast FY28-29

Revised 10/8/26

ADA = 299.25

	Jul-28	Aug-28	Sep-28	Oct-28	Nov-28	Dec-28	Jan-29	Feb-29	Mar-29	Apr-29	May-29	Jun-29	Year-End Accruals	Annual Forecast
Revenues														
State Aid - Revenue Limit														
8011 LCFF State Aid	-	180,183	180,183	324,330	324,330	324,330	324,330	324,330	612,623	612,623	612,623	612,623	612,623	5,045,132
8012 Education Protection Account	-	-	-	3,563	-	-	3,563	-	-	24,938	-	-	27,788	59,850
8096 In Lieu of Property Taxes	-	7,905	15,810	10,540	10,540	10,540	10,540	10,540	18,445	9,223	9,223	9,223	9,223	131,753
	-	188,088	195,994	338,433	334,870	334,870	338,433	334,870	631,069	646,783	621,846	621,846	649,633	5,236,735
Federal Revenue														
8181 Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	14,700	14,700
8220 Federal Child Nutrition	-	-	2,964	2,964	5,928	5,928	5,928	5,928	5,928	5,928	5,928	5,928	5,928	59,278
8291 Title II, Part A - Teacher Quality	-	-	1,216	-	-	1,216	-	-	1,216	-	-	-	1,216	4,864
	-	-	4,180	2,964	5,928	7,144	5,928	5,928	7,144	5,928	5,928	5,928	21,844	78,841
Other State Revenue														
8311 State Special Education	-	21,351	21,351	38,432	38,432	38,432	38,432	38,432	38,432	38,432	38,432	38,432	38,432	427,027
8520 Child Nutrition	-	-	1,976	1,976	3,952	3,952	3,952	3,952	3,952	3,952	3,952	3,952	3,952	39,518
8550 Mandated Cost	-	-	-	-	-	4,451	-	-	-	-	-	-	9,315	13,767
8560 State Lottery	-	-	-	-	-	-	20,349	-	-	20,349	-	-	40,698	81,396
8599 Other State Revenue	-	-	-	-	32,188	-	-	-	-	12,380	-	-	4,952	49,521
	-	21,351	23,327	40,408	74,573	46,836	62,733	42,384	42,384	75,113	42,384	42,384	97,350	611,229
Other Local Revenue														
8690 Other Local Revenue	125,000	25,000	50,000	-		-	-		-	-	-	-		200,000
	125,000	25,000	50,000	-	-	-	-	-	-	-	-	-	-	200,000
Total Revenue	**125,000**	**234,440**	**273,501**	**381,805**	**415,371**	**388,850**	**407,094**	**383,182**	**680,597**	**727,825**	**670,158**	**670,158**	**768,827**	**6,126,806**
Expenses														
Certificated Salaries														
1100 Teachers' Salaries	-	111,434	111,434	111,434	111,434	111,434	111,434	111,434	111,434	111,434	111,434	111,434	-	1,225,770
1170 Teachers' Substitute Hours	-	2,382	2,382	2,382	2,382	2,382	2,382	2,382	2,382	2,382	2,382	2,382	-	26,206
1175 Teachers' Extra Duty/Stipends	-	2,382	2,382	2,382	2,382	2,382	2,382	2,382	2,382	2,382	2,382	2,382	-	26,206
1200 Pupil Support Salaries	-	12,629	12,629	12,629	12,629	12,629	12,629	12,629	12,629	12,629	12,629	12,629	-	138,915
1300 Administrators' Salaries	-	22,611	22,611	22,611	22,611	22,611	22,611	22,611	22,611	22,611	22,611	22,611	-	248,726
	-	151,438	151,438	151,438	151,438	151,438	151,438	151,438	151,438	151,438	151,438	151,438	-	- 1,665,823
Classified Salaries														
2100 Instructional Salaries	-	18,316	18,316	18,316	18,316	18,316	18,316	18,316	18,316	18,316	18,316	18,316	-	201,476
2200 Support Salaries	-	3,306	3,306	3,306	3,306	3,306	3,306	3,306	3,306	3,306	3,306	3,306	-	36,361
2400 Clerical and Office Staff Salaries	-	14,983	14,983	14,983	14,983	14,983	14,983	14,983	14,983	14,983	14,983	14,983	-	164,811
	-	36,604	36,604	36,604	36,604	36,604	36,604	36,604	36,604	36,604	36,604	36,604	-	- 402,648
Benefits														
3301 OASDI	-	11,659	11,659	11,659	11,659	11,659	11,659	11,659	11,659	11,659	11,659	11,659	-	128,245
3311 Medicare	-	2,727	2,727	2,727	2,727	2,727	2,727	2,727	2,727	2,727	2,727	2,727	-	29,993
3401 Health and Welfare	21,029	21,029	21,029	21,029	21,029	21,029	21,029	21,029	21,029	21,029	21,029	21,029	-	252,346
3501 State Unemployment	711	711	711	711	711	711	3,553	2,842	1,421	711	711	711	-	14,210
3601 Workers' Compensation	-	2,633	2,633	2,633	2,633	2,633	2,633	2,633	2,633	2,633	2,633	2,633	-	28,959
	21,739	38,757	38,757	38,757	38,757	38,757	41,599	40,889	39,468	38,757	38,757	38,757	-	453,753

FY26-27 Polytechnic Budget

Monthly Cash Flow/Forecast FY28-29

Revised 10/8/26

ADA = 299.25

	Jul-28	Aug-28	Sep-28	Oct-28	Nov-28	Dec-28	Jan-29	Feb-29	Mar-29	Apr-29	May-29	Jun-29	Year-End Accruals	Annual Forecast
Books and Supplies														
4100 Textbooks and Core Curricula	14,708	14,708	14,708	14,708	14,708	14,708	14,708	14,708	14,708	14,708	39,708	39,708		226,493
4302 School Supplies	12,241	-	2,955	-	1,412	-	13,777	1,513	1,377	1,377	1,377	1,377	-	37,407
4305 Software	23,522	23,522	23,522	23,522	23,522	23,522	23,522	23,522	23,522	23,522	23,522	23,522	44,572	326,831
4310 Office Expense	2,305	2,305	2,305	2,305	2,305	2,305	2,305	2,305	2,305	2,305	2,305	2,305	-	27,665
4400 Noncapitalized Equipment	-	-	-	-	6,933	34,624	6,762	7,431	6,763	6,763	93,145	6,763	14,511	183,693
4700 Food Services	8,233	8,233	8,233	8,233	8,233	8,233	8,233	8,233	8,233	8,233	8,233	8,233	-	98,796
	61,009	48,768	51,723	48,768	57,113	83,391	69,307	57,712	56,908	56,908	168,290	81,908	59,083	900,886
Subagreement Services														
5102 Special Education	-	33,362	33,362	33,362	33,362	33,362	33,362	33,362	33,362	33,362	66,724	66,724	66,724	500,425
5103 Substitute Teacher	3,522	3,522	3,522	3,522	3,522	3,522	3,522	3,522	3,522	3,522	3,522	3,522	-	42,259
5105 Security	631	631	631	631	631	631	631	631	631	631	631	631	-	7,570
5106 Other Educational Consultants		-	-	-	23,649	23,649	23,649	32,483	32,483	80,455	80,455	80,455	80,455	457,733
	4,152	37,514	37,514	37,514	61,163	61,163	61,163	69,997	69,997	117,969	151,331	151,331	147,179	1,007,988
Operations and Housekeeping														
5201 Auto and Travel	371	371	371	371	371	371	371	371	371	371	371	371	-	4,453
5300 Dues & Memberships	445	445	445	445	445	445	445	445	445	445	445	445	-	5,344
5400 Insurance	2,593	2,593	2,593	2,593	2,593	2,593	2,593	2,593	2,593	2,593	2,593	2,593	4,895	36,011
5501 Utilities	1,437	1,437	1,437	1,437	1,437	1,437	1,437	1,437	1,437	1,437	1,437	1,437	3,738	20,981
5502 Janitorial Services	1,188	1,188	1,188	1,188	1,188	1,188	1,188	1,188	1,188	1,188	1,188	1,188	3,490	17,740
5900 Communications	-	-	-	-	9,557	9,557	9,557	9,557	30,375	30,375	30,375	30,375	30,375	190,105
5901 Postage and Shipping	111	111	111	111	111	111	111	111	111	111	111	111	-	1,336
	6,145	6,145	6,145	6,145	15,703	15,703	15,703	15,703	36,520	36,520	36,520	36,520	42,498	275,970
Facilities, Repairs and Other Leases														
5601 Rent	25,503	25,503	25,503	25,503	25,503	25,503	25,503	25,503	25,503	25,503	25,503	25,503	-	306,030
5603 Equipment Leases	668	668	668	668	668	668	668	668	668	668	668	668	-	8,016
5610 Repairs and Maintenance	8,073	8,073	8,073	8,073	8,073	8,073	8,073	8,073	8,073	8,073	8,073	8,073	-	96,875
	34,243	34,243	34,243	34,243	34,243	34,243	34,243	34,243	34,243	34,243	34,243	34,243	-	410,921
Professional/Consulting Services														
5801 IT	2,672	2,672	2,672	2,672	2,672	2,672	2,672	2,672	2,672	2,672	2,672	2,672	-	32,063
5802 Audit & Taxes	-	-	-	-	-	-	-	-	6,892	6,892	-	-	6,892	20,675
5803 Legal	2,253	2,253	2,253	2,253	2,253	2,253	2,253	2,253	2,253	2,253	2,253	2,253	-	27,037
5804 Professional Development	2,448	2,448	2,448	2,448	2,448	2,448	2,448	2,448	2,448	2,448	2,448	2,448	10,929	40,305
5805 General Consulting	-	-	-	-	12,324	12,324	12,324	12,324	32,099	32,099	32,099	324	52,099	198,016
5806 Special Activities/Field Trips	-	-	-	-	-	-	-	1,143	1,143	1,143	-	-	-	3,429
5807 Bank Charges	1,093	1,093	1,093	1,093	1,093	1,093	1,093	1,093	1,093	1,093	1,093	1,093	-	13,110
5808 Printing	371	371	371	371	371	371	371	371	371	371	371	371	-	4,453
5809 Other taxes and fees	371	371	371	371	371	371	371	371	371	371	371	371	-	4,453
5810 Payroll Service Fee	1,259	1,259	1,259	1,259	1,259	1,259	1,259	1,259	1,259	1,259	1,259	1,259	-	15,105
5811 Management Fee	10,211	10,211	10,211	10,211	10,211	10,211	10,211	10,211	10,211	10,211	10,211	10,211	-	122,536
5812 District Oversight Fee	-	1,881	1,960	3,384	3,349	3,349	3,384	3,349	6,311	6,468	6,218	6,218	6,496	52,367
5815 Public Relations/Recruitment	353	353	353	353	353	353	353	353	353	353	353	353	-	4,241
	21,031	22,912	22,991	24,416	36,704	36,704	36,740	37,847	67,475	67,633	59,348	27,574	76,416	537,791

FY26-27 Polytechnic Budget

Monthly Cash Flow/Forecast FY28-29

Revised 10/8/26

ADA = 299.25

	Jul-28	Aug-28	Sep-28	Oct-28	Nov-28	Dec-28	Jan-29	Feb-29	Mar-29	Apr-29	May-29	Jun-29	Year-End Accruals	Annual Forecast
Depreciation														
6900 Depreciation Expense	80	80	80	80	80	80	80	80	80	80	80	80	-	954
	80	80	80	80	80	80	80	80	80	80	80	80	-	954
Interest														
7438 Interest Expense	-	-	8,750	-	-	33,255	-	-	29,255	-	-	4,750	-	76,010
	-	-	8,750	-	-	33,255	-	-	29,255	-	-	4,750	-	76,010
Total Expenses	**148,400**	**376,462**	**388,246**	**377,965**	**431,805**	**491,339**	**446,877**	**444,513**	**521,989**	**540,152**	**676,612**	**563,206**	**325,176**	**5,732,743**
Monthly Surplus (Deficit)	**(23,400)**	**(142,022)**	**(114,745)**	**3,839**	**(16,434)**	**(102,489)**	**(39,783)**	**(61,330)**	**158,608**	**187,672**	**(6,454)**	**106,952**	**443,651** -	**394,063**
Cash Flow Adjustments														
Monthly Surplus (Deficit)	(23,400)	(142,022)	(114,745)	3,839	(16,434)	(102,489)	(39,783)	(61,330)	158,608	187,672	(6,454)	106,952	443,651	394,063
Cash flows from operating activities														
Depreciation/Amortization	80	80	80	80	80	80	80	80	80	80	80	80	-	954
Public Funding Receivables	594,614	-	29,070	-	-	-	40,756	-	-	-	-	-	(768,827)	(104,387)
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable	(269,159)								-	-			325,176	56,017
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	-	-	-	-	-	612,623	-	-	612,623	-	-	-	-	1,225,246
Payments on Factoring	-	-	-	-	-	-	-	-	(612,623)	-	-	(612,623)	-	(1,225,246)
Proceeds(Payments) on Debt	-	-	-	-	-	(160,000)	-	-	-	-	-	(190,000)	-	(350,000)
Total Change in Cash	302,134	(141,943)	(85,596)	3,919	(16,355)	350,213	1,052	(61,251)	158,688	187,752	(6,375)	(695,592)		
Cash, Beginning of Month	33,538	335,672	193,730	108,134	112,053	95,698	445,912	446,964	385,713	544,401	732,152	725,778		
Cash, End of Month	**335,672**	**193,730**	**108,134**	**112,053**	**95,698**	**445,912**	**446,964**	**385,713**	**544,401**	**732,152**	**725,778**	**30,186**		

FY26-27 Polytechnic Budget

Monthly Cash Flow/Forecast FY29-30

Revised 10/8/26

CHARTER IMPACT

ADA = 380.00	Jul-29	Aug-29	Sep-29	Oct-29	Nov-29	Dec-29	Jan-30	Feb-30	Mar-30	Apr-30	May-30	Jun-30	Year-End Accruals	Annual Forecast
Revenues														
State Aid - Revenue Limit														
8011 LCFF State Aid	-	260,393	260,393	468,708	468,708	468,708	468,708	468,708	749,768	749,768	749,768	749,768	749,768	6,613,165
8012 Education Protection Account	-	-	-	3,563	-	-	3,563	-	-	24,938	-	-	43,938	76,000
8096 In Lieu of Property Taxes	-	10,038	20,077	13,384	13,384	13,384	13,384	13,384	23,423	11,711	11,711	11,711	11,711	167,305
	-	270,432	280,470	485,655	482,092	482,092	485,655	482,092	773,190	786,416	761,479	761,479	805,416	6,856,470
Federal Revenue														
8181 Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	13,333	13,333
8220 Federal Child Nutrition	-	-	3,376	3,376	6,751	6,751	6,751	6,751	6,751	6,751	6,751	6,751	6,751	67,511
8291 Title II, Part A - Teacher Quality	-	-	1,544	-	-	1,544	-	-	1,544	-	-	-	1,544	6,176
	-	-	4,920	3,376	6,751	8,295	6,751	6,751	8,295	6,751	6,751	6,751	21,628	87,020
Other State Revenue														
8311 State Special Education	-	27,956	27,956	50,321	50,321	50,321	50,321	50,321	50,321	50,321	50,321	50,321	50,321	559,121
8520 Child Nutrition	-	-	2,250	2,250	4,501	4,501	4,501	4,501	4,501	4,501	4,501	4,501	4,501	45,007
8550 Mandated Cost	-	-	-	-	-	4,451	-	-	-	-	-	-	15,422	19,873
8560 State Lottery	-	-	-	-	-	-	25,840	-	-	25,840	-	-	51,680	103,360
8599 Other State Revenue	-	-	-	-	43,808	-	-	-	-	16,849	-	-	6,740	67,397
	-	27,956	30,206	52,571	98,630	59,273	80,662	54,822	54,822	97,511	54,822	54,822	128,663	794,759
Other Local Revenue														
8690 Other Local Revenue	100,000	25,000	25,000	-	-	-	-	-	-	-	-	-	-	150,000
	100,000	25,000	25,000	-	-	-	-	-	-	-	-	-	-	150,000
Total Revenue	**100,000**	**323,388**	**340,596**	**541,602**	**587,473**	**549,661**	**573,068**	**543,665**	**836,307**	**890,678**	**823,052**	**823,052**	**955,708**	**7,888,249**
Expenses														
Certificated Salaries														
1100 Teachers' Salaries	-	153,079	153,079	153,079	153,079	153,079	153,079	153,079	153,079	153,079	153,079	153,079	-	1,683,873
1170 Teachers' Substitute Hours	-	2,794	2,794	2,794	2,794	2,794	2,794	2,794	2,794	2,794	2,794	2,794	-	30,736
1175 Teachers' Extra Duty/Stipends	-	2,794	2,794	2,794	2,794	2,794	2,794	2,794	2,794	2,794	2,794	2,794	-	30,736
1200 Pupil Support Salaries	-	17,327	17,327	17,327	17,327	17,327	17,327	17,327	17,327	17,327	17,327	17,327	-	190,592
1300 Administrators' Salaries	-	33,836	33,836	33,836	33,836	33,836	33,836	33,836	33,836	33,836	33,836	33,836	-	372,194
	-	209,830	209,830	209,830	209,830	209,830	209,830	209,830	209,830	209,830	209,830	209,830	-	2,308,131
Classified Salaries														
2100 Instructional Salaries	-	29,362	29,362	29,362	29,362	29,362	29,362	29,362	29,362	29,362	29,362	29,362	-	322,980
2200 Support Salaries	-	3,388	3,388	3,388	3,388	3,388	3,388	3,388	3,388	3,388	3,388	3,388	-	37,270
2400 Clerical and Office Staff Salaries	-	21,340	21,340	21,340	21,340	21,340	21,340	21,340	21,340	21,340	21,340	21,340	-	234,736
	-	54,090	54,090	54,090	54,090	54,090	54,090	54,090	54,090	54,090	54,090	54,090	-	594,985
Benefits														
3301 OASDI	-	16,363	16,363	16,363	16,363	16,363	16,363	16,363	16,363	16,363	16,363	16,363	-	179,993
3311 Medicare	-	3,827	3,827	3,827	3,827	3,827	3,827	3,827	3,827	3,827	3,827	3,827	-	42,095
3401 Health and Welfare	27,713	27,713	27,713	27,713	27,713	27,713	27,713	27,713	27,713	27,713	27,713	27,713	-	332,556
3501 State Unemployment	931	931	931	931	931	931	4,655	3,724	1,862	931	931	931	-	18,620
3601 Workers' Compensation	-	3,695	3,695	3,695	3,695	3,695	3,695	3,695	3,695	3,695	3,695	3,695	-	40,644
	28,644	52,529	52,529	52,529	52,529	52,529	56,253	55,322	53,460	52,529	52,529	52,529	-	613,908

FY26-27 Polytechnic Budget

Monthly Cash Flow/Forecast FY29-30

Revised 10/8/26

CHARTER IMPACT

ADA = 380.00	Jul-29	Aug-29	Sep-29	Oct-29	Nov-29	Dec-29	Jan-30	Feb-30	Mar-30	Apr-30	May-30	Jun-30	Year-End Accruals	Annual Forecast
Books and Supplies														
4100 Textbooks and Core Curricula	19,143	19,143	19,143	19,143	19,143	19,143	19,143	19,143	19,143	19,143	51,683	51,683	-	294,800
4302 School Supplies	15,933	-	3,846	-	1,838	-	17,932	1,969	1,792	1,792	1,792	1,792	-	48,688
4305 Software	30,615	30,615	30,615	30,615	30,615	30,615	30,615	30,615	30,615	30,615	30,615	30,615	58,014	425,399
4310 Office Expense	3,001	3,001	3,001	3,001	3,001	3,001	3,001	3,001	3,001	3,001	3,001	3,001	-	36,009
4400 Noncapitalized Equipment	-	-	-	-	9,024	45,066	8,801	9,672	8,802	8,802	121,236	8,802	18,888	239,093
4700 Food Services	9,376	9,376	9,376	9,376	9,376	9,376	9,376	9,376	9,376	9,376	9,376	9,376	-	112,518
	78,069	62,136	65,982	62,136	72,998	107,202	88,869	73,777	72,731	72,731	217,704	105,271	76,902	1,156,507
Subagreement Services														
5102 Special Education	-	43,423	43,423	43,423	43,423	43,423	43,423	43,423	43,423	43,423	86,847	86,847	86,847	651,347
5103 Substitute Teacher	4,584	4,584	4,584	4,584	4,584	4,584	4,584	4,584	4,584	4,584	4,584	4,584	-	55,004
5105 Security	821	821	821	821	821	821	821	821	821	821	821	821	-	9,854
5106 Other Educational Consultants	-	-		38,655	38,665	38,665	38,665	38,665	83,241	83,241	83,241	83,241	-	526,280
5107 Instructional Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	5,405	48,828	48,828	87,483	87,493	87,493	87,493	87,493	132,069	132,069	175,492	175,493	86,847	1,242,484
Operations and Housekeeping														
5201 Auto and Travel	483	483	483	483	483	483	483	483	483	483	483	483	-	5,796
5300 Dues & Memberships	580	580	580	580	580	580	580	580	580	580	580	580	-	6,955
5400 Insurance	3,038	3,038	3,038	3,038	3,038	3,038	3,038	3,038	3,038	3,038	3,038	3,038	5,734	42,184
5501 Utilities	1,683	1,683	1,683	1,683	1,683	1,683	1,683	1,683	1,683	1,683	1,683	1,683	4,379	24,578
5502 Janitorial Services	1,391	1,391	1,391	1,391	1,391	1,391	1,391	1,391	1,391	1,391	1,391	1,391	4,088	20,781
5900 Communications	-	-	11,771	11,771	11,771	11,771	11,771	32,139	32,139	32,139	32,139	50,784	-	238,194
5901 Postage and Shipping	145	145	145	145	145	145	145	145	145	145	145	145	-	1,739
	7,319	7,319	19,090	19,090	19,090	19,090	19,090	39,458	39,458	39,458	39,458	58,103	14,201	340,227
Facilities, Repairs and Other Leases														
5601 Rent	25,758	25,758	25,758	25,758	25,758	25,758	25,758	25,758	25,758	25,758	25,758	25,758	-	309,090
5603 Equipment Leases	869	869	869	869	869	869	869	869	869	869	869	869	-	10,433
5610 Repairs and Maintenance	8,406	8,406	8,406	8,406	8,406	8,406	8,406	8,406	8,406	8,406	8,406	8,406	-	100,873
	35,033	35,033	35,033	35,033	35,033	35,033	35,033	35,033	35,033	35,033	35,033	35,033	-	420,397
Professional/Consulting Services														
5801 IT	3,478	3,478	3,478	3,478	3,478	3,478	3,478	3,478	3,478	3,478	3,478	3,478	-	41,733
5802 Audit & Taxes	-	-	-	-	-	-	-	-	7,064	7,064	-	-	7,064	21,192
5803 Legal	2,309	2,309	2,309	2,309	2,309	2,309	2,309	2,309	2,309	2,309	2,309	2,309	-	27,713
5804 Professional Development	3,186	3,186	3,186	3,186	3,186	3,186	3,186	3,186	3,186	3,186	3,186	3,186	14,225	52,460
5805 General Consulting	2,732	2,732	2,732	2,732	2,732	22,732	22,732	22,732	22,732	22,732	22,732	22,732	46,291	219,075
5806 Special Activities/Field Trips	-	-	-	-	-	-	-	1,488	1,488	1,488	-	-		4,463
5807 Bank Charges	1,138	1,138	1,138	1,138	1,138	1,138	1,138	1,138	1,138	1,138	1,138	1,138	-	13,651
5808 Printing	483	483	483	483	483	483	483	483	483	483	483	483	-	5,796
5809 Other taxes and fees	483	483	483	483	483	483	483	483	483	483	483	483	-	5,796
5810 Payroll Service Fee	1,311	1,311	1,311	1,311	1,311	1,311	1,311	1,311	1,311	1,311	1,311	1,311	-	15,729
5811 Management Fee	13,147	13,147	13,147	13,147	13,147	13,147	13,147	13,147	13,147	13,147	13,147	13,147	-	157,765
5812 District Oversight Fee	-	2,704	2,805	4,857	4,821	4,821	4,857	4,821	7,732	7,864	7,615	7,615	8,054	68,565
5815 Public Relations/Recruitment	362	362	362	362	362	362	362	362	362	362	362	362	-	4,347
	28,629	31,333	31,434	33,486	33,450	53,450	53,486	54,938	64,913	65,045	56,244	56,244	75,635	638,285

FY26-27 Polytechnic Budget

Monthly Cash Flow/Forecast FY29-30

Revised 10/8/26

CHARTER IMPACT

ADA = 380.00	Jul-29	Aug-29	Sep-29	Oct-29	Nov-29	Dec-29	Jan-30	Feb-30	Mar-30	Apr-30	May-30	Jun-30	Year-End Accruals	Annual Forecast
Depreciation														
6900 Depreciation Expense	82	82	82	82	82	82	82	82	82	82	82	82	-	978
	82	82	82	82	82	82	82	82	82	82	82	82	-	978
Interest														
7438 Interest Expense	-	-	18,748	-	-	29,991	-	-	29,991	-	-	-	-	78,730
	-	-	18,748	-	-	29,991	-	-	29,991	-	-	-	-	78,730
Total Expenses	**183,181**	**501,179**	**535,645**	**553,758**	**564,594**	**648,789**	**604,225**	**610,022**	**691,655**	**660,865**	**840,462**	**746,674**	**253,584**	**7,394,633**
Monthly Surplus (Deficit)	**(83,181)**	**(177,792)**	**(195,049)**	**(12,156)**	**22,880**	**(99,128)**	**(31,158)**	**(66,357)**	**144,652**	**229,813**	**(17,410)**	**76,378**	**702,123** -	**493,616**
Cash Flow Adjustments														
Monthly Surplus (Deficit)	(83,181)	(177,792)	(195,049)	(12,156)	22,880	(99,128)	(31,158)	(66,357)	144,652	229,813	(17,410)	76,378	702,123	493,616
Cash flows from operating activities														
Depreciation/Amortization	82	82	82	82	82	82	82	82	82	82	82	82	-	978
Public Funding Receivables	659,513	-	40,698	-	-	-	68,616	-	-	-	-	-	(955,708)	(186,881)
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable	(325,176)	-	-	-	-	-	-	-	-	-	-	-	253,584	(71,592)
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	-	-	468,708	-	-	749,768	-	-	749,768	-	-	-	-	1,968,243
Payments on Factoring	-	-	-	-	-	(468,708)	-	-	(749,768)	-	-	(749,768)	-	(1,968,243)
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Change in Cash	251,238	(177,710)	314,438	(12,074)	22,961	182,013	37,540	(66,275)	144,734	229,895	(17,328)	(673,308)		
Cash, Beginning of Month	30,186	281,423	103,713	418,151	406,077	429,038	611,051	648,591	582,316	727,049	956,944	939,616		
Cash, End of Month	**281,423**	**103,713**	**418,151**	**406,077**	**429,038**	**611,051**	**648,591**	**582,316**	**727,049**	**956,944**	**939,616**	**266,307**		

SAN BENITO COUNTY POLYTECHNIC ACADEMY

DRAFT

CHARTER PETITION FOR A FIVE-YEAR TERM
JULY 1, 2024 - JUNE 30, 2029

SUBMITTED TO THE SAN BENITO COUNTY BOARD OF EDUCATION
June 2023

Material Revision Submitted to the San Benito County Board of Education

October 2026

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San Benito County Polytechnic Academy

Krystal Lomanto, Superintendent

San Benito County Office of Education
460 Fifth Street

Hollister, California 95023

Re: San Benito County Polytechnic Academy Charter Petition to the San Benito County Board of Education

Dear Superintendent Lomanto:

The San Benito County Polytechnic Academy respectfully submits its Material Revision to its approved charter to the San Benito County Board of Education. The purpose of the Material Revision is to expand the capacity of the Independent Study program beyond twenty percent of the enrolled student body to better serve the families of San Benito County. By adding a Nonclassroom-Based (independent study) program, Polytechnic will be able to serve students beyond San Benito County in the adjacent counties of Santa Clara, Santa Cruz, Monterey, Fresno, and Merced. These counties have high demand and low supply of independent study and hybrid programs, especially serving rural populations and students with special interests and educational needs. Our program will rely on technology and remote educators to provide the majority of educational services to students, while creating opportunities for them to meet in person for individualized, required special education services, special projects, labs, field trips, internships, and sports. This Material Revision does not request an increase in enrollment, only increased flexibility in the format of our instructional services, so we can expand the number of students served beyond our school site and beyond San Benito County. Our curriculum combines University of California-accredited "a-g" and CTE-certified courses, as well as in-person learning part-time as needed to ensure program quality and student success.

We look forward to working with you and the San Benito County Board of Education during the consideration of the Material Revision. Please feel free to contact me at arielhurtado@hotmail.com or 831-417-2566 if you have any questions.

Sincerely,

Dr. Ariel Hurtado, MD

Parent & Lead Petitioner
President, Polytechnic Academy

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CERTIFICATION OF COMPLETE CHARTER PETITION

Education Code Section 47605.6(b)

A charter petition is deemed received by the county board of education when the petitioner submits a petition to the county office of education, along with a signed certification that the petitioner deems the petition to be complete. The following certification is submitted in compliance with Education Code Section 47605.6(b).

No later than 60 days after receiving a petition, the county board of education shall hold a public hearing on the provisions of the charter, at which time the county board of education shall consider the level of support for the petition by teachers, parents and guardians, and the school districts where the charter school petitioner proposes to place school facilities. Following review of the petition and the public hearing, the county board of education shall either grant or deny the charter within 90 days of receipt of the petition, provided, however, that the date may be extended by an additional 30 days if both parties agree to the extension.

- Date of submission:
- Deadline for public hearing:
- Deadline for granting or denying the charter petition:

Certification

By signing below, I certify as follows:

1. That I am the authorized representative of San Benito County Polytechnic Academy, and that I am competent and qualified to certify to the facts herein;
2. That, as the authorized representative, I have personal knowledge of the facts forming the basis of this certification;
3. That I make this certification for purposes of Education Code Section 47605.6(b) only; and
4. That I deem the charter petition to be complete.

Name: Dr. Ariel Hurtado, MD, Lead Petitioner
Signature:

Date:

School Name: San Benito County Polytechnic Academy

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Affirmations and Declaration

As the authorized lead petitioner, I, Dr. Ariel Hurtado, hereby certify that the information submitted in this petition for a California public countywide benefit charter school to be named San Benito County Polytechnic Academy ("San Benito County Charter," "Polytechnic Academy," or the "Charter School"), operated by Polytechnic Academy, submitted to the San Benito County Board of Education ("SBCBOE" or the "County Board"), with oversight by the San Benito County Office of Education ("SBCOE") (collectively referred to herein as the "County") and to be located at one or more sites throughout San Benito County, is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter, the Charter School shall follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605.6(d)(1)]
- Polytechnic Academy declares that it shall be deemed the exclusive public school employer of the employees of the San Benito County Charter for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605.6(b)(6)]
- The Charter School shall be non-sectarian in its programs, admission policies, employment practices, and all other operations. [Ref. Education Code Section 47605.6(e)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605.6(e)(1)]
- The Charter School shall admit all students who wish to attend the Charter School unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605.6(e)(2) and Education Code Section 51747.3, admission to the Charter School shall not be determined according to the place of residence of the student or of that student's parent or legal guardian within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605.6(e)(2)(B)(i)-

  (iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605.6(e)(2)(C). [Ref. Education Code Section 47605.6(e)(2)(A)-(C)]

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

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- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973 ("Section 504"), Title II of the Americans with Disabilities Act of 1990 ("ADA"), and the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA").
- The Charter School shall meet all requirements for employment set forth in the applicable provisions of law, including, but not limited to, credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- The Charter School shall ensure that teachers in the Charter School hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment. The Charter School may use local assignment options authorized by statute and regulations for the purpose of legally assigning certificated teachers in the same manner as a governing board of a school district. [Ref. Education Code Sections 47605.6(l) and 47605.4(a)]
- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the school within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605.6(e)(3)]
- The Charter School may encourage parental involvement but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605.6(n)]
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
- The Charter School shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs. [Ref. Education Code Section 47605.6(d)(2)]
- The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605.6(a)(1) and 47605.1]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b)

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and 47610]

- The Charter School shall comply with all applicable portions of the Elementary and Secondary Schools Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA").
- The Charter School shall comply with the California Public Records Act, Government Code Section 7920.000, et seq. ("CPRA").
- The Charter School shall comply with the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g, 34 CFR Part 99 ("FERPA").
- The Charter School shall comply with the Ralph M. Brown Act, Government Code Section 54950, et seq. ("Brown Act").
- The Charter School shall comply with Government Code Section 1090, et seq., as set forth in Education Code Section 47604.1 ("Section 1090").
- The Charter School shall comply with the Political Reform Act, Government Code Section 81000, et seq. ("PRA").
- The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]
- The Charter School shall comply with Education Code Section 51744, *et seq*. related to independent study, as applicable.
- The Charter School shall comply with the financial audit requirements of Education Code Section 41020, as mandated by AB 126 (2026). [Ref. Education Code Section 47605.6(m)]

[SIGNATURE LINE] [DATE]

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Introduction

San Benito County Polytechnic Academy is being founded, and will continue to operate, in accordance with the Charter Schools Act of 1992, and consistent with the intent of the California Legislature in enacting the Charter Schools Act "to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:

a) Improve pupil learning.
b) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.
c) Encourage the use of different and innovative teaching methods.
d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.
e) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.
f) Hold the schools established under this part accountable for meeting measurable pupil outcomes and provide the schools with a method to change from rule-based to performance-based accountability systems.
g) Provide vigorous competition within the public school system to stimulate continual improvements in all public schools." (Education Code Section 47601.)

Petitioner, San Benito County Polytechnic Academy, operated by Polytechnic Academy, a California nonprofit public benefit corporation, respectfully submits this charter petition for the creation and operation of San Benito County Polytechnic Academy. The Charter School proposes the establishment of a classroom-based, countywide benefit charter school authorized by the San Benito County Board of Education. The Charter School now seeks approval to operate as a non-classroom-based charter school. The Charter School will serve approximately 500 high school students between the ages of 13 and 22 years old. The Charter School is currently in the process of identifying a school location (or locations) within Hollister, CA.

The Charter School will create a comprehensive, learner-centered community that emphasizes academic acceleration within several career concentrations, maintains safe, positive relationships with peers and adults, encourages leadership, and provides individualized attention to each student. Students will graduate with a high school diploma, ready for college, having completed some career-related college-level courses, the University of California "a-g" required courses, and prepared with workforce certificates for entry-level positions in high-demand career sectors: Agriculture Science and Technology, Construction Trades and Community Development, and Healthcare Sciences.

The Charter School will be structured as a countywide benefit charter to address the needs of students throughout the county and adjacent counties who have become disconnected from or are at risk of becoming disconnected from school as a result of life risk factors that impact San

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Benito County young people. Some of the unique characteristics of the school program requiring it to be a Countywide charter public school that explicitly addresses the needs of low-income, high-need students at-risk of dropping out/dropped out, or being disconnected from the traditional school setting include:

- Culture of Excellence and Support:
    - High expectations and early opportunities to excel by taking college courses.
    - A trauma-informed school culture with a focus on mental health.
    - A place where students' heritage, life experience, and strengths are recognized, valued, and respected.
    - Low student-to-counselor ratio.
    - Access to community support programs to meet basic needs.
    - Wrap-around structured life and executive function coaching.
    - One-to-one technology.
    - Ongoing counseling support throughout their post-secondary experience.
- Academic Acceleration:
    - An individualized academic acceleration program that builds or rebuilds grades K-8th grade level skills that students have missed prior to reaching high school.
    - A process by which students demonstrate subject matter mastery at grade level prior to moving on to more advanced coursework.
    - A year-round calendar to facilitate continuous learning and academic acceleration.
    - Intensive focus addressing English language development.
    - Intentional support for both diagnosed and undiagnosed special education concerns.
    - Courses of study aligned to high-demand industries, including Agriculture Science and Technology, Construction Trades and Community Development, and Healthcare Sciences.
- Instructional Flexibility:
    - Flexibility to choose traditional onsite learning, 100% independent study, or a customized hybrid approach.
    - A combination of individual, small group, classroom, online, learning laboratory, and college dual enrollment academic instruction contexts.
    - Internships, mentoring, fieldwork, project-based learning, and other real-world experiences aligned with high-demand career sectors to facilitate student engagement, programmatic relevance, and career preparation.
    - Entry-level technology certifications designed to increase student earning potential.

Agriculture Science and Technology, Construction Trades and Community Development, and Healthcare Sciences are high-demand career sectors in the tri-county area. To prepare our

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students to enter such careers, The Charter School will partner with community colleges and universities to provide dual enrollment options for students to begin to complete their post-secondary certificates and degrees. Industry partners will facilitate real-world experiences for students as they explore their career options. As students progress towards completing their high school diploma, they will engage in internships that will help immerse them in career options and prepare them for entry-level jobs as they complete their post-secondary certificates and degrees.

The Charter School will create an environment where students:

- Earn a high school diploma and workforce certifications.
- Complete courses that lead to college credit and certificate/degree completion.
- Access pathways towards attaining middle-class salaries and professional careers.
- Engage in community service activities.

Receive academic and career navigation counseling.

- Count on positive peer support and school culture.
- Play a role in school governance.
- Develop leadership skills and a sense of agency.
- Learn Durable Skills and financial literacy.
- Get support after graduation as they participate in post-secondary education and enter careers.

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Rationale for Countywide Benefit: Required Findings

"A county board of education may approve a countywide charter only if it finds, in addition to the other requirements of this section, that the educational services to be provided by the charter school will offer services to a pupil population that will benefit from those services and that cannot be served as well by a charter school that operates in only one school district in the county." Education Code § 47605.6(a)(1).

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

In reviewing the educational and physical landscape in San Benito County, the San Benito County Polytechnic Academy leadership, along with a team of advisors, understand that the challenges of developing and maintaining a small, highly targeted academic program often limit the opportunities for students, especially underserved students on the wrong side of the achievement gap in smaller districts. The idea of providing a unique and consistent educational program that is not only highly personalized but that operates across San Benito County, drawing on the scale of need across all of San Benito County, will make the program's benefits equally and equitably accessible to all students residing in the county regardless of their district of residence. This is the core of why the Charter School seeks to operate as a countywide benefit charter school.

Targets At-Promise Students

The Charter School is proposing a 9-12 public charter school to close the achievement gap for San Benito County's largest and lowest performing subgroups--Hispanic, English Learner, and Socioeconomically Disadvantaged students, students with disabilities, and students at risk of leaving school prior to graduating, or those who have already left and wish to return to graduate. Our model is unique and does not exist in the County. Our goal is to increase educational equity and ultimately eliminate the achievement gap for all students by providing an innovative and highly personalized educational program that explicitly addresses the needs of our target student populations.

The San Benito County Board of Education is justified in approving this countywide benefit charter because the educational services to be provided by the charter school will offer the "at-promise" student population a program that is academically sound and tailored to their specific needs, is not offered anywhere else in the county, and cannot be offered within a single school district without increasing educational inequity in the areas of the county not served.

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Industry Pathways

The Charter School supports students' ability to take advantage of pathways developed by Hartnell and Gavilan College in partnership with the Agriculture Science and Technology, Construction Trades and Community Development, and Healthcare Sciences industries. The Charter School students will have a five-part aligned course of study that integrates Durable Skills building, high school, college, industry certifications, and work experience, enabling graduates to proceed immediately into higher-paying jobs as their careers or into work designed to help them earn more while completing college in the course of study of their choosing. The Charter School also will provide long-term early college and career support and counseling to its graduates to ensure that they can leverage their preparation into great careers.

The industry pathways differ from the CTE courses at Hollister High School. Neither courses of study is better or worse, they are just different. The Charter School industry pathways are part of a UC "a-g" college preparatory program that includes all of the courses required for entrance into a UC or CSU college; whereas, the career-focused CTE programs at Hollister assume that students will not matriculate into a college experience so students graduating with a CTE high school degree are not required to take world language or arts courses, although most of the CTE courses ar UC "a-g" approved and some are college courses. The Charter School structures its schedule to allow students to take as many courses as possible through dual enrollment in local community colleges on those campuses. All of our students take foundational courses in technology (including Microsoft 365, Google Suite, or IBM certifications), technical reading and writing, data analysis, and Durable Skills. In addition, all of the English, social studies, math, science, and world language courses in the Charter School include industry-specific projects and topics.

The table below shows some of the specific differences by industry pathway:

Pathway	Hollister High	Polytechnic Academy
Agriculture Science & Technology	Biology and Sustainable Agriculture Chemistry and Agriscience Advanced Interdisciplinary Science for Sustainable Agriculture Honors Environmental Horticulture Science Plant Production Management Animal, Floriculture, Mechanics and Communications Electives	Agricultural Biology Agricultural Chemistry Agricultural Economics US and World History with Agriculture focused topics ABT-49 Introduction to Agricultural Business ABT-110 Careers in Agriculture & Technology

Pathway	Hollister High	Polytechnic Academy
Construction Trades & Community Development	Foundations of Agriculture & Industrial Technology Wood 1 Cabinet Making	Chemistry (with a focus on materials science) Physics Engineering Economics (with a Community

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		Development focus) Government (with a focus on issues in Community Development and Infrastructure) US and World History with Infrastructure and Community Development focused topics CMA-51 Introduction to Construction Management & Architecture CMA-52 Construction Graphics CMA-53 Sustainable Construction Materials and Methods CMA- 54 Introduction to Construction Estimating Trades
Pathway	Hollister High	Polytechnic Academy
Healthcare Sciences	Intro to Medical Careers Sports Medicine I & II	Anatomy & Physiology Kinesiology Psychology Economics (with a focus on issues relating to healthcare) Government (with a focus on issues relating to healthcare) US and World History with an emphasis on the evolution of the science of medicine NUTR1-Nutrition HES-80 Medical Terminology NVN-70 Growth & Development Across the Lifespan NVN-110 Foundations for Success for Vocational Nursing Students

Neighboring Anzar High School offers at least one dual enrollment course; however, like the Hollister High School program, the full course of study is not an industry pathway and is not integrated with dual enrollment. The most similar program in the region is Dr. TJ Owens Gilroy Early College Academy, in that it fully integrates the high school and community college program; however, it specifically targets academically high-performing students as entering ninth-graders as opposed to a target population in need of remediation through acceleration. Therefore, the Polytechnic Academy program will provide a unique offering serving students with currently unmet needs.

Five-Part Educational Experience

This five-part educational experience requires that students who enter the school first be brought up to grade-level standards in reading, writing, and math. This is the most unique element of our program. Nowhere else in the county is it assumed that students who have fallen several grade levels behind could build the capacity to engage in college-level work. The traditional high school depends on students entering at grade level with few options for effective intervention that enables them to continue on to a college preparatory program. The continuation schools

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focus on basic credit accumulation at the lowest level as the core academic program for students who have fallen behind. The Charter School is different because we will ensure that students who have been behind develop strong academic skills so that they can succeed in college preparatory and college-level coursework prior to graduation, even if it takes more time. We anticipate that many students will opt into a five or six-year course of study to retrieve learning opportunities lost during the pandemic or in the regular course of their K-8 education. But rather than push them to graduate once they have met the minimum requirements, we will encourage them to continue through real mastery and complete preparation for college and a career through our five-part educational preparation.

Small, Highly Individualized School

The Charter School will be a small, highly individualized program that has been designed to be uniquely responsive to the lived reality our students face. Three school districts currently serve Northern San Benito County high school students: San Benito High School District, Aromas-San Juan Unified School District, and San Benito County Office of Education. Our target population is a subset of the existing high school population, which we estimate to be approximately 500-800 students countywide based on test scores and high school completion rates. San Benito County Office of Education provides highly specialized educational programs serving students countywide. Aromas-San Juan Unified School District has too few students to provide a highly targeted program like the one proposed. And San Benito High School District does not have a similar program. A charter school approved by a school district must give a preference for enrollment to the students residing in that school district (Education Code Section 47605(e)(2)(B)), while a countywide charter allows equal footing for admission to all students in San Benito County County and, thereafter, to students in adjacent counties. (Education Code Section 47605.6(e)(2)(B)). San Benito County Polytechnic Academy will be able to serve students in both large and small districts that do not or cannot have a similar program. By serving all high school-aged students in the county and adjacent counties, no students will be left out of the opportunity to graduate having completed a University of California "a-g" approved course of study, college credits, at least one CTE certification, and an industry-focused internship in a small, highly individualized environment.

While the Charter School will be located centrally in Hollister, we do anticipate supporting the transportation needs of students who must travel greater distances to participate in this program, as well as transportation to Community Colleges and partnership industry programs. Students who are unable or prefer not to attend school on campus may enroll in the Independent Study Program.

Polytechnic Academy has explicitly leveraged design thinking to inform the structural choices built into the school's educational strategy. We sought to understand our students' needs, barriers, attitudes, and aspirations as the key to unlocking new educational solutions. The students' input drove the educational design choices made by the school development team. The matrices on the following pages outline the learning realities articulated to our team by students in our target population. These are grouped into three major innovations below.

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The three innovations integral to our program and which make our school uniquely qualified to be a countywide charter are derived from a study of the day-to-day challenges faced by our target population. Our fundamental educational philosophy is that when the school experience is structured to accommodate the realities students face (as opposed to forcing students to change those realities on their own), students can succeed at the highest levels. In other words, low academic performance is contextual, not based on the inherent capabilities and intelligence of the students. Moreover, the Charter School integrates several proven educational strategies to serve our students. Those include training in the Durable Skills required for life success, personalized interventions using Read 180 and Math 180, project-based learning integrated with direct instruction, early college experience, industry certifications, and work experience integrated into the course of study. These three innovations are:

I. Address motivational challenges by establishing and maintaining a culture of excellence and support.

II. Address learning challenges through academic acceleration and student-matched instructional practices.

III. Address relevance challenges through rigorous industry pathways with immediate student rewards.

The tables on the following pages explain the ways in which these innovations respond directly to the needs of our target population.

Student Realities	**School Design Choices**
<u>Motivational Challenges</u> • School has been a source of conflict and negativity in their lives (and often in their parents' lives). • Students' lack of self-esteem is driven by a lack of experience of legitimate (from their perspective) academic success. • The social capital inherent in their cultural heritage and persistence through life struggles have not been recognized by school-based adults or leveraged to bolster student success. • Students have internalized the low expectations from adults and society. • Parents and guardians of our students have not navigated the professional education and career paths our students seek. • Students want to have a clear understanding of their personal path to success. • Students do not have the basic tools now required for academic success.	<u>Innovation 1: Culture of Excellence and Support</u> • A trauma-informed school culture with a focus on mental health. Our staff will be trained in understanding the challenges our students have faced and how to ensure they feel welcome and supported at school. • A place where students' heritage, life experience, and strengths are recognized, valued, and respected. • High expectations and early opportunities to excel by taking college courses. • Low student-to-counselor ratio. • Access to community support programs and partners to meet basic needs (housing, food, clothing, health care). • Wrap-around structured life and executive function coaching. • One-to-one technology. • Ongoing counseling support throughout their post-secondary experience.

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Student Realities	School Design Choices
Learning Challenges • Students culminate from eighth grade with academic, social-emotional, and executive function skills significantly below grade level. • The time it takes students to achieve subject and grade level mastery may be faster or slower than traditionally paced courses and may be accelerated through one-on-one tutoring and personalization. • Students have not been successful in the traditional classroom environment. • Summertime can lead to negative distractions and learning loss. • Students need more time. • Students in our target population are disproportionately lower socioeconomically, more likely to be English learners, and have diagnosed and undiagnosed special education issues.	Innovation 2: Academic Acceleration • An individualized academic acceleration program that builds or rebuilds grades K-8th grade level skills that students have missed prior to reaching high school. • A combination of individual, small group, classroom, online, learning laboratory, and college dual enrollment academic instructional contexts. • A process by which students demonstrate subject matter mastery at grade-level to support moving on to more advanced coursework. • A year-round calendar to facilitate continuous learning and academic acceleration, while avoiding the summer "melt." • Intensive focus addressing English language development. • Intentional support for both diagnosed and undiagnosed special education concerns.

Student Realities	School Design Choices
Relevance Challenges • Students have difficulty understanding the relevance of their coursework to "real life." • Students have had little or no interaction with middle-class or professional cultures, contexts, or social and preparation expectations. • Students' primary concern is the relevance of their education to upward economic mobility. • Students need to make money now to help support their families and to put themselves through college.	Innovation 3: High-Demand Industry Pathways • Internships, mentoring, fieldwork, project-based learning, and other real-world experiences will be aligned with high-demand career sectors selected by the students to facilitate student engagement, programmatic relevance, and career preparation. • Entry-level technology certifications designed to increase student earning potential. • Courses of study aligned to high-demand industries, including Agriculture Science and Technology, Construction Trades and Community Development, and Healthcare Sciences.

As a countywide benefit charter school, the County Authorizer will ensure consistent oversight and greater accountability. In addition, the charter school will be able to contribute to and draw on shared services like special education and technology support. This collaboration and participation will strengthen and improve the efficiency of the shared services the County provides to all school districts by maintaining their scale and capacity.

A countywide benefit charter will enhance the Charter School's ability to acquire and finance

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facilities. Untethered by the geographic requirement for charter schools to operate in the jurisdiction of a single school district, the Charter School will enjoy greater opportunities to identify, develop, and acquire school facilities in any location in the County. Additionally, the ability to secure financing for permanent facilities will be greatly enhanced by the Charter School's status as a countywide benefit school. Simply put, lenders will attribute a greater value to a countywide benefit school given the rigorous criteria to achieve such authorization, as well as the respected oversight by the County. On par, a countywide benefit charter school will be seen as a stronger borrower and will thus enjoy an advantage in acquiring financing to provide its students with first-class educational facilities.

Based upon Petitioner's intended goal and the data provided, SBCOE could reasonably make the required finding under Education Code Section 47605.6(a)(1) that the educational services to be provided by the charter school will offer services to pupil populations that will benefit from those services and that cannot be served as well by a charter school that operates in only one school district in the county.

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Element 1: Educational Program

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

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

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

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

Vision

The San Benito County Polytechnic Academy offers an innovative, unique, blended approach to educating adolescents and young adults in preparation for diploma attainment and successful post-secondary lives by providing dual enrollment and real job-related experiences.

Our vision is to prepare young people, regardless of their circumstances, to gain access to a unique educational program that will increase their postsecondary opportunities and unleash their intelligence and positive energy to build their lives and the community. As students claim their right to a quality education, they understand their options and realize they are capable of academic excellence and become active participants in their future success through leadership, education, and technical training. Young people become empowered by their personal transformation, develop agency, and take responsibility for their post-secondary goals.

Mission

The mission of the San Benito County Polytechnic Academy is to cultivate a collaborative

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learning community that successfully prepares young people to earn their high school diploma and achieve academic excellence while simultaneously enrolling in post-secondary coursework and earning workforce certifications. Students gain personal leadership skills, develop critical thinking, navigate career exploration, and master technical skills as they move toward successful careers, post-secondary education, and productive life.

Students to Be Served

The Charter School will enroll students in grades 9-12. Students recently separated from high school, commonly referred to as "dropouts," and students at risk of separating from school without graduating are our target population and will be given priority during the lottery and filling open seats during the school year. The Charter School will draw from culturally diverse and historically underserved populations, giving students a high-quality, innovative educational option.

The San Benito County Office of Education 2022-23 Local Control and Accountability Plan describes the county K-12 educational system as follows:

San Benito County is home to approximately 11,545 students in 11 school districts with 27 schools. Just south of Silicon Valley, the population has more than tripled in the last 20 years. The San Benito County Office of Education (SBCOE) serves as the Local Educational Agency (LEA) for San Benito County Juvenile Hall Court School, Pinnacles Community School, and San Benito County Opportunity School. San Benito County Juvenile Hall Court School serves incarcerated youth while Pinnacles Community School serves students in grades 7-12 who are on probation or who have been expelled from districts throughout San Benito County. Students may also be referred to Pinnacles Community and San Benito County Opportunity Schools from their district of residence. As a result, the population is extremely mobile, and students are often in need of support in their credit recovery.

The Charter School will be serving a subset of the population of San Benito County. The chart on the next page contains the 2022-23 demographic characteristics of K-12 students in San Benito County:[1]

Category	Number	Percentage
African American	68	1%
American Indian or Alaska Native	38	0%

[1] https://dq.cde.ca.gov/dataquest/DQCensus/EnrCharterSub.aspx?cds=35&agglevel=County&year=2022-23 and https://dq.cde.ca.gov/dataquest/dqcensus/EnrEthGrd.aspx?cds=35&agglevel=county&year=2022-23

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Asian	191	2%
Filipino	106	1%
Hispanic or Latino	9,186	77%
Pacific Islander	34	0%
White	1,731	15%
Two or More Races	132	1%
Not Reported	415	3%
Total	11,901	100%
Sub-Groups (Not Unduplicated)		
English Learners	2,959	25%
Foster Youth	32	0%
Homeless Youth	217	2%
Migrant Education	1,196	10%
Students with Disabilities	1,573	13%
Socioeconomically Disadvantaged	6,150	52%

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High schools currently serving San Benito County are described in the table below. Of the 3,693 students in traditional high schools in the County, 347 (more than 9%) fail to graduate, and well below half of those who do graduate are unprepared for college or a career. According to Measure of America, 10.3% (800) of 16 to 24-year-olds in San Benito County have not graduated from high school and are unemployed.[2]

High School Statistics 2021-22	Enrollment	Socioeconomically Disadvantaged	Graduation Rate (CA Dashboard)	College/Career Prepared
Anzar (ASJUSD)[3]	270	51.1%	85.5%	43.1%
Hollister High[4]	3,423	51.0%	91.0%	41.8%

[2] https://www.measureofamerica.org/DYinteractive/#County, accessed 05/02/2023

[3] 2021-22 Anzar High School SARC, https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/570/ASJUSD/2954585/2022_School_Accountability_Report_Card_Anzar_High_School_20230303_1_.pdf.

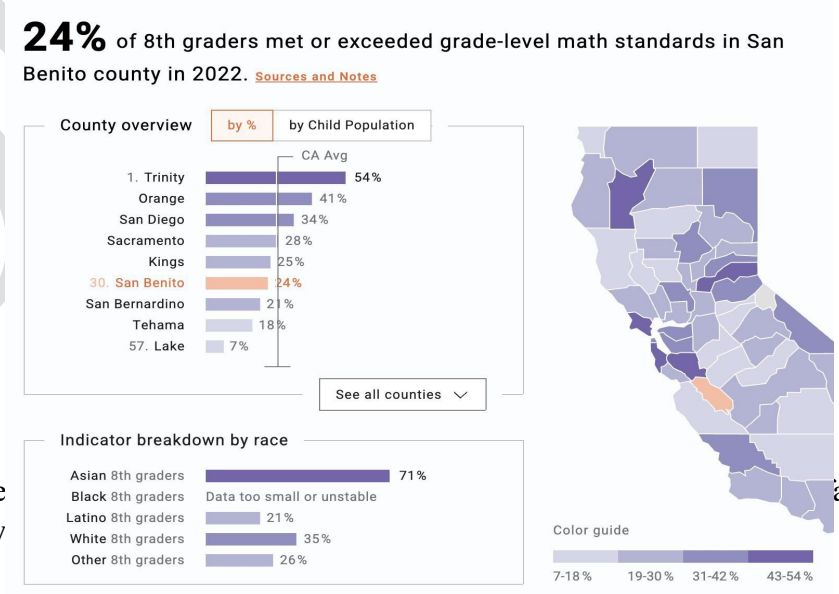
[4] 2022-23 Local Control and Accountability Plan for San Benito High School

Juvenile Hall Court School	4	100%		
Pinnacles Community[5]	9	100%		
Santa Ana Opportunity School	19	79.0%		
San Andreas Continuation[6]	78	89.0%		
Pinnacles Community[7]	9	100%		
Total	3,812	52.2%		

The dominant traditional public high school in the area, Hollister High, is described by Greatschools.net as an "average" high school for most students and a "below average" high school for socioeconomically disadvantaged students. On the whole, it performs slightly better than the average high school in the state and has documented meaningful improvement in its Local Control and Accountability Plan.

Nevertheless, several hundred students require a different educational context to succeed. Demographically and academically, the students we seek to serve are twice as likely to be socioeconomically disadvantaged, English learners, migrants, housing insecure, and or identified as requiring special education as the average Hollister High School student population.

A significant number of San Benito County eighth graders continue into high school while reading and doing math at the fifth-grade level or below. As the embedded chart shows, only 24 percent of eighth graders meet math standards in San Benito County.[8] Throughout San Benito County, the Chronic Absenteeism rate was 28.9 percent.[9] Many drop out rather than face ninth grade without the skills they need.



The predictive force of these anz of Johns Hopkins University

[5] 2022-23 Local Control and Accountability Plan for San Benito County Office of Education
[6] Ibid.
[7] Ibid.
[8] https://scorecard.childrennow.org/?ind=mathStandards8&cty=sanBenito&yr=4
[9] https://data1.cde.ca.gov/dataquest/DQCensus/AttChrAbsRate.aspx?agglevel=County&cds=35&year=2021-22

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probability of dropping out of school: 1) attending school less than 80% of the time in 8th grade (that is, missing at least five weeks of school), and 2) receiving a failing final grade in mathematics and/or English during 8th grade. Of those 8th graders who attended school less than 80% of the time, 78% became high school dropouts. Of those 8th graders who failed mathematics and/or English, 77% dropped out of high school. Importantly, gender, race, age, and test scores did not have the strong predictive power of attendance and course failure." [10] According to this research, one-third of eventual dropouts do so PRIOR to 9th grade, and another third drop out between 9th and 10th grade. These students are unable to access the high school curriculum and require intervention at the BEGINNING of their high school careers.

The Charter School's goal is to seek and serve students likely to eventually drop out while they are still in middle school. The Charter School leadership plans to work closely with the San Benito County Office of Education and the staff of local middle schools to identify students who are academically failing and chronically absent during eighth grade and provide them with a summer bridge program and, for those who need it, a ninth grade enrichment year designed to accelerate their learning and fill in gaps in K-8 skills that may have developed. The enrichment curriculum will include intensive small-group instruction in basic skills using Read 180 and Math 180, combined with individual and group industry and community projects designed to align with academic standards, support healthy identity maturation, and engage the student's interest in learning and achieving. The enrichment program will be offered on campus and via independent study with synchronous online class meetings and asynchronous lessons. In addition, each student in the enrichment program will have weekly meetings with trained mentor coaches to support their academic and life skills development. They will also receive "high dosage" one-to-one tutoring designed to increase academic achievement. Once these students have gained sufficient study skills, subject mastery, and motivation, they will be introduced to an engaging, rigorous high school curriculum. A similar strategy will be used for students who matriculate later in their high school career with significant skills deficiencies.

The pandemic has made this strategy even more important. One part of the answer to learning loss caused by less time and less in-person instruction is extra time with in-person instruction and personalized intervention. This is a significant shift from pre-pandemic intervention, which generally arrived after students had failed ninth and tenth grade. Based on the Johns Hopkins University research, we can predict which students will have high school challenges and support them early instead of allowing them to fail. Our belief is that it is better to add a year to the beginning of a student's high school career to make the following four years more effective and successful than to allow students to waste two to three years in frustration only to drop out or

[10] https://files.eric.ed.gov/fulltext/ED538341.pdf The students included in this study were 6-12th graders in Philadelphia in 2005-6; however, the Academy believes that if this study were replicated in SBC post-pandemic, the outcomes would be similar or worse based on publicly available achievement and chronic absenteeism data trends.

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require more time and meet only minimal graduation standards.

At-Promise Students Who Opt to Leave Before They Graduate

Fifteen percent of San Benito County high school young people find that the traditional high school program prevents them from entering "real life" fast enough. We have developed the Charter School specifically for these students. Their reasons for leaving school are varied but rarely are correlated with their intrinsic intelligence. For most, life happens. Some of the issues they face are family dislocation, migration, community violence, involvement with the juvenile justice or foster care systems, early pregnancy, housing insecurity, financial duress, boredom, drug or alcohol addiction, undiagnosed or unaddressed special education issues, or a myriad of other concerns. Often, they want to combine working and specialized study with their education. Some of these young people enroll in college programs that reflect a specialized interest (e.g., welding or heavy equipment) or extended work-study plans with traditional subjects. Others drop out of formalized education for periods of a few months to years before they return.

For many dropouts and potential dropouts, more properly called students "at promise," the Charter School will be an opportunity to change direction and get a fresh start. Counseling and guidance are especially important for these individuals because many may feel forced to drop out again because of continual personal problems. The Charter School staff will make every effort to recognize early warning signs and offer guidance, and partner with community resources.

Roughly one out of every three students in California public schools does not graduate from high school. Because of these numbers, there are many students who would benefit from the academic program that will be provided by the Charter School. The vast majority of our student population will be former high school dropouts or deficient in credits with additional mitigating factors, so the Charter School has examined recommendations from the National Dropout Prevention Center regarding risk factors and promising programs.

Dropout prevention and recovery approaches typically focus either on comprehensive school reform or on programs targeted to individual students. Research suggests that it is crucial to combine the best components of both approaches. There is evidence, in fact, that only a few dropout prevention programs are effective in addressing three important outcomes: staying in school, progressing in school, and completing school. In a review of evaluations of federal dropout prevention programs, Dynarski and Gleason (2002, p. 44) conclude that "most programs did not reduce dropping out," primarily because the programs were not sufficiently tailored to the particular needs of particular students (Dynarski & Gleason, 2002). Generally, a patchwork of separate, non-integrated programs is not an effective approach. Instead, all issues need to be addressed simultaneously in a systemic and integrated way.

A research-based framework (Balfanz, Herzog, & Mac Iver, 2007; Mac Iver & Mac Iver, 2009) for an integrated approach to dropout prevention would include the following elements:

- Identification of indicators of students at risk of dropping out
- Development and implementation of an early warning system

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- Development and implementation of an intervention system linked to an early warning system

In developing The Charter School's integrated approach to keeping students in school, the Charter School focuses on the above elements for comprehensive school reform and targets interventions in a personalized system of support.

San Benito County Polytechnic Academy will be a countywide benefit high school providing a highly specialized program for this specific currently unserved population. The rest of this section will provide more detail into the strategies the Charter School will use to serve our target population.

Students to be served in the Nonclassroom-Based hybrid program

The Material Revision submitted in October 2026 modifies the San Benito County Polytechnic Academy educational program to serve students in a flexible instructional environment who cannot or choose not to attend school in class for at least 80% of the required annual instructional minutes. These include students in San Benito County as well as students in the adjacent counties of Santa Clara, Santa Cruz, Monterey, Fresno, and Merced. The target population includes young people identified as disconnected youth, as well as up to as many as 1% of the public high school students from these counties who may seek a more flexible, personalized program. Of the six service counties, only one (Fresno) has college programs. Therefore, San Benito Polytechnic Academy has the opportunity to serve a significant number of students in and outside of San Benito County whose need for a hybrid or fully remote program is not being met.

County	Disconnected Youth*	Public High School Students 2025**	1% of Public High School Students 2025	4-Year Cohort Graduation Rate 2025**	4-Year Cohort Meeting UC/CSU Requirements 2025**
San Benito	8.9% (700)	3,740	374	93.7%	46%
Santa Clara	6.8% (14,200)	74,517	7,451	92.5%	59%
Santa Cruz	5.8% (2,700)	12,240	1,224	91.3%	44%

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Monterey	12.8% (7,100)	22,389	2,239	91.1%	45%
Fresno	16.3% (20,900)	65,228	6,523	92.6%	48%
Merced	13.5% (5,300)	18,663	1,866	93.5%	32%

*https://www.measureofamerica.org/DYinteractive/#County

**https://dq.cde.ca.gov/

Current Nonclassroom-Based Charter Schools serving one or more of the target counties and grades:

County	School	Site Type	Grades Served	Serves 9–12
San Benito	*(none)*	—	—	—
Santa Clara	(none)	—	—	—
Santa Cruz	California Online Public Schools Monterey Bay	NCB	TK–12	**Yes**
Santa Cruz	Ocean Grove Charter	NCB	K–12	**Yes**
Santa Cruz	Santa Cruz County Career Advancement Charter	Combo	12 only	**Yes** (12th only)
Santa Cruz	SLVUSD Charter	Combo	K–12	**Yes**
Monterey	Monterey County Home Charter	NCB	K–12	**Yes**
Fresno	Yosemite Valley Charter	NCB	TK–12	**Yes**
Fresno	Ambassador Phillip V. Sanchez II Public Charter	NCB	K–12	**Yes**
Fresno	California Virtual Academy at Fresno	NCB	K–12	**Yes**

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Fresno	Crescent View South II	NCB	7–12	**Yes**
Fresno	Crescent View West Public Charter	NCB	9–12	**Yes**
Fresno	Endeavor Charter School	NCB	TK–12	**Yes**
Fresno	Sierra Charter	NCB	9–12	Yes
Merced	Come Back Charter	NCB	9-12	**Yes**
Merced	Merced Scholars Charter	NCB	K–12	**Yes**

What it Means to be An Educated Person in the 21st Century

A national survey of human resource officials found that:

- Almost 70% believe that high school graduates fall short in critical thinking skills
- 81% believe high school graduates are deficient in written communications
- Almost a third said they plan to reduce their hiring of employees with just a high school diploma
- 42% said they will hire more people with advanced degrees

According to a RAND report, The 21st Century at Work: Forces Shaping the Future Workforce and Workplace in the United States, the marketplace will require knowledge workers in every industry- from nanoscientists to package deliverers- "requiring high-level cognitive skills for managing, interpreting, validating, transforming, communicating, and acting on the information. Valued skills include such non-routine analytic skills as abstract reasoning, problem-solving, communication, and collaboration."

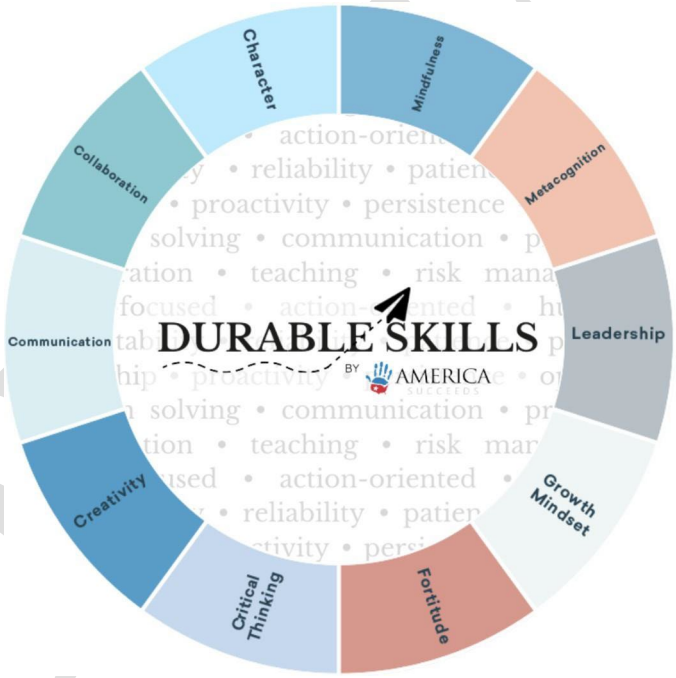
The Charter School believes that an educated person in the 21st century is one who possesses:

1. A solid foundation in the core academic skills, as outlined in the state curricular standards.
2. Mastery and a facility for ongoing learning of the effective use of digital technologies and communication tools.
3. The ability to communicate confidently and effectively, both orally and in writing, with people of all ages and backgrounds.
4. The ability to think critically and creatively and use a variety of strategies to solve problems.

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5. The ability to think quantitatively, including the use of data for analysis, to make decisions, or to apply theories and processes.
6. Executive function skills and the ability to work both independently and cooperatively.
7. The personal integrity, morality, self-motivation, and self-esteem.
8. A commitment to and ability to engage in lifelong learning that includes informal or on-the-job learning as well as degrees, diplomas, certifications, and digital badges.
9. The ability to navigate institutions, cultures, and systems in their chosen profession(s).
10. The skills and willingness to engage in the responsibilities of citizenship.

The list above includes many of the "Durable Skills" that employers define as required for success in post-secondary education and employment and as contributing citizens in their communities.[11]



These skills are taught explicitly at the Charter School in a rigorous, standards-based curriculum and reinforced by students' experiences in team projects, leadership development opportunities, and in on-site career and life skills training. The Charter School's students will graduate with a portfolio documenting their achievement in developing proficiency in Durable Skills.

The Charter School embraces a student-centered approach to learning using authentic, real-world contexts. The Charter School believes that active learning, project-based learning, online

[11] https://americasucceeds.org/policy-priorities/durable-skills

instruction, and inquiry-based learning best captures students' interests and develops their critical thinking and problem-solving skills. The Charter School's core curriculum is organized around a sequence of activities that challenge students to apply and integrate their knowledge.

Every student will have the opportunity to validate and certify their foundational workplace skills by earning credentials and digital badges. All learners will measure their hard and soft skills relevant to any occupation, at any level, and across industries by having the opportunity to earn the WorkKeys National Career Readiness Certificate ("NCRC").[12] Learners earn the NCRC credential in four levels that build on each other, incorporating the skills previously assessed. For example, the WorkKeys NCRC is the foundation of the National Association of Manufacturers ("NAM") stackable credential program. It is also a key component of credentialing programs in multiple industries, such as energy, construction, and information technology. Earning a Silver NCRC or higher is indicative of a learner demonstrating the skills needed for approximately 67% of jobs in the labor force.

How Learning Best Occurs

The Charter School leadership believes that learning best occurs when students are offered an opportunity that combines a rigorous academic curriculum, a strong support network of well-qualified staff, and rigorous standards and expectations in a flexible personalized learning environment. The Charter School is structured to support high student achievement by creating a high-quality, flexible personalized learning environment for all its students. Students require a climate that is conducive to learning. Drawing on instructional approaches that have demonstrated success with our target population, learners see connections between their experiences at home, in school, in the community, and in the world.

Learning becomes more meaningful, and learners become more motivated when they have opportunities to connect their existing knowledge with what they learn in school. A culturally relevant approach to pedagogy, real-world work, and service learning in the community allows students to see themselves as capable of improving the life of the school and their greater community. The project-based aspects of The Charter School's curriculum allow students to pose and answer questions related to real-life situations. It enables students to see relationships between the different academic disciplines, their individual home lives, and the real world. At the Charter School, all students are immersed in a learning environment that values a strong connection to career planning. By senior year, time spent on academics is in equal balance with a hands-on career skills development track, and technology is integrated into all subjects and used as a learning tool both in the classroom and on the training site.

When adults expect students to learn and when they are supported in their learning, students rise to meet those expectations. As noted, psychologist Lev Vygotsky described in his book, "Mind in Society: The Development of Higher Psychological Processes," the key to a learning experience within a student's zone of proximal development is "problem-solving under adult

[12] https://www.act.org/content/act/en/products-and-services/workkeys-for-job-seekers/ncrc.html

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guidance or in collaboration with more capable peers." The Charter School educational curriculum is founded on explicitly stated, expected objectives, such as the State Standards. Additionally, the small school community ensures that faculty and administration personally know each student. This allows teachers to scaffold students' learning and differentiate instruction to lead all students to academic growth and achievement.

The San Benito County Polytechnic Academy Model

The founding committee creating the Charter School consists of successful local professionals who, as youth and young adults, succeeded at the same time as facing challenges similar to those faced by the current young people of San Benito County. We have attained our personal and professional goals due to a variety of factors, including the persistence of our immigrant culture, the family focus inherent in our Mexican heritage, encouraging mentors who opened our eyes at an early age to professional possibilities and guided our paths, and the unique opportunities we were prepared to pursue when they presented themselves. As a result, we have become leaders in our fields: agriculture, medicine, education, accounting, law, entrepreneurship, and community development.

In developing the Polytechnic Academy model, we began using design thinking, considering the realities our target population faces every day throughout adolescents. Rather than force our students to adapt to the traditional school model, we shifted the school model to address the realities of the students. The innovations below reflect those choices.

Innovation 1: Address motivational challenges by establishing and maintaining a culture of excellence and support.

Our leadership knows that the likelihood of success of a learner is significantly higher when that student's initial experience is positive and when she/he feels a clear sense of personal direction. A positive experience is marked by student confidence, excitement, connection, support, and a feeling of momentum. The Charter School believes that the crucial time period for student engagement and retention begins even before the student officially starts her/his first day.

To ensure student success, the Charter School plans to provide the following supports:

- Collection of Personal Data
- Assignment of the Learning Director as part of the Student Support Team
- Personal huddle to assist the student in enrolling
- Personal support to assist the student in developing the Personalized Success Plan[13]

[13] Like an IEP, the PSP is used as the guiding document by the Student Support Team during the progression of a Charter School student through high school graduation and into post-secondary success.

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- Charter School orientation for students
- Instructional Aide on standby on an as-needed basis
- A laptop with Internet access and software to support the academic program
- Technology support to ensure the students and parents can fully engage with the school

Turning around a new student arriving at the Charter School with a history of low attendance or non-attendance, accompanied by a history of poor academic performance is a multi-year process. This turnaround occurs as the social-emotional needs of the student begin to be met through counseling and the provision of wrap-around services; the student will begin to connect with the Charter School family, thus slowly re-engaging back into school. This innovative practice of understanding where every student/family is socially-emotionally meets the needs stated by Abraham Maslow (1943, 1954) as he developed a hierarchy of fundamental human needs, which he laid out in a pyramid form -- the most basic needs at the bottom, the most advanced at the pinnacle. The pyramid layout is not merely for aesthetics: Each need is dependent on the ones below it. The lowest levels must be achieved before the next level of needs can be addressed. This is where Charter School's first academic intervention begins for students that are behind and/or advanced. If these deficiency needs are not met daily, then their effects will prevent the student from not only learning but from evolving into a productive member of society. At the same time as these social-emotional needs are met, we will address learning gaps and give the students experiences of meaningful learning and incremental academic success.

Building a team that can relate to the students and families at the Charter School is essential to a school culture focused on academic success. Students enroll with a myriad of stressors from both community and familial challenges linked to poverty. Utilizing trauma-informed practices focusing on mental health will provide families access by engaging and acknowledging the families' experience through their perspective and definition, building partnerships with community organizations already working with the families, and being informed of families' experiences with government agencies. Beginning from a student/family cultural perspective allows a more natural relationship to develop and move towards a multifaceted approach to student/family access and achievement.

As student and family mental health challenges are confronted, students can begin to engage in the academic rigor of completing their high school and post-secondary education. Contrary to myths surrounding disengaged students and families' apathy towards school, offering rigorous and relevant coursework is important for them to succeed. Students will be provided with all the necessary technology to succeed to eliminate barriers with the Charter School's online and dual enrollment offerings. As students begin to progress towards grade-level fluency in reading and math, they simultaneously are enrolled in courses to gain workforce certification, thus, immediately seeing the relevance of education. Our 8-week credit accrual structure further adds to the immediate feedback toward graduation progress and course completion. Students who are significantly behind in credits and/or returning to high school after dropping out need academic

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and credit progress to be consistently shared to assist with the motivation needed to complete their educational goals.

The low student-to-counselor ratio allows for weekly contact with students to assist them in gaining the necessary skills to begin to track their own progress toward graduation, workforce certification, and postsecondary attainment. Continual monitoring of student progress to improve student outcomes and completion is also critical to long-term student success. The students and staff develop and regularly update Personalized Success Plans collaboratively with students helping them to own their own success. Counselors also work with local agencies and nonprofits to provide students access to internships, part-time and summer jobs, and mentoring and coaching. As most of the students will be first-generation high school and college graduates, these services provide access to middle-class opportunities that are otherwise difficult to access.

Upon graduating from the San Benito County Polytechnic Academy, students will continue to receive college counseling services and support. With 40% of first-generation college students dropping out for reasons ranging from poor academic preparation, social anxiety, family issues, being overwhelmed, and low self-esteem, it is crucial that students remain consistently engaged with their counselor even after they graduate to help them navigate resources available in their colleges and community. Monthly virtual or in-person meet-ups, activities during college breaks, and continual mental health support are crucial for their acclimation to postsecondary life.

Young people without active mentors at home or within their communities need ongoing support to complete their college credentials or advance in their careers. Case managers will facilitate planning and monitor post-graduate and job progress, local sites will build active partnerships with colleges and employers for ongoing support towards college completion and job retention, and graduates will be able to access tutoring, technology help, assistance in completing job applications, and links to a mentor network.

Innovation 2: Address learning challenges through academic acceleration and student-matched instructional practices.

The Charter School will be structured to accommodate the real lives of our students. Our course of study includes four key strategies:

1. Intensive acceleration in the first-year students join the Charter School to build up their ability to engage in high school, and eventually career and community college-level, studies;
2. A primary course of study, themed by career concentration, that ensures that every graduate has the option of attending and successfully completing college;
3. Dual enrollment in the Community College, especially for industry courses;
4. Career skill certifications to immediately boost student earning power and career preparation.

The instructional practices have two key characteristics:

1. A focus on deeper, mastery-based learning taught using the principles embedded in the science of learning to keep our students' minds engaged.

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2. Logistical planning to offer as much flexibility as possible in the school year, the school day, learner groupings, and accelerated progress (either to catch up or get ahead).

Graduation Requirements and Course of Study

Because our target population is students significantly below grade level in both skills and credits, we provide a program that is not a typical four-year progression but a period of three to six years during which students will have the same opportunity as at or above grade level students to recovery learning loss and fully engage in a career and college preparatory program. Our goal is for each student to achieve grade level and subject mastery to succeed in more advanced coursework with a strong foundation in pre-requisite skill sets. The course of study, in both depth and quality, is fixed, and time and learning context are flexed to the needs of the students.

The Charter School requires students to complete the 15 courses required by the University of California for admissions, in addition to two years of Physical Education, one semester of Health, and one semester of Ethnic Studies. While students may graduate with a total of 190 credits (5 credits per semester course), the Charter School encourages students to take 240 credits (6 year-long courses), including at least 10 credits of community college and/or career certification coursework. It may substitute equivalent community college courses for a-g equivalent courses. With the active involvement of parents, administrators, teachers, and pupils, the Charter School shall provide an expanded means for pupils to complete the prescribed course of study, which may include:

- Practical demonstration of skills and competencies
- Supervised work experience or other outside of school experience
- Career technical education classes offered
- Courses offered by regional occupational centers or programs
- Interdisciplinary study
- Independent study
- Credit earned at a postsecondary institution

The Charter School will offer coursework and extracurricular activities enabling students who wish to do so to earn specialized graduation seals, including the State Seal of Biliteracy, State Seal of Civic Engagement, and the Golden State Seal Merit Diploma.

The Charter School believes that a systematic standards-based instructional program will engage students successfully in rigorous academic activities through which they will learn the essential skills for each of the courses. These essential knowledge and skills are correlated with the Common Core State Standards for math and English Language Arts, and the Next Generation Science Standards for science.

Standard and honors UC-approved “a-g” courses will be offered across all subjects, including:

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A - English (4 years required/40 credits)

Foundational English
Writing

Literature

Writing Through Ethnic Studies

Career-focused Technical Reading and Writing
English as an Additional Language

Other UC approved English core courses
College Preparation Research Skills

English courses may be replaced by career pathway courses taught as writing intensives

B - Social Science (3 years required/30 credits)
World History US History
Economics/Government

C - Mathematics (3 years required/30 credits)
Foundational Math

Data Analysis
Algebra
Algebra 2
Geometry
Precalculus
Calculus
Statistics

Accounting and Budgeting

D - Science (2 years required/20 credits)
Physics

Chemistry
Biology

Environmental Science
Engineering

Physiology and Anatomy

*one year must be physical science and the other life science

E - Foreign Language (2 consecutive years required/20 credits)
Spanish 1

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Spanish 2

Spanish 3

Spanish for Native Speakers 1
Spanish for Native Speakers 2

Other world languages available online and through community college

F - Visual or Performing Arts (1 year required/10 credits)
Art & Design 1 - Design Foundations

Art & Design 2 - Design Foundations Extended

Art & Design 3 - Intermediate Architecture OR Intermediate Graphic Design
Art & Design 4 - Advanced Architecture OR Advanced Graphic Design

G - College Preparatory Elective (1 year required/10 credits, 4 years encouraged/40 credits)
Learning Technology

Global Logistics
Entrepreneurship

Career Pathway Courses

Physical Education (2 years required/20 credits)

Two courses in physical education, unless the pupil has been exempted pursuant to Charter School Board Policy.

Health (1 Semester/5 Credits)

Ethnic Studies (1 Semester/5 Credits),

A course based on the model curriculum developed consistent with Education Code Section 51226.7; an existing ethnic studies course; an ethnic studies course taught as part of a course that has been approved as meeting the A–G requirements; or a locally developed ethnic studies course approved by the governing board of the charter school.

The Charter School will offer its students Career Technical Education (CTE) pathways through which students can select a more specialized course of study: Agriculture Science and Technology, Construction Trades and Community Development, and Healthcare Sciences. These career pathways include increased opportunities to interact with professionals working in these fields and learn relevant industry skills. Many of the courses in these industry areas will be taken through local community colleges, Gavilan and Hartnell College, as well as the California Community Colleges Virtual Campus.

Career Preparation and the Career Training Program: At the Charter School, all students are immersed in a learning environment that values a strong connection to career planning and preparation at every grade level. By the senior year, time spent on academics is in balance with

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hands-on job market skills in a career pathway. Leadership and technology training is integrated into all subjects and used as a learning tool in the classroom and on the training site. The Charter School students will develop and measure their skills in the subjects of Graphic Literacy, Workplace Documents, and Applied Math to ensure they have the foundational skills needed to qualify for the majority of today's careers and occupations. Earning a silver level or higher in each of these three subjects leads to earning the WorkKeys National Career Readiness Certificate, a stackable workforce certification, and a digital badge that is nationally recognized by over 28,000 employers.

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

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

Below are some examples of first-semester course loads differentiated by learner profiles.

1. Low Achiever– blocks– personalized tutoring, small group instruction, and 1-2 courses (SPED inclusion/personalization)
    a. Lab (Read 180/ELD)
    b. Lab (Math 180)
    c. Technology Elective
    d. Career Intro Elective
2. Moderate Achiever– personalized tutoring, small group instruction, and 2-4 courses (SPED inclusion/personalization)
    a. English Class (or Read 180/ELD)
    b. Pre-Algebra Class (or Math 180)
    c. Technology Elective
    d. Career Intro Elective
    e. Required Course (personalized via online)
3. High Achiever (SPED inclusion/personalization)
    a. English 9
    b. Algebra, Algebra 2, or Geometry
    c. Technology Elective
    d. Career Elective
    e. Required Course (personalized via online)

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4. Hybrid Students– students who cannot be on campus 80% of the time– completely personalized (SPED inclusion/personalization)
    a. 3-5x per week individual tutorial (ideally in person)
    b. Technology Elective
    c. Career Intro Elective
    d. 2-4 Required courses online classes/college dual enrollment
5. Independent Study Students– students who cannot be on campus 80% of the time– completely personalized (special education inclusion/personalization)
    a. As needed scheduled or daily check-in with supervising teacher (live via online meeting or, in some cases, via text messaging)
    b. 3-5x per week individual tutorial (live sessions to provide concentrated support)
    c. Math 180 in conjunction with an appropriate-level math course
    d. Technology Elective
    e. Career Intro Elective - job shadowing
    f. 2-4 Required courses: textbook-based or online classes or college dual enrollment

Course Transferability and Accreditation

The Charter School will provide students and parents with a course catalog or its equivalent, notifying parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements.

Parents of students seeking higher education admission will be notified should problems arise regarding the eligibility of the Charter School's courses to meet college entrance requirements. The Charter School will immediately begin gaining accreditation from the Western Association of Schools and Colleges ("WASC"), the NCAA, and course approval of "a-g" course requirements for entrance to the CSU and UC systems. Both the "a-g" list and the transferability of classes will be updated on a yearly basis. WASC Accreditation ensures that high school courses will be transferable to other local high schools.The Charter School staff will support students' entrance into higher education institutions through communication with admissions staff and other support.

All students and parents/guardians will be required to complete an orientation that will include a review of the course catalog. A high school diploma will be issued to all students who meet The Charter School graduation requirements. Students will engage in developing a Personalized Success Plan that will clearly itemize the required graduation requirements to meet their goals and the specific requirements they will need for graduation. These graduation requirements will vary depending on the students' current and past personal life circumstances (i.e., legally required modifications for foster youth placement or modifications for homelessness) and their post-secondary plans. The Personalized Success Plan will be monitored regularly with the student and adjusted as a student's career and post-secondary plans develop or change.

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Flexible Instructional Practices

Learning Science-Based Instructional Best Practices

As a school community committed to continuous improvement, we will train our team in the following instructional practices grounded in learning science.

Think It Through:

1. *Evoke deep processing: Encourage students to think hard about many aspects of a target concept. (Craig et al., 2006; Craik & Lockhart, 1972)*
2. *Use desirable difficulty: Assign tasks that are neither too easy nor too difficult. (Bjork, 1988, 1999; VanLehn et al., 2007)*
3. *Elicit the generation effect: Design tasks that require effortful recall of relevant information. (Butler & Roediger, 2007; Roediger & Karpicke, 2006)*
4. *Engage in deliberate practice: Provide students with formative feedback and ask them to attend to exactly what was wrong or right about their performance. (Brown, Roediger, & McDaniel, 2014; Ericsson, Krampe, & Tesch-Romer, 1993)*
5. *Use interleaving: Mix different types of tasks and problems addressing a shared idea.*
6. *Induce dual coding: Engage multiple senses in numerous ways, including written and spoken words, images, video, etc. (Kosslyn, 1994; Mayer, 2001; Moreno & Valdez, 2005)*
7. *Evoke emotion Use material to elicit emotional associations, either positive or negative, to facilitate recall. (Erk et al., 2003; Levine & Pizarro, 2004; McGaugh, 2003, 2004)*

Make and Use Associations:

1. *Promote chunking: Help students group related ideas, especially with existing knowledge. (Brown, Roediger, & McDaniel, 2014; Mayer & Moreno, 2003)*
2. *Build on prior associations: Highlight as many ties to previous knowledge as possible.(Bransford, Brown, & Cocking, 2000; Glenberg & Robertson, 1999; Mayer, 2001)*
3. *Start with foundational material: Articulate the basics first before incorporating subtleties and exceptions. (Bransford, Brown, & Cocking, 2000; Wandersee, Mintzes, & Novak, 1994)*
4. *Exploit appropriate examples: Use multiple, memorable, concrete examples — not only abstract principles. (Hakel & Halpern, 2005)*
5. *Rely on principles, not rote: Help students understand why something is the case and what concepts are generalizable. (Kozma & Russell, 1997; Bransford, Brown, & Cocking, 2000)*
6. *Create associative chaining: Tell stories and use narrative structures so that knowledge and skills naturally unfurl in active sequences. (Bower & Clark, 1969; Graeser, Olde, & Klettke, 2002)*
7. *Use spaced practice: Spread exposure and work on a concept or skill across time. Discourage cramming. (Brown, Roediger, & McDaniel, 2014; Cepeda et al., 2006, 2008; Cull, 2000)*

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8. *Establish different contexts: Explore an idea's application to different domains and circumstances to facilitate the far transfer. (Hakel & Halpern, 2005; Van Merrienboer et al., 2006)*
9. *Avoid interference: Help students differentiate one idea from other similar ideas. (Adams, 1967; Anderson & Neely, 1996)*

We are grateful to Stephen M. Kosslyn and Ben Nelson for their work distilling the major principles of science-based learning summarized above. As the science of learning evolves, revealing more efficacious learning strategies, our team will update its practices.

Knowledge and Skills Mastery Best Practices

Polytechnic Academy also will seek to advance students based on a mastery learning model. This model of instruction and promotion is based on flexibility considerations and the use of rubrics (evaluation tools) throughout content delivery. Flexibility considerations refer to the school taking back control over factors usually determined by schools to be fixed. For example, how would we better meet the needs of students if we reject certain of the assumptions that currently govern high schools? Some of those include:

1. Students must take six classes at once, each with the same number of minutes.
2. Every course must be completed during one semester.
3. Students can only be educated in classroom groupings of 20 to 40 students in person.
4. Academic mastery can only be determined through written tests.
5. All students must use the same instructional materials.
6. Every student is assumed to have mastered the requisite skills and knowledge of prerequisite courses.

Polytechnic Academy is committed to being as flexible as the law allows to ensure that students actually master the subject matter, even if that means flexing the use of time, student pace, community context, student groupings, or instructional materials. While that requires an acceptance of more operational complexity, it will improve student outcomes.

Mastery (of knowledge, skills and habits) is a concept with growing acceptance in academic circles. Dr. Robert J. Marzano and his colleagues have led the implementation of this deeper way of teaching and learning that leads to students improving their understanding of the subject matter and their ability to use and apply what they learn on a long-term basis. One way to look at mastery is through the lens of grading. Here is an example of how middle school math often is graded. Say there are 18 units over the course of a semester with the knowledge of each building on the previous unit. The teacher grades all of the unit tests, plus a mid-term and a final, averaging all of the tests. A student who did well at the beginning and worse as the semester progressed would receive the same grade as a student who did worse at the beginning but better as the semester progressed. Under a mastery-based system, the later tests would receive higher weighting because the skills and knowledge later in the course are built upon the earlier skills and knowledge. Therefore, a student whose outcomes improved over the course of the semester

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would have essentially proven a mastery over the earlier bad grades because she would have had to master those earlier skills to progress. Mastery-based grading aims not to average a series of point-in-time snapshots but to assess the overall mastery of the full body of knowledge being studied.

Mastery-based work is also about the depth of the learning. As illustrated in the chart below, the framework for the mastery-based rubrics at Polytechnic Academy will be based on a revised version of Bloom's Taxonomy (Anderson, L.W., & Krathwohl (Eds.). (2001): A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives. New York: Longman). In the chart below, "advanced" (synonymous with mastery) signifies that a student has not only has memorized a competency but also is able to explain it, solve problems using its concepts, question or test it, and be able to infer new competencies based on a deep understanding of the original competency. It also requires a teacher to cite evidentiary examples of student work at each level leading to mastery or to acknowledge a lack of evidence.

Competencies	Absence of Evidence	Emerging (Remember) 1	Capable (Understand) 2	Bridging (Apply) 3	Proficient (Analyze) 4	Advanced (Create/Evaluate) 5
(Specific skills, knowledge, or habits)	(Student has not yet demonstrated any level of competency)	Choose	Classify	Assumptions	Appraise	Assess
		Define	Confirm	Categorize	Compare	Combine
		Describe	Differentiate	Compare	Consider	Compose
		Identify	Discuss	Demonstrate	Debate	Construct
		Label	Explain	Dramatize	Defend	Create
		List	Give	Examine	Inspect	Critique
		Locate	Example	Investigate	Judge	Design
		Memorize	Infer	Order	Question	Develop
		Recognize	Interpret	Relate	Recommend	Formulate
		Select	Match	Solve	Weigh (Evidence)	Generalize
			Predict	Survey		Hypothesize
			Prepare	Use		Originate
			Show			Synthesize
			Summarize			

Here is an example illustrating a typical student's progress in mastering multiplication standards:

Competencies	Absence of Evidence	Emerging	Capable	Bridging	Proficient	Advanced (Mastery)
Single Digit	NA	Student can	Student can	Student can	Student can	Student can create

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Multiplicatio n		recite multiplicatio n tables through 9x9	give an example of using multiplicati on to get a correct answer	solve word problems knowing when to use multiplicati on versus another function	defend their rationale for how and why they solved the word problem using multiplicati on	sample word problems requiring the use of multiplication and infer how problems requiring double-digit multiplication might be solved by using what she knows about single- digit multiplication.

This will be a shift for students with a history of poor academic performance based on the traditional systems of points and percentages. Our model provides curriculum, instruction, and assessment that are focused on knowledge, skills, and understandings – on students "uncovering" meaning at their own pace, not on teachers' "covering" a set of content standards in a prescribed period. Demonstration of mastery may include mastery-based assessments, verbal demonstrations of knowledge, presentations of projects or work products, or other mutually agreed-upon methods. Our goal is for students to reach a higher level of learning that enables them to begin to access more advanced coursework, including dual enrollment career-focused college courses.

Beyond the use of learning science and mastery-based deeper learning, the Charter School will employ career-based relevance throughout its courses. For example, during the required US History course, students will not merely memorize events but will follow themes related to their chosen pathways for supplementary reading and writing assignments. During Government, students will study how the major branches of government create and implement policies related to their chosen career paths. Math courses will employ examples and projects connecting the use of math to the pathways. Students will participate in internships, community projects, certifications, and college courses as early as possible, enabling them to develop interest-driven qualifications, knowledge, and skills.

Student-Matched Instructional Practices

Students in the Independent Study program will take courses matched to their individual level, progression, and interests on a curated, personalized basis. As with the in-person program, students will participate in extracurricular activities and portfolio development. Every Independent Study student will participate in a teacher- or counselor-led 50-minute group advisory session weekly, covering topics and activities that support their academic, social, and durable skills development throughout their Polytechnic Academy experience.

The in person program will primarily be structured on a semester basis with flexibility for credit

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accumulation on a monthly mastery basis to ensure that students who enter or exit mid-semester receive credit for their academic progress.

For some accelerated students, courses will be structured on an 8-week/5-credit basis, with four courses taken each quarter, allowing students to earn an average of 80 credits per year. The 80-credit average will vary depending on Dual Enrollment, after-school, and intersession/summer courses. The mastery learning model, coupled with 8-week/5-credit courses, reinforces the Charter Schools' goal of students reaching grade-level competency in core academic courses, accruing credits to graduate from high school, and ultimately enrolling in college-level dual-enrollment courses.

Independent Study Laws and Regulations

The Charter School will offer a full-time independent study program, allowing students seeking this alternative learning environment to benefit from its career-oriented curriculum. The Charter School will follow all legal requirements for students enrolled in the independent study program.

Based on student needs, instruction will take place in various contexts, including one-on-one, small group, learning lab, classroom cohorts, independent study, and online instruction. The Charter School will adopt an Independent Study policy and meet all other legal requirements, consistent with Education Code Section 51744, *et seq.*. The Charter School will continually review the State Controller's K-12 Audit Guide to ensure the program offered is fully legally compliant. Both the classroom-based and nonclassroom-based instruction and academic practice will occur either at the school site or the student's preferred location, in college settings, or in the context of career-focused programs.

Independent Study Policies and Agreements

The Charter School shall comply with all applicable independent study laws, including, but not limited to, Education Code Sections 51744 *et seq.*, and its implementing regulations regarding independent study instruction, in addition to meeting the requirements for a charter petition.

The Board of Directors shall adopt and maintain a written independent study policy consistent with Education Code Section 51747 and other applicable legal requirements.

The Independent Study Policy minimally addresses:

- the maximum length of time, by grade level and program, that may elapse between the time an independent study assignment is made and the date by which the student must complete the assigned work;
- the level of satisfactory educational progress expected of participating students;
- the number of missed assignments or level of unsatisfactory educational progress that

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will trigger an evaluation of whether continued participation in independent study is in the student's best interest;

- procedures for evaluating students who are not making satisfactory educational progress;
- opportunities for live interaction and synchronous instruction as required by applicable law;
- other requirements established by the Education Code and implementing regulations; and,
- a description of the required written agreement.

A current written independent study agreement shall be maintained for each participating student as required by law. The written agreement shall include all information required by Education Code Section 51747, minimally including:

- the manner, time, frequency, and place for submitting assignments, reporting academic progress, and communicating with the student's parent or guardian;
- the objectives and methods of study and the methods used to evaluate student work;
- the materials, personnel, technology, connectivity, and other resources available to the student;
- the maximum length of time allowed between the assignment and the completion of the student's work;
- the number of missed assignments allowed;
- the duration of the independent study agreement, including the beginning and ending dates of the agreement;
- a statement of the number of the number of course credits or academic accomplishment to be earned upon completion; and
- academic and other supports available to students who are not performing at grade level or who require additional support, including English Learners, students with disabilities, students with Section 504 Plans, students in foster care or experiencing homelessness, and students requiring mental health supports; and
- a statement that independent study is an optional educational alternative in which no student may be required to participate.

Current law specifically requires the written agreement to address access to adequate connectivity and devices and to identify supports for students requiring additional assistance.

Written agreements shall be completed, signed by the student, parent, teacher, and the certificated employee designated as having responsibility for the special education programming of the scholar, as applicable, and maintained within the timelines required by applicable law. No independent study agreement shall extend beyond one school year. The Charter School shall maintain all required records related to independent study and student participation.

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Instruction, Supervision, and Student Support

Students are expected to maintain regular check-ins with their teacher through in-person or online interactions, work completion, or phone conference as set forth in Education Code Section 51747(g)(1). Independent study shall be provided under the general supervision of an appropriately credentialed certificated employee in accordance with Education Code Section 51747.5(a). The Charter School shall provide students participating in independent study with appropriate instructional materials, personnel, technology, academic support, intervention, and other existing school resources necessary to support successful participation.

The Charter School shall monitor student participation and educational progress through completion of assignments, assessments, student work products, progress-monitoring measures, live interaction, synchronous instruction, and other evidence of student engagement as applicable. Required participation or nonparticipation in live interaction and synchronous instruction shall be documented in accordance with Education Code Section 51747.5.

When a student fails to make satisfactory educational progress or exceeds the number of missed assignments established by Board policy, the Executive Director or designee shall conduct an evaluation to determine whether remaining in independent study is in the student's best educational interest. Required records of such evaluations shall be maintained in accordance with applicable law.

Students participating in independent study shall have access, as appropriate, to the educational services and resources available to the Charter School's classroom-based students, including intervention and enrichment opportunities, instructional resources, extracurricular activities, school programs, and student support services. Students with disabilities shall receive services consistent with their Individualized Education Programs, and the Charter School shall provide appropriate supports to English Learners and other students with identified needs.

Assessment and Accountability

Students participating in independent study remain enrolled students of the Charter School and are subject to the same applicable state assessment and accountability requirements as other Charter School students. Students shall participate in statewide assessments and other required assessments in accordance with applicable law and Charter School procedures.

For purposes of attendance and apportionment, the Charter School shall maintain contemporaneous records that document all student attendance. An annual, independent audit of student records will be conducted by a state-approved certificated public accountant. These records shall be made available for audit and inspection.

For traditional independent study, the Charter School may claim apportionment credit for independent study only to the extent of the time value of student work products, as determined by the appropriately credentialed certificated employee responsible for the student's independent study per Education Code Section 51747.5(b)(1), and the student's daily engagement in assigned work.

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The Charter School will meet the requirement related to the ratio of ADA to full time equivalent certificated employees as prescribed under Education Code Section 51745.6. The Charter School shall comply with applicable teacher-to-ADA ratio requirements and all other apportionment conditions associated with independent study.

Instructional Design of the Blended Learning Component

The program at the Charter School is primarily teacher-directed . It also has facilitated and supervised computer-assisted courses based on a personalized learning program that operates on the 8-week block schedule. Target deadlines are set within each course to help students budget their time and stay on task throughout the block, but the actual time a student spends on the instructional and evaluative components of each course will vary according to the student's ability, prior learning, and special needs.

The Charter School's online pedagogical approach is a guided curriculum. While flexibility is encouraged, a highly structured learning environment has been developed to provide students with time and resource management boundaries necessary for them to complete their assignments in an orderly and progressive manner within the allotted time.

Through each course, students can progress at their own pace, subject to the course model requirements, and complete their studies at the time of their choosing within each model, subject to course assignment schedules. Ongoing support will be offered to students during the daily block schedule to ensure that they are on track with completing their course assignments.

A Learning Director meets with the student prior to the student's course registration to help the student develop a Personalized Success Plan based on the student's interests and preferences and governed by the graduation requirements. Students ultimately determine the sequencing of courses that do not have prerequisites. Students are expected to complete a set of required core courses in Math, Language Arts, Science, Social Studies, Visual/ Performing Arts, World Language, and/or Career Tech coursework, along with Electives.

Courses will include text, diagrams, images, audio content, and interactive simulations to facilitate the comprehension of concepts, assessments (self, objective, and subjective) that test mastery of concepts, and activities/projects/assignments that test higher-order thinking skills and engage students with other students. Courses will be supported by certified, well-qualified teachers that engage students that have questions, problems, or curiosities through an onsite and online support system.

Curriculum selection will be based on sound pedagogical theory and practice that is effective, efficient, and appealing, aligned to State Standards, and will accommodate multiple learning styles and individual needs.

Students will also be able to take online college Dual Enrollment courses within and outside their regular day to accrue more courses towards graduation and the completion of their post-secondary plans.

Instructional Day

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The typical day and the typical week will be determined by each student's PSP and their progress towards graduation. For example, during the senior year, students may spend a week at a time in hands-on career technical education skill development as they participate in a paid/non-paid internship program or attend dual enrollment courses.

During some blocks, the Charter School may elect to split the time between career technical education skills development and academics during this phase by having students participate in traditional academic courses two days a week and career technical education skills development for two days a week, with the last day focused on community projects, academic in-class learning, and leadership development. A careful assessment of the local opportunities will be conducted in conjunction with an evaluation of individual student learning goals and needs. This assessment will be conducted by the Charter School Executive Director in conjunction with the classroom teachers, learning director, and other instructional staff. It will be the basis for each student's unique "typical day."

Students participating in the Independent Study program will have more flexibility in their daily schedule. However, with flexibility comes greater teacher oversight. Teachers will assign sufficient work for students to complete which meets/exceeds the instructional minute requirements. Teachers will work closely with students to ensure continual progression through the assigned coursework while meeting deadlines and requirements.

Some students may participate in extended-year enrollment, depending on their personal circumstances and Personalized Success Plan.

Daily Schedule

8:30 - 10:00	**Period 1**
10:05-11:35	**Period 2**
11:40-11:55	**Homeroom**
12:00-12:30	**Lunch**
12:35-2:05	**Period 3**
2:10-3:40	**Period 4**

After School Career-based Program and 1:1 Tutoring

Daily Instructional Minutes 375, minimum 180 Days of 175 required

Annual Instructional Minutes 67,500 of 64,800 required

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Annual Calendar

The Charter School will operate on a multi-track year-round calendar to accommodate our students' need for more time to accelerate their learning and because chronically absent students change or return to school at any time during the school year. The school year will be run according to 8-week quarters, each consisting of two learning periods of approximately 20 to 23 days each, depending on the month. Students will be able to attend school on a continuous basis (year-round) or utilize the normal summer break in a traditional calendar. For students who want more time to catch up or to get ahead, the Charter School will offer a track that begins July 1.

The Charter School's calendar breaks will be similar to other schools in San Benito County in order to minimize family disruptions.

The 2024-25 starting year calendar is detailed in the Appendix.

Innovation 3: Address motivational challenges through rigorous industry pathways with immediate student rewards

Durable Skills Training

The Charter School leadership believes that, in addition to the skills required for success in post-secondary education and employment and as contributing citizens in their communities, an educated person in the 21st century needs well-developed emotional intelligence skills such as self-reflection and self-concept, relationship-building, conflict resolution, and work culture fluency. These skills are taught explicitly and reinforced by students' experiences in their coursework, team projects, leadership development opportunities, and in on-site training. By prioritizing the acquisition and practice of durable skills such as critical thinking, leadership, collaboration, and communication – the very skills most sought out by today's employers – the Charter School students will build confidence and real-world know-how that set them up for professional and academic success today and in the future.

As Jesse Ross, an educator with One Stone, a nationally recognized innovator in student-led education that serves as a model for some of the thinking behind the Polytechnic Academy, "all around the country, students continue to experience education that emphasizes test-taking and classroom-bound academic skills over relevant, hands-on experience. As we look to the future, rather than chasing the moving target of essential knowledge required for jobs that don't yet exist, educators would do well to equip students with the personal toolkits and self-awareness (that is, the durable skills) that will allow them to adapt and thrive no matter what careers or life-paths they choose."[14]

Because more than 50 percent of employers include leadership as an essential job skill[15]The

[14] https://americasucceeds.org/durable-skills-in-action-an-educators-perspective

[15] https://americasucceeds.org/wp-content/uploads/2021/04/AmericaSucceeds-DurableSkills-NationalFactSheet-2021.pdf

Charter School aims to develop leadership through a set of fundamental building blocks, including a sense of belonging, self-identity, and citizenship. As students develop these areas, they also are exposed to leadership theory utilizing the 5 C's of leadership: collaborate, communicate, be candid, connect, and care. Creating this foundation allows staff to work with students on empowerment through validation and being involved in decision-making. Over time, the benefits to the young people are observable: an increased sense of self-worth, more ability to engage and negotiate the wider world, a sense of being able to make a difference, a new identity as a "leader," higher aspirations for themselves, the acceptance of greater levels of responsibility, and a tangible way to "give back."

Leadership development at San Benito County Polytechnic Academy will include:

- A clear definition of the process of leadership development
- Leadership development goals and objectives built into the program
- A set of achievable leadership competencies
- Leadership development woven into all components of the program
- Leadership topics included in the classroom curriculum
- An Individual Leadership Development Plan for each student
- Effective leadership structures like a Policy Committee
- Widespread leadership opportunities
- Ongoing staff training and support in leadership development; and time set aside for leadership development in the program design

At the Charter School, youth will be involved in leadership and civic engagement projects and opportunities within the school context and the local community. Students will participate in school-wide governance committees that provide input and feedback on school operations, teacher quality, assessments, academic rigor, and relevance. Students will also have opportunities to serve on the local community and civic committees.

Learning Technology (UC a-g "G" elective)

All students will take a foundational learning technology course that will cover the basics of digital citizenship, online research, text document creation, spreadsheets, presentations, video editing, security, basic principles of coding, and emerging technologies. During this course, they will have the opportunity to earn online skills certifications that will make them immediately eligible for jobs earning over $70,000 per year. Some of those certifications include:

Google
https://grow.google/certificates/#?modal_active=none

Microsoft

https://learn.microsoft.com/en-us/training/browse/

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IBM

https://www.ibm.com/training/credentials

These are vital for several reasons. Students need to see the relevance of education right now, not just eight years in the future after they have finished college. Our targeted students need to be able to earn money now in part-time positions or during seasonal jobs and paid internships.

These basic technology skill certifications allow them to shift from only being able to work in minimum wage jobs to being able to pick up part-time work at more than $20 per hour. Since many of our students haven't had access to one-to-one technology as most students in wealthier households have throughout their lives, enabling students to learn these skills is a way to address a major educational equity barrier. Students who enter high school with these skills in place will be more successful throughout their academic careers. Finally, professionals today need to learn how to pick up important skills on-the-job and by teaching themselves using the tools at their disposal. Formal education is no longer the dominant method for attaining life-long career competitiveness. Students should not only get credit for skills learned through self-instruction but be supported in developing their self-directed learning capacity.

Agriculture Science and Technology

Agriculture is the top private sector employer in San Benito and several surrounding counties. In addition, skills in the agriculture field are valuable globally, as California feeds the world.

Increasingly, the agriculture industry also crosses over into fuel, manufacturing, global trade, international development, infrastructure development and materials science. A thorough understanding of this industry is a great foundation for immediate employment in a growing sector, as well as a long-term career embodying college, graduate school, and professional pathways for upward mobility and a meaningful life career.

Pathway-specific courses may include:

Learning Technology
Technical Reading and Writing
Durable Skills

Data Analysis

Algebra, Algebra 2, Geometry, Statistics (and/or Pre-Calculus and Calculus)
Spanish

Agricultural Biology
Agricultural Chemistry
Agricultural Economics

US and World History with Agriculture focused topics
ABT-49 Introduction to Agricultural Business

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ABT-110 Careers in Agriculture & Technology
Certifications

Work Experience

Construction Trades and Community Development

The Construction Trades and Community Development pathway focuses on the development of communities, especially in the context of housing and infrastructure. With the expansion of Silicon Valley southward into San Benito, major housing projects, town centers, utility, highway, and transportation investments by the public and private sectors are slated to take place over the next thirty years, requiring an educated prepared workforce with training in skilled trades, engineering, architecture, logistics, project management, and community engagement. This pathway can lead students into skilled trades, as well as long-term careers embodying college, graduate school, and professional pathways for upward mobility and a meaningful life career.

Pathway-specific courses may include:

Learning Technology
Technical Reading and Writing
Durable Skills

Data Analysis

Algebra, Algebra 2, Geometry, Statistics (and/or Pre-Calculus and Calculus)
Spanish

Chemistry (with a focus on materials science)
Physics

Engineering

Community Development Economics

Government (with a focus on issues in Community Development and Infrastructure)
US and World History with Infrastructure and Community Development focused topics
CMA-51 Introduction to Construction Management & Architecture

CMA-52 Construction Graphics

CMA-53 Sustainable Construction Materials and Methods

CMA- 54 Introduction to Construction Estimating
Certifications

Work Experience

Healthcare Sciences

The Healthcare Sciences pathway focuses on the field of healthcare, preparing students for

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careers as mental healthcare providers, doctors, nurses, administrators, and researchers. The pathway will include student projects relating to community wellness and service delivery innovation. This pathway can lead students into careers directly out of high school through certifications, as well as long-term careers embodying college, graduate school, and professional pathways for upward mobility and a meaningful life career.

Pathway-specific courses may include:

Learning Technology
Technical Reading and Writing
Durable Skills

Data Analysis

Algebra, Algebra 2, Geometry, Statistics (and/or Pre-Calculus and Calculus)
Spanish

Biology
Chemistry

Anatomy & Physiology
Kinesiology
Psychology

Economics (with a focus on issues relating to healthcare)
Government (with a focus on issues relating to healthcare)

US and World History with an emphasis on the evolution of the science of medicine
NUTR1-Nutrition

HES-80 Medical Terminology

NVN-70 Growth & Development Across the Lifespan

NVN-110 Foundations for Success for Vocational Nursing Students
Certifications

Work Experience

In order to prepare young people for life, college, and the technological and knowledge demands of the workplace, the Charter School will combine a rigorous, State Standards-based, academic curriculum emphasizing literacy, numeracy, critical thinking, and technology with career training resulting in industry-recognized certifications in career pathways including Agriculture Science and Technology, Construction Trades and Community Development, and Healthcare Sciences. The Charter School's explicit focus on career skill building will be supplemented by a hands-on curriculum in leadership and community development. Students will prepare for community leadership through an innovative curriculum focused on the social and cultural history of the local community

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and critical awareness of important global issues.

Transition to Post-Secondary Activities

The Charter School will use future-focus activities to develop the skills to make the transition to college, technical education, and the workplace. These include in- and out-of-school opportunities for students to participate in college and career transitional experiences. Students will make connections between what is learned in school and the world outside the classroom and thus engage in meaningful postsecondary experiences while still in high school. For example, all learners will have the opportunity to earn nationally recognized workforce certificates that verify essential skills, supports career navigation, guides further learning, and serves as a springboard to other workplace certifications. Students may attend college fairs, take a career preparation course, take college courses, engage in job shadows, and develop and carry out school-based community action projects. Students can extend and deepen these experiences through college and career planning opportunities such as college visits, short-term internships, community action projects, and research about post-secondary options. In future-focused activities, students will understand how academic content relates to their future possibilities; will explore community resources and educational and career paths; will develop skills for success on those paths; and will develop action plans to achieve personal and career goals and to provide service in the community.

Post-Secondary and Industry Partnerships

The Charter School will offer a year-round program to students that will emphasize the attainment of foundational skill competencies, enhancing opportunities for academic and occupational training, and providing exposure to the job market and employment.

Activities may include instruction leading to completion of secondary school, tutoring, internships, job shadowing, work experience, adult mentoring, and comprehensive guidance and counseling.

The Charter School's partnership programs offer a variety of benefits to both program participants and the communities in which they reside, as follows:

Students

- Foundational skills assessment and validation
- Resources and guidance to help attain educational goals
- Leadership development opportunities
- Exposure to the work environment through training and adult mentoring

Employers

- Improved and trained employee pool

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- Development of on-the-job and customized training opportunities

Community

- Improved workforce quality
- Services designed for local workforce development efforts

The Charter School's partnerships will continue to address the needs of learners who face unique economic challenges, including those who seek college and career opportunities that are not currently available to them in the traditional school system. Evidence shows that our approach will be successful in producing skilled students ready for their future careers and/or to pursue postsecondary education. As noted in the report "What Works in Job Training: A Synthesis of the Evidence, produced by the U.S. Departments of Labor, Commerce, Education and Health and Human Services, existing evidence on job training demonstrates that early exposure to a range of career and higher education information and opportunities is associated with better post-secondary education outcomes.

- Work experience for youth still in school, including paid summer jobs, has some important results in terms of educational outcomes, particularly if job skills and education are combined.
- Occupation and industry-based training programs show some promising employment outcomes for youth. Work-based learning, such as paid internships, cooperative education, and some transitional jobs programs, suggest that low-income, economically disadvantaged youth are successful in programs where they receive wages. Strategies that allow high school students to accelerate their transition to college or start preparing for a career early can also improve youth outcomes.
- Youth and adults disconnected from work and school, including those who also have serious disadvantages such as early childbearing, homelessness, or involvement with the criminal justice system, have the most difficult challenges succeeding in adulthood, but there is some evidence that they can benefit from comprehensive and integrated models that combine education, occupational skills, and support services.

The Charter School will develop explicit partnerships with companies and organizations in, around, and serving San Benito County in the identified industries: Agriculture Science and Technology, Construction Trades and Community Development, and Healthcare Sciences.

The Charter School design assumes that all students can be successful and provides the small classes, flexibility, attention, and individualization that struggling students need to complete their high school education while simultaneously beginning their post-secondary education. This design includes intensive online courses that can be completed during 8-week blocks. It also includes opportunities for extra class time, tutoring, and self-paced computer-based instruction. Opportunities for scaffolded support for challenging courses, as well as the opportunity to retake failed tests/courses, individual instructional plans driven by student strengths, and personalized life plans are also utilized.

On-site case management and counseling are available for all students. Instruction

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differentiated for multiple intelligences and students' varied learning needs is also an important component.

Serving Students with Disabilities, Including Special Education and Section 504 (Services under the "IDEA" as a Public School of SBCOE Pursuant to Education Code Section 47641(b))

The following description regarding how special education and related services will be provided and funded is being proposed by the Charter School for the sole purpose of providing a reasonably comprehensive description of the special education program in the Charter Petition and is not binding on the County. The specific manner in which special education and related services will be provided and funded shall be set forth in an MOU, delineating the respective responsibilities of the Charter School and the County. The following provisions are meant to summarize the Charter School's understanding of the manner in which special education instruction and related services shall be provided by the Charter School and the County.

The language that follows is not meant to unilaterally bind the County, or to preclude alternative arrangements between the County and the Charter School as agreed upon in an MOU:

The Charter School shall provide special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the SELPA. The Charter School shall remain, by default, a public school of the county for Special Education pursuant to Education Code Section 47641(b). However, the Charter School reserves the right to make written verifiable assurances that the Charter School shall become an independent LEA and join a SELPA pursuant to Education Code Section 47641(a) either on its own or with a grouping of charter school LEAs as a consortium.

As long as the Charter School functions as a public school of the County solely for purposes of providing special education and related services under the IDEA pursuant to Education Code Section 47641(b), then we would anticipate that an MOU would be developed between the County and the Charter School which spells out in detail the responsibilities for the provision of special education services and the manner in which special education funding will flow to the students of the Charter School.

The Charter School acknowledges the importance of cooperating with the County so that the County can provide special education services to Charter School students. The Charter School agrees to promptly respond to all County inquiries, to comply with reasonable County directives, and to allow the County access to Charter School students, staff, facilities, equipment, and records as required to fulfill all County obligations under this Agreement or imposed by law. The Charter School believes that the allocation of responsibility for the provision of services (including but not limited to referral, identification, assessment, case management, Individualized Education Program ("IEP") development, modification, and implementation) shall be divided in a manner consistent with their allocation between the County and its school sites.

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To be finalized in the MOU, the Charter School anticipates, based upon State and Federal law, that the relationship between the County and the Charter School could be summarized as follows:

The Charter School shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act, the Americans with Disabilities Act, and the Individuals with Disabilities Education Improvement Act. In accordance with Education Code Section 51745(c), a student with special needs may be allowed to participate in independent study their Individualized Education Program specifically provides for such participation.

The Charter School shall be categorized as a public school of San Benito County Office of Education for purposes of providing special education and related services, pursuant to Education Code Section 47641(b). The Charter School understands that it may be required to contribute an equitable share to support agency-wide special education instruction and service costs. Pursuant to Education Code Section 47646(b), the SBCOE shall provide the Charter School with funding and/or services reasonably necessary to ensure that all students with exceptional needs who attend the Charter School are provided a free and appropriate education. The Charter School, at its own discretion, reserves the right to become an independent local educational agency member of a Special Education Local Plan Area ("SELPA") as long as it provides a minimum of 366 days written notice to the San Benito County Office of Education.

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

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

Provision of Special Education Services

The Charter School and SBCOE shall negotiate in good faith and enter into a written agreement to more clearly identify the specific desired mix of special education funding and services to be provided, in accordance with Education Code Section 47646. The Charter School shall enjoy reasonable flexibility to decide whether to receive services, funding, or some combination of both pursuant to Education Code Section 47646(b).

Staffing

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

It is the Charter School's understanding that the County will be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its

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students, including, without limitation, special education teachers, paraprofessionals, and resource specialists unless the County directs the Charter School that current County practice is for the individual school sites to hire site special education staff or the County and the Charter School agree that the Charter School must hire on-site special education staff. In that instance, the Charter School shall ensure that all special education staff hired by the Charter School are qualified pursuant to County and SELPA policies, as well as meet all legal requirements. The County may review the qualifications of all special education staff hired by the Charter School

(with the agreement of the County). It may require pre-approval by the County of all hires to ensure consistency with County and SELPA policies. The County shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to Charter School students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

Student Success Team

The Charter School shall implement a "Student Success Team" ("SST") model to the maximum extent feasible to attempt to meet all student needs within the regular instructional setting prior to referral for formal assessment for special education purposes. Such SSTs will typically consist of the student's teacher(s), a Charter School administrator, the student's parent/guardian, and the Case Manager. The team will oversee the development of plans to meet students' needs, if possible, without referral to assessment for special education needs. The SST will monitor students' progress.

Notification and Coordination

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

The Charter School shall follow County policies as they apply to all County schools for notifying County personnel regarding the discipline of special education students to ensure the County pre-approval prior to imposing a suspension or expulsion. The Charter School shall assist in the coordination of any communications and immediately act according to County administrative policies relating to disciplining special education students.

Referral & Assessment

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

In the event that formal interventions provided through the SST are not successful, the Charter

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School will seek to secure a formal and appropriate assessment conducted by qualified staff. If this assessment identifies that the student has exceptional needs and requires special education and/or related services under the terms of applicable special education law, the Charter School shall work with appropriate staff to convene and conduct an individualized education program ("IEP") team meeting or meetings.

It is the Charter School's understanding that the County shall provide the Charter School with any assistance that it generally provides its schools in the identification and referral processes and will ensure that the Charter School is provided with notification and relevant files of all students who have an existing IEP and who are transferring to the Charter School from a County school. The County shall have unfettered access to all Charter School student records and information in order to serve all of the Charter School's students' special needs.

In the event that the Charter School receives a parent/guardian's written request for assessment, it will work collaboratively with the County and the parent to address the request. Unless otherwise appropriate pursuant to applicable State and Federal law, the Charter School and the County will provide the parent with a written assessment plan within fifteen days of receipt of the written request and shall hold an IEP within sixty days of the parent's consent to the assessment plan to consider the results of any assessment.

The Charter School will follow County student-find procedures to identify all students who may require an assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

Assessments

The term "assessments" shall have the same meaning as the term "evaluation" in the IDEA, as provided in Section 1414, Title 20 of the United States Code. The County will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with the County's general practice and procedure and applicable law. The Charter School shall work in collaboration with the County to obtain parent/guardian consent to assess Charter School students. The Charter School shall not conduct special education assessments unless directed by the County.

Individualized Education Programs & Service Delivery
IEP Meetings

It is the Charter School's understanding that the County shall arrange and notice the necessary IEP meetings. IEP team membership shall be in compliance with state and federal law. The Charter School shall be responsible for having the following individuals in attendance at the IEP meetings or as otherwise agreed upon by the County and Charter School: the Principal and/or the Charter School designated representative with appropriate administrative authority as required by the IDEA; the student's special education teacher; the student's general education teacher if the student is or may be in a regular education classroom; the student, if appropriate; and other Charter School representatives who are knowledgeable about the regular education program at

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the Charter School and/or about the student. It is the Charter School's understanding that the County shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEA, a speech therapist, a psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide notice of parental rights.

IEP Development

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

The Charter School shall promptly notify the County of all requests it receives for assessment, services, IEP meetings, reimbursement, compensatory education, mediation, and/or due process, whether these requests are verbal or in writing.

IEP Implementation

Pursuant to County policy and how the County operates special education at all other public schools in the County, the County shall be responsible for all school site implementation of the IEP. The Charter School commits to assisting the County in implementing all special education and related services called for by the IEP, pursuant to County and SELPA policies, as appropriate, in the same manner as any other school of the County. The County and Charter School will need to be jointly involved in all aspects of the special education program, with the County holding ultimate authority over the implementation and supervision of services. As part of this responsibility, the Charter School will monitor the student progress toward the goals specified in the IEP, which will be formally reviewed by the IEP team on at least a triennial basis, and provide the County and the parents with timely reports on the student's progress as provided in the student's IEP at least as frequently as report cards are provided for the Charter School's non-special education students. The Charter School shall also provide all home-school coordination and information exchange unless directed otherwise by the County. The Charter School shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology unless directed otherwise by the County. The Charter School shall comply with any directive of the County as it relates to the coordination of the Charter School and County for IEP implementation, including, but not limited to, adequate notification of student progress and immediate notification of any considered discipline of special education students in such matters, the Charter School would notify the County of relevant circumstances and communications immediately and act according to County administrative authority.

Interim and Initial Placements of New Charter School Students

The Charter School shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. In accordance with

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Education Code Section 56325(a)(1), for students who enroll in the Charter School from another school district within the State but outside of the SELPA with a current IEP within the same academic year, the County and the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time the County and Charter School shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law. In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into the Charter School from a district-operated program under the same special education local plan area of the County within the same academic year, the County and the Charter School shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and the County agree to develop, adopt, and implement a new IEP that is consistent with federal and state law. For students transferring to the Charter School with an IEP from outside of California during the same academic year, the County and the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until the County conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by the County, and develops a new IEP, if appropriate that is consistent with federal and state law.

Non-Public Placements/Non-Public Agencies

The County shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students. The Charter School shall not hire, request services from, or pay any non-public school or agency to provide education or services to special education students without the prior written approval of the County. The Charter School shall immediately notify the County of all parental requests for services from non-public schools or agencies, unilateral placements, and/or requests for reimbursement.

Non-discrimination

It is understood and agreed that all students will have access to the Charter School and no student shall be denied admission nor counseled out of the Charter School due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need for, special education services.

Parent/Guardian Concerns and Complaints

The Charter School shall follow County policies as they apply to all County schools for responding to parental concerns or complaints related to special education services. The Charter School shall instruct parents/guardians to raise concerns regarding special education services, related services and rights to the County unless otherwise directed by the County. The Charter School shall immediately notify the County of any concerns raised by parents. In addition, the

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Charter School and the County shall immediately bring to the other's attention any concern or complaint by a parent/guardian that is in writing and/or which involves a potential violation of state or federal law.

The County's designated representative, in consultation with the Charter School's designated representative, shall investigate as necessary, respond to, and address the parent or guardian's concern or complaint. The Charter School shall allow the County access to all facilities, equipment, students, personnel, and records to conduct such an investigation.

The Charter School and the County shall timely notify each other of any meetings scheduled with parents/guardians or their representatives to address the parent/guardian concerns or complaints so that a representative of each entity may attend. The County, as the LEA, shall be ultimately responsible for determining how to respond to parent concerns or complaints, and the Charter School shall comply with the County's decision.

The Charter School and the County shall cooperate in responding to any complaint to or investigation by the California Department of Education, the United States Department of Education, or any other agency and shall provide timely notice to the other upon receipt of such a complaint or request for an investigation.

Due Process

The County may initiate a due process hearing or request for mediation with respect to a student enrolled in Charter School if the County determines such action is legally necessary or advisable. The Charter School agrees to cooperate fully with the County in such a proceeding. In the event that the parents/guardians of a student file for a due process hearing, or request mediation, the Charter School is committed to working in cooperation with the County to the maximum extent permitted under law to respond to and defend the Charter School and the County in the process. In the event that the County determines that legal representation is needed, the Charter School agrees that it shall be jointly represented by legal counsel of the County's choosing.

The Charter School understands that the County shall have sole discretion to settle any matter in mediation or due process. The County shall also have sole discretion to file an appeal from a due process hearing or take other legal action involving any Charter School student necessary to protect its rights.

LEA Status

The Charter School intends to enter into a Memorandum of Understanding ("MOU") with SBCOE to operate as a public school of SBCOE for purposes of special education, pursuant to Education Code Section 47641(b). However, if this is not realized, The Charter School would be amenable to becoming a local education agency ("LEA") for purposes of special education, and a member of a SELPA in accordance with Education Code Section 47641(a), so that a free and appropriate education is ensured for the Charter School students.

If an MOU is entered into between SBCOE and the Charter School, the Charter School agrees to adhere to the requirements of the Local Plan for Special Education and to County policies. As a

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public school of the County, solely for purposes of providing special education and related services under the IDEA pursuant to Education Code Section 47641(b), in accordance with Education Code Section 47646 and 20 U.S.C. 1413, the Charter School seeks services from the County for special education students enrolled in the Charter School in the same manner as is provided to students in other County schools.

The Charter School shall comply with all SELPA policies and procedures; and shall utilize appropriate SELPA forms. The facilities to be utilized by the Charter School shall be accessible for all students with disabilities. The Charter School will also ensure that no student otherwise eligible to enroll in the Charter School will be denied enrollment.

SELPA Representation

It is the Charter School's understanding that the County shall represent the Charter School at all SELPA meetings and report to the Charter School of SELPA activities in the same manner as is reported to all schools within the County.

Services

The County shall provide special education and related services in the same manner, and on an equal basis, as any other student of the County. The Charter School shall cooperate with the County in the implementation of student Individualized Education Programs in the same manner as any other County school, including but not limited to identification, accommodation, and modification. An annual meeting between the Charter School and the County to review special education policies, procedures, protocols, and forms of the County and the SELPA and County protocol will ensure that the Charter School and the County have an ongoing mutual understanding of County protocol and will facilitate ongoing compliance.

Funding

The Charter School understands that it will enter into an MOU with the County regarding Special Education funding and cannot at this time unilaterally dictate the funding relationship between the County and the Charter School. The Charter School anticipates, based upon State and Federal law, that the fiscal relationship could be summarized as follows:

Retention of Special Education Funds by the County

The County shall retain all state and federal special education funding allocated for Charter School students through the SELPA Allocation Plan and shall be entitled to count Charter School students as its own for all such purposes.

Retention of ADA Funds by the County for Non-Public Placements

The Charter School and the County acknowledge that the County may be required to pay for or provide Charter School students with placements at locations other than at the Charter School's school site in order to provide them with a free appropriate public education. Such placements could include, without limitation, programs or services in other County schools, in other public

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school districts within the SELPA, in a County program, in a non-public school, at home, at a hospital, or in a residential program. When such programs or services are provided at County expense, the County shall be entitled to receive from the Charter School the pro rata share of all funding received for such student, including, without limitation, all ADA funds, based on the number of instructional days or minutes per day that the student is not at the Charter School site.

Contribution to Encroachment

The Charter School shall contribute its fair share to offset special education's encroachment upon the County's general fund. Accordingly, the Charter School shall annually pay to the County a pro-rata share of the County's special education costs ("encroachment") that exceed State and Federal special education funding. At the end of each fiscal year, the County shall invoice the Charter School for the Charter School's pro-rata share of the County-wide encroachment for that year as calculated by the total unfunded special education costs of the County (including those attributable to the Charter School) divided by the total number of County ADA (including Charter School students), and multiplied by the total number of Charter School ADA. The Charter School ADA shall include all Charter School students, regardless of home district.

Independent Study

Per Education Code Section 51745(c), all students considering the use of independent study for all or some of their educational program may be permitted to do so if their IEP allows for such participation. Special education teachers and coordinators are involved as needed to work with the students and their parents/guardians to help them choose the best placement for a student with special needs.

Ultimately, the IEP team will be responsible for determining whether independent study provides a free appropriate public education for each student with special needs.

Section 504 of the Rehabilitation Act

The Charter School understands that its students may have exceptional needs that are not governed by the terms of the federal special education law (IDEA) but who may require accommodations or services pursuant to the terms of Section 504 of the Rehabilitation Act and that the Charter School will be responsible for planning and implementing any such accommodations or services.

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

A 504 team will be assembled by the principal and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of

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

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials, including those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

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

IDEA, a referral for assessment under the IDEA will be made by the 504 team.

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

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

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

A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be

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reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

Plan for English Learners

The Charter School will meet all applicable legal requirements for English Learners ("EL"), including long-term English Learners or English Learners at risk of becoming long-term English Learners, as they pertain to an annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will implement policies to ensure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

In accordance with California law, all The Charter School teachers who shall teach ELs will be required to have the Bilingual Cross-cultural Language and Academic Development ("BCLAD") authorization or the Cross-cultural Language and Academic Development ("CLAD") authorization or other equivalent authorizations required to teach ELs. The type of authorization required depends on the type of instruction provided to ELs.

Home Language Survey

The Charter School will administer the home language survey upon a student's initial enrollment into a California public school (on enrollment forms).

English Language Proficiency Assessment

All students who indicate that their home language is other than English will be tested with the English Language Proficiency Assessments for California ("ELPAC"). The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the 2012 California ELD Standards.

The ELPAC consists of two separate assessments:

- Initial Assessment ("IA") The ELPAC IA is used to identify students as either an English Learner, or as fluent in English. The IA is administered only once during a student's time in the California public school system based upon the results of the home language survey. The locally scored IA will be the official score. The IA is given to students in grades K–12 whose primary language is not English to determine their English proficiency status.
- Summative Assessment ("SA") ELs will take the SA every year until they are reclassified as fluent English proficient. The ELPAC SA is only given to students who have previously been identified as an EL based upon the IA results, in order to measure how well they are progressing with English development in each of the four domains. The results are used as one of four criteria to determine if the student is ready to be

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reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

Both the ELPAC SA and IA are assessments administered in grade spans: 9–10, and 11–12. In grades 9–12, the test is administered in groups, exclusive of speaking, which is administered individually. The ELPAC IA and SA will be administered via a computer-based platform.

Testing times will vary depending on the grade level, domain, and individual student. Both the ELPAC IA and SA are given in two separate testing windows throughout the school year.

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

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

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

Reclassification Procedures

Reclassification procedures to determine whether to classify a pupil as proficient in English shall comply with Education Code Section 313(f), as it may be revised from time to time.

Strategies for English Learner Instruction and Intervention

Teachers will be trained to use Specially Designed Academic Instruction in English ("SDAIE") techniques, as well as designated ELD and integrated ELD, as appropriate, to meet the needs of English language learners and will develop ways to utilize those techniques in an online setting, as needed.

Targeted resources may include the following: parent/student workshops, curriculum modification, bilingual tutoring, and supplementary resources.

ELD Programming/Placement

The Charter School will offer a Structured English Immersion (SEI) program and an English Language Mainstream (ELM) Program to meet the needs of our English Learners. Based on ELPAC testing and teacher evaluations, we will make the appropriate program referrals. The Charter School is prepared to serve all levels of English Learners and use the Hampton-Brown

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High Point: Success in Language, Literature, and Content Levels A, B, and C curriculum if necessary.

English Language Mainstream (ELM) Program: The goal of this program is to ensure that ELs progress linguistically and academically to meet English Language Development and grade-level content standards simultaneously. These students receive appropriately differentiated instruction and scaffolded academic content instruction and support with their fluent peers.

Following are the components of this program:

- Explicit ELD: Daily ELD instruction will be provided through designated and/or integrated ELD instruction aligned to the CA ELD standards in core English course, utilizing standards-based materials and supplemental materials.
- Access to Core: Students will have access to instruction in all core curricular areas aligned to content standards. They will receive differentiated instruction in ELA, math, social science, career pathways, and science delivered with SDAIE/EDI strategies and materials.
- Electives: Students will have access to electives in mixed groups of EL, FEP, and E/O students.
- Primary Language Support: Primary language support will be used minimally, only as needed.
- Other:
    - Cooperative learning activities, conducted in English, in all classes that serve to immerse students in the language while giving them opportunities to practice listening, comprehension, and speaking skills.
    - Frequent writing assignments in all classes that give students opportunities to practice writing and editing in English using mastery rubrics.
    - After-school programs and tutoring.
    - Collaborative learning experiences through club projects.
    - For Native Spanish speakers, the ability to meet their world language requirement in Spanish and earn a seal of bilingualism for graduation.

Monitoring and Evaluation of Program Effectiveness

The Charter School will evaluate the effectiveness of its education program for English Learners by:

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

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- Monitoring the availability of adequate resources.

Plan for Other Students with Special Needs

Plan for Students who are Academically High Achieving

Students who are academically high achieving will be identified by members of the Student Support Team through progress and attendance reports, placement tests, and standardized test results. Gifted students are able to move quickly through the curriculum while still under the supervision of a well-qualified, credentialed teacher. These courses include advanced activities for high-achieving students, which allow the student to complete a more in-depth study or to move more quickly through the curriculum. Advanced courses and college-level courses (Dual Enrollment) are also available.

Plan for Students Who Are Academically Low Achieving

The Charter School has committed to a "seek and serve" methodology, aking to seek and serve requirements under special education regulations, working closely with the San Benito County Office of Education and local school district leaders to identify local eighth grade and high school students who are chronically absent or failing classes as recruits to the Charter School precisely because our program caters to their need for pre-high school acceleration, flexibly instructional strategies, increased counseling and coaching support, and active academic engagement through deeper learning and relevance. Students from among enrolled Charter School students, once we are open, who are low or non-achieving will be identified by members of the Student Support Team through orientation testing, starting transcript review, daily and weekly progress and attendance reports, placement tests, and standardized test results. The Charter School will utilize strategies to improve student success, such as curriculum modification, additional support, and differentiated instruction. As described above, the Charter School will have learning labs with Read 180, Math 180, credit recovery courses, and individualized instruction available for all students as needed on an ongoing basis.

The Charter School will also provide an instructional model that allows for one-on-one teacher-student and student-student engagement, enabling personalized support and guidance from the Student Support Team.

Goals and Actions to Achieve the State Priorities

Pursuant to Education Code Sections 47605.6(b)(5)(A)(ii) and 47605.6(b)(5)(B), a reasonably comprehensive description of the Charter School's annual goals, actions and measurable outcomes, both schoolwide and for each subgroup of pupils, in and aligned with the Eight State Priorities as described in Education Code Section 52060(d), can be found in Elements 2 and 3.

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Elements 2 and 3: Measurable Pupil Outcomes and Methods By Which Student Outcomes Will Be Measured

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

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

Given the unique nature of the population targeted by the Charter School, the Charter School will seek to be designated as a Dashboard Alternative School Status ("DASS") school for the purposes of accountability. DASS schools use modified methods of measurement for indicators that are aligned with the evaluation rubrics of the Local Control Funding Formula ("LCFF") to evaluate the success or progress of schools that serve high-risk (i.e., at-promise) students. The Charter School desires an increased measure of accountability and seeks close alignment between what is taught and what is assessed, as well as recognition of academic and personal growth achieved by the students relative to their levels and performance upon entrance to the Charter School. Testing is only one avenue to see if students are achieving the required State Standards. The instructional program includes supplemental assessment measures to test the accuracy and viability of the educational program that is administered. Assessment methods aligned to the eight state priorities are outlined below. Following year one of operations, the Charter School will update its goals and establish three year objectives in each priority area.

Goals and Actions to Achieve the State Priorities

CHARTER SCHOOL GOALS, ACTIONS AND MEASURABLE OUTCOMES THAT ALIGN WITH THE STATE PRIORITIES
Pursuant to Education Code Sections 47605.6(b)(5)(A)(ii) and 47605.6(b)(5)(B), the Charter School has established goals, actions, and measurable outcomes both schoolwide and for each subgroup of pupils, which address and align with the State Priorities identified in Education Code Section 52060(d). **Local Control and Accountability Plan** In accordance with Education Code Section 47606.5, the Charter School shall comply with all elements of the Local Control and Accountability Plan ("LCAP") pursuant to regulations and a template adopted by the California State Board of Education and reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter. The Charter School shall submit the LCAP to

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the District and the County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33. The Charter School shall also present a report on the annual update to the LCAP and the local control funding formula budget overview for parents each year as part of a nonconsent item at a regularly scheduled Board meeting.

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

Insofar as student subgroups comprise the majority of the school population, the schoolwide goals apply equally to all subgroups.

STATE PRIORITY #1— BASIC SERVICES

The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))

SUBPRIORITY A – TEACHERS	
GOAL TO ACHIEVE SUBPRIORITY	100% fully credentialed teachers appropriately assigned
ACTIONS TO ACHIEVE GOAL	Target hiring of fully credentialed teachers by partnering with local schools of education; maintain competitive compensation; support teachers with waived credentials in completing their credentials expeditiously; assign teachers to their correct subject matter; utilize online, offsite, and dual enrollment to ensure that students are learning
	with subject matter experts.
MEASURABLE OUTCOME	100% fully credentialed teachers appropriately assigned
METHODS OF MEASUREMENT	Documentation of credential and/or subject matter expertise (in the case of community college teachers)
SUBPRIORITY B – INSTRUCTIONAL MATERIALS	
GOAL TO ACHIEVE SUBPRIORITY	100% of students will have hardcopy and/or electronic instructional materials for all of their courses
ACTIONS TO ACHIEVE GOAL	Provide laptops or Chrome books and connectivity for 100% of students; include electronic and hardcopy curricula in the budget annually to ensure all students have the learning materials they need.
MEASURABLE OUTCOME	100% of students will have hardcopy and/or electronic instructional materials for all of their courses
METHODS OF MEASUREMENT	Internal audit of assigned courses and materials
SUBPRIORITY C – FACILITIES	
GOAL TO ACHIEVE SUBPRIORITY	School facilities are sufficient and maintained in good repair
ACTIONS TO ACHIEVE GOAL	The Charter School will acquire sufficient facilities, budget for appropriate ongoing maintenance.
MEASURABLE OUTCOME	School facilities are sufficient and maintained in good repair
METHODS OF	Annual inspection of facilities and self-certification

MEASUREMENT	

STATE PRIORITY #2— IMPLEMENTATION OF STATE STANDARDS *Implementation of State Standards (including CCSS and ELD), including how EL students will be enabled to gain academic content knowledge and English language proficiency*	
SUBPRIORITY A – STATE STANDARDS IMPLEMENTATION	
GOAL TO ACHIEVE SUBPRIORITY	All students will have access to the UC "a-g" course of study, meet state requirements for graduation, and scores "meets" or "exceeds" on the CAASPP or CAST unless otherwise dictated by their IEP, 504, or PSP.
ACTIONS TO ACHIEVE GOAL	As detailed in Element 1, the Charter School plans to provide a rigorous, standards aligned, college preparatory academic program supplemented with early intervention to ensure that every student meets or exceeds grade level standards and completes the UC "a-g" course of study.
MEASURABLE OUTCOME	100% of students will graduate having completed the UC "a-g" course of study, unless otherwise agreed to in their IEP, 504, or PSP
METHODS OF MEASUREMENT	Transcript analysis, CAASPP, CAST
SUBPRIORITY B – EL STUDENTS & ACADEMIC CONTENT KNOWLEDGE	
GOAL TO ACHIEVE SUBPRIORITY	See 4E
SUBPRIORITY C – EL STUDENTS & ENGLISH LANGUAGE PROFICIENCY	
GOAL TO ACHIEVE SUBPRIORITY	See 4F

STATE PRIORITY #3— PARENTAL/GUARDIAN INVOLVEMENT AND FAMILY ENGAGEMENT *Parental/Guardian involvement and family engagement, including efforts the Charter School makes to seek parent input in making decisions for the Charter School, and including how the ppl Charter School will promote parental participation in programs for unduplicated pupils and individuals with exceptional needs.*	
SUBPRIORITY A – ACHIEVING/MAINTAINING PARENTAL/GUARDIAN INVOLVEMENT	
GOAL TO ACHIEVE SUBPRIORITY	90% of Parent/Guardians participating in student led conferences
ACTIONS TO ACHIEVE GOAL	The Charter School leadership believe that every student needs an active responsible adult in their lives who is paying attention to and encouraging their academic and personal success. faculty will work directly to involve parents/guardians of students in their regular communications regarding student activity and progress. Student led conferences will be held at the end of every eight-week block in real time either online or in person at a time mutually convenient for the students, their parents/guardians, and their lead teacher.
MEASURABLE OUTCOME	90% of Parent/Guardians participating in student led conferences
METHODS OF MEASUREMENT	Attendance rosters
SUBPRIORITY B – PROMOTING PARENT/GUARDIAN PARTICIPATION	
GOAL TO ACHIEVE SUBPRIORITY	85% of parents/Guardians responding to the annual survey will report that they are satisfied with school efforts to engage them in school events and decision making.
ACTIONS TO ACHIEVE GOAL	The Charter School will implement and promote a "parent portal" component of the SIS system for real time attendance, academic progress, and grade checking

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	for all families. The Charter School budget will be reviewed every year once the school reaches 300 students to ensure adequate budget for a parent community representative is in place. The Charter School will implement a multi-directional communication system to engage parents in their chosen language by email, phone, and text. The Charter School will continue and enhance outreach media materials and resources (website, brochures, flyers, etc.) in both English and Spanish to promote the school's vision and events.
MEASURABLE OUTCOME	85% of Parents/Guardians responding to the annual survey will report that they are satisfied with school efforts to engage them in school events and decision making.
METHODS OF MEASUREMENT	Panorama survey.
SUBPRIORITY C – PROMOTING PARENT/GUARDIAN PARTICIPATION FOR UNDUPLICATED STUDENTS AND STUDENTS WITH EXCEPTIONAL NEEDS	
GOAL TO ACHIEVE SUBPRIORITY	85% of Parents/Guardians (the same as all parents) for Unduplicated Students and Students with Exceptional Needs responding to the annual survey will report that they are satisfied with school efforts to engage them in school events and decision making.
ACTIONS TO ACHIEVE GOAL	The Charter School will implement and promote a "parent portal" component of the SIS system for real time attendance, academic progress, and grade checking for all families. The Charter School budget will be reviewed every year once the school reaches 300 students to ensure adequate budget for a parent community representative is in place. The Charter School will implement a multi-directional communication system to engage parents in their chosen language by email, phone, and text. The Charter School will continue and enhance outreach media materials and resources (website, brochures, flyers, etc.) in both English and Spanish to promote the school's vision and events. The Charter School Executive Director will monitor parent/guardian participation on a monthly basis to ensure that Parents/Guardians for Unduplicated Students and Students with Exceptional Needs are responding to communications and participating in school events in a manner consistent with other parents.
MEASURABLE OUTCOME	85% of Parents/Guardians (the same as all parents) for Unduplicated Students and Students with Exceptional Needs responding to the annual survey will report that they are satisfied with school efforts to engage them in school events and decision making.
METHODS OF MEASUREMENT	Panorama survey.

State Priority #4— Student Achievement

Pupil achievement, as measured by all of the following, as applicable:

California Assessment of Student Performance and Progress statewide assessment Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements

The percentage of pupils who have successfully completed courses that satisfy the requirements for career technical education sequences or programs of study

The percentage of pupils who have successfully completed both types of courses described in subparagraphs (B) and (C).

Percentage of ELs who make progress toward English language proficiency as measured by the English Language Proficiency Assessments for California

EL reclassification rate

Percentage of pupils who have passed an AP exam with a score of 3 or higher

Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment

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Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness Percentage of students who have completed a portfolio documenting their mastery of Durable Skills Students will demonstrate success in their academic curriculum as evidenced by GPAs at or above a 2.0 each term.

SUBPRIORITY A – CAASPP/CAST	
GOAL TO ACHIEVE SUBPRIORITY	Equivalent to or above the state average percentage of students achieving at or above standard. The state-mandated test will be administered to students who have attained eleventh-grade standing based on accrued credits earned at least three academic quarters prior to the testing window.
ACTIONS TO ACHIEVE GOAL	As detailed in Element 1, the Charter School plans to provide a rigorous, standards aligned, college preparatory academic program supplemented with early intervention to ensure that every student meets or exceeds grade level standards.
MEASURABLE OUTCOME	Equivalent to or above the state average percentage of students achieving at or above standard in each subgroup.
METHODS OF MEASUREMENT	CAASPP/CAST
SUBPRIORITY B – UC/CSU COURSE REQUIREMENTS	
GOAL TO ACHIEVE SUBPRIORITY	100% of students graduate having competed the UC/CSU "a-g" course requirements
ACTIONS TO ACHIEVE GOAL	All students will be enrolled in the UC "a-g" courses as their default curriculum, with dual-enrollment colleges courses being substituted for equivalent "a-g" requirements according to each student's pathway course of study.
MEASURABLE OUTCOME	100% of students with junior standing on track to complete the UC/CSU "a-g" course requirements
METHODS OF MEASUREMENT	Transcript analysis and documentation
SUBPRIORITY C– CTE COURSE REQUIREMENTS	
GOAL TO ACHIEVE SUBPRIORITY	Each student passes at least one workforce certification prior to graduation. Criteria-referenced tests and assessments that lead to workforce certification.
ACTIONS TO ACHIEVE GOAL	As described in Element 1, the Charter School will include CTE workforce certification tests throughout the curriculum and pathways for our students. Students participating in our mandatory Learning Technology course will pass at least one technology certification during their first year as a student. Most students will go on to achieve multiple certifications in the industry focus.
MEASURABLE OUTCOME	Every student will pass at least one criteria-referenced test or assessment that leads to workforce certification prior to graduation.
METHODS OF MEASUREMENT	ACT WorkKeys National Career Readiness Certificate, and others specific to industry pathways and technology
SUBPRIORITY D – BOTH UC/CSU AND CTE COURSE REQUIREMENTS	
GOAL TO ACHIEVE SUBPRIORITY	All students will graduate having fulfilled the UC/CSU "a-g" requirements and having passed at least on workforce certification prior to graduation.
ACTIONS TO ACHIEVE GOAL	Please see Element 1 and Subpriorities 4B and 4C
MEASURABLE OUTCOME	All students will graduate having fulfilled the UC/CSU "a-g" requirements and having passed at least on workforce certification prior to graduation.
SUBPRIORITY E – EL PROFICIENCY RATES	

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GOAL TO ACHIEVE SUBPRIORITY	All multiple language learners meet grade level standards in courses other than English.
ACTIONS TO ACHIEVE GOAL	Ensure that multiple language learners are provided with course materials (for courses other than English) and instruction in their home language whenever possible, including allowing them to take tests and other forms of assessments in a manner consistent with demonstration of knowledge and skills in their preferred language.
MEASURABLE OUTCOME	All multiple language learners meet grade level standards in courses other than English.
SUBPRIORITY F – EL RECLASSIFICATION RATES	
GOAL TO ACHIEVE SUBPRIORITY	The Charter School's EL redesignation rate will be twice that of other high schools in San Benito County.
ACTIONS TO ACHIEVE GOAL	Please see Element 1.
MEASURABLE OUTCOME	The Charter School's EL redesignation rate will be twice that of other high schools in San Benito County.
METHODS OF MEASUREMENT	ELPAC and other methodologies are used to establish EL redesignation (see EL section above in Element 1)
SUBPRIORITY G – AP EXAM PASSAGE RATE	
GOAL TO ACHIEVE SUBPRIORITY	All students taking AP exams receive a "3" or higher.
ACTIONS TO ACHIEVE GOAL	Students who choose to take AP courses will be provided with high quality course materials, highly effective qualified instructors, and teacher support that includes regular check-ins, tutoring, and practice exams with feedback.
MEASURABLE OUTCOME	All students taking AP exams receive a "3" or higher.
METHODS OF MEASUREMENT	AP reporting from the College Board
SUBPRIORITY H – COLLEGE PREPAREDNESS AND EXPERIENCE, EAP OR ACT	
GOAL TO ACHIEVE SUBPRIORITY	Consistent with their PSP, all students will earn between nine and 60 community college units prior to graduation. All students will experience college courses in their career track and some will complete an AA degree, others will opt for career certifications as their primary objectives. By the end of the first quarter of each student's final year, they will have achieved at least a 20 on the ACT. By February 28 of each student's final year, all eligible students will have submitted their FAFSA or DACA equivalent.
ACTIONS TO ACHIEVE GOAL	As described in Element 1, all of the Charter School students will take courses, at least a couple, in their industry pathway as dual enrollment opportunities in Community College. We strangely believe that early exposure to college level work will energize and inspire our students. Students will receive college and high school credit for college courses passed with a "C" or better according to the grading system of the colleges. Critical to that success will be matching them with a high school teacher who will monitor and support the students as they progress in their college courses. Those teachers will withdraw students from courses if they are not performing at the "C" level or higher by the withdrawal deadline. Given the Charter School's anticipated high level of families of poverty, it will be

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	a focus of our counseling department to ensure prompt and efficient completion of FAFSA and CA DREAM Act application. We understand this factor to be important in motivating students to continue on to college and other post-secondary opportunities. "The data show that on average,
	less than 55 percent of seniors complete the FAFSA in each state. That's an especially alarming statistic given that studies demonstrate a 25 to 30 percent increase in the likelihood of low and middle-income students enrolling in college if they simply complete the FAFSA." *Source: https://www.newamerica.org/education-policy/edcentral/filling-fafsas/ (from 2014 DOE complete data set)
MEASURABLE OUTCOME	By graduation, consistent with their PSP, all students will earn at least nine units of college credit. By the end of the first quarter of each student's final year, they will have achieved at least a 20 on the ACT. By February 28 of each student's final year, all eligible students will have submitted their FAFSA or DACA equivalent.
METHODS OF MEASUREMENT	College transcript, ACT, counselor confirmation of FAFSA or DACA equivalent submission
SUBPRIORITY I – DURABLE SKILLS	
GOAL TO ACHIEVE SUBPRIORITY	100% of students will make annual progress developing and documenting Durable Skills with the goal of establishing a level of at least "proficient" in each Durable Skill by the end of tenth grade, but not later than graduation.
ACTIONS TO ACHIEVE GOAL	Students, with faculty support, will develop an individualized Durable Skills Portfolio documenting the successful student development of the America Succeeds Durables Skills.
MEASURABLE OUTCOME	100% of students will make annual progress developing and documenting Durable Skills with the goal of establishing a level of at least "proficient" in each Durable Skill by the end of tenth grade, but not later than graduation.
METHODS OF MEASUREMENT	Teacher review of student portfolio
SUBPRIORITY J – GRADES	
GOAL TO ACHIEVE SUBPRIORITY	Students will demonstrate success in their academic curriculum as evidenced by GPAs at or above an unweighted 2.0 each term. Students will complete
	between 40 and 80 credits toward graduation in alignment with their PSP.
ACTIONS TO ACHIEVE GOAL	See Element 1. Curriculum mastery rubrics are used to evaluate student work throughout every course with students eligible to receive and end of course grade of A, B, C, or Not Yet, with a grade of Not Yet requiring continued academic work through the individualized tutorial until at least basic subject matter proficiency (a course grade of "C") is achieved.
MEASURABLE OUTCOME	85% of students will achieve an unweighted GPA of 2.5 or higher during each term and will complete between 40 and 80 credits toward graduation in alignment with their PSP.
METHODS OF MEASUREMENT	Teacher review of student performance in each class according to mastery-based rubrics and documented completion of required course credits.
STATE PRIORITY #5— STUDENT ENGAGEMENT *Pupil engagement, as measured by all of the following, as applicable:* *A. School attendance rates* *B. Chronic absenteeism rates*	

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C. Middle school dropout rates (EC §52052.1(a)(3)) *D. High school dropout rates* *E. High school graduation rates*

SUBPRIORITY A – STUDENT ATTENDANCE RATES	
GOAL TO ACHIEVE SUBPRIORITY	Students will achieve 95% attendance.
ACTIONS TO ACHIEVE GOAL	Please see Innovation 1 in Element 1. The Charter School will maintain a welcoming, trauma-informed culture and engaging academic program. It will work to employ strategies to address attendance issues before they arise and immediately upon the first unexcused absence or protracted excused absence.
MEASURABLE OUTCOME	Students will achieve 95% attendance.
METHODS OF MEASUREMENT	Attendance records.
SUBPRIORITY B – STUDENT ABSENTEEISM RATES	
GOAL TO ACHIEVE SUBPRIORITY	Student chronic absenteeism rates will be lower than half that of the other county public high schools.
ACTIONS TO ACHIEVE GOAL	Please see Innovation 1 in Element 1. The Charter School will maintain a welcoming, trauma-informed culture and engaging academic program. It will work to employ strategies to address attendance issues before they arise and immediately upon the first unexcused absence or protracted excused absence.
MEASURABLE OUTCOME	Student chronic absenteeism rates will be lower than half that of the other county public high schools.
METHODS OF MEASUREMENT	Attendance records.
SUBPRIORITY C – MIDDLE SCHOOL DROPOUT RATES - NOT APPLICABLE	
SUBPRIORITY D – HIGH SCHOOL "DROPOUT" RATES	
GOAL TO ACHIEVE SUBPRIORITY	The Charter School has specifically targeted high school "dropouts" and those at risk of "dropping out" as its target population.
ACTIONS TO ACHIEVE GOAL	Students who have failed courses or been designated as chronically absent have a reduced likelihood of high school graduation, according to industry research, about a 25 percent likelihood of graduation. The Charter School will establish a graduation likelihood prediction for each student based on data gathered at the time of enrollment and measure the performance of the student body against a predictive benchmark.
MEASURABLE OUTCOME	90% of students will graduate from the Charter School or enroll in another secondary program within six years.
METHODS OF MEASUREMENT	Within the first year of operation, the Charter School will establish an updated **Graduation Rates Relative to Predictive Performance** metric and set of goals.
SUBPRIORITY E – HIGH SCHOOL GRADUATION RATES	
GOAL TO ACHIEVE SUBPRIORITY	90% of the Charter School students who remain enrolled for at least 90 days will outperform their **Graduation Rates Relative to Predictive Performance**
ACTIONS TO ACHIEVE GOAL	Students who enter far behind in skills and credits may require five or six years to graduate and some may choose an accelerated three-year path. The staff of the Charter School will provide the supports identified in Element 1 to ensure the

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	success of each student.
MEASURABLE OUTCOME	90% of the Charter School students who remain enrolled for at least 90 days will outperform their **Graduation Rates Relative to Predictive Performance**
METHODS OF MEASUREMENT	Within the first year of operation, the Charter School will establish an updated **Graduation Rates Relative to Predictive Performance** metric and set of goals based on industry research. This benchmark is still in development, but the high-level goal is for the student body to significantly outperform the predictive benchmark by entering cohort, including tracking (through graduation or age 22, whichever is later) the outcomes of students who enter and then leave the Charter School.
STATE PRIORITY #6— SCHOOL CLIMATE *School climate, as measured by all of the following, as applicable:* *Pupil suspension rates* *Pupil expulsion rates* *Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness*	
SUBPRIORITY A – PUPIL SUSPENSION RATES	
GOAL TO ACHIEVE SUBPRIORITY	The Charter School will maintain a Blue or Green rating for the Suspension Rate indicator on the CA School Dashboard or DASS equivalent.
ACTIONS TO ACHIEVE GOAL	Please see Innovation 1 in Element 1. The Charter School will maintain a welcoming, trauma-informed culture and engaging academic program. It will work to employ strategies to address behavior issues before they rise to the level of potential suspension.
MEASURABLE OUTCOME	The Charter School will maintain a Blue or Green rating for the Suspension Rate indicator on the CA School Dashboard or DASS equivalent. In addition, the Charter School will not engage in disproportionate suspension of historically underserved students, specifically Latino, black and special education subgroups.
METHODS OF MEASUREMENT	Documentation of reported suspensions.
SUBPRIORITY B – PUPIL EXPULSION RATES	
GOAL TO ACHIEVE SUBPRIORITY	The Charter School will maintain a Blue or Green rating for the Suspension Rate indicator on the CA School Dashboard or DASS equivalent.
ACTIONS TO ACHIEVE GOAL	Please see Innovation 1 in Element 1. The Charter School will maintain a welcoming, trauma-informed culture and engaging academic program. It will work to employ strategies to address behavior issues before they rise to the level of potential expulsion.
MEASURABLE OUTCOME	The Charter School will maintain a Blue or Green rating for the Expulsion Rate indicator on the CA School Dashboard or DASS equivalent. In addition, the Charter School will not engage in disproportionate suspension of historically underserved students, specifically black and special education subgroups.
METHODS OF MEASUREMENT	Documentation of reported expulsions.
SUBPRIORITY C – OTHER SCHOOL SAFETY AND SCHOOL CONNECTEDNESS MEASURES (SURVEYS)	
GOAL TO ACHIEVE SUBPRIORITY	The Charter School will increase stakeholder satisfaction across a variety of metrics with goals to be set on an annual basis for the following year.

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ACTIONS TO ACHIEVE GOAL	The Charter School will utilize annual stakeholder surveys (including students, staff, and parents/guardians) to assess campus climate.
MEASURABLE OUTCOME	The Charter School will increase stakeholder satisfaction across a variety of metrics with goals to be set on an annual basis for the following year.
METHODS OF MEASUREMENT	Panorama stakeholder surveys
STATE PRIORITY #7— COURSE ACCESS *The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.* *"Broad course of study" includes the following, as applicable:* *Grades 7-8: English, social science, physical education, science, mathematics; Grades 9-12: English, social sciences, World language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. {EC §51220(a)-(i)}*	
GOAL TO ACHIEVE SUBPRIORITY	100% of students will have access to a broad array of courses including all A-G core course subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition.
ACTIONS TO ACHIEVE GOAL	The Charter School's master schedule will reflect and meet the needs of its students to ensure all academic content areas are available to all students, including student subgroups. The Charter School will continue to provide opportunities for all students during the day and after school to create or demonstrate advanced academic performance, attend college and career courses, and participate in online courses.
MEASURABLE OUTCOME	100% of students will have access to a broad array of courses including all A-G core course subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition.
METHODS OF MEASUREMENT	Documentation of student course enrollment.
STATE PRIORITY #8—OTHER STUDENT OUTCOMES *Pupil outcomes, if available, in the subject areas described above in #7, as applicable.*	

SUBPRIORITY A – ENGLISH	
GOAL TO ACHIEVE SUBPRIORITY	Four years of UC "a-g" required English courses or equivalent college courses. Student subject matter proficiency goal is 100% grade-level mastery. Specific growth goals will be established following initial student formative assessments during year 1.
SUBPRIORITY B – MATHEMATICS	
GOAL TO ACHIEVE SUBPRIORITY	At least three years of UC "a-g" required Math courses or equivalent college courses. Student subject matter proficiency goal is 100% grade-level mastery. Specific growth goals will be established following initial student formative assessments during year 1.
SUBPRIORITY C – SOCIAL SCIENCES	
GOAL TO ACHIEVE SUBPRIORITY	Student subject matter goals include completion of UC "a-g" required courses or equivalent college courses: World History, US History, US Government, and Economics.
SUBPRIORITY D – SCIENCE	
GOAL TO ACHIEVE SUBPRIORITY	Student subject matter goals include completion of three UC "a-g" required science courses or equivalent college courses in the industry pathway selected by the

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	student.
SUBPRIORITY E – VISUAL AND PERFORMING ARTS	
GOAL TO ACHIEVE SUBPRIORITY	Student subject matter goals include completion of one year or two semesters of UC "a-g" required arts courses or equivalent college courses.
SUBPRIORITY F – PHYSICAL EDUCATION	
GOAL TO ACHIEVE SUBPRIORITY	Unless otherwise determined in a student's IEP, 504, or doctor's order, all students will take the physical fitness test during ninth grade.
ACTIONS TO ACHIEVE GOAL	All students will take PE during their first year at the Charter School. Students who pass the ninth-grade fitness test will be allowed to "test out" of the additional 10 credits of PE towards graduation and may replace the 10 required PE credits with other courses of their choosing.
MEASURABLE OUTCOME	Unless otherwise determined in a student's IEP, 504, or doctor's order, all students will pass the physical fitness test prior to graduation.
METHODS OF MEASUREMENT	Physical fitness testing (FitnessGram) will be administered to students in ninth grade in accordance with state testing requirements. Reporting will comply with state deadlines and will be directly reported to the California Department of Education. Physical fitness testing will be done on-location in the same manner as other state-standardized testing.
SUBPRIORITY G – HEALTH - Not Applicable	
SUBPRIORITY H – WORLD LANGUAGES	
GOAL TO ACHIEVE SUBPRIORITY	Student subject matter goals include completion of at least two years of UC "a-g" required world language courses or equivalent college courses. Students who are native speakers of a non-English language may fulfill this requirement by passing courses designed for native speakers of their native language.
SUBPRIORITY I – APPLIED ARTS	
GOAL TO ACHIEVE SUBPRIORITY	Students will be offered applied arts course in the industry pathway they select.
SUBPRIORITY J – CTE	
GOAL TO ACHIEVE SUBPRIORITY	Students will be offered CTE courses and certifications in the industry pathway they select. *ACT WorkKeys National Career Readiness Certificate*

Formative Measurable Student Goals, Outcomes, and Evidence

In addition to the measurable goals listed above, the Charter School will use the following strategies to support the academic success of the students on a formative ongoing basis.

Test Type	Description	Goal
Formative Assessments	The Charter School will use formative assessments (STAR/NWEA) and supplementary education intervention resources) to diagnose student reading and math levels at least four times per year, at the beginning and end of each eight week quarter.	Each student will make at least 1.5 grade levels of progress per year in English and Math until they are on grade level after which they will progress at least one grade level per year.
Personalized Success Plans	Personalized Success Plans create an ongoing record of student work and	Students graduate with an electronic portfolio demonstrating their growth and

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	learning experiences.	achievements
Projects and Demonstrations	Student projects demonstrate student mastery of various content areas.	Students may substitute individualized mastery demonstrations to document course completion upon approval of the Learning Director.
ACT	The Charter School will use the PreACT and ACT as an annual assessment of progress towards college readiness.	By the end of the first quarter of each student's final year, they will have achieved at least a 20 on the ACT.

The Charter School leadership believes that parents/guardians and students need to understand how they are progressing towards college readiness using a "no surprises" measure of success. The ACT is a meaningful test that can have a real impact on a student's post-secondary trajectory. STAR/NWEA has the benefit of being easily understood and directly tied to supplemental and intervention resources. The Charter School intends to use the ACT and STAR/NWEA as its core assessment system due to several of their unique qualities:

1. Alignment with state standards.
2. Alignment with workforce goals.
3. Nationwide comparability.
4. Ability of tests to ascertain student academic levels when students are performing significantly out of grade level.
5. Ease of use for communicating among students, parents/guardians, and faculty regarding each student's level, progress, and readiness.
6. Availability of resources and materials for intervention and progress.
7. The ease of use in administering the tests online, receiving timely student results, and the availability of dashboards useful to students, parents/guardians, and faculty.
8. The ability of the assessments to be used with non-English speaking and reading students to assess subject matter knowledge and skills in Spanish.

PreACT

The PreACT assessments offer learners in grades 9-10 predictive scores for college course placement and career readiness. In addition to providing insights to crucial academic standards in English, Math, Reading, Science, and STEM, learners will use career inventories to help guide career exploration and navigation.

ACT Test

ACT scores help students verify academic skills needed for success in first-year college courses and help meet scholarship criteria requirements.

ACT WorkKeys National Career Readiness Certificate

Learners of all ages earn, verify, certify, and share the essential foundational skills for workplace success with the WorkKeys NCRC – a portable, evidence-based credential and digital badge

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earned by completing and ranking scores in Applied Math, Graphic Literacy, and Workplace Documents WorkKeys Assessments. Over 28,000 employers nationwide recognize the WorkKeys NCRC.

ACT WorkKeys Online Curriculum

ACT WorkKeys Curriculum courses are delivered via a personalized, mobile-based learning management system that helps individuals build the essential career-relevant skills needed for learning personal development and effective job performance.

Use and Reporting of Data- Data Collection

The Charter School will leverage technology to collect and manage student data efficiently, accurately, and securely. The Charter School will utilize a Student Management System ("SMS") that integrates with the Learning Management System ("LMS"), in order to collect essential data about student demographics and performance and to enable The Charter School to provide accurate information in a timely manner and in compliance with FERPA and other student privacy requirements. The Charter School will collect mandated student data as part of the enrollment process and report enrollment statistics to the state and County in compliance with legislation.

Report of Individual Student Progress

Regular meetings led by the students will be scheduled between the student, parent/guardian, and teachers to report student academic and personal progress. Parents/guardians and students will be routinely informed of student progress through these regularly scheduled meetings.

Parents/guardians are also provided "observer access" to the Charter School's Learning Management System so that they can review their student's performance, coursework, and progress at any time.

Parents and guardians are considered valuable members of the Student Support Team supporting each student and as such are apprised of student progress and/or problems on a regular basis.

Each student's parent or guardian will have the ability to access their student's attendance and academic progress daily. If the student's progress or performance in any class is unsatisfactory or uniquely excellent, a member of the Student Support Team will contact the parent/guardian on record to notify him/her and, where possible, to enlist support in the implementation of the interventions or accolades recommended by the Student Support Team.

The Charter School informs the parent(s)/guardian(s) and/or the students through the use of the Learning Management System of the student's progress in courses according to the following schedule:

- The Charter School intends to share student progress with parents/guardians at the end of each 8-week block (quarter).
- Informal progress reports will be provided within three school days of written or verbal

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request by parent(s)/guardian(s). Case Manager/Academic Counselors or a member of the Student Support Team will also be prepared to provide an informal overview of student progress to parent(s)/guardian(s) during the regular check-up meetings with students.

- Parents will also be provided access to the parent's portal so that they can monitor their student's progress at any time.

Satisfaction Reporting

The Charter School serves students and their families. One way to measure our organizational success and to identify areas that need improvement is to frequently measure student, family, and staff satisfaction with school programs and operations. The Charter School intends to use Panorama to collect and analyze data each year due to its ease of use and comparability across a nationwide sample that can be analyzed according to a variety of demographic and role variables.

Student and parent satisfaction surveys will be anonymous surveys that can be completed online. The surveys will be administered upon completion of the enrollment, registration, and orientation processes and at least annually thereafter. The Charter School intends to administer an informal satisfaction survey to students and parents at the 30-Day Check. A brief summative satisfaction survey targeting course content and student support will be administered upon completion of each quarter of coursework. The Charter School also intends to administer a program satisfaction survey at the end of the student's course of study.

Online and on-site staff satisfaction surveys are administered as part of the 8-Week Block Review and Annual Performance Evaluation. The new staff is also surveyed about the effectiveness of training and preparation.

The results of the satisfaction surveys are aggregated and used as part of The Charter School self-study and evaluation processes for continual improvement. The Charter School will use the data in the performance audit to assess and improve upon its educational programming as deemed necessary. It will be included in the LCAP and shared with the various advisory committees and community stakeholders.

County Oversight and Collaboration

The Charter School will comply with a County requested visitation process to enable the County to gather information needed to validate the Charter School's performance and compliance with the terms of this charter. Additionally, the Charter School agrees to and submits to the right of the County to make random visits and inspections or observations in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3 the Charter School shall promptly respond to all reasonable inquiries, including, but not limited to, inquiries regarding its financial records from the County and the State Superintendent of Public Instruction.

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Element 4: Facilities

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

The Charter School is seeking a facility that will support 500 students by the 2030-31 school year and will likely seek interim facilities during the first two years as the school enrollment grows. At full capacity, the school will require approximately 30,000 square feet, including:

- 16 classrooms/learning labs of approximately 800-900 square feet each
- Full Commercial Kitchen
- Cafeteria/Gymnasium/Auditorium
- Restrooms
- Secure storage spaces
- Teachers' lounge, kitchen, and work area
- Ten windowed small group meeting spaces
- Five private offices
- Entrance lobby
- Facility-wide air conditioning and heating
- Internet connectivity (at least T1 but preferably fiber optic cables to each classroom) and electricity in abundance
- Sufficient technology, furniture, and fixtures
- Parking for students, staff, and visitors
- Outdoor playing and activity fields

The Charter School is currently located at 365 4th Street, Hollister, CA 95023.

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Element 5: Governance Structure

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

The Charter School will be a directly funded independent charter school and is operated by Polytechnic Academy, a California nonprofit public benefit corporation seeking tax-exempt status. An organizational chart is attached as Exhibit A. The Charter School will operate autonomously from the County, with the exception of the supervisory oversight as required by statute and other contracted services as may be negotiated between the County and the Charter School. Pursuant to Education Code Section 47604(d), the County shall not be liable for the debts and obligations of the Charter School, operated by a California non-profit public benefit corporation, or for claims arising from the performance of acts, errors, or omissions by the Charter School, as long as the County has complied with all oversight responsibilities required by law.

Attached as Exhibit B, please find the Polytechnic Academy's Articles of Incorporation, Bylaws, and Conflict of Interest Code.

Board of Directors

The Charter School will be governed by the Polytechnic Academy Board of Directors ("Board" or "Board of Directors") in accordance with its adopted non-profit corporate bylaws, which shall be consistent with the terms of this charter. The non-profit corporation's Board will be fully responsible for the operation and fiscal affairs of the school, including but not limited to the following:

- Promote, guard and guide the mission and vision of the school.
- Ensure adherence to all state and federal requirements as well as those requirements set forth specifically in the charter petition.
- Hire, supervise, and evaluate the Executive Director.
- Monitor student achievement to ensure progress toward fulfillment of the schools' mission.
- Engage in ongoing strategic planning.
- Approve and monitor the schools' annual budget, budget revisions, and monthly cash flow statements and ensure the long-term financial stability of the school.
- Approve any contract that would cause the Charter School to compensate an individual contractor more than one hundred thousand dollars ($100,000) in a fiscal year.
- Act as a fiscal agent, including, but not limited to, the receipt of funds for the operation of the school in accordance with applicable laws and the receipt of grants and donations consistent with the mission of the school.
- Contract with an external independent auditor to produce an annual financial audit according

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to generally accepted accounting practices.

- Review and approve annual independent fiscal audit and performance report.
- Provide support and assistance to the school in its fundraising efforts, as well as other needs as they arise.
- Establish Board Committees as needed, in accordance with the Bylaws.
- Attract and recruit new Board members and ensure proper training and orientation for all new members.
- Approve the schedule of Board meetings.
- Participate in the dispute resolution procedure and complaint procedures when necessary.
- Approve charter amendments as necessary and submit requests for material revisions as necessary to the County for consideration.
- Such other duties and activities as may be needed, in accordance with the non-profit Corporation's Bylaws, this charter, and all applicable laws.

The Board of Directors may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of the Charter School any of those duties with the exception of budget approval or revision, approval of the financial audit and performance report, approval of contracts over $100,000 and the adoption of Board policies. The Board of Directors, however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing.
- Specify the entity designated.
- Describe in specific terms the authority of the Board of Directors being delegated any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation.
- Require an affirmative vote of a majority of Board of Directors members.

The Board of Directors shall adopt a Conflict of Interest Code which shall comply with the Political Reform Act, Government Code Section 1090, et seq., as set forth in Education Code Section 47604.1, and Corporations Code conflicts of interest rules, and any charter school specific conflicts of interest regulations. As required, the Conflict of Interest Code will be submitted to the San Benito County Board of Supervisors for approval. See attached Exhibit B for the Conflict of Interest Code of the Charter School.

Notwithstanding any conflict in the bylaws or the law controlling non-profit corporations, all business of the Charter School and its operating corporation and Board, when conducting any of the business of or related to the Charter School, shall comply with all laws applicable to charter schools, specifically including the Brown Act and applicable conflict of interest laws. In the event that any of these types of laws/rules/provisions permit an action or means of taking action that is restricted or prohibited by any of these other laws/rules/provisions, the most restrictive law/rule/provision shall control. In the case of a conflict between the requirements of this Charter

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and the provisions of the corporate bylaws, this Charter shall prevail.

The Board meets at least once every two months; all meetings are noticed and held in accordance with the Brown Act and Education Code Section 47604.1(c).

The number of directors shall be no less than three (3) and no more than seven (7), unless changed by amendments to the bylaws. All directors shall be designated by the existing Board of Directors. In addition, in accordance with Education Code Section 47604(c), the County may appoint a single representative to the Board of Directors of the non-profit public benefit corporation. The County may also choose not to have this representative on the Charter School's Board of Directors. If the County chooses to appoint a representative to the Board, the Charter School may appoint an additional member to ensure that the Board is maintained with an odd number of directors.

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

Board members are selected based on their expertise and skills and their commitment to representing the Charter School's student population and upholding the Charter School's mission. Other relevant criteria for Board selection include a demonstrated ability to act in a leadership capacity and a commitment to diligently fulfill their responsibilities as Board members, including a willingness to routinely attend Board meetings, to actively participate in Board working groups and/or committees, and to seek other ways to actively engage in overseeing the Charter School's program. To establish continuity and sustainability for the Charter School's long-term success, members of the Board serve four-year staggered terms and can be elected to up to four consecutive terms.

The current members, including names and relevant qualifications, of the Board are listed in Appendix K.

The Board is committed to continuous improvement and ongoing training to assist the Directors in fulfilling their responsibilities as public charter school board members. To this end, the Board regularly seeks appropriate training and educational opportunities, both as a full Board and individually, including full Board training sessions with legal counsel or other experts familiar with public school governance and/or training sessions with governance experts on at least the issues of ethics (AB 2158), the Brown Act, school finance (AB 640), child abuse and neglect, and conflicts of interest. Training and education for new Board members also is critical to ensure that these new members fully grasp their responsibilities as Board members and develop the requisite expertise in public school oversight and monitoring to be effective. New Board members will go through an initial orientation. The school will maintain general liability and Board errors and omissions insurance policies as discussed below.

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School Staff Positions

The Board of Directors has the ultimate responsibility to oversee the program to ensure the school's operational and fiscal success; however, the Charter School's administrators, counselors, and teachers carry out the day-to-day operations of the school. The Executive Director is the overall site manager and reports directly to the Board of Trustees. The Executive Director is responsible for implementing policy, overseeing operations of the school, hiring and termination decisions for all staff, and carrying out the provisions of the charter and the Board's directives. The teaching faculty will work closely with the Principal to implement the educational program. The Principal is responsible for the daily supervision and evaluation of all teaching faculty and will oversee the conduct of the teaching faculty and other staff. Other administrative staff will report to the Executive Director. (See Element 6 below.)

Parent/Guardian Involvement

The Charter School will be held accountable for the results it generates as measured by student performance and overall family satisfaction. The Charter School's ability to satisfy the needs of students and parents will result in student retention year-after-year, as well as increased new enrollment. The Charter School intends to put the following initiatives and programs in place to hold the Charter School accountable and to keep the lines of communication open with the parents/guardians of the students we serve.

- Parents/Guardians and students will be encouraged to form an Advisory Council. The Charter School Advisory Council will be a Charter School-facilitated group of parents and students enrolled in the Charter School that meets quarterly to give input on how the Charter School can be improved for all students, serve as a resource for new families considering enrolling in the Charter School, advocate on behalf of the Charter School in the community, and a forum for reaction to proposed Charter School plans.
- Parents/Guardians will help evaluate the Charter School's program each year through meetings and surveys. Parents/Guardians will be supported as they develop leadership skills. l
- Parents/Guardians will be taught how to be effective instructional coaches under the guidance of qualified and certificated teachers. Parents/Guardians will learn how to efficiently use computers and seek out needed resources. Parents/Guardians will be actively encouraged to participate in schoolwide planning and other meetings.

School Communication, Newsletters, and Social Media

All stakeholders will be informed of the events and planning activities of The Charter School through a newsletter, which will be distributed at least quarterly. Social Media sites will have updated information regarding school activities and programs for parents, community partners, and other stakeholders. The Charter School will have a multi-directional communications system with parents/guardians, staff, and students that is available in the preferred language of the

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individual stakeholders.

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Element 6: Employee Qualifications

Governing Law: The qualifications to be met by individuals to be employed by the charter school. Education Code Section 47605.6(b)(5)(F).

Qualifications of School Employees

Employees of The Charter School shall be employees of the Polytechnic Academy and not the County. The Charter School will recruit professional, effective, and qualified personnel to serve in administrative, instructional, instructional support, and non-instructional support capacities. The Charter School believes that all of its employees play a key role in creating a successful learning environment and will recruit qualified employees. In accordance with the Charter School health and safety policies, all employees shall be fingerprinted and undergo clear background checks prior to commencing employment with the Charter School. Additionally, all requirements set forth in applicable provisions of the law will be met, including, but not limited to, charter school faculty credentialing requirements, as necessary.

The Charter School's mission and educational approach will appeal to teachers and staff. A key component of the Charter School is a commitment to students and staff as co-creators of a high-quality educational environment. To this end, the Charter School is committed to recruiting, hiring, and developing a well-supported community of professionals dedicated to best practices.

Regardless of their role in the Charter School, every person hired by the Charter School will actively help to promote the curricular philosophy, instructional program, and the school community's vision and mission.

- The Charter School will not discriminate against any employee on the basis of the characteristics listed in Education Code Section 220, or any other protected classes in accordance with applicable state and federal law,
- The Charter School will adhere to the existing State of California laws regarding fingerprinting and TB testing of employees,
- The Charter School will adhere to school policy pertaining to the safety and health of all employees and students. All employees of the Charter School will be required to have a criminal record summary on file pursuant to Education Code Section 44237,
- An employee will not be permitted to begin work until that employee has been fingerprinted and cleared by the Department of Justice,
- Teachers will meet the requirements for employment as provided by Education Code Section 47605.6(l),
- Teachers will hold the Commission on Teacher Credentialing Certificate, permit, or other document required for the teacher's certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of the school district.

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Appropriate records of credentials held by the Charter School teachers and supporting documentation will be monitored and maintained by the Charter School administration.

Credentials will be monitored annually by SBCOE in compliance with state and federal law.

Qualifications of Administrators

Executive Director

The Board of Directors is responsible for selecting the Executive Director. The Executive Director provides general oversight of the schools' programs and reports directly to the Board of Directors. As the chief executive, the Executive Director is responsible for the school's overall performance and success in fulfilling the goals stated within its vision and mission. The Executive Director focuses on the broader mission of the school, including evaluation of the school's effectiveness, fundraising, community relations, strategic planning and implementation of Board's objectives, and the other duties described below.

Selection of the Executive Director will be based on proven experience meeting the following qualifications:

- Relevant experience with school and organizational leadership and innovation
- A Master's Degree or higher in an appropriate field is desired
- Relevant successful experience as a school administrator and teacher
- Ability to fulfill the role of visionary leader for the organization
- Entrepreneurial ability
- Expertise in curriculum design, supervision and evaluation
- Ability to communicate effectively, verbally and in writing, with diverse groups, the Board and the community
- Have strong, positive interpersonal skills.
- Demonstrate knowledge of current educational research and practice.
- Demonstrate ability to facilitate effective, responsible, personal, and collaborative decision making practices.
- Interest in the charter school model of public education and commitment to the charter school's success
- Relevant academic and professional preparation to be successful
- Ability to advocate effectively on behalf of the school and to spearhead fundraising efforts
- Experience with school operations including finances, fundraising, facilities, health and safety and other operational management
- Other qualifications and/or qualities deemed important by the Board.

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The Executive Director is responsible for:

- Overseeing charter petition development, renewals and any necessary material revisions in partnership with the County Superintendent
- Ensuring that the school enacts the vision and mission of the Charter School
- Working with the Board to set policy, engage in strategic planning for the organization, oversee school operations and ensure proper governance, including compliance with the Brown Act
- Developing a strategic operational and development plan in consultation with the Board
- Managing all fiscal and business operations including annual budgets
- Overseeing back-office, compliance, and management systems, and all reporting to the Board, the County, and other required reports (including annual audit)
- Hiring, supervising, coaching, and evaluating the school principal and lead staff, including holding school leaders accountable for attaining ambitious student achievement goals and fulfilling our mission
- Hiring, supervising and evaluating all central office staff
- Making hiring and termination decisions regarding all school site personnel in collaboration with the Principal
- Overseeing student outreach and recruitment, school lotteries and admissions
- Overseeing parent and community involvement in school life
- Consulting regularly with the Principal regarding student and staff performance
- Establishing organizational and school site policies and protocols and ensuring effective implementation, including personnel policies, annual calendar, professional development for staff, health and safety, fiscal policies and more
- Ensuring organizational and school site compliance with applicable laws, regulations and County policies and all reporting requirements
- Participating in dispute resolution procedures and complaint procedures when necessary
- Participating in suspension and expulsion decision making process as needed
- Presenting independent fiscal audit annually to the Board and appropriate county and state agencies
- Leading County relations
- Leading development and implementation of partnerships with industry, college and community service organizations.

Principal/Learning Director

The Principal and Learning Director positions will initially be a combined role, eventually becoming two separate positions as the school reaches enrollment capacity. The Principal/Learning Director is the primary day-to-day administrator of the Charter School's

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educational programs. The Principal/Learning Director is responsible for advising and coaching high school students toward the completion of their Personalized Success Plan and their high school diploma. The Principal/Learning Director along with Instructional Aides, and Teachers, serves as the main contact with the student and their families. Once the student is enrolled in the Charter School, the staff engages the student and the family to develop a Personalized Success Plan that outlines the student's learning needs, goals, career interests, and course focus. The Principal/Learning Director also monitors student attendance by seeking out students who have attendance issues to encourage and invite them to return and assist them as they get back on track. The Principal/Learning Director is accountable for the outcomes of the students, as they are focused on a 360 degree view of the student, utilizing not only the information provided by Teachers, but also accounting for the personality, individual circumstances and characteristics of the student. Principal/Learning Director will seek to maintain good relationships with both the student and their family. The Principal/Learning Director oversees the Counselors in helping the student make their Graduation Plan and has responsibility to monitor the students and their level of success toward graduation. The Principal/Learning Director, the Teacher, and the Instructional Aide work together with the student and parents/guardian to assure they are progressing toward their goals. The Principal/Learning Director will also address student/parent/teacher staff disputes, creating a student achievement centered culture, and school planning and policy.

Specifically, the Principal/Learning Director:

- Leads the faculty in implementing the educational program contained in the charter petition
- Ensures that each student has a PSP and that they are updated at the conclusion of each 8-week period
- Provides educational leadership in developing and implementing the WASC Plan.
- Leads the overall school improvement process, including conducting teacher observations, modeling best practice, and analyzing student data.
- Participates in management meetings and other activities appropriate for continual professional
- development.
- Implements guidelines for proper student conduct and disciplinary procedures and policies, based on the Student Code of Conduct, which assures a safe and orderly environment.
- Leads student suspensions and expulsions.
- Works with and assists faculty in the development of effective classroom discipline and organization, supporting teaching and learning in the classroom.
- Prepares required reports and paperwork such as discipline reports, suspension reports, expulsion paperwork, discrimination complaints, parent communications, and other paperwork
- Attends Special Education (IEP) meetings and provides guidance/support as needed to the Special Education team

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- Coordinates school site testing for the Physical Fitness Test, CAASPP, formative assessments, ELPAC, and other accountability measures
- Handles the scheduling, orders tests, coordinates staff training, distributes and collect testing materials in accordance to established guidelines
- Assists in the selection and mentoring of staff by observing and evaluating teacher performance as it relates to student learning and provides coaching, feedback and provides assistance as needed
- Conducting staff meetings that involve the discussion of instructional programs that focus on student achievement, policy changes, system issues, and problem identification and resolution.
- Creates schedule as well as provides support and supervision for faculty
- Provides supervision while maintaining visibility about the campus and classrooms
- Utilizes data and current educational best practices in the planning and preparation of the school instructional program
- Assists in managing and supervising school-sponsored events, coordinating the supervision of events, and maintaining a calendar of all school events.
- Works as a team member to meet the system-wide needs of the organization
- Facilitates positive communications among students, parents/guardians, teachers, and support staff in daily interactions
- Assumes the full responsibilities of the school, including designating site leadership when duties require the principal to be absent
- Performs other duties as assigned by the Executive Director.

In this role, the Principal/Learning Director must possess both the leadership skills and academic competencies to effectively operate a high-quality educational program. The Principal must possess the following qualifications:

Leadership Competence

- The ability to articulate and support the philosophy and direction of the academic program;
- The ability to implement program initiatives through appropriate professional development for staff;
- The ability to lead effectively within a team environment;
- The ability to communicate effectively with staff, students, and parents to better meet the needs of the students in the school;
- The ability to use appropriate communication tools, especially current technologies;
- The ability to exhibit and promote multicultural awareness, gender sensitivity, and racial and ethnic appreciation;
- The ability to implement a shared decision-making process agreed upon by all stakeholders;

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- The ability to establish a framework for collaborative action and involve the school community in developing and supporting shared beliefs, values, mission, and goals for the school;
- The ability to make informed, objective judgments;
- The ability to work with all staff to create an effective staff development plan for all staff;
- Ability to maintain and promote confidentiality as the norm under which the school operates;
- The desire and ability to engage in continuing education and skills upgrading.

Administrative Competence

- The ability to create and maintain a safe, orderly, positive, and effective learning environment;
- The ability to annually evaluate the performance of all teaching and support staff;
- The ability to employ and monitor acceptable accounting procedures in the maintenance of all fiscal records;
- The ability to create and maintain a climate of respect and fairness for all staff and students.

Overall Qualifications (Desired/Preferred but Not Required)

- Professional Administrative Credential and/or Masters Degree in Education or equivalent (required);
- At least five (5) years experience in the education field;
- Management, administrative, and instructional expertise;
- Curriculum implementation expertise;
- Experience with school budgets;
- Willingness to learn about charter school leadership.

Teachers

Well-qualified teachers will be selected for their ability to thrive in both the online and onsite environment. Using professional development and peer mentoring they will be well-trained in the best practices of onsite and online course instruction and the specific requirements of their position with an eye towards the needs of the student and the Charter School. The teacher's role at the Charter School is to support and personalize learning and to inspire students to reach beyond the content and find meaning and application to life. The teacher's role in both environments includes evaluation and assessment of work: however, it also includes establishing and maintaining individual advisor-type relationships with students.

The Charter School employs teaching staff who hold the California teaching certificates, permits, or other documents required for their certificated assignment. Teachers are responsible for overseeing the students' academic progress and for monitoring grading and matriculation decisions as specified in the Charter School's operation policies.

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All teachers must comply with credential requirements in Education Code Section 47605(l)(1). Applicants to teach in our program are evaluated based on the following qualifications:

- Demonstrated expertise in the subject area and the ability to communicate the appropriate knowledge to each student.
- Possession of a valid teaching credential with CLAD/BCLAD (or similar) authorization.
- Knowledge and experience with standards-based instruction: the ability to align curriculum and standards and willingness to adopt grading practices that can be used in standards-based grading.
- Knowledge of assessment strategies and the ability to use data to drive their teaching and ensure continuous improvement of student learning.
- Ability to effectively use a broad range of instructional strategies, including providing a guaranteed curriculum, challenging goals and effective feedback, differentiated instruction, and backward mapping, among others.
- Demonstrated competence using advanced technology as a learning tool: willing and able to integrate technology into teaching and student learning.
- Outstanding classroom management skills.
- Belief in our mission that all students will learn and successfully master the content and skills necessary for advanced post-secondary education.
- Willingness to work as a vital part of the Charter School's team to ensure continuous improvement for students, staff, and the community as a whole.
- Willingness and ability to work with students and parents on an ongoing basis to ensure student success.
- Love of students, enthusiasm for teaching, the belief that each student can and will succeed, and the willingness to do what it takes to make that happen.
- Desire and ability to engage in continuing education, staff development, and skill upgrading.
- Comfortable team-teaching in a classroom where communication is visible to all
- Deep personal motivation for exploring alternative educational strategies.
- Positive references from most recent employment and/or college or graduate school.

Counseling Staff

The Charter School intends to have a low student-to counselor ratio of 100:1, well below the national average of 477:1 and the recommended 250:1 ratio of the American School Counselor

Association. Our counselors provide critical services to our students, starting in 9th grade, including college-readiness and awareness, assistance with applications to colleges and universities (including for summer programs), financial aid education and assistance, and much more related to pathway development and work experience opportunities. The Counselors are also our primary ambassadors to apprenticeship programs, career programs, colleges and

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universities, informing them about our new school and providing information and assistance to help our students gain admission to the program, college or university of their choice.

Counseling staff also serve an important role in supporting the wrap around services our students need, conducting outreach to surrounding schools as part of our "Seek and Serve" strategies,

Support Staff

The Charter School administrative and operational staff will demonstrate experience or expertise in the

issues and work tasks required of them. Support staff will be provided professional development opportunities to ensure that they remain abreast of all relevant changes in laws or other operational

requirements.

The Charter School Student Support Team will work in unison to achieve the individual learning objectives of the students, families, and the Charter School. The focus of the Student Support Team is to challenge the student to not only achieve a basic understanding of the core material, but to explore and expand on those concepts by applying them to real-world scenarios. Each member of the Student Support Team plays a key role in the academic experience for the student.

The description of the positions below, contain several overlaps of responsibilities to ensure that those areas of student support, which are of the greatest importance are delivered by multiple individuals who will interact with students.

Instructional Aide ("IA") – Role and Responsibilities

This position serves high school students by providing additional support with academic and non-academic needs the students may have. Their role is to support the students in making progress toward their goals and to work with the teacher to provide whatever resources the student may need to be successful. The Instructional Aide helps teachers provide assistance to students both with instruction and life skills. They also help teachers enter student data into school information systems, transport students, and have a variety of other responsibilities.

Qualifications

The preferred criteria for Instruction Aide include a commitment to the Charter School's mission, experience with the Charter School's target student population, and a high school diploma or equivalent. Using this criteria, the Principal will select (on an application and interview basis) and evaluate Instructional Aide. The Principal will evaluate IA's annually or on an as-needed basis. IA's will be evaluated on the following performance measures, which will be revised by the Principal as needed:

- Teacher evaluations
- Performance of job responsibilities

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- Achievement of the Charter School's educational goals
- Maintain regular, punctual attendance
- Demonstrated ability to work collaboratively.

If an Instructional Aide disagrees with the substance of an evaluation, he/she will have the opportunity to provide a written response, which will be included in his/her personnel file. In addition, he/she may pursue the Charter School's grievance procedure.

School Secretary

The School Secretary will work directly with students, families, and staff and will ensure the smooth daily operations of the main office. The School Secretary will welcome visitors, perform administrative and financial duties (to aid in the segregation of financial duties), support dissemination of school policies and expectations, maintain records, and act as customer service when students and families need assistance. The School Secretary will support all leaders and staff.

Qualifications

The preferred criteria for School Secretary include a commitment to the Charter School's mission, experience with the Charter School's target student population, and a high school diploma or equivalent. Successful candidates will have a proven customer service orientation, attention to detail, and the ability to organize their work and the work of others.

Clerk/Registrar – Role and Responsibilities

Responsible for advising prospective students and parents regarding enrollment, admissions and other related processes, providing school background and guideline information via phone inquiries, verifying contact and other demographic information from applications received, screening potential students-based on school enrollment guidelines, and requires the use of judgment and discretion on a periodic basis. The position also requires extensive knowledge of the Charter School's history, vision, values, and all policies and procedures. Responsible for evaluating high school transcripts and credits, advising, and coaching high school students toward the completion of their high school diploma.

The registrar prepares and maintains accurate student records, registers and withdraws students according to established procedures at the high school; compares and corrects CALPADS information between the high school and state; assists in processing students for graduation; and various other secretarial and clerical tasks as assigned.

Qualifications

Successful candidates will have a commitment to the Charter School's mission, experience with the Charter School's target student population, and a high school diploma or equivalent.

Successful candidates will have a proven customer service orientation, attention to detail, and the ability to organize their work and the work of others. Individuals with a background in managing

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student data would be highly preferred.

Custodian – Roles and Responsibilities

Responsible to perform general, routine custodial duties, to include dusting, mopping, vacuuming, cleaning restrooms, and restocking paper and soap supplies. Performs routine general maintenance.

Qualifications

Successful candidates will have a commitment to the Charter School's mission, experience with the Charter School's target student population, and experience as a custodian or maintenance worker or the ability to learn the required tasks and work management skills.

Provisions for professional development to ensure that staff members are trained to carry out the instructional programs proposed.

To be a truly excellent teacher, one must continually experience the joys of learning. Excellent teachers also continually develop their skills to effectively serve all students. The Charter School's mission and vision involve sophisticated educational practices that will take time to develop, as individual teachers develop the needed skills and as the Charter School incrementally develops the capacity to implement the vision fully. The staff of The Charter School will be supported in their professional growth and will be given the power to choose areas of focus for their learning each year through individualized Professional Development Plans in addition to organization-wide development priorities. All teachers will be supported in their curriculum construction activities and in their ongoing evaluation and re-formulating of their pedagogical methods.

The methods by which the faculty will be supported in their professional growth include:
Summer Institute

- Teachers will receive in-depth training prior to the start of the school year, and then throughout the school year
- Teachers will be provided with the philosophical, pedagogical, and operational underpinnings of the Charter School model
- Teachers will experience hands-on training in using the high school courses, assessment systems, technology, student coaching strategies, cultural awareness and advocacy, the role of charter schools in public education improvement, issues related to the specific context of our target population, use of instructional data, mental health and wellness, professional workplace relationship development, industry concentration learning, and other topics based on the priorities and needs of the staff.

During the School Year

- On-site teachers will be given a portion of one day per week, while students are in life skills and leadership instruction, to collaborate with other teachers in assessing and planning their curricular choices and pedagogical methods, examine student work, share their

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documentation for the purpose of assessing and improving student learning, or review research in pedagogy and curriculum. Staff will be expected to review material described above and evaluate their students' learning successes and challenges. They will then create, implement, and re-assess their teaching and curricular choices in light of this information.

- All teachers will attend workshops on project-based curriculum and the Response to Intervention model, among other topics.
- All staff will be trained in creating a trauma-informed, culturally responsive school environment that makes students and families feel welcome and able to communicate. The Charter School will develop policies to promote effective communication between parents, teachers, counselors, and administrators, setting expectations for the timeliness of responses to parent inquiries, for the manner in which conflicts will be resolved – both informally and through formal grievance procedures, and for courteous professional communications. Staff will receive training in the Charter School's standards for professional communication and strategies for effective communication such as including conflict resolution and harassment prevention.

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Element 7: Health and Safety

Governing Law: The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

i. *That each employee of the charter school will furnish the charter school with a criminal record summary as described in Section 44237.*

ii. *The development of a school safety plan, and the annual review and update of the plan, pursuant to Section 47606.3.*

iii. *That the school safety plan be reviewed and updated by March 1 of every year by the charter school. Education Code Section 47605.6(b)(5)(G).*

In order to provide safety for all students and staff, The Charter School will maintain full health and safety policies and procedures and risk management policies at its school site in consultation with its insurance carriers and risk management experts. These policies will be incorporated into the Charter School's student and staff handbooks and will be reviewed on an ongoing basis by the School Director and Board of Directors. The Charter School shall ensure that staff are trained annually on the health and safety policies. A full draft will be provided to the County for review at least 30 days prior to operation or as otherwise agreed upon by the County and Charter School. The following is a summary of the health and safety policies of the Charter School:

Procedures for Background Checks

The Charter School shall comply with the provisions and procedures of Education Code Sections 44237 and 45125.1 regarding the fingerprinting and background clearance of employees, contractors and volunteers prior to employment, volunteering, or contract services or any unsupervised contact with pupils of the Charter School. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1.

The Principal shall monitor compliance with this policy and report to the Charter School's Board of Directors on a regular basis. The Board Chair shall monitor the fingerprinting and background clearance of the Principal. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

Mandated Child Abuse and Neglect Reporting and Training

All employees, volunteers, contractors (whose duties require contact with or supervision of students), and governing board members of the Charter School will be mandated student abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by school districts. For purposes of this requirement, volunteers are defined as individuals who are over 18 years of age and interact with students outside of the immediate supervision and control

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of the student's parent or guardian or a Charter School employee. The Charter School shall provide training to all mandated reporters in accordance with Education Code Section 44691.

Tuberculosis ("TB") Risk Assessment and Examination

The Charter School will follow the requirement of Education Code Section 49406 in requiring all employees and volunteers who have frequent or prolonged contact with students to be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, and for employees at least once each four years thereafter.

Immunizations

All enrolled students enrolled who receive classroom-based instruction will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075.

Medication in School

The Charter School will adhere to Education Code Section 49423 regarding the administration of medication in school or school-related activities. The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members; per AB 1651 (2023), the Charter School shall store emergency epinephrine auto-injectors in an accessible location upon need for emergency use and include that location in annual notices required by law. To the extent the Charter School maintains a stock of albuterol inhalers to respond to respiratory distress in students, the Charter School shall comply with the requirements of Education Code Section 49414.7, including with respect to training, notices, and the stocking of albuterol inhalers.

Vision, Hearing, and Scoliosis

Students will be screened for vision, hearing, and scoliosis in accordance with Education Code Section 49450, et seq., as applicable to the grade levels served by The Charter School.

Suicide Prevention Policy

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

Prevention of Human Trafficking

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

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Menstrual Products

The Charter School shall stock the school's restrooms at all times with an adequate supply of menstrual products, available and accessible, free of cost, in all women's restrooms and all-gender restrooms, and in at least one men's restroom. The Charter School shall post a notice regarding the requirements of Education Code Section 35292.6 in a prominent and conspicuous location in every restroom required to stock menstrual products, as specified. This notice shall include the text of Education Code Section 35292.6 and contact information, including an email address and telephone number, for a designated individual responsible for maintaining the requisite supply of menstrual products.

All Gender Restrooms

The Charter School shall provide and maintain at least one all-gender restroom for voluntary student use at each of its school sites that has more than one female restroom and more than one male restroom designated exclusively for student use. The restroom shall have signage identifying the bathroom as being open to all genders, it shall remain unlocked, unobstructed, and easily accessible by any student, and be available during school hours and school functions when students are present. The Charter School shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

School Meals

As required by law, the Charter School shall provide breakfast and lunch free of charge during each school day to any pupil who requests a meal without consideration of the pupil's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. The meals provided under this paragraph shall be nutritionally adequate meals that qualify for federal reimbursement.

The Charter School shall provide each student adequate time to eat as determined by the Charter School in consideration of available guidance.

Mental Health Education

If the Charter School offers one or more courses in health education to students in high school, the Charter School shall include in those courses instruction in mental health that meets the requirements of Education Code Section 51925, et seq.

Mental Health Information

The Charter School shall create and post a poster at the school site identifying approaches and resources addressing student mental health in compliance with Education Code Section 49428.5. The poster shall be displayed in English and the primary language(s) spoken by 15 percent or more of students enrolled at the school site. The poster shall be prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented by, students at the school site. The poster shall also be digitized and distributed online to students through social media, internet websites, portals, and learning platforms at the beginning of each

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school year.

Referral Protocols for Addressing Student Behavioral Health Concerns

The Board shall adopt, at a regularly scheduled meeting, a policy on referral protocols for addressing student behavioral health concerns in grades 9 to 12, inclusive. The policy shall meet the requirements of Education Code Section 49428.2, and shall be developed in consultation with Charter School and community stakeholders and school-linked behavioral health professionals, and shall, at a minimum, address procedures relating to referrals to behavioral health professionals and support services.

California Healthy Youth Act

The Charter School shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students in grades 9-12 at least once, pursuant to the California Healthy Youth Act (Education Code Section 51930, et seq.).

School Safety Plan

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

- Student abuse or neglect reporting procedures.
- Routine and emergency disaster procedures.
- Policies for students who committed an act under Education Code Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations.
- Procedures to notify teachers of dangerous students pursuant to Education Code Section 49079.
- A discrimination and harassment policy consistent with Education Code Section 200.
- Provisions of any schoolwide dress code that prohibits students from wearing "gang-related apparel," if applicable.
- Procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School.
- A safe and orderly environment conducive to learning.
- The rules and procedures on school discipline adopted pursuant to Education Code Sections 35291, 35291.5, and 47605.6.
- Procedures for conducting tactical responses to criminal incidents.
- Procedures to prepare for active shooters or other armed assailants by conducting a drill,

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if this topic is covered in the School Safety Plan.

- Procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a schoolbus serving the school.
- Procedures to respond to incidents involving an individual experiencing a sudden cardiac arrest or a similar life-threatening medical emergency while on school grounds.
- Procedures specifically designed to notify parents and guardians of pupils, teachers, administrators, and school personnel when the school confirms the presence of immigration enforcement on the schoolsite
- A protocol in the event a pupil is suffering or is reasonably believed to be suffering from an opioid overdose.

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

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

The Charter School shall develop an instructional continuity plan, consistent with Education Code Section 32282(a)(3), to establish communication with students and their families and provide instruction to students when in-person instruction is disrupted due to an emergency pursuant to Education Code Sections 41422 or 46392(a).

Workplace Violence Prevention Plan

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

Blood-Borne Pathogens

The Charter School shall meet state and federal standards for dealing with blood-borne pathogens and other potentially infectious materials in the workplace. The Board of Directors shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including HIV and hepatitis B virus ("HBV"). Whenever exposed to blood or other bodily fluids through injury or accident, students and staff should follow the latest medical protocol for disinfecting procedures.

Drug Free/Alcohol Free/Smoke Free Environment

The Charter School shall function as a drug, alcohol, and smoke-free environment. Staff shall be trained in the use of Narcan (and other equivalent life-saving resources) and a sufficient supply shall be kept on campus and replenished if needed.

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Facility Safety

In the event that the Charter School leases owns, or otherwise occupies a building or other facility, The Charter School shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the California Building Standards Code. The Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills in accordance with Education Code Section 32001.

Use of Technology

The Charter School recognizes that student use of technology can be abused by students and adults, thus creating a safety concern for the Charter School. All students and staff will be required to sign an Acceptable Use Agreement, prior to utilizing, or accessing, in any manner, the technology provided by or maintained by the Charter School.

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

The Charter School is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, student birth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. The Charter School will develop a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee-to-employee, employee-to-student, and student-to-employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School sexual harassment policy.

A copy of the policy shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired. The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code Section 231.6 and shall prominently and conspicuously display the poster in each bathroom and locker room at the school site and in public areas at the school site that are accessible to, and commonly frequented by, pupils.

Bullying Prevention

The Charter School shall adopt procedures for preventing acts of bullying, including

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cyberbullying. The Charter School shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated school site employees and all other school site employees who have regular interaction with students.

Supporting LGBTQ Students

Through the completion of the 2029-30 school year, the charter school shall use an online training delivery platform and curriculum to provide at least one hour of required LGBTQ cultural competency training annually to teachers and other certificated employees and maintain records of such training as required by Education Code Section 218.

SAFETY Act

Pursuant to AB 1955 (2024), employees of the Charter School shall not be required to disclose any information related to a pupil's LGBTQ+ identity to any other person without the pupil's consent unless otherwise required by state or federal law. This provision shall not limit a parent's ability to request school records on behalf of their child.

Homicide Threats

The Charter School shall comply with all requirements under Education Code Sections 49390-49395 regarding mandatory reporting in response to homicidal threats. All employees and Board members who are alerted to or who observe any threat or perceived threat in writing or through an action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity shall make a report to law enforcement.

Gun Safety Notice

Beginning in the 2024-25 school year, at the beginning of the first semester, the Charter School shall distribute a notice to the parents/guardians of each student addressing California's student gun access prevention laws and laws related to firearm safety utilizing the most updated model language published by the California Department of Education.

Transportation Services

The Charter School shall comply with the requirements of SB 88 (2023-24) inclusive of Education Code Sections 39875, 39877, 39878, and 39879, as applicable, relating to background checks, testing, and other requirements for individuals and entities providing transportation services for students.

Extreme Weather Policy

The Charter School will develop, adopt, and implement a weather policy that includes protocols for extreme weather conditions, and incorporate the standardized guidelines developed by the CDE.

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Element 8: Student Population Balance

Governing Law: The means by which the school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the county board of education to which the charter petition is submitted. Upon renewal, for a charter school not deemed to be a local educational agency for purposes of special education pursuant to Section 47641, the chartering authority may consider the effect of school placements made by the chartering authority in providing a free and appropriate public education as required by the federal Individuals with Disabilities Education Act (Public Law 101-476), on the balance of pupils with disabilities at the charter school. Education Code Section 47605.6(b)(5)(H).

The Charter School will serve a diverse student population concentrating especially on students matriculating into ninth grade after having failed courses and been chronically absent during middle school, as well as high school students of any grade level who either have left school without graduating or are at-risk of leaving school without graduating. The Charter School expects to enroll a student population that has a disproportionately high percentage of English Learners, students who are behind grade level in skills and/or credits, and students with mental health or special education concerns. With that concentration intention in mind, the Charter School will implement a student outreach strategy that includes, but is not necessarily limited to the following elements or strategies to ensure a balance of racial and ethnic students, special education students, and English Learners that is reflective of the general population residing within the County:

- Seek and Serve outreach efforts to surrounding middle and high schools as well as community-based, social service, mental health, hospital, and juvenile justice organizations
- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process,
- Prioritization of at-promise youth for immediate enrollment throughout the school year ahead of general population youth on the waiting list
- The development of promotional and informational material in English and Spanish,
- Student recruitment efforts may include, but are not limited to, direct mail, print advertising, and informational meetings directed toward targeted student populations to recruit students from various racial and ethnic groups,
- Recruitment materials reflect the diversity of the Charter School's student body,
- Regularly review student demographic, attrition, and performance data to ensure all students are receiving equal and excellent educational services.

In the development of the Charter School program and petition, the Charter School leadership met with community stakeholders, including (for example): San Benito County Office of Education Superintendent and cabinet, San Benito County Office of Education

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board members, San Benito High School District Superintendent and cabinet, Aromas San Juan Unified School District Superintendent, South Monterey County Joint Union High School District Superintendent, City and County elected officials, parents, and community leaders. In addition, several community leaders have submitted letters of support, included in the Appendix.

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Element 9: Suspension and Expulsion Procedures

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

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a homeless child or youth, or a foster child or youth, in the native language of the homeless or foster child's educational rights holder. In the case of a foster child or youth, the written notice shall also be provided to the foster child's attorney and county social worker. If the pupil is an Indian child, as defined in Section 224.1 of the Welfare and Institutions Code, the written notice shall also be provided to the Indian child's tribal social worker and, if applicable, county social worker. The written notice shall inform the pupil, the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, county social worker of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, or county social worker, or the Indian child's tribal social worker or, if applicable, county social worker initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

(iv) A foster child's educational rights holder, attorney, and county social worker and an Indian

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child's tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information. Education Code Section 47605.6(b)(5)(I).

It is the goal of the Charter School to provide experiences for students that teach them compassion, commitment, and concern for others. It is understood that students learn what they experience, and therefore all adults model appropriate behavior for students. The faculty at the school help students behave in ways that are conducive to learning and building community.

Classroom experiences create developmentally appropriate opportunities for autonomy and positive decision-making. The essence of discipline is understanding behavior and finding effective alternatives to punishment.

At the Charter School, we are dedicated to helping students learn to meet their own needs while respecting the needs of others. Students and teachers decide upon agreements together for their mutual benefit. They also decide upon solutions that will be helpful to all concerned should problems arise. When teachers set limits without a student's input, they communicate clearly and firmly with kindness, dignity and respect. Teachers form empathic and positive relationships with their students, holding them to high standards of behavior.

School-wide Rules and Policies[16]

1. Respect the needs and feelings of others.
2. Use appropriate language and demonstrate concern for the property of teachers, peers and the community.
3. Be safe and be considerate of the safety of others.
4. Remain in the classroom or on school grounds unless permission is given by the teacher or administrator to leave.

It is our strong belief that while punishment may work in the short term to stop unwanted behavior immediately, long-range results may include resentment, revenge, rebellion, and/or retreat. Therefore, we use strategies that are not humiliating to students. Our approach is based upon mutuality and incorporates clear and firm expectations with respect for students so that a foundation for teaching life skills, good decision-making and self-regulation is emphasized.

The main objective in assigning consequences for misbehavior is to assist students in making good choices, whether in the classroom, at lunchtime, or during recess. When a student is unsafe, interrupts learning, or clearly does not respect the needs of others, the following course of action occurs: students are reminded of the expected behavior and previously agreed-upon school standards. Should the behavior continue, the teacher will conference with the student to determine good decision-making. When inappropriate behavior does not change, the principal

[16] This policy has been adapted from the best practice trauma-informed policy established and documents by Da Vinci Charter School in El Segundo, CA.

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and/or counselor will be consulted. Finally, a conference will be called with the parent/guardian in order to assist the student in meeting the school's expectations for behavior.

Staff shall enforce disciplinary rules and procedures fairly and consistently amongst all students and accord all students with similar rights to due process. These disciplinary rules and procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations. The Charter School will develop a complete set of student discipline policies and procedures, which will be distributed to each student/parent as part of the

Student Handbook, which is regularly updated and incorporated herein by reference. Compliance with the Charter School's adopted procedures for suspension and expulsion set forth herein shall be the sole process for the Charter School to involuntarily dismiss, remove, or otherwise exclude a student who attends the Charter School from further attendance at the Charter School for any reason, including, but not limited to, disciplinary and academic causes. In no event shall the Charter School adopt an additional or alternative process for dismissing, removing, or otherwise involuntarily removing a student who attends the Charter School from further attendance at the Charter School separate from or in addition to the Charter School's procedures for suspension and expulsion.

Discipline includes, but is not limited to, advising and counseling students, conferring with parents/guardians, detention during and after school hours, the 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 the Charter School's property.

The Principal shall ensure that students and parents/guardians[17] are notified in writing of all discipline policies, rules, and procedures and given an opportunity to provide input and feedback on discipline policies and procedures. Transfer students and their parents/guardians shall be so advised upon enrollment. The notice shall state that these disciplinary rules and procedures are available on request in the office.

Suspended or expelled students shall be excluded from all school-related extracurricular activities unless

[17] 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.

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otherwise agreed during the period of suspension or expulsion. A student identified as an individual with disabilities, or for whom the Charter School has a basis for knowledge of a suspected disability, pursuant to the Individuals with Disabilities Education Act, or who is qualified for services under Section 504 of the Rehabilitation Act, is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students, except to the extent that federal and state law or the student's Individualized Educational Program requires additional or different procedures for that student. The Charter School will follow all applicable federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities, for whom the school has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections according to due process to such students.

The Charter School recognizes that an engaging and rigorous curriculum, strong and individualized relationships with adults, positive activities and recognition programs, adequate supervision, and a solid culture of respect and regard for students are excellent deterrents to negative behavior.

Policy

The Suspension and Expulsion Policy and Procedures have been established in order to promote learning and protect the safety and well-being of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 et seq. which describe the offenses for which students at non-charter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions, and involuntary removal. The language that follows is largely consistent with the language of Education Code Section 48900 et seq. The Charter School is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension, expulsion, or involuntary removal.

Consistent with this policy, it may be necessary to suspend or expel a student from regular classroom instruction. This shall serve as the SBCPA policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements.

Charter School staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This policy and its procedures will clearly describe discipline expectations, and it will be printed and distributed annually as part of the Student Handbook which is sent to each student at the beginning of the school year.

The Charter School's administrative team shall ensure that students and their parents/guardians

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are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this Policy and its Procedures are also available upon request at the Principal's office.

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, and suspension and expulsion. Suspended or expelled students shall be excluded from all Charter School and Charter School-related activities unless otherwise agreed during the period of suspension/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 this Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law requires additional or different procedures. The Charter School will follow all applicable federal and state laws, including but not limited to the applicable provisions of the Education Code, when imposing any form of discipline on a student identified as an individual with disabilities, 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 to due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian and shall inform the student, and the student's parent/guardian of the basis for which the student is being involuntarily removed and the student's parent/guardians right to request a hearing to challenge the involuntary removal. If a student's parent/guardian requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions before the effective date of the action to involuntarily remove the student. If the student's parent/guardian requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below.

Procedures

Grounds for Suspension and Expulsion of Students

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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:

1. while on any school property;
2. while going to or coming from school;
3. during the lunch period, whether on or off the school campus;
4. during, going to, or coming from a school-sponsored activity; or
5. during virtual instruction or distance learning regardless of the location.

Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended when it is determined the student:
   1.1. Caused, attempted to cause, or threatened to cause physical injury to another person.
   1.2. Willfully used force or violence upon the person of another, except self-defense.
   1.3. Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind. Students who voluntarily disclose their use of a controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports shall not be suspended solely for that disclosure.
   1.4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
   1.5. Committed or attempted to commit robbery or extortion.
   1.6. Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
   1.1. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
   1.2. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student. Students who voluntarily disclose their use of a controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports shall not be suspended solely for that disclosure.
   1.3. Committed an obscene act or engaged in habitual profanity or vulgarity.
   1.4. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
   1.5. Knowingly received stolen school property or private property, which includes but is not

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limited to, electronic files and databases.

1.6. 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.

1.7. 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.

1.8. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

1.9. Engaged in,or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.

1.10. Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

1.11. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment

1.12. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e).

1.13. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating

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an intimidating or hostile educational environment.

1.14. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1.14.1. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

1.14.1.1. 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 their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

1.14.1.2. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.

1.14.1.3. Causing a reasonable student to experience substantial interference with their academic performance.

1.14.1.4. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

1.14.2. "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

1.14.2.1. A message, text, sound, video, or image.

1.14.2.2. A post on a social network Internet Web site including, but not limited to: 1.15.2.2.1. Posting to or creating a burn page. A "burn page" means an

Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

1.14.2.2.2. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

1.14.2.2.3. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile

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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.

1.14.2.3. An act of cyber sexual bullying.

1.15.2.3.1. For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

1.15.2.3.2. For purposes of this policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

1.14.3. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

1.15. A student who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

1.16. Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

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

2.1. 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 student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

2.2. Brandished a knife at another person.

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

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2.4. 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.

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

3.1. Caused, attempted to cause, or threatened to cause physical injury to another person.

3.2. Willfully used force or violence upon the person of another, except self-defense.

3.3. Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind. Students who voluntarily disclose their use of a controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports shall not be suspended solely for that disclosure.

3.4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as a controlled substance, alcoholic beverage or intoxicant.

3.5. Committed or attempted to commit robbery or extortion.

3.6. Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

3.7. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

3.8. 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 a student's own prescription products by a student. Students who voluntarily disclose their use of a controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports shall not be suspended solely for that disclosure.

3.9. Committed an obscene act or engaged in habitual profanity or vulgarity.

3.10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

3.11. Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

3.12. 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.

3.13. 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.

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3.14. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

3.15. Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.

3.16. Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

3.17. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment.

3.18. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e).

3.19. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment.

3.20. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

3.20.1. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are

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directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

3.20.1.1. 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 their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

3.20.1.2. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.

3.20.1.3. Causing a reasonable student to experience substantial interference with their academic performance.

3.20.1.4. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

3.20.2. "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

3.20.2.1. A message, text, sound, video, or image.

3.20.2.2. A post on a social network Internet Web site including, but not limited to: 3.20.2.2.1. Posting to or creating a burn page. A "burn page" means an

Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

3.20.2.2.2. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

3.20.2.2.3. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

3.20.2.3. An act of cyber sexual bullying.

3.20.2.3.1. For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be

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reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

3.20.2.3.2. For purposes of this policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3.20.3. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

3.21. A student who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

3.22. Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

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

4.1. 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 student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

4.2. Brandished a knife at another person.

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

4.4. 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 the Administrative Panel and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in

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this Policy.

The Charter School will use the following definitions:

- The term “knife” means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.
- The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.
- The term “destructive device” means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb; (B) grenade; (C) rocket having a propellant charge of more than four ounces; (D) missile having an explosive or incendiary charge of more than one-quarter ounce; (E) mine; or (F) device similar to any of the devices described in the preceding clauses.

Suspension Procedures

Suspensions shall be initiated according to the following procedures:
Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or the

Principal's designee with the student and the student’s parent/guardian and, whenever practical, the teacher or Charter School employee who referred the student to the Principal or designee.

The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and the student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605.6(b)(5)(I)(i).

This conference shall be held within (2) two school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

Penalties shall not be imposed on a student for the failure of the student’s parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent/guardian at the conference.

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Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone, by email, or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student as well as the date the student may return to school following the suspension. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

Suspension Time Limits/Recommendation for Expulsion

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

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

Expulsion Procedures Authority to Expel

As required by Education Code Section 47605.6(b)(5)(I)(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.

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A student may be expelled either by the neutral and impartial Charter School Board of Directors 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 (3) members who are certificated and neither a teacher of the student nor a member of the Charter School's governing 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.

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 Principal or designee determines that the student has committed an expellable offense and recommends the student for expulsion.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all student confidentiality rules under the FERPA) unless the student makes a written request for a public hearing in open session three days prior to the date of the scheduled hearing.

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

- The date and place of the expulsion hearing,
    - A statement of the specific facts, charges and offenses upon which the proposed expulsion is based,
- A copy of the Charter School's disciplinary rules which relate to the alleged violation,
    - Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other County Office of Education or school to which the student seeks enrollment,
    - The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor,
- The right to inspect and obtain copies of all documents to be used at the hearing,
- The opportunity to confront and question all witnesses who testify at the hearing,
    - The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

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,

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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 student.

- The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) days notice of their scheduled testimony, (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent/guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
- 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.
- At the discretion of the entity conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
- The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
- The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.
- Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.
- If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.
- 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. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the student being expelled, the

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complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

- Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance 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.

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.

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay 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 student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have their testimony heard in a session closed to the public.

Expulsion Decision

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 Board shall make the final determination regarding the expulsion within ten (10) school days following the conclusion of the hearing. The Decision of the Board is final.

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If the Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel, the student shall immediately be returned to their previous educational program.

The Board of Directors may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Board. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Board of Directors may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Board of Directors shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Board of Directors shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

Written Notice to Expel

The Principal or designee following a decision of the Board to expel shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student and student's parent/guardian. This notice shall also include the following:

- Notice of the specific offense committed by the student; and
    - Notice of the student's or parent/guardian's obligation to inform any new school district in which the student seeks to enroll of the student's status with the Charter School.

The Principal or designee shall send a copy of the written notice of the decision to expel to the County.

This notice shall include the following:

- The student's name; and
- The specific expellable offense committed by the student.

Additionally, in accordance with Education Code Section 47605.6(e)(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.

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 SBCOE upon request.

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No Right to Appeal

The student shall have no right of appeal from expulsion from the Charter School as the Charter School Board's decision to expel shall be final.

Expelled Students/Alternative Education

Parents/guardians of students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within SBCOE, or within the expelled student's school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by the parents/guardians or by the school district of residence of the expelled student to assist with locating alternative placements during expulsion.

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.

Readmission or Admission of Previously Expelled Student

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

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.

Review of Suspension/Expulsion Policies

The Charter School recognizes that research has shown that schools have disciplined students for willful defiance disproportionately, especially singling out Black students. The Executive

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Director, Principal, and Board Chair will annually review discipline cases to identify and correct disproportionate discipline trends. Overall suspension and expulsion policies are subject to an annual review by a disciplinary task force consisting of stakeholders in the Charter School.

Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

Notification to SBCOE

The Charter School shall immediately notify SBCOE and coordinate the procedures in this policy with SBCOE's discipline of any student with a disability or student who the Charter School or SBCOE would be deemed to have knowledge that the student had a disability.

Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent/guardian, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.
- If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP Team shall:

- 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,

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- 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
- Return the child to the placement from which the child was removed, unless the parent/guardian and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provision of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent/guardian and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing. In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by- case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

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The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- 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,
- 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
- 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.

Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP team.

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 County'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:

- 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.
- The parent/guardian has requested an evaluation of the child.
- The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay- put. If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parent/guardian; however, the student shall remain in the education placement determined by the Charter pending the results of the evaluation.

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

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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.

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Element 10: Retirement System

Governing Law: *The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. Education Code Section 47605.6(b)(5)(J).*

Charter School employees participate in the federal social security system and have access to any other Charter School-sponsored retirement plans according to policies developed by the Board of Directors and adopted as Charter School employee policies. All employees can elect to participate in a 403(b) plan, vested after one year of employment, and with a 10% employer match.

The Charter School retains the option for its staff to participate in the State Teachers' Retirement System ("STRS") or the Public Employees' Retirement System ("PERS") and coordinate such participation, as appropriate, with the Social Security system or other reciprocal systems if the Board of Directors believes such participation is fiscally feasible. If the Charter School opts to participate in the STRS or PERS system, it may seek reporting services from SBCOE pursuant to Education Code Section 47611.3.

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Element 11: Dispute Resolution

Governing Law: *The procedures to be followed by the charter school and the county board of education to resolve disputes relating to the provisions of the charter. Education Code Section 47605.6(b)(5)(K).*

Disputes between the Charter School and the County

The Charter School recognizes that it cannot bind the County to a dispute resolution procedure to which the County does not agree. The following policy is intended as a starting point for a discussion of dispute resolution procedures. The Charter School is willing to consider changes to the process outlined below as suggested by the County.

The Charter School and the County will always attempt to resolve disputes between them amicably and reasonably without resorting to formal procedures.

- In the event of a dispute between The Charter School and the County, The Charter School staff, employees and Board members of The Charter School and the County agree to first frame the issue in written format and refer the issue to the Superintendent of the County and Executive Director of The Charter School, or their respective designees. In the event that the County Board of Education believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code 47607, The Charter School requests that this shall be specifically noted in the written dispute statement, although it recognizes it cannot legally bind the County to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a pre-requisite to the County's ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.
- The Executive Director of The Charter School and the Superintendent of San Benito County Office of Education, or their respective designees, shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than five (5) business days from receipt of the statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective Boards who shall jointly meet with the Superintendent of San Benito County Office of Education and the Executive Director of The Charter School, or their respective designees, and attempt to resolve the dispute within fifteen (15) business days from the dispute statement.
- If this joint meeting fails to resolve the dispute, the Superintendent and the Executive Director, or their respective designees, shall meet to jointly identify and agree upon a neutral third party mediator to engage the parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Superintendent and Executive Director, or their respective designees. Mediation shall be held within thirty (30) business days of receipt of the dispute statement.

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- If the dispute remains unresolved after mediation, both The Charter School and the County shall be deemed to have exhausted their administrative remedies, thus, allowing either Party to pursue any further available legal remedy under the law.
- All timelines and procedures in this section may be revised upon mutual written agreement of the County and the Charter School.

Financial Costs for Dispute Resolution Process

Any costs incurred while participating in the dispute resolution process shall be borne by each respective party. The costs of the mediator shall be split equally between the County and The Charter School.

Internal Disputes

The Charter School shall have an internal dispute resolution process to be used for all internal disputes related to the Charter School's operations. The Charter School shall also maintain a Uniform Complaint Policy and Procedures as required by state law. Parents, students, Board members, volunteers, and staff at the Charter School shall be provided with a copy of the Charter School's policies and internal dispute resolution process. The County shall promptly refer all disputes not related to a possible violation of the charter or law to The Charter School.

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Element 12: Admission Policies and Procedures

Governing Law: *Admission policies and procedures, consistent with [Education Code Section 47605.6] subdivision (e). Education Code Section 47605.6(b)(5)(L).*

The Charter School will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate against any student based upon any of the characteristics listed in Education Code Section 220.

The Charter School shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state, unless required by Education Code Section 51747.3. In accordance with Education Code Sections 49011 and 47605.6(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

In accordance with Education Code Section 47605.6(e)(4)(A), the Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605.6(e)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605.6(e)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605.6(e)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605.6(e)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605.6(e)(4), and make this notice available to parents.

Public Random Drawing

On an annual basis, the Board will determine its maximum capacity for enrollment, if any. An open application period or periods will be held annually and advertised broadly. At the end of each open application period, applications will be counted. If there are more applicants than capacity, a public random drawing will be held as described below to determine enrollment and to create a waiting list for future enrollment. If there are fewer applicants than capacity, all applicants will be admitted.

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If the number of pupils who wish to attend the Charter School exceeds the Charter School's capacity, admission, except for existing pupils of the Charter School who are guaranteed admission in the following school year, shall be determined by a public random drawing. The Charter School shall provide an admission preference for students in the following order:

- Siblings of students admitted to or attending the Charter School
- Children of employees and Board members (not to exceed 10% of total enrollment)
- Students deemed at-promise (those who are returning after having left school without graduating or are at-risk of not graduating)
- pupils who reside in the County.

The Charter School and the County agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605.6(e)(2)(B)(i)-(iv).

The Board of Directors will take all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces are pulled in order of grade level by the designated lottery official (appointed by the Executive Director). Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place on the same day in a single location. Lotteries will be conducted in ascending order beginning with 9th grade. Within each grade level, students will be drawn from pools beginning with all applicants who qualify for preference based on their residence in the County and shall continue within that preference category until all vacancies within that grade level have been filled. If there are more students in that preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students who do not qualify for that preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled.

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

Public random drawing rules, deadlines, dates and times will be communicated in the application form and on the Charter School’s website. Public notice for the date and time of the public random drawing will also be posted once the application deadline has passed.

The Charter School will also inform all applicants and interested parties of the rules to be followed during the public random drawing process via mail or email at least two weeks prior to the lottery date.

Enrollment Packet

After admission, students will be required to submit an enrollment packet, which shall

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include the following:

- Student enrollment form,
- Proof of Immunization,
- Home Language Survey,
- Application for Free or Reduced Price Meals
- Completion of Emergency Medical Information Form,
- Proof of maximum age requirements,
- Release of records.[18]

Proof of age shall be required of all enrolling students. The legal evidence of age, in order of desirability, are a birth certificate, baptismal certificate, passport, immigration certificate, Bible record, or affidavit from the parent/guardian.

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[18] In accordance with Education Code Section 47605.6(e)(4)(B), the Charter School shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the Charter School before enrollment.

Element 13: Public School Attendance Alternatives

Governing Law: *The public school attendance alternatives for pupils residing within the county who choose not to attend the charter school. Education Code Section 47605.6(b)(5)(M).*

No student may be required to attend the Charter School. Students who reside within the County who choose not to attend the Charter School may attend a school within the County according to their school district's policy or at another school or school within their school district through the school district's intra- and inter-district transfer policies.

Parents and guardians of each student enrolled in the Charter School will be informed on admissions forms that the students have no right to admission in a particular school of a local education agency as a consequence of enrollment in The Charter School, except to the extent that such a right is extended by the local education agency.

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Element 14: Employee Return Rights

Governing Law: *The rights of an employee of the county office of education, upon leaving the employment of the county office of education, to be employed by the charter school, and of any rights of return to the county office of education that an employee may have upon leaving the employment of the charter school. Education Code Section 47605.6(b)(5)(N).*

No public school district employee shall be required to work at the Charter School. Persons employed by The Charter School are not considered employees of the County. Employees of the County who resign from the employment of the County to work at The Charter School and who later wish to return to the County shall be treated the same as any other former County employee seeking reemployment in accordance with County policy, applicable law, and applicable bargaining agreements. The Charter School shall not have any authority to confer any rights to return on County employees. The Charter School employees shall have any right upon leaving the County to work in The Charter School that the County may specify, any rights of return to employment in a county office of education after employment in The Charter School that the County may specify, and any other rights upon leaving employment to work in The Charter School that the County determines to be reasonable and not in conflict with any law.

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

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Element 15: School Closure Procedures

Governing Law: *The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of public records. Education Code Section 47605.6(b)(5)(O).*

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

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

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

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

As applicable, the Charter School will provide parents, students and the County with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with FERPA.

The Charter School will ask the County to store original records of Charter School students. All records of the Charter School shall be Charter transferred to the County upon School closure. If the County will not or cannot store the records, the Charter School shall work with the County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred and maintained in accordance with applicable law.

As soon as reasonably practical, the Charter School will prepare final financial records.

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The Charter School will also have an independent audit completed within six months after closure. The Charter School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the Charter School and will be provided to the County promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the Charter School.

The Charter School will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the Charter School and shall be distributed in accordance with the Articles of Incorporation upon the dissolution of the non-profit public benefit corporation. Any assets acquired from the County or County property will be promptly returned upon Charter School closure to the County. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

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

As the Charter School is operated by a non-profit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

The Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

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Miscellaneous Charter Provisions

A. Budgets and Financial Reporting

Governing Law: The petitioner or petitioners shall also be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. Education Code Section 47605.6(h).

Attached, in Appendix, please find the following documents:

- A projected first-year budget including startup costs
- Financial projections and cash flow for the first three years of operation

These documents are based upon the best data available to the petitioners at this time.

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

1. By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code Section 47605.6(h) will satisfy this requirement.
2. By July 1, a local control and accountability plan and an annual update to the local control and accountability plan are required pursuant to Education Code Section 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on or before January 31, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the State Controller, California Department of Education, and County Superintendent of Schools.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. By September 15, a final unaudited report for the full prior year. The report submitted to the County shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

The Charter School shall provide reporting to the County as required by law and as requested by the County, including, but not limited to, the following: California Basic Educational Data System (CBEDS), actual Average Daily

Attendance reports, all financial reports required by Education Code Section 47604.33, the School Accountability Report Card (SARC), and the LCAP.

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

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

B. Insurance

The Charter School shall acquire and finance general liability, workers' compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. Coverage amounts will be based on recommendations provided by the County and the Charter School's insurer. The County Board of Education shall be named as an additional insured on all policies of the Charter School.

C. Administrative Services

Governing Law: The manner in which administrative services of the charter school are to be provided. Education Code Section 47605.6(h).

The Charter School will provide or procure its own administrative services including, but not limited to, financial management, accounts payable/receivable, payroll, human resources, and instructional program development either through its own staff or through an appropriately qualified third-party contractor.

At any time, the Charter School may discuss the possibility of purchasing administrative services from the County. If the County is interested, the specific terms and cost for these services will be the subject of a memorandum of understanding between the Charter School and the County and subject to County availability and willingness to provide such services.

D. Potential Civil Liability Effects

Governing Law: Potential civil liability effects, if any, upon the charter school, any school district where the charter school may operate, and upon the county board of education. Education Code Section 47605(h).

The Charter School shall be operated by a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(d), an authority that grants a charter

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to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law.

The Charter School shall work diligently to assist the County in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other County-requested protocol to ensure the County shall not be liable for the operation of the Charter School.

Further, the Charter School intends to enter into a memorandum of understanding with the County, wherein the Charter School shall indemnify the County for the actions of the Charter School under this charter.

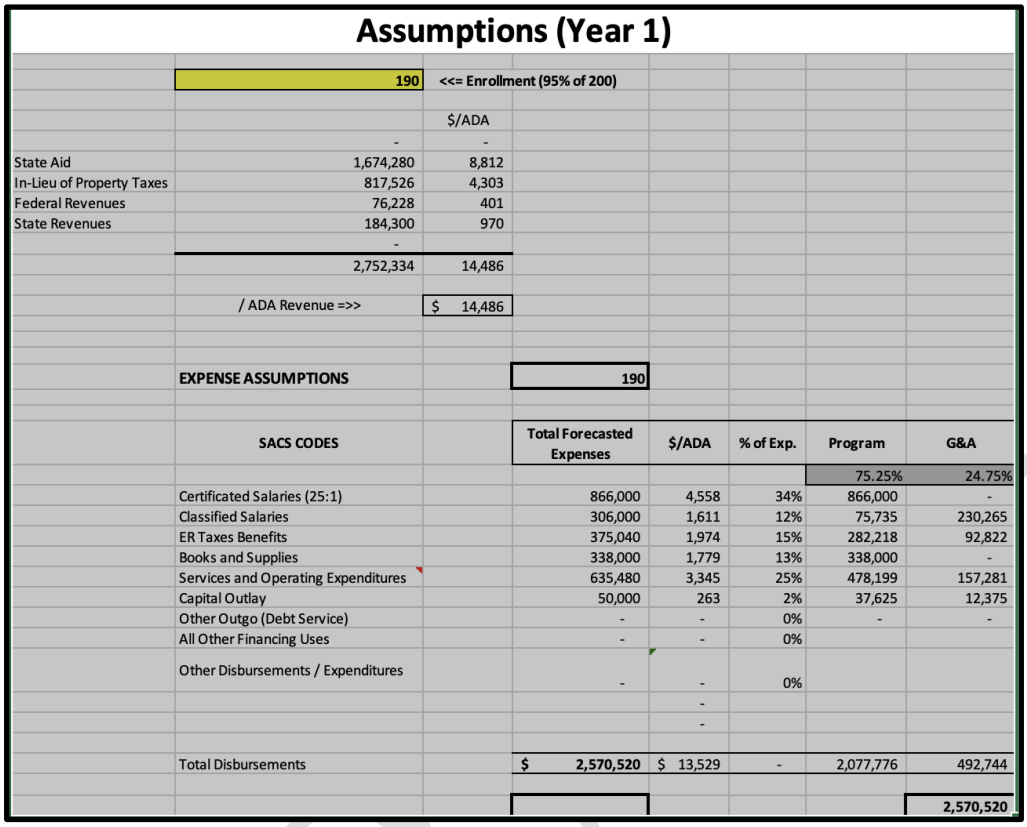
The corporate bylaws of the Charter School shall provide for indemnification of the Charter School's Board, officers, agents, and employees, and the Charter School will purchase general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts shall be determined by the recommendation of the County and the Charter School's insurance company for schools of similar size, location, and student population. The County shall be named an additional insured on the general liability insurance of the Charter School.

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

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Appendix A Budget



Assumptions (Year 1)

	190	<<= Enrollment (95% of 200)					
		$/ADA					
	-	-					
State Aid	1,674,280	8,812					
In-Lieu of Property Taxes	817,526	4,303					
Federal Revenues	76,228	401					
State Revenues	184,300	970					
	-						
	2,752,334	14,486					
	/ ADA Revenue =>>	$ 14,486					
	EXPENSE ASSUMPTIONS		**190**				
	SACS CODES		**Total Forecasted Expenses**	**$/ADA**	**% of Exp.**	**Program**	**G&A**
						75.25%	24.75%
	Certificated Salaries (25:1)		866,000	4,558	34%	866,000	-
	Classified Salaries		306,000	1,611	12%	75,735	230,265
	ER Taxes Benefits		375,040	1,974	15%	282,218	92,822
	Books and Supplies		338,000	1,779	13%	338,000	-
	Services and Operating Expenditures		635,480	3,345	25%	478,199	157,281
	Capital Outlay		50,000	263	2%	37,625	12,375
	Other Outgo (Debt Service)		-	-	0%	-	-
	All Other Financing Uses		-	-	0%		
	Other Disbursements / Expenditures		-	-	0%		
				-			
				-			
	Total Disbursements		$ 2,570,520	$ 13,529	-	2,077,776	492,744
							2,570,520

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PROPOSED BUDGET	
Revenue Limit Sources	190
	-
State Aid	1,674,280
In-Lieu of Property Taxes Federal Revenues	817,526
State Revenues Local Revenues:	76,228
	184,300
Total revenue and support: Expenses:	$ 2,752,334
Program services:	2,077,776

		492,744
Education Support services:	$	
Management and general Total	2,570,520	
Expenses:	$	181,814
Change in Net Assets:		
		-
Net Assets (Deficit), Beginning: Net Assets (Deficit), Ending:	$	181,814
Note: Year 1 budget assumes reserve	6.61%	

Total Expenses (Year 1)

	TOTAL	(% of Expenses)
Certificated Salaries	866,000	33.69%
Classified Salaries	306,000	11.90%
Employee Benefits	375,040	14.59%
Books and Supplies	338,000	13.15%
Services and Operating Expenditures	635,480	24.72%
Capital Outlay	50,000	1.95%
Other Outgo	-	0.00%
All Other Financing Uses	-	0.00%
Other Disbursements / Expenditures	-	0.00%
	-	0.00%
	-	0.00%
TOTAL	2,570,520	100%

		(Revenue %)		3.74%	5.78%	11.91%	8.67%	11.89%	13.41%	9.44%	5.82%	12.82%	10.94%	5.59%			
		(Expense %)															
				July	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Accruals	TOTAL
BEGINNING CASH (Net)				$ 200,000	$ 73,658	$ (16,388)	$ 62,142	$ 61,482	$ 149,463	$ 289,248	$ 334,897	$ 280,756	$ 419,315	$ 506,247	$ 446,024		
Receipts:																	
	State Aid		1,674,280														
	In Lieu		817,526														
	Federal Revenue		76,228														
	Other State Revenue		184,300														
	Other Local Revenue		-														
	All Other Financing																
	Other Receipts / Non Revenue		-														
TOTAl Revenue:			$ 2,752,334	$ 102,868	$ 159,164	$ 327,740	$ 238,549	$ 327,191	$ 368,995	$ 259,859	$ 160,069	$ 352,769	$ 301,142	$ 153,987	$ -	$ -	$ -
Disbursements:																	
	Certificated Salaries		866,000														
	Classified Salaries		306,000														
	Employee Benefits		375,040														
	Books and Supplies		338,000														
	Services and Operating Expenditures		635,480														
	Capital Outlay		50,000														
	Other Outgo		-														
	All Other Financing Uses																
	Other Disbursements / Expenditures		-														
TOTAL Disbursements:			$ 2,570,520	$ 214,210	$ 214,210	$ 214,210	$ 214,210	$ 214,210	$ 214,210	$ 214,210	$ 214,210	$ 214,210	$ 214,210	$ 214,210	$ 214,210	$ -	$ -
PRIOR YEAR TRANSACTIONS																	
	A/R		-														
	A/P		-	(15,000)	(35,000)	(35,000)	(25,000)	(25,000)	(15,000)								
	Deferred Revenue, Other Liabilities		-														
	TOTAL PY Transactions		-	(15,000)	(35,000)	(35,000)	(25,000)	(25,000)	(15,000)	0	0	0	0	0	0		
ENDING CASH			$ 181,814	$ 73,658	$ (16,388)	$ 62,142	$ 61,482	$ 149,463	$ 289,248	$ 334,897	$ 280,756	$ 419,315	$ 506,247	$ 446,024	$ 231,814	$ -	$ -

Appendix B Articles of Incorporation

ARTICLES OF INCORPORATION
OF

POLYTECHNIC ACADEMY

I.

The name of the Corporation shall be Polytechnic Academy.

II.

The Corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for charitable purposes. The specific purposes for which this Corporation is organized are manage, operate, guide, direct and promote one or more California public charter schools.

The Corporation is organized and operated exclusively for educational and charitable purposes pursuant to and within the meaning of Section 501(c)(3) of the Internal Revenue Code or the corresponding provision of any future United States Internal Revenue Law.

Notwithstanding any other provision of these articles, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation. The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

III.

The name and address in the State of California of this Corporation's initial agent for service of process is:

Armando Barragan
551 Leisure Ct.

Hollister, CA 95023

IV.

All corporate property is irrevocably dedicated to the purposes set forth in the second article above. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to any of its directors, members, trustees, officers or other private persons except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered, and to make payments and distributions in furtherance of the purposes set forth in Article II.

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No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

Subject to the provisions of the nonprofit public benefit provisions of the Nonprofit Corporation Law of the State of California, and any limitations in the articles or bylaws relating to action to be approved by the members or by a majority of all members, if any, the activities and affairs of this Corporation shall be conducted and all the powers shall be exercised by or under the direction of the board of directors.

The number of directors shall be as provided for in the bylaws. The bylaws shall prescribe the qualifications, mode of election, and term of office of directors.

V.

The authorized number and qualifications of members of the corporation, if any, the different classes of membership, the property, voting and other rights and privileges of members, and their liability for dues and assessments and the method of collection thereof, shall be set forth in the bylaws.

VI.

Upon the dissolution or winding up of the Corporation, its assets remaining after payment of all debts and liabilities of the Corporation, shall be distributed to a nonprofit fund, foundation, corporation or association which is organized and operated exclusively for educational or charitable purposes and which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine which are organized and operated exclusively for such purposes.

VII.

The initial street address of the Corporation is:

551 Leisure Ct.

Hollister, CA 95023

The initial mailing address of the Corporation is:

P.O. Box 300

Hollister, CA 95024-0300

Dated: _____ _____

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Kimberly Rodriguez, Incorporator

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Appendix C Conflict of Interest Code

Polytechnic Academy

CONFLICT OF INTEREST CODE

I. ADOPTION

In compliance with the Political Reform Act of 1974, California Government Code Section 87100, et seq., Polytechnic Academy hereby adopts this Conflict of Interest Code ("Code"), which shall apply to all governing board members and all other designated employees of Polytechnic Academy ("Charter School"), as specifically required by California Government Code Section 87300.

II. DEFINITION OF TERMS

As applicable to a California public charter school, the definitions contained in the Political Reform Act of 1974, the regulations of the Fair Political Practices Commission, specifically California Code of Regulations Section 18730, and any amendments or modifications to the Act and regulations are incorporated by reference to this Code.

III. DESIGNATED EMPLOYEES

Employees of this Charter School, including governing board members, who hold positions that involve the making or participation in the making, of decisions that may foreseeably have a material effect on any financial interest, shall be "designated employees." The designated positions are listed in "Exhibit A" attached to this Code and incorporated by reference herein.

IV. STATEMENT OF ECONOMIC INTERESTS: FILING

Each designated employee, including governing board members, shall file a Statement of Economic Interest ("Statement") at the time and manner prescribed by California Code of Regulations, title 2, section 18730, disclosing reportable investments, interests in real property, business positions, and income required to be reported under the category or categories to which the employee's position is assigned in "Exhibit A."

An investment, interest in real property or income shall be reportable, if the business entity in which the investment is held, the interest in real property, the business position, or source of income may foreseeably be affected materially by a decision made or participated in by the designated employee by virtue of his or her position. The specific disclosure responsibilities assigned to each position are set forth in "Exhibit B."

Statements Filed With the Charter School. All Statements shall be supplied by the Charter School. All Statements shall be filed with the Charter School. The Charter School's filing official shall make and retain a copy of the Statement and forward the original to the County Board of Supervisors.

V. DISQUALIFICATION

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No designated employee shall make, participate in making, or try to use his/her official position to influence any Charter School decision which he/she knows or has reason to know will have a reasonably foreseeable material financial effect, distinguishable from its effect on the public generally, on the official or a member of his or her immediate family.

VI. MANNER OF DISQUALIFICATION

Non-Governing Board Member Designated Employees

When a non-Governing Board member designated employee determines that he/she should not make a decision because of a disqualifying interest, he/she should submit a written disclosure of the disqualifying interest to his/her immediate supervisor. The supervisor shall immediately reassign the matter to another employee and shall forward the disclosure notice to the Executive Director, who shall record the employee's disqualification. In the case of the Executive Director, this determination and disclosure shall be made in writing to the Board of Directors.

Governing Board Member Designated Employees

The Charter School shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor shall the Charter School enter into any contract or transaction with any other corporation, firm, association, or other entity in which one or more of the Charter School's directors are directors and have a material financial interest.

Exhibit A

Designated Positions

Designated Position	Assigned Disclosure Category
Members of the Governing Board	1, 2
Executive Director	1, 2
Principal/Learning Director	1, 2

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Consultants/New Positions *

*Consultants/New Positions shall be included in the list of designated positions and shall disclose pursuant to the broadest disclosure category in the code, subject to the following limitation:

The Executive Director may determine in writing that a particular consultant or new position, although a "designated position," is hired to perform a range of duties that is limited in scope and thus is not required to fully comply with the disclosure requirements in this section. Such written determination shall include a description of the consultant's or new position's duties and, based upon that description, a statement of the extent of disclosure requirements. The Executive Director's determination is a public record and shall be retained for public inspection in the same manner and location as this conflict-of-interest code (Govt. Code § 81008).

EXHIBIT B

Disclosure Categories

Category 1

Designated positions assigned to this category must report all interests in real property which are located in whole or in part within two (2) miles of any facility utilized by Polytechnic Academy, including any leasehold, beneficial or ownership interest or option to acquire such interest in real property.

Category 2

Designated positions assigned to this category must report investments and business positions in business entities and sources of income (including receipt of gifts, loans, and travel payments) that are contractors engaged in the performance of work or services, or sources that manufacture, sell, repair, rent or distribute school supplies, books, materials, school furnishings or equipment of the type to be utilized by Polytechnic Academy.

Category 3

Designated positions assigned to this category must report investments and business positions in business entities and sources of income (including receipt of gifts, loans, and travel payments) that are contractors engaged in the performance of work or services, or sources that manufacture, sell, repair, rent or distribute school supplies, books, materials, school furnishings or equipment of the type to be utilized by the designated position's department.

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Appendix D Board Bylaws

Bylaws of
Polytechnic Academy

(A California Nonprofit Public Benefit Corporation)

ARTICLE I
NAME

Section 1. NAME. The name of this Corporation is Polytechnic Academy.

ARTICLE II

PRINCIPAL OFFICE OF THE CORPORATION

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of the Corporation is located in San Benito County, State of California. The Board of Directors may change the location of the principal office. Any such change of location must be noted by the Secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. OTHER OFFICES OF THE CORPORATION. The Board of Directors may at any time establish branch or subordinate offices at any place or places where the Corporation is qualified to conduct its activities.

ARTICLE III

GENERAL AND SPECIFIC PURPOSES; LIMITATIONS

Section 1. GENERAL AND SPECIFIC PURPOSES. The purpose of the Corporation is to manage, operate, guide, direct and promote one or more California public charter schools. Also, in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

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ARTICLE IV

CONSTRUCTION AND DEFINITIONS

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context indicates otherwise, the general provisions, rules of construction, and definitions in the California Nonprofit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term "person" includes both a legal entity and a natural person.

ARTICLE V
DEDICATION OF
ASSETS

Section 1. DEDICATION OF ASSETS. The Corporation's assets are irrevocably dedicated to public benefit purposes as set forth in the charter governing the charter schools operated as or by the Corporation. No part of the net earnings, properties, or assets of the Corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the Corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the Corporation shall be distributed to a nonprofit fund, foundation, corporation or association which is organized and operated exclusively for educational or charitable purposes and which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine which are organized and operated exclusively for such purposes.

ARTICLE VI

CORPORATION WITHOUT MEMBERS

Section 1. CORPORATION WITHOUT MEMBERS. The Corporation shall have no members within the meaning of the Nonprofit Corporation Law.

ARTICLE VII

BOARD OF DIRECTORS

Section 1. GENERAL POWERS. Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the Corporation's activities and affairs shall be managed, and all corporate powers shall

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be exercised, by or under the direction of the Board of Directors ("Board").

Section 2. SPECIFIC POWERS. Without prejudice to the general powers set forth in Section 1 of this article, but subject to the same limitations, the Board of Directors shall have the power to:

a. Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service.

b. Change the principal office or the principal business office in California from one location to another; cause the Corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside California.

c. Borrow money and incur indebtedness on the Corporation's behalf and cause to be executed and delivered for the Corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.

d. Adopt and use a corporate seal.

Section 3. APPOINTED DIRECTORS. The number of directors shall be no less than three (3) and no more than seven (7), unless changed by amendments to these bylaws. If the chartering authority designates a representative to serve on the Board of Directors, the Board of Directors may appoint an additional director to ensure an odd number of Board members. All directors, except for the representative designated by the chartering authority, shall be appointed by the existing Board of Directors. In addition to the number of directors otherwise prescribed by these Bylaws, pursuant to Education Code section 47604.2, the Board composition shall also include a seat reserved for a pupil member.

Section 4. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS.

No persons serving on the Board of Directors may be interested persons. An interested person is (a) any person currently being compensated by the Corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. The Board may adopt other policies circumscribing potential conflicts of interest.

Section 5. DIRECTORS' TERMS. Terms for the initial Board of Directors shall be staggered as determined by the Board. After the expiration of the initial terms, each director shall hold office unless otherwise removed from office in accordance with these bylaws for four (4) years and until a successor director has been designated and qualified.

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Directors may serve up to four (4) consecutive terms. After a one year break, Directors may again serve up to four (4) consecutive terms. The term of the pupil member shall be one (1) year commencing on July 1 each year.

Section 6. BOARD MEMBER APPOINTMENT PROCESS. The Chair or, if none, the President will appoint a committee to designate qualified candidates for election to the Board of Directors at least thirty (30) days before the date of any election of directors.

The nominating committee shall make its report at least seven (7) days before the date of such designation or at such other time as the Board of Directors may set and the Secretary shall forward to each Board member, with the notice of meeting required by these bylaws, a list of all candidates nominated by committee.

Pupils enrolled in a charter school managed by the Corporation in ninth through twelfth grades are eligible for election to the Board of Directors as the pupil member. The pupil member shall be elected by a vote of the students enrolled in a charter school operated by the Corporation in ninth through twelfth grades. If it is determined that the pupil member is not fulfilling their duties, the Board of Directors may appoint an alternate pupil member and if appointed, the Board shall suspend the prior pupil member's rights and privileges related to service on the Board of Directors.

Section 7. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death, resignation, or removal of any director; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; or (c) the increase of the authorized number of directors.

Section 8. RESIGNATION OF DIRECTORS. Except as provided below, any director may resign by giving written notice to the Chair, if any, or to the President, or the Secretary, or to the Board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the Board of Directors may elect a successor to take office as of the date when the resignation becomes effective.

Section 9. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS.

Except on notice to the California Attorney General, no director may resign if the Corporation would be left without a duly elected director or directors.

Section 10. REMOVAL OF DIRECTORS. Any director, except for the representative appointed by the chartering authority, may be removed, with or without cause, by the vote of the majority of the members of the entire Board of Directors at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and such removal are given in compliance with the provisions of the Ralph

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M. Brown Act (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code) as said chapter may be modified by subsequent legislation ("Brown Act"). The representative designated by the chartering authority may be removed without cause by the chartering authority or with the written consent of the chartering authority.

Any vacancy caused by the removal of a director shall be filled as provided in Section 11. Section 11. VACANCIES FILLED BY BOARD. Vacancies on the Board of

Directors, except for the representative appointed by the chartering authority, may be filled by approval of the Board of Directors or, if the number of directors then in office is less than a quorum, by (a) the affirmative vote of a majority of the directors then in office at a regular or special meeting of the Board, or (b) a sole remaining director. A vacancy in the seat of the representative of the chartering authority shall be filled by the chartering authority.

Section 12. NO VACANCY ON REDUCTION OF NUMBER OF

DIRECTORS. Any reduction of the authorized number of directors shall not result in any directors being removed before his or her term of office expires.

Section 13. PLACE OF BOARD OF DIRECTORS MEETINGS. Meetings

shall be held at the principal office of the Corporation unless the Board of Directors designates another location in accordance with these bylaws. The Board of Directors may also designate that a meeting be held at any place within the physical boundaries of the county in which that charter school or schools are located. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Brown Act. A two-way teleconference location shall be established at each school site.

Section 14. MEETINGS; ANNUAL MEETINGS. All meetings of the Board of Directors and its committees shall be called, noticed, and held in compliance with the provisions of the Brown Act. The Board of Directors shall meet annually for the purpose of organization, appointment of officers, adoption of the regular Board meeting schedule, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as noticed by the Board of Directors in accordance with the Brown Act.

Section 15. REGULAR MEETINGS. The Board shall adopt a regular Board meeting schedule at the annual Board meeting. The regular Board meeting schedule may be revised as necessary by the Board of Directors. At least 72 hours before a regular meeting, the Board of Directors, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting. The Chair shall have the authority to reschedule a regular meeting as necessary to

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establish a quorum of directors.

Section 16. SPECIAL MEETINGS. Special meetings of the Board of Directors for any purpose may be called at any time by the Chair, if there is such an officer, or a majority of the Board of Directors. If a Chair has not been elected then the Vice-Chair is authorized to call a special meeting in place of the Chair. The party calling a special meeting shall determine the place, date, and time thereof.

Section 17. NOTICE OF SPECIAL MEETINGS. In accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four (24) hours notice is given to the public through the posting of an agenda. Directors shall also receive at least twenty-four (24) hours notice of the special meeting, in the following manner:

Any such notice shall be addressed or delivered to each director at the director's address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the director for purposes of notice, or, if an address is not shown on the Corporation's records or is not readily ascertainable, at the place at which the meetings of the Board of Directors are regularly held.

Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.

The notice of special meeting shall state the time of the meeting, the place, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Section 18. QUORUM. A majority of the directors then in office shall constitute a quorum. The pupil member shall not be counted for purpose of establishing quorum. All acts or decisions of the Board of Directors will be by majority vote of the directors in attendance, based upon the presence of a quorum. The pupil member shall have preferential voting rights. Preferential voting means a formal expression of opinion that is recorded in the minutes and cast before the official vote of the Board of Directors, but that shall not serve in determining the final numerical outcome of a vote. Should there be less than a majority of the directors present at the inception of any meeting, the meeting shall be adjourned. Directors may not vote by proxy. The vote or abstention of each Board member present for each action taken shall be publicly reported.

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Section 19. TELECONFERENCE MEETINGS[19]. Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

a. At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the physical boundaries of the county in which that charter school or schools are located ;

b. All votes taken during a teleconference meeting shall be by roll call;

c. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;

d. All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public, shall be listed on the agenda; and members of the public shall be provided with an opportunity to address the Board of Directors directly at each teleconference location;[20]

e. Members of the public must be able to hear what is said during the meeting; and

f. Members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.[21]

Section 20. ADJOURNMENT. A majority of the directors present, whether or not a quorum is present, may adjourn any Board of Directors meeting to another time or place. Notice of such adjournment to another time or place shall be given, prior to the time scheduled for the continuation of the meeting, to the directors who were not present at the time of the adjournment, and to the public in the manner prescribed by the Brown Act.

Section 21. COMPENSATION AND REIMBURSEMENT. Directors may not receive compensation for their services as directors or officers, only such reimbursement of expenses as the Board of Directors may establish by resolution to be just and reasonable as to the Corporation at the time that the resolution is adopted.

Section 22. CREATION AND POWERS OF COMMITTEES. The Board, by resolution adopted by a majority of the directors then in office, may create one or more committees of the Board, each consisting of two or more directors and no one who is not

[19] Pursuant to Government Code Section 54953, the Corporation may use teleconferencing without complying with the requirements of paragraphs (a), (c), and (d) if the Corporation complies with the requirements of Section 54953(e).

[20] This means that members of the Board of Directors who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.

[21] The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

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a director, to serve at the pleasure of the Board. Appointments to committees of the Board of Directors shall be by majority vote of the directors then in office. The Board of Directors may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the Board, to the extent provided in the Board of Directors' resolution, except that no committee may:

a. Fill vacancies on the Board of Directors or any committee of the Board;

b. Amend or repeal bylaws or adopt new bylaws;

c. Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or subject to repeal; or

d. Create any other committees of the Board of Directors or appoint the members of committees of the Board.

The Board may also create one or more advisory committees composed of directors and non-directors. It is the intent of the Board to encourage the participation and involvement of faculty, staff, parents, students and administrators through attending and participating in open committee meetings. The Board may establish, by resolution adopted by a majority of the directors then in office, advisory committees to serve at the pleasure of the Board.

Section 23. MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees of the Board of Directors shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board of Directors' actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Directors' resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so.

Section 24. NON-LIABILITY OF DIRECTORS. No director shall be personally liable for the debts, liabilities, or other obligations of the Corporation.

Section 25. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS. The Charter School and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

ARTICLE VIII

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OFFICERS OF THE CORPORATION

Section 1. OFFICES HELD. The officers of the Corporation shall be a President, a Secretary, and a Chief Financial Officer. The Corporation, at the Board's direction, may also have a Chair and a Vice-Chair. The officers, in addition to the corporate duties set forth in this Article VIII, shall also have administrative duties as set forth in any applicable contract for employment or job specification. Except for the Chair and Vice-Chair, officers shall not also be directors (Board members).

Section 2. DUPLICATION OF OFFICE HOLDERS. Any number of offices may be held by the same person, except that neither the Secretary nor the Chief Financial Officer may serve concurrently as either the President or the Chair.

Section 3. ELECTION OF OFFICERS. The officers of the Corporation shall be chosen annually by the Board of Directors and shall serve at the pleasure of the Board, subject to the rights of any officer under any employment contract.

Section 4. REMOVAL OF OFFICERS. Without prejudice to the rights of any officer under an employment contract, the Board of Directors may remove any officer with or without cause.

Section 5. RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the Corporation under any contract to which the officer is a party.

Section 6. VACANCIES IN OFFICE. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 7. CHAIR. If a Chair is elected, he or she shall preside at the Board of Directors' meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. If a Chair of Directors is elected, there shall also be a Vice-Chair. In the absence of the Chair, the Vice-Chair shall preside at Board of Directors meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time.

Section 8. PRESIDENT. The President, also known as the Executive Director, shall be the general manager of the Corporation and shall supervise, direct, and control the Corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification. The President shall have such other powers and duties as the Board of Directors or the bylaws may require.

Section 9. SECRETARY. The Secretary shall keep or cause to be kept, at

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the Corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the Board and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; the names of the directors present at Board of Directors and committee meetings; and the vote or abstention of each Board member present for each action taken.

The Secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings of the Board and of committees of the Board of Directors that these bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 10. CHIEF FINANCIAL OFFICER. The Chief Financial Officer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the Corporation's properties and transactions. The Chief Financial Officer shall send or cause to be given to directors such financial statements and reports as are required to be given by law, by these bylaws, or by the Board. The books of account shall be open to inspection by any director at all reasonable times.

The Chief Financial Officer shall (a) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the Corporation with such depositories as the Board of Directors may designate; (b) disburse the Corporation's funds as the Board of Directors may order; (c) render to the President, Chair, if any, and the Board, when requested, an account of all transactions as Chief Financial Officer and of the financial condition of the Corporation; and (d) have such other powers and perform such other duties as the Board, contract, job specification, or the bylaws may require.

If required by the Board, the Chief Financial Officer shall give the Corporation a bond in the amount and with the surety or sureties specified by the Board of Directors for faithful performance of the duties of the office and for restoration to the Corporation of all of its books, papers, vouchers, money, and other property of every kind in the possession or under the control of the Chief Financial Officer on his or her death, resignation, retirement, or removal from office.

ARTICLE IX

CONTRACTS WITH DIRECTORS

Section 1. CONTRACTS WITH DIRECTORS. The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor shall the Corporation enter into any contract or transaction with

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any other corporation, firm, association, or other entity in which one or more of the Corporation's directors are directors and have a material financial interest).

ARTICLE X

CONTRACTS WITH EMPLOYEES

Section 1. CONTRACTS WITH EMPLOYEES. The Corporation shall not enter into a contract or transaction in which an employee directly or indirectly has a material financial interest unless all of the requirements in the Corporation's Conflict of Interest Code have been fulfilled.

ARTICLE XI

LOANS TO DIRECTORS AND OFFICERS

Section 1. LOANS TO DIRECTORS AND OFFICERS. The Corporation shall not lend any money or property to or guarantee the obligation of any director or officer; provided, however, the Corporation may advance money to a director or officer of the Corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses of the Corporation.

ARTICLE XII
INDEMNIFICATIO
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Section 1. INDEMNIFICATION. To the fullest extent permitted by law, the Corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that section, and including an action by or in the right of the Corporation by reason of the fact that the person is or was a person described in that section. "Expenses," as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board of Directors by any person seeking indemnification under Corporations Code Section 5238 (b) or Section 5238 (c) the Board of Directors shall promptly decide under Corporations Code Section 5238 (e) whether the applicable standard of conduct set forth in Corporations Code Section 5238 (b) or Section 5238 (c) has been met and, if so, the Board of Directors shall authorize indemnification.

ARTICLE XIII
INSURANCE

Section 1. INSURANCE. The Corporation shall have the right to

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purchase and maintain insurance to the full extent permitted by law on behalf of its directors, officers, employees, and other agents, to cover any liability asserted against or incurred by any director, officer, employee, or agent in such capacity or arising from the director's, officer's, employee's, or agent's status as such.

ARTICLE XIV

MAINTENANCE OF CORPORATE RECORDS

Section 1. MAINTENANCE OF CORPORATE RECORDS. The Corporation shall keep:

a. Adequate and correct books and records of account;

b. Written minutes of the proceedings of the Board and committees of the Board; and

c. Such reports and records as required by law.

ARTICLE XV
INSPECTION RIGHTS

Section 1. DIRECTORS' RIGHT TO INSPECT. Every director shall have the right at any reasonable time to inspect the Corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary, as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents.

The inspection may be made in person or by the director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law.

Section 2. MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS. The Corporation shall keep at its principal California office the original or a copy of the articles of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the directors at all reasonable times during office hours.

ARTICLE XVI
REQUIRED REPORTS

Section 1. ANNUAL REPORTS. The Board of Directors shall cause an annual report to be sent to itself (the members of the Board of Directors) within 120 days after the end of the Corporation's fiscal year. That report shall contain the following information, in appropriate detail:

a. The assets and liabilities, including the trust funds, of the Corporation as of the end of the fiscal year;

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b. The principal changes in assets and liabilities, including trust funds;

c. The Corporation's revenue or receipts, both unrestricted and restricted to particular purposes;

d. The Corporation's expenses or disbursement for both general and restricted purposes;

e. Any information required under these bylaws; and

f. An independent accountant's report or, if none, the certificate of an authorized officer of the Corporation that such statements were prepared without audit from the Corporation's books and records.

Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND

INDEMNIFICATIONS. The Corporation will comply with Corporations Code section 6322.

ARTICLE XVII

BYLAW AMENDMENTS

Section 1. BYLAW AMENDMENTS. The Board of Directors may adopt, amend or repeal any of these bylaws by a majority vote of the directors present at a meeting duly held at which a quorum is present, except that no amendment shall change any provisions of any charter governing any charter school operated as or by the Corporation or make any provisions of these bylaws inconsistent with such charter, the Corporation's articles of incorporation, or any laws.

ARTICLE XVIII

FISCAL YEAR

Section 1. FISCAL YEAR OF THE CORPORATION. The fiscal year of the Corporation shall begin on July 1st and end on June 30th of each year.

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of Polytechnic Academy, a California nonprofit public benefit corporation; that these bylaws, consisting of 14 pages, are the bylaws of the Corporation as adopted by the Board of Directors on _____; and that these bylaws have not been amended or modified since that date.

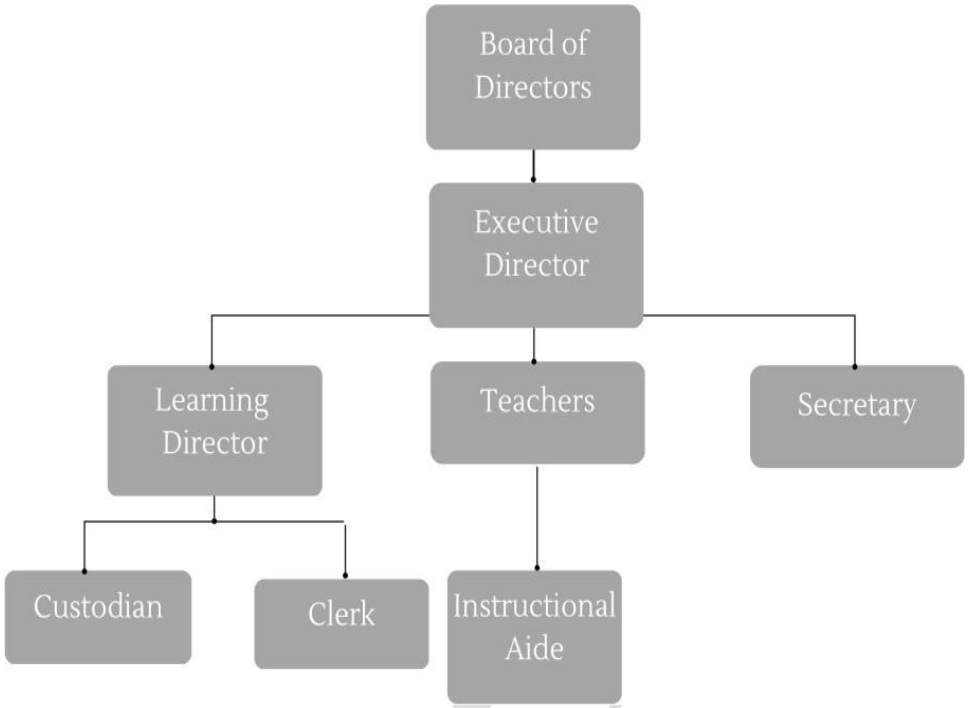
Executed on _____ at _____, California.

_____,Secretary

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Appendix E Non-Profit Status

Appendix F Organizational Chart



Appendix G Salary Schedule

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Salary Schedule

San Benito County Polytechnic Academy is committed to having a competitive salary schedule within the tri-county area.
The Salary Schedule will include a $5,000 stipend for an MA/MS or Doctorate Degree.

Salary Schedule	BA - No Credential	Credential
Step 1	$60,000	$65,000
Step 2	$60,000	$69,000
Step 3		$73,000
Step 4		$77,000
Step 5		$81,000
Step 6		$85,000
Step 7		$89,000
Step 8		$93,000
Step 9		$97,000
Step 10		$101,000
Step 11		$105,000
Step 12		$109,000
Step 13		$113,000
Step 14		$117,000
Step 15		$121,000

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Appendix H Board of Directors Biographies

Ariel Hurtado, Board Chair

Education: UC Berkeley, B.A. Psychology and Spanish (Pre-Med); University of Michigan, M.D.

Biographical Summary

Ariel Hurtado was born and raised in Hollister, California. He was born into a family of five siblings. His parents were agricultural workers who stressed hard work and firmly believed in the American dream. He attended the local schools where he was active in sports, community and his church. After high school, he attended UC Berkeley with the goal of going to medical school. He double majored in Psychology and Spanish while completing his premedical requirements. He punctuated his time in college with a year of study in Spain and multiple undergraduate medical research projects revolving around pediatric teratogens. After some time in the business world, he enrolled in medical school at the University of Michigan. He continued his student recruitment efforts thereby serving on the medical school admissions committee and continuing medical research projects in pediatric craniosynostosis.

After living in Michigan, he returned to sunny California to complete his surgical internship at the University of California at San Francisco. He then spent a year working for the Northern California Transplant Bank harvesting organs and tissues for transplant. It was during this time that he met and married his lovely wife, Megan. Together, they moved to Long Beach, California, where he started his anesthesia residency at the University of California at Irvine. Long hours of residency and overnight call were juggled with the demands of starting a young family. During residency, Dr. Hurtado became interested in the burgeoning new field of ultrasound guided regional anesthesia. After graduation, he stayed an additional year as an anesthesiology instructor for new doctors while completing a fellowship in Regional Anesthesia and Acute Pain Management.

Dr. Hurtado returned to his roots after his medical residency and fellowship to serve the community at the hospital where he was born. Since returning to Hollister, he has focused on improving healthcare delivery by devoting himself to improving medical services in San Benito County. He modernized anesthesiology services and served in multiple leadership positions including as chairman of the Surgery Department. He was elected to represent his community district as Vice President of the Hospital Board where he was instrumental in guiding hospital decisions for four years. He continued his own medical education and earned three board certifications in Anesthesiology, Pediatric Anesthesiology and Pain Medicine. He continued to practice hospital-based anesthesiology while starting up his own independent interventional pain management practice, Warrior Wellness, that now has two locations and employs another clinician.

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As his three children approached their teenage years, he became acutely aware of the changing nature of education and professional achievement. Drawing on his years of education and medical apprenticeship, he became determined to help his community by making entry into the middle class a reality. His previous work in the hospital setting at the management level demonstrated to him that there are multiple, unfilled, and high-paying medical careers available to students with the proper exposure and training.

Working with a great team of successful like-minded individuals with diverse backgrounds led to the creation of the Education Board of California. Their goal is to put students on the path to financial freedom and independence so that they can reinvest in their communities.

An avid athlete, Dr. Hurtado likes to spend his time with his family in outdoor activities of all kinds and enjoys long distance running, martial arts and powerlifting. His current academic interests include management of sports injuries, physical optimization and injury rehabilitation.

Armando Barragan

Education: Cal Poly San Louis Obispo, B.A. Recreational Administration

Biographical Summary

Armando was born in Watsonville, California. One of 6 siblings. He was raised by a single mother who taught him the meaning of hard work and commitment. Armando began working at the tender age of 8, in a packing shed cutting apricots to help his mother support their family. Working at such a tender age taught the importance of an education and what it was like to help his mother provide for his younger siblings.

Armando's mother emphasized his need to go to school and be active, as she could not single handedly provide him all that was needed to become a successful young man. In high school he played soccer and ran track while maintaining a GPA to gain him acceptance to Cal Poly SLO after graduating from high school.

Armando's passion for sports led him to complete a BA in Recreational Administration. He took his education and began working for recreation departments in cities throughout the tri-county area. He worked in Hollister, Watsonville and Salinas. Armando has implemented programs for youth and adults, focusing on the most at-risk. Growing-up Armando saw first-hand how sports kept him focused and offered him a path to college, and now as a community leader he has spent his life providing those opportunities to the youth in our community. One of his stellar students earned the United Way youth of the year while he ran the Bread Box recreation center in east-Salinas. He currently is the General Manager of the Salinas Sports Complex Softball/Baseball Facility where he coordinated over 50 activities a year, serving more than 10,000 youth and adults per year.

His passion is also felt at home. Armando has been married for over 14 years and is the

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proud father of 3. All three of his kids are following in his footsteps as student athletes. His oldest son received a baseball/academic scholarship and graduated from Doane

University in Nebraska. He is currently employed for the Golden State Warriors. His middle son is a freshman at Hollister High School, where he is a two-sport student athlete. His daughter is a 5th grader who carries on the family tradition playing both softball and soccer.

Jessica Filice

Education: San Jose State University, BA Communication Studies with a focus on Organizational Communication

Biographical Summary

Jessica Filice is a first-generation Mexican American and proud Latina. Born in the rural community of Hollister, CA, Jessica learned all about the American Dream from her parents, who immigrated to the United States from Michoacan and Zacatecas, Mexico in 1969, to thrive in a new land of endless opportunity. In addition to the tenacious work ethic her parents instilled in her and encouragement toward higher education, Jessica also credits her older brother and sister, who paved the way and led by example. Both attended major 4-year universities and earned multiple college degrees in Business and Finance.

Jesus Rocha

Education: University of California, Riverside, B.S., Computer Science; San Jose State University, M.S., Computer Engineering

Biographical Summary

Jesus Rocha is a Senior Manager of Software Development at IBM and has worked in the computer industry for more than 15 years. He uses artificial intelligence regularly in his software development work. He brings that current, hands-on perspective to the Board as Polytechnic Academy prepares students for technology-driven careers. Mr. Rocha teaches a robotics course at Sacred Heart Parish School and takes every opportunity to build awareness of technology and the careers it opens up. Mr. Rocha has deep ties to Hollister. His wife was raised here, and in 2019, the family moved back so they could raise their three daughters, all now in elementary school, in a small, close-knit community.

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Appendix I Executive Director Biography: David Burke

David Burke

Educational Administrator

dburke@sbcoe.org • (831) 578-1224

CAREER PROFILE

I am a senior administrator with twenty-five years of expertise in developing strategies to drive academic improvement at all levels of educational development. Over many years I have demonstrated a strong capability and competency in governing schools. I am confident in developing innovative programs and strategies that drive operational effectiveness, increase parental and community partnerships, and create a nurturing and safe school environment dedicated to achieve excellence. As a communicator, I effectively work with people at all organizational levels in support of the long term directives.

PROFESSIONAL EXPERIENCE & ACCOMPLISHMENTS

San Benito County Educational Programs, Hollister, CA 2016–present

Principal / Consultant, Educational Programs

- Principal at five alternative education programs, including San Andreas Continuation High School, Santa Ana Community Day School, Pinnacles Community Court School, Juvenile Hall, and Polytechnic Academy
- Planned and administered professional development opportunities for staff related to common core initiative, Cycle of Inquiry, and assessment systems
- Implemented Positive Behavior Systems
- Responsible for classified and certificated evaluation processes
- Developed programs related to student leadership, career readiness, and community-based projects
- Initiated Professional Learning Community and Response to Intervention processes including Collaboration of Student Services Team (COSST)
- Led all student services initiatives related to attendance (Student Attendance Review Team), agency referral processes and community relations
- Facilitated all parent meetings including School Site Council and English Language Advisory Committee

North Monterey County High School, Castroville, CA 2014–2016

Assistant Principal

- Administrator for all Student Services, Facilities, and Athletics
- Implemented a positive, tiered student intervention model
- Responsible for certificated and classified employee evaluations
- Provided general oversight of all facility needs, including current bond projects

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- Served as Athletic Director responsible for scheduling, student eligibility, booster club meetings, and assuring both student participation and parent involvement
- Led Student Services team (counselors and school psychologists), providing direction in discipline and social agency referrals

North Monterey County Middle School, Castroville, CA 2006–2014
Principal

- Responsible for the observation and evaluation of 30 certificated and 20 classified staff.
- Instructional leader that developed and administered professional development plan including weekly Collaboration Meeting and Professional Development days.
- Developed and allocated budgets including all federal and state funding.
- Included all stakeholders in decision-making processes. Facilitated English Language Advisory Committee, School Site Council, and Parent Teacher Group.
- Led 30 teachers, 600 students, and other personnel in the Common Core Initiative that included the development of performance–based assessments, unit plans, and daily lessons that incorporate high levels of depth of knowledge and rigorous expectations.
- Drove academic improvement that resulted in meeting all A.P.I. subgroup scores for the 2012-2013 school year, including a 56 point gain with our English Learner population.
- Held responsibility for the development and implementation of school-wide positive discipline model which resulted in a 75% reduction in out-of-school suspensions and expulsions.
- Served on District Negotiations Team, Common Core Leadership Team, District Facilities Committee, and District Bond Advisory (passed facilities bond, November, 2013).
- Through various parent groups, established a school culture in which parents have an active voice in school affairs.

North Monterey County Middle School, Castroville, CA 2004–2006
Assistant Principal

- Responsible for all matters of school discipline including suspension/expulsion process.
- Served as Athletic Director with oversight of all athletic teams. Duties included development of schedules, academic eligibility, fund-raising, and budgets.
- Provided oversight of Special Education Program. Primary administrative contact for Individual Education Plans and 504 plans.
- Assisted with the observation and evaluation of classified staff including custodians, food service, yard supervisors, and instructional aides.
- Established partnerships with Salinas YMCA and Monterey chapter of the First Tee Golf Program. Awarded annual grants which allowed over 60 students to participate each of the past 8 years.

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North Monterey County High School, Castroville, CA 2000–2004
High School Teacher

- Taught 9th grade Social Science class and coached various sports.
- Participated in various professional development opportunities related to meeting the needs of all students, primarily English Learners and Special Educations students.
- Created unit plans and daily lessons using Response to Intervention model. Used various metrics during Cycle of Inquiry which lead to an increase in student achievement.

Monterey Unified School District, Monterey, CA 1999–2000
Alternative Education Instructor, Middle School

- Taught at-risk youth in self-contained, multiple subject environment

Vista Verde Middle School, Greenfield, CA 1995–1999
Middle School Teacher

- 6TH and 8th grade teacher
- Responsible for teaching language arts and social studies
- Migrant Education / Categorical Programs Coordinator

EDUCATION AND CREDENTIALS

- National University, San Jose, CA - M.S., Education
- Chico State University, Chico, CA - B.S., Social Science
- Chapman University, Monterey, CA - Single subject credential, Social Science
- California School Administrative Services Credential
- California Teaching Credential
- English Learners Authorization

AFFILIATIONS

- Association for Supervision and Curriculum Development
- Association of California School Administrators
- California Association of Supervisors of Child Welfare and Attendance
- California State Athletic Directors Association

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Appendix J Proposed 2024-25 Calendar

Start of Track A: July 1, 2024
Start of Track B: August 12, 2024
Last Day of School: June 12, 2025

Teacher Training Pupil Free Days: July 31-August 9, 2024; March 10-11, 2025; June 13 and 30, 2025

Vacations:

July 4-5, 2024

September 2, 2024

October 14-18, 2024

November 11, 2024

November 25-29, 2024

December 23, 2024-January 3, 2024

January 20, 2025

February 14-17, 2025

March 31, 2025

April 21-25, 2025

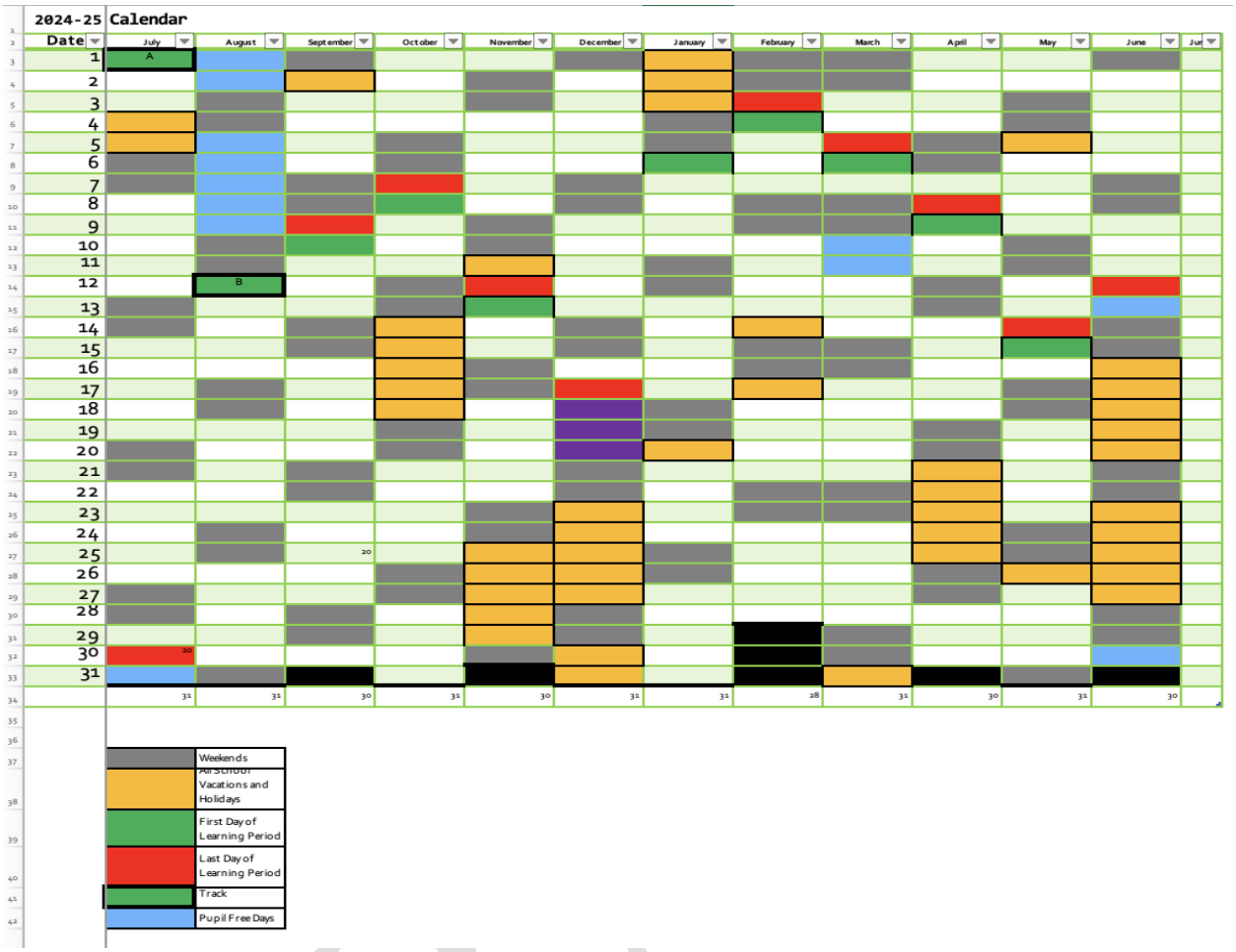
May 5, 2025

May 25, 2025

June 16-28, 2025

The calendar is updated annually based on board vote of approval.

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2024-25 Calendar
Date
July
August
September
October
November
December
January
February
March
April
May
June
Weekends
All School Vacations and Holidays
First Day of Learning Period
Last Day of Learning Period
Track
Pupil Free Days

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Appendix K Petition Signatures

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Appendix L Material Revision Updated Financial Statements

Budget Narrative & Cash Flow Statement

Below is the financial information and narrative for the material revision to the charter of Polytechnic Academy ("Poly"). The financial statements include a 4-year pro-forma annual budget and monthly cash flow statement for fiscal years 2026-27 through 2029-30.

Non-Classroom-Based (NCB) Program Requirements

Through this material revision, Poly proposes to add a non-classroom-based (NCB) element, in which students learn largely through independent study with the support of certificated teachers. NCB schools receive funding through the same Local Control Funding Formula as classroom-based schools, but must meet additional requirements in state law to receive full funding:

- **Funding determination.** The state periodically reviews how the school spends its public funds, based on its audited financial statements, and sets the school's funding level.
- **Spending tests.** At least 40% of public revenue must go to instructional certificated salaries and benefits, and at least 80% to instruction and instruction-related services.
- **Student-to-teacher ratio.** No more than 25 students per certificated teacher, or the ratio of the largest unified school district in the county if higher.
- **Transparency.** The school discloses its board members and their affiliations, and vendors paid more than $50,000.
- **Independent study requirements.** Written student agreements, regular contact with a certificated teacher, and documented student work.

Students: Enrollment, Demographics and Average Daily Attendance

Revenues for Poly 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 budget assumes a 95% attendance rate.

Poly will continue operations in 2026-27 with enrollment of 75 and plans to grow to 225 in 2027-28, 315 in 2028-29 and 400 in 2029-30. The following table shows Poly's projected enrollment and ADA.

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Table A: Enrollment & ADA

	2026-27	2027-28	2028-29	2029-30
Projected Enrollment & ADA by Grade				
9th Grade	20	100	125	125
10th Grade	20	50	100	125
11th Grade	18	38	50	100
12th Grade	17	37	40	50
Total Projected Enrollment	**75**	**225**	**315**	**400**
Average Daily Attendance (ADA)				
ADA %	95%	95%	95%	95%
Total	**71.25**	**213.75**	**299.25**	**380.00**

Revenues

Factoring in all revenues at the school, per-pupil funding is expected to be an average of $21,402/ADA at Poly across the term. LCFF state revenue streams provide the largest source of funding making up about 81% of Poly's total revenues. All revenues are monitored throughout the year as various funding estimates are refined and recalculated.

Table B: Summary of Projected Revenues

	2026-27	2027-28	2028-29	2029-30
Summary of Revenue Programs				
State Aid - Revenue Limit	$1,161,911	$3,619,031	$5,236,735	$6,856,470
Federal Revenue	37,998	65,479	78,841	87,020
Other State Revenue	176,981	420,392	611,229	794,759
Other Local Revenue	250,000	500,000	200,000	150,000
Total Revenues	**$1,626,890**	**$4,604,902**	**$6,126,806**	**$7,888,249**
State Revenues as % of Total	*71.4%*	*78.6%*	*85.5%*	*86.9%*
Revenues per ADA	*$22,834*	*$21,543*	*$20,474*	*$20,759*

State Revenues

State Revenues are estimated based on specific programs as identified below, with the majority of funding dependent upon the annual State budget and the school's student population.

Principal Apportionment

The LCFF FCMAT calculator (FCMAT Version v27.2 released 8/05/26) was used to determine the LCFF projections for each year of the above revenue projections which are based on expected student ADA and the expected unduplicated count of students at Poly of 83% in 2026-27, increasing to 88% by 2028-29.

These projections show that in 2026-27, a total of $14,250, or $200 per ADA, of the principal apportionment ADA funding will be disbursed via the Education Protection Account. Approximately 3% of the LCFF revenues (or $440.28 per ADA) are projected to be disbursed via In-Lieu Property Taxes (ILPT). This rate is consistent with the ILPT of San Benito County

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Office of Education (SBCOE) during P2 of FY25-26.

Table C: Projected State Revenues

	2026-27	2027-28	2028-29	2029-30
State Aid - Revenue Limit				
LCFF State Aid	$1,116,291	$3,482,172	$5,045,132	$6,613,165
Education Protection Account	14,250	42,750	59,850	76,000
In Lieu of Property Taxes	31,370	94,109	131,753	167,305
Total State Revenue	**$1,161,911**	**$3,619,031**	**$5,236,735**	**$6,856,470**

Federal Revenues

Special Education

Poly provides special education services and will work with their authorizer to ensure resources are provided to ensure compliant, efficient and effective delivery of services. Poly's state special education funding includes general state aid of $1,340/ADA for 2026-27, increased by COLA in subsequent years. The school's projected state special ed revenue, within the "Other State Revenue" category includes Educational Related Mental Health Services (ERMHS) level 2 funding at $65/ADA. In addition to state special education funding, the revenue projection for Poly also assumes federal special education funding based on $140 per enrolled student from the prior year.

Free and Reduced-Price Meal Eligibility

The federally funded National School Lunch Program provides free and reduced-price meals for lunch and breakfast to eligible students, based on parent/guardian income levels. For this budget, we assume that the percentage of our students eligible to receive federal funding reimbursements will be about 75%. Additional receipts from paid student meals have not been included for conservatism and in consideration of universal free meals. Food expenses for this program are shown below and are budgeted to approximately break even with the projected federal and state child nutrition reimbursements.

Table D: Projected Federal Revenues

	2026-27	2027-28	2028-29	2029-30
Federal Revenue				
Special Education - Entitlement	$4,760	$10,500	$14,700	$13,333
Federal Child Nutrition	32,080	51,505	59,278	67,511
Title II, Part A - Teacher Quality	1,158	3,474	4,864	6,176
Total Federal Revenue	**$37,998**	**$65,479**	**$78,841**	**$87,020**

Other State Revenues

Lottery & Mandated Block Grant

Lottery funding is based upon a projection of $272 per ADA per year. Lottery funds are mainly allocated for general purpose use with approximately 30% of the funds restricted for instructional materials. Projections for the Mandate Block Grant are assumed at $60.48/ADA for

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grades 9-12. Each year's Mandate Block Grant projection is based on Poly's prior-year ADA.

Prop 28 – Arts & Music in Schools Funding (AMS)

On November 8, 2022, California voters approved Proposition 28: The Arts and Music in Schools (AMS) Funding Guarantee and Accountability Act. Funding is ongoing (i.e., allocated annually), and school districts have up to three years to spend an allocation. The funds need to increase arts education spending, not replace existing expenditures. Poly is projected to receive $3,784 in 2026-27, $13,693 in 2027-28, $43,037 in 2028-29 and $61,516 in 2029-30, with the allocation increasing as prior-year enrollment grows.

Student Services and Professional Development Block Grant (SSPDBG)

The New Student Services and Professional Development Block Grant is a one-time state allocation intended to support California school districts, charter schools, and county offices of education in enhancing student well-being and academic achievement. Funds may be used for a wide range of activities, including counseling services, mental health supports, expanded learning programs, and professional development for educators focused on equity, inclusive practices, and learning recovery. The grant is designed to provide flexible, needs-based support, particularly for students most affected by the pandemic. This has been included in Poly's 2026-27 projection at $26,634, which is $920 per 2025-26 ADA ($920 X 28.95 ADA).

Table E: Projected Other State Revenues

	2026-27	2027-28	2028-29	2029-30
Other State Revenue				
State Special Education	$95,475	$295,877	$427,027	$559,121
Child Nutrition	25,326	34,337	39,518	45,007
Mandated Cost	1,751	4,451	13,767	19,873
State Lottery	19,380	58,140	81,396	103,360
Other State Revenue	35,049	27,587	49,521	67,397
Total Other State Revenue	**$176,981**	**$420,392**	**$611,229**	**$794,759**

Other Local Revenues

Poly plans to supplement its public funding with philanthropic support raised from community partners, benefactors, investors and other local funding sources, particularly during its growth years as enrollment builds. The budget includes $250,000 of this philanthropic support in 2026-27, $500,000 in 2027-28, $200,000 in 2028-29 and $150,000 in 2029-30. The school's reliance on these funds decreases as enrollment grows, falling from approximately 15% of total revenues in 2026-27 to less than 2% by 2029-30. Any philanthropic support beyond these amounts has been excluded from the budget to be conservative.

Expenditures

The projected expenditures through 2029-30 are shown below and are followed by a summary of assumptions for some of the larger expenses.

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Table F: Summary of Projected Expenses

	2026-27	2027-28	2028-29	2029-30
Summary of Projected Expenses				
Certificated Salaries	$366,728	$1,145,622	$1,665,823	$2,308,131
Classified Salaries	51,960	279,278	402,648	594,985
Employee Benefits	87,905	314,649	453,753	613,908
Total Compensation	**$506,593**	**$1,739,550**	**$2,522,223**	**$3,517,024**
Books and Supplies	$163,032	$569,476	$900,885	$1,156,507
Subagreement Services	193,480	784,786	1,007,988	1,242,485
Operations and Housekeeping	81,805	188,628	275,970	340,228
Facilities, Repairs and Other Leases	382,000	395,460	410,921	420,397
Professional/Consulting Services	203,833	454,775	537,791	638,285
Depreciation	900	929	954	978
Interest	72,125	99,000	76,010	78,730
Total Non-Comp	**$1,097,175**	**$2,493,053**	**$3,210,520**	**$3,877,609**
Total Expenses	**$1,603,768**	**$4,232,603**	**$5,732,743**	**$7,394,634**

Total Compensation - Salaries and Employee Benefits

Total compensation costs (salary and benefits) grow from approximately 32% of total expenditures in 2026-27 to approximately 48% in 2029-30 as the school adds staff to support enrollment growth. “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.

Poly’s teacher staffing levels are based upon enrollment projections. The ratio of Students to Certificated Teachers is expected to be at or below 21:1 over the course of the projection period. However, that ratio is approximately 15:1 when including all instructional staff.

Table G: Instructional Staff Ratio

	2026-27	2027-28	2028-29	2029-30
Instructional Staff Ratio				
School Attendance	75.0	225.0	315.0	400.0
Certificated Teacher	4.0	11.0	15.0	20.0
Certificated Pupil Support (including SPED)	-	1.0	1.5	2.0
Classified Instructional Aides	1.0	3.0	4.0	6.0
Total Instructional Staff	**5.0**	**15.0**	**20.5**	**28.0**
Student : Instructional Staff Ratio	*15.0*	*15.0*	*15.4*	*14.3*

The staffing tables associated with our financial projections are shown below:

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Table H: Staffing Summary

	2026-27	2027-28	2028-29	2029-30
Total Staffing				
Instructional Staff				
Teachers				
9th Grade	1.0	2.5	3.5	4.8
10th Grade	1.0	2.5	3.5	4.8
11th Grade	1.0	2.5	3.5	4.8
12th Grade	1.0	2.5	3.5	4.8
Other	-	1.0	1.0	1.0
Total Teacher	**4.0**	**11.0**	**15.0**	**20.0**
Other Instructional Staff				
Certificated Pupil Support (including SPED)	-	1.0	1.5	2.0
Classified Instructional Aides	1.0	3.0	4.0	6.0
Total Other Instructional Staff	**1.0**	**4.0**	**5.5**	**8.0**
Total Instructional Staff	**5.0**	**15.0**	**20.5**	**28.0**
Administrative Staff - Certified				
Executive Director	0.2	1.0	1.0	1.0
Principal	-	-	1.0	1.0
Dean	-	-	-	1.0
Total Administrative Staff - Certified	**0.2**	**1.0**	**2.0**	**3.0**
Support and Administrative Staff				
Clerical Staff - Classified (FTE)	-	2.0	3.0	4.0
Other Staff - Classified (FTE)	1.0	1.0	1.0	1.0
Total Classified Staff	**1.0**	**3.0**	**4.0**	**5.0**
Total Staffing	**6.2**	**19.0**	**26.5**	**36.0**

The average salary structure for key FTE staff positions is listed in the table below. The budget assumes an approximately 2.9% cost of living adjustment every year.

Table I: Average Budgeted Salary by Position

	2026-27	2027-28	2028-29	2029-30
Average Budgeted Salary by Position				
Teacher (including SPED)	$77,692	$79,941	$81,718	$84,194
Administrative Staff - Certified	79,805	135,000	124,363	124,065
Classified Staff (Support and Adminsitrative)	25,980	46,546	50,331	54,090

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Table J: Employee Benefits

	2026-27	2027-28	2028-29	2029-30
Employee Benefits				
OASDI	28,085	88,344	128,245	179,993
Medicare	6,568	20,661	29,993	42,095
Health and Welfare	42,500	175,406	252,346	332,556
State Unemployment	4,410	10,290	14,210	18,620
Workers' Compensation	6,342	19,949	28,959	40,644
Total Benefits	**$87,905**	**$314,649**	**$453,753**	**$613,908**

The table above lists the total projected annual employer costs for all employee benefits, on a year-by-year basis. Within employee benefits, most benefits are statutory and are determined by either state or federal mandate and are based on current rate factors. All employees participate in Social Security (6.2%) and Medicare (1.45%). The budget also includes health and welfare benefits of $8,500 per benefits-eligible employee in 2026-27, increasing with the expense COLA in subsequent years, as well as state unemployment insurance and workers' compensation (1.4% of salaries).

Books and Supplies and Food Services

Many of the core programming cost projections are based upon a per pupil allotment for instructional supplies, online curricula, project materials and some assessments. These costs and additional enrichment/field trip opportunities for students may be supplemented in the future by private funding as it is secured, thus these estimates are conservative.

Table K: Books, Supplies, & Food Services

	2026-27	2027-28	2028-29	2029-30
Books & Supplies				
Textbooks and Core Curricula	$30,070	$116,348	$226,493	$294,800
School Supplies	4,480	20,801	37,407	48,688
Software	48,090	211,177	326,831	425,399
Office Expense	4,970	19,230	27,665	36,009
Noncapitalized Equipment	25,000	116,078	183,693	239,093
Food Services	50,422	85,842	98,796	112,518
Total Books & Supplies	**$163,032**	**$569,476**	**$900,885**	**$1,156,507**

Other Expenses

Many of the operating cost projections are based upon the school's 2025-26 costs, adjusted for enrollment growth and inflation and program needs.

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Table L: Sub agreement Services

	2026-27	2027-28	2028-29	2029-30
Subagreement Services				
Special Education	77,510	339,600	500,426	651,347
Substitutes	6,000	31,617	42,259	55,004
Security	3,400	5,262	7,570	9,854
Other Educational Consultants	106,570	408,307	457,733	526,280
Total Subagreement Services	**$193,480**	**$784,786**	**$1,007,988**	**$1,242,485**

SPED Consultants

Special Education Consultant costs include all outside service provider costs estimated at $77,510 in 2026-27 (plus COLA adjustments and increases based on population growth thereafter). This includes psychological, speech language and occupational therapy services to Poly's students with IEPs. This cost is in addition to the in-house special education positions included in the personnel costs.

Substitute Teacher

Substitute teacher costs are based on the number of full-time teachers, the number of expected absent days per year and the daily cost of an external staffing agency. These amounts increase after 2026-27 based on the increase in the number of staff and projected inflation adjustments.

Table M: Professional Services

	2026-27	2027-28	2028-29	2029-30
Professional Services				
IT	$18,000	$22,287	$32,063	$41,733
Audit & Taxes	19,500	20,120	20,675	21,192
Legal	25,500	26,311	27,037	27,713
Professional Development	7,980	36,759	40,305	52,460
General Consulting	27,070	183,792	198,016	219,075
Special Activities/Field Trips	770	2,383	3,429	4,463
Bank Charges	4,600	11,391	13,110	13,651
Printing	1,000	3,095	4,453	5,796
Other taxes and fees	1,000	3,095	4,453	5,796
Payroll Service Fee	5,300	13,124	15,105	15,729
Management Fee	77,494	92,098	122,536	157,765
District Oversight Fee	11,619	36,190	52,367	68,565
Public Relations/Recruitment	4,000	4,127	4,241	4,347
Total Professional Services	**$203,833**	**$454,775**	**$537,791**	**$638,285**

Expenses shown in the table above are primarily based on the school's historical costs and prior year data, rolled forward with applicable adjustments. We make note of items below as needed to explain our budgeting assumptions.

Management Fee

Poly has contracted with Charter Impact, Inc. to provide financial management services including financial reporting, accounts payable, and general accounting. Fees for these services

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are budgeted at $77,494 in 2026-27 and 2% of total revenue in each subsequent year. Charter Impact, Inc. also provides support for attendance, CALPADS and other student data needs. These fees have also been included in the Management Fee account within the budget.

Authorizer Oversight Fee

Poly has projected that it will be required to pay a fee of 1% of general purpose revenues.

Table N: Facilities, Repairs and Other Leases Expenses

	2026-27	2027-28	2028-29	2029-30
Facilities, Repairs and Other Leases				
Rent	$300,000	$303,000	$306,030	$309,090
Equipment Leases	1,800	5,572	8,016	10,433
Repairs and Maintenance	80,200	86,888	96,875	100,873
Total Facilities, Repairs and Other Leases	**$382,000**	**$395,460**	**$410,921**	**$420,397**

Facilities Rent

Poly plans to continue occupying and leasing its current site. Rent is budgeted at $300,000 in 2026-27 and increases annually thereafter. Repairs and maintenance costs are based on the school's 2025-26 costs, adjusted for enrollment growth and inflation.

Table O: Operations and Housekeeping

	2026-27	2027-28	2028-29	2029-30
Operations and Housekeeping				
Auto and Travel	$1,000	$3,095	$4,453	$5,796
Dues & Memberships	1,200	3,714	5,344	6,955
Insurance	24,955	31,289	36,011	42,184
Utilities	12,100	18,230	20,981	24,578
Janitorial Services	10,000	15,414	17,740	20,781
Communications	32,250	115,956	190,105	238,194
Postage and Shipping	300	929	1,336	1,739
Total Operations and Housekeeping	**$81,805**	**$188,628**	**$275,970**	**$340,228**

Other Outgo and Transfers

Poly begins 2026-27 with a limited cash balance, and the timing of state apportionment payments does not keep pace with the growth in payroll and operating costs as enrollment increases. To manage cash flow, the budget projects the sale of a portion of the school's state apportionment receivables in 2027-28, 2028-29 and 2029-30, with each sale repaid within three months. The budget projects interest at an annualized rate of 16%, or approximately 1.33% per month, on the outstanding balance of each sold receivable. In addition, the budget includes quarterly interest on the school's existing debt, which is projected to be repaid in full by the end of 2028-29 through principal payments of $245,000 in 2027-28 and $350,000 in 2028-29.

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Table P: Interest

	2026-27	2027-28	2028-29	2029-30
Depreciation & Interest				
Depreciation	$900	$929	$954	$978
Interest	72,125	99,000	76,010	78,730
Total Depreciation & Interest	**$73,025**	**$99,929**	**$76,964**	**$79,708**

The following tables show the schedule of each month when a receivable is projected to be sold and the corresponding repayment months as well as the calculation of interest and outstanding balance of sold receivables for 2027-28 through 2029-30. After 2029-30, Poly does not anticipate the need to sell receivables for cash flow purposes.

2027-28

Schedule of Receivable Sales and Repayments - 2027-28				
Month	**Receivable Sold**	**Repayment**	**Outstanding Balance**	**Interest (16% annual)**
Jul-27	-	-	-	-
Aug-27	-	-	-	-
Sep-27	-	-	-	-
Oct-27	-	-	-	-
Nov-27	-	-	-	-
Dec-27	568,755	-	568,755	7,583
Jan-28	-	-	568,755	7,583
Feb-28	-	-	568,755	7,583
Mar-28	568,755	568,755	568,755	7,583
Apr-28	-	-	568,755	7,583
May-28	-	-	568,755	7,583
Jun-28	-	568,755	-	-
Annual Total	**$1,137,510**	**$1,137,510**		**$45,500**

2028-29

Schedule of Receivable Sales and Repayments - 2028-29				
Month	**Receivable Sold**	**Repayment**	**Outstanding Balance**	**Interest (16% annual)**
Jul-28	-	-	-	-
Aug-28	-	-	-	-
Sep-28	-	-	-	-
Oct-28	-	-	-	-
Nov-28	-	-	-	-
Dec-28	612,623	-	612,623	8,168
Jan-29	-	-	612,623	8,168
Feb-29	-	-	612,623	8,168
Mar-29	612,623	612,623	612,623	8,168
Apr-29	-	-	612,623	8,168
May-29	-	-	612,623	8,168
Jun-29	-	612,623	-	-
Annual Total	**$1,225,246**	**$1,225,246**		**$49,010**

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2029-30

Schedule of Receivable Sales and Repayments - 2029-30				
Month	**Receivable Sold**	**Repayment**	**Outstanding Balance**	**Interest (16% annual)**
Jul-29	-	-	-	-
Aug-29	-	-	-	-
Sep-29	468,708	-	468,708	6,249
Oct-29	-	-	468,708	6,249
Nov-29	-	-	468,708	6,249
Dec-29	749,768	468,708	749,768	9,997
Jan-30	-	-	749,768	9,997
Feb-30	-	-	749,768	9,997
Mar-30	749,768	749,768	749,768	9,997
Apr-30	-	-	749,768	9,997
May-30	-	-	749,768	9,997
Jun-30	-	749,768	-	-
Annual Total	**$1,968,244**	**$1,968,244**		**$78,730**

Cash Flow

As noted above, because of a limited opening cash balance in 2026-27 and rapid enrollment growth, Poly has budgeted the costs of selling receivables during the growth phase from 2027-28 through 2029-30. Beyond this period, the timing of State Aid payments is not expected to require the sale of receivables. In addition, the year over year surpluses will allow for the school to begin growing a cash reserve to protect itself against economic uncertainty and other cash flow timing challenges.

Ending Cash Balance

Cash at the end of each year is projected to be limited during the growth years, so Poly will manage cash closely. To bridge the gap between expenditure growth and state apportionments, the budget includes selling a portion of receivables at an annualized cost of 16%, with each sale repaid within three months. Poly plans to begin building a cash reserve in 2029-30 as the State funding calculations catch up with the school's enrollment growth.

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Table Q: Statement of Activities & Cash Balance

	2026-27	2027-28	2028-29	2029-30
Statement of Activities				
Revenues				
State Aid - Revenue Limit	$1,161,911	$3,619,031	$5,236,735	$6,856,470
Federal Revenue	37,998	65,479	78,841	87,020
Other State Revenue	176,981	420,392	611,229	794,759
Other Local Revenue	250,000	500,000	200,000	150,000
Total Revenues	**$1,626,890**	**$4,604,902**	**$6,126,806**	**$7,888,249**
Expenses				
Certificated Salaries	$366,728	$1,145,622	$1,665,823	$2,308,131
Classified Salaries	51,960	279,278	402,648	594,985
Employee Benefits	87,905	314,649	453,753	613,908
Books & Supplies	163,032	569,476	900,885	1,156,507
Subagreement Services	193,480	784,786	1,007,988	1,242,485
Operations and Housekeeping	81,805	188,628	275,970	340,228
Facilities, Repairs and Other Leases	382,000	395,460	410,921	420,397
Professional Services	203,833	454,775	537,791	638,285
Depreciation and Interest	73,025	99,929	76,964	79,708
Total Expenses	**$1,603,768**	**$4,232,603**	**$5,732,743**	**$7,394,634**
Increase/(Decrease) of Net Assets	**$23,122**	**$372,299**	**$394,063**	**$493,615**
	1.4%	8.8%	6.9%	6.7%
Beginning Cash Balance	74,020	67,516	33,538	30,185
Ending Cash Balance	**$67,516**	**$33,538**	**$30,185**	**$266,306**
Cash Balance (% of Expenditures)	**4.2%**	**0.8%**	**0.5%**	**3.6%**

Revenues

Since revenues fluctuate and are received from multiple sources, accurate cash projections are vital to maintenance of a healthy financial position. The greatest cash flow challenge is correctly predicting the flow of federal and state revenue sources. California law specifies the payment schedule for State Aid funds. Although this schedule is subject to legislative and regulatory change, the California Department of Education (CDE) has committed to a 5-5-9 payment schedule. We have used this schedule to project our cash flow position for Poly. To be conservative, we have assumed that all funds will be received in the month following their scheduled payment. We assumed no deferrals in these projections.

State Aid – Revenue Limit

The State Aid – Revenue Limit funds come from a combination of three sources: In Lieu Property Taxes, State Aid, and Education Protection Account. The district where the school is located pays the Charter School an In-Lieu Property Tax amount per ADA near the end of each month. State Aid is due from the state on or before the end of the month and is paid monthly from July to June on a 5-5-9 schedule. Based on the typical timing of funds coming through County Treasurer to a school bank account, we have assumed a one month delay in the payments. The Education Protection Account flows quarterly in September, December, March

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and June. Again, for conservatism, we have assumed that all receipts will be delayed to the month following their scheduled payment.

California Lottery

State Lottery Revenues are paid according to the prior year's ADA, and are paid quarterly.

Expenditures

The most significant part of Poly's cost structure is staff compensation which is generally paid evenly throughout the year except in July when most staff are not working prior to the start of the school year. The majority of the curriculum costs are front-loaded to the beginning of the school year.

Fund Balance

Poly begins 2026-27 with a negative fund balance of $1,242,526 carried forward from prior years. The budget is structured to eliminate that deficit over four years through enrollment growth and expense discipline, with annual surpluses of about $23,000 in 2026-27 and $372,000 to $494,000 in each year thereafter. The deficit is projected to fall to $1,219,404 at the end of 2026-27, $847,105 at the end of 2027-28 and $453,042 at the end of 2028-29. The fund balance is projected to turn positive by the end of 2029-30. This plan relies on enrollment growing to 400 students by 2029-30, $1.1 million of philanthropic support over the four years and the board will monitor these at every board meeting. If enrollment is below plan by more than 5%, the board will take corrective measures to ensure fiscal responsibility.

Table R: Statement of Fund Balance

	2026-27	2027-28	2028-29	2029-30
Fund Balance				
Beginning Fund Balance	($1,242,526)	($1,219,404)	($847,105)	($453,042)
Increase/(Decrease) in Net Assets	23,122	372,299	394,063	493,615
Ending Fund Balance	**($1,219,404)**	**($847,105)**	**($453,042)**	**$40,573**
Fund Balance (% of Expenditures)	**-76.0%**	**-20.0%**	**-7.9%**	**0.5%**

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Budget and Multi-Year Forecast with Monthly Cash Flow

FY 2026-27 Budget and Multi-Year Forecast (2026-27 through 2029-30), with Monthly Cash Flow Forecasts for each year, prepared by Charter Impact and revised October 8, 2026.

FY26-27 Polytechnic Budget

CHARTER IMPACT

Multi-Year Forecast

Revised 10/8/26

	2026-27 Budget	2027-28 Forecast	2028-29 Forecast	2029-30 Forecast
Assumptions				
State COLA	*4.31%*	*3.30%*	*3.09%*	*3.11%*
Other Revenue COLA	*n/a*	*0.00%*	*0.00%*	*0.00%*
Expense COLA	*3.76%*	*3.18%*	*2.76%*	*2.50%*
Enrollment	*75.00*	*225.00*	*315.00*	*400.00*
Average Daily Attendance	*71.25*	*213.75*	*299.25*	*380.00*
Revenues				
State Aid - Revenue Limit				
8011 LCFF State Aid	$ 1,116,291	$ 3,482,172	$ 5,045,132	$ 6,613,165
8012 Education Protection Account	14,250	42,750	59,850	76,000
8096 In Lieu of Property Taxes	31,370	94,109	131,753	167,305
	1,161,911	3,619,031	5,236,735	6,856,470
Federal Revenue				
8181 Special Education - Entitlement	4,760	10,500	14,700	13,333
8220 Federal Child Nutrition	32,080	51,505	59,278	67,511
8291 Title II, Part A - Teacher Quality	1,158	3,474	4,864	6,176
	37,998	65,479	78,841	87,020
Other State Revenue				
8311 State Special Education	95,475	295,877	427,027	559,121
8520 Child Nutrition	25,326	34,337	39,518	45,007
8550 Mandated Cost	1,751	4,451	13,767	19,873
8560 State Lottery	19,380	58,140	81,396	103,360
8599 Other State Revenue	35,049	27,587	49,521	67,397
	176,981	420,392	611,229	794,759
Other Local Revenue				
8690 Other Local Revenue	250,000	500,000	200,000	150,000
	250,000	500,000	200,000	150,000
Total Revenue	**$ 1,626,890**	**$ 4,604,902**	**$ 6,126,806**	**$ 7,888,249**
Expenses				
Certificated Salaries				
1100 Teachers' Salaries	310,767	879,350	1,225,770	1,683,873
1170 Teachers' Substitute Hours	20,000	20,636	26,206	30,736
1175 Teachers' Extra Duty/Stipends	20,000	20,636	26,206	30,736
1200 Pupil Support Salaries	-	90,000	138,915	190,592
1300 Administrators' Salaries	15,961	135,000	248,726	372,194
	366,728	1,145,622	1,665,823	2,308,131
Classified Salaries				
2100 Instructional Salaries	51,960	146,848	201,476	322,980
2200 Support Salaries	-	35,384	36,361	37,270
2400 Clerical and Office Staff Salaries	-	97,046	164,811	234,736
	51,960	279,278	402,648	594,985

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FY26-27 Polytechnic Budget

Multi-Year Forecast

Revised 10/8/26

	2026-27 Budget	2027-28 Forecast	2028-29 Forecast	2029-30 Forecast
Benefits				
3301 OASDI	28,085	88,344	128,245	179,993
3311 Medicare	6,568	20,661	29,993	42,095
3401 Health and Welfare	42,500	175,406	252,346	332,556
3501 State Unemployment	4,410	10,290	14,210	18,620
3601 Workers' Compensation	6,342	19,949	28,959	40,644
	87,905	314,649	453,753	613,908
Books and Supplies				
4100 Textbooks and Core Curricula	30,070	116,348	226,493	294,800
4302 School Supplies	4,480	20,801	37,407	48,688
4305 Software	48,090	211,177	326,831	425,399
4310 Office Expense	4,970	19,230	27,665	36,009
4400 Noncapitalized Equipment	25,000	116,078	183,693	239,093
4700 Food Services	50,422	85,842	98,796	112,518
	163,032	569,476	900,885	1,156,507
Subagreement Services				
5102 Special Education	77,510	339,600	500,426	651,347
5103 Substitute Teacher	6,000	31,617	42,259	55,004
5105 Security	3,400	5,262	7,570	9,854
5106 Other Educational Consultants	106,570	408,307	457,733	526,280
	193,480	784,786	1,007,988	1,242,485
Operations and Housekeeping				
5201 Auto and Travel	1,000	3,095	4,453	5,796
5300 Dues & Memberships	1,200	3,714	5,344	6,955
5400 Insurance	24,955	31,289	36,011	42,184
5501 Utilities	12,100	18,230	20,981	24,578
5502 Janitorial Services	10,000	15,414	17,740	20,781
5900 Communications	32,250	115,956	190,105	238,194
5901 Postage and Shipping	300	929	1,336	1,739
	81,805	188,628	275,970	340,228
Facilities, Repairs and Other Leases				
5601 Rent	300,000	303,000	306,030	309,090
5603 Equipment Leases	1,800	5,572	8,016	10,433
5610 Repairs and Maintenance	80,200	86,888	96,875	100,873
	382,000	395,460	410,921	420,397
Professional/Consulting Services				
5801 IT	18,000	22,287	32,063	41,733
5802 Audit & Taxes	19,500	20,120	20,675	21,192
5803 Legal	25,500	26,311	27,037	27,713
5804 Professional Development	7,980	36,759	40,305	52,460
5805 General Consulting	27,070	183,792	198,016	219,075
5806 Special Activities/Field Trips	770	2,383	3,429	4,463
5807 Bank Charges	4,600	11,391	13,110	13,651
5808 Printing	1,000	3,095	4,453	5,796
5809 Other taxes and fees	1,000	3,095	4,453	5,796
5810 Payroll Service Fee	5,300	13,124	15,105	15,729
5811 Management Fee	77,494	92,098	122,536	157,765
5812 District Oversight Fee	11,619	36,190	52,367	68,565
5815 Public Relations/Recruitment	4,000	4,127	4,241	4,347
	203,833	454,775	537,791	638,285

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FY26-27 Polytechnic Budget

Multi-Year Forecast

Revised 10/8/26

	2026-27 Budget	2027-28 Forecast	2028-29 Forecast	2029-30 Forecast
Depreciation				
6900 Depreciation Expense	900	929	954	978
	900	929	954	978
Interest				
7438 Interest Expense	72,125	99,000	76,010	78,730
	72,125	99,000	76,010	78,730
Total Expenses	**$ 1,603,768**	**$ 4,232,603**	**$ 5,732,743**	**$ 7,394,634**
Surplus (Deficit)	**$ 23,122**	**$ 372,299**	**$ 394,063**	**$ 493,615**
Fund Balance, Beginning of Year	$ (1,242,526)	$ (1,219,404)	$ (847,105)	$ (453,042)
Fund Balance, End of Year	**$ (1,219,404)**	**$ (847,105)**	**$ (453,042)**	**$ 40,573**
	-76.0%	*-20.0%*	*-7.9%*	*0.5%*
Cash Flow Adjustments				
Surplus (Deficit)	23,122	372,299	394,063	493,615
Cash Flows From Operating Activities				
Depreciation/Amortization	900	929	954	978
Public Funding Receivables	(32,335)	(429,556)	(104,387)	(186,881)
Grants and Contributions Rec.	-	-	-	-
Due To/From Related Parties	-	-	-	-
Prepaid Expenses	-	-	-	-
Other Assets	-	-	-	-
Accounts Payable	1,809	267,350	56,017	(71,592)
Accrued Expenses	-	-	-	-
Deferred Revenue	-	-	-	-
Cash Flows From Investing Activities				-
Purchases of Prop. And Equip.	-	-	-	-
Notes Receivable	-	-	-	-
Cash Flows From Financing Activities				-
Proceeds from Factoring	-	1,137,510	1,225,246	1,968,243
Payments on Factoring	-	(1,137,510)	(1,225,246)	(1,968,243)
Proceeds(Payments) on Debt	-	(245,000)	(350,000)	-
Total Change in Cash	(6,504)	(33,978)	(3,353)	236,121
Cash, Beginning of Year	74,020	67,516	33,538	30,185
Cash, End of Year	**$ 67,516**	**$ 33,538**	**$ 30,185**	**$ 266,306**

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FY26-27 Polytechnic Budget

Monthly Cash Flow/Forecast FY26-27

Revised 10/8/26

Actuals Through:

ADA = 71.25

CHARTER IMPACT

		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
Revenues															
State Aid - Revenue Limit															
8011	LCFF State Aid	-	22,678	22,678	40,821	40,821	40,821	40,821	40,821	173,366	173,366	173,366	173,366	173,367	1,116,291
8012	Education Protection Account	-	-	3,563	-	-	3,563	-	-	3,563	-	-	-	3,563	14,250
8096	In Lieu of Property Taxes	-	765	1,530	1,020	1,020	1,020	1,020	1,020	7,992	3,996	3,996	3,996	3,996	31,370
		-	23,443	27,770	41,841	41,841	45,403	41,841	41,841	184,921	177,362	177,362	177,362	180,925	1,161,911
Federal Revenue															
8181	Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	4,760	4,760
8220	Federal Child Nutrition	-	-	-	1,604	3,048	3,048	3,048	3,048	3,048	3,048	3,048	3,048	6,095	32,080
8291	Title II, Part A - Teacher Quality	-	-	290	-	-	869	-	-	-	-	-	-	-	1,158
		-	-	290	1,604	3,048	3,916	3,048	3,048	3,048	3,048	3,048	3,048	10,855	37,998
Other State Revenue															
8311	State Special Education	-	1,940	1,940	3,491	3,491	3,491	3,491	3,491	14,828	14,828	14,828	14,828	14,828	95,475
8520	Child Nutrition	-	-	-	1,266	2,406	2,406	2,406	2,406	2,406	2,406	2,406	2,406	4,812	25,326
8550	Mandated Cost	-	-	-	-	-	1,751	-	-	-	-	-	-	-	1,751
8560	State Lottery	-	-	-	-	-	-	1,969	-	-	1,969	-	-	15,443	19,380
8599	Other State Revenue	-	232	232	8,021	417	417	8,021	417	417	8,021	417	417	8,021	35,049
		-	2,171	2,171	12,779	6,314	8,065	15,887	6,314	17,651	27,224	17,651	17,651	43,104	176,981
Other Local Revenue															
8690	Other Local Revenue	-	-	-	-	-	125,000	-	-	-	-	-	125,000	-	250,000
		-	-	-	-	-	125,000	-	-	-	-	-	125,000	-	250,000
Total Revenue		**-**	**25,614**	**30,231**	**56,224**	**51,202**	**182,384**	**60,775**	**51,202**	**205,619**	**207,633**	**198,060**	**323,060**	**234,884**	**1,626,890**
Expenses															
Certificated Salaries															
1100	Teachers' Salaries	-	28,252	28,252	28,252	28,252	28,252	28,252	28,252	28,252	28,252	28,252	28,252	-	310,767
1170	Teachers' Substitute Hours	-	1,818	1,818	1,818	1,818	1,818	1,818	1,818	1,818	1,818	1,818	1,818	-	20,000
1175	Teachers' Extra Duty/Stipends	-	1,818	1,818	1,818	1,818	1,818	1,818	1,818	1,818	1,818	1,818	1,818	-	20,000
1300	Administrators' Salaries	-	1,451	1,451	1,451	1,451	1,451	1,451	1,451	1,451	1,451	1,451	1,451	-	15,961
		-	33,339	33,339	33,339	33,339	33,339	33,339	33,339	33,339	33,339	33,339	33,339	-	366,728
Classified Salaries															
2100	Instructional Salaries	-	4,724	4,724	4,724	4,724	4,724	4,724	4,724	4,724	4,724	4,724	4,724	-	51,960
		-	4,724	4,724	4,724	4,724	4,724	4,724	4,724	4,724	4,724	4,724	4,724	-	51,960
Benefits															
3301	OASDI	-	2,553	2,553	2,553	2,553	2,553	2,553	2,553	2,553	2,553	2,553	2,553	-	28,085
3311	Medicare	-	597	597	597	597	597	597	597	597	597	597	597	-	6,568
3401	Health and Welfare	3,542	3,542	3,542	3,542	3,542	3,542	3,542	3,542	3,542	3,542	3,542	3,542	-	42,500
3501	State Unemployment	221	221	221	221	221	221	1,103	882	441	221	221	221	-	4,410
3601	Workers' Compensation	-	577	577	577	577	577	577	577	577	577	577	577	-	6,342
		3,762	7,489	7,489	7,489	7,489	7,489	8,371	8,150	7,709	7,489	7,489	7,489	-	87,905

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FY26-27 Polytechnic Budget

Monthly Cash Flow/Forecast FY26-27

Revised 10/8/26

Actuals Through:

ADA = 71.25

		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
Books and Supplies															
4100	Textbooks and Core Curricula	2,506	2,506	2,506	2,506	2,506	2,506	2,506	2,506	2,506	2,506	2,506	2,506	-	30,070
4302	School Supplies	1,466	-	354	1,650	169	-	-	181	165	165	165	165	-	4,480
4305	Software	4,008	4,008	4,008	4,008	4,008	4,008	4,008	4,008	4,008	4,008	4,008	4,008	-	48,090
4310	Office Expense	414	414	414	414	414	414	414	414	414	414	414	414	-	4,970
4400	Noncapitalized Equipment	8,181	-	1,975	9,208	944	-	-	1,011	920	920	920	920	-	25,000
4700	Food Services	4,202	4,202	4,202	4,202	4,202	4,202	4,202	4,202	4,202	4,202	4,202	4,202	-	50,422
		20,777	11,129	13,458	21,987	12,242	11,129	11,129	12,322	12,215	12,215	12,215	12,215	-	163,032
Subagreement Services															
5102	Special Education	6,459	6,459	6,459	6,459	6,459	6,459	6,459	6,459	6,459	6,459	6,459	6,459	-	77,510
5103	Substitute Teacher	500	500	500	500	500	500	500	500	500	500	500	500	-	6,000
5105	Security	283	283	283	283	283	283	283	283	283	283	283	283	-	3,400
5106	Other Educational Consultants	34,875	-	8,419	39,250	4,022	-	-	4,311	3,923	3,923	3,923	3,923	-	106,570
		42,117	7,243	15,661	46,493	11,265	7,243	7,243	11,553	11,166	11,166	11,166	11,166	-	193,480
Operations and Housekeeping															
5201	Auto and Travel	83	83	83	83	83	83	83	83	83	83	83	83	-	1,000
5300	Dues & Memberships	100	100	100	100	100	100	100	100	100	100	100	100	-	1,200
5400	Insurance	2,080	2,080	2,080	2,080	2,080	2,080	2,080	2,080	2,080	2,080	2,080	2,080	-	24,955
5501	Utilities	1,008	1,008	1,008	1,008	1,008	1,008	1,008	1,008	1,008	1,008	1,008	1,008	-	12,100
5502	Janitorial Services	833	833	833	833	833	833	833	833	833	833	833	833	-	10,000
5900	Communications	2,688	2,688	2,688	2,688	2,688	2,688	2,688	2,688	2,688	2,688	2,688	2,688	-	32,250
5901	Postage and Shipping	25	25	25	25	25	25	25	25	25	25	25	25	-	300
		6,817	6,817	6,817	6,817	6,817	6,817	6,817	6,817	6,817	6,817	6,817	6,817	-	81,805
Facilities, Repairs and Other Leases															
5601	Rent	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000	-	300,000
5603	Equipment Leases	150	150	150	150	150	150	150	150	150	150	150	150	-	1,800
5610	Repairs and Maintenance	6,683	6,683	6,683	6,683	6,683	6,683	6,683	6,683	6,683	6,683	6,683	6,683	-	80,200
		31,833	31,833	31,833	31,833	31,833	31,833	31,833	31,833	31,833	31,833	31,833	31,833	-	382,000
Professional/Consulting Services															
5801	IT	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	-	18,000
5802	Audit & Taxes	-	-	-					-	6,500	6,500	-	6,500	-	19,500
5803	Legal	2,125	2,125	2,125	2,125	2,125	2,125	2,125	2,125	2,125	2,125	2,125	2,125	-	25,500
5804	Professional Development	665	665	665	665	665	665	665	665	665	665	665	665	-	7,980
5805	General Consulting	2,256	2,256	2,256	2,256	2,256	2,256	2,256	2,256	2,256	2,256	2,256	2,256	-	27,070
5806	Special Activities/Field Trips	252	-	61	284	29	-	-	31	28	28	28	28	-	770
5807	Bank Charges	383	383	383	383	383	383	383	383	383	383	383	383	-	4,600
5808	Printing	83	83	83	83	83	83	83	83	83	83	83	83	-	1,000
5809	Other taxes and fees	83	83	83	83	83	83	83	83	83	83	83	83	-	1,000
5810	Payroll Service Fee	442	442	442	442	442	442	442	442	442	442	442	442	-	5,300
5811	Management Fee	6,458	6,458	6,458	6,458	6,458	6,458	6,458	6,458	6,458	6,458	6,458	6,458	-	77,494
5812	District Oversight Fee	-	234	278	418	418	454	418	418	1,849	1,774	1,774	1,774	1,809	11,619
5815	Public Relations/Recruitment	333	333	333	333	333	333	333	333	333	333	333	333	-	4,000
		14,581	14,563	14,667	15,031	14,776	14,783	14,747	14,778	22,706	22,631	16,131	22,631	1,809	203,833

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FY26-27 Polytechnic Budget

Monthly Cash Flow/Forecast FY26-27

Revised 10/8/26

Actuals Through:

ADA = 71.25

		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
Depreciation															
6900	Depreciation Expense	75	75	75	75	75	75	75	75	75	75	75	75	-	900
		75	75	75	75	75	75	75	75	75	75	75	75	-	900
Interest															
7438	Interest Expense	12,750	-	14,750	-	-	14,875	-	-	14,875	-	-	14,875	-	72,125
		12,750	-	14,750	-	-	14,875	-	-	14,875	-	-	14,875	-	72,125
Total Expenses		**132,712**	**117,212**	**142,814**	**167,787**	**122,560**	**132,306**	**118,278**	**123,592**	**145,459**	**130,288**	**123,788**	**145,163**	**1,809**	**1,603,768**
Monthly Surplus (Deficit)		**(132,712)**	**(91,598)**	**(112,582)**	**(111,564)**	**(71,357)**	**50,078**	**(57,502)**	**(72,389)**	**60,160**	**77,345**	**74,272**	**177,897**	**233,075**	- **23,122**
															1.4%
Cash Flow Adjustments															
Monthly Surplus (Deficit)		(132,712)	(91,598)	(112,582)	(111,564)	(71,357)	50,078	(57,502)	(72,389)	60,160	77,345	74,272	177,897	233,075	23,122
Cash flows from operating activities															
	Depreciation/Amortization	75	75	75	75	75	75	75	75	75	75	75	75	-	900
	Public Funding Receivables	46,798	-	-	15,054	-	-	140,697	-	-	-	-	-	(234,884)	(32,335)
	Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Accounts Payable	80,000	80,000	80,000	80,000	80,000	-		-	(80,000)	(80,000)	(80,000)	(160,000)	1,809	1,809
	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		(5,838)	(11,523)	(32,507)	(16,434)	8,718	50,153	83,269	(72,314)	(19,765)	(2,580)	(5,653)	17,972		
Cash, Beginning of Month		74,020	68,182	56,659	24,152	7,717	16,435	66,588	149,857	77,542	57,777	55,197	49,544		
Cash, End of Month		**68,182**	**56,659**	**24,152**	**7,717**	**16,435**	**66,588**	**149,857**	**77,542**	**57,777**	**55,197**	**49,544**	**67,516**		

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FY26-27 Polytechnic Budget

Monthly Cash Flow/Forecast FY27-28

Revised 10/8/26

CHARTER IMPACT

ADA = 213.75	Jul-27	Aug-27	Sep-27	Oct-27	Nov-27	Dec-27	Jan-28	Feb-28	Mar-28	Apr-28	May-28	Jun-28	Year-End Accruals	Annual Forecast
Revenues														
State Aid - Revenue Limit														
8011 LCFF State Aid	-	58,036	58,036	104,465	104,465	104,465	104,465	104,465	568,755	568,755	568,755	568,755	568,755	3,482,172
8012 Education Protection Account	-	-	-	3,563	-	-	3,563	-	-	24,938	-	-	10,688	42,750
8096 In Lieu of Property Taxes	-	5,647	11,293	7,529	7,529	7,529	7,529	7,529	13,175	6,588	6,588	6,588	6,588	94,109
	-	63,683	69,329	115,556	111,994	111,994	115,556	111,994	581,930	600,280	575,342	575,342	586,030	3,619,031
Federal Revenue														
8181 Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	10,500	10,500
8220 Federal Child Nutrition	-	-	2,575	2,575	5,151	5,151	5,151	5,151	5,151	5,151	5,151	5,151	5,151	51,505
8291 Title II, Part A - Teacher Quality	-	-	869	-	-	869	-	-	869	-	-	-	869	3,474
	-	-	3,444	2,575	5,151	6,019	5,151	5,151	6,019	5,151	5,151	5,151	16,519	65,479
Other State Revenue														
8311 State Special Education	-	14,794	14,794	26,629	26,629	26,629	26,629	26,629	26,629	26,629	26,629	26,629	26,629	295,877
8520 Child Nutrition	-	-	1,717	1,717	3,434	3,434	3,434	3,434	3,434	3,434	3,434	3,434	3,434	34,337
8550 Mandated Cost	-	-	-	-	-	4,451	-	-	-	-	-	-	-	4,451
8560 State Lottery	-	-	-	-	-	-	14,535	-	-	14,535	-	-	29,070	58,140
8599 Other State Revenue	-	-	-	-	17,931	-	-	-	-	6,897	-	-	2,759	27,587
	-	14,794	16,511	28,346	47,994	34,514	44,598	30,063	30,063	51,494	30,063	30,063	61,891	420,392
Other Local Revenue														
8690 Other Local Revenue	250,000	-		200,000	50,000		-	-	-	-	-		-	500,000
	250,000	-	-	200,000	50,000	-	-	-	-	-	-	-	-	500,000
Total Revenue	**250,000**	**78,477**	**89,284**	**346,477**	**215,138**	**152,527**	**165,304**	**147,207**	**618,012**	**656,925**	**610,555**	**610,555**	**664,440**	4,604,902
Expenses														
Certificated Salaries														
1100 Teachers' Salaries	-	79,941	79,941	79,941	79,941	79,941	79,941	79,941	79,941	79,941	79,941	79,941	-	879,350
1170 Teachers' Substitute Hours	-	1,876	1,876	1,876	1,876	1,876	1,876	1,876	1,876	1,876	1,876	1,876	-	20,636
1175 Teachers' Extra Duty/Stipends	-	1,876	1,876	1,876	1,876	1,876	1,876	1,876	1,876	1,876	1,876	1,876	-	20,636
1200 Pupil Support Salaries	-	8,182	8,182	8,182	8,182	8,182	8,182	8,182	8,182	8,182	8,182	8,182	-	90,000
1300 Administrators' Salaries	-	12,273	12,273	12,273	12,273	12,273	12,273	12,273	12,273	12,273	12,273	12,273	-	135,000
	-	104,147	104,147	104,147	104,147	104,147	104,147	104,147	104,147	104,147	104,147	104,147	- -	1,145,622
Classified Salaries														
2100 Instructional Salaries	-	13,350	13,350	13,350	13,350	13,350	13,350	13,350	13,350	13,350	13,350	13,350	-	146,848
2200 Support Salaries	-	3,217	3,217	3,217	3,217	3,217	3,217	3,217	3,217	3,217	3,217	3,217	-	35,384
2400 Clerical and Office Staff Salaries	-	8,822	8,822	8,822	8,822	8,822	8,822	8,822	8,822	8,822	8,822	8,822	-	97,046
	-	25,389	25,389	25,389	25,389	25,389	25,389	25,389	25,389	25,389	25,389	25,389	- -	279,278
Benefits														
3301 OASDI	-	8,031	8,031	8,031	8,031	8,031	8,031	8,031	8,031	8,031	8,031	8,031	-	88,344
3311 Medicare	-	1,878	1,878	1,878	1,878	1,878	1,878	1,878	1,878	1,878	1,878	1,878	-	20,661
3401 Health and Welfare	14,617	14,617	14,617	14,617	14,617	14,617	14,617	14,617	14,617	14,617	14,617	14,617	-	175,406
3501 State Unemployment	515	515	515	515	515	515	2,573	2,058	1,029	515	515	515	-	10,290
3601 Workers' Compensation	-	1,814	1,814	1,814	1,814	1,814	1,814	1,814	1,814	1,814	1,814	1,814	-	19,949
	15,132	26,855	26,855	26,855	26,855	26,855	28,913	28,398	27,369	26,855	26,855	26,855	-	314,649

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FY26-27 Polytechnic Budget

Monthly Cash Flow/Forecast FY27-28

Revised 10/8/26

CHARTER IMPACT

ADA = 213.75	Jul-27	Aug-27	Sep-27	Oct-27	Nov-27	Dec-27	Jan-28	Feb-28	Mar-28	Apr-28	May-28	Jun-28	Year-End Accruals	Annual Forecast
Books and Supplies														
4100 Textbooks and Core Curricula	9,696	9,696	9,696	9,696	9,696	9,696	9,696	9,696	9,696	9,696	9,696	9,696	-	116,348
4302 School Supplies	6,807	-	1,643	7,661	785	-	-	841	766	766	766	766	-	20,801
4305 Software	16,244	16,244	16,244	16,244	16,244	16,244	16,244	16,244	16,244	16,244	16,244	16,244	16,244	211,177
4310 Office Expense	1,603	1,603	1,603	1,603	1,603	1,603	1,603	1,603	1,603	1,603	1,603	1,603	-	19,230
4400 Noncapitalized Equipment	-	-	9,170	-	4,381	21,879	4,273	4,695	4,273	4,273	58,859	4,273		116,078
4700 Food Services	7,153	7,153	7,153	7,153	7,153	7,153	7,153	7,153	7,153	7,153	7,153	7,153	-	85,842
	41,503	34,696	45,509	42,357	39,862	56,575	38,969	40,233	39,735	39,735	94,321	39,735	16,244	569,476
Subagreement Services														
5102 Special Education	23,040	23,040	23,040	23,040	23,040	23,040	23,040	23,040	23,040	23,040	23,040	23,040	63,120	339,600
5103 Substitute Teacher	2,432	2,432	2,432	2,432	2,432	2,432	2,432	2,432	2,432	2,432	2,432	2,432	2,432	31,617
5105 Security	439	439	439	439	439	439	439	439	439	439	439	439	-	5,262
5106 Other Educational Consultants	-	-	-	20,415	20,415	20,415	20,415	20,415	61,246	61,246	61,246	61,246	61,246	408,307
	25,911	25,911	25,911	46,326	46,326	46,326	46,326	46,326	87,157	87,157	87,157	87,157	126,798	784,786
Operations and Housekeeping														
5201 Auto and Travel	258	258	258	258	258	258	258	258	258	258	258	258	-	3,095
5300 Dues & Memberships	310	310	310	310	310	310	310	310	310	310	310	310	-	3,714
5400 Insurance	2,253	2,253	2,253	2,253	2,253	2,253	2,253	2,253	2,253	2,253	2,253	2,253	4,253	31,289
5501 Utilities	1,248	1,248	1,248	1,248	1,248	1,248	1,248	1,248	1,248	1,248	1,248	1,248	3,248	18,230
5502 Janitorial Services	1,032	1,032	1,032	1,032	1,032	1,032	1,032	1,032	1,032	1,032	1,032	1,032	3,032	15,414
5900 Communications				6,031	6,031	6,031	6,031	6,031	12,405	12,405	12,405	12,405	36,184	115,956
5901 Postage and Shipping	77	77	77	77	77	77	77	77	77	77	77	77	-	929
	5,178	5,178	5,178	11,209	11,209	11,209	11,209	11,209	17,583	17,583	17,583	17,583	46,717	188,627
Facilities, Repairs and Other Leases														
5601 Rent	25,250	25,250	25,250	25,250	25,250	25,250	25,250	25,250	25,250	25,250	25,250	25,250	-	303,000
5603 Equipment Leases	464	464	464	464	464	464	464	464	464	464	464	464	-	5,572
5610 Repairs and Maintenance	7,241	7,241	7,241	7,241	7,241	7,241	7,241	7,241	7,241	7,241	7,241	7,241	-	86,888
	32,955	32,955	32,955	32,955	32,955	32,955	32,955	32,955	32,955	32,955	32,955	32,955	-	395,460
Professional/Consulting Services														
5801 IT	1,857	1,857	1,857	1,857	1,857	1,857	1,857	1,857	1,857	1,857	1,857	1,857	-	22,287
5802 Audit & Taxes	-	-	-	-	-	-	-	-	6,707	6,707	-	-	6,707	20,120
5803 Legal	2,193	2,193	2,193	2,193	2,193	2,193	2,193	2,193	2,193	2,193	2,193	2,193	-	26,311
5804 Professional Development	2,058	2,058	2,058	2,058	2,058	2,058	2,058	2,058	2,058	2,058	2,058	2,058	12,058	36,759
5805 General Consulting	-	1,911	1,911	1,911	1,911	1,911	1,911	1,911	37,911	1,911	37,911	37,911	54,775	183,792
5806 Special Activities/Field Trips	-	-	-	-	-	-	-	794	794	794	-	-	-	2,383
5807 Bank Charges	949	949	949	949	949	949	949	949	949	949	949	949	-	11,391
5808 Printing	258	258	258	258	258	258	258	258	258	258	258	258	-	3,095
5809 Other taxes and fees	258	258	258	258	258	258	258	258	258	258	258	258	-	3,095
5810 Payroll Service Fee	1,094	1,094	1,094	1,094	1,094	1,094	1,094	1,094	1,094	1,094	1,094	1,094	-	13,124
5811 Management Fee	7,675	7,675	7,675	7,675	7,675	7,675	7,675	7,675	7,675	7,675	7,675	7,675	-	92,098
5812 District Oversight Fee	-	637	693	1,156	1,120	1,120	1,156	1,120	5,819	6,003	5,753	5,753	5,860	36,190
5815 Public Relations/Recruitment	344	344	344	344	344	344	344	344	344	344	344	344	-	4,127
	16,686	19,233	19,290	19,752	19,716	19,716	19,752	20,511	67,917	32,100	60,350	60,350	79,400	454,775

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FY26-27 Polytechnic Budget

Monthly Cash Flow/Forecast FY27-28

Revised 10/8/26

CHARTER IMPACT

ADA = 213.75	Jul-27	Aug-27	Sep-27	Oct-27	Nov-27	Dec-27	Jan-28	Feb-28	Mar-28	Apr-28	May-28	Jun-28	Year-End Accruals	Annual Forecast
Depreciation														
6900 Depreciation Expense	77	77	77	77	77	77	77	77	77	77	77	77	-	929
	77	77	77	77	77	77	77	77	77	77	77	77	-	929
Interest														
7438 Interest Expense	-	-	14,875	-	-	37,625	-	-	34,625	-	-	11,875	-	99,000
	-	-	14,875	-	-	37,625	-	-	34,625	-	-	11,875	-	99,000
Total Expenses	**137,442**	**274,442**	**300,186**	**309,067**	**306,537**	**360,875**	**307,737**	**309,246**	**436,955**	**365,999**	**448,834**	**406,123**	**269,159**	**4,232,603**
Monthly Surplus (Deficit)	**112,558**	**(195,965)**	**(210,902)**	**37,410**	**(91,398)**	**(208,348)**	**(142,433)**	**(162,039)**	**181,056**	**290,926**	**161,721**	**204,432**	**395,281** -	**372,299**
Cash Flow Adjustments														
Monthly Surplus (Deficit)	112,558	(195,965)	(210,902)	37,410	(91,398)	(208,348)	(142,433)	(162,039)	181,056	290,926	161,721	204,432	395,281	372,299
Cash flows from operating activities														
Depreciation/Amortization	77	77	77	77	77	77	77	77	77	77	77	77	-	929
Public Funding Receivables	191,833	-	8,021	-	-	15,443	19,588	-	-	-	-	-	(664,440)	(429,556)
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable	(1,809)	50,000	50,000		50,000		50,000	50,000	(100,000)	(100,000)		(50,000)	269,159	267,350
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	-	-	-	-	-	568,755	-		568755	-	-	-	-	1,137,510
Payments on Factoring	-	-	-	-	-	-	-	-	(568,755)	-	-	(568,755)	-	(1,137,510)
Proceeds(Payments) on Debt	-	-	-	-	-	(120,000)	-	-	-	-	-	(125,000)	-	(245,000)
Total Change in Cash	302,659	(145,888)	(152,804)	37,487	(41,321)	255,927	(72,768)	(111,961)	81,134	191,003	161,799	(539,246)		
Cash, Beginning of Month	67,516	370,175	224,287	71,484	108,971	67,650	323,577	250,809	138,848	219,982	410,985	572,784		
Cash, End of Month	**370,175**	**224,287**	**71,484**	**108,971**	**67,650**	**323,577**	**250,809**	**138,848**	**219,982**	**410,985**	**572,784**	**33,538**		

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FY26-27 Polytechnic Budget

Monthly Cash Flow/Forecast FY28-29

Revised 10/8/26

ADA = 299.25

	Jul-28	Aug-28	Sep-28	Oct-28	Nov-28	Dec-28	Jan-29	Feb-29	Mar-29	Apr-29	May-29	Jun-29	Year-End Accruals	Annual Forecast
Revenues														
State Aid - Revenue Limit														
8011 LCFF State Aid	-	180,183	180,183	324,330	324,330	324,330	324,330	324,330	612,623	612,623	612,623	612,623	612,623	5,045,132
8012 Education Protection Account	-	-	-	3,563	-	-	3,563	-	-	24,938	-	-	27,788	59,850
8096 In Lieu of Property Taxes	-	7,905	15,810	10,540	10,540	10,540	10,540	10,540	18,445	9,223	9,223	9,223	9,223	131,753
	-	188,088	195,994	338,433	334,870	334,870	338,433	334,870	631,069	646,783	621,846	621,846	649,633	5,236,735
Federal Revenue														
8181 Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	14,700	14,700
8220 Federal Child Nutrition	-	-	2,964	2,964	5,928	5,928	5,928	5,928	5,928	5,928	5,928	5,928	5,928	59,278
8291 Title II, Part A - Teacher Quality	-	-	1,216	-	-	1,216	-	-	1,216	-	-	-	1,216	4,864
	-	-	4,180	2,964	5,928	7,144	5,928	5,928	7,144	5,928	5,928	5,928	21,844	78,841
Other State Revenue														
8311 State Special Education	-	21,351	21,351	38,432	38,432	38,432	38,432	38,432	38,432	38,432	38,432	38,432	38,432	427,027
8520 Child Nutrition	-	-	1,976	1,976	3,952	3,952	3,952	3,952	3,952	3,952	3,952	3,952	3,952	39,518
8550 Mandated Cost	-	-	-	-	-	4,451	-	-	-	-	-	-	9,315	13,767
8560 State Lottery	-	-	-	-	-	-	20,349	-	-	20,349	-	-	40,698	81,396
8599 Other State Revenue	-	-	-	-	32,188	-	-	-	-	12,380	-	-	4,952	49,521
	-	21,351	23,327	40,408	74,573	46,836	62,733	42,384	42,384	75,113	42,384	42,384	97,350	611,229
Other Local Revenue														
8690 Other Local Revenue	125,000	25,000	50,000	-		-	-		-	-	-	-		200,000
	125,000	25,000	50,000	-	-	-	-	-	-	-	-	-	-	200,000
Total Revenue	**125,000**	**234,440**	**273,501**	**381,805**	**415,371**	**388,850**	**407,094**	**383,182**	**680,597**	**727,825**	**670,158**	**670,158**	**768,827**	**6,126,806**
Expenses														
Certificated Salaries														
1100 Teachers' Salaries	-	111,434	111,434	111,434	111,434	111,434	111,434	111,434	111,434	111,434	111,434	111,434	-	1,225,770
1170 Teachers' Substitute Hours	-	2,382	2,382	2,382	2,382	2,382	2,382	2,382	2,382	2,382	2,382	2,382	-	26,206
1175 Teachers' Extra Duty/Stipends	-	2,382	2,382	2,382	2,382	2,382	2,382	2,382	2,382	2,382	2,382	2,382	-	26,206
1200 Pupil Support Salaries	-	12,629	12,629	12,629	12,629	12,629	12,629	12,629	12,629	12,629	12,629	12,629	-	138,915
1300 Administrators' Salaries	-	22,611	22,611	22,611	22,611	22,611	22,611	22,611	22,611	22,611	22,611	22,611	-	248,726
	-	151,438	151,438	151,438	151,438	151,438	151,438	151,438	151,438	151,438	151,438	151,438	-	- 1,665,823
Classified Salaries														
2100 Instructional Salaries	-	18,316	18,316	18,316	18,316	18,316	18,316	18,316	18,316	18,316	18,316	18,316	-	201,476
2200 Support Salaries	-	3,306	3,306	3,306	3,306	3,306	3,306	3,306	3,306	3,306	3,306	3,306	-	36,361
2400 Clerical and Office Staff Salaries	-	14,983	14,983	14,983	14,983	14,983	14,983	14,983	14,983	14,983	14,983	14,983	-	164,811
	-	36,604	36,604	36,604	36,604	36,604	36,604	36,604	36,604	36,604	36,604	36,604	-	- 402,648
Benefits														
3301 OASDI	-	11,659	11,659	11,659	11,659	11,659	11,659	11,659	11,659	11,659	11,659	11,659	-	128,245
3311 Medicare	-	2,727	2,727	2,727	2,727	2,727	2,727	2,727	2,727	2,727	2,727	2,727	-	29,993
3401 Health and Welfare	21,029	21,029	21,029	21,029	21,029	21,029	21,029	21,029	21,029	21,029	21,029	21,029	-	252,346
3501 State Unemployment	711	711	711	711	711	711	3,553	2,842	1,421	711	711	711	-	14,210
3601 Workers' Compensation	-	2,633	2,633	2,633	2,633	2,633	2,633	2,633	2,633	2,633	2,633	2,633	-	28,959
	21,739	38,757	38,757	38,757	38,757	38,757	41,599	40,889	39,468	38,757	38,757	38,757	-	453,753

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FY26-27 Polytechnic Budget

Monthly Cash Flow/Forecast FY28-29

Revised 10/8/26

ADA = 299.25

	Jul-28	Aug-28	Sep-28	Oct-28	Nov-28	Dec-28	Jan-29	Feb-29	Mar-29	Apr-29	May-29	Jun-29	Year-End Accruals	Annual Forecast
Books and Supplies														
4100 Textbooks and Core Curricula	14,708	14,708	14,708	14,708	14,708	14,708	14,708	14,708	14,708	14,708	39,708	39,708		226,493
4302 School Supplies	12,241	-	2,955	-	1,412	-	13,777	1,513	1,377	1,377	1,377	1,377	-	37,407
4305 Software	23,522	23,522	23,522	23,522	23,522	23,522	23,522	23,522	23,522	23,522	23,522	23,522	44,572	326,831
4310 Office Expense	2,305	2,305	2,305	2,305	2,305	2,305	2,305	2,305	2,305	2,305	2,305	2,305	-	27,665
4400 Noncapitalized Equipment	-	-	-	-	6,933	34,624	6,762	7,431	6,763	6,763	93,145	6,763	14,511	183,693
4700 Food Services	8,233	8,233	8,233	8,233	8,233	8,233	8,233	8,233	8,233	8,233	8,233	8,233	-	98,796
	61,009	48,768	51,723	48,768	57,113	83,391	69,307	57,712	56,908	56,908	168,290	81,908	59,083	900,886
Subagreement Services														
5102 Special Education	-	33,362	33,362	33,362	33,362	33,362	33,362	33,362	33,362	33,362	66,724	66,724	66,724	500,425
5103 Substitute Teacher	3,522	3,522	3,522	3,522	3,522	3,522	3,522	3,522	3,522	3,522	3,522	3,522	-	42,259
5105 Security	631	631	631	631	631	631	631	631	631	631	631	631	-	7,570
5106 Other Educational Consultants		-	-	-	23,649	23,649	23,649	32,483	32,483	80,455	80,455	80,455	80,455	457,733
	4,152	37,514	37,514	37,514	61,163	61,163	61,163	69,997	69,997	117,969	151,331	151,331	147,179	1,007,988
Operations and Housekeeping														
5201 Auto and Travel	371	371	371	371	371	371	371	371	371	371	371	371	-	4,453
5300 Dues & Memberships	445	445	445	445	445	445	445	445	445	445	445	445	-	5,344
5400 Insurance	2,593	2,593	2,593	2,593	2,593	2,593	2,593	2,593	2,593	2,593	2,593	2,593	4,895	36,011
5501 Utilities	1,437	1,437	1,437	1,437	1,437	1,437	1,437	1,437	1,437	1,437	1,437	1,437	3,738	20,981
5502 Janitorial Services	1,188	1,188	1,188	1,188	1,188	1,188	1,188	1,188	1,188	1,188	1,188	1,188	3,490	17,740
5900 Communications	-	-	-	-	9,557	9,557	9,557	9,557	30,375	30,375	30,375	30,375	30,375	190,105
5901 Postage and Shipping	111	111	111	111	111	111	111	111	111	111	111	111	-	1,336
	6,145	6,145	6,145	6,145	15,703	15,703	15,703	15,703	36,520	36,520	36,520	36,520	42,498	275,970
Facilities, Repairs and Other Leases														
5601 Rent	25,503	25,503	25,503	25,503	25,503	25,503	25,503	25,503	25,503	25,503	25,503	25,503	-	306,030
5603 Equipment Leases	668	668	668	668	668	668	668	668	668	668	668	668	-	8,016
5610 Repairs and Maintenance	8,073	8,073	8,073	8,073	8,073	8,073	8,073	8,073	8,073	8,073	8,073	8,073	-	96,875
	34,243	34,243	34,243	34,243	34,243	34,243	34,243	34,243	34,243	34,243	34,243	34,243	-	410,921
Professional/Consulting Services														
5801 IT	2,672	2,672	2,672	2,672	2,672	2,672	2,672	2,672	2,672	2,672	2,672	2,672	-	32,063
5802 Audit & Taxes	-	-	-	-	-	-	-	-	6,892	6,892	-	-	6,892	20,675
5803 Legal	2,253	2,253	2,253	2,253	2,253	2,253	2,253	2,253	2,253	2,253	2,253	2,253	-	27,037
5804 Professional Development	2,448	2,448	2,448	2,448	2,448	2,448	2,448	2,448	2,448	2,448	2,448	2,448	10,929	40,305
5805 General Consulting	-	-	-	-	12,324	12,324	12,324	12,324	32,099	32,099	32,099	324	52,099	198,016
5806 Special Activities/Field Trips	-	-	-	-	-	-	-	1,143	1,143	1,143	-	-	-	3,429
5807 Bank Charges	1,093	1,093	1,093	1,093	1,093	1,093	1,093	1,093	1,093	1,093	1,093	1,093	-	13,110
5808 Printing	371	371	371	371	371	371	371	371	371	371	371	371	-	4,453
5809 Other taxes and fees	371	371	371	371	371	371	371	371	371	371	371	371	-	4,453
5810 Payroll Service Fee	1,259	1,259	1,259	1,259	1,259	1,259	1,259	1,259	1,259	1,259	1,259	1,259	-	15,105
5811 Management Fee	10,211	10,211	10,211	10,211	10,211	10,211	10,211	10,211	10,211	10,211	10,211	10,211	-	122,536
5812 District Oversight Fee	-	1,881	1,960	3,384	3,349	3,349	3,384	3,349	6,311	6,468	6,218	6,218	6,496	52,367
5815 Public Relations/Recruitment	353	353	353	353	353	353	353	353	353	353	353	353	-	4,241
	21,031	22,912	22,991	24,416	36,704	36,704	36,740	37,847	67,475	67,633	59,348	27,574	76,416	537,791

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FY26-27 Polytechnic Budget

Monthly Cash Flow/Forecast FY28-29

Revised 10/8/26

ADA = 299.25

	Jul-28	Aug-28	Sep-28	Oct-28	Nov-28	Dec-28	Jan-29	Feb-29	Mar-29	Apr-29	May-29	Jun-29	Year-End Accruals	Annual Forecast
Depreciation														
6900 Depreciation Expense	80	80	80	80	80	80	80	80	80	80	80	80	-	954
	80	80	80	80	80	80	80	80	80	80	80	80	-	954
Interest														
7438 Interest Expense	-	-	8,750	-	-	33,255	-	-	29,255	-	-	4,750	-	76,010
	-	-	8,750	-	-	33,255	-	-	29,255	-	-	4,750	-	76,010
Total Expenses	**148,400**	**376,462**	**388,246**	**377,965**	**431,805**	**491,339**	**446,877**	**444,513**	**521,989**	**540,152**	**676,612**	**563,206**	**325,176**	**5,732,743**
Monthly Surplus (Deficit)	**(23,400)**	**(142,022)**	**(114,745)**	**3,839**	**(16,434)**	**(102,489)**	**(39,783)**	**(61,330)**	**158,608**	**187,672**	**(6,454)**	**106,952**	**443,651** -	**394,063**
Cash Flow Adjustments														
Monthly Surplus (Deficit)	(23,400)	(142,022)	(114,745)	3,839	(16,434)	(102,489)	(39,783)	(61,330)	158,608	187,672	(6,454)	106,952	443,651	394,063
Cash flows from operating activities														
Depreciation/Amortization	80	80	80	80	80	80	80	80	80	80	80	80	-	954
Public Funding Receivables	594,614	-	29,070	-	-	-	40,756	-	-	-	-	-	(768,827)	(104,387)
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable	(269,159)								-	-			325,176	56,017
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	-	-	-	-	-	612,623	-	-	612,623	-	-	-	-	1,225,246
Payments on Factoring	-	-	-	-	-	-	-	-	(612,623)	-	-	(612,623)	-	(1,225,246)
Proceeds(Payments) on Debt	-	-	-	-	-	(160,000)	-	-	-	-	-	(190,000)	-	(350,000)
Total Change in Cash	302,134	(141,943)	(85,596)	3,919	(16,355)	350,213	1,052	(61,251)	158,688	187,752	(6,375)	(695,592)		
Cash, Beginning of Month	33,538	335,672	193,730	108,134	112,053	95,698	445,912	446,964	385,713	544,401	732,152	725,778		
Cash, End of Month	**335,672**	**193,730**	**108,134**	**112,053**	**95,698**	**445,912**	**446,964**	**385,713**	**544,401**	**732,152**	**725,778**	**30,186**		

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FY26-27 Polytechnic Budget

Monthly Cash Flow/Forecast FY29-30

Revised 10/8/26

CHARTER IMPACT

ADA = 380.00

	Jul-29	Aug-29	Sep-29	Oct-29	Nov-29	Dec-29	Jan-30	Feb-30	Mar-30	Apr-30	May-30	Jun-30	Year-End Accruals	Annual Forecast
Revenues														
State Aid - Revenue Limit														
8011 LCFF State Aid	-	260,393	260,393	468,708	468,708	468,708	468,708	468,708	749,768	749,768	749,768	749,768	749,768	6,613,165
8012 Education Protection Account	-	-	-	3,563	-	-	3,563	-	-	24,938	-	-	43,938	76,000
8096 In Lieu of Property Taxes	-	10,038	20,077	13,384	13,384	13,384	13,384	13,384	23,423	11,711	11,711	11,711	11,711	167,305
	-	270,432	280,470	485,655	482,092	482,092	485,655	482,092	773,190	786,416	761,479	761,479	805,416	6,856,470
Federal Revenue														
8181 Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	13,333	13,333
8220 Federal Child Nutrition	-	-	3,376	3,376	6,751	6,751	6,751	6,751	6,751	6,751	6,751	6,751	6,751	67,511
8291 Title II, Part A - Teacher Quality	-	-	1,544	-	-	1,544	-	-	1,544	-	-	-	1,544	6,176
	-	-	4,920	3,376	6,751	8,295	6,751	6,751	8,295	6,751	6,751	6,751	21,628	87,020
Other State Revenue														
8311 State Special Education	-	27,956	27,956	50,321	50,321	50,321	50,321	50,321	50,321	50,321	50,321	50,321	50,321	559,121
8520 Child Nutrition	-	-	2,250	2,250	4,501	4,501	4,501	4,501	4,501	4,501	4,501	4,501	4,501	45,007
8550 Mandated Cost	-	-	-	-	-	4,451	-	-	-	-	-	-	15,422	19,873
8560 State Lottery	-	-	-	-	-	-	25,840	-	-	25,840	-	-	51,680	103,360
8599 Other State Revenue	-	-	-	-	43,808	-	-	-	-	16,849	-	-	6,740	67,397
	-	27,956	30,206	52,571	98,630	59,273	80,662	54,822	54,822	97,511	54,822	54,822	128,663	794,759
Other Local Revenue														
8690 Other Local Revenue	100,000	25,000	25,000	-	-	-	-	-	-	-	-	-	-	150,000
	100,000	25,000	25,000	-	-	-	-	-	-	-	-	-	-	150,000
Total Revenue	**100,000**	**323,388**	**340,596**	**541,602**	**587,473**	**549,661**	**573,068**	**543,665**	**836,307**	**890,678**	**823,052**	**823,052**	**955,708**	**7,888,249**
Expenses														
Certificated Salaries														
1100 Teachers' Salaries	-	153,079	153,079	153,079	153,079	153,079	153,079	153,079	153,079	153,079	153,079	153,079	-	1,683,873
1170 Teachers' Substitute Hours	-	2,794	2,794	2,794	2,794	2,794	2,794	2,794	2,794	2,794	2,794	2,794	-	30,736
1175 Teachers' Extra Duty/Stipends	-	2,794	2,794	2,794	2,794	2,794	2,794	2,794	2,794	2,794	2,794	2,794	-	30,736
1200 Pupil Support Salaries	-	17,327	17,327	17,327	17,327	17,327	17,327	17,327	17,327	17,327	17,327	17,327	-	190,592
1300 Administrators' Salaries	-	33,836	33,836	33,836	33,836	33,836	33,836	33,836	33,836	33,836	33,836	33,836	-	372,194
	-	209,830	209,830	209,830	209,830	209,830	209,830	209,830	209,830	209,830	209,830	209,830	-	2,308,131
Classified Salaries														
2100 Instructional Salaries	-	29,362	29,362	29,362	29,362	29,362	29,362	29,362	29,362	29,362	29,362	29,362	-	322,980
2200 Support Salaries	-	3,388	3,388	3,388	3,388	3,388	3,388	3,388	3,388	3,388	3,388	3,388	-	37,270
2400 Clerical and Office Staff Salaries	-	21,340	21,340	21,340	21,340	21,340	21,340	21,340	21,340	21,340	21,340	21,340	-	234,736
	-	54,090	54,090	54,090	54,090	54,090	54,090	54,090	54,090	54,090	54,090	54,090	-	594,985
Benefits														
3301 OASDI	-	16,363	16,363	16,363	16,363	16,363	16,363	16,363	16,363	16,363	16,363	16,363	-	179,993
3311 Medicare	-	3,827	3,827	3,827	3,827	3,827	3,827	3,827	3,827	3,827	3,827	3,827	-	42,095
3401 Health and Welfare	27,713	27,713	27,713	27,713	27,713	27,713	27,713	27,713	27,713	27,713	27,713	27,713	-	332,556
3501 State Unemployment	931	931	931	931	931	931	4,655	3,724	1,862	931	931	931	-	18,620
3601 Workers' Compensation	-	3,695	3,695	3,695	3,695	3,695	3,695	3,695	3,695	3,695	3,695	3,695	-	40,644
	28,644	52,529	52,529	52,529	52,529	52,529	56,253	55,322	53,460	52,529	52,529	52,529	-	613,908

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FY26-27 Polytechnic Budget

Monthly Cash Flow/Forecast FY29-30

Revised 10/8/26

CHARTER IMPACT

ADA = 380.00	Jul-29	Aug-29	Sep-29	Oct-29	Nov-29	Dec-29	Jan-30	Feb-30	Mar-30	Apr-30	May-30	Jun-30	Year-End Accruals	Annual Forecast
Books and Supplies														
4100 Textbooks and Core Curricula	19,143	19,143	19,143	19,143	19,143	19,143	19,143	19,143	19,143	19,143	51,683	51,683	-	294,800
4302 School Supplies	15,933	-	3,846	-	1,838	-	17,932	1,969	1,792	1,792	1,792	1,792	-	48,688
4305 Software	30,615	30,615	30,615	30,615	30,615	30,615	30,615	30,615	30,615	30,615	30,615	30,615	58,014	425,399
4310 Office Expense	3,001	3,001	3,001	3,001	3,001	3,001	3,001	3,001	3,001	3,001	3,001	3,001	-	36,009
4400 Noncapitalized Equipment	-	-	-	-	9,024	45,066	8,801	9,672	8,802	8,802	121,236	8,802	18,888	239,093
4700 Food Services	9,376	9,376	9,376	9,376	9,376	9,376	9,376	9,376	9,376	9,376	9,376	9,376	-	112,518
	78,069	62,136	65,982	62,136	72,998	107,202	88,869	73,777	72,731	72,731	217,704	105,271	76,902	1,156,507
Subagreement Services														
5102 Special Education	-	43,423	43,423	43,423	43,423	43,423	43,423	43,423	43,423	43,423	86,847	86,847	86,847	651,347
5103 Substitute Teacher	4,584	4,584	4,584	4,584	4,584	4,584	4,584	4,584	4,584	4,584	4,584	4,584	-	55,004
5105 Security	821	821	821	821	821	821	821	821	821	821	821	821	-	9,854
5106 Other Educational Consultants	-	-		38,655	38,665	38,665	38,665	38,665	83,241	83,241	83,241	83,241	-	526,280
5107 Instructional Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	5,405	48,828	48,828	87,483	87,493	87,493	87,493	87,493	132,069	132,069	175,492	175,493	86,847	1,242,484
Operations and Housekeeping														
5201 Auto and Travel	483	483	483	483	483	483	483	483	483	483	483	483	-	5,796
5300 Dues & Memberships	580	580	580	580	580	580	580	580	580	580	580	580	-	6,955
5400 Insurance	3,038	3,038	3,038	3,038	3,038	3,038	3,038	3,038	3,038	3,038	3,038	3,038	5,734	42,184
5501 Utilities	1,683	1,683	1,683	1,683	1,683	1,683	1,683	1,683	1,683	1,683	1,683	1,683	4,379	24,578
5502 Janitorial Services	1,391	1,391	1,391	1,391	1,391	1,391	1,391	1,391	1,391	1,391	1,391	1,391	4,088	20,781
5900 Communications	-	-	11,771	11,771	11,771	11,771	11,771	32,139	32,139	32,139	32,139	50,784	-	238,194
5901 Postage and Shipping	145	145	145	145	145	145	145	145	145	145	145	145	-	1,739
	7,319	7,319	19,090	19,090	19,090	19,090	19,090	39,458	39,458	39,458	39,458	58,103	14,201	340,227
Facilities, Repairs and Other Leases														
5601 Rent	25,758	25,758	25,758	25,758	25,758	25,758	25,758	25,758	25,758	25,758	25,758	25,758	-	309,090
5603 Equipment Leases	869	869	869	869	869	869	869	869	869	869	869	869	-	10,433
5610 Repairs and Maintenance	8,406	8,406	8,406	8,406	8,406	8,406	8,406	8,406	8,406	8,406	8,406	8,406	-	100,873
	35,033	35,033	35,033	35,033	35,033	35,033	35,033	35,033	35,033	35,033	35,033	35,033	-	420,397
Professional/Consulting Services														
5801 IT	3,478	3,478	3,478	3,478	3,478	3,478	3,478	3,478	3,478	3,478	3,478	3,478	-	41,733
5802 Audit & Taxes	-	-	-	-	-	-	-	-	7,064	7,064	-	-	7,064	21,192
5803 Legal	2,309	2,309	2,309	2,309	2,309	2,309	2,309	2,309	2,309	2,309	2,309	2,309	-	27,713
5804 Professional Development	3,186	3,186	3,186	3,186	3,186	3,186	3,186	3,186	3,186	3,186	3,186	3,186	14,225	52,460
5805 General Consulting	2,732	2,732	2,732	2,732	2,732	22,732	22,732	22,732	22,732	22,732	22,732	22,732	46,291	219,075
5806 Special Activities/Field Trips	-	-	-	-	-	-	-	1,488	1,488	1,488	-	-		4,463
5807 Bank Charges	1,138	1,138	1,138	1,138	1,138	1,138	1,138	1,138	1,138	1,138	1,138	1,138	-	13,651
5808 Printing	483	483	483	483	483	483	483	483	483	483	483	483	-	5,796
5809 Other taxes and fees	483	483	483	483	483	483	483	483	483	483	483	483	-	5,796
5810 Payroll Service Fee	1,311	1,311	1,311	1,311	1,311	1,311	1,311	1,311	1,311	1,311	1,311	1,311	-	15,729
5811 Management Fee	13,147	13,147	13,147	13,147	13,147	13,147	13,147	13,147	13,147	13,147	13,147	13,147	-	157,765
5812 District Oversight Fee	-	2,704	2,805	4,857	4,821	4,821	4,857	4,821	7,732	7,864	7,615	7,615	8,054	68,565
5815 Public Relations/Recruitment	362	362	362	362	362	362	362	362	362	362	362	362	-	4,347
	28,629	31,333	31,434	33,486	33,450	53,450	53,486	54,938	64,913	65,045	56,244	56,244	75,635	638,285

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FY26-27 Polytechnic Budget

Monthly Cash Flow/Forecast FY29-30

Revised 10/8/26

ADA = 380.00

	Jul-29	Aug-29	Sep-29	Oct-29	Nov-29	Dec-29	Jan-30	Feb-30	Mar-30	Apr-30	May-30	Jun-30	Year-End Accruals	Annual Forecast
Depreciation														
6900 Depreciation Expense	82	82	82	82	82	82	82	82	82	82	82	82	-	978
	82	82	82	82	82	82	82	82	82	82	82	82	-	978
Interest														
7438 Interest Expense	-	-	18,748	-	-	29,991	-	-	29,991	-	-	-	-	78,730
	-	-	18,748	-	-	29,991	-	-	29,991	-	-	-	-	78,730
Total Expenses	**183,181**	**501,179**	**535,645**	**553,758**	**564,594**	**648,789**	**604,225**	**610,022**	**691,655**	**660,865**	**840,462**	**746,674**	**253,584**	**7,394,633**
Monthly Surplus (Deficit)	**(83,181)**	**(177,792)**	**(195,049)**	**(12,156)**	**22,880**	**(99,128)**	**(31,158)**	**(66,357)**	**144,652**	**229,813**	**(17,410)**	**76,378**	**702,123** -	**493,616**
Cash Flow Adjustments														
Monthly Surplus (Deficit)	(83,181)	(177,792)	(195,049)	(12,156)	22,880	(99,128)	(31,158)	(66,357)	144,652	229,813	(17,410)	76,378	702,123	493,616
Cash flows from operating activities														
Depreciation/Amortization	82	82	82	82	82	82	82	82	82	82	82	82	-	978
Public Funding Receivables	659,513	-	40,698	-	-	-	68,616	-	-	-	-	-	(955,708)	(186,881)
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable	(325,176)	-	-	-	-	-	-	-	-	-	-	-	253,584	(71,592)
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	-	-	468,708	-	-	749,768	-	-	749,768	-	-	-	-	1,968,243
Payments on Factoring	-	-	-	-	-	(468,708)	-	-	(749,768)	-	-	(749,768)	-	(1,968,243)
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Change in Cash	251,238	(177,710)	314,438	(12,074)	22,961	182,013	37,540	(66,275)	144,734	229,895	(17,328)	(673,308)		
Cash, Beginning of Month	30,186	281,423	103,713	418,151	406,077	429,038	611,051	648,591	582,316	727,049	956,944	939,616		
Cash, End of Month	**281,423**	**103,713**	**418,151**	**406,077**	**429,038**	**611,051**	**648,591**	**582,316**	**727,049**	**956,944**	**939,616**	**266,307**		

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SAN BENITO COUNTY POLYTECHNIC ACADEMY

CHARTER PETITION FOR A FIVE-YEAR TERM
JULY 1, 2024 - JUNE 30, 2029

SUBMITTED TO THE SAN BENITO COUNTY BOARD OF EDUCATION
June 2023

Material Revision Submitted to the San Benito County Board of Education

October 2026

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Deleted: Margaret D'Arrigo¶

San Benito County Polytechnic Academy

Krystal Lomanto, Superintendent

San Benito County Office of Education
460 Fifth Street

Hollister, California 95023

Re: San Benito County Polytechnic Academy Charter Petition to the San Benito County Board of Education

Dear Superintendent Lomanto:

The San Benito County Polytechnic Academy respectfully submits its Material Revision to its approved charter to the San Benito County Board of Education. The purpose of the Material Revision is to expand the capacity of the Independent Study program beyond twenty percent of the enrolled student body to better serve the families of San Benito County. By adding a Nonclassroom-Based (independent study) program, Polytechnic will be able to serve students beyond San Benito County in the adjacent counties of Santa Clara, Santa Cruz, Monterey, Fresno, and Merced. These counties have high demand and low supply of independent study and hybrid programs, especially serving rural populations and students with special interests and educational needs. Our program will rely on technology and remote educators to provide the majority of educational services to students, while creating opportunities for them to meet in person for individualized, required special education services, special projects, labs, field trips, internships, and sports. This Material Revision does not request an increase in enrollment, only increased flexibility in the format of our instructional services, so we can expand the number of students served beyond our school site and beyond San Benito County. Our curriculum combines University of California-accredited "a-g" and CTE-certified courses, as well as in-person learning part-time as needed to ensure program quality and student success.

We look forward to working with you and the San Benito County Board of Education during the consideration of the Material Revision. Please feel free to contact me at arielhurtado@hotmail.com or 831-417-2566 if you have any questions.

Sincerely,

Dr. Ariel Hurtado, MD

Parent & Lead Petitioner
President, Polytechnic Academy

Deleted: petition

Deleted: charter petition

Deleted: ariel@edfoundationca.org or (831) 204-1375

Deleted: Polytechnic Academy – P.O. Box 300, Hollister, CA 95024 ariel@edfoundationca.org – (831) 204-1375¶

CERTIFICATION OF COMPLETE CHARTER PETITION

Education Code Section 47605.6(b)

A charter petition is deemed received by the county board of education when the petitioner submits a petition to the county office of education, along with a signed certification that the petitioner deems the petition to be complete. The following certification is submitted in compliance with Education Code Section 47605.6(b).

No later than 60 days after receiving a petition, the county board of education shall hold a public hearing on the provisions of the charter, at which time the county board of education shall consider the level of support for the petition by teachers, parents and guardians, and the school districts where the charter school petitioner proposes to place school facilities. Following review of the petition and the public hearing, the county board of education shall either grant or deny the charter within 90 days of receipt of the petition, provided, however, that the date may be extended by an additional 30 days if both parties agree to the extension.

- Date of submission:
- Deadline for public hearing:
- Deadline for granting or denying the charter petition:

Certification

By signing below, I certify as follows:

1. That I am the authorized representative of San Benito County Polytechnic Academy, and that I am competent and qualified to certify to the facts herein;
2. That, as the authorized representative, I have personal knowledge of the facts forming the basis of this certification;
3. That I make this certification for purposes of Education Code Section 47605.6(b) only; and
4. That I deem the charter petition to be complete.

Name: Dr. Ariel Hurtado, MD, Lead Petitioner
Signature:

Date:

School Name: San Benito County Polytechnic Academy

Affirmations and Declaration

As the authorized lead petitioner, I, Dr. Ariel Hurtado, hereby certify that the information submitted in this petition for a California public countywide benefit charter school to be named San Benito County Polytechnic Academy ("San Benito County Charter," "Polytechnic Academy," or the "Charter School"), operated by Polytechnic Academy, submitted to the San Benito County Board of Education ("SBCBOE" or the "County Board"), with oversight by the San Benito County Office of Education ("SBCOE") (collectively referred to herein as the "County") and to be located at one or more sites throughout San Benito County, is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter, the Charter School shall follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605.6(d)(1)]
- Polytechnic Academy declares that it shall be deemed the exclusive public school employer of the employees of the San Benito County Charter for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605.6(b)(6)]
- The Charter School shall be non-sectarian in its programs, admission policies, employment practices, and all other operations. [Ref. Education Code Section 47605.6(e)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605.6(e)(1)]
- The Charter School shall admit all students who wish to attend the Charter School unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605.6(e)(2) and Education Code Section 51747.3, admission to the Charter School shall not be determined according to the place of residence of the student or of that student's parent or legal guardian within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605.6(e)(2)(B)(i)-

  (iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605.6(e)(2)(C). [Ref. Education Code Section 47605.6(e)(2)(A)-(C)]
- The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605.6(e)(1)]

- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973 ("Section 504"), Title II of the Americans with Disabilities Act of 1990 ("ADA"), and the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA").
- The Charter School shall meet all requirements for employment set forth in the applicable provisions of law, including, but not limited to, credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- The Charter School shall ensure that teachers in the Charter School hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment. The Charter School may use local assignment options authorized by statute and regulations for the purpose of legally assigning certificated teachers in the same manner as a governing board of a school district. [Ref. Education Code Sections 47605.6(l) and 47605.4(a)]
- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the school within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605.6(e)(3)]
- The Charter School may encourage parental involvement but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605.6(n)]
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
- The Charter School shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs. [Ref. Education Code Section 47605.6(d)(2)]
- The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605.6(a)(1) and 47605.1]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b)

and 47610]

- The Charter School shall comply with all applicable portions of the Elementary and Secondary Schools Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA").
- The Charter School shall comply with the California Public Records Act, Government Code Section 7920.000, et seq. ("CPRA").
- The Charter School shall comply with the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g, 34 CFR Part 99 ("FERPA").
- The Charter School shall comply with the Ralph M. Brown Act, Government Code Section 54950, et seq. ("Brown Act").
- The Charter School shall comply with Government Code Section 1090, et seq., as set forth in Education Code Section 47604.1 ("Section 1090").
- The Charter School shall comply with the Political Reform Act, Government Code Section 81000, et seq. ("PRA").
- The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]
- The Charter School shall comply with Education Code Section 51744, *et seq*. related to independent study, as applicable.
- The Charter School shall comply with the financial audit requirements of Education Code Section 41020, as mandated by AB 126 (2026). [Ref. Education Code Section 47605.6(m)]

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Introduction

San Benito County Polytechnic Academy is being founded, and will continue to operate, in accordance with the Charter Schools Act of 1992, and consistent with the intent of the California Legislature in enacting the Charter Schools Act "to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:

a) Improve pupil learning.
b) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.
c) Encourage the use of different and innovative teaching methods.
d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.
e) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.
f) Hold the schools established under this part accountable for meeting measurable pupil outcomes and provide the schools with a method to change from rule-based to performance-based accountability systems.
g) Provide vigorous competition within the public school system to stimulate continual improvements in all public schools." (Education Code Section 47601.)

Petitioner, San Benito County Polytechnic Academy, operated by Polytechnic Academy, a California nonprofit public benefit corporation, respectfully submits this charter petition for the creation and operation of San Benito County Polytechnic Academy. The Charter School proposes the establishment of a classroom-based, countywide benefit charter school authorized by the San Benito County Board of Education. The Charter School now seeks approval to operate as a non-classroom-based charter school. The Charter School will serve approximately 500 high school students between the ages of 13 and 22 years old. The Charter School is currently in the process of identifying a school location (or locations) within Hollister, CA.

The Charter School will create a comprehensive, learner-centered community that emphasizes academic acceleration within several career concentrations, maintains safe, positive relationships with peers and adults, encourages leadership, and provides individualized attention to each student. Students will graduate with a high school diploma, ready for college, having completed some career-related college-level courses, the University of California "a-g" required courses, and prepared with workforce certificates for entry-level positions in high-demand career sectors: Agriculture Science and Technology, Construction Trades and Community Development, and Healthcare Sciences.

The Charter School will be structured as a countywide benefit charter to address the needs of students throughout the county and adjacent counties who have become disconnected from or are at risk of becoming disconnected from school as a result of life risk factors that impact San

Benito County young people. Some of the unique characteristics of the school program requiring it to be a Countywide charter public school that explicitly addresses the needs of low-income, high-need students at-risk of dropping out/dropped out, or being disconnected from the traditional school setting include:

- Culture of Excellence and Support:
    - High expectations and early opportunities to excel by taking college courses.
    - A trauma-informed school culture with a focus on mental health.
    - A place where students' heritage, life experience, and strengths are recognized, valued, and respected.
    - Low student-to-counselor ratio.
    - Access to community support programs to meet basic needs.
    - Wrap-around structured life and executive function coaching.
    - One-to-one technology.
    - Ongoing counseling support throughout their post-secondary experience.
- Academic Acceleration:
    - An individualized academic acceleration program that builds or rebuilds grades K-8th grade level skills that students have missed prior to reaching high school.
    - A process by which students demonstrate subject matter mastery at grade level prior to moving on to more advanced coursework.
    - A year-round calendar to facilitate continuous learning and academic acceleration.
    - Intensive focus addressing English language development.
    - Intentional support for both diagnosed and undiagnosed special education concerns.
    - Courses of study aligned to high-demand industries, including Agriculture Science and Technology, Construction Trades and Community Development, and Healthcare Sciences.
- Instructional Flexibility:
    - Flexibility to choose traditional onsite learning, 100% independent study, or a customized hybrid approach.
    - A combination of individual, small group, classroom, online, learning laboratory, and college dual enrollment academic instruction contexts.
    - Internships, mentoring, fieldwork, project-based learning, and other real-world experiences aligned with high-demand career sectors to facilitate student engagement, programmatic relevance, and career preparation.
    - Entry-level technology certifications designed to increase student earning potential.

Agriculture Science and Technology, Construction Trades and Community Development, and Healthcare Sciences are high-demand career sectors in the tri-county area. To prepare our

students to enter such careers, The Charter School will partner with community colleges and universities to provide dual enrollment options for students to begin to complete their post-secondary certificates and degrees. Industry partners will facilitate real-world experiences for students as they explore their career options. As students progress towards completing their high school diploma, they will engage in internships that will help immerse them in career options and prepare them for entry-level jobs as they complete their post-secondary certificates and degrees.

The Charter School will create an environment where students:

- Earn a high school diploma and workforce certifications.
- Complete courses that lead to college credit and certificate/degree completion.
- Access pathways towards attaining middle-class salaries and professional careers.
- Engage in community service activities.

Receive academic and career navigation counseling.

- Count on positive peer support and school culture.
- Play a role in school governance.
- Develop leadership skills and a sense of agency.
- Learn Durable Skills and financial literacy.
- Get support after graduation as they participate in post-secondary education and enter careers.

Rationale for Countywide Benefit: Required Findings

"A county board of education may approve a countywide charter only if it finds, in addition to the other requirements of this section, that the educational services to be provided by the charter school will offer services to a pupil population that will benefit from those services and that cannot be served as well by a charter school that operates in only one school district in the county." Education Code § 47605.6(a)(1).

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

In reviewing the educational and physical landscape in San Benito County, the San Benito County Polytechnic Academy leadership, along with a team of advisors, understand that the challenges of developing and maintaining a small, highly targeted academic program often limit the opportunities for students, especially underserved students on the wrong side of the achievement gap in smaller districts. The idea of providing a unique and consistent educational program that is not only highly personalized but that operates across San Benito County, drawing on the scale of need across all of San Benito County, will make the program's benefits equally and equitably accessible to all students residing in the county regardless of their district of residence. This is the core of why the Charter School seeks to operate as a countywide benefit charter school.

Targets At-Promise Students

The Charter School is proposing a 9-12 public charter school to close the achievement gap for San Benito County's largest and lowest performing subgroups--Hispanic, English Learner, and Socioeconomically Disadvantaged students, students with disabilities, and students at risk of leaving school prior to graduating, or those who have already left and wish to return to graduate. Our model is unique and does not exist in the County. Our goal is to increase educational equity and ultimately eliminate the achievement gap for all students by providing an innovative and highly personalized educational program that explicitly addresses the needs of our target student populations.

The San Benito County Board of Education is justified in approving this countywide benefit charter because the educational services to be provided by the charter school will offer the "at-promise" student population a program that is academically sound and tailored to their specific needs, is not offered anywhere else in the county, and cannot be offered within a single school district without increasing educational inequity in the areas of the county not served.

Industry Pathways

The Charter School supports students' ability to take advantage of pathways developed by Hartnell and Gavilan College in partnership with the Agriculture Science and Technology, Construction Trades and Community Development, and Healthcare Sciences industries. The Charter School students will have a five-part aligned course of study that integrates Durable Skills building, high school, college, industry certifications, and work experience, enabling graduates to proceed immediately into higher-paying jobs as their careers or into work designed to help them earn more while completing college in the course of study of their choosing. The Charter School also will provide long-term early college and career support and counseling to its graduates to ensure that they can leverage their preparation into great careers.

The industry pathways differ from the CTE courses at Hollister High School. Neither courses of study is better or worse, they are just different. The Charter School industry pathways are part of a UC "a-g" college preparatory program that includes all of the courses required for entrance into a UC or CSU college; whereas, the career-focused CTE programs at Hollister assume that students will not matriculate into a college experience so students graduating with a CTE high school degree are not required to take world language or arts courses, although most of the CTE courses ar UC "a-g" approved and some are college courses. The Charter School structures its schedule to allow students to take as many courses as possible through dual enrollment in local community colleges on those campuses. All of our students take foundational courses in technology (including Microsoft 365, Google Suite, or IBM certifications), technical reading and writing, data analysis, and Durable Skills. In addition, all of the English, social studies, math, science, and world language courses in the Charter School include industry-specific projects and topics.

The table below shows some of the specific differences by industry pathway:

Pathway	Hollister High	Polytechnic Academy
Agriculture Science & Technology	Biology and Sustainable Agriculture Chemistry and Agriscience Advanced Interdisciplinary Science for Sustainable Agriculture Honors Environmental Horticulture Science Plant Production Management Animal, Floriculture, Mechanics and Communications Electives	Agricultural Biology Agricultural Chemistry Agricultural Economics US and World History with Agriculture focused topics ABT-49 Introduction to Agricultural Business ABT-110 Careers in Agriculture & Technology

Pathway	Hollister High	Polytechnic Academy
Construction Trades & Community Development	Foundations of Agriculture & Industrial Technology Wood 1 Cabinet Making	Chemistry (with a focus on materials science) Physics Engineering Economics (with a Community

		Development focus) Government (with a focus on issues in Community Development and Infrastructure) US and World History with Infrastructure and Community Development focused topics CMA-51 Introduction to Construction Management & Architecture CMA-52 Construction Graphics CMA-53 Sustainable Construction Materials and Methods CMA- 54 Introduction to Construction Estimating Trades
Pathway	Hollister High	Polytechnic Academy
Healthcare Sciences	Intro to Medical Careers Sports Medicine I & II	Anatomy & Physiology Kinesiology Psychology Economics (with a focus on issues relating to healthcare) Government (with a focus on issues relating to healthcare) US and World History with an emphasis on the evolution of the science of medicine NUTR1-Nutrition HES-80 Medical Terminology NVN-70 Growth & Development Across the Lifespan NVN-110 Foundations for Success for Vocational Nursing Students

Neighboring Anzar High School offers at least one dual enrollment course; however, like the Hollister High School program, the full course of study is not an industry pathway and is not integrated with dual enrollment. The most similar program in the region is Dr. TJ Owens Gilroy Early College Academy, in that it fully integrates the high school and community college program; however, it specifically targets academically high-performing students as entering ninth-graders as opposed to a target population in need of remediation through acceleration. Therefore, the Polytechnic Academy program will provide a unique offering serving students with currently unmet needs.

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Five-Part Educational Experience

This five-part educational experience requires that students who enter the school first be brought up to grade-level standards in reading, writing, and math. This is the most unique element of our program. Nowhere else in the county is it assumed that students who have fallen several grade levels behind could build the capacity to engage in college-level work. The traditional high school depends on students entering at grade level with few options for effective intervention that enables them to continue on to a college preparatory program. The continuation schools

focus on basic credit accumulation at the lowest level as the core academic program for students who have fallen behind. The Charter School is different because we will ensure that students who have been behind develop strong academic skills so that they can succeed in college preparatory and college-level coursework prior to graduation, even if it takes more time. We anticipate that many students will opt into a five or six-year course of study to retrieve learning opportunities lost during the pandemic or in the regular course of their K-8 education. But rather than push them to graduate once they have met the minimum requirements, we will encourage them to continue through real mastery and complete preparation for college and a career through our five-part educational preparation.

Small, Highly Individualized School

The Charter School will be a small, highly individualized program that has been designed to be uniquely responsive to the lived reality our students face. Three school districts currently serve Northern San Benito County high school students: San Benito High School District, Aromas-San Juan Unified School District, and San Benito County Office of Education. Our target population is a subset of the existing high school population, which we estimate to be approximately 500-800 students countywide based on test scores and high school completion rates. San Benito County Office of Education provides highly specialized educational programs serving students countywide. Aromas-San Juan Unified School District has too few students to provide a highly targeted program like the one proposed. And San Benito High School District does not have a similar program. A charter school approved by a school district must give a preference for enrollment to the students residing in that school district (Education Code Section 47605(e)(2)(B)), while a countywide charter allows equal footing for admission to all students in San Benito County County and, thereafter, to students in adjacent counties. (Education Code Section 47605.6(e)(2)(B)). San Benito County Polytechnic Academy will be able to serve students in both large and small districts that do not or cannot have a similar program. By serving all high school-aged students in the county and adjacent counties, no students will be left out of the opportunity to graduate having completed a University of California "a-g" approved course of study, college credits, at least one CTE certification, and an industry-focused internship in a small, highly individualized environment.

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While the Charter School will be located centrally in Hollister, we do anticipate supporting the transportation needs of students who must travel greater distances to participate in this program, as well as transportation to Community Colleges and partnership industry programs. Students who are unable or prefer not to attend school on campus may enroll in the Independent Study Program.

Polytechnic Academy has explicitly leveraged design thinking to inform the structural choices built into the school's educational strategy. We sought to understand our students' needs, barriers, attitudes, and aspirations as the key to unlocking new educational solutions. The students' input drove the educational design choices made by the school development team. The matrices on the following pages outline the learning realities articulated to our team by students in our target population. These are grouped into three major innovations below.

The three innovations integral to our program and which make our school uniquely qualified to be a countywide charter are derived from a study of the day-to-day challenges faced by our target population. Our fundamental educational philosophy is that when the school experience is structured to accommodate the realities students face (as opposed to forcing students to change those realities on their own), students can succeed at the highest levels. In other words, low academic performance is contextual, not based on the inherent capabilities and intelligence of the students. Moreover, the Charter School integrates several proven educational strategies to serve our students. Those include training in the Durable Skills required for life success, personalized interventions using Read 180 and Math 180, project-based learning integrated with direct instruction, early college experience, industry certifications, and work experience integrated into the course of study. These three innovations are:

I. Address motivational challenges by establishing and maintaining a culture of excellence and support.

II. Address learning challenges through academic acceleration and student-matched instructional practices.

III. Address relevance challenges through rigorous industry pathways with immediate student rewards.

The tables on the following pages explain the ways in which these innovations respond directly to the needs of our target population.

Student Realities	**School Design Choices**
Motivational Challenges • School has been a source of conflict and negativity in their lives (and often in their parents' lives). • Students' lack of self-esteem is driven by a lack of experience of legitimate (from their perspective) academic success. • The social capital inherent in their cultural heritage and persistence through life struggles have not been recognized by school-based adults or leveraged to bolster student success. • Students have internalized the low expectations from adults and society. • Parents and guardians of our students have not navigated the professional education and career paths our students seek. • Students want to have a clear understanding of their personal path to success. • Students do not have the basic tools now required for academic success.	Innovation 1: Culture of Excellence and Support • A trauma-informed school culture with a focus on mental health. Our staff will be trained in understanding the challenges our students have faced and how to ensure they feel welcome and supported at school. • A place where students' heritage, life experience, and strengths are recognized, valued, and respected. • High expectations and early opportunities to excel by taking college courses. • Low student-to-counselor ratio. • Access to community support programs and partners to meet basic needs (housing, food, clothing, health care). • Wrap-around structured life and executive function coaching. • One-to-one technology. • Ongoing counseling support throughout their post-secondary experience.

Student Realities	School Design Choices
Learning Challenges • Students culminate from eighth grade with academic, social-emotional, and executive function skills significantly below grade level. • The time it takes students to achieve subject and grade level mastery may be faster or slower than traditionally paced courses and may be accelerated through one-on-one tutoring and personalization. • Students have not been successful in the traditional classroom environment. • Summertime can lead to negative distractions and learning loss. • Students need more time. • Students in our target population are disproportionately lower socioeconomically, more likely to be English learners, and have diagnosed and undiagnosed special education issues.	Innovation 2: Academic Acceleration • An individualized academic acceleration program that builds or rebuilds grades K-8th grade level skills that students have missed prior to reaching high school. • A combination of individual, small group, classroom, online, learning laboratory, and college dual enrollment academic instructional contexts. • A process by which students demonstrate subject matter mastery at grade-level to support moving on to more advanced coursework. • A year-round calendar to facilitate continuous learning and academic acceleration, while avoiding the summer "melt." • Intensive focus addressing English language development. • Intentional support for both diagnosed and undiagnosed special education concerns.

Student Realities	School Design Choices
Relevance Challenges • Students have difficulty understanding the relevance of their coursework to "real life." • Students have had little or no interaction with middle-class or professional cultures, contexts, or social and preparation expectations. • Students' primary concern is the relevance of their education to upward economic mobility. • Students need to make money now to help support their families and to put themselves through college.	Innovation 3: High-Demand Industry Pathways • Internships, mentoring, fieldwork, project-based learning, and other real-world experiences will be aligned with high-demand career sectors selected by the students to facilitate student engagement, programmatic relevance, and career preparation. • Entry-level technology certifications designed to increase student earning potential. • Courses of study aligned to high-demand industries, including Agriculture Science and Technology, Construction Trades and Community Development, and Healthcare Sciences.

As a countywide benefit charter school, the County Authorizer will ensure consistent oversight and greater accountability. In addition, the charter school will be able to contribute to and draw on shared services like special education and technology support. This collaboration and participation will strengthen and improve the efficiency of the shared services the County provides to all school districts by maintaining their scale and capacity.

A countywide benefit charter will enhance the Charter School's ability to acquire and finance

facilities. Untethered by the geographic requirement for charter schools to operate in the jurisdiction of a single school district, the Charter School will enjoy greater opportunities to identify, develop, and acquire school facilities in any location in the County. Additionally, the ability to secure financing for permanent facilities will be greatly enhanced by the Charter School's status as a countywide benefit school. Simply put, lenders will attribute a greater value to a countywide benefit school given the rigorous criteria to achieve such authorization, as well as the respected oversight by the County. On par, a countywide benefit charter school will be seen as a stronger borrower and will thus enjoy an advantage in acquiring financing to provide its students with first-class educational facilities.

Based upon Petitioner's intended goal and the data provided, SBCOE could reasonably make the required finding under Education Code Section 47605.6(a)(1) that the educational services to be provided by the charter school will offer services to pupil populations that will benefit from those services and that cannot be served as well by a charter school that operates in only one school district in the county.

Element 1: Educational Program

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

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

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

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

Vision

The San Benito County Polytechnic Academy offers an innovative, unique, blended approach to educating adolescents and young adults in preparation for diploma attainment and successful post-secondary lives by providing dual enrollment and real job-related experiences.

Our vision is to prepare young people, regardless of their circumstances, to gain access to a unique educational program that will increase their postsecondary opportunities and unleash their intelligence and positive energy to build their lives and the community. As students claim their right to a quality education, they understand their options and realize they are capable of academic excellence and become active participants in their future success through leadership, education, and technical training. Young people become empowered by their personal transformation, develop agency, and take responsibility for their post-secondary goals.

Mission

The mission of the San Benito County Polytechnic Academy is to cultivate a collaborative

learning community that successfully prepares young people to earn their high school diploma and achieve academic excellence while simultaneously enrolling in post-secondary coursework and earning workforce certifications. Students gain personal leadership skills, develop critical thinking, navigate career exploration, and master technical skills as they move toward successful careers, post-secondary education, and productive life.

Students to Be Served

The Charter School will enroll students in grades 9-12. Students recently separated from high school, commonly referred to as "dropouts," and students at risk of separating from school without graduating are our target population and will be given priority during the lottery and filling open seats during the school year. The Charter School will draw from culturally diverse and historically underserved populations, giving students a high-quality, innovative educational option.

The San Benito County Office of Education 2022-23 Local Control and Accountability Plan describes the county K-12 educational system as follows:

San Benito County is home to approximately 11,545 students in 11 school districts with 27 schools. Just south of Silicon Valley, the population has more than tripled in the last 20 years. The San Benito County Office of Education (SBCOE) serves as the Local Educational Agency (LEA) for San Benito County Juvenile Hall Court School, Pinnacles Community School, and San Benito County Opportunity School. San Benito County Juvenile Hall Court School serves incarcerated youth while Pinnacles Community School serves students in grades 7-12 who are on probation or who have been expelled from districts throughout San Benito County. Students may also be referred to Pinnacles Community and San Benito County Opportunity Schools from their district of residence. As a result, the population is extremely mobile, and students are often in need of support in their credit recovery.

The Charter School will be serving a subset of the population of San Benito County. The chart on the next page contains the 2022-23 demographic characteristics of K-12 students in San Benito County:[1]

Category	Number	Percentage
African American	68	1%
American Indian or Alaska Native	38	0%

[1] https://dq.cde.ca.gov/dataquest/DQCensus/EnrCharterSub.aspx?cds=35&agglevel=County&year=2022-23 and https://dq.cde.ca.gov/dataquest/dqcensus/EnrEthGrd.aspx?cds=35&agglevel=county&year=2022-23

Asian	191	2%
Filipino	106	1%
Hispanic or Latino	9,186	77%
Pacific Islander	34	0%
White	1,731	15%
Two or More Races	132	1%
Not Reported	415	3%
Total	11,901	100%
Sub-Groups (Not Unduplicated)		
English Learners	2,959	25%
Foster Youth	32	0%
Homeless Youth	217	2%
Migrant Education	1,196	10%
Students with Disabilities	1,573	13%
Socioeconomically Disadvantaged	6,150	52%

High schools currently serving San Benito County are described in the table below. Of the 3,693 students in traditional high schools in the County, 347 (more than 9%) fail to graduate, and well below half of those who do graduate are unprepared for college or a career. According to Measure of America, 10.3% (800) of 16 to 24-year-olds in San Benito County have not graduated from high school and are unemployed.[2]

High School Statistics 2021-22	Enrollment	Socioeconomically Disadvantaged	Graduation Rate (CA Dashboard)	College/Career Prepared
Anzar (ASJUSD)[3]	270	51.1%	85.5%	43.1%
Hollister High[4]	3,423	51.0%	91.0%	41.8%

[2] https://www.measureofamerica.org/DYinteractive/#County, accessed 05/02/2023

[3] 2021-22 Anzar High School SARC, https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/570/ASJUSD/2954585/2022_School_Accountability_Report_Card_Anzar_High_School_20230303_1_.pdf.

[4] 2022-23 Local Control and Accountability Plan for San Benito High School

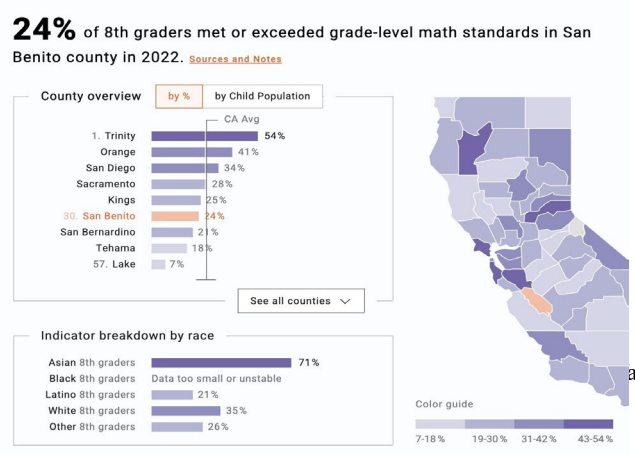
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Juvenile Hall Court School	4	100%		
Pinnacles Community[5]	9	100%		
Santa Ana Opportunity School	19	79.0%		
San Andreas Continuation[6]	78	89.0%		
Pinnacles Community[7]	9	100%		
Total	3,812	52.2%		

The dominant traditional public high school in the area, Hollister High, is described by Greatschools.net as an "average" high school for most students and a "below average" high school for socioeconomically disadvantaged students. On the whole, it performs slightly better than the average high school in the state and has documented meaningful improvement in its Local Control and Accountability Plan.

Nevertheless, several hundred students require a different educational context to succeed. Demographically and academically, the students we seek to serve are twice as likely to be socioeconomically disadvantaged, English learners, migrants, housing insecure, and or identified as requiring special education as the average Hollister High School student population.

A significant number of San Benito County eighth graders continue into high school while reading and doing math at the fifth-grade level or below. As the embedded chart shows, only 24 percent of eighth graders meet math standards in San Benito County.[8] Throughout San Benito County, the Chronic Absenteeism rate was 28.9 percent.[9] Many drop out rather than face ninth grade without the skills they need.



The predictive force of these anz of Johns Hopkins University

[5] 2022-23 Local Control and Accountability Plan for San Benito County Office of Education
[6] Ibid.
[7] Ibid.
[8] https://scorecard.childrennow.org/?ind=mathStandards8&cty=sanBenito&yr=4
[9] https://data1.cde.ca.gov/dataquest/DQCensus/AttChrAbsRate.aspx?agglevel=County&cds=35&year=2021-22

probability of dropping out of school: 1) attending school less than 80% of the time in 8th grade (that is, missing at least five weeks of school), and 2) receiving a failing final grade in mathematics and/or English during 8th grade. Of those 8th graders who attended school less than 80% of the time, 78% became high school dropouts. Of those 8th graders who failed mathematics and/or English, 77% dropped out of high school. Importantly, gender, race, age, and test scores did not have the strong predictive power of attendance and course failure." [10] According to this research, one-third of eventual dropouts do so PRIOR to 9th grade, and another third drop out between 9th and 10th grade. These students are unable to access the high school curriculum and require intervention at the BEGINNING of their high school careers.

The Charter School's goal is to seek and serve students likely to eventually drop out while they are still in middle school. The Charter School leadership plans to work closely with the San Benito County Office of Education and the staff of local middle schools to identify students who are academically failing and chronically absent during eighth grade and provide them with a summer bridge program and, for those who need it, a ninth grade enrichment year designed to accelerate their learning and fill in gaps in K-8 skills that may have developed. The enrichment curriculum will include intensive small-group instruction in basic skills using Read 180 and Math 180, combined with individual and group industry and community projects designed to align with academic standards, support healthy identity maturation, and engage the student's interest in learning and achieving. The enrichment program will be offered on campus and via independent study with synchronous online class meetings and asynchronous lessons. In addition, each student in the enrichment program will have weekly meetings with trained mentor coaches to support their academic and life skills development. They will also receive "high dosage" one-to-one tutoring designed to increase academic achievement. Once these students have gained sufficient study skills, subject mastery, and motivation, they will be introduced to an engaging, rigorous high school curriculum. A similar strategy will be used for students who matriculate later in their high school career with significant skills deficiencies.

The pandemic has made this strategy even more important. One part of the answer to learning loss caused by less time and less in-person instruction is extra time with in-person instruction and personalized intervention. This is a significant shift from pre-pandemic intervention, which generally arrived after students had failed ninth and tenth grade. Based on the Johns Hopkins University research, we can predict which students will have high school challenges and support them early instead of allowing them to fail. Our belief is that it is better to add a year to the beginning of a student's high school career to make the following four years more effective and successful than to allow students to waste two to three years in frustration only to drop out or

[10] https://files.eric.ed.gov/fulltext/ED538341.pdf The students included in this study were 6-12th graders in Philadelphia in 2005-6; however, the Academy believes that if this study were replicated in SBC post-pandemic, the outcomes would be similar or worse based on publicly available achievement and chronic absenteeism data trends.

require more time and meet only minimal graduation standards.

At-Promise Students Who Opt to Leave Before They Graduate

Fifteen percent of San Benito County high school young people find that the traditional high school program prevents them from entering "real life" fast enough. We have developed the Charter School specifically for these students. Their reasons for leaving school are varied but rarely are correlated with their intrinsic intelligence. For most, life happens. Some of the issues they face are family dislocation, migration, community violence, involvement with the juvenile justice or foster care systems, early pregnancy, housing insecurity, financial duress, boredom, drug or alcohol addiction, undiagnosed or unaddressed special education issues, or a myriad of other concerns. Often, they want to combine working and specialized study with their education. Some of these young people enroll in college programs that reflect a specialized interest (e.g., welding or heavy equipment) or extended work-study plans with traditional subjects. Others drop out of formalized education for periods of a few months to years before they return.

For many dropouts and potential dropouts, more properly called students "at promise," the Charter School will be an opportunity to change direction and get a fresh start. Counseling and guidance are especially important for these individuals because many may feel forced to drop out again because of continual personal problems. The Charter School staff will make every effort to recognize early warning signs and offer guidance, and partner with community resources.

Roughly one out of every three students in California public schools does not graduate from high school. Because of these numbers, there are many students who would benefit from the academic program that will be provided by the Charter School. The vast majority of our student population will be former high school dropouts or deficient in credits with additional mitigating factors, so the Charter School has examined recommendations from the National Dropout Prevention Center regarding risk factors and promising programs.

Dropout prevention and recovery approaches typically focus either on comprehensive school reform or on programs targeted to individual students. Research suggests that it is crucial to combine the best components of both approaches. There is evidence, in fact, that only a few dropout prevention programs are effective in addressing three important outcomes: staying in school, progressing in school, and completing school. In a review of evaluations of federal dropout prevention programs, Dynarski and Gleason (2002, p. 44) conclude that "most programs did not reduce dropping out," primarily because the programs were not sufficiently tailored to the particular needs of particular students (Dynarski & Gleason, 2002). Generally, a patchwork of separate, non-integrated programs is not an effective approach. Instead, all issues need to be addressed simultaneously in a systemic and integrated way.

A research-based framework (Balfanz, Herzog, & Mac Iver, 2007; Mac Iver & Mac Iver, 2009) for an integrated approach to dropout prevention would include the following elements:

- Identification of indicators of students at risk of dropping out
- Development and implementation of an early warning system

- Development and implementation of an intervention system linked to an early warning system

In developing The Charter School's integrated approach to keeping students in school, the Charter School focuses on the above elements for comprehensive school reform and targets interventions in a personalized system of support.

San Benito County Polytechnic Academy will be a countywide benefit high school providing a highly specialized program for this specific currently unserved population. The rest of this section will provide more detail into the strategies the Charter School will use to serve our target population.

Students to be served in the Nonclassroom-Based hybrid program

The Material Revision submitted in October 2026 modifies the San Benito County Polytechnic Academy educational program to serve students in a flexible instructional environment who cannot or choose not to attend school in class for at least 80% of the required annual instructional minutes. These include students in San Benito County as well as students in the adjacent counties of Santa Clara, Santa Cruz, Monterey, Fresno, and Merced. The target population includes young people identified as disconnected youth, as well as up to as many as 1% of the public high school students from these counties who may seek a more flexible, personalized program. Of the six service counties, only one (Fresno) has college programs. Therefore, San Benito Polytechnic Academy has the opportunity to serve a significant number of students in and outside of San Benito County whose need for a hybrid or fully remote program is not being met.

County	Disconnected Youth*	Public High School Students 2025**	1% of Public High School Students 2025	4-Year Cohort Graduation Rate 2025**	4-Year Cohort Meeting UC/CSU Requirements 2025**
San Benito	8.9% (700)	3,740	374	93.7%	46%
Santa Clara	6.8% (14,200)	74,517	7,451	92.5%	59%
Santa Cruz	5.8% (2,700)	12,240	1,224	91.3%	44%

Monterey	12.8% (7,100)	22,389	2,239	91.1%	45%
Fresno	16.3% (20,900)	65,228	6,523	92.6%	48%
Merced	13.5% (5,300)	18,663	1,866	93.5%	32%

*https://www.measureofamerica.org/DYinteractive/#County

**https://dq.cde.ca.gov/

Current Nonclassroom-Based Charter Schools serving one or more of the target counties and grades:

County	School	Site Type	Grades Served	Serves 9–12
San Benito	*(none)*	—	—	—
Santa Clara	(none)	—	—	—
Santa Cruz	California Online Public Schools Monterey Bay	NCB	TK–12	**Yes**
Santa Cruz	Ocean Grove Charter	NCB	K–12	**Yes**
Santa Cruz	Santa Cruz County Career Advancement Charter	Combo	12 only	**Yes** (12th only)
Santa Cruz	SLVUSD Charter	Combo	K–12	**Yes**
Monterey	Monterey County Home Charter	NCB	K–12	**Yes**
Fresno	Yosemite Valley Charter	NCB	TK–12	**Yes**
Fresno	Ambassador Phillip V. Sanchez II Public Charter	NCB	K–12	**Yes**
Fresno	California Virtual Academy at Fresno	NCB	K–12	**Yes**

Fresno	Crescent View South II	NCB	7–12	**Yes**
Fresno	Crescent View West Public Charter	NCB	9–12	**Yes**
Fresno	Endeavor Charter School	NCB	TK–12	**Yes**
Fresno	Sierra Charter	NCB	9–12	Yes
Merced	Come Back Charter	NCB	9-12	**Yes**
Merced	Merced Scholars Charter	NCB	K–12	**Yes**

What it Means to be An Educated Person in the 21st Century

A national survey of human resource officials found that:

- Almost 70% believe that high school graduates fall short in critical thinking skills
- 81% believe high school graduates are deficient in written communications
- Almost a third said they plan to reduce their hiring of employees with just a high school diploma
- 42% said they will hire more people with advanced degrees

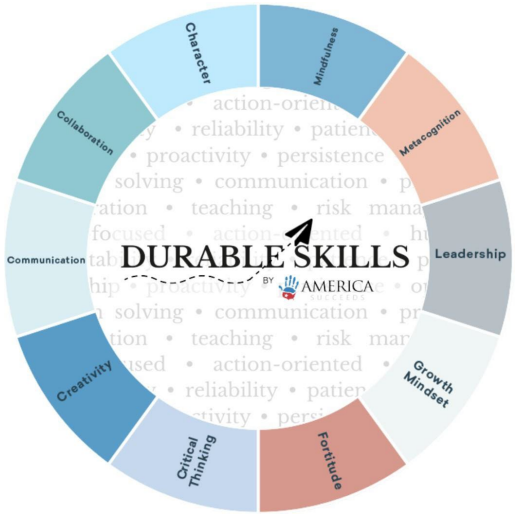
According to a RAND report, The 21st Century at Work: Forces Shaping the Future Workforce and Workplace in the United States, the marketplace will require knowledge workers in every industry- from nanoscientists to package deliverers- "requiring high-level cognitive skills for managing, interpreting, validating, transforming, communicating, and acting on the information. Valued skills include such non-routine analytic skills as abstract reasoning, problem-solving, communication, and collaboration."

The Charter School believes that an educated person in the 21st century is one who possesses:

1. A solid foundation in the core academic skills, as outlined in the state curricular standards.
2. Mastery and a facility for ongoing learning of the effective use of digital technologies and communication tools.
3. The ability to communicate confidently and effectively, both orally and in writing, with people of all ages and backgrounds.
4. The ability to think critically and creatively and use a variety of strategies to solve problems.

5. The ability to think quantitatively, including the use of data for analysis, to make decisions, or to apply theories and processes.
6. Executive function skills and the ability to work both independently and cooperatively.
7. The personal integrity, morality, self-motivation, and self-esteem.
8. A commitment to and ability to engage in lifelong learning that includes informal or on-the-job learning as well as degrees, diplomas, certifications, and digital badges.
9. The ability to navigate institutions, cultures, and systems in their chosen profession(s).
10. The skills and willingness to engage in the responsibilities of citizenship.

The list above includes many of the "Durable Skills" that employers define as required for success in post-secondary education and employment and as contributing citizens in their communities.[11]



These skills are taught explicitly at the Charter School in a rigorous, standards-based curriculum and reinforced by students' experiences in team projects, leadership development opportunities, and in on-site career and life skills training. The Charter School's students will graduate with a portfolio documenting their achievement in developing proficiency in Durable Skills.

The Charter School embraces a student-centered approach to learning using authentic, real-world contexts. The Charter School believes that active learning, project-based learning, online

[11] https://americasucceeds.org/policy-priorities/durable-skills

instruction, and inquiry-based learning best captures students' interests and develops their critical thinking and problem-solving skills. The Charter School's core curriculum is organized around a sequence of activities that challenge students to apply and integrate their knowledge.

Every student will have the opportunity to validate and certify their foundational workplace skills by earning credentials and digital badges. All learners will measure their hard and soft skills relevant to any occupation, at any level, and across industries by having the opportunity to earn the WorkKeys National Career Readiness Certificate ("NCRC").[12] Learners earn the NCRC credential in four levels that build on each other, incorporating the skills previously assessed. For example, the WorkKeys NCRC is the foundation of the National Association of Manufacturers ("NAM") stackable credential program. It is also a key component of credentialing programs in multiple industries, such as energy, construction, and information technology. Earning a Silver NCRC or higher is indicative of a learner demonstrating the skills needed for approximately 67% of jobs in the labor force.

How Learning Best Occurs

The Charter School leadership believes that learning best occurs when students are offered an opportunity that combines a rigorous academic curriculum, a strong support network of well-qualified staff, and rigorous standards and expectations in a flexible personalized learning environment. The Charter School is structured to support high student achievement by creating a high-quality, flexible personalized learning environment for all its students. Students require a climate that is conducive to learning. Drawing on instructional approaches that have demonstrated success with our target population, learners see connections between their experiences at home, in school, in the community, and in the world.

Learning becomes more meaningful, and learners become more motivated when they have opportunities to connect their existing knowledge with what they learn in school. A culturally relevant approach to pedagogy, real-world work, and service learning in the community allows students to see themselves as capable of improving the life of the school and their greater community. The project-based aspects of The Charter School's curriculum allow students to pose and answer questions related to real-life situations. It enables students to see relationships between the different academic disciplines, their individual home lives, and the real world. At the Charter School, all students are immersed in a learning environment that values a strong connection to career planning. By senior year, time spent on academics is in equal balance with a hands-on career skills development track, and technology is integrated into all subjects and used as a learning tool both in the classroom and on the training site.

When adults expect students to learn and when they are supported in their learning, students rise to meet those expectations. As noted, psychologist Lev Vygotsky described in his book, "Mind in Society: The Development of Higher Psychological Processes," the key to a learning experience within a student's zone of proximal development is "problem-solving under adult

[12] https://www.act.org/content/act/en/products-and-services/workkeys-for-job-seekers/ncrc.html

guidance or in collaboration with more capable peers." The Charter School educational curriculum is founded on explicitly stated, expected objectives, such as the State Standards. Additionally, the small school community ensures that faculty and administration personally know each student. This allows teachers to scaffold students' learning and differentiate instruction to lead all students to academic growth and achievement.

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The San Benito County Polytechnic Academy Model

The founding committee creating the Charter School consists of successful local professionals who, as youth and young adults, succeeded at the same time as facing challenges similar to those faced by the current young people of San Benito County. We have attained our personal and professional goals due to a variety of factors, including the persistence of our immigrant culture, the family focus inherent in our Mexican heritage, encouraging mentors who opened our eyes at an early age to professional possibilities and guided our paths, and the unique opportunities we were prepared to pursue when they presented themselves. As a result, we have become leaders in our fields: agriculture, medicine, education, accounting, law, entrepreneurship, and community development.

In developing the Polytechnic Academy model, we began using design thinking, considering the realities our target population faces every day throughout adolescents. Rather than force our students to adapt to the traditional school model, we shifted the school model to address the realities of the students. The innovations below reflect those choices.

Innovation 1: Address motivational challenges by establishing and maintaining a culture of excellence and support.

Our leadership knows that the likelihood of success of a learner is significantly higher when that student's initial experience is positive and when she/he feels a clear sense of personal direction. A positive experience is marked by student confidence, excitement, connection, support, and a feeling of momentum. The Charter School believes that the crucial time period for student engagement and retention begins even before the student officially starts her/his first day.

To ensure student success, the Charter School plans to provide the following supports:

- Collection of Personal Data
- Assignment of the Learning Director as part of the Student Support Team
- Personal huddle to assist the student in enrolling
- Personal support to assist the student in developing the Personalized Success Plan[13]

[13] Like an IEP, the PSP is used as the guiding document by the Student Support Team during the progression of a Charter School student through high school graduation and into post-secondary success.

- Charter School orientation for students
- Instructional Aide on standby on an as-needed basis
- A laptop with Internet access and software to support the academic program
- Technology support to ensure the students and parents can fully engage with the school

Turning around a new student arriving at the Charter School with a history of low attendance or non-attendance, accompanied by a history of poor academic performance is a multi-year process. This turnaround occurs as the social-emotional needs of the student begin to be met through counseling and the provision of wrap-around services; the student will begin to connect with the Charter School family, thus slowly re-engaging back into school. This innovative practice of understanding where every student/family is socially-emotionally meets the needs stated by Abraham Maslow (1943, 1954) as he developed a hierarchy of fundamental human needs, which he laid out in a pyramid form -- the most basic needs at the bottom, the most advanced at the pinnacle. The pyramid layout is not merely for aesthetics: Each need is dependent on the ones below it. The lowest levels must be achieved before the next level of needs can be addressed. This is where Charter School's first academic intervention begins for students that are behind and/or advanced. If these deficiency needs are not met daily, then their effects will prevent the student from not only learning but from evolving into a productive member of society. At the same time as these social-emotional needs are met, we will address learning gaps and give the students experiences of meaningful learning and incremental academic success.

Building a team that can relate to the students and families at the Charter School is essential to a school culture focused on academic success. Students enroll with a myriad of stressors from both community and familial challenges linked to poverty. Utilizing trauma-informed practices focusing on mental health will provide families access by engaging and acknowledging the families' experience through their perspective and definition, building partnerships with community organizations already working with the families, and being informed of families' experiences with government agencies. Beginning from a student/family cultural perspective allows a more natural relationship to develop and move towards a multifaceted approach to student/family access and achievement.

As student and family mental health challenges are confronted, students can begin to engage in the academic rigor of completing their high school and post-secondary education. Contrary to myths surrounding disengaged students and families' apathy towards school, offering rigorous and relevant coursework is important for them to succeed. Students will be provided with all the necessary technology to succeed to eliminate barriers with the Charter School's online and dual enrollment offerings. As students begin to progress towards grade-level fluency in reading and math, they simultaneously are enrolled in courses to gain workforce certification, thus, immediately seeing the relevance of education. Our 8-week credit accrual structure further adds to the immediate feedback toward graduation progress and course completion. Students who are significantly behind in credits and/or returning to high school after dropping out need academic

and credit progress to be consistently shared to assist with the motivation needed to complete their educational goals.

The low student-to-counselor ratio allows for weekly contact with students to assist them in gaining the necessary skills to begin to track their own progress toward graduation, workforce certification, and postsecondary attainment. Continual monitoring of student progress to improve student outcomes and completion is also critical to long-term student success. The students and staff develop and regularly update Personalized Success Plans collaboratively with students helping them to own their own success. Counselors also work with local agencies and nonprofits to provide students access to internships, part-time and summer jobs, and mentoring and coaching. As most of the students will be first-generation high school and college graduates, these services provide access to middle-class opportunities that are otherwise difficult to access.

Upon graduating from the San Benito County Polytechnic Academy, students will continue to receive college counseling services and support. With 40% of first-generation college students dropping out for reasons ranging from poor academic preparation, social anxiety, family issues, being overwhelmed, and low self-esteem, it is crucial that students remain consistently engaged with their counselor even after they graduate to help them navigate resources available in their colleges and community. Monthly virtual or in-person meet-ups, activities during college breaks, and continual mental health support are crucial for their acclimation to postsecondary life.

Young people without active mentors at home or within their communities need ongoing support to complete their college credentials or advance in their careers. Case managers will facilitate planning and monitor post-graduate and job progress, local sites will build active partnerships with colleges and employers for ongoing support towards college completion and job retention, and graduates will be able to access tutoring, technology help, assistance in completing job applications, and links to a mentor network.

Innovation 2: Address learning challenges through academic acceleration and student-matched instructional practices.

The Charter School will be structured to accommodate the real lives of our students. Our course of study includes four key strategies:

1. Intensive acceleration in the first-year students join the Charter School to build up their ability to engage in high school, and eventually career and community college-level, studies;
2. A primary course of study, themed by career concentration, that ensures that every graduate has the option of attending and successfully completing college;
3. Dual enrollment in the Community College, especially for industry courses;
4. Career skill certifications to immediately boost student earning power and career preparation.

The instructional practices have two key characteristics:

1. A focus on deeper, mastery-based learning taught using the principles embedded in the science of learning to keep our students' minds engaged.

2. Logistical planning to offer as much flexibility as possible in the school year, the school day, learner groupings, and accelerated progress (either to catch up or get ahead).

Graduation Requirements and Course of Study

Because our target population is students significantly below grade level in both skills and credits, we provide a program that is not a typical four-year progression but a period of three to six years during which students will have the same opportunity as at or above grade level students to recovery learning loss and fully engage in a career and college preparatory program. Our goal is for each student to achieve grade level and subject mastery to succeed in more advanced coursework with a strong foundation in pre-requisite skill sets. The course of study, in both depth and quality, is fixed, and time and learning context are flexed to the needs of the students.

The Charter School requires students to complete the 15 courses required by the University of California for admissions, in addition to two years of Physical Education, one semester of Health, and one semester of Ethnic Studies. While students may graduate with a total of 190 credits (5 credits per semester course), the Charter School encourages students to take 240 credits (6 year-long courses), including at least 10 credits of community college and/or career certification coursework. It may substitute equivalent community college courses for a-g equivalent courses. With the active involvement of parents, administrators, teachers, and pupils, the Charter School shall provide an expanded means for pupils to complete the prescribed course of study, which may include:

- Practical demonstration of skills and competencies
- Supervised work experience or other outside of school experience
- Career technical education classes offered
- Courses offered by regional occupational centers or programs
- Interdisciplinary study
- Independent study
- Credit earned at a postsecondary institution

The Charter School will offer coursework and extracurricular activities enabling students who wish to do so to earn specialized graduation seals, including the State Seal of Biliteracy, State Seal of Civic Engagement, and the Golden State Seal Merit Diploma.

The Charter School believes that a systematic standards-based instructional program will engage students successfully in rigorous academic activities through which they will learn the essential skills for each of the courses. These essential knowledge and skills are correlated with the Common Core State Standards for math and English Language Arts, and the Next Generation Science Standards for science.

Standard and honors UC-approved “a-g” courses will be offered across all subjects, including:

A - English (4 years required/40 credits)

Foundational English
Writing

Literature

Writing Through Ethnic Studies

Career-focused Technical Reading and Writing
English as an Additional Language

Other UC approved English core courses
College Preparation Research Skills

English courses may be replaced by career pathway courses taught as writing intensives

B - Social Science (3 years required/30 credits)
World History US History
Economics/Government

C - Mathematics (3 years required/30 credits)
Foundational Math

Data Analysis
Algebra
Algebra 2
Geometry
Precalculus
Calculus
Statistics

Accounting and Budgeting

D - Science (2 years required/20 credits)
Physics

Chemistry
Biology

Environmental Science
Engineering

Physiology and Anatomy

*one year must be physical science and the other life science

E - Foreign Language (2 consecutive years required/20 credits)
Spanish 1

Spanish 2

Spanish 3

Spanish for Native Speakers 1
Spanish for Native Speakers 2

Other world languages available online and through community college

F - Visual or Performing Arts (1 year required/10 credits)
Art & Design 1 - Design Foundations

Art & Design 2 - Design Foundations Extended

Art & Design 3 - Intermediate Architecture OR Intermediate Graphic Design
Art & Design 4 - Advanced Architecture OR Advanced Graphic Design

G - College Preparatory Elective (1 year required/10 credits, 4 years encouraged/40 credits)
Learning Technology

Global Logistics
Entrepreneurship

Career Pathway Courses

Physical Education (2 years required/20 credits)

Two courses in physical education, unless the pupil has been exempted pursuant to Charter School Board Policy.

Health (1 Semester/5 Credits)

Ethnic Studies (1 Semester/5 Credits),

A course based on the model curriculum developed consistent with Education Code Section 51226.7; an existing ethnic studies course; an ethnic studies course taught as part of a course that has been approved as meeting the A–G requirements; or a locally developed ethnic studies course approved by the governing board of the charter school.

The Charter School will offer its students Career Technical Education (CTE) pathways through which students can select a more specialized course of study: Agriculture Science and Technology, Construction Trades and Community Development, and Healthcare Sciences. These career pathways include increased opportunities to interact with professionals working in these fields and learn relevant industry skills. Many of the courses in these industry areas will be taken through local community colleges, Gavilan and Hartnell College, as well as the California Community Colleges Virtual Campus.

Career Preparation and the Career Training Program: At the Charter School, all students are immersed in a learning environment that values a strong connection to career planning and preparation at every grade level. By the senior year, time spent on academics is in balance with

hands-on job market skills in a career pathway. Leadership and technology training is integrated into all subjects and used as a learning tool in the classroom and on the training site. The Charter School students will develop and measure their skills in the subjects of Graphic Literacy, Workplace Documents, and Applied Math to ensure they have the foundational skills needed to qualify for the majority of today's careers and occupations. Earning a silver level or higher in each of these three subjects leads to earning the WorkKeys National Career Readiness Certificate, a stackable workforce certification, and a digital badge that is nationally recognized by over 28,000 employers.

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

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

Below are some examples of first-semester course loads differentiated by learner profiles.

1. Low Achiever– blocks– personalized tutoring, small group instruction, and 1-2 courses (SPED inclusion/personalization)
    a. Lab (Read 180/ELD)
    b. Lab (Math 180)
    c. Technology Elective
    d. Career Intro Elective
2. Moderate Achiever– personalized tutoring, small group instruction, and 2-4 courses (SPED inclusion/personalization)
    a. English Class (or Read 180/ELD)
    b. Pre-Algebra Class (or Math 180)
    c. Technology Elective
    d. Career Intro Elective
    e. Required Course (personalized via online)
3. High Achiever (SPED inclusion/personalization)
    a. English 9
    b. Algebra, Algebra 2, or Geometry
    c. Technology Elective
    d. Career Elective
    e. Required Course (personalized via online)

4. Hybrid Students– students who cannot be on campus 80% of the time– completely personalized (SPED inclusion/personalization)
    a. 3-5x per week individual tutorial (ideally in person)
    b. Technology Elective
    c. Career Intro Elective
    d. 2-4 Required courses online classes/college dual enrollment
5. Independent Study Students– students who cannot be on campus 80% of the time– completely personalized (special education inclusion/personalization)
    a. As needed scheduled or daily check-in with supervising teacher (live via online meeting or, in some cases, via text messaging)
    b. 3-5x per week individual tutorial (live sessions to provide concentrated support)
    c. Math 180 in conjunction with an appropriate-level math course
    d. Technology Elective
    e. Career Intro Elective - job shadowing
    f. 2-4 Required courses: textbook-based or online classes or college dual enrollment

Course Transferability and Accreditation

The Charter School will provide students and parents with a course catalog or its equivalent, notifying parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements.

Parents of students seeking higher education admission will be notified should problems arise regarding the eligibility of the Charter School's courses to meet college entrance requirements. The Charter School will immediately begin gaining accreditation from the Western Association of Schools and Colleges ("WASC"), the NCAA, and course approval of "a-g" course requirements for entrance to the CSU and UC systems. Both the "a-g" list and the transferability of classes will be updated on a yearly basis. WASC Accreditation ensures that high school courses will be transferable to other local high schools.The Charter School staff will support students' entrance into higher education institutions through communication with admissions staff and other support.

All students and parents/guardians will be required to complete an orientation that will include a review of the course catalog. A high school diploma will be issued to all students who meet The Charter School graduation requirements. Students will engage in developing a Personalized Success Plan that will clearly itemize the required graduation requirements to meet their goals and the specific requirements they will need for graduation. These graduation requirements will vary depending on the students' current and past personal life circumstances (i.e., legally required modifications for foster youth placement or modifications for homelessness) and their post-secondary plans. The Personalized Success Plan will be monitored regularly with the student and adjusted as a student's career and post-secondary plans develop or change.

Flexible Instructional Practices

Learning Science-Based Instructional Best Practices

As a school community committed to continuous improvement, we will train our team in the following instructional practices grounded in learning science.

Think It Through:

1. *Evoke deep processing: Encourage students to think hard about many aspects of a target concept. (Craig et al., 2006; Craik & Lockhart, 1972)*
2. *Use desirable difficulty: Assign tasks that are neither too easy nor too difficult. (Bjork, 1988, 1999; VanLehn et al., 2007)*
3. *Elicit the generation effect: Design tasks that require effortful recall of relevant information. (Butler & Roediger, 2007; Roediger & Karpicke, 2006)*
4. *Engage in deliberate practice: Provide students with formative feedback and ask them to attend to exactly what was wrong or right about their performance. (Brown, Roediger, & McDaniel, 2014; Ericsson, Krampe, & Tesch-Romer, 1993)*
5. *Use interleaving: Mix different types of tasks and problems addressing a shared idea.*
6. *Induce dual coding: Engage multiple senses in numerous ways, including written and spoken words, images, video, etc. (Kosslyn, 1994; Mayer, 2001; Moreno & Valdez, 2005)*
7. *Evoke emotion Use material to elicit emotional associations, either positive or negative, to facilitate recall. (Erk et al., 2003; Levine & Pizarro, 2004; McGaugh, 2003, 2004)*

Make and Use Associations:

1. *Promote chunking: Help students group related ideas, especially with existing knowledge. (Brown, Roediger, & McDaniel, 2014; Mayer & Moreno, 2003)*
2. *Build on prior associations: Highlight as many ties to previous knowledge as possible.(Bransford, Brown, & Cocking, 2000; Glenberg & Robertson, 1999; Mayer, 2001)*
3. *Start with foundational material: Articulate the basics first before incorporating subtleties and exceptions. (Bransford, Brown, & Cocking, 2000; Wandersee, Mintzes, & Novak, 1994)*
4. *Exploit appropriate examples: Use multiple, memorable, concrete examples — not only abstract principles. (Hakel & Halpern, 2005)*
5. *Rely on principles, not rote: Help students understand why something is the case and what concepts are generalizable. (Kozma & Russell, 1997; Bransford, Brown, & Cocking, 2000)*
6. *Create associative chaining: Tell stories and use narrative structures so that knowledge and skills naturally unfurl in active sequences. (Bower & Clark, 1969; Graeser, Olde, & Klettke, 2002)*
7. *Use spaced practice: Spread exposure and work on a concept or skill across time. Discourage cramming. (Brown, Roediger, & McDaniel, 2014; Cepeda et al., 2006, 2008; Cull, 2000)*

8. *Establish different contexts: Explore an idea's application to different domains and circumstances to facilitate the far transfer. (Hakel & Halpern, 2005; Van Merrienboer et al., 2006)*
9. *Avoid interference: Help students differentiate one idea from other similar ideas. (Adams, 1967; Anderson & Neely, 1996)*

We are grateful to Stephen M. Kosslyn and Ben Nelson for their work distilling the major principles of science-based learning summarized above. As the science of learning evolves, revealing more efficacious learning strategies, our team will update its practices.

Knowledge and Skills Mastery Best Practices

Polytechnic Academy also will seek to advance students based on a mastery learning model. This model of instruction and promotion is based on flexibility considerations and the use of rubrics (evaluation tools) throughout content delivery. Flexibility considerations refer to the school taking back control over factors usually determined by schools to be fixed. For example, how would we better meet the needs of students if we reject certain of the assumptions that currently govern high schools? Some of those include:

1. Students must take six classes at once, each with the same number of minutes.
2. Every course must be completed during one semester.
3. Students can only be educated in classroom groupings of 20 to 40 students in person.
4. Academic mastery can only be determined through written tests.
5. All students must use the same instructional materials.
6. Every student is assumed to have mastered the requisite skills and knowledge of prerequisite courses.

Polytechnic Academy is committed to being as flexible as the law allows to ensure that students actually master the subject matter, even if that means flexing the use of time, student pace, community context, student groupings, or instructional materials. While that requires an acceptance of more operational complexity, it will improve student outcomes.

Mastery (of knowledge, skills and habits) is a concept with growing acceptance in academic circles. Dr. Robert J. Marzano and his colleagues have led the implementation of this deeper way of teaching and learning that leads to students improving their understanding of the subject matter and their ability to use and apply what they learn on a long-term basis. One way to look at mastery is through the lens of grading. Here is an example of how middle school math often is graded. Say there are 18 units over the course of a semester with the knowledge of each building on the previous unit. The teacher grades all of the unit tests, plus a mid-term and a final, averaging all of the tests. A student who did well at the beginning and worse as the semester progressed would receive the same grade as a student who did worse at the beginning but better as the semester progressed. Under a mastery-based system, the later tests would receive higher weighting because the skills and knowledge later in the course are built upon the earlier skills and knowledge. Therefore, a student whose outcomes improved over the course of the semester

would have essentially proven a mastery over the earlier bad grades because she would have had to master those earlier skills to progress. Mastery-based grading aims not to average a series of point-in-time snapshots but to assess the overall mastery of the full body of knowledge being studied.

Mastery-based work is also about the depth of the learning. As illustrated in the chart below, the framework for the mastery-based rubrics at Polytechnic Academy will be based on a revised version of Bloom's Taxonomy (Anderson, L.W., & Krathwohl (Eds.). (2001): A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives. New York: Longman). In the chart below, "advanced" (synonymous with mastery) signifies that a student has not only has memorized a competency but also is able to explain it, solve problems using its concepts, question or test it, and be able to infer new competencies based on a deep understanding of the original competency. It also requires a teacher to cite evidentiary examples of student work at each level leading to mastery or to acknowledge a lack of evidence.

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Competencies	Absence of Evidence	Emerging (Remember) 1	Capable (Understand) 2	Bridging (Apply) 3	Proficient (Analyze) 4	Advanced (Create/Evaluate) 5
(Specific skills, knowledge, or habits)	(Student has not yet demonstrated any level of competency)	Choose Define Describe Identify Label List Locate Memorize Recognize Select	Classify Confirm Differentiate Discuss Explain Give Example Infer Interpret Match Predict Prepare Show Summarize	Assumptions Categorize Compare Demonstrate Dramatize Examine Investigate Order Relate Solve Survey Use	Appraise Compare Consider Debate Defend Inspect Judge Question Recommend Weigh (Evidence)	Assess Combine Compose Construct Create Critique Design Develop Formulate Generalize Hypothesize Originate Synthesize

Here is an example illustrating a typical student's progress in mastering multiplication standards:

Competencies	Absence of Evidence	Emerging	Capable	Bridging	Proficient	Advanced (Mastery)
Single Digit	NA	Student can	Student can	Student can	Student can	Student can create

Multiplicatio n		recite multiplicatio n tables through 9x9	give an example of using multiplicati on to get a correct answer	solve word problems knowing when to use multiplicati on versus another function	defend their rationale for how and why they solved the word problem using multiplicati on	sample word problems requiring the use of multiplication and infer how problems requiring double-digit multiplication might be solved by using what she knows about single- digit multiplication.

This will be a shift for students with a history of poor academic performance based on the traditional systems of points and percentages. Our model provides curriculum, instruction, and assessment that are focused on knowledge, skills, and understandings – on students "uncovering" meaning at their own pace, not on teachers' "covering" a set of content standards in a prescribed period. Demonstration of mastery may include mastery-based assessments, verbal demonstrations of knowledge, presentations of projects or work products, or other mutually agreed-upon methods. Our goal is for students to reach a higher level of learning that enables them to begin to access more advanced coursework, including dual enrollment career-focused college courses.

Beyond the use of learning science and mastery-based deeper learning, the Charter School will employ career-based relevance throughout its courses. For example, during the required US History course, students will not merely memorize events but will follow themes related to their chosen pathways for supplementary reading and writing assignments. During Government, students will study how the major branches of government create and implement policies related to their chosen career paths. Math courses will employ examples and projects connecting the use of math to the pathways. Students will participate in internships, community projects, certifications, and college courses as early as possible, enabling them to develop interest-driven qualifications, knowledge, and skills.

Student-Matched Instructional Practices

Students in the Independent Study program will take courses matched to their individual level, progression, and interests on a curated, personalized basis. As with the in-person program, students will participate in extracurricular activities and portfolio development. Every Independent Study student will participate in a teacher- or counselor-led 50-minute group advisory session weekly, covering topics and activities that support their academic, social, and durable skills development throughout their Polytechnic Academy experience.

The in person program will primarily be structured on a semester basis with flexibility for credit

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accumulation on a monthly mastery basis to ensure that students who enter or exit mid-semester receive credit for their academic progress.

For some accelerated students, courses will be structured on an 8-week/5-credit basis, with four courses taken each quarter, allowing students to earn an average of 80 credits per year. The 80-credit average will vary depending on Dual Enrollment, after-school, and intersession/summer courses. The mastery learning model, coupled with 8-week/5-credit courses, reinforces the Charter Schools' goal of students reaching grade-level competency in core academic courses, accruing credits to graduate from high school, and ultimately enrolling in college-level dual-enrollment courses.

Independent Study Laws and Regulations

The Charter School will offer a full-time independent study program, allowing students seeking this alternative learning environment to benefit from its career-oriented curriculum. The Charter School will follow all legal requirements for students enrolled in the independent study program.

Based on student needs, instruction will take place in various contexts, including one-on-one, small group, learning lab, classroom cohorts, independent study, and online instruction. The Charter School will adopt an Independent Study policy and meet all other legal requirements, consistent with Education Code Section 51744, *et seq.*. The Charter School will continually review the State Controller's K-12 Audit Guide to ensure the program offered is fully legally compliant. Both the classroom-based and nonclassroom-based instruction and academic practice will occur either at the school site or the student's preferred location, in college settings, or in the context of career-focused programs.

Independent Study Policies and Agreements

The Charter School shall comply with all applicable independent study laws, including, but not limited to, Education Code Sections 51744 *et seq.*, and its implementing regulations regarding independent study instruction, in addition to meeting the requirements for a charter petition.

The Board of Directors shall adopt and maintain a written independent study policy consistent with Education Code Section 51747 and other applicable legal requirements.

The Independent Study Policy minimally addresses:

- the maximum length of time, by grade level and program, that may elapse between the time an independent study assignment is made and the date by which the student must complete the assigned work;
- the level of satisfactory educational progress expected of participating students;
- the number of missed assignments or level of unsatisfactory educational progress that

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will trigger an evaluation of whether continued participation in independent study is in the student's best interest;

- procedures for evaluating students who are not making satisfactory educational progress;
- opportunities for live interaction and synchronous instruction as required by applicable law;
- other requirements established by the Education Code and implementing regulations; and,
- a description of the required written agreement.

A current written independent study agreement shall be maintained for each participating student as required by law. The written agreement shall include all information required by Education Code Section 51747, minimally including:

- the manner, time, frequency, and place for submitting assignments, reporting academic progress, and communicating with the student's parent or guardian;
- the objectives and methods of study and the methods used to evaluate student work;
- the materials, personnel, technology, connectivity, and other resources available to the student;
- the maximum length of time allowed between the assignment and the completion of the student's work;
- the number of missed assignments allowed;
- the duration of the independent study agreement, including the beginning and ending dates of the agreement;
- a statement of the number of the number of course credits or academic accomplishment to be earned upon completion; and
- academic and other supports available to students who are not performing at grade level or who require additional support, including English Learners, students with disabilities, students with Section 504 Plans, students in foster care or experiencing homelessness, and students requiring mental health supports; and
- a statement that independent study is an optional educational alternative in which no student may be required to participate.

Current law specifically requires the written agreement to address access to adequate connectivity and devices and to identify supports for students requiring additional assistance.

Written agreements shall be completed, signed by the student, parent, teacher, and the certificated employee designated as having responsibility for the special education programming of the scholar, as applicable, and maintained within the timelines required by applicable law. No independent study agreement shall extend beyond one school year. The Charter School shall maintain all required records related to independent study and student participation.

Instruction, Supervision, and Student Support

Students are expected to maintain regular check-ins with their teacher through in-person or online interactions, work completion, or phone conference as set forth in Education Code Section 51747(g)(1). Independent study shall be provided under the general supervision of an appropriately credentialed certificated employee in accordance with Education Code Section 51747.5(a). The Charter School shall provide students participating in independent study with appropriate instructional materials, personnel, technology, academic support, intervention, and other existing school resources necessary to support successful participation.

The Charter School shall monitor student participation and educational progress through completion of assignments, assessments, student work products, progress-monitoring measures, live interaction, synchronous instruction, and other evidence of student engagement as applicable. Required participation or nonparticipation in live interaction and synchronous instruction shall be documented in accordance with Education Code Section 51747.5.

When a student fails to make satisfactory educational progress or exceeds the number of missed assignments established by Board policy, the Executive Director or designee shall conduct an evaluation to determine whether remaining in independent study is in the student's best educational interest. Required records of such evaluations shall be maintained in accordance with applicable law.

Students participating in independent study shall have access, as appropriate, to the educational services and resources available to the Charter School's classroom-based students, including intervention and enrichment opportunities, instructional resources, extracurricular activities, school programs, and student support services. Students with disabilities shall receive services consistent with their Individualized Education Programs, and the Charter School shall provide appropriate supports to English Learners and other students with identified needs.

Assessment and Accountability

Students participating in independent study remain enrolled students of the Charter School and are subject to the same applicable state assessment and accountability requirements as other Charter School students. Students shall participate in statewide assessments and other required assessments in accordance with applicable law and Charter School procedures.

For purposes of attendance and apportionment, the Charter School shall maintain contemporaneous records that document all student attendance. An annual, independent audit of student records will be conducted by a state-approved certificated public accountant. These records shall be made available for audit and inspection.

For traditional independent study, the Charter School may claim apportionment credit for independent study only to the extent of the time value of student work products, as determined by the appropriately credentialed certificated employee responsible for the student's independent study per Education Code Section 51747.5(b)(1), and the student's daily engagement in assigned work.

The Charter School will meet the requirement related to the ratio of ADA to full time equivalent certificated employees as prescribed under Education Code Section 51745.6. The Charter School shall comply with applicable teacher-to-ADA ratio requirements and all other apportionment conditions associated with independent study.

Instructional Design of the Blended Learning Component

The program at the Charter School is primarily teacher-directed . It also has facilitated and supervised computer-assisted courses based on a personalized learning program that operates on the 8-week block schedule. Target deadlines are set within each course to help students budget their time and stay on task throughout the block, but the actual time a student spends on the instructional and evaluative components of each course will vary according to the student's ability, prior learning, and special needs.

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The Charter School's online pedagogical approach is a guided curriculum. While flexibility is encouraged, a highly structured learning environment has been developed to provide students with time and resource management boundaries necessary for them to complete their assignments in an orderly and progressive manner within the allotted time.

Through each course, students can progress at their own pace, subject to the course model requirements, and complete their studies at the time of their choosing within each model, subject to course assignment schedules. Ongoing support will be offered to students during the daily block schedule to ensure that they are on track with completing their course assignments.

A Learning Director meets with the student prior to the student's course registration to help the student develop a Personalized Success Plan based on the student's interests and preferences and governed by the graduation requirements. Students ultimately determine the sequencing of courses that do not have prerequisites. Students are expected to complete a set of required core courses in Math, Language Arts, Science, Social Studies, Visual/ Performing Arts, World Language, and/or Career Tech coursework, along with Electives.

Courses will include text, diagrams, images, audio content, and interactive simulations to facilitate the comprehension of concepts, assessments (self, objective, and subjective) that test mastery of concepts, and activities/projects/assignments that test higher-order thinking skills and engage students with other students. Courses will be supported by certified, well-qualified teachers that engage students that have questions, problems, or curiosities through an onsite and online support system.

Curriculum selection will be based on sound pedagogical theory and practice that is effective, efficient, and appealing, aligned to State Standards, and will accommodate multiple learning styles and individual needs.

Students will also be able to take online college Dual Enrollment courses within and outside their regular day to accrue more courses towards graduation and the completion of their post-secondary plans.

Instructional Day

The typical day and the typical week will be determined by each student's PSP and their progress towards graduation. For example, during the senior year, students may spend a week at a time in hands-on career technical education skill development as they participate in a paid/non-paid internship program or attend dual enrollment courses.

During some blocks, the Charter School may elect to split the time between career technical education skills development and academics during this phase by having students participate in traditional academic courses two days a week and career technical education skills development for two days a week, with the last day focused on community projects, academic in-class learning, and leadership development. A careful assessment of the local opportunities will be conducted in conjunction with an evaluation of individual student learning goals and needs. This assessment will be conducted by the Charter School Executive Director in conjunction with the classroom teachers, learning director, and other instructional staff. It will be the basis for each student's unique "typical day."

Students participating in the Independent Study program will have more flexibility in their daily schedule. However, with flexibility comes greater teacher oversight. Teachers will assign sufficient work for students to complete which meets/exceeds the instructional minute requirements. Teachers will work closely with students to ensure continual progression through the assigned coursework while meeting deadlines and requirements.

Some students may participate in extended-year enrollment, depending on their personal circumstances and Personalized Success Plan.

Daily Schedule

8:30 - 10:00	**Period 1**
10:05-11:35	**Period 2**
11:40-11:55	**Homeroom**
12:00-12:30	**Lunch**
12:35-2:05	**Period 3**
2:10-3:40	**Period 4**
	After School Career-based Program and 1:1 Tutoring

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Daily Instructional Minutes 375, minimum 180 Days of 175 required

Annual Instructional Minutes 67,500 of 64,800 required

Annual Calendar

The Charter School will operate on a multi-track year-round calendar to accommodate our students' need for more time to accelerate their learning and because chronically absent students change or return to school at any time during the school year. The school year will be run according to 8-week quarters, each consisting of two learning periods of approximately 20 to 23 days each, depending on the month. Students will be able to attend school on a continuous basis (year-round) or utilize the normal summer break in a traditional calendar. For students who want more time to catch up or to get ahead, the Charter School will offer a track that begins July 1.

The Charter School's calendar breaks will be similar to other schools in San Benito County in order to minimize family disruptions.

The 2024-25 starting year calendar is detailed in the Appendix.

Innovation 3: Address motivational challenges through rigorous industry pathways with immediate student rewards

Durable Skills Training

The Charter School leadership believes that, in addition to the skills required for success in post-secondary education and employment and as contributing citizens in their communities, an educated person in the 21st century needs well-developed emotional intelligence skills such as self-reflection and self-concept, relationship-building, conflict resolution, and work culture fluency. These skills are taught explicitly and reinforced by students' experiences in their coursework, team projects, leadership development opportunities, and in on-site training. By prioritizing the acquisition and practice of durable skills such as critical thinking, leadership, collaboration, and communication – the very skills most sought out by today's employers – the Charter School students will build confidence and real-world know-how that set them up for professional and academic success today and in the future.

As Jesse Ross, an educator with One Stone, a nationally recognized innovator in student-led education that serves as a model for some of the thinking behind the Polytechnic Academy, "all around the country, students continue to experience education that emphasizes test-taking and classroom-bound academic skills over relevant, hands-on experience. As we look to the future, rather than chasing the moving target of essential knowledge required for jobs that don't yet exist, educators would do well to equip students with the personal toolkits and self-awareness (that is, the durable skills) that will allow them to adapt and thrive no matter what careers or life-paths they choose."[14]

Because more than 50 percent of employers include leadership as an essential job skill[15] The

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[14] https://americasucceeds.org/durable-skills-in-action-an-educators-perspective

[15] https://americasucceeds.org/wp-content/uploads/2021/04/AmericaSucceeds-DurableSkills-NationalFactSheet-2021.pdf

Charter School aims to develop leadership through a set of fundamental building blocks, including a sense of belonging, self-identity, and citizenship. As students develop these areas, they also are exposed to leadership theory utilizing the 5 C's of leadership: collaborate, communicate, be candid, connect, and care. Creating this foundation allows staff to work with students on empowerment through validation and being involved in decision-making. Over time, the benefits to the young people are observable: an increased sense of self-worth, more ability to engage and negotiate the wider world, a sense of being able to make a difference, a new identity as a "leader," higher aspirations for themselves, the acceptance of greater levels of responsibility, and a tangible way to "give back."

Leadership development at San Benito County Polytechnic Academy will include:

- A clear definition of the process of leadership development
- Leadership development goals and objectives built into the program
- A set of achievable leadership competencies
- Leadership development woven into all components of the program
- Leadership topics included in the classroom curriculum
- An Individual Leadership Development Plan for each student
- Effective leadership structures like a Policy Committee
- Widespread leadership opportunities
- Ongoing staff training and support in leadership development; and time set aside for leadership development in the program design

At the Charter School, youth will be involved in leadership and civic engagement projects and opportunities within the school context and the local community. Students will participate in school-wide governance committees that provide input and feedback on school operations, teacher quality, assessments, academic rigor, and relevance. Students will also have opportunities to serve on the local community and civic committees.

Learning Technology (UC a-g "G" elective)

All students will take a foundational learning technology course that will cover the basics of digital citizenship, online research, text document creation, spreadsheets, presentations, video editing, security, basic principles of coding, and emerging technologies. During this course, they will have the opportunity to earn online skills certifications that will make them immediately eligible for jobs earning over $70,000 per year. Some of those certifications include:

Google
https://grow.google/certificates/#?modal_active=none

Microsoft

https://learn.microsoft.com/en-us/training/browse/

IBM

https://www.ibm.com/training/credentials

These are vital for several reasons. Students need to see the relevance of education right now, not just eight years in the future after they have finished college. Our targeted students need to be able to earn money now in part-time positions or during seasonal jobs and paid internships.

These basic technology skill certifications allow them to shift from only being able to work in minimum wage jobs to being able to pick up part-time work at more than $20 per hour. Since many of our students haven't had access to one-to-one technology as most students in wealthier households have throughout their lives, enabling students to learn these skills is a way to address a major educational equity barrier. Students who enter high school with these skills in place will be more successful throughout their academic careers. Finally, professionals today need to learn how to pick up important skills on-the-job and by teaching themselves using the tools at their disposal. Formal education is no longer the dominant method for attaining life-long career competitiveness. Students should not only get credit for skills learned through self-instruction but be supported in developing their self-directed learning capacity.

Agriculture Science and Technology

Agriculture is the top private sector employer in San Benito and several surrounding counties. In addition, skills in the agriculture field are valuable globally, as California feeds the world.

Increasingly, the agriculture industry also crosses over into fuel, manufacturing, global trade, international development, infrastructure development and materials science. A thorough understanding of this industry is a great foundation for immediate employment in a growing sector, as well as a long-term career embodying college, graduate school, and professional pathways for upward mobility and a meaningful life career.

Pathway-specific courses may include:

Learning Technology
Technical Reading and Writing
Durable Skills

Data Analysis

Algebra, Algebra 2, Geometry, Statistics (and/or Pre-Calculus and Calculus)
Spanish

Agricultural Biology
Agricultural Chemistry
Agricultural Economics

US and World History with Agriculture focused topics
ABT-49 Introduction to Agricultural Business

ABT-110 Careers in Agriculture & Technology
Certifications

Work Experience

Construction Trades and Community Development

The Construction Trades and Community Development pathway focuses on the development of communities, especially in the context of housing and infrastructure. With the expansion of Silicon Valley southward into San Benito, major housing projects, town centers, utility, highway, and transportation investments by the public and private sectors are slated to take place over the next thirty years, requiring an educated prepared workforce with training in skilled trades, engineering, architecture, logistics, project management, and community engagement. This pathway can lead students into skilled trades, as well as long-term careers embodying college, graduate school, and professional pathways for upward mobility and a meaningful life career.

Pathway-specific courses may include:

Learning Technology
Technical Reading and Writing
Durable Skills

Data Analysis

Algebra, Algebra 2, Geometry, Statistics (and/or Pre-Calculus and Calculus)
Spanish

Chemistry (with a focus on materials science)
Physics

Engineering

Community Development Economics

Government (with a focus on issues in Community Development and Infrastructure)
US and World History with Infrastructure and Community Development focused topics
CMA-51 Introduction to Construction Management & Architecture

CMA-52 Construction Graphics

CMA-53 Sustainable Construction Materials and Methods

CMA- 54 Introduction to Construction Estimating
Certifications

Work Experience

Healthcare Sciences

The Healthcare Sciences pathway focuses on the field of healthcare, preparing students for

careers as mental healthcare providers, doctors, nurses, administrators, and researchers. The pathway will include student projects relating to community wellness and service delivery innovation. This pathway can lead students into careers directly out of high school through certifications, as well as long-term careers embodying college, graduate school, and professional pathways for upward mobility and a meaningful life career.

Pathway-specific courses may include:

Learning Technology
Technical Reading and Writing
Durable Skills

Data Analysis

Algebra, Algebra 2, Geometry, Statistics (and/or Pre-Calculus and Calculus)
Spanish

Biology
Chemistry

Anatomy & Physiology
Kinesiology
Psychology

Economics (with a focus on issues relating to healthcare)
Government (with a focus on issues relating to healthcare)

US and World History with an emphasis on the evolution of the science of medicine
NUTR1-Nutrition

HES-80 Medical Terminology

NVN-70 Growth & Development Across the Lifespan

NVN-110 Foundations for Success for Vocational Nursing Students
Certifications

Work Experience

In order to prepare young people for life, college, and the technological and knowledge demands of the workplace, the Charter School will combine a rigorous, State Standards-based, academic curriculum emphasizing literacy, numeracy, critical thinking, and technology with career training resulting in industry-recognized certifications in career pathways including Agriculture Science and Technology, Construction Trades and Community Development, and Healthcare Sciences. The Charter School's explicit focus on career skill building will be supplemented by a hands-on curriculum in leadership and community development. Students will prepare for community leadership through an innovative curriculum focused on the social and cultural history of the local community

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and critical awareness of important global issues.

Transition to Post-Secondary Activities

The Charter School will use future-focus activities to develop the skills to make the transition to college, technical education, and the workplace. These include in- and out-of-school opportunities for students to participate in college and career transitional experiences. Students will make connections between what is learned in school and the world outside the classroom and thus engage in meaningful postsecondary experiences while still in high school. For example, all learners will have the opportunity to earn nationally recognized workforce certificates that verify essential skills, supports career navigation, guides further learning, and serves as a springboard to other workplace certifications. Students may attend college fairs, take a career preparation course, take college courses, engage in job shadows, and develop and carry out school-based community action projects. Students can extend and deepen these experiences through college and career planning opportunities such as college visits, short-term internships, community action projects, and research about post-secondary options. In future-focused activities, students will understand how academic content relates to their future possibilities; will explore community resources and educational and career paths; will develop skills for success on those paths; and will develop action plans to achieve personal and career goals and to provide service in the community.

Post-Secondary and Industry Partnerships

The Charter School will offer a year-round program to students that will emphasize the attainment of foundational skill competencies, enhancing opportunities for academic and occupational training, and providing exposure to the job market and employment.

Activities may include instruction leading to completion of secondary school, tutoring, internships, job shadowing, work experience, adult mentoring, and comprehensive guidance and counseling.

The Charter School's partnership programs offer a variety of benefits to both program participants and the communities in which they reside, as follows:

Students

- Foundational skills assessment and validation
- Resources and guidance to help attain educational goals
- Leadership development opportunities
- Exposure to the work environment through training and adult mentoring

Employers

- Improved and trained employee pool

- Development of on-the-job and customized training opportunities

Community

- Improved workforce quality
- Services designed for local workforce development efforts

The Charter School's partnerships will continue to address the needs of learners who face unique economic challenges, including those who seek college and career opportunities that are not currently available to them in the traditional school system. Evidence shows that our approach will be successful in producing skilled students ready for their future careers and/or to pursue postsecondary education. As noted in the report "What Works in Job Training: A Synthesis of the Evidence, produced by the U.S. Departments of Labor, Commerce, Education and Health and Human Services, existing evidence on job training demonstrates that early exposure to a range of career and higher education information and opportunities is associated with better post-secondary education outcomes.

- Work experience for youth still in school, including paid summer jobs, has some important results in terms of educational outcomes, particularly if job skills and education are combined.
- Occupation and industry-based training programs show some promising employment outcomes for youth. Work-based learning, such as paid internships, cooperative education, and some transitional jobs programs, suggest that low-income, economically disadvantaged youth are successful in programs where they receive wages. Strategies that allow high school students to accelerate their transition to college or start preparing for a career early can also improve youth outcomes.
- Youth and adults disconnected from work and school, including those who also have serious disadvantages such as early childbearing, homelessness, or involvement with the criminal justice system, have the most difficult challenges succeeding in adulthood, but there is some evidence that they can benefit from comprehensive and integrated models that combine education, occupational skills, and support services.

The Charter School will develop explicit partnerships with companies and organizations in, around, and serving San Benito County in the identified industries: Agriculture Science and Technology, Construction Trades and Community Development, and Healthcare Sciences.

The Charter School design assumes that all students can be successful and provides the small classes, flexibility, attention, and individualization that struggling students need to complete their high school education while simultaneously beginning their post-secondary education. This design includes intensive online courses that can be completed during 8-week blocks. It also includes opportunities for extra class time, tutoring, and self-paced computer-based instruction. Opportunities for scaffolded support for challenging courses, as well as the opportunity to retake failed tests/courses, individual instructional plans driven by student strengths, and personalized life plans are also utilized.

On-site case management and counseling are available for all students. Instruction

differentiated for multiple intelligences and students' varied learning needs is also an important component.

Serving Students with Disabilities, Including Special Education and Section 504 (Services under the "IDEA" as a Public School of SBCOE Pursuant to Education Code Section 47641(b))

The following description regarding how special education and related services will be provided and funded is being proposed by the Charter School for the sole purpose of providing a reasonably comprehensive description of the special education program in the Charter Petition and is not binding on the County. The specific manner in which special education and related services will be provided and funded shall be set forth in an MOU, delineating the respective responsibilities of the Charter School and the County. The following provisions are meant to summarize the Charter School's understanding of the manner in which special education instruction and related services shall be provided by the Charter School and the County.

The language that follows is not meant to unilaterally bind the County, or to preclude alternative arrangements between the County and the Charter School as agreed upon in an MOU:

The Charter School shall provide special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the SELPA. The Charter School shall remain, by default, a public school of the county for Special Education pursuant to Education Code Section 47641(b). However, the Charter School reserves the right to make written verifiable assurances that the Charter School shall become an independent LEA and join a SELPA pursuant to Education Code Section 47641(a) either on its own or with a grouping of charter school LEAs as a consortium.

As long as the Charter School functions as a public school of the County solely for purposes of providing special education and related services under the IDEA pursuant to Education Code Section 47641(b), then we would anticipate that an MOU would be developed between the County and the Charter School which spells out in detail the responsibilities for the provision of special education services and the manner in which special education funding will flow to the students of the Charter School.

The Charter School acknowledges the importance of cooperating with the County so that the County can provide special education services to Charter School students. The Charter School agrees to promptly respond to all County inquiries, to comply with reasonable County directives, and to allow the County access to Charter School students, staff, facilities, equipment, and records as required to fulfill all County obligations under this Agreement or imposed by law. The Charter School believes that the allocation of responsibility for the provision of services (including but not limited to referral, identification, assessment, case management, Individualized Education Program ("IEP") development, modification, and implementation) shall be divided in a manner consistent with their allocation between the County and its school sites.

To be finalized in the MOU, the Charter School anticipates, based upon State and Federal law, that the relationship between the County and the Charter School could be summarized as follows:

The Charter School shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act, the Americans with Disabilities Act, and the Individuals with Disabilities Education Improvement Act. In accordance with Education Code Section 51745(c), a student with special needs may be allowed to participate in independent study their Individualized Education Program specifically provides for such participation.

The Charter School shall be categorized as a public school of San Benito County Office of Education for purposes of providing special education and related services, pursuant to Education Code Section 47641(b). The Charter School understands that it may be required to contribute an equitable share to support agency-wide special education instruction and service costs. Pursuant to Education Code Section 47646(b), the SBCOE shall provide the Charter School with funding and/or services reasonably necessary to ensure that all students with exceptional needs who attend the Charter School are provided a free and appropriate education. The Charter School, at its own discretion, reserves the right to become an independent local educational agency member of a Special Education Local Plan Area ("SELPA") as long as it provides a minimum of 366 days written notice to the San Benito County Office of Education.

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

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

Provision of Special Education Services

The Charter School and SBCOE shall negotiate in good faith and enter into a written agreement to more clearly identify the specific desired mix of special education funding and services to be provided, in accordance with Education Code Section 47646. The Charter School shall enjoy reasonable flexibility to decide whether to receive services, funding, or some combination of both pursuant to Education Code Section 47646(b).

Staffing

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

It is the Charter School's understanding that the County will be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its

students, including, without limitation, special education teachers, paraprofessionals, and resource specialists unless the County directs the Charter School that current County practice is for the individual school sites to hire site special education staff or the County and the Charter School agree that the Charter School must hire on-site special education staff. In that instance, the Charter School shall ensure that all special education staff hired by the Charter School are qualified pursuant to County and SELPA policies, as well as meet all legal requirements. The County may review the qualifications of all special education staff hired by the Charter School

(with the agreement of the County). It may require pre-approval by the County of all hires to ensure consistency with County and SELPA policies. The County shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to Charter School students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

Student Success Team

The Charter School shall implement a "Student Success Team" ("SST") model to the maximum extent feasible to attempt to meet all student needs within the regular instructional setting prior to referral for formal assessment for special education purposes. Such SSTs will typically consist of the student's teacher(s), a Charter School administrator, the student's parent/guardian, and the Case Manager. The team will oversee the development of plans to meet students' needs, if possible, without referral to assessment for special education needs. The SST will monitor students' progress.

Notification and Coordination

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

The Charter School shall follow County policies as they apply to all County schools for notifying County personnel regarding the discipline of special education students to ensure the County pre-approval prior to imposing a suspension or expulsion. The Charter School shall assist in the coordination of any communications and immediately act according to County administrative policies relating to disciplining special education students.

Referral & Assessment

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

In the event that formal interventions provided through the SST are not successful, the Charter

School will seek to secure a formal and appropriate assessment conducted by qualified staff. If this assessment identifies that the student has exceptional needs and requires special education and/or related services under the terms of applicable special education law, the Charter School shall work with appropriate staff to convene and conduct an individualized education program ("IEP") team meeting or meetings.

It is the Charter School's understanding that the County shall provide the Charter School with any assistance that it generally provides its schools in the identification and referral processes and will ensure that the Charter School is provided with notification and relevant files of all students who have an existing IEP and who are transferring to the Charter School from a County school. The County shall have unfettered access to all Charter School student records and information in order to serve all of the Charter School's students' special needs.

In the event that the Charter School receives a parent/guardian's written request for assessment, it will work collaboratively with the County and the parent to address the request. Unless otherwise appropriate pursuant to applicable State and Federal law, the Charter School and the County will provide the parent with a written assessment plan within fifteen days of receipt of the written request and shall hold an IEP within sixty days of the parent's consent to the assessment plan to consider the results of any assessment.

The Charter School will follow County student-find procedures to identify all students who may require an assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

Assessments

The term "assessments" shall have the same meaning as the term "evaluation" in the IDEA, as provided in Section 1414, Title 20 of the United States Code. The County will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with the County's general practice and procedure and applicable law. The Charter School shall work in collaboration with the County to obtain parent/guardian consent to assess Charter School students. The Charter School shall not conduct special education assessments unless directed by the County.

Individualized Education Programs & Service Delivery
IEP Meetings

It is the Charter School's understanding that the County shall arrange and notice the necessary IEP meetings. IEP team membership shall be in compliance with state and federal law. The Charter School shall be responsible for having the following individuals in attendance at the IEP meetings or as otherwise agreed upon by the County and Charter School: the Principal and/or the Charter School designated representative with appropriate administrative authority as required by the IDEA; the student's special education teacher; the student's general education teacher if the student is or may be in a regular education classroom; the student, if appropriate; and other Charter School representatives who are knowledgeable about the regular education program at

the Charter School and/or about the student. It is the Charter School's understanding that the County shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEA, a speech therapist, a psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide notice of parental rights.

IEP Development

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

The Charter School shall promptly notify the County of all requests it receives for assessment, services, IEP meetings, reimbursement, compensatory education, mediation, and/or due process, whether these requests are verbal or in writing.

IEP Implementation

Pursuant to County policy and how the County operates special education at all other public schools in the County, the County shall be responsible for all school site implementation of the IEP. The Charter School commits to assisting the County in implementing all special education and related services called for by the IEP, pursuant to County and SELPA policies, as appropriate, in the same manner as any other school of the County. The County and Charter School will need to be jointly involved in all aspects of the special education program, with the County holding ultimate authority over the implementation and supervision of services. As part of this responsibility, the Charter School will monitor the student progress toward the goals specified in the IEP, which will be formally reviewed by the IEP team on at least a triennial basis, and provide the County and the parents with timely reports on the student's progress as provided in the student's IEP at least as frequently as report cards are provided for the Charter School's non-special education students. The Charter School shall also provide all home-school coordination and information exchange unless directed otherwise by the County. The Charter School shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology unless directed otherwise by the County. The Charter School shall comply with any directive of the County as it relates to the coordination of the Charter School and County for IEP implementation, including, but not limited to, adequate notification of student progress and immediate notification of any considered discipline of special education students in such matters, the Charter School would notify the County of relevant circumstances and communications immediately and act according to County administrative authority.

Interim and Initial Placements of New Charter School Students

The Charter School shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. In accordance with

Education Code Section 56325(a)(1), for students who enroll in the Charter School from another school district within the State but outside of the SELPA with a current IEP within the same academic year, the County and the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time the County and Charter School shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law. In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into the Charter School from a district-operated program under the same special education local plan area of the County within the same academic year, the County and the Charter School shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and the County agree to develop, adopt, and implement a new IEP that is consistent with federal and state law. For students transferring to the Charter School with an IEP from outside of California during the same academic year, the County and the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until the County conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by the County, and develops a new IEP, if appropriate that is consistent with federal and state law.

Non-Public Placements/Non-Public Agencies

The County shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students. The Charter School shall not hire, request services from, or pay any non-public school or agency to provide education or services to special education students without the prior written approval of the County. The Charter School shall immediately notify the County of all parental requests for services from non-public schools or agencies, unilateral placements, and/or requests for reimbursement.

Non-discrimination

It is understood and agreed that all students will have access to the Charter School and no student shall be denied admission nor counseled out of the Charter School due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need for, special education services.

Parent/Guardian Concerns and Complaints

The Charter School shall follow County policies as they apply to all County schools for responding to parental concerns or complaints related to special education services. The Charter School shall instruct parents/guardians to raise concerns regarding special education services, related services and rights to the County unless otherwise directed by the County. The Charter School shall immediately notify the County of any concerns raised by parents. In addition, the

Charter School and the County shall immediately bring to the other's attention any concern or complaint by a parent/guardian that is in writing and/or which involves a potential violation of state or federal law.

The County's designated representative, in consultation with the Charter School's designated representative, shall investigate as necessary, respond to, and address the parent or guardian's concern or complaint. The Charter School shall allow the County access to all facilities, equipment, students, personnel, and records to conduct such an investigation.

The Charter School and the County shall timely notify each other of any meetings scheduled with parents/guardians or their representatives to address the parent/guardian concerns or complaints so that a representative of each entity may attend. The County, as the LEA, shall be ultimately responsible for determining how to respond to parent concerns or complaints, and the Charter School shall comply with the County's decision.

The Charter School and the County shall cooperate in responding to any complaint to or investigation by the California Department of Education, the United States Department of Education, or any other agency and shall provide timely notice to the other upon receipt of such a complaint or request for an investigation.

Due Process

The County may initiate a due process hearing or request for mediation with respect to a student enrolled in Charter School if the County determines such action is legally necessary or advisable. The Charter School agrees to cooperate fully with the County in such a proceeding. In the event that the parents/guardians of a student file for a due process hearing, or request mediation, the Charter School is committed to working in cooperation with the County to the maximum extent permitted under law to respond to and defend the Charter School and the County in the process. In the event that the County determines that legal representation is needed, the Charter School agrees that it shall be jointly represented by legal counsel of the County's choosing.

The Charter School understands that the County shall have sole discretion to settle any matter in mediation or due process. The County shall also have sole discretion to file an appeal from a due process hearing or take other legal action involving any Charter School student necessary to protect its rights.

LEA Status

The Charter School intends to enter into a Memorandum of Understanding ("MOU") with SBCOE to operate as a public school of SBCOE for purposes of special education, pursuant to Education Code Section 47641(b). However, if this is not realized, The Charter School would be amenable to becoming a local education agency ("LEA") for purposes of special education, and a member of a SELPA in accordance with Education Code Section 47641(a), so that a free and appropriate education is ensured for the Charter School students.

If an MOU is entered into between SBCOE and the Charter School, the Charter School agrees to adhere to the requirements of the Local Plan for Special Education and to County policies. As a

public school of the County, solely for purposes of providing special education and related services under the IDEA pursuant to Education Code Section 47641(b), in accordance with Education Code Section 47646 and 20 U.S.C. 1413, the Charter School seeks services from the County for special education students enrolled in the Charter School in the same manner as is provided to students in other County schools.

The Charter School shall comply with all SELPA policies and procedures; and shall utilize appropriate SELPA forms. The facilities to be utilized by the Charter School shall be accessible for all students with disabilities. The Charter School will also ensure that no student otherwise eligible to enroll in the Charter School will be denied enrollment.

SELPA Representation

It is the Charter School's understanding that the County shall represent the Charter School at all SELPA meetings and report to the Charter School of SELPA activities in the same manner as is reported to all schools within the County.

Services

The County shall provide special education and related services in the same manner, and on an equal basis, as any other student of the County. The Charter School shall cooperate with the County in the implementation of student Individualized Education Programs in the same manner as any other County school, including but not limited to identification, accommodation, and modification. An annual meeting between the Charter School and the County to review special education policies, procedures, protocols, and forms of the County and the SELPA and County protocol will ensure that the Charter School and the County have an ongoing mutual understanding of County protocol and will facilitate ongoing compliance.

Funding

The Charter School understands that it will enter into an MOU with the County regarding Special Education funding and cannot at this time unilaterally dictate the funding relationship between the County and the Charter School. The Charter School anticipates, based upon State and Federal law, that the fiscal relationship could be summarized as follows:

Retention of Special Education Funds by the County

The County shall retain all state and federal special education funding allocated for Charter School students through the SELPA Allocation Plan and shall be entitled to count Charter School students as its own for all such purposes.

Retention of ADA Funds by the County for Non-Public Placements

The Charter School and the County acknowledge that the County may be required to pay for or provide Charter School students with placements at locations other than at the Charter School's school site in order to provide them with a free appropriate public education. Such placements could include, without limitation, programs or services in other County schools, in other public

school districts within the SELPA, in a County program, in a non-public school, at home, at a hospital, or in a residential program. When such programs or services are provided at County expense, the County shall be entitled to receive from the Charter School the pro rata share of all funding received for such student, including, without limitation, all ADA funds, based on the number of instructional days or minutes per day that the student is not at the Charter School site.

Contribution to Encroachment

The Charter School shall contribute its fair share to offset special education's encroachment upon the County's general fund. Accordingly, the Charter School shall annually pay to the County a pro-rata share of the County's special education costs ("encroachment") that exceed State and Federal special education funding. At the end of each fiscal year, the County shall invoice the Charter School for the Charter School's pro-rata share of the County-wide encroachment for that year as calculated by the total unfunded special education costs of the County (including those attributable to the Charter School) divided by the total number of County ADA (including Charter School students), and multiplied by the total number of Charter School ADA. The Charter School ADA shall include all Charter School students, regardless of home district.

Independent Study

Per Education Code Section 51745(c), all students considering the use of independent study for all or some of their educational program may be permitted to do so if their IEP allows for such participation. Special education teachers and coordinators are involved as needed to work with the students and their parents/guardians to help them choose the best placement for a student with special needs.

Deleted: shall be screened by academic and enrollment counselors to consider whether independent study is appropriate for each student

Ultimately, the IEP team will be responsible for determining whether independent study provides a free appropriate public education for each student with special needs.

Section 504 of the Rehabilitation Act

The Charter School understands that its students may have exceptional needs that are not governed by the terms of the federal special education law (IDEA) but who may require accommodations or services pursuant to the terms of Section 504 of the Rehabilitation Act and that the Charter School will be responsible for planning and implementing any such accommodations or services.

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

A 504 team will be assembled by the principal and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of

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

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials, including those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

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

IDEA, a referral for assessment under the IDEA will be made by the 504 team.

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

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

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

A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be

reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

Plan for English Learners

The Charter School will meet all applicable legal requirements for English Learners ("EL"), including long-term English Learners or English Learners at risk of becoming long-term English Learners, as they pertain to an annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will implement policies to ensure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

In accordance with California law, all The Charter School teachers who shall teach ELs will be required to have the Bilingual Cross-cultural Language and Academic Development ("BCLAD") authorization or the Cross-cultural Language and Academic Development ("CLAD") authorization or other equivalent authorizations required to teach ELs. The type of authorization required depends on the type of instruction provided to ELs.

Home Language Survey

The Charter School will administer the home language survey upon a student's initial enrollment into a California public school (on enrollment forms).

English Language Proficiency Assessment

All students who indicate that their home language is other than English will be tested with the English Language Proficiency Assessments for California ("ELPAC"). The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the 2012 California ELD Standards.

The ELPAC consists of two separate assessments:

- Initial Assessment ("IA") The ELPAC IA is used to identify students as either an English Learner, or as fluent in English. The IA is administered only once during a student's time in the California public school system based upon the results of the home language survey. The locally scored IA will be the official score. The IA is given to students in grades K–12 whose primary language is not English to determine their English proficiency status.
- Summative Assessment ("SA") ELs will take the SA every year until they are reclassified as fluent English proficient. The ELPAC SA is only given to students who have previously been identified as an EL based upon the IA results, in order to measure how well they are progressing with English development in each of the four domains. The results are used as one of four criteria to determine if the student is ready to be

reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

Both the ELPAC SA and IA are assessments administered in grade spans: 9–10, and 11–12. In grades 9–12, the test is administered in groups, exclusive of speaking, which is administered individually. The ELPAC IA and SA will be administered via a computer-based platform.

Testing times will vary depending on the grade level, domain, and individual student. Both the ELPAC IA and SA are given in two separate testing windows throughout the school year.

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

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

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

Reclassification Procedures

Reclassification procedures to determine whether to classify a pupil as proficient in English shall comply with Education Code Section 313(f), as it may be revised from time to time.

Deleted: utilize multiple criteria in determining

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

Strategies for English Learner Instruction and Intervention

Teachers will be trained to use Specially Designed Academic Instruction in English ("SDAIE") techniques, as well as designated ELD and integrated ELD, as appropriate, to meet the needs of English language learners and will develop ways to utilize those techniques in an online setting, as needed.

Targeted resources may include the following: parent/student workshops, curriculum modification, bilingual tutoring, and supplementary resources.

ELD Programming/Placement

The Charter School will offer a Structured English Immersion (SEI) program and an English Language Mainstream (ELM) Program to meet the needs of our English Learners. Based on ELPAC testing and teacher evaluations, we will make the appropriate program referrals. The Charter School is prepared to serve all levels of English Learners and use the Hampton-Brown

High Point: Success in Language, Literature, and Content Levels A, B, and C curriculum if necessary.

English Language Mainstream (ELM) Program: The goal of this program is to ensure that ELs progress linguistically and academically to meet English Language Development and grade-level content standards simultaneously. These students receive appropriately differentiated instruction and scaffolded academic content instruction and support with their fluent peers.

Following are the components of this program:

- Explicit ELD: Daily ELD instruction will be provided through designated and/or integrated ELD instruction aligned to the CA ELD standards in core English course, utilizing standards-based materials and supplemental materials.
- Access to Core: Students will have access to instruction in all core curricular areas aligned to content standards. They will receive differentiated instruction in ELA, math, social science, career pathways, and science delivered with SDAIE/EDI strategies and materials.
- Electives: Students will have access to electives in mixed groups of EL, FEP, and E/O students.
- Primary Language Support: Primary language support will be used minimally, only as needed.
- Other:
    - Cooperative learning activities, conducted in English, in all classes that serve to immerse students in the language while giving them opportunities to practice listening, comprehension, and speaking skills.
    - Frequent writing assignments in all classes that give students opportunities to practice writing and editing in English using mastery rubrics.
    - After-school programs and tutoring.
    - Collaborative learning experiences through club projects.
    - For Native Spanish speakers, the ability to meet their world language requirement in Spanish and earn a seal of bilingualism for graduation.

Monitoring and Evaluation of Program Effectiveness

The Charter School will evaluate the effectiveness of its education program for English Learners by:

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

- Monitoring the availability of adequate resources.

Plan for Other Students with Special Needs

Plan for Students who are Academically High Achieving

Students who are academically high achieving will be identified by members of the Student Support Team through progress and attendance reports, placement tests, and standardized test results. Gifted students are able to move quickly through the curriculum while still under the supervision of a well-qualified, credentialed teacher. These courses include advanced activities for high-achieving students, which allow the student to complete a more in-depth study or to move more quickly through the curriculum. Advanced courses and college-level courses (Dual Enrollment) are also available.

Plan for Students Who Are Academically Low Achieving

The Charter School has committed to a "seek and serve" methodology, aking to seek and serve requirements under special education regulations, working closely with the San Benito County Office of Education and local school district leaders to identify local eighth grade and high school students who are chronically absent or failing classes as recruits to the Charter School precisely because our program caters to their need for pre-high school acceleration, flexibly instructional strategies, increased counseling and coaching support, and active academic engagement through deeper learning and relevance. Students from among enrolled Charter School students, once we are open, who are low or non-achieving will be identified by members of the Student Support Team through orientation testing, starting transcript review, daily and weekly progress and attendance reports, placement tests, and standardized test results. The Charter School will utilize strategies to improve student success, such as curriculum modification, additional support, and differentiated instruction. As described above, the Charter School will have learning labs with Read 180, Math 180, credit recovery courses, and individualized instruction available for all students as needed on an ongoing basis.

The Charter School will also provide an instructional model that allows for one-on-one teacher-student and student-student engagement, enabling personalized support and guidance from the Student Support Team.

Goals and Actions to Achieve the State Priorities

Pursuant to Education Code Sections 47605.6(b)(5)(A)(ii) and 47605.6(b)(5)(B), a reasonably comprehensive description of the Charter School's annual goals, actions and measurable outcomes, both schoolwide and for each subgroup of pupils, in and aligned with the Eight State Priorities as described in Education Code Section 52060(d), can be found in Elements 2 and 3.

Elements 2 and 3: Measurable Pupil Outcomes and Methods By Which Student Outcomes Will Be Measured

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

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

Given the unique nature of the population targeted by the Charter School, the Charter School will seek to be designated as a Dashboard Alternative School Status ("DASS") school for the purposes of accountability. DASS schools use modified methods of measurement for indicators that are aligned with the evaluation rubrics of the Local Control Funding Formula ("LCFF") to evaluate the success or progress of schools that serve high-risk (i.e., at-promise) students. The Charter School desires an increased measure of accountability and seeks close alignment between what is taught and what is assessed, as well as recognition of academic and personal growth achieved by the students relative to their levels and performance upon entrance to the Charter School. Testing is only one avenue to see if students are achieving the required State Standards. The instructional program includes supplemental assessment measures to test the accuracy and viability of the educational program that is administered. Assessment methods aligned to the eight state priorities are outlined below. Following year one of operations, the Charter School will update its goals and establish three year objectives in each priority area.

Goals and Actions to Achieve the State Priorities

CHARTER SCHOOL GOALS, ACTIONS AND MEASURABLE OUTCOMES THAT ALIGN WITH THE STATE PRIORITIES
Pursuant to Education Code Sections 47605.6(b)(5)(A)(ii) and 47605.6(b)(5)(B), the Charter School has established goals, actions, and measurable outcomes both schoolwide and for each subgroup of pupils, which address and align with the State Priorities identified in Education Code Section 52060(d). **Local Control and Accountability Plan** In accordance with Education Code Section 47606.5, the Charter School shall comply with all elements of the Local Control and Accountability Plan ("LCAP") pursuant to regulations and a template adopted by the California State Board of Education and reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter. The Charter School shall submit the LCAP to

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the District and the County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33. The Charter School shall also present a report on the annual update to the LCAP and the local control funding formula budget overview for parents each year as part of a nonconsent item at a regularly scheduled Board meeting.

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

Insofar as student subgroups comprise the majority of the school population, the schoolwide goals apply equally to all subgroups.

STATE PRIORITY #1— BASIC SERVICES

The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))

SUBPRIORITY A – TEACHERS	
GOAL TO ACHIEVE SUBPRIORITY	100% fully credentialed teachers appropriately assigned
ACTIONS TO ACHIEVE GOAL	Target hiring of fully credentialed teachers by partnering with local schools of education; maintain competitive compensation; support teachers with waived credentials in completing their credentials expeditiously; assign teachers to their correct subject matter; utilize online, offsite, and dual enrollment to ensure that students are learning
	with subject matter experts.
MEASURABLE OUTCOME	100% fully credentialed teachers appropriately assigned
METHODS OF MEASUREMENT	Documentation of credential and/or subject matter expertise (in the case of community college teachers)
SUBPRIORITY B – INSTRUCTIONAL MATERIALS	
GOAL TO ACHIEVE SUBPRIORITY	100% of students will have hardcopy and/or electronic instructional materials for all of their courses
ACTIONS TO ACHIEVE GOAL	Provide laptops or Chrome books and connectivity for 100% of students; include electronic and hardcopy curricula in the budget annually to ensure all students have the learning materials they need.
MEASURABLE OUTCOME	100% of students will have hardcopy and/or electronic instructional materials for all of their courses
METHODS OF MEASUREMENT	Internal audit of assigned courses and materials
SUBPRIORITY C – FACILITIES	
GOAL TO ACHIEVE SUBPRIORITY	School facilities are sufficient and maintained in good repair
ACTIONS TO ACHIEVE GOAL	The Charter School will acquire sufficient facilities, budget for appropriate ongoing maintenance.
MEASURABLE OUTCOME	School facilities are sufficient and maintained in good repair
METHODS OF	Annual inspection of facilities and self-certification

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STATE PRIORITY #2— IMPLEMENTATION OF STATE STANDARDS *Implementation of State Standards (including CCSS and ELD), including how EL students will be enabled to gain academic content knowledge and English language proficiency*	
SUBPRIORITY A – STATE STANDARDS IMPLEMENTATION	
GOAL TO ACHIEVE SUBPRIORITY	All students will have access to the UC "a-g" course of study, meet state requirements for graduation, and scores "meets" or "exceeds" on the CAASPP or CAST unless otherwise dictated by their IEP, 504, or PSP.
ACTIONS TO ACHIEVE GOAL	As detailed in Element 1, the Charter School plans to provide a rigorous, standards aligned, college preparatory academic program supplemented with early intervention to ensure that every student meets or exceeds grade level standards and completes the UC "a-g" course of study.
MEASURABLE OUTCOME	100% of students will graduate having completed the UC "a-g" course of study, unless otherwise agreed to in their IEP, 504, or PSP
METHODS OF MEASUREMENT	Transcript analysis, CAASPP, CAST
SUBPRIORITY B – EL STUDENTS & ACADEMIC CONTENT KNOWLEDGE	
GOAL TO ACHIEVE SUBPRIORITY	See 4E
SUBPRIORITY C – EL STUDENTS & ENGLISH LANGUAGE PROFICIENCY	
GOAL TO ACHIEVE SUBPRIORITY	See 4F
STATE PRIORITY #3— PARENTAL/GUARDIAN INVOLVEMENT AND FAMILY ENGAGEMENT *Parental/Guardian involvement and family engagement, including efforts the Charter School makes to seek parent input in making decisions for the Charter School, and including how the ppl Charter School will promote parental participation in programs for unduplicated pupils and individuals with exceptional needs.*	

SUBPRIORITY A – ACHIEVING/MAINTAINING PARENTAL/GUARDIAN INVOLVEMENT	
GOAL TO ACHIEVE SUBPRIORITY	90% of Parent/Guardians participating in student led conferences
ACTIONS TO ACHIEVE GOAL	The Charter School leadership believe that every student needs an active responsible adult in their lives who is paying attention to and encouraging their academic and personal success. faculty will work directly to involve parents/guardians of students in their regular communications regarding student activity and progress. Student led conferences will be held at the end of every eight-week block in real time either online or in person at a time mutually convenient for the students, their parents/guardians, and their lead teacher.
MEASURABLE OUTCOME	90% of Parent/Guardians participating in student led conferences
METHODS OF MEASUREMENT	Attendance rosters
SUBPRIORITY B – PROMOTING PARENT/GUARDIAN PARTICIPATION	
GOAL TO ACHIEVE SUBPRIORITY	85% of parents/Guardians responding to the annual survey will report that they are satisfied with school efforts to engage them in school events and decision making.
ACTIONS TO ACHIEVE GOAL	The Charter School will implement and promote a "parent portal" component of the SIS system for real time attendance, academic progress, and grade checking

	for all families. The Charter School budget will be reviewed every year once the school reaches 300 students to ensure adequate budget for a parent community representative is in place. The Charter School will implement a multi-directional communication system to engage parents in their chosen language by email, phone, and text. The Charter School will continue and enhance outreach media materials and resources (website, brochures, flyers, etc.) in both English and Spanish to promote the school's vision and events.
MEASURABLE OUTCOME	85% of Parents/Guardians responding to the annual survey will report that they are satisfied with school efforts to engage them in school events and decision making.
METHODS OF MEASUREMENT	Panorama survey.
SUBPRIORITY C – PROMOTING PARENT/GUARDIAN PARTICIPATION FOR UNDUPLICATED STUDENTS AND STUDENTS WITH EXCEPTIONAL NEEDS	
GOAL TO ACHIEVE SUBPRIORITY	85% of Parents/Guardians (the same as all parents) for Unduplicated Students and Students with Exceptional Needs responding to the annual survey will report that they are satisfied with school efforts to engage them in school events and decision making.
ACTIONS TO ACHIEVE GOAL	The Charter School will implement and promote a "parent portal" component of the SIS system for real time attendance, academic progress, and grade checking for all families. The Charter School budget will be reviewed every year once the school reaches 300 students to ensure adequate budget for a parent community representative is in place. The Charter School will implement a multi-directional communication system to engage parents in their chosen language by email, phone, and text. The Charter School will continue and enhance outreach media materials and resources (website, brochures, flyers, etc.) in both English and Spanish to promote the school's vision and events. The Charter School Executive Director will monitor parent/guardian participation on a monthly basis to ensure that Parents/Guardians for Unduplicated Students and Students with Exceptional Needs are responding to communications and participating in school events in a manner consistent with other parents.
MEASURABLE OUTCOME	85% of Parents/Guardians (the same as all parents) for Unduplicated Students and Students with Exceptional Needs responding to the annual survey will report that they are satisfied with school efforts to engage them in school events and decision making.
METHODS OF MEASUREMENT	Panorama survey.

State Priority #4— Student Achievement
Pupil achievement, as measured by all of the following, as applicable:
California Assessment of Student Performance and Progress statewide assessment Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements
The percentage of pupils who have successfully completed courses that satisfy the requirements for career technical education sequences or programs of study
The percentage of pupils who have successfully completed both types of courses described in subparagraphs (B) and (C).
Percentage of ELs who make progress toward English language proficiency as measured by the English Language Proficiency Assessments for California
EL reclassification rate
Percentage of pupils who have passed an AP exam with a score of 3 or higher
Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment

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Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness Percentage of students who have completed a portfolio documenting their mastery of Durable Skills Students will demonstrate success in their academic curriculum as evidenced by GPAs at or above a 2.0 each term.	
SUBPRIORITY A – CAASPP/CAST	
GOAL TO ACHIEVE SUBPRIORITY	Equivalent to or above the state average percentage of students achieving at or above standard. The state-mandated test will be administered to students who have attained eleventh-grade standing based on accrued credits earned at least three academic quarters prior to the testing window.
ACTIONS TO ACHIEVE GOAL	As detailed in Element 1, the Charter School plans to provide a rigorous, standards aligned, college preparatory academic program supplemented with early intervention to ensure that every student meets or exceeds grade level standards.
MEASURABLE OUTCOME	Equivalent to or above the state average percentage of students achieving at or above standard in each subgroup.
METHODS OF MEASUREMENT	CAASPP/CAST
SUBPRIORITY B – UC/CSU COURSE REQUIREMENTS	
GOAL TO ACHIEVE SUBPRIORITY	100% of students graduate having competed the UC/CSU "a-g" course requirements
ACTIONS TO ACHIEVE GOAL	All students will be enrolled in the UC "a-g" courses as their default curriculum, with dual-enrollment colleges courses being substituted for equivalent "a-g" requirements according to each student's pathway course of study.
MEASURABLE OUTCOME	100% of students with junior standing on track to complete the UC/CSU "a-g" course requirements
METHODS OF MEASUREMENT	Transcript analysis and documentation
SUBPRIORITY C– CTE COURSE REQUIREMENTS	
GOAL TO ACHIEVE SUBPRIORITY	Each student passes at least one workforce certification prior to graduation. Criteria-referenced tests and assessments that lead to workforce certification.
ACTIONS TO ACHIEVE GOAL	As described in Element 1, the Charter School will include CTE workforce certification tests throughout the curriculum and pathways for our students. Students participating in our mandatory Learning Technology course will pass at least one technology certification during their first year as a student. Most students will go on to achieve multiple certifications in the industry focus.
MEASURABLE OUTCOME	Every student will pass at least one criteria-referenced test or assessment that leads to workforce certification prior to graduation.
METHODS OF MEASUREMENT	ACT WorkKeys National Career Readiness Certificate, and others specific to industry pathways and technology
SUBPRIORITY D – BOTH UC/CSU AND CTE COURSE REQUIREMENTS	
GOAL TO ACHIEVE SUBPRIORITY	All students will graduate having fulfilled the UC/CSU "a-g" requirements and having passed at least on workforce certification prior to graduation.
ACTIONS TO ACHIEVE GOAL	Please see Element 1 and Subpriorities 4B and 4C
MEASURABLE OUTCOME	All students will graduate having fulfilled the UC/CSU "a-g" requirements and having passed at least on workforce certification prior to graduation.
SUBPRIORITY E – EL PROFICIENCY RATES	

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Goal to Achieve Subpriority	All multiple language learners meet grade level standards in courses other than English.
Actions to Achieve Goal	Ensure that multiple language learners are provided with course materials (for courses other than English) and instruction in their home language whenever possible, including allowing them to take tests and other forms of assessments in a manner consistent with demonstration of knowledge and skills in their preferred language.
Measurable Outcome	All multiple language learners meet grade level standards in courses other than English.
Subpriority F – EL Reclassification Rates	
Goal to Achieve Subpriority	The Charter School's EL redesignation rate will be twice that of other high schools in San Benito County.
Actions to Achieve Goal	Please see Element 1.
Measurable Outcome	The Charter School's EL redesignation rate will be twice that of other high schools in San Benito County.
Methods of Measurement	ELPAC and other methodologies are used to establish EL redesignation (see EL section above in Element 1)
Subpriority G – AP Exam Passage Rate	
Goal to Achieve Subpriority	All students taking AP exams receive a "3" or higher.
Actions to Achieve Goal	Students who choose to take AP courses will be provided with high quality course materials, highly effective qualified instructors, and teacher support that includes regular check-ins, tutoring, and practice exams with feedback.
Measurable Outcome	All students taking AP exams receive a "3" or higher.
Methods of Measurement	AP reporting from the College Board
Subpriority H – College Preparedness and Experience, EAP or ACT	
Goal to Achieve Subpriority	Consistent with their PSP, all students will earn between nine and 60 community college units prior to graduation. All students will experience college courses in their career track and some will complete an AA degree, others will opt for career certifications as their primary objectives. By the end of the first quarter of each student's final year, they will have achieved at least a 20 on the ACT. By February 28 of each student's final year, all eligible students will have submitted their FAFSA or DACA equivalent.
Actions to Achieve Goal	As described in Element 1, all of the Charter School students will take courses, at least a couple, in their industry pathway as dual enrollment opportunities in Community College. We strangely believe that early exposure to college level work will energize and inspire our students. Students will receive college and high school credit for college courses passed with a "C" or better according to the grading system of the colleges. Critical to that success will be matching them with a high school teacher who will monitor and support the students as they progress in their college courses. Those teachers will withdraw students from courses if they are not performing at the "C" level or higher by the withdrawal deadline. Given the Charter School's anticipated high level of families of poverty, it will be

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	a focus of our counseling department to ensure prompt and efficient completion of FAFSA and CA DREAM Act application. We understand this factor to be important in motivating students to continue on to college and other post-secondary opportunities. "The data show that on average,
	less than 55 percent of seniors complete the FAFSA in each state. That's an especially alarming statistic given that studies demonstrate a 25 to 30 percent increase in the likelihood of low and middle-income students enrolling in college if they simply complete the FAFSA." *Source: https://www.newamerica.org/education-policy/edcentral/filling-fafsas/ (from 2014 DOE complete data set)
MEASURABLE OUTCOME	By graduation, consistent with their PSP, all students will earn at least nine units of college credit. By the end of the first quarter of each student's final year, they will have achieved at least a 20 on the ACT. By February 28 of each student's final year, all eligible students will have submitted their FAFSA or DACA equivalent.
METHODS OF MEASUREMENT	College transcript, ACT, counselor confirmation of FAFSA or DACA equivalent submission
SUBPRIORITY I – DURABLE SKILLS	
GOAL TO ACHIEVE SUBPRIORITY	100% of students will make annual progress developing and documenting Durable Skills with the goal of establishing a level of at least "proficient" in each Durable Skill by the end of tenth grade, but not later than graduation.
ACTIONS TO ACHIEVE GOAL	Students, with faculty support, will develop an individualized Durable Skills Portfolio documenting the successful student development of the America Succeeds Durables Skills.
MEASURABLE OUTCOME	100% of students will make annual progress developing and documenting Durable Skills with the goal of establishing a level of at least "proficient" in each Durable Skill by the end of tenth grade, but not later than graduation.
METHODS OF MEASUREMENT	Teacher review of student portfolio
SUBPRIORITY J – GRADES	
GOAL TO ACHIEVE SUBPRIORITY	Students will demonstrate success in their academic curriculum as evidenced by GPAs at or above an unweighted 2.0 each term. Students will complete
	between 40 and 80 credits toward graduation in alignment with their PSP.
ACTIONS TO ACHIEVE GOAL	See Element 1. Curriculum mastery rubrics are used to evaluate student work throughout every course with students eligible to receive and end of course grade of A, B, C, or Not Yet, with a grade of Not Yet requiring continued academic work through the individualized tutorial until at least basic subject matter proficiency (a course grade of "C") is achieved.
MEASURABLE OUTCOME	85% of students will achieve an unweighted GPA of 2.5 or higher during each term and will complete between 40 and 80 credits toward graduation in alignment with their PSP.
METHODS OF MEASUREMENT	Teacher review of student performance in each class according to mastery-based rubrics and documented completion of required course credits.
STATE PRIORITY #5— STUDENT ENGAGEMENT *Pupil engagement, as measured by all of the following, as applicable:* *A. School attendance rates* *B. Chronic absenteeism rates*	

C. Middle school dropout rates (EC §52052.1(a)(3))
D. High school dropout rates
E. High school graduation rates

SUBPRIORITY A – STUDENT ATTENDANCE RATES	
GOAL TO ACHIEVE SUBPRIORITY	Students will achieve 95% attendance.
ACTIONS TO ACHIEVE GOAL	Please see Innovation 1 in Element 1. The Charter School will maintain a welcoming, trauma-informed culture and engaging academic program. It will work to employ strategies to address attendance issues before they arise and immediately upon the first unexcused absence or protracted excused absence.
MEASURABLE OUTCOME	Students will achieve 95% attendance.
METHODS OF MEASUREMENT	Attendance records.
SUBPRIORITY B – STUDENT ABSENTEEISM RATES	
GOAL TO ACHIEVE SUBPRIORITY	Student chronic absenteeism rates will be lower than half that of the other county public high schools.
ACTIONS TO ACHIEVE GOAL	Please see Innovation 1 in Element 1. The Charter School will maintain a welcoming, trauma-informed culture and engaging academic program. It will work to employ strategies to address attendance issues before they arise and immediately upon the first unexcused absence or protracted excused absence.
MEASURABLE OUTCOME	Student chronic absenteeism rates will be lower than half that of the other county public high schools.
METHODS OF MEASUREMENT	Attendance records.
SUBPRIORITY C – MIDDLE SCHOOL DROPOUT RATES - NOT APPLICABLE	
SUBPRIORITY D – HIGH SCHOOL "DROPOUT" RATES	
GOAL TO ACHIEVE SUBPRIORITY	The Charter School has specifically targeted high school "dropouts" and those at risk of "dropping out" as its target population.
ACTIONS TO ACHIEVE GOAL	Students who have failed courses or been designated as chronically absent have a reduced likelihood of high school graduation, according to industry research, about a 25 percent likelihood of graduation. The Charter School will establish a graduation likelihood prediction for each student based on data gathered at the time of enrollment and measure the performance of the student body against a predictive benchmark.
MEASURABLE OUTCOME	90% of students will graduate from the Charter School or enroll in another secondary program within six years.
METHODS OF MEASUREMENT	Within the first year of operation, the Charter School will establish an updated **Graduation Rates Relative to Predictive Performance** metric and set of goals.
SUBPRIORITY E – HIGH SCHOOL GRADUATION RATES	
GOAL TO ACHIEVE SUBPRIORITY	90% of the Charter School students who remain enrolled for at least 90 days will outperform their **Graduation Rates Relative to Predictive Performance**
ACTIONS TO ACHIEVE GOAL	Students who enter far behind in skills and credits may require five or six years to graduate and some may choose an accelerated three-year path. The staff of the Charter School will provide the supports identified in Element 1 to ensure the

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	success of each student.
MEASURABLE OUTCOME	90% of the Charter School students who remain enrolled for at least 90 days will outperform their **Graduation Rates Relative to Predictive Performance**
METHODS OF MEASUREMENT	Within the first year of operation, the Charter School will establish an updated **Graduation Rates Relative to Predictive Performance** metric and set of goals based on industry research. This benchmark is still in development, but the high-level goal is for the student body to significantly outperform the predictive benchmark by entering cohort, including tracking (through graduation or age 22, whichever is later) the outcomes of students who enter and then leave the Charter School.
STATE PRIORITY #6— SCHOOL CLIMATE *School climate, as measured by all of the following, as applicable:* *Pupil suspension rates* *Pupil expulsion rates* *Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness*	
SUBPRIORITY A – PUPIL SUSPENSION RATES	
GOAL TO ACHIEVE SUBPRIORITY	The Charter School will maintain a Blue or Green rating for the Suspension Rate indicator on the CA School Dashboard or DASS equivalent.
ACTIONS TO ACHIEVE GOAL	Please see Innovation 1 in Element 1. The Charter School will maintain a welcoming, trauma-informed culture and engaging academic program. It will work to employ strategies to address behavior issues before they rise to the level of potential suspension.
MEASURABLE OUTCOME	The Charter School will maintain a Blue or Green rating for the Suspension Rate indicator on the CA School Dashboard or DASS equivalent. In addition, the Charter School will not engage in disproportionate suspension of historically underserved students, specifically Latino, black and special education subgroups.
METHODS OF MEASUREMENT	Documentation of reported suspensions.
SUBPRIORITY B – PUPIL EXPULSION RATES	
GOAL TO ACHIEVE SUBPRIORITY	The Charter School will maintain a Blue or Green rating for the Suspension Rate indicator on the CA School Dashboard or DASS equivalent.
ACTIONS TO ACHIEVE GOAL	Please see Innovation 1 in Element 1. The Charter School will maintain a welcoming, trauma-informed culture and engaging academic program. It will work to employ strategies to address behavior issues before they rise to the level of potential expulsion.
MEASURABLE OUTCOME	The Charter School will maintain a Blue or Green rating for the Expulsion Rate indicator on the CA School Dashboard or DASS equivalent. In addition, the Charter School will not engage in disproportionate suspension of historically underserved students, specifically black and special education subgroups.
METHODS OF MEASUREMENT	Documentation of reported expulsions.
SUBPRIORITY C – OTHER SCHOOL SAFETY AND SCHOOL CONNECTEDNESS MEASURES (SURVEYS)	
GOAL TO ACHIEVE SUBPRIORITY	The Charter School will increase stakeholder satisfaction across a variety of metrics with goals to be set on an annual basis for the following year.

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ACTIONS TO ACHIEVE GOAL	The Charter School will utilize annual stakeholder surveys (including students, staff, and parents/guardians) to assess campus climate.
MEASURABLE OUTCOME	The Charter School will increase stakeholder satisfaction across a variety of metrics with goals to be set on an annual basis for the following year.
METHODS OF MEASUREMENT	Panorama stakeholder surveys
STATE PRIORITY #7— COURSE ACCESS *The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.* *"Broad course of study" includes the following, as applicable:* *Grades 7-8: English, social science, physical education, science, mathematics; Grades 9-12: English, social sciences, World language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. {EC §51220(a)-(i)}*	
GOAL TO ACHIEVE SUBPRIORITY	100% of students will have access to a broad array of courses including all A-G core course subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition.
ACTIONS TO ACHIEVE GOAL	The Charter School's master schedule will reflect and meet the needs of its students to ensure all academic content areas are available to all students, including student subgroups. The Charter School will continue to provide opportunities for all students during the day and after school to create or demonstrate advanced academic performance, attend college and career courses, and participate in online courses.
MEASURABLE OUTCOME	100% of students will have access to a broad array of courses including all A-G core course subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition.
METHODS OF MEASUREMENT	Documentation of student course enrollment.
STATE PRIORITY #8—OTHER STUDENT OUTCOMES *Pupil outcomes, if available, in the subject areas described above in #7, as applicable.*	

SUBPRIORITY A – ENGLISH	
GOAL TO ACHIEVE SUBPRIORITY	Four years of UC "a-g" required English courses or equivalent college courses. Student subject matter proficiency goal is 100% grade-level mastery. Specific growth goals will be established following initial student formative assessments during year 1.
SUBPRIORITY B – MATHEMATICS	
GOAL TO ACHIEVE SUBPRIORITY	At least three years of UC "a-g" required Math courses or equivalent college courses. Student subject matter proficiency goal is 100% grade-level mastery. Specific growth goals will be established following initial student formative assessments during year 1.
SUBPRIORITY C – SOCIAL SCIENCES	
GOAL TO ACHIEVE SUBPRIORITY	Student subject matter goals include completion of UC "a-g" required courses or equivalent college courses: World History, US History, US Government, and Economics.
SUBPRIORITY D – SCIENCE	
GOAL TO ACHIEVE SUBPRIORITY	Student subject matter goals include completion of three UC "a-g" required science courses or equivalent college courses in the industry pathway selected by the

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	student.
SUBPRIORITY E – VISUAL AND PERFORMING ARTS	
GOAL TO ACHIEVE SUBPRIORITY	Student subject matter goals include completion of one year or two semesters of UC "a-g" required arts courses or equivalent college courses.
SUBPRIORITY F – PHYSICAL EDUCATION	
GOAL TO ACHIEVE SUBPRIORITY	Unless otherwise determined in a student's IEP, 504, or doctor's order, all students will take the physical fitness test during ninth grade.
ACTIONS TO ACHIEVE GOAL	All students will take PE during their first year at the Charter School. Students who pass the ninth-grade fitness test will be allowed to "test out" of the additional 10 credits of PE towards graduation and may replace the 10 required PE credits with other courses of their choosing.
MEASURABLE OUTCOME	Unless otherwise determined in a student's IEP, 504, or doctor's order, all students will pass the physical fitness test prior to graduation.
METHODS OF MEASUREMENT	Physical fitness testing (FitnessGram) will be administered to students in ninth grade in accordance with state testing requirements. Reporting will comply with state deadlines and will be directly reported to the California Department of Education. Physical fitness testing will be done on-location in the same manner as other state-standardized testing.
SUBPRIORITY G – HEALTH - Not Applicable	
SUBPRIORITY H – WORLD LANGUAGES	
GOAL TO ACHIEVE SUBPRIORITY	Student subject matter goals include completion of at least two years of UC "a-g" required world language courses or equivalent college courses. Students who are native speakers of a non-English language may fulfill this requirement by passing courses designed for native speakers of their native language.
SUBPRIORITY I – APPLIED ARTS	
GOAL TO ACHIEVE SUBPRIORITY	Students will be offered applied arts course in the industry pathway they select.
SUBPRIORITY J – CTE	
GOAL TO ACHIEVE SUBPRIORITY	Students will be offered CTE courses and certifications in the industry pathway they select. *ACT WorkKeys National Career Readiness Certificate*

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Formative Measurable Student Goals, Outcomes, and Evidence

In addition to the measurable goals listed above, the Charter School will use the following strategies to support the academic success of the students on a formative ongoing basis.

Test Type	Description	Goal
Formative Assessments	The Charter School will use formative assessments (STAR/NWEA and supplementary education intervention resources) to diagnose student reading and math levels at least four times per year, at the beginning and end of each eight week quarter.	Each student will make at least 1.5 grade levels of progress per year in English and Math until they are on grade level after which they will progress at least one grade level per year.
Personalized Success Plans	Personalized Success Plans create an ongoing record of student work and	Students graduate with an electronic portfolio demonstrating their growth and

Deleted: Curriculum Associates iReady

	learning experiences.	achievements
Projects and Demonstrations	Student projects demonstrate student mastery of various content areas.	Students may substitute individualized mastery demonstrations to document course completion upon approval of the Learning Director.
ACT	The Charter School will use the PreACT and ACT as an annual assessment of progress towards college readiness.	By the end of the first quarter of each student's final year, they will have achieved at least a 20 on the ACT.

The Charter School leadership believes that parents/guardians and students need to understand how they are progressing towards college readiness using a "no surprises" measure of success. The ACT is a meaningful test that can have a real impact on a student's post-secondary trajectory. STAR/NWEA has the benefit of being easily understood and directly tied to supplemental and intervention resources. The Charter School intends to use the ACT and STAR/NWEA as its core assessment system due to several of their unique qualities:

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1. Alignment with state standards.
2. Alignment with workforce goals.
3. Nationwide comparability.
4. Ability of tests to ascertain student academic levels when students are performing significantly out of grade level.
5. Ease of use for communicating among students, parents/guardians, and faculty regarding each student's level, progress, and readiness.
6. Availability of resources and materials for intervention and progress.
7. The ease of use in administering the tests online, receiving timely student results, and the availability of dashboards useful to students, parents/guardians, and faculty.
8. The ability of the assessments to be used with non-English speaking and reading students to assess subject matter knowledge and skills in Spanish.

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PreACT

The PreACT assessments offer learners in grades 9-10 predictive scores for college course placement and career readiness. In addition to providing insights to crucial academic standards in English, Math, Reading, Science, and STEM, learners will use career inventories to help guide career exploration and navigation.

ACT Test

ACT scores help students verify academic skills needed for success in first-year college courses and help meet scholarship criteria requirements.

ACT WorkKeys National Career Readiness Certificate

Learners of all ages earn, verify, certify, and share the essential foundational skills for workplace success with the WorkKeys NCRC – a portable, evidence-based credential and digital badge

earned by completing and ranking scores in Applied Math, Graphic Literacy, and Workplace Documents WorkKeys Assessments. Over 28,000 employers nationwide recognize the WorkKeys NCRC.

ACT WorkKeys Online Curriculum

ACT WorkKeys Curriculum courses are delivered via a personalized, mobile-based learning management system that helps individuals build the essential career-relevant skills needed for learning personal development and effective job performance.

Use and Reporting of Data- Data Collection

The Charter School will leverage technology to collect and manage student data efficiently, accurately, and securely. The Charter School will utilize a Student Management System ("SMS") that integrates with the Learning Management System ("LMS"), in order to collect essential data about student demographics and performance and to enable The Charter School to provide accurate information in a timely manner and in compliance with FERPA and other student privacy requirements. The Charter School will collect mandated student data as part of the enrollment process and report enrollment statistics to the state and County in compliance with legislation.

Report of Individual Student Progress

Regular meetings led by the students will be scheduled between the student, parent/guardian, and teachers to report student academic and personal progress. Parents/guardians and students will be routinely informed of student progress through these regularly scheduled meetings.

Parents/guardians are also provided "observer access" to the Charter School's Learning Management System so that they can review their student's performance, coursework, and progress at any time.

Parents and guardians are considered valuable members of the Student Support Team supporting each student and as such are apprised of student progress and/or problems on a regular basis.

Each student's parent or guardian will have the ability to access their student's attendance and academic progress daily. If the student's progress or performance in any class is unsatisfactory or uniquely excellent, a member of the Student Support Team will contact the parent/guardian on record to notify him/her and, where possible, to enlist support in the implementation of the interventions or accolades recommended by the Student Support Team.

The Charter School informs the parent(s)/guardian(s) and/or the students through the use of the Learning Management System of the student's progress in courses according to the following schedule:

- The Charter School intends to share student progress with parents/guardians at the end of each 8-week block (quarter).
- Informal progress reports will be provided within three school days of written or verbal

Deleted: iReady Diagnostic Assessment (https://www.curriculumassociates.com/programs/i-ready-assessment/diagnostic)¶
i-Ready Diagnostic is the heart of the i-Ready Assessment suite. This diagnostic assessment platform is designed with teachers in mind, to work on its own or with other i-Ready programs. The Grades K–12 diagnostic testing assessments manifest our core belief that all students can grow and achieve grade-level expectations. We will use these diagnostic assessment tools to help educators see where students are, set high—but achievable— expectations for growth, and connect the right instructional tools to help them get there.¶
This diagnostic evaluation prepares and equips teachers by delivering actionable data that addresses the first part of the learning process—knowing exactly where each student is. i-Ready Diagnostic provides teachers with a complete picture of student performance relating to their grade level and national norms. It also includes Lexile® and Quantile® information for insights into reading and mathematics performance.¶
iReady tools also provide both Typical Growth and Stretch Growth® goals for each student. To help students achieve these goals and ultimately reach grade-level proficiency, i-Ready Diagnostic connects to online lessons that target instruction where it's needed most and can be used with i-Ready Personalized Instruction to deliver a personalized online lesson path.¶

request by parent(s)/guardian(s). Case Manager/Academic Counselors or a member of the Student Support Team will also be prepared to provide an informal overview of student progress to parent(s)/guardian(s) during the regular check-up meetings with students.

- Parents will also be provided access to the parent's portal so that they can monitor their student's progress at any time.

Satisfaction Reporting

The Charter School serves students and their families. One way to measure our organizational success and to identify areas that need improvement is to frequently measure student, family, and staff satisfaction with school programs and operations. The Charter School intends to use Panorama to collect and analyze data each year due to its ease of use and comparability across a nationwide sample that can be analyzed according to a variety of demographic and role variables.

Student and parent satisfaction surveys will be anonymous surveys that can be completed online. The surveys will be administered upon completion of the enrollment, registration, and orientation processes and at least annually thereafter. The Charter School intends to administer an informal satisfaction survey to students and parents at the 30-Day Check. A brief summative satisfaction survey targeting course content and student support will be administered upon completion of each quarter of coursework. The Charter School also intends to administer a program satisfaction survey at the end of the student's course of study.

Online and on-site staff satisfaction surveys are administered as part of the 8-Week Block Review and Annual Performance Evaluation. The new staff is also surveyed about the effectiveness of training and preparation.

The results of the satisfaction surveys are aggregated and used as part of The Charter School self-study and evaluation processes for continual improvement. The Charter School will use the data in the performance audit to assess and improve upon its educational programming as deemed necessary. It will be included in the LCAP and shared with the various advisory committees and community stakeholders.

County Oversight and Collaboration

The Charter School will comply with a County requested visitation process to enable the County to gather information needed to validate the Charter School's performance and compliance with the terms of this charter. Additionally, the Charter School agrees to and submits to the right of the County to make random visits and inspections or observations in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3 the Charter School shall promptly respond to all reasonable inquiries, including, but not limited to, inquiries regarding its financial records from the County and the State Superintendent of Public Instruction.

Element 4: Facilities

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

The Charter School is seeking a facility that will support 500 students by the 2030-31 school year and will likely seek interim facilities during the first two years as the school enrollment grows. At full capacity, the school will require approximately 30,000 square feet, including:

- 16 classrooms/learning labs of approximately 800-900 square feet each
- Full Commercial Kitchen
- Cafeteria/Gymnasium/Auditorium
- Restrooms
- Secure storage spaces
- Teachers' lounge, kitchen, and work area
- Ten windowed small group meeting spaces
- Five private offices
- Entrance lobby
- Facility-wide air conditioning and heating
- Internet connectivity (at least T1 but preferably fiber optic cables to each classroom) and electricity in abundance
- Sufficient technology, furniture, and fixtures
- Parking for students, staff, and visitors
- Outdoor playing and activity fields

The Charter School is currently located at 365 4th Street, Hollister, CA 95023.

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Element 5: Governance Structure

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

The Charter School will be a directly funded independent charter school and is operated by Polytechnic Academy, a California nonprofit public benefit corporation seeking tax-exempt status. An organizational chart is attached as Exhibit A. The Charter School will operate autonomously from the County, with the exception of the supervisory oversight as required by statute and other contracted services as may be negotiated between the County and the Charter School. Pursuant to Education Code Section 47604(d), the County shall not be liable for the debts and obligations of the Charter School, operated by a California non-profit public benefit corporation, or for claims arising from the performance of acts, errors, or omissions by the Charter School, as long as the County has complied with all oversight responsibilities required by law.

Attached as Exhibit B, please find the Polytechnic Academy's Articles of Incorporation, Bylaws, and Conflict of Interest Code.

Board of Directors

The Charter School will be governed by the Polytechnic Academy Board of Directors ("Board" or "Board of Directors") in accordance with its adopted non-profit corporate bylaws, which shall be consistent with the terms of this charter. The non-profit corporation's Board will be fully responsible for the operation and fiscal affairs of the school, including but not limited to the following:

- Promote, guard and guide the mission and vision of the school.
- Ensure adherence to all state and federal requirements as well as those requirements set forth specifically in the charter petition.
- Hire, supervise, and evaluate the Executive Director.
- Monitor student achievement to ensure progress toward fulfillment of the schools' mission.
- Engage in ongoing strategic planning.
- Approve and monitor the schools' annual budget, budget revisions, and monthly cash flow statements and ensure the long-term financial stability of the school.
- Approve any contract that would cause the Charter School to compensate an individual contractor more than one hundred thousand dollars ($100,000) in a fiscal year.
- Act as a fiscal agent, including, but not limited to, the receipt of funds for the operation of the school in accordance with applicable laws and the receipt of grants and donations consistent with the mission of the school.
- Contract with an external independent auditor to produce an annual financial audit according

to generally accepted accounting practices.

- Review and approve annual independent fiscal audit and performance report.
- Provide support and assistance to the school in its fundraising efforts, as well as other needs as they arise.
- Establish Board Committees as needed, in accordance with the Bylaws.
- Attract and recruit new Board members and ensure proper training and orientation for all new members.
- Approve the schedule of Board meetings.
- Participate in the dispute resolution procedure and complaint procedures when necessary.
- Approve charter amendments as necessary and submit requests for material revisions as necessary to the County for consideration.
- Such other duties and activities as may be needed, in accordance with the non-profit Corporation's Bylaws, this charter, and all applicable laws.

The Board of Directors may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of the Charter School any of those duties with the exception of budget approval or revision, approval of the financial audit and performance report, approval of contracts over $100,000 and the adoption of Board policies. The Board of Directors, however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing.
- Specify the entity designated.
- Describe in specific terms the authority of the Board of Directors being delegated any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation.
- Require an affirmative vote of a majority of Board of Directors members.

The Board of Directors shall adopt a Conflict of Interest Code which shall comply with the Political Reform Act, Government Code Section 1090, et seq., as set forth in Education Code Section 47604.1, and Corporations Code conflicts of interest rules, and any charter school specific conflicts of interest regulations. As required, the Conflict of Interest Code will be submitted to the San Benito County Board of Supervisors for approval. See attached Exhibit B for the Conflict of Interest Code of the Charter School.

Notwithstanding any conflict in the bylaws or the law controlling non-profit corporations, all business of the Charter School and its operating corporation and Board, when conducting any of the business of or related to the Charter School, shall comply with all laws applicable to charter schools, specifically including the Brown Act and applicable conflict of interest laws. In the event that any of these types of laws/rules/provisions permit an action or means of taking action that is restricted or prohibited by any of these other laws/rules/provisions, the most restrictive law/rule/provision shall control. In the case of a conflict between the requirements of this Charter

and the provisions of the corporate bylaws, this Charter shall prevail.

The Board meets at least once every two months; all meetings are noticed and held in accordance with the Brown Act and Education Code Section 47604.1(c).

The number of directors shall be no less than three (3) and no more than seven (7), unless changed by amendments to the bylaws. All directors shall be designated by the existing Board of Directors. In addition, in accordance with Education Code Section 47604(c), the County may appoint a single representative to the Board of Directors of the non-profit public benefit corporation. The County may also choose not to have this representative on the Charter School's Board of Directors. If the County chooses to appoint a representative to the Board, the Charter School may appoint an additional member to ensure that the Board is maintained with an odd number of directors.

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

Board members are selected based on their expertise and skills and their commitment to representing the Charter School's student population and upholding the Charter School's mission. Other relevant criteria for Board selection include a demonstrated ability to act in a leadership capacity and a commitment to diligently fulfill their responsibilities as Board members, including a willingness to routinely attend Board meetings, to actively participate in Board working groups and/or committees, and to seek other ways to actively engage in overseeing the Charter School's program. To establish continuity and sustainability for the Charter School's long-term success, members of the Board serve four-year staggered terms and can be elected to up to four consecutive terms.

The current members, including names and relevant qualifications, of the Board are listed in Appendix K.

The Board is committed to continuous improvement and ongoing training to assist the Directors in fulfilling their responsibilities as public charter school board members. To this end, the Board regularly seeks appropriate training and educational opportunities, both as a full Board and individually, including full Board training sessions with legal counsel or other experts familiar with public school governance and/or training sessions with governance experts on at least the issues of ethics (AB 2158), the Brown Act, school finance (AB 640), child abuse and neglect, and conflicts of interest. Training and education for new Board members also is critical to ensure that these new members fully grasp their responsibilities as Board members and develop the requisite expertise in public school oversight and monitoring to be effective. New Board members will go through an initial orientation. The school will maintain general liability and Board errors and omissions insurance policies as discussed below.

School Staff Positions

The Board of Directors has the ultimate responsibility to oversee the program to ensure the school's operational and fiscal success; however, the Charter School's administrators, counselors, and teachers carry out the day-to-day operations of the school. The Executive Director is the overall site manager and reports directly to the Board of Trustees. The Executive Director is responsible for implementing policy, overseeing operations of the school, hiring and termination decisions for all staff, and carrying out the provisions of the charter and the Board's directives. The teaching faculty will work closely with the Principal to implement the educational program. The Principal is responsible for the daily supervision and evaluation of all teaching faculty and will oversee the conduct of the teaching faculty and other staff. Other administrative staff will report to the Executive Director. (See Element 6 below.)

Parent/Guardian Involvement

The Charter School will be held accountable for the results it generates as measured by student performance and overall family satisfaction. The Charter School's ability to satisfy the needs of students and parents will result in student retention year-after-year, as well as increased new enrollment. The Charter School intends to put the following initiatives and programs in place to hold the Charter School accountable and to keep the lines of communication open with the parents/guardians of the students we serve.

- Parents/Guardians and students will be encouraged to form an Advisory Council. The Charter School Advisory Council will be a Charter School-facilitated group of parents and students enrolled in the Charter School that meets quarterly to give input on how the Charter School can be improved for all students, serve as a resource for new families considering enrolling in the Charter School, advocate on behalf of the Charter School in the community, and a forum for reaction to proposed Charter School plans.
- Parents/Guardians will help evaluate the Charter School's program each year through meetings and surveys. Parents/Guardians will be supported as they develop leadership skills. l
- Parents/Guardians will be taught how to be effective instructional coaches under the guidance of qualified and certificated teachers. Parents/Guardians will learn how to efficiently use computers and seek out needed resources. Parents/Guardians will be actively encouraged to participate in schoolwide planning and other meetings.

School Communication, Newsletters, and Social Media

All stakeholders will be informed of the events and planning activities of The Charter School through a newsletter, which will be distributed at least quarterly. Social Media sites will have updated information regarding school activities and programs for parents, community partners, and other stakeholders. The Charter School will have a multi-directional communications system with parents/guardians, staff, and students that is available in the preferred language of the

individual stakeholders.

Element 6: Employee Qualifications

Governing Law: The qualifications to be met by individuals to be employed by the charter school. Education Code Section 47605.6(b)(5)(F).

Qualifications of School Employees

Employees of The Charter School shall be employees of the Polytechnic Academy and not the County. The Charter School will recruit professional, effective, and qualified personnel to serve in administrative, instructional, instructional support, and non-instructional support capacities. The Charter School believes that all of its employees play a key role in creating a successful learning environment and will recruit qualified employees. In accordance with the Charter School health and safety policies, all employees shall be fingerprinted and undergo clear background checks prior to commencing employment with the Charter School. Additionally, all requirements set forth in applicable provisions of the law will be met, including, but not limited to, charter school faculty credentialing requirements, as necessary.

The Charter School's mission and educational approach will appeal to teachers and staff. A key component of the Charter School is a commitment to students and staff as co-creators of a high-quality educational environment. To this end, the Charter School is committed to recruiting, hiring, and developing a well-supported community of professionals dedicated to best practices.

Regardless of their role in the Charter School, every person hired by the Charter School will actively help to promote the curricular philosophy, instructional program, and the school community's vision and mission.

- The Charter School will not discriminate against any employee on the basis of the characteristics listed in Education Code Section 220, or any other protected classes in accordance with applicable state and federal law,
- The Charter School will adhere to the existing State of California laws regarding fingerprinting and TB testing of employees,
- The Charter School will adhere to school policy pertaining to the safety and health of all employees and students. All employees of the Charter School will be required to have a criminal record summary on file pursuant to Education Code Section 44237,
- An employee will not be permitted to begin work until that employee has been fingerprinted and cleared by the Department of Justice,
- Teachers will meet the requirements for employment as provided by Education Code Section 47605.6(l),
- Teachers will hold the Commission on Teacher Credentialing Certificate, permit, or other document required for the teacher's certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of the school district.

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Appropriate records of credentials held by the Charter School teachers and supporting documentation will be monitored and maintained by the Charter School administration.

Credentials will be monitored annually by SBCOE in compliance with state and federal law.

Qualifications of Administrators

Executive Director

The Board of Directors is responsible for selecting the Executive Director. The Executive Director provides general oversight of the schools' programs and reports directly to the Board of Directors. As the chief executive, the Executive Director is responsible for the school's overall performance and success in fulfilling the goals stated within its vision and mission. The Executive Director focuses on the broader mission of the school, including evaluation of the school's effectiveness, fundraising, community relations, strategic planning and implementation of Board's objectives, and the other duties described below.

Selection of the Executive Director will be based on proven experience meeting the following qualifications:

- Relevant experience with school and organizational leadership and innovation
- A Master's Degree or higher in an appropriate field is desired
- Relevant successful experience as a school administrator and teacher
- Ability to fulfill the role of visionary leader for the organization
- Entrepreneurial ability
- Expertise in curriculum design, supervision and evaluation
- Ability to communicate effectively, verbally and in writing, with diverse groups, the Board and the community
- Have strong, positive interpersonal skills.
- Demonstrate knowledge of current educational research and practice.
- Demonstrate ability to facilitate effective, responsible, personal, and collaborative decision making practices.
- Interest in the charter school model of public education and commitment to the charter school's success
- Relevant academic and professional preparation to be successful
- Ability to advocate effectively on behalf of the school and to spearhead fundraising efforts
- Experience with school operations including finances, fundraising, facilities, health and safety and other operational management
- Other qualifications and/or qualities deemed important by the Board.

The Executive Director is responsible for:

- Overseeing charter petition development, renewals and any necessary material revisions in partnership with the County Superintendent
- Ensuring that the school enacts the vision and mission of the Charter School
- Working with the Board to set policy, engage in strategic planning for the organization, oversee school operations and ensure proper governance, including compliance with the Brown Act
- Developing a strategic operational and development plan in consultation with the Board
- Managing all fiscal and business operations including annual budgets
- Overseeing back-office, compliance, and management systems, and all reporting to the Board, the County, and other required reports (including annual audit)
- Hiring, supervising, coaching, and evaluating the school principal and lead staff, including holding school leaders accountable for attaining ambitious student achievement goals and fulfilling our mission
- Hiring, supervising and evaluating all central office staff
- Making hiring and termination decisions regarding all school site personnel in collaboration with the Principal
- Overseeing student outreach and recruitment, school lotteries and admissions
- Overseeing parent and community involvement in school life
- Consulting regularly with the Principal regarding student and staff performance
- Establishing organizational and school site policies and protocols and ensuring effective implementation, including personnel policies, annual calendar, professional development for staff, health and safety, fiscal policies and more
- Ensuring organizational and school site compliance with applicable laws, regulations and County policies and all reporting requirements
- Participating in dispute resolution procedures and complaint procedures when necessary
- Participating in suspension and expulsion decision making process as needed
- Presenting independent fiscal audit annually to the Board and appropriate county and state agencies
- Leading County relations
- Leading development and implementation of partnerships with industry, college and community service organizations.

Principal/Learning Director

The Principal and Learning Director positions will initially be a combined role, eventually becoming two separate positions as the school reaches enrollment capacity. The Principal/Learning Director is the primary day-to-day administrator of the Charter School's

educational programs. The Principal/Learning Director is responsible for advising and coaching high school students toward the completion of their Personalized Success Plan and their high school diploma. The Principal/Learning Director along with Instructional Aides, and Teachers, serves as the main contact with the student and their families. Once the student is enrolled in the Charter School, the staff engages the student and the family to develop a Personalized Success Plan that outlines the student's learning needs, goals, career interests, and course focus. The Principal/Learning Director also monitors student attendance by seeking out students who have attendance issues to encourage and invite them to return and assist them as they get back on track. The Principal/Learning Director is accountable for the outcomes of the students, as they are focused on a 360 degree view of the student, utilizing not only the information provided by Teachers, but also accounting for the personality, individual circumstances and characteristics of the student. Principal/Learning Director will seek to maintain good relationships with both the student and their family. The Principal/Learning Director oversees the Counselors in helping the student make their Graduation Plan and has responsibility to monitor the students and their level of success toward graduation. The Principal/Learning Director, the Teacher, and the Instructional Aide work together with the student and parents/guardian to assure they are progressing toward their goals. The Principal/Learning Director will also address student/parent/teacher staff disputes, creating a student achievement centered culture, and school planning and policy.

Specifically, the Principal/Learning Director:

- Leads the faculty in implementing the educational program contained in the charter petition
- Ensures that each student has a PSP and that they are updated at the conclusion of each 8-week period
- Provides educational leadership in developing and implementing the WASC Plan.
- Leads the overall school improvement process, including conducting teacher observations, modeling best practice, and analyzing student data.
- Participates in management meetings and other activities appropriate for continual professional
- development.
- Implements guidelines for proper student conduct and disciplinary procedures and policies, based on the Student Code of Conduct, which assures a safe and orderly environment.
- Leads student suspensions and expulsions.
- Works with and assists faculty in the development of effective classroom discipline and organization, supporting teaching and learning in the classroom.
- Prepares required reports and paperwork such as discipline reports, suspension reports, expulsion paperwork, discrimination complaints, parent communications, and other paperwork
- Attends Special Education (IEP) meetings and provides guidance/support as needed to the Special Education team

- Coordinates school site testing for the Physical Fitness Test, CAASPP, formative assessments, ELPAC, and other accountability measures
- Handles the scheduling, orders tests, coordinates staff training, distributes and collect testing materials in accordance to established guidelines
- Assists in the selection and mentoring of staff by observing and evaluating teacher performance as it relates to student learning and provides coaching, feedback and provides assistance as needed
- Conducting staff meetings that involve the discussion of instructional programs that focus on student achievement, policy changes, system issues, and problem identification and resolution.
- Creates schedule as well as provides support and supervision for faculty
- Provides supervision while maintaining visibility about the campus and classrooms
- Utilizes data and current educational best practices in the planning and preparation of the school instructional program
- Assists in managing and supervising school-sponsored events, coordinating the supervision of events, and maintaining a calendar of all school events.
- Works as a team member to meet the system-wide needs of the organization
- Facilitates positive communications among students, parents/guardians, teachers, and support staff in daily interactions
- Assumes the full responsibilities of the school, including designating site leadership when duties require the principal to be absent
- Performs other duties as assigned by the Executive Director.

In this role, the Principal/Learning Director must possess both the leadership skills and academic competencies to effectively operate a high-quality educational program. The Principal must possess the following qualifications:

<u>Leadership Competence</u>

- The ability to articulate and support the philosophy and direction of the academic program;
- The ability to implement program initiatives through appropriate professional development for staff;
- The ability to lead effectively within a team environment;
- The ability to communicate effectively with staff, students, and parents to better meet the needs of the students in the school;
- The ability to use appropriate communication tools, especially current technologies;
- The ability to exhibit and promote multicultural awareness, gender sensitivity, and racial and ethnic appreciation;
- The ability to implement a shared decision-making process agreed upon by all stakeholders;

- The ability to establish a framework for collaborative action and involve the school community in developing and supporting shared beliefs, values, mission, and goals for the school;
- The ability to make informed, objective judgments;
- The ability to work with all staff to create an effective staff development plan for all staff;
- Ability to maintain and promote confidentiality as the norm under which the school operates;
- The desire and ability to engage in continuing education and skills upgrading.

Administrative Competence

- The ability to create and maintain a safe, orderly, positive, and effective learning environment;
- The ability to annually evaluate the performance of all teaching and support staff;
- The ability to employ and monitor acceptable accounting procedures in the maintenance of all fiscal records;
- The ability to create and maintain a climate of respect and fairness for all staff and students.

Overall Qualifications (Desired/Preferred but Not Required)

- Professional Administrative Credential and/or Masters Degree in Education or equivalent (required);
- At least five (5) years experience in the education field;
- Management, administrative, and instructional expertise;
- Curriculum implementation expertise;
- Experience with school budgets;
- Willingness to learn about charter school leadership.

Teachers

Well-qualified teachers will be selected for their ability to thrive in both the online and onsite environment. Using professional development and peer mentoring they will be well-trained in the best practices of onsite and online course instruction and the specific requirements of their position with an eye towards the needs of the student and the Charter School. The teacher's role at the Charter School is to support and personalize learning and to inspire students to reach beyond the content and find meaning and application to life. The teacher's role in both environments includes evaluation and assessment of work: however, it also includes establishing and maintaining individual advisor-type relationships with students.

The Charter School employs teaching staff who hold the California teaching certificates, permits, or other documents required for their certificated assignment. Teachers are responsible for overseeing the students' academic progress and for monitoring grading and matriculation decisions as specified in the Charter School's operation policies.

All teachers must comply with credential requirements in Education Code Section 47605(l)(1). Applicants to teach in our program are evaluated based on the following qualifications:

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- Demonstrated expertise in the subject area and the ability to communicate the appropriate knowledge to each student.
- Possession of a valid teaching credential with CLAD/BCLAD (or similar) authorization.
- Knowledge and experience with standards-based instruction: the ability to align curriculum and standards and willingness to adopt grading practices that can be used in standards-based grading.
- Knowledge of assessment strategies and the ability to use data to drive their teaching and ensure continuous improvement of student learning.
- Ability to effectively use a broad range of instructional strategies, including providing a guaranteed curriculum, challenging goals and effective feedback, differentiated instruction, and backward mapping, among others.
- Demonstrated competence using advanced technology as a learning tool: willing and able to integrate technology into teaching and student learning.
- Outstanding classroom management skills.
- Belief in our mission that all students will learn and successfully master the content and skills necessary for advanced post-secondary education.
- Willingness to work as a vital part of the Charter School's team to ensure continuous improvement for students, staff, and the community as a whole.
- Willingness and ability to work with students and parents on an ongoing basis to ensure student success.
- Love of students, enthusiasm for teaching, the belief that each student can and will succeed, and the willingness to do what it takes to make that happen.
- Desire and ability to engage in continuing education, staff development, and skill upgrading.
- Comfortable team-teaching in a classroom where communication is visible to all
- Deep personal motivation for exploring alternative educational strategies.
- Positive references from most recent employment and/or college or graduate school.

Counseling Staff

The Charter School intends to have a low student-to counselor ratio of 100:1, well below the national average of 477:1 and the recommended 250:1 ratio of the American School Counselor

Association. Our counselors provide critical services to our students, starting in 9th grade, including college-readiness and awareness, assistance with applications to colleges and universities (including for summer programs), financial aid education and assistance, and much more related to pathway development and work experience opportunities. The Counselors are also our primary ambassadors to apprenticeship programs, career programs, colleges and

universities, informing them about our new school and providing information and assistance to help our students gain admission to the program, college or university of their choice.

Counseling staff also serve an important role in supporting the wrap around services our students need, conducting outreach to surrounding schools as part of our "Seek and Serve" strategies,

Support Staff

The Charter School administrative and operational staff will demonstrate experience or expertise in the

issues and work tasks required of them. Support staff will be provided professional development opportunities to ensure that they remain abreast of all relevant changes in laws or other operational

requirements.

The Charter School Student Support Team will work in unison to achieve the individual learning objectives of the students, families, and the Charter School. The focus of the Student Support Team is to challenge the student to not only achieve a basic understanding of the core material, but to explore and expand on those concepts by applying them to real-world scenarios. Each member of the Student Support Team plays a key role in the academic experience for the student.

The description of the positions below, contain several overlaps of responsibilities to ensure that those areas of student support, which are of the greatest importance are delivered by multiple individuals who will interact with students.

Instructional Aide ("IA") – Role and Responsibilities

This position serves high school students by providing additional support with academic and non-academic needs the students may have. Their role is to support the students in making progress toward their goals and to work with the teacher to provide whatever resources the student may need to be successful. The Instructional Aide helps teachers provide assistance to students both with instruction and life skills. They also help teachers enter student data into school information systems, transport students, and have a variety of other responsibilities.

Qualifications

The preferred criteria for Instruction Aide include a commitment to the Charter School's mission, experience with the Charter School's target student population, and a high school diploma or equivalent. Using this criteria, the Principal will select (on an application and interview basis) and evaluate Instructional Aide. The Principal will evaluate IA's annually or on an as-needed basis. IA's will be evaluated on the following performance measures, which will be revised by the Principal as needed:

- Teacher evaluations
- Performance of job responsibilities

- Achievement of the Charter School's educational goals
- Maintain regular, punctual attendance
- Demonstrated ability to work collaboratively.

If an Instructional Aide disagrees with the substance of an evaluation, he/she will have the opportunity to provide a written response, which will be included in his/her personnel file. In addition, he/she may pursue the Charter School's grievance procedure.

School Secretary

The School Secretary will work directly with students, families, and staff and will ensure the smooth daily operations of the main office. The School Secretary will welcome visitors, perform administrative and financial duties (to aid in the segregation of financial duties), support dissemination of school policies and expectations, maintain records, and act as customer service when students and families need assistance. The School Secretary will support all leaders and staff.

Qualifications

The preferred criteria for School Secretary include a commitment to the Charter School's mission, experience with the Charter School's target student population, and a high school diploma or equivalent. Successful candidates will have a proven customer service orientation, attention to detail, and the ability to organize their work and the work of others.

Clerk/Registrar – Role and Responsibilities

Responsible for advising prospective students and parents regarding enrollment, admissions and other related processes, providing school background and guideline information via phone inquiries, verifying contact and other demographic information from applications received, screening potential students-based on school enrollment guidelines, and requires the use of judgment and discretion on a periodic basis. The position also requires extensive knowledge of the Charter School's history, vision, values, and all policies and procedures. Responsible for evaluating high school transcripts and credits, advising, and coaching high school students toward the completion of their high school diploma.

The registrar prepares and maintains accurate student records, registers and withdraws students according to established procedures at the high school; compares and corrects CALPADS information between the high school and state; assists in processing students for graduation; and various other secretarial and clerical tasks as assigned.

Qualifications

Successful candidates will have a commitment to the Charter School's mission, experience with the Charter School's target student population, and a high school diploma or equivalent.

Successful candidates will have a proven customer service orientation, attention to detail, and the ability to organize their work and the work of others. Individuals with a background in managing

student data would be highly preferred.

Custodian – Roles and Responsibilities

Responsible to perform general, routine custodial duties, to include dusting, mopping, vacuuming, cleaning restrooms, and restocking paper and soap supplies. Performs routine general maintenance.

Qualifications

Successful candidates will have a commitment to the Charter School's mission, experience with the Charter School's target student population, and experience as a custodian or maintenance worker or the ability to learn the required tasks and work management skills.

Provisions for professional development to ensure that staff members are trained to carry out the instructional programs proposed.

To be a truly excellent teacher, one must continually experience the joys of learning. Excellent teachers also continually develop their skills to effectively serve all students. The Charter School's mission and vision involve sophisticated educational practices that will take time to develop, as individual teachers develop the needed skills and as the Charter School incrementally develops the capacity to implement the vision fully. The staff of The Charter School will be supported in their professional growth and will be given the power to choose areas of focus for their learning each year through individualized Professional Development Plans in addition to organization-wide development priorities. All teachers will be supported in their curriculum construction activities and in their ongoing evaluation and re-formulating of their pedagogical methods.

The methods by which the faculty will be supported in their professional growth include:
Summer Institute

- Teachers will receive in-depth training prior to the start of the school year, and then throughout the school year
- Teachers will be provided with the philosophical, pedagogical, and operational underpinnings of the Charter School model
- Teachers will experience hands-on training in using the high school courses, assessment systems, technology, student coaching strategies, cultural awareness and advocacy, the role of charter schools in public education improvement, issues related to the specific context of our target population, use of instructional data, mental health and wellness, professional workplace relationship development, industry concentration learning, and other topics based on the priorities and needs of the staff.

During the School Year

- On-site teachers will be given a portion of one day per week, while students are in life skills and leadership instruction, to collaborate with other teachers in assessing and planning their curricular choices and pedagogical methods, examine student work, share their

documentation for the purpose of assessing and improving student learning, or review research in pedagogy and curriculum. Staff will be expected to review material described above and evaluate their students' learning successes and challenges. They will then create, implement, and re-assess their teaching and curricular choices in light of this information.

- All teachers will attend workshops on project-based curriculum and the Response to Intervention model, among other topics.
- All staff will be trained in creating a trauma-informed, culturally responsive school environment that makes students and families feel welcome and able to communicate. The Charter School will develop policies to promote effective communication between parents, teachers, counselors, and administrators, setting expectations for the timeliness of responses to parent inquiries, for the manner in which conflicts will be resolved – both informally and through formal grievance procedures, and for courteous professional communications. Staff will receive training in the Charter School's standards for professional communication and strategies for effective communication such as including conflict resolution and harassment prevention.

Element 7: Health and Safety

Governing Law: The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

i. *That each employee of the charter school will furnish the charter school with a criminal record summary as described in Section 44237.*

ii. *The development of a school safety plan, and the annual review and update of the plan, pursuant to Section 47606.3.*

iii. *That the school safety plan be reviewed and updated by March 1 of every year by the charter school. Education Code Section 47605.6(b)(5)(G).*

Deleted: *i.*

Deleted: *ii.*

Deleted: *which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282. iii*

In order to provide safety for all students and staff, The Charter School will maintain full health and safety policies and procedures and risk management policies at its school site in consultation with its insurance carriers and risk management experts. These policies will be incorporated into the Charter School's student and staff handbooks and will be reviewed on an ongoing basis by the School Director and Board of Directors. The Charter School shall ensure that staff are trained annually on the health and safety policies. A full draft will be provided to the County for review at least 30 days prior to operation or as otherwise agreed upon by the County and Charter School. The following is a summary of the health and safety policies of the Charter School:

Procedures for Background Checks

The Charter School shall comply with the provisions and procedures of Education Code Sections 44237 and 45125.1 regarding the fingerprinting and background clearance of employees, contractors and volunteers prior to employment, volunteering, or contract services or any unsupervised contact with pupils of the Charter School. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1.

The Principal shall monitor compliance with this policy and report to the Charter School's Board of Directors on a regular basis. The Board Chair shall monitor the fingerprinting and background clearance of the Principal. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

Mandated Child Abuse and Neglect Reporting and Training

Deleted: Role of Staff as Mandated student Abuse Reporters¶
All employees will be mandated student abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the County¶

All employees, volunteers, contractors (whose duties require contact with or supervision of students), and governing board members of the Charter School will be mandated student abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by school districts. For purposes of this requirement, volunteers are defined as individuals who are over 18 years of age and interact with students outside of the immediate supervision and control

of the student's parent or guardian or a Charter School employee. The Charter School shall provide training to all mandated reporters in accordance with Education Code Section 44691.

Deleted: mandated reporter

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Tuberculosis ("TB") Risk Assessment and Examination

The Charter School will follow the requirement of Education Code Section 49406 in requiring all employees and volunteers who have frequent or prolonged contact with students to be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, and for employees at least once each four years thereafter.

Immunizations

All enrolled students enrolled who receive classroom-based instruction will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075.

Medication in School

The Charter School will adhere to Education Code Section 49423 regarding the administration of medication in school or school-related activities. The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members; per AB 1651 (2023), the Charter School shall store emergency epinephrine auto-injectors in an accessible location upon need for emergency use and include that location in annual notices required by law. To the extent the Charter School maintains a stock of albuterol inhalers to respond to respiratory distress in students, the Charter School shall comply with the requirements of Education Code Section 49414.7, including with respect to training, notices, and the stocking of albuterol inhalers.

Vision, Hearing, and Scoliosis

Students will be screened for vision, hearing, and scoliosis in accordance with Education Code Section 49450, et seq., as applicable to the grade levels served by The Charter School.

Suicide Prevention Policy

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

Prevention of Human Trafficking

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

Menstrual Products

The Charter School shall stock the school's restrooms at all times with an adequate supply of menstrual products, available and accessible, free of cost, in all women's restrooms and all-gender restrooms, and in at least one men's restroom. The Charter School shall post a notice regarding the requirements of Education Code Section 35292.6 in a prominent and conspicuous location in every restroom required to stock menstrual products, as specified. This notice shall include the text of Education Code Section 35292.6 and contact information, including an email address and telephone number, for a designated individual responsible for maintaining the requisite supply of menstrual products.

All Gender Restrooms

The Charter School shall provide and maintain at least one all-gender restroom for voluntary student use at each of its school sites that has more than one female restroom and more than one male restroom designated exclusively for student use. The restroom shall have signage identifying the bathroom as being open to all genders, it shall remain unlocked, unobstructed, and easily accessible by any student, and be available during school hours and school functions when students are present. The Charter School shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

School Meals

As required by law, the Charter School shall provide breakfast and lunch free of charge during each school day to any pupil who requests a meal without consideration of the pupil's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. The meals provided under this paragraph shall be nutritionally adequate meals that qualify for federal reimbursement.

The Charter School shall provide each student adequate time to eat as determined by the Charter School in consideration of available guidance.

Mental Health Education

If the Charter School offers one or more courses in health education to students in high school, the Charter School shall include in those courses instruction in mental health that meets the requirements of Education Code Section 51925, et seq.

Mental Health Information

The Charter School shall create and post a poster at the school site identifying approaches and resources addressing student mental health in compliance with Education Code Section 49428.5. The poster shall be displayed in English and the primary language(s) spoken by 15 percent or more of students enrolled at the school site. The poster shall be prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented by, students at the school site. The poster shall also be digitized and distributed online to students through social media, internet websites, portals, and learning platforms at the beginning of each

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Deleted: Nutritionally Adequate Free or Reduced Price Meal¶
The Charter School shall provide each needy student, as defined in Education Code Section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code Section 49553(a), during each school day.¶
The Charter School shall provide two school meals free of charge during each school day to any pupil who requests a meal without consideration of the pupil's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. The meals provided under this paragraph shall be nutritionally adequate meals that qualify for federal reimbursement¶

school year.

Referral Protocols for Addressing Student Behavioral Health Concerns

The Board shall adopt, at a regularly scheduled meeting, a policy on referral protocols for addressing student behavioral health concerns in grades 9 to 12, inclusive. The policy shall meet the requirements of Education Code Section 49428.2, and shall be developed in consultation with Charter School and community stakeholders and school-linked behavioral health professionals, and shall, at a minimum, address procedures relating to referrals to behavioral health professionals and support services.

California Healthy Youth Act

The Charter School shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students in grades 9-12 at least once, pursuant to the California Healthy Youth Act (Education Code Section 51930, et seq.).

School Safety Plan

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

- Student abuse or neglect reporting procedures.
- Routine and emergency disaster procedures.
- Policies for students who committed an act under Education Code Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations.
- Procedures to notify teachers of dangerous students pursuant to Education Code Section 49079.
- A discrimination and harassment policy consistent with Education Code Section 200.
- Provisions of any schoolwide dress code that prohibits students from wearing "gang-related apparel," if applicable.
- Procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School.
- A safe and orderly environment conducive to learning.
- The rules and procedures on school discipline adopted pursuant to Education Code Sections 35291, 35291.5, and 47605.6.
- Procedures for conducting tactical responses to criminal incidents.
- Procedures to prepare for active shooters or other armed assailants by conducting a drill,

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

if this topic is covered in the School Safety Plan.

- Procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a schoolbus serving the school.
- Procedures to respond to incidents involving an individual experiencing a sudden cardiac arrest or a similar life-threatening medical emergency while on school grounds.
- Procedures specifically designed to notify parents and guardians of pupils, teachers, administrators, and school personnel when the school confirms the presence of immigration enforcement on the schoolsite
- A protocol in the event a pupil is suffering or is reasonably believed to be suffering from an opioid overdose.

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

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

The Charter School shall develop an instructional continuity plan, consistent with Education Code Section 32282(a)(3), to establish communication with students and their families and provide instruction to students when in-person instruction is disrupted due to an emergency pursuant to Education Code Sections 41422 or 46392(a).

Workplace Violence Prevention Plan

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

Blood-Borne Pathogens

The Charter School shall meet state and federal standards for dealing with blood-borne pathogens and other potentially infectious materials in the workplace. The Board of Directors shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including HIV and hepatitis B virus ("HBV"). Whenever exposed to blood or other bodily fluids through injury or accident, students and staff should follow the latest medical protocol for disinfecting procedures.

Drug Free/Alcohol Free/Smoke Free Environment

The Charter School shall function as a drug, alcohol, and smoke-free environment. Staff shall be trained in the use of Narcan (and other equivalent life-saving resources) and a sufficient supply shall be kept on campus and replenished if needed.

Facility Safety

In the event that the Charter School leases owns, or otherwise occupies a building or other facility, The Charter School shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the California Building Standards Code. The Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills in accordance with Education Code Section 32001.

Use of Technology

The Charter School recognizes that student use of technology can be abused by students and adults, thus creating a safety concern for the Charter School. All students and staff will be required to sign an Acceptable Use Agreement, prior to utilizing, or accessing, in any manner, the technology provided by or maintained by the Charter School.

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

The Charter School is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, student birth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. The Charter School will develop a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee-to-employee, employee-to-student, and student-to-employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School sexual harassment policy.

A copy of the policy shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired. The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code Section 231.6 and shall prominently and conspicuously display the poster in each bathroom and locker room at the school site and in public areas at the school site that are accessible to, and commonly frequented by, pupils.

Bullying Prevention

The Charter School shall adopt procedures for preventing acts of bullying, including

cyberbullying. The Charter School shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated school site employees and all other school site employees who have regular interaction with students.

Supporting LGBTQ Students

Through the completion of the 2029-30 school year, the charter school shall use an online training delivery platform and curriculum to provide at least one hour of required LGBTQ cultural competency training annually to teachers and other certificated employees and maintain records of such training as required by Education Code Section 218.

SAFETY Act

Pursuant to AB 1955 (2024), employees of the Charter School shall not be required to disclose any information related to a pupil's LGBTQ+ identity to any other person without the pupil's consent unless otherwise required by state or federal law. This provision shall not limit a parent's ability to request school records on behalf of their child.

Homicide Threats

The Charter School shall comply with all requirements under Education Code Sections 49390-49395 regarding mandatory reporting in response to homicidal threats. All employees and Board members who are alerted to or who observe any threat or perceived threat in writing or through an action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity shall make a report to law enforcement.

Gun Safety Notice

Beginning in the 2024-25 school year, at the beginning of the first semester, the Charter School shall distribute a notice to the parents/guardians of each student addressing California's student gun access prevention laws and laws related to firearm safety utilizing the most updated model language published by the California Department of Education.

Transportation Services

The Charter School shall comply with the requirements of SB 88 (2023-24) inclusive of Education Code Sections 39875, 39877, 39878, and 39879, as applicable, relating to background checks, testing, and other requirements for individuals and entities providing transportation services for students.

Extreme Weather Policy

The Charter School will develop, adopt, and implement a weather policy that includes protocols for extreme weather conditions, and incorporate the standardized guidelines developed by the CDE.

Element 8: Student Population Balance

Governing Law: The means by which the school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the county board of education to which the charter petition is submitted. Upon renewal, for a charter school not deemed to be a local educational agency for purposes of special education pursuant to Section 47641, the chartering authority may consider the effect of school placements made by the chartering authority in providing a free and appropriate public education as required by the federal Individuals with Disabilities Education Act (Public Law 101-476), on the balance of pupils with disabilities at the charter school. Education Code Section 47605.6(b)(5)(H).

The Charter School will serve a diverse student population concentrating especially on students matriculating into ninth grade after having failed courses and been chronically absent during middle school, as well as high school students of any grade level who either have left school without graduating or are at-risk of leaving school without graduating. The Charter School expects to enroll a student population that has a disproportionately high percentage of English Learners, students who are behind grade level in skills and/or credits, and students with mental health or special education concerns. With that concentration intention in mind, the Charter School will implement a student outreach strategy that includes, but is not necessarily limited to the following elements or strategies to ensure a balance of racial and ethnic students, special education students, and English Learners that is reflective of the general population residing within the County:

- Seek and Serve outreach efforts to surrounding middle and high schools as well as community-based, social service, mental health, hospital, and juvenile justice organizations
- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process,
- Prioritization of at-promise youth for immediate enrollment throughout the school year ahead of general population youth on the waiting list
- The development of promotional and informational material in English and Spanish,
- Student recruitment efforts may include, but are not limited to, direct mail, print advertising, and informational meetings directed toward targeted student populations to recruit students from various racial and ethnic groups,
- Recruitment materials reflect the diversity of the Charter School's student body,
- Regularly review student demographic, attrition, and performance data to ensure all students are receiving equal and excellent educational services.

In the development of the Charter School program and petition, the Charter School leadership met with community stakeholders, including (for example): San Benito County Office of Education Superintendent and cabinet, San Benito County Office of Education

board members, San Benito High School District Superintendent and cabinet, Aromas San Juan Unified School District Superintendent, South Monterey County Joint Union High School District Superintendent, City and County elected officials, parents, and community leaders. In addition, several community leaders have submitted letters of support, included in the Appendix.

Element 9: Suspension and Expulsion Procedures

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

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a homeless child or youth, or a foster child or youth, in the native language of the homeless or foster child's educational rights holder. In the case of a foster child or youth, the written notice shall also be provided to the foster child's attorney and county social worker. If the pupil is an Indian child, as defined in Section 224.1 of the Welfare and Institutions Code, the written notice shall also be provided to the Indian child's tribal social worker and, if applicable, county social worker. The written notice shall inform the pupil, the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, county social worker of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, or county social worker, or the Indian child's tribal social worker or, if applicable, county social worker initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

(iv) A foster child's educational rights holder, attorney, and county social worker and an Indian

Deleted: **Annual Independent Financial Audit Governing Law: The manner in which annual, independent, financial audits shall be conducted, in accordance with regulations established by the state board, and the manner in which audit exceptions and deficiencies shall be resolved. Education Code Section 47605.6(b)(5)(I). An annual independent financial audit of the books and records of the Charter School will be conducted as required under the Charter Schools Act, section 47605.6(b)(5)(I) and 47605.6(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law, and the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with the applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide. The Charter School Board will select an independent auditor. The auditor will have, at a minimum, a CPA and educational institution audit experience and be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars. It is anticipated that the annual audit will be completed within six months of the close of the financial year and that a copy of the auditor's findings will be forwarded to the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Executive Director will review any audit exceptions or deficiencies, meet with the County to determine how to resolve the exceptions or deficiencies to the satisfaction of the County, and report to the Board of Directors with recommendations. The Board of Directors will submit a report to the County describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the County along with an anticipated timeline for the same. Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process referenced below in this Charter, with the caveat that the Charter School recognizes that the legal requirement is to resolve audit exceptions or deficiencies to the satisfaction of the County. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law. The independent financial audit of The Charter School is a public record to be provided to the public upon request. Element 10: …**

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child's tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information. Education Code Section 47605.6(b)(5)(J).

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It is the goal of the Charter School to provide experiences for students that teach them compassion, commitment, and concern for others. It is understood that students learn what they experience, and therefore all adults model appropriate behavior for students. The faculty at the school help students behave in ways that are conducive to learning and building community.

Classroom experiences create developmentally appropriate opportunities for autonomy and positive decision-making. The essence of discipline is understanding behavior and finding effective alternatives to punishment.

At the Charter School, we are dedicated to helping students learn to meet their own needs while respecting the needs of others. Students and teachers decide upon agreements together for their mutual benefit. They also decide upon solutions that will be helpful to all concerned should problems arise. When teachers set limits without a student's input, they communicate clearly and firmly with kindness, dignity and respect. Teachers form empathic and positive relationships with their students, holding them to high standards of behavior.

School-wide Rules and Policies[16]

1. Respect the needs and feelings of others.
2. Use appropriate language and demonstrate concern for the property of teachers, peers and the community.
3. Be safe and be considerate of the safety of others.
4. Remain in the classroom or on school grounds unless permission is given by the teacher or administrator to leave.

It is our strong belief that while punishment may work in the short term to stop unwanted behavior immediately, long-range results may include resentment, revenge, rebellion, and/or retreat. Therefore, we use strategies that are not humiliating to students. Our approach is based upon mutuality and incorporates clear and firm expectations with respect for students so that a foundation for teaching life skills, good decision-making and self-regulation is emphasized.

The main objective in assigning consequences for misbehavior is to assist students in making good choices, whether in the classroom, at lunchtime, or during recess. When a student is unsafe, interrupts learning, or clearly does not respect the needs of others, the following course of action occurs: students are reminded of the expected behavior and previously agreed-upon school standards. Should the behavior continue, the teacher will conference with the student to determine good decision-making. When inappropriate behavior does not change, the principal

[16] This policy has been adapted from the best practice trauma-informed policy established and documents by Da Vinci Charter School in El Segundo, CA.

and/or counselor will be consulted. Finally, a conference will be called with the parent/guardian in order to assist the student in meeting the school's expectations for behavior.

Staff shall enforce disciplinary rules and procedures fairly and consistently amongst all students and accord all students with similar rights to due process. These disciplinary rules and procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations. The Charter School will develop a complete set of student discipline policies and procedures, which will be distributed to each student/parent as part of the

Student Handbook, which is regularly updated and incorporated herein by reference. Compliance with the Charter School's adopted procedures for suspension and expulsion set forth herein shall be the sole process for the Charter School to involuntarily dismiss, remove, or otherwise exclude a student who attends the Charter School from further attendance at the Charter School for any reason, including, but not limited to, disciplinary and academic causes. In no event shall the Charter School adopt an additional or alternative process for dismissing, removing, or otherwise involuntarily removing a student who attends the Charter School from further attendance at the Charter School separate from or in addition to the Charter School's procedures for suspension and expulsion.

Discipline includes, but is not limited to, advising and counseling students, conferring with parents/guardians, detention during and after school hours, the 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 the Charter School's property.

The Principal shall ensure that students and parents/guardians[17] are notified in writing of all discipline policies, rules, and procedures and given an opportunity to provide input and feedback on discipline policies and procedures. Transfer students and their parents/guardians shall be so advised upon enrollment. The notice shall state that these disciplinary rules and procedures are available on request in the office.

Suspended or expelled students shall be excluded from all school-related extracurricular activities unless

[17] 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.

otherwise agreed during the period of suspension or expulsion. A student identified as an individual with disabilities, or for whom the Charter School has a basis for knowledge of a suspected disability, pursuant to the Individuals with Disabilities Education Act, or who is qualified for services under Section 504 of the Rehabilitation Act, is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students, except to the extent that federal and state law or the student's Individualized Educational Program requires additional or different procedures for that student. The Charter School will follow all applicable federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities, for whom the school has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections according to due process to such students.

The Charter School recognizes that an engaging and rigorous curriculum, strong and individualized relationships with adults, positive activities and recognition programs, adequate supervision, and a solid culture of respect and regard for students are excellent deterrents to negative behavior.

Policy

The Suspension and Expulsion Policy and Procedures have been established in order to promote learning and protect the safety and well-being of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 et seq. which describe the offenses for which students at non-charter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions, and involuntary removal. The language that follows is largely consistent with the language of Education Code Section 48900 et seq. The Charter School is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension, expulsion, or involuntary removal.

Consistent with this policy, it may be necessary to suspend or expel a student from regular classroom instruction. This shall serve as the SBCPA policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements.

Charter School staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This policy and its procedures will clearly describe discipline expectations, and it will be printed and distributed annually as part of the Student Handbook which is sent to each student at the beginning of the school year.

The Charter School's administrative team shall ensure that students and their parents/guardians

are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this Policy and its Procedures are also available upon request at the Principal's office.

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, and suspension and expulsion. Suspended or expelled students shall be excluded from all Charter School and Charter School-related activities unless otherwise agreed during the period of suspension/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 this Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law requires additional or different procedures. The Charter School will follow all applicable federal and state laws, including but not limited to the applicable provisions of the Education Code, when imposing any form of discipline on a student identified as an individual with disabilities, 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 to due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian and shall inform the student, and the student's parent/guardian of the basis for which the student is being involuntarily removed and the student's parent/guardians right to request a hearing to challenge the involuntary removal. If a student's parent/guardian requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions before the effective date of the action to involuntarily remove the student. If the student's parent/guardian requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below.

Procedures

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:

1. while on any school property;
2. while going to or coming from school;
3. during the lunch period, whether on or off the school campus;
4. during, going to, or coming from a school-sponsored activity; or
5. during virtual instruction or distance learning regardless of the location.

Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended when it is determined the student:
   1.1. Caused, attempted to cause, or threatened to cause physical injury to another person.
   1.2. Willfully used force or violence upon the person of another, except self-defense.
   1.3. Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind. Students who voluntarily disclose their use of a controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports shall not be suspended solely for that disclosure.
   1.4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
   1.5. Committed or attempted to commit robbery or extortion.
   1.6. Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
   1.1. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
   1.2. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student. Students who voluntarily disclose their use of a controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports shall not be suspended solely for that disclosure.
   1.3. Committed an obscene act or engaged in habitual profanity or vulgarity.
   1.4. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
   1.5. Knowingly received stolen school property or private property, which includes but is not

Deleted: Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.…

limited to, electronic files and databases.

1.6. 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.

1.7. 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.

1.8. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

1.9. Engaged in,or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.

1.10. Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

1.11. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment

1.12. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e).

1.13. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating

an intimidating or hostile educational environment.

1.14. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1.14.1. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

1.14.1.1. 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 their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

1.14.1.2. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.

1.14.1.3. Causing a reasonable student to experience substantial interference with their academic performance.

1.14.1.4. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

1.14.2. "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

1.14.2.1. A message, text, sound, video, or image.

1.14.2.2. A post on a social network Internet Web site including, but not limited to: 1.15.2.2.1. Posting to or creating a burn page. A "burn page" means an

Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

1.14.2.2.2. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

1.14.2.2.3. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile

of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

1.14.2.3. An act of cyber sexual bullying.

1.15.2.3.1. For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

1.15.2.3.2. For purposes of this policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

1.14.3. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

1.15. A student who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

1.16. Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

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

2.1. 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 student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

2.2. Brandished a knife at another person.

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

2.4. 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.

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

3.1. Caused, attempted to cause, or threatened to cause physical injury to another person.

3.2. Willfully used force or violence upon the person of another, except self-defense.

3.3. Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind. Students who voluntarily disclose their use of a controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports shall not be suspended solely for that disclosure.

3.4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as a controlled substance, alcoholic beverage or intoxicant.

3.5. Committed or attempted to commit robbery or extortion.

3.6. Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

3.7. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

3.8. 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 a student's own prescription products by a student. Students who voluntarily disclose their use of a controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports shall not be suspended solely for that disclosure.

3.9. Committed an obscene act or engaged in habitual profanity or vulgarity.

3.10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

3.11. Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

3.12. 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.

3.13. 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.

3.14. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

3.15. Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.

3.16. Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

3.17. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment.

3.18. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e).

3.19. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment.

3.20. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

3.20.1. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are

directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

3.20.1.1. 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 their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

3.20.1.2. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.

3.20.1.3. Causing a reasonable student to experience substantial interference with their academic performance.

3.20.1.4. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

3.20.2. "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

3.20.2.1. A message, text, sound, video, or image.

3.20.2.2. A post on a social network Internet Web site including, but not limited to: 3.20.2.2.1. Posting to or creating a burn page. A "burn page" means an

Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

3.20.2.2.2. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

3.20.2.2.3. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

3.20.2.3. An act of cyber sexual bullying.

3.20.2.3.1. For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be

reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

3.20.2.3.2. For purposes of this policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3.20.3. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

3.21. A student who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

3.22. Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

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

4.1. 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 student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

4.2. Brandished a knife at another person.

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

4.4. 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 the Administrative Panel and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in

this Policy.

The Charter School will use the following definitions:

- The term “knife” means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.
- The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.
- The term “destructive device” means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb; (B) grenade; (C) rocket having a propellant charge of more than four ounces; (D) missile having an explosive or incendiary charge of more than one-quarter ounce; (E) mine; or (F) device similar to any of the devices described in the preceding clauses.

Suspension Procedures

Suspensions shall be initiated according to the following procedures:
Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or the

Principal's designee with the student and the student’s parent/guardian and, whenever practical, the teacher or Charter School employee who referred the student to the Principal or designee.

The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and the student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605.6(b)(5)(J)(i).

Deleted: J

This conference shall be held within (2) two school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

Penalties shall not be imposed on a student for the failure of the student’s parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent/guardian at the conference.

Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone, by email, or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student as well as the date the student may return to school following the suspension. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

Suspension Time Limits/Recommendation for Expulsion

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

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

Expulsion Procedures Authority to Expel

As required by Education Code Section 47605.6(b)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

Deleted: J

A student may be expelled either by the neutral and impartial Charter School Board of Directors 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 (3) members who are certificated and neither a teacher of the student nor a member of the Charter School's governing 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.

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 Principal or designee determines that the student has committed an expellable offense and recommends the student for expulsion.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all student confidentiality rules under the FERPA) unless the student makes a written request for a public hearing in open session three days prior to the date of the scheduled hearing.

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

- The date and place of the expulsion hearing,
    - A statement of the specific facts, charges and offenses upon which the proposed expulsion is based,
- A copy of the Charter School's disciplinary rules which relate to the alleged violation,
    - Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other County Office of Education or school to which the student seeks enrollment,
    - The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor,
- The right to inspect and obtain copies of all documents to be used at the hearing,
- The opportunity to confront and question all witnesses who testify at the hearing,
    - The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

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 student.

- The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) days notice of their scheduled testimony, (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent/guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
- 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.
- At the discretion of the entity conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
- The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
- The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.
- Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.
- If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.
- 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. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the student being expelled, the

complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

- Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance 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.

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.

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay 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 student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have their testimony heard in a session closed to the public.

Expulsion Decision

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 Board shall make the final determination regarding the expulsion 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, or the Board of Directors ultimately decides not to expel, the student shall immediately be returned to their previous educational program.

The Board of Directors may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Board. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Board of Directors may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Board of Directors shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Board of Directors shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

Written Notice to Expel

The Principal or designee following a decision of the Board to expel shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student and student's parent/guardian. This notice shall also include the following:

- Notice of the specific offense committed by the student; and
    - Notice of the student's or parent/guardian's obligation to inform any new school district in which the student seeks to enroll of the student's status with the Charter School.

The Principal or designee shall send a copy of the written notice of the decision to expel to the County.

This notice shall include the following:

- The student's name; and
- The specific expellable offense committed by the student.

Additionally, in accordance with Education Code Section 47605.6(e)(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.

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 SBCOE upon request.

No Right to Appeal

The student shall have no right of appeal from expulsion from the Charter School as the Charter School Board's decision to expel shall be final.

Expelled Students/Alternative Education

Parents/guardians of students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within SBCOE, or within the expelled student's school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by the parents/guardians or by the school district of residence of the expelled student to assist with locating alternative placements during expulsion.

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.

Readmission or Admission of Previously Expelled Student

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

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.

Review of Suspension/Expulsion Policies

The Charter School recognizes that research has shown that schools have disciplined students for willful defiance disproportionately, especially singling out Black students. The Executive

Director, Principal, and Board Chair will annually review discipline cases to identify and correct disproportionate discipline trends. Overall suspension and expulsion policies are subject to an annual review by a disciplinary task force consisting of stakeholders in the Charter School.

Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

Notification to SBCOE

The Charter School shall immediately notify SBCOE and coordinate the procedures in this policy with SBCOE's discipline of any student with a disability or student who the Charter School or SBCOE would be deemed to have knowledge that the student had a disability.

Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent/guardian, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.
- If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP Team shall:

- 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,

- 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
- Return the child to the placement from which the child was removed, unless the parent/guardian and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provision of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent/guardian and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing. In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by- case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- 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,
- 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
- 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.

Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP team.

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 County'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:

- 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.
- The parent/guardian has requested an evaluation of the child.
- The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay- put. If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parent/guardian; however, the student shall remain in the education placement determined by the Charter pending the results of the evaluation.

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

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.

Element 10: Retirement System

Deleted: 11

Governing Law: *The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. Education Code Section 47605.6(b)(5)(J).*

Deleted: K

Charter School employees participate in the federal social security system and have access to any other Charter School-sponsored retirement plans according to policies developed by the Board of Directors and adopted as Charter School employee policies. All employees can elect to participate in a 403(b) plan, vested after one year of employment, and with a 10% employer match.

The Charter School retains the option for its staff to participate in the State Teachers' Retirement System ("STRS") or the Public Employees' Retirement System ("PERS") and coordinate such participation, as appropriate, with the Social Security system or other reciprocal systems if the Board of Directors believes such participation is fiscally feasible. If the Charter School opts to participate in the STRS or PERS system, it may seek reporting services from SBCOE pursuant to Education Code Section 47611.3.

Element 11: Dispute Resolution

Deleted: 12

Governing Law: *The procedures to be followed by the charter school and the county board of education to resolve disputes relating to the provisions of the charter. Education Code Section 47605.6(b)(5)(K).*

Deleted: *chartering authority*

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Disputes between the Charter School and the County

The Charter School recognizes that it cannot bind the County to a dispute resolution procedure to which the County does not agree. The following policy is intended as a starting point for a discussion of dispute resolution procedures. The Charter School is willing to consider changes to the process outlined below as suggested by the County.

The Charter School and the County will always attempt to resolve disputes between them amicably and reasonably without resorting to formal procedures.

- In the event of a dispute between The Charter School and the County, The Charter School staff, employees and Board members of The Charter School and the County agree to first frame the issue in written format and refer the issue to the Superintendent of the County and Executive Director of The Charter School, or their respective designees. In the event that the County Board of Education believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code 47607, The Charter School requests that this shall be specifically noted in the written dispute statement, although it recognizes it cannot legally bind the County to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a pre-requisite to the County's ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.
- The Executive Director of The Charter School and the Superintendent of San Benito County Office of Education, or their respective designees, shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than five (5) business days from receipt of the statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective Boards who shall jointly meet with the Superintendent of San Benito County Office of Education and the Executive Director of The Charter School, or their respective designees, and attempt to resolve the dispute within fifteen (15) business days from the dispute statement.
- If this joint meeting fails to resolve the dispute, the Superintendent and the Executive Director, or their respective designees, shall meet to jointly identify and agree upon a neutral third party mediator to engage the parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Superintendent and Executive Director, or their respective designees. Mediation shall be held within thirty (30) business days of receipt of the dispute statement.

- If the dispute remains unresolved after mediation, both The Charter School and the County shall be deemed to have exhausted their administrative remedies, thus, allowing either Party to pursue any further available legal remedy under the law.
- All timelines and procedures in this section may be revised upon mutual written agreement of the County and the Charter School.

Financial Costs for Dispute Resolution Process

Any costs incurred while participating in the dispute resolution process shall be borne by each respective party. The costs of the mediator shall be split equally between the County and The Charter School.

Internal Disputes

The Charter School shall have an internal dispute resolution process to be used for all internal disputes related to the Charter School's operations. The Charter School shall also maintain a Uniform Complaint Policy and Procedures as required by state law. Parents, students, Board members, volunteers, and staff at the Charter School shall be provided with a copy of the Charter School's policies and internal dispute resolution process. The County shall promptly refer all disputes not related to a possible violation of the charter or law to The Charter School.

Element 12: Admission Policies and Procedures

Deleted: 13

Governing Law: *Admission policies and procedures, consistent with [Education Code Section 47605.6] subdivision (e). Education Code Section 47605.6(b)(5)(L).*

Deleted: M

The Charter School will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate against any student based upon any of the characteristics listed in Education Code Section 220.

The Charter School shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state, unless required by Education Code Section 51747.3. In accordance with Education Code Sections 49011 and 47605.6(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

In accordance with Education Code Section 47605.6(e)(4)(A), the Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605.6(e)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605.6(e)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605.6(e)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605.6(e)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605.6(e)(4), and make this notice available to parents.

Public Random Drawing

On an annual basis, the Board will determine its maximum capacity for enrollment, if any. An open application period or periods will be held annually and advertised broadly. At the end of each open application period, applications will be counted. If there are more applicants than capacity, a public random drawing will be held as described below to determine enrollment and to create a waiting list for future enrollment. If there are fewer applicants than capacity, all applicants will be admitted.

If the number of pupils who wish to attend the Charter School exceeds the Charter School's capacity, admission, except for existing pupils of the Charter School who are guaranteed admission in the following school year, shall be determined by a public random drawing. The Charter School shall provide an admission preference for students in the following order:

- Siblings of students admitted to or attending the Charter School
- Children of employees and Board members (not to exceed 10% of total enrollment)
- Students deemed at-promise (those who are returning after having left school without graduating or are at-risk of not graduating)
- pupils who reside in the County.

The Charter School and the County agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605.6(e)(2)(B)(i)-(iv).

The Board of Directors will take all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces are pulled in order of grade level by the designated lottery official (appointed by the Executive Director). Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place on the same day in a single location. Lotteries will be conducted in ascending order beginning with 9th grade. Within each grade level, students will be drawn from pools beginning with all applicants who qualify for preference based on their residence in the County and shall continue within that preference category until all vacancies within that grade level have been filled. If there are more students in that preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students who do not qualify for that preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled.

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

Public random drawing rules, deadlines, dates and times will be communicated in the application form and on the Charter School’s website. Public notice for the date and time of the public random drawing will also be posted once the application deadline has passed.

The Charter School will also inform all applicants and interested parties of the rules to be followed during the public random drawing process via mail or email at least two weeks prior to the lottery date.

Enrollment Packet

After admission, students will be required to submit an enrollment packet, which shall

include the following:

- Student enrollment form,
- Proof of Immunization,
- Home Language Survey,
- Application for Free or Reduced Price Meals
- Completion of Emergency Medical Information Form,
- Proof of maximum age requirements,
- Release of records.[18]

Proof of age shall be required of all enrolling students. The legal evidence of age, in order of desirability, are a birth certificate, baptismal certificate, passport, immigration certificate, Bible record, or affidavit from the parent/guardian.

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[18] In accordance with Education Code Section 47605.6(e)(4)(B), the Charter School shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the Charter School before enrollment.

Element 13: Public School Attendance Alternatives

Deleted: 14

Governing Law: *The public school attendance alternatives for pupils residing within the county who choose not to attend the charter school. Education Code Section 47605.6(b)(5)(M).*

Deleted: *N*

No student may be required to attend the Charter School. Students who reside within the County who choose not to attend the Charter School may attend a school within the County according to their school district's policy or at another school or school within their school district through the school district's intra- and inter-district transfer policies.

Parents and guardians of each student enrolled in the Charter School will be informed on admissions forms that the students have no right to admission in a particular school of a local education agency as a consequence of enrollment in The Charter School, except to the extent that such a right is extended by the local education agency.

Element 14: Employee Return Rights

Deleted: 15

Governing Law: *The rights of an employee of the county office of education, upon leaving the employment of the county office of education, to be employed by the charter school, and of any rights of return to the county office of education that an employee may have upon leaving the employment of the charter school. Education Code Section 47605.6(b)(5)(N).*

Deleted: O

No public school district employee shall be required to work at the Charter School. Persons employed by The Charter School are not considered employees of the County. Employees of the County who resign from the employment of the County to work at The Charter School and who later wish to return to the County shall be treated the same as any other former County employee seeking reemployment in accordance with County policy, applicable law, and applicable bargaining agreements. The Charter School shall not have any authority to confer any rights to return on County employees. The Charter School employees shall have any right upon leaving the County to work in The Charter School that the County may specify, any rights of return to employment in a county office of education after employment in The Charter School that the County may specify, and any other rights upon leaving employment to work in The Charter School that the County determines to be reasonable and not in conflict with any law.

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

Element 15: School Closure Procedures

Deleted: 16

Governing Law: *The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of public records. Education Code Section 47605.6(b)(5)(Q).*

Deleted: *P*

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

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

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

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

As applicable, the Charter School will provide parents, students and the County with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with FERPA.

The Charter School will ask the County to store original records of Charter School students. All records of the Charter School shall be Charter transferred to the County upon School closure. If the County will not or cannot store the records, the Charter School shall work with the County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred and maintained in accordance with applicable law.

As soon as reasonably practical, the Charter School will prepare final financial records.

The Charter School will also have an independent audit completed within six months after closure. The Charter School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the Charter School and will be provided to the County promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the Charter School.

The Charter School will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the Charter School and shall be distributed in accordance with the Articles of Incorporation upon the dissolution of the non-profit public benefit corporation. Any assets acquired from the County or County property will be promptly returned upon Charter School closure to the County. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

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

As the Charter School is operated by a non-profit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

The Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

Miscellaneous Charter Provisions

A. Budgets and Financial Reporting

Governing Law: The petitioner or petitioners shall also be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. Education Code Section 47605.6(h).

Attached, in Appendix, please find the following documents:

- A projected first-year budget including startup costs
- Financial projections and cash flow for the first three years of operation

These documents are based upon the best data available to the petitioners at this time.

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

1. By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code Section 47605.6(h) will satisfy this requirement.
2. By July 1, a local control and accountability plan and an annual update to the local control and accountability plan are required pursuant to Education Code Section 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on or before January 31, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the State Controller, California Department of Education, and County Superintendent of Schools.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. By September 15, a final unaudited report for the full prior year. The report submitted to the County shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

The Charter School shall provide reporting to the County as required by law and as requested by the County, including, but not limited to, the following: California Basic Educational Data System (CBEDS), actual Average Daily

Attendance reports, all financial reports required by Education Code Section 47604.33, the School Accountability Report Card (SARC), and the LCAP.

Deleted: December 15

Deleted: Sections

Deleted: and 47605(m)

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

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

B. Insurance

The Charter School shall acquire and finance general liability, workers' compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. Coverage amounts will be based on recommendations provided by the County and the Charter School's insurer. The County Board of Education shall be named as an additional insured on all policies of the Charter School.

C. Administrative Services

Governing Law: The manner in which administrative services of the charter school are to be provided. Education Code Section 47605.6(h).

The Charter School will provide or procure its own administrative services including, but not limited to, financial management, accounts payable/receivable, payroll, human resources, and instructional program development either through its own staff or through an appropriately qualified third-party contractor.

At any time, the Charter School may discuss the possibility of purchasing administrative services from the County. If the County is interested, the specific terms and cost for these services will be the subject of a memorandum of understanding between the Charter School and the County and subject to County availability and willingness to provide such services.

D. Potential Civil Liability Effects

Governing Law: Potential civil liability effects, if any, upon the charter school, any school district where the charter school may operate, and upon the county board of education. Education Code Section 47605(h).

The Charter School shall be operated by a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(d), an authority that grants a charter

to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law.

The Charter School shall work diligently to assist the County in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other County-requested protocol to ensure the County shall not be liable for the operation of the Charter School.

Further, the Charter School intends to enter into a memorandum of understanding with the County, wherein the Charter School shall indemnify the County for the actions of the Charter School under this charter.

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

As stated above, insurance amounts shall be determined by the recommendation of the County and the Charter School's insurance company for schools of similar size, location, and student population. The County shall be named an additional insured on the general liability insurance of the Charter School.

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

Appendix A Budget

Assumptions (Year 1)

	190	<<= Enrollment (95% of 200)					
		$/ADA					
	-	-					
State Aid	1,674,280	8,812					
In-Lieu of Property Taxes	817,526	4,303					
Federal Revenues	76,228	401					
State Revenues	184,300	970					
	-						
	2,752,334	14,486					
	/ ADA Revenue =>>	$ 14,486					
	EXPENSE ASSUMPTIONS		190				
	SACS CODES		Total Forecasted Expenses	$/ADA	% of Exp.	Program	G&A
						75.25%	24.75%
	Certificated Salaries (25:1)		866,000	4,558	34%	866,000	-
	Classified Salaries		306,000	1,611	12%	75,735	230,265
	ER Taxes Benefits		375,040	1,974	15%	282,218	92,822
	Books and Supplies		338,000	1,779	13%	338,000	-
	Services and Operating Expenditures		635,480	3,345	25%	478,199	157,281
	Capital Outlay		50,000	263	2%	37,625	12,375
	Other Outgo (Debt Service)		-	-	0%	-	-
	All Other Financing Uses		-	-	0%		
	Other Disbursements / Expenditures		-	-	0%		
				-			
				-			
	Total Disbursements		$ 2,570,520	$ 13,529	-	2,077,776	492,744
							2,570,520

PROPOSED BUDGET	
Revenue Limit Sources	190
	-
State Aid	1,674,280
In-Lieu of Property Taxes Federal Revenues	817,526
	76,228
State Revenues Local Revenues:	184,300
	$
Total revenue and support: Expenses:	2,752,334
Program services:	2,077,776

		492,744
Education Support services:	$	
Management and general Total	2,570,520	
Expenses:	$	181,814
Change in Net Assets:		
		-
Net Assets (Deficit), Beginning: Net Assets (Deficit), Ending:	$	181,814
Note: Year 1 budget assumes reserve	6.61%	

Total Expenses (Year 1)

	TOTAL	(% of Expenses)
Certificated Salaries	866,000	33.69%
Classified Salaries	306,000	11.90%
Employee Benefits	375,040	14.59%
Books and Supplies	338,000	13.15%
Services and Operating Expenditures	635,480	24.72%
Capital Outlay	50,000	1.95%
Other Outgo	-	0.00%
All Other Financing Uses	-	0.00%
Other Disbursements / Expenditures	-	0.00%
	-	0.00%
	-	0.00%
TOTAL	2,570,520	100%

			July	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Accruals	TOTAL
	(Revenue %)		3.74%	5.78%	11.91%	8.67%	11.89%	13.41%	9.44%	5.82%	12.82%	10.94%	5.59%			
	(Expense %)															
BEGINNING CASH (Net)			$ 200,000	$ 73,658	$ (16,388)	$ 62,142	$ 61,482	$ 149,463	$ 289,248	$ 334,897	$ 280,756	$ 419,315	$ 506,247	$ 446,024		
Receipts:																
State Aid		1,674,280														
In Lieu		817,526														
Federal Revenue		76,228														
Other State Revenue		184,300														
Other Local Revenue		-														
All Other Financing		-														
Other Receipts / Non Revenue		-														
TOTAl Revenue:	$	2,752,334	$ 102,868	$ 159,164	$ 327,740	$ 238,549	$ 327,191	$ 368,995	$ 259,859	$ 160,069	$ 352,769	$ 301,142	$ 153,987	$ -	$ -	$ -
Disbursements:																
Certificated Salaries		866,000														
Classified Salaries		306,000														
Employee Benefits		375,040														
Books and Supplies		338,000														
Services and Operating Expenditures		635,480														
Capital Outlay		50,000														
Other Outgo		-														
All Other Financing Uses		-														
Other Disbursements / Expenditures		-														
TOTAL Disbursements:	$	2,570,520	$ 214,210	$ 214,210	$ 214,210	$ 214,210	$ 214,210	$ 214,210	$ 214,210	$ 214,210	$ 214,210	$ 214,210	$ 214,210	$ 214,210	$ -	$ -
PRIOR YEAR TRANSACTIONS																
A/R		-														
A/P		-	(15,000)	(35,000)	(35,000)	(25,000)	(25,000)	(15,000)								
Deferred Revenue, Other Liabilities		-														
TOTAL PY Transactions		-	(15,000)	(35,000)	(35,000)	(25,000)	(25,000)	(15,000)	0	0	0	0	0	0		
ENDING CASH	$	181,814	$ 73,658	$ (16,388)	$ 62,142	$ 61,482	$ 149,463	$ 289,248	$ 334,897	$ 280,756	$ 419,315	$ 506,247	$ 446,024	$ 231,814	$ -	$ -

Appendix B Articles of Incorporation

ARTICLES OF INCORPORATION
OF

POLYTECHNIC ACADEMY

I.

The name of the Corporation shall be Polytechnic Academy.

II.

The Corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for charitable purposes. The specific purposes for which this Corporation is organized are manage, operate, guide, direct and promote one or more California public charter schools.

The Corporation is organized and operated exclusively for educational and charitable purposes pursuant to and within the meaning of Section 501(c)(3) of the Internal Revenue Code or the corresponding provision of any future United States Internal Revenue Law.

Notwithstanding any other provision of these articles, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation. The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

III.

The name and address in the State of California of this Corporation's initial agent for service of process is:

Armando Barragan
551 Leisure Ct.

Hollister, CA 95023

IV.

All corporate property is irrevocably dedicated to the purposes set forth in the second article above. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to any of its directors, members, trustees, officers or other private persons except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered, and to make payments and distributions in furtherance of the purposes set forth in Article II.

No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

Subject to the provisions of the nonprofit public benefit provisions of the Nonprofit Corporation Law of the State of California, and any limitations in the articles or bylaws relating to action to be approved by the members or by a majority of all members, if any, the activities and affairs of this Corporation shall be conducted and all the powers shall be exercised by or under the direction of the board of directors.

The number of directors shall be as provided for in the bylaws. The bylaws shall prescribe the qualifications, mode of election, and term of office of directors.

V.

The authorized number and qualifications of members of the corporation, if any, the different classes of membership, the property, voting and other rights and privileges of members, and their liability for dues and assessments and the method of collection thereof, shall be set forth in the bylaws.

VI.

Upon the dissolution or winding up of the Corporation, its assets remaining after payment of all debts and liabilities of the Corporation, shall be distributed to a nonprofit fund, foundation, corporation or association which is organized and operated exclusively for educational or charitable purposes and which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine which are organized and operated exclusively for such purposes.

VII.

The initial street address of the Corporation is:

551 Leisure Ct.

Hollister, CA 95023

The initial mailing address of the Corporation is:

P.O. Box 300

Hollister, CA 95024-0300

Dated: _____ _____

Deleted: _____ _____…

Kimberly Rodriguez, Incorporator

Appendix C Conflict of Interest Code

Polytechnic Academy

CONFLICT OF INTEREST CODE

I. ADOPTION

In compliance with the Political Reform Act of 1974, California Government Code Section 87100, et seq., Polytechnic Academy hereby adopts this Conflict of Interest Code ("Code"), which shall apply to all governing board members and all other designated employees of Polytechnic Academy ("Charter School"), as specifically required by California Government Code Section 87300.

II. DEFINITION OF TERMS

As applicable to a California public charter school, the definitions contained in the Political Reform Act of 1974, the regulations of the Fair Political Practices Commission, specifically California Code of Regulations Section 18730, and any amendments or modifications to the Act and regulations are incorporated by reference to this Code.

III. DESIGNATED EMPLOYEES

Employees of this Charter School, including governing board members, who hold positions that involve the making or participation in the making, of decisions that may foreseeably have a material effect on any financial interest, shall be "designated employees." The designated positions are listed in "Exhibit A" attached to this Code and incorporated by reference herein.

IV. STATEMENT OF ECONOMIC INTERESTS: FILING

Each designated employee, including governing board members, shall file a Statement of Economic Interest ("Statement") at the time and manner prescribed by California Code of Regulations, title 2, section 18730, disclosing reportable investments, interests in real property, business positions, and income required to be reported under the category or categories to which the employee's position is assigned in "Exhibit A."

An investment, interest in real property or income shall be reportable, if the business entity in which the investment is held, the interest in real property, the business position, or source of income may foreseeably be affected materially by a decision made or participated in by the designated employee by virtue of his or her position. The specific disclosure responsibilities assigned to each position are set forth in "Exhibit B."

Statements Filed With the Charter School. All Statements shall be supplied by the Charter School. All Statements shall be filed with the Charter School. The Charter School's filing official shall make and retain a copy of the Statement and forward the original to the County Board of Supervisors.

V. DISQUALIFICATION

No designated employee shall make, participate in making, or try to use his/her official position to influence any Charter School decision which he/she knows or has reason to know will have a reasonably foreseeable material financial effect, distinguishable from its effect on the public generally, on the official or a member of his or her immediate family.

VI. MANNER OF DISQUALIFICATION

Non-Governing Board Member Designated Employees

When a non-Governing Board member designated employee determines that he/she should not make a decision because of a disqualifying interest, he/she should submit a written disclosure of the disqualifying interest to his/her immediate supervisor. The supervisor shall immediately reassign the matter to another employee and shall forward the disclosure notice to the Executive Director, who shall record the employee's disqualification. In the case of the Executive Director, this determination and disclosure shall be made in writing to the Board of Directors.

Governing Board Member Designated Employees

The Charter School shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor shall the Charter School enter into any contract or transaction with any other corporation, firm, association, or other entity in which one or more of the Charter School's directors are directors and have a material financial interest.

Exhibit A

Designated Positions

Designated Position	Assigned Disclosure Category
Members of the Governing Board	1, 2
Executive Director	1, 2
Principal/Learning Director	1, 2

Deleted: 1, 2

Consultants/New Positions	*

*Consultants/New Positions shall be included in the list of designated positions and shall disclose pursuant to the broadest disclosure category in the code, subject to the following limitation:

The Executive Director may determine in writing that a particular consultant or new position, although a "designated position," is hired to perform a range of duties that is limited in scope and thus is not required to fully comply with the disclosure requirements in this section. Such written determination shall include a description of the consultant's or new position's duties and, based upon that description, a statement of the extent of disclosure requirements. The Executive Director's determination is a public record and shall be retained for public inspection in the same manner and location as this conflict-of-interest code (Govt. Code § 81008).

EXHIBIT B

Disclosure Categories

Category 1

Designated positions assigned to this category must report all interests in real property which are located in whole or in part within two (2) miles of any facility utilized by Polytechnic Academy, including any leasehold, beneficial or ownership interest or option to acquire such interest in real property.

Category 2

Designated positions assigned to this category must report investments and business positions in business entities and sources of income (including receipt of gifts, loans, and travel payments) that are contractors engaged in the performance of work or services, or sources that manufacture, sell, repair, rent or distribute school supplies, books, materials, school furnishings or equipment of the type to be utilized by Polytechnic Academy.

Category 3

Designated positions assigned to this category must report investments and business positions in business entities and sources of income (including receipt of gifts, loans, and travel payments) that are contractors engaged in the performance of work or services, or sources that manufacture, sell, repair, rent or distribute school supplies, books, materials, school furnishings or equipment of the type to be utilized by the designated position's department.

Appendix D Board Bylaws

Bylaws of
Polytechnic Academy

(A California Nonprofit Public Benefit Corporation)

ARTICLE I
NAME

Section 1. NAME. The name of this Corporation is Polytechnic Academy.

ARTICLE II

PRINCIPAL OFFICE OF THE CORPORATION

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of the Corporation is located in San Benito County, State of California. The Board of Directors may change the location of the principal office. Any such change of location must be noted by the Secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. OTHER OFFICES OF THE CORPORATION. The Board of Directors may at any time establish branch or subordinate offices at any place or places where the Corporation is qualified to conduct its activities.

ARTICLE III

GENERAL AND SPECIFIC PURPOSES; LIMITATIONS

Section 1. GENERAL AND SPECIFIC PURPOSES. The purpose of the Corporation is to manage, operate, guide, direct and promote one or more California public charter schools. Also, in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

ARTICLE IV

CONSTRUCTION AND DEFINITIONS

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context indicates otherwise, the general provisions, rules of construction, and definitions in the California Nonprofit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term "person" includes both a legal entity and a natural person.

ARTICLE V
DEDICATION OF
ASSETS

Section 1. DEDICATION OF ASSETS. The Corporation's assets are irrevocably dedicated to public benefit purposes as set forth in the charter governing the charter schools operated as or by the Corporation. No part of the net earnings, properties, or assets of the Corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the Corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the Corporation shall be distributed to a nonprofit fund, foundation, corporation or association which is organized and operated exclusively for educational or charitable purposes and which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine which are organized and operated exclusively for such purposes.

ARTICLE VI

CORPORATION WITHOUT MEMBERS

Section 1. CORPORATION WITHOUT MEMBERS. The Corporation shall have no members within the meaning of the Nonprofit Corporation Law.

ARTICLE VII

BOARD OF DIRECTORS

Section 1. GENERAL POWERS. Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the Corporation's activities and affairs shall be managed, and all corporate powers shall

be exercised, by or under the direction of the Board of Directors ("Board").

Section 2. SPECIFIC POWERS. Without prejudice to the general powers set forth in Section 1 of this article, but subject to the same limitations, the Board of Directors shall have the power to:

a. Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service.

b. Change the principal office or the principal business office in California from one location to another; cause the Corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside California.

c. Borrow money and incur indebtedness on the Corporation's behalf and cause to be executed and delivered for the Corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.

d. Adopt and use a corporate seal.

Section 3. APPOINTED DIRECTORS. The number of directors shall be no less than three (3) and no more than seven (7), unless changed by amendments to these bylaws. If the chartering authority designates a representative to serve on the Board of Directors, the Board of Directors may appoint an additional director to ensure an odd number of Board members. All directors, except for the representative designated by the chartering authority, shall be appointed by the existing Board of Directors. In addition to the number of directors otherwise prescribed by these Bylaws, pursuant to Education Code section 47604.2, the Board composition shall also include a seat reserved for a pupil member.

Section 4. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS.

No persons serving on the Board of Directors may be interested persons. An interested person is (a) any person currently being compensated by the Corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. The Board may adopt other policies circumscribing potential conflicts of interest.

Section 5. DIRECTORS' TERMS. Terms for the initial Board of Directors shall be staggered as determined by the Board. After the expiration of the initial terms, each director shall hold office unless otherwise removed from office in accordance with these bylaws for four (4) years and until a successor director has been designated and qualified.

Directors may serve up to four (4) consecutive terms. After a one year break, Directors may again serve up to four (4) consecutive terms. The term of the pupil member shall be one (1) year commencing on July 1 each year.

Section 6. BOARD MEMBER APPOINTMENT PROCESS. The Chair or, if none, the President will appoint a committee to designate qualified candidates for election to the Board of Directors at least thirty (30) days before the date of any election of directors.

The nominating committee shall make its report at least seven (7) days before the date of such designation or at such other time as the Board of Directors may set and the Secretary shall forward to each Board member, with the notice of meeting required by these bylaws, a list of all candidates nominated by committee.

Pupils enrolled in a charter school managed by the Corporation in ninth through twelfth grades are eligible for election to the Board of Directors as the pupil member. The pupil member shall be elected by a vote of the students enrolled in a charter school operated by the Corporation in ninth through twelfth grades. If it is determined that the pupil member is not fulfilling their duties, the Board of Directors may appoint an alternate pupil member and if appointed, the Board shall suspend the prior pupil member's rights and privileges related to service on the Board of Directors.

Section 7. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death, resignation, or removal of any director; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; or (c) the increase of the authorized number of directors.

Section 8. RESIGNATION OF DIRECTORS. Except as provided below, any director may resign by giving written notice to the Chair, if any, or to the President, or the Secretary, or to the Board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the Board of Directors may elect a successor to take office as of the date when the resignation becomes effective.

Section 9. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS.

Except on notice to the California Attorney General, no director may resign if the Corporation would be left without a duly elected director or directors.

Section 10. REMOVAL OF DIRECTORS. Any director, except for the representative appointed by the chartering authority, may be removed, with or without cause, by the vote of the majority of the members of the entire Board of Directors at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and such removal are given in compliance with the provisions of the Ralph

M. Brown Act (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code) as said chapter may be modified by subsequent legislation ("Brown Act"). The representative designated by the chartering authority may be removed without cause by the chartering authority or with the written consent of the chartering authority.

Any vacancy caused by the removal of a director shall be filled as provided in Section 11. Section 11. VACANCIES FILLED BY BOARD. Vacancies on the Board of

Directors, except for the representative appointed by the chartering authority, may be filled by approval of the Board of Directors or, if the number of directors then in office is less than a quorum, by (a) the affirmative vote of a majority of the directors then in office at a regular or special meeting of the Board, or (b) a sole remaining director. A vacancy in the seat of the representative of the chartering authority shall be filled by the chartering authority.

Section 12. NO VACANCY ON REDUCTION OF NUMBER OF

DIRECTORS. Any reduction of the authorized number of directors shall not result in any directors being removed before his or her term of office expires.

Section 13. PLACE OF BOARD OF DIRECTORS MEETINGS. Meetings

shall be held at the principal office of the Corporation unless the Board of Directors designates another location in accordance with these bylaws. The Board of Directors may also designate that a meeting be held at any place within the physical boundaries of the county in which that charter school or schools are located. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Brown Act. A two-way teleconference location shall be established at each school site.

Section 14. MEETINGS; ANNUAL MEETINGS. All meetings of the Board of Directors and its committees shall be called, noticed, and held in compliance with the provisions of the Brown Act. The Board of Directors shall meet annually for the purpose of organization, appointment of officers, adoption of the regular Board meeting schedule, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as noticed by the Board of Directors in accordance with the Brown Act.

Section 15. REGULAR MEETINGS. The Board shall adopt a regular Board meeting schedule at the annual Board meeting. The regular Board meeting schedule may be revised as necessary by the Board of Directors. At least 72 hours before a regular meeting, the Board of Directors, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting. The Chair shall have the authority to reschedule a regular meeting as necessary to

establish a quorum of directors.

Section 16. SPECIAL MEETINGS. Special meetings of the Board of Directors for any purpose may be called at any time by the Chair, if there is such an officer, or a majority of the Board of Directors. If a Chair has not been elected then the Vice-Chair is authorized to call a special meeting in place of the Chair. The party calling a special meeting shall determine the place, date, and time thereof.

Section 17. NOTICE OF SPECIAL MEETINGS. In accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four (24) hours notice is given to the public through the posting of an agenda. Directors shall also receive at least twenty-four (24) hours notice of the special meeting, in the following manner:

Any such notice shall be addressed or delivered to each director at the director's address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the director for purposes of notice, or, if an address is not shown on the Corporation's records or is not readily ascertainable, at the place at which the meetings of the Board of Directors are regularly held.

Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.

The notice of special meeting shall state the time of the meeting, the place, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Section 18. QUORUM. A majority of the directors then in office shall constitute a quorum. The pupil member shall not be counted for purpose of establishing quorum. All acts or decisions of the Board of Directors will be by majority vote of the directors in attendance, based upon the presence of a quorum. The pupil member shall have preferential voting rights. Preferential voting means a formal expression of opinion that is recorded in the minutes and cast before the official vote of the Board of Directors, but that shall not serve in determining the final numerical outcome of a vote. Should there be less than a majority of the directors present at the inception of any meeting, the meeting shall be adjourned. Directors may not vote by proxy. The vote or abstention of each Board member present for each action taken shall be publicly reported.

Section 19. TELECONFERENCE MEETINGS[19]. Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

a. At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the physical boundaries of the county in which that charter school or schools are located ;

b. All votes taken during a teleconference meeting shall be by roll call;

c. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;

d. All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public, shall be listed on the agenda; and members of the public shall be provided with an opportunity to address the Board of Directors directly at each teleconference location;[20]

e. Members of the public must be able to hear what is said during the meeting; and

f. Members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.[21]

Section 20. ADJOURNMENT. A majority of the directors present, whether or not a quorum is present, may adjourn any Board of Directors meeting to another time or place. Notice of such adjournment to another time or place shall be given, prior to the time scheduled for the continuation of the meeting, to the directors who were not present at the time of the adjournment, and to the public in the manner prescribed by the Brown Act.

Section 21. COMPENSATION AND REIMBURSEMENT. Directors may not receive compensation for their services as directors or officers, only such reimbursement of expenses as the Board of Directors may establish by resolution to be just and reasonable as to the Corporation at the time that the resolution is adopted.

Section 22. CREATION AND POWERS OF COMMITTEES. The Board, by resolution adopted by a majority of the directors then in office, may create one or more committees of the Board, each consisting of two or more directors and no one who is not

[19] Pursuant to Government Code Section 54953, the Corporation may use teleconferencing without complying with the requirements of paragraphs (a), (c), and (d) if the Corporation complies with the requirements of Section 54953(e).

[20] This means that members of the Board of Directors who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.

[21] The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

a director, to serve at the pleasure of the Board. Appointments to committees of the Board of Directors shall be by majority vote of the directors then in office. The Board of Directors may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the Board, to the extent provided in the Board of Directors' resolution, except that no committee may:

a. Fill vacancies on the Board of Directors or any committee of the Board;

b. Amend or repeal bylaws or adopt new bylaws;

c. Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or subject to repeal; or

d. Create any other committees of the Board of Directors or appoint the members of committees of the Board.

The Board may also create one or more advisory committees composed of directors and non-directors. It is the intent of the Board to encourage the participation and involvement of faculty, staff, parents, students and administrators through attending and participating in open committee meetings. The Board may establish, by resolution adopted by a majority of the directors then in office, advisory committees to serve at the pleasure of the Board.

Section 23. MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees of the Board of Directors shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board of Directors' actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Directors' resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so.

Section 24. NON-LIABILITY OF DIRECTORS. No director shall be personally liable for the debts, liabilities, or other obligations of the Corporation.

Section 25. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS. The Charter School and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

ARTICLE VIII

OFFICERS OF THE CORPORATION

Section 1. OFFICES HELD. The officers of the Corporation shall be a President, a Secretary, and a Chief Financial Officer. The Corporation, at the Board's direction, may also have a Chair and a Vice-Chair. The officers, in addition to the corporate duties set forth in this Article VIII, shall also have administrative duties as set forth in any applicable contract for employment or job specification. Except for the Chair and Vice-Chair, officers shall not also be directors (Board members).

Section 2. DUPLICATION OF OFFICE HOLDERS. Any number of offices may be held by the same person, except that neither the Secretary nor the Chief Financial Officer may serve concurrently as either the President or the Chair.

Section 3. ELECTION OF OFFICERS. The officers of the Corporation shall be chosen annually by the Board of Directors and shall serve at the pleasure of the Board, subject to the rights of any officer under any employment contract.

Section 4. REMOVAL OF OFFICERS. Without prejudice to the rights of any officer under an employment contract, the Board of Directors may remove any officer with or without cause.

Section 5. RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the Corporation under any contract to which the officer is a party.

Section 6. VACANCIES IN OFFICE. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 7. CHAIR. If a Chair is elected, he or she shall preside at the Board of Directors' meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. If a Chair of Directors is elected, there shall also be a Vice-Chair. In the absence of the Chair, the Vice-Chair shall preside at Board of Directors meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time.

Section 8. PRESIDENT. The President, also known as the Executive Director, shall be the general manager of the Corporation and shall supervise, direct, and control the Corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification. The President shall have such other powers and duties as the Board of Directors or the bylaws may require.

Section 9. SECRETARY. The Secretary shall keep or cause to be kept, at

the Corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the Board and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; the names of the directors present at Board of Directors and committee meetings; and the vote or abstention of each Board member present for each action taken.

The Secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings of the Board and of committees of the Board of Directors that these bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 10. CHIEF FINANCIAL OFFICER. The Chief Financial Officer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the Corporation's properties and transactions. The Chief Financial Officer shall send or cause to be given to directors such financial statements and reports as are required to be given by law, by these bylaws, or by the Board. The books of account shall be open to inspection by any director at all reasonable times.

The Chief Financial Officer shall (a) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the Corporation with such depositories as the Board of Directors may designate; (b) disburse the Corporation's funds as the Board of Directors may order; (c) render to the President, Chair, if any, and the Board, when requested, an account of all transactions as Chief Financial Officer and of the financial condition of the Corporation; and (d) have such other powers and perform such other duties as the Board, contract, job specification, or the bylaws may require.

If required by the Board, the Chief Financial Officer shall give the Corporation a bond in the amount and with the surety or sureties specified by the Board of Directors for faithful performance of the duties of the office and for restoration to the Corporation of all of its books, papers, vouchers, money, and other property of every kind in the possession or under the control of the Chief Financial Officer on his or her death, resignation, retirement, or removal from office.

ARTICLE IX

CONTRACTS WITH DIRECTORS

Section 1. CONTRACTS WITH DIRECTORS. The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor shall the Corporation enter into any contract or transaction with

any other corporation, firm, association, or other entity in which one or more of the Corporation's directors are directors and have a material financial interest).

ARTICLE X

CONTRACTS WITH EMPLOYEES

Section 1. CONTRACTS WITH EMPLOYEES. The Corporation shall not enter into a contract or transaction in which an employee directly or indirectly has a material financial interest unless all of the requirements in the Corporation's Conflict of Interest Code have been fulfilled.

ARTICLE XI

LOANS TO DIRECTORS AND OFFICERS

Section 1. LOANS TO DIRECTORS AND OFFICERS. The Corporation shall not lend any money or property to or guarantee the obligation of any director or officer; provided, however, the Corporation may advance money to a director or officer of the Corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses of the Corporation.

ARTICLE XII
INDEMNIFICATIO
N

Section 1. INDEMNIFICATION. To the fullest extent permitted by law, the Corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that section, and including an action by or in the right of the Corporation by reason of the fact that the person is or was a person described in that section. "Expenses," as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board of Directors by any person seeking indemnification under Corporations Code Section 5238 (b) or Section 5238 (c) the Board of Directors shall promptly decide under Corporations Code Section 5238 (e) whether the applicable standard of conduct set forth in Corporations Code Section 5238 (b) or Section 5238 (c) has been met and, if so, the Board of Directors shall authorize indemnification.

ARTICLE XIII
INSURANCE

Section 1. INSURANCE. The Corporation shall have the right to

purchase and maintain insurance to the full extent permitted by law on behalf of its directors, officers, employees, and other agents, to cover any liability asserted against or incurred by any director, officer, employee, or agent in such capacity or arising from the director's, officer's, employee's, or agent's status as such.

ARTICLE XIV

MAINTENANCE OF CORPORATE RECORDS

Section 1. MAINTENANCE OF CORPORATE RECORDS. The Corporation shall keep:

a. Adequate and correct books and records of account;

b. Written minutes of the proceedings of the Board and committees of the Board; and

c. Such reports and records as required by law.

ARTICLE XV
INSPECTION RIGHTS

Section 1. DIRECTORS' RIGHT TO INSPECT. Every director shall have the right at any reasonable time to inspect the Corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary, as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents.

The inspection may be made in person or by the director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law.

Section 2. MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS. The Corporation shall keep at its principal California office the original or a copy of the articles of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the directors at all reasonable times during office hours.

ARTICLE XVI
REQUIRED REPORTS

Section 1. ANNUAL REPORTS. The Board of Directors shall cause an annual report to be sent to itself (the members of the Board of Directors) within 120 days after the end of the Corporation's fiscal year. That report shall contain the following information, in appropriate detail:

a. The assets and liabilities, including the trust funds, of the Corporation as of the end of the fiscal year;

b. The principal changes in assets and liabilities, including trust funds;

c. The Corporation's revenue or receipts, both unrestricted and restricted to particular purposes;

d. The Corporation's expenses or disbursement for both general and restricted purposes;

e. Any information required under these bylaws; and

f. An independent accountant's report or, if none, the certificate of an authorized officer of the Corporation that such statements were prepared without audit from the Corporation's books and records.

Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND

INDEMNIFICATIONS. The Corporation will comply with Corporations Code section 6322.

ARTICLE XVII

BYLAW AMENDMENTS

Section 1. BYLAW AMENDMENTS. The Board of Directors may adopt, amend or repeal any of these bylaws by a majority vote of the directors present at a meeting duly held at which a quorum is present, except that no amendment shall change any provisions of any charter governing any charter school operated as or by the Corporation or make any provisions of these bylaws inconsistent with such charter, the Corporation's articles of incorporation, or any laws.

ARTICLE XVIII

FISCAL YEAR

Section 1. FISCAL YEAR OF THE CORPORATION. The fiscal year of the Corporation shall begin on July 1st and end on June 30th of each year.

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of Polytechnic Academy, a California nonprofit public benefit corporation; that these bylaws, consisting of 14 pages, are the bylaws of the Corporation as adopted by the Board of Directors on _____; and that these bylaws have not been amended or modified since that date.

Executed on _____ at _____, California.

_____,Secretary

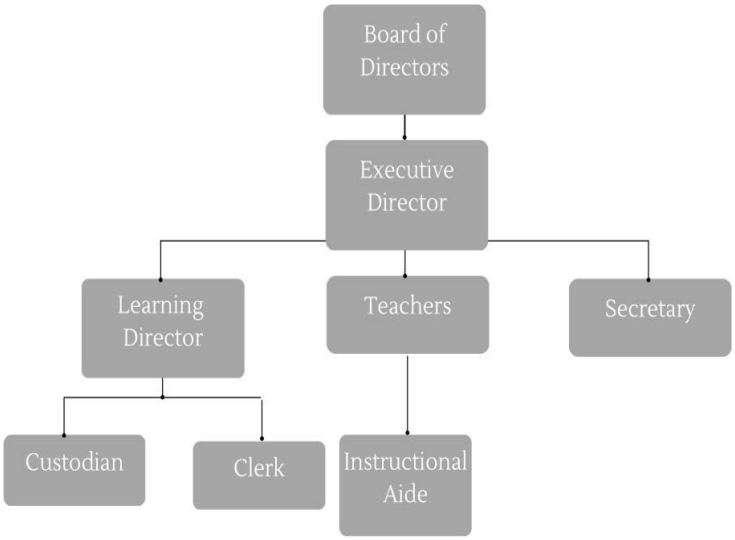
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Appendix E Non-Profit Status

Appendix F Organizational Chart



Appendix G Salary Schedule

Salary Schedule

San Benito County Polytechnic Academy is committed to having a competitive salary schedule within the tri-county area.
The Salary Schedule will include a $5,000 stipend for an MA/MS or Doctorate Degree.

Salary Schedule	BA - No Credential	Credential
Step 1	$60,000	$65,000
Step 2	$60,000	$69,000
Step 3		$73,000
Step 4		$77,000
Step 5		$81,000
Step 6		$85,000
Step 7		$89,000
Step 8		$93,000
Step 9		$97,000
Step 10		$101,000
Step 11		$105,000
Step 12		$109,000
Step 13		$113,000
Step 14		$117,000
Step 15		$121,000

Appendix H Board of Directors Biographies

Ariel Hurtado, Board Chair

Education: UC Berkeley, B.A. Psychology and Spanish (Pre-Med); University of Michigan, M.D.

Biographical Summary

Ariel Hurtado was born and raised in Hollister, California. He was born into a family of five siblings. His parents were agricultural workers who stressed hard work and firmly believed in the American dream. He attended the local schools where he was active in sports, community and his church. After high school, he attended UC Berkeley with the goal of going to medical school. He double majored in Psychology and Spanish while completing his premedical requirements. He punctuated his time in college with a year of study in Spain and multiple undergraduate medical research projects revolving around pediatric teratogens. After some time in the business world, he enrolled in medical school at the University of Michigan. He continued his student recruitment efforts thereby serving on the medical school admissions committee and continuing medical research projects in pediatric craniosynostosis.

After living in Michigan, he returned to sunny California to complete his surgical internship at the University of California at San Francisco. He then spent a year working for the Northern California Transplant Bank harvesting organs and tissues for transplant. It was during this time that he met and married his lovely wife, Megan. Together, they moved to Long Beach, California, where he started his anesthesia residency at the University of California at Irvine. Long hours of residency and overnight call were juggled with the demands of starting a young family. During residency, Dr. Hurtado became interested in the burgeoning new field of ultrasound guided regional anesthesia. After graduation, he stayed an additional year as an anesthesiology instructor for new doctors while completing a fellowship in Regional Anesthesia and Acute Pain Management.

Dr. Hurtado returned to his roots after his medical residency and fellowship to serve the community at the hospital where he was born. Since returning to Hollister, he has focused on improving healthcare delivery by devoting himself to improving medical services in San Benito County. He modernized anesthesiology services and served in multiple leadership positions including as chairman of the Surgery Department. He was elected to represent his community district as Vice President of the Hospital Board where he was instrumental in guiding hospital decisions for four years. He continued his own medical education and earned three board certifications in Anesthesiology, Pediatric Anesthesiology and Pain Medicine. He continued to practice hospital-based anesthesiology while starting up his own independent interventional pain management practice, Warrior Wellness, that now has two locations and employs another clinician.

As his three children approached their teenage years, he became acutely aware of the changing nature of education and professional achievement. Drawing on his years of education and medical apprenticeship, he became determined to help his community by making entry into the middle class a reality. His previous work in the hospital setting at the management level demonstrated to him that there are multiple, unfilled, and high-paying medical careers available to students with the proper exposure and training.

Working with a great team of successful like-minded individuals with diverse backgrounds led to the creation of the Education Board of California. Their goal is to put students on the path to financial freedom and independence so that they can reinvest in their communities.

An avid athlete, Dr. Hurtado likes to spend his time with his family in outdoor activities of all kinds and enjoys long distance running, martial arts and powerlifting. His current academic interests include management of sports injuries, physical optimization and injury rehabilitation.

Armando Barragan

Education: Cal Poly San Louis Obispo, B.A. Recreational Administration

Biographical Summary

Armando was born in Watsonville, California. One of 6 siblings. He was raised by a single mother who taught him the meaning of hard work and commitment. Armando began working at the tender age of 8, in a packing shed cutting apricots to help his mother support their family. Working at such a tender age taught the importance of an education and what it was like to help his mother provide for his younger siblings.

Armando's mother emphasized his need to go to school and be active, as she could not single handedly provide him all that was needed to become a successful young man. In high school he played soccer and ran track while maintaining a GPA to gain him acceptance to Cal Poly SLO after graduating from high school.

Armando's passion for sports led him to complete a BA in Recreational Administration. He took his education and began working for recreation departments in cities throughout the tri-county area. He worked in Hollister, Watsonville and Salinas. Armando has implemented programs for youth and adults, focusing on the most at-risk. Growing-up Armando saw first-hand how sports kept him focused and offered him a path to college, and now as a community leader he has spent his life providing those opportunities to the youth in our community. One of his stellar students earned the United Way youth of the year while he ran the Bread Box recreation center in east-Salinas. He currently is the General Manager of the Salinas Sports Complex Softball/Baseball Facility where he coordinated over 50 activities a year, serving more than 10,000 youth and adults per year.

His passion is also felt at home. Armando has been married for over 14 years and is the

proud father of 3. All three of his kids are following in his footsteps as student athletes. His oldest son received a baseball/academic scholarship and graduated from Doane

University in Nebraska. He is currently employed for the Golden State Warriors. His middle son is a freshman at Hollister High School, where he is a two-sport student athlete. His daughter is a 5th grader who carries on the family tradition playing both softball and soccer.

Jessica Filice

Education: San Jose State University, BA Communication Studies with a focus on Organizational Communication

Biographical Summary

Jessica Filice is a first-generation Mexican American and proud Latina. Born in the rural community of Hollister, CA, Jessica learned all about the American Dream from her parents, who immigrated to the United States from Michoacan and Zacatecas, Mexico in 1969, to thrive in a new land of endless opportunity. In addition to the tenacious work ethic her parents instilled in her and encouragement toward higher education, Jessica also credits her older brother and sister, who paved the way and led by example. Both attended major 4-year universities and earned multiple college degrees in Business and Finance.

Jesus Rocha

Education: University of California, Riverside, B.S., Computer Science; San Jose State University, M.S., Computer Engineering

Biographical Summary

Jesus Rocha is a Senior Manager of Software Development at IBM and has worked in the computer industry for more than 15 years. He uses artificial intelligence regularly in his software development work. He brings that current, hands-on perspective to the Board as Polytechnic Academy prepares students for technology-driven careers. Mr. Rocha teaches a robotics course at Sacred Heart Parish School and takes every opportunity to build awareness of technology and the careers it opens up. Mr. Rocha has deep ties to Hollister. His wife was raised here, and in 2019, the family moved back so they could raise their three daughters, all now in elementary school, in a small, close-knit community.

Deleted: Margaret D'Arrigo¶
Education: UC Davis, B.S. Agricultural & Managerial Economics; CSU Monterey Bay, M.A., Business Administration (Executive MBA program)¶
Biographical Summary¶
Margaret D'Arrigo is the Vice President of Youth Empowerment at AIM Youth Mental Health. She has worked for 35 years in the Agricultural and Health fields as an advocate for education, leadership development, and community engagement. In addition, she has led community engagement for the Salinas Valley Healthcare System where she conducted community health needs assessments, managed mental health projects, and served on the Board of Directors. She is actively engaged with many non-profit organizations. Some of her leadership projects have included serving as a Bright Futures Steering Partner for Taylor Farms and managing the Healthy Eating in Schools Project for JRG Attorneys. Active community college and community roles in which she has served include: Hartnell College Board of Trustee – 2020 to 2024 Led the President's Task Force at Hartnell College for two years Co-Leader of the Agricultural Task Force at Hartnell College Member of Foundation Board at Hartnell College for over 15 years Co-Founder of IMPOWER, Inc. Salinas Rotary Club member Member of the Womens' Fund for Monterey County Vice Chair of the Workforce Development Board for Monterey County¶
Ms. D'Arrigo is an expert at connecting school sites with industry partners, as well as fund development, governance, and strategic planning for non-profit organizations.¶
Appendix I Executive Director Biography¶
Jorge Lopez Benicia, CA 94510 | LinkedIn/Lopez Lopezjl2214@gmail.com | 510.322-4128¶
Experience Highlights 2022 - Present Engage Motion Change| Advocacy Work in a collaborative in Eastside San Jose to lead the advocacy preparation work with families, community-based organizations and local schools for equal funding for East San Jose schools. The work is focused on targeted outreach, recruitment, engagement, organizing, and leadership development work with the goal of maintaining a cohesive community engagement program that engages local civic leaders with families whose children attend schools that receive less tax-based revenues based on their zip codes.¶
2021 - 2022 Arizona State University |Consultant Work together with the Arizona State University (ASU Center for the Future of Equality)-the Difference Engine Project- a research and practice project that will create tools, strategies, and practices to address sectors of the nation's rising social, political, and economic inequality. The Difference Engine Project pairs interdisciplinary entrepreneurship with ASU students and thought leadership of ASU faculty and staff to engage in projects directly throughout the Southwest. The center's projects will range from educational tools for use inside and outside the classroom, to indexes and maps for nonprofit and government organizations, and smartphone apps that can be shared widely throughout impacted communities¶
2008- 2019 AMPS (AMethod Public Schools) | Founder and CEO Served as the Chief Executive Officer for AMPS Schools, a multi-city & county school system of 270 staff and 2500 students. Led the C-level team in developing and implementing the organization's long-term strategy, including the development of school and organizational ...

Appendix I Executive Director Biography: David Burke

David Burke

Educational Administrator
dburke@sbcoe.org • (831) 578-1224

Career Profile

I am a senior administrator with twenty-five years of expertise in developing strategies to drive academic improvement at all levels of educational development. Over many years I have demonstrated a strong capability and competency in governing schools. I am confident in developing innovative programs and strategies that drive operational effectiveness, increase parental and community partnerships, and create a nurturing and safe school environment dedicated to achieve excellence. As a communicator, I effectively work with people at all organizational levels in support of the long term directives.

Professional Experience & Accomplishments

San Benito County Educational Programs, Hollister, CA 2016–present
Principal / Consultant, Educational Programs

- Principal at five alternative education programs, including San Andreas Continuation High School, Santa Ana Community Day School, Pinnacles Community Court School, Juvenile Hall, and Polytechnic Academy
- Planned and administered professional development opportunities for staff related to common core initiative, Cycle of Inquiry, and assessment systems
- Implemented Positive Behavior Systems
- Responsible for classified and certificated evaluation processes
- Developed programs related to student leadership, career readiness, and community-based projects
- Initiated Professional Learning Community and Response to Intervention processes including Collaboration of Student Services Team (COSST)
- Led all student services initiatives related to attendance (Student Attendance Review Team), agency referral processes and community relations
- Facilitated all parent meetings including School Site Council and English Language Advisory Committee

North Monterey County High School, Castroville, CA 2014–2016
Assistant Principal

- Administrator for all Student Services, Facilities, and Athletics
- Implemented a positive, tiered student intervention model
- Responsible for certificated and classified employee evaluations
- Provided general oversight of all facility needs, including current bond projects

- Served as Athletic Director responsible for scheduling, student eligibility, booster club meetings, and assuring both student participation and parent involvement
- Led Student Services team (counselors and school psychologists), providing direction in discipline and social agency referrals

North Monterey County Middle School, Castroville, CA 2006–2014

Principal

- Responsible for the observation and evaluation of 30 certificated and 20 classified staff.
- Instructional leader that developed and administered professional development plan including weekly Collaboration Meeting and Professional Development days.
- Developed and allocated budgets including all federal and state funding.
- Included all stakeholders in decision-making processes. Facilitated English Language Advisory Committee, School Site Council, and Parent Teacher Group.
- Led 30 teachers, 600 students, and other personnel in the Common Core Initiative that included the development of performance–based assessments, unit plans, and daily lessons that incorporate high levels of depth of knowledge and rigorous expectations.
- Drove academic improvement that resulted in meeting all A.P.I. subgroup scores for the 2012-2013 school year, including a 56 point gain with our English Learner population.
- Held responsibility for the development and implementation of school-wide positive discipline model which resulted in a 75% reduction in out-of-school suspensions and expulsions.
- Served on District Negotiations Team, Common Core Leadership Team, District Facilities Committee, and District Bond Advisory (passed facilities bond, November, 2013).
- Through various parent groups, established a school culture in which parents have an active voice in school affairs.

North Monterey County Middle School, Castroville, CA 2004–2006

Assistant Principal

- Responsible for all matters of school discipline including suspension/expulsion process.
- Served as Athletic Director with oversight of all athletic teams. Duties included development of schedules, academic eligibility, fund-raising, and budgets.
- Provided oversight of Special Education Program. Primary administrative contact for Individual Education Plans and 504 plans.
- Assisted with the observation and evaluation of classified staff including custodians, food service, yard supervisors, and instructional aides.
- Established partnerships with Salinas YMCA and Monterey chapter of the First Tee Golf Program. Awarded annual grants which allowed over 60 students to participate each of the past 8 years.

North Monterey County High School, Castroville, CA 2000–2004
High School Teacher

- Taught 9th grade Social Science class and coached various sports.
- Participated in various professional development opportunities related to meeting the needs of all students, primarily English Learners and Special Educations students.
- Created unit plans and daily lessons using Response to Intervention model. Used various metrics during Cycle of Inquiry which lead to an increase in student achievement.

Monterey Unified School District, Monterey, CA 1999–2000
Alternative Education Instructor, Middle School

- Taught at-risk youth in self-contained, multiple subject environment

Vista Verde Middle School, Greenfield, CA 1995–1999
Middle School Teacher

- 6TH and 8th grade teacher
- Responsible for teaching language arts and social studies
- Migrant Education / Categorical Programs Coordinator

EDUCATION AND CREDENTIALS

- National University, San Jose, CA - M.S., Education
- Chico State University, Chico, CA - B.S., Social Science
- Chapman University, Monterey, CA - Single subject credential, Social Science
- California School Administrative Services Credential
- California Teaching Credential
- English Learners Authorization

AFFILIATIONS

- Association for Supervision and Curriculum Development
- Association of California School Administrators
- California Association of Supervisors of Child Welfare and Attendance
- California State Athletic Directors Association

Deleted: A. Education & (Pupil Personnel Service Credential) 1996 Sacramento

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Appendix J Proposed 2024-25 Calendar

Start of Track A: July 1, 2024
Start of Track B: August 12, 2024
Last Day of School: June 12, 2025

Teacher Training Pupil Free Days: July 31-August 9, 2024; March 10-11, 2025; June 13 and 30, 2025

Vacations:

July 4-5, 2024

September 2, 2024

October 14-18, 2024

November 11, 2024

November 25-29, 2024

December 23, 2024-January 3, 2024

January 20, 2025

February 14-17, 2025

March 31, 2025

April 21-25, 2025

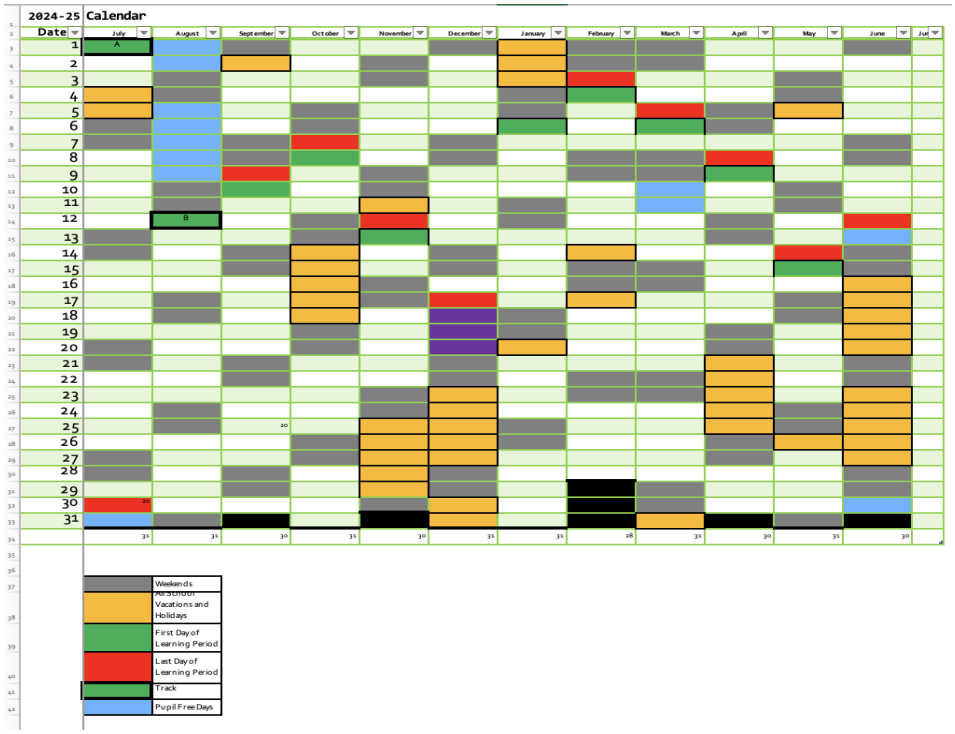
May 5, 2025

May 25, 2025

June 16-28, 2025

The calendar is updated annually based on board vote of approval.

Deleted: Appendix K Petition Signatures¶


2024-25 Calendar
Date
July
August
September
October
November
December
January
February
March
April
May
June
Weekends
Vacations and Holidays
First Day of Learning Period
Last Day of Learning Period
Track
Pupil Free Days

Appendix K Petition Signatures

Appendix L Material Revision Updated Financial Statements

Budget Narrative & Cash Flow Statement

Below is the financial information and narrative for the material revision to the charter of Polytechnic Academy ("Poly"). The financial statements include a 4-year pro-forma annual budget and monthly cash flow statement for fiscal years 2026-27 through 2029-30.

Non-Classroom-Based (NCB) Program Requirements

Through this material revision, Poly proposes to add a non-classroom-based (NCB) element, in which students learn largely through independent study with the support of certificated teachers. NCB schools receive funding through the same Local Control Funding Formula as classroom-based schools, but must meet additional requirements in state law to receive full funding:

- **Funding determination.** The state periodically reviews how the school spends its public funds, based on its audited financial statements, and sets the school's funding level.
- **Spending tests.** At least 40% of public revenue must go to instructional certificated salaries and benefits, and at least 80% to instruction and instruction-related services.
- **Student-to-teacher ratio.** No more than 25 students per certificated teacher, or the ratio of the largest unified school district in the county if higher.
- **Transparency.** The school discloses its board members and their affiliations, and vendors paid more than $50,000.
- **Independent study requirements.** Written student agreements, regular contact with a certificated teacher, and documented student work.

Students: Enrollment, Demographics and Average Daily Attendance

Revenues for Poly 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 budget assumes a 95% attendance rate.

Poly will continue operations in 2026-27 with enrollment of 75 and plans to grow to 225 in 2027-28, 315 in 2028-29 and 400 in 2029-30. The following table shows Poly's projected enrollment and ADA.

Table A: Enrollment & ADA

	2026-27	2027-28	2028-29	2029-30
Projected Enrollment & ADA by Grade				
9th Grade	20	100	125	125
10th Grade	20	50	100	125
11th Grade	18	38	50	100
12th Grade	17	37	40	50
Total Projected Enrollment	**75**	**225**	**315**	**400**
Average Daily Attendance (ADA)				
ADA %	95%	95%	95%	95%
Total	**71.25**	**213.75**	**299.25**	**380.00**

Revenues

Factoring in all revenues at the school, per-pupil funding is expected to be an average of $21,402/ADA at Poly across the term. LCFF state revenue streams provide the largest source of funding making up about 81% of Poly's total revenues. All revenues are monitored throughout the year as various funding estimates are refined and recalculated.

Table B: Summary of Projected Revenues

	2026-27	2027-28	2028-29	2029-30
Summary of Revenue Programs				
State Aid - Revenue Limit	$1,161,911	$3,619,031	$5,236,735	$6,856,470
Federal Revenue	37,998	65,479	78,841	87,020
Other State Revenue	176,981	420,392	611,229	794,759
Other Local Revenue	250,000	500,000	200,000	150,000
Total Revenues	**$1,626,890**	**$4,604,902**	**$6,126,806**	**$7,888,249**
State Revenues as % of Total	*71.4%*	*78.6%*	*85.5%*	*86.9%*
Revenues per ADA	*$22,834*	*$21,543*	*$20,474*	*$20,759*

State Revenues

State Revenues are estimated based on specific programs as identified below, with the majority of funding dependent upon the annual State budget and the school's student population.

Principal Apportionment

The LCFF FCMAT calculator (FCMAT Version v27.2 released 8/05/26) was used to determine the LCFF projections for each year of the above revenue projections which are based on expected student ADA and the expected unduplicated count of students at Poly of 83% in 2026-27, increasing to 88% by 2028-29.

These projections show that in 2026-27, a total of $14,250, or $200 per ADA, of the principal apportionment ADA funding will be disbursed via the Education Protection Account. Approximately 3% of the LCFF revenues (or $440.28 per ADA) are projected to be disbursed via In-Lieu Property Taxes (ILPT). This rate is consistent with the ILPT of San Benito County

Office of Education (SBCOE) during P2 of FY25-26.

Table C: Projected State Revenues

	2026-27	2027-28	2028-29	2029-30
State Aid - Revenue Limit				
LCFF State Aid	$1,116,291	$3,482,172	$5,045,132	$6,613,165
Education Protection Account	14,250	42,750	59,850	76,000
In Lieu of Property Taxes	31,370	94,109	131,753	167,305
Total State Revenue	**$1,161,911**	**$3,619,031**	**$5,236,735**	**$6,856,470**

Federal Revenues

Special Education

Poly provides special education services and will work with their authorizer to ensure resources are provided to ensure compliant, efficient and effective delivery of services. Poly's state special education funding includes general state aid of $1,340/ADA for 2026-27, increased by COLA in subsequent years. The school's projected state special ed revenue, within the "Other State Revenue" category includes Educational Related Mental Health Services (ERMHS) level 2 funding at $65/ADA. In addition to state special education funding, the revenue projection for Poly also assumes federal special education funding based on $140 per enrolled student from the prior year.

Free and Reduced-Price Meal Eligibility

The federally funded National School Lunch Program provides free and reduced-price meals for lunch and breakfast to eligible students, based on parent/guardian income levels. For this budget, we assume that the percentage of our students eligible to receive federal funding reimbursements will be about 75%. Additional receipts from paid student meals have not been included for conservatism and in consideration of universal free meals. Food expenses for this program are shown below and are budgeted to approximately break even with the projected federal and state child nutrition reimbursements.

Table D: Projected Federal Revenues

	2026-27	2027-28	2028-29	2029-30
Federal Revenue				
Special Education - Entitlement	$4,760	$10,500	$14,700	$13,333
Federal Child Nutrition	32,080	51,505	59,278	67,511
Title II, Part A - Teacher Quality	1,158	3,474	4,864	6,176
Total Federal Revenue	**$37,998**	**$65,479**	**$78,841**	**$87,020**

Other State Revenues

Lottery & Mandated Block Grant

Lottery funding is based upon a projection of $272 per ADA per year. Lottery funds are mainly allocated for general purpose use with approximately 30% of the funds restricted for instructional materials. Projections for the Mandate Block Grant are assumed at $60.48/ADA for

grades 9-12. Each year's Mandate Block Grant projection is based on Poly's prior-year ADA.

Prop 28 – Arts & Music in Schools Funding (AMS)

On November 8, 2022, California voters approved Proposition 28: The Arts and Music in Schools (AMS) Funding Guarantee and Accountability Act. Funding is ongoing (i.e., allocated annually), and school districts have up to three years to spend an allocation. The funds need to increase arts education spending, not replace existing expenditures. Poly is projected to receive $3,784 in 2026-27, $13,693 in 2027-28, $43,037 in 2028-29 and $61,516 in 2029-30, with the allocation increasing as prior-year enrollment grows.

Student Services and Professional Development Block Grant (SSPDBG)

The New Student Services and Professional Development Block Grant is a one-time state allocation intended to support California school districts, charter schools, and county offices of education in enhancing student well-being and academic achievement. Funds may be used for a wide range of activities, including counseling services, mental health supports, expanded learning programs, and professional development for educators focused on equity, inclusive practices, and learning recovery. The grant is designed to provide flexible, needs-based support, particularly for students most affected by the pandemic. This has been included in Poly's 2026-27 projection at $26,634, which is $920 per 2025-26 ADA ($920 X 28.95 ADA).

Table E: Projected Other State Revenues

	2026-27	2027-28	2028-29	2029-30
Other State Revenue				
State Special Education	$95,475	$295,877	$427,027	$559,121
Child Nutrition	25,326	34,337	39,518	45,007
Mandated Cost	1,751	4,451	13,767	19,873
State Lottery	19,380	58,140	81,396	103,360
Other State Revenue	35,049	27,587	49,521	67,397
Total Other State Revenue	**$176,981**	**$420,392**	**$611,229**	**$794,759**

Other Local Revenues

Poly plans to supplement its public funding with philanthropic support raised from community partners, benefactors, investors and other local funding sources, particularly during its growth years as enrollment builds. The budget includes $250,000 of this philanthropic support in 2026-27, $500,000 in 2027-28, $200,000 in 2028-29 and $150,000 in 2029-30. The school's reliance on these funds decreases as enrollment grows, falling from approximately 15% of total revenues in 2026-27 to less than 2% by 2029-30. Any philanthropic support beyond these amounts has been excluded from the budget to be conservative.

Expenditures

The projected expenditures through 2029-30 are shown below and are followed by a summary of assumptions for some of the larger expenses.

Table F: Summary of Projected Expenses

	2026-27	2027-28	2028-29	2029-30
Summary of Projected Expenses				
Certificated Salaries	$366,728	$1,145,622	$1,665,823	$2,308,131
Classified Salaries	51,960	279,278	402,648	594,985
Employee Benefits	87,905	314,649	453,753	613,908
Total Compensation	**$506,593**	**$1,739,550**	**$2,522,223**	**$3,517,024**
Books and Supplies	$163,032	$569,476	$900,885	$1,156,507
Subagreement Services	193,480	784,786	1,007,988	1,242,485
Operations and Housekeeping	81,805	188,628	275,970	340,228
Facilities, Repairs and Other Leases	382,000	395,460	410,921	420,397
Professional/Consulting Services	203,833	454,775	537,791	638,285
Depreciation	900	929	954	978
Interest	72,125	99,000	76,010	78,730
Total Non-Comp	**$1,097,175**	**$2,493,053**	**$3,210,520**	**$3,877,609**
Total Expenses	**$1,603,768**	**$4,232,603**	**$5,732,743**	**$7,394,634**

Total Compensation - Salaries and Employee Benefits

Total compensation costs (salary and benefits) grow from approximately 32% of total expenditures in 2026-27 to approximately 48% in 2029-30 as the school adds staff to support enrollment growth. "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.

Poly's teacher staffing levels are based upon enrollment projections. The ratio of Students to Certificated Teachers is expected to be at or below 21:1 over the course of the projection period. However, that ratio is approximately 15:1 when including all instructional staff.

Table G: Instructional Staff Ratio

	2026-27	2027-28	2028-29	2029-30
Instructional Staff Ratio				
School Attendance	75.0	225.0	315.0	400.0
Certificated Teacher	4.0	11.0	15.0	20.0
Certificated Pupil Support (including SPED)	-	1.0	1.5	2.0
Classified Instructional Aides	1.0	3.0	4.0	6.0
Total Instructional Staff	**5.0**	**15.0**	**20.5**	**28.0**
Student : Instructional Staff Ratio	*15.0*	*15.0*	*15.4*	*14.3*

The staffing tables associated with our financial projections are shown below:

Table H: Staffing Summary

	2026-27	2027-28	2028-29	2029-30
Total Staffing				
Instructional Staff				
Teachers				
9th Grade	1.0	2.5	3.5	4.8
10th Grade	1.0	2.5	3.5	4.8
11th Grade	1.0	2.5	3.5	4.8
12th Grade	1.0	2.5	3.5	4.8
Other	-	1.0	1.0	1.0
Total Teacher	**4.0**	**11.0**	**15.0**	**20.0**
Other Instructional Staff				
Certificated Pupil Support (including SPED)	-	1.0	1.5	2.0
Classified Instructional Aides	1.0	3.0	4.0	6.0
Total Other Instructional Staff	**1.0**	**4.0**	**5.5**	**8.0**
Total Instructional Staff	**5.0**	**15.0**	**20.5**	**28.0**
Administrative Staff - Certified				
Executive Director	0.2	1.0	1.0	1.0
Principal	-	-	1.0	1.0
Dean	-	-	-	1.0
Total Administrative Staff - Certified	**0.2**	**1.0**	**2.0**	**3.0**
Support and Administrative Staff				
Clerical Staff - Classified (FTE)	-	2.0	3.0	4.0
Other Staff - Classified (FTE)	1.0	1.0	1.0	1.0
Total Classified Staff	**1.0**	**3.0**	**4.0**	**5.0**
Total Staffing	**6.2**	**19.0**	**26.5**	**36.0**

The average salary structure for key FTE staff positions is listed in the table below. The budget assumes an approximately 2.9% cost of living adjustment every year.

Table I: Average Budgeted Salary by Position

	2026-27	2027-28	2028-29	2029-30
Average Budgeted Salary by Position				
Teacher (including SPED)	$77,692	$79,941	$81,718	$84,194
Administrative Staff - Certified	79,805	135,000	124,363	124,065
Classified Staff (Support and Adminsitrative)	25,980	46,546	50,331	54,090

Table J: Employee Benefits

	2026-27	2027-28	2028-29	2029-30
Employee Benefits				
OASDI	28,085	88,344	128,245	179,993
Medicare	6,568	20,661	29,993	42,095
Health and Welfare	42,500	175,406	252,346	332,556
State Unemployment	4,410	10,290	14,210	18,620
Workers' Compensation	6,342	19,949	28,959	40,644
Total Benefits	**$87,905**	**$314,649**	**$453,753**	**$613,908**

The table above lists the total projected annual employer costs for all employee benefits, on a year-by-year basis. Within employee benefits, most benefits are statutory and are determined by either state or federal mandate and are based on current rate factors. All employees participate in Social Security (6.2%) and Medicare (1.45%). The budget also includes health and welfare benefits of $8,500 per benefits-eligible employee in 2026-27, increasing with the expense COLA in subsequent years, as well as state unemployment insurance and workers' compensation (1.4% of salaries).

Books and Supplies and Food Services

Many of the core programming cost projections are based upon a per pupil allotment for instructional supplies, online curricula, project materials and some assessments. These costs and additional enrichment/field trip opportunities for students may be supplemented in the future by private funding as it is secured, thus these estimates are conservative.

Table K: Books, Supplies, & Food Services

	2026-27	2027-28	2028-29	2029-30
Books & Supplies				
Textbooks and Core Curricula	$30,070	$116,348	$226,493	$294,800
School Supplies	4,480	20,801	37,407	48,688
Software	48,090	211,177	326,831	425,399
Office Expense	4,970	19,230	27,665	36,009
Noncapitalized Equipment	25,000	116,078	183,693	239,093
Food Services	50,422	85,842	98,796	112,518
Total Books & Supplies	**$163,032**	**$569,476**	**$900,885**	**$1,156,507**

Other Expenses

Many of the operating cost projections are based upon the school's 2025-26 costs, adjusted for enrollment growth and inflation and program needs.

Table L: Sub agreement Services

	2026-27	2027-28	2028-29	2029-30
Subagreement Services				
Special Education	77,510	339,600	500,426	651,347
Substitutes	6,000	31,617	42,259	55,004
Security	3,400	5,262	7,570	9,854
Other Educational Consultants	106,570	408,307	457,733	526,280
Total Subagreement Services	**$193,480**	**$784,786**	**$1,007,988**	**$1,242,485**

SPED Consultants

Special Education Consultant costs include all outside service provider costs estimated at $77,510 in 2026-27 (plus COLA adjustments and increases based on population growth thereafter). This includes psychological, speech language and occupational therapy services to Poly's students with IEPs. This cost is in addition to the in-house special education positions included in the personnel costs.

Substitute Teacher

Substitute teacher costs are based on the number of full-time teachers, the number of expected absent days per year and the daily cost of an external staffing agency. These amounts increase after 2026-27 based on the increase in the number of staff and projected inflation adjustments.

Table M: Professional Services

	2026-27	2027-28	2028-29	2029-30
Professional Services				
IT	$18,000	$22,287	$32,063	$41,733
Audit & Taxes	19,500	20,120	20,675	21,192
Legal	25,500	26,311	27,037	27,713
Professional Development	7,980	36,759	40,305	52,460
General Consulting	27,070	183,792	198,016	219,075
Special Activities/Field Trips	770	2,383	3,429	4,463
Bank Charges	4,600	11,391	13,110	13,651
Printing	1,000	3,095	4,453	5,796
Other taxes and fees	1,000	3,095	4,453	5,796
Payroll Service Fee	5,300	13,124	15,105	15,729
Management Fee	77,494	92,098	122,536	157,765
District Oversight Fee	11,619	36,190	52,367	68,565
Public Relations/Recruitment	4,000	4,127	4,241	4,347
Total Professional Services	**$203,833**	**$454,775**	**$537,791**	**$638,285**

Expenses shown in the table above are primarily based on the school's historical costs and prior year data, rolled forward with applicable adjustments. We make note of items below as needed to explain our budgeting assumptions.

Management Fee

Poly has contracted with Charter Impact, Inc. to provide financial management services including financial reporting, accounts payable, and general accounting. Fees for these services

are budgeted at $77,494 in 2026-27 and 2% of total revenue in each subsequent year. Charter Impact, Inc. also provides support for attendance, CALPADS and other student data needs. These fees have also been included in the Management Fee account within the budget.

Authorizer Oversight Fee

Poly has projected that it will be required to pay a fee of 1% of general purpose revenues.

Table N: Facilities, Repairs and Other Leases Expenses

	2026-27	2027-28	2028-29	2029-30
Facilities, Repairs and Other Leases				
Rent	$300,000	$303,000	$306,030	$309,090
Equipment Leases	1,800	5,572	8,016	10,433
Repairs and Maintenance	80,200	86,888	96,875	100,873
Total Facilities, Repairs and Other Leases	**$382,000**	**$395,460**	**$410,921**	**$420,397**

Facilities Rent

Poly plans to continue occupying and leasing its current site. Rent is budgeted at $300,000 in 2026-27 and increases annually thereafter. Repairs and maintenance costs are based on the school's 2025-26 costs, adjusted for enrollment growth and inflation.

Table O: Operations and Housekeeping

	2026-27	2027-28	2028-29	2029-30
Operations and Housekeeping				
Auto and Travel	$1,000	$3,095	$4,453	$5,796
Dues & Memberships	1,200	3,714	5,344	6,955
Insurance	24,955	31,289	36,011	42,184
Utilities	12,100	18,230	20,981	24,578
Janitorial Services	10,000	15,414	17,740	20,781
Communications	32,250	115,956	190,105	238,194
Postage and Shipping	300	929	1,336	1,739
Total Operations and Housekeeping	**$81,805**	**$188,628**	**$275,970**	**$340,228**

Other Outgo and Transfers

Poly begins 2026-27 with a limited cash balance, and the timing of state apportionment payments does not keep pace with the growth in payroll and operating costs as enrollment increases. To manage cash flow, the budget projects the sale of a portion of the school's state apportionment receivables in 2027-28, 2028-29 and 2029-30, with each sale repaid within three months. The budget projects interest at an annualized rate of 16%, or approximately 1.33% per month, on the outstanding balance of each sold receivable. In addition, the budget includes quarterly interest on the school's existing debt, which is projected to be repaid in full by the end of 2028-29 through principal payments of $245,000 in 2027-28 and $350,000 in 2028-29.

Table P: Interest

	2026-27	2027-28	2028-29	2029-30
Depreciation & Interest				
Depreciation	$900	$929	$954	$978
Interest	72,125	99,000	76,010	78,730
Total Depreciation & Interest	**$73,025**	**$99,929**	**$76,964**	**$79,708**

The following tables show the schedule of each month when a receivable is projected to be sold and the corresponding repayment months as well as the calculation of interest and outstanding balance of sold receivables for 2027-28 through 2029-30. After 2029-30, Poly does not anticipate the need to sell receivables for cash flow purposes.

2027-28

Schedule of Receivable Sales and Repayments - 2027-28				
Month	**Receivable Sold**	**Repayment**	**Outstanding Balance**	**Interest (16% annual)**
Jul-27	-	-	-	-
Aug-27	-	-	-	-
Sep-27	-	-	-	-
Oct-27	-	-	-	-
Nov-27	-	-	-	-
Dec-27	568,755	-	568,755	7,583
Jan-28	-	-	568,755	7,583
Feb-28	-	-	568,755	7,583
Mar-28	568,755	568,755	568,755	7,583
Apr-28	-	-	568,755	7,583
May-28	-	-	568,755	7,583
Jun-28	-	568,755	-	-
Annual Total	**$1,137,510**	**$1,137,510**		**$45,500**

2028-29

Schedule of Receivable Sales and Repayments - 2028-29				
Month	**Receivable Sold**	**Repayment**	**Outstanding Balance**	**Interest (16% annual)**
Jul-28	-	-	-	-
Aug-28	-	-	-	-
Sep-28	-	-	-	-
Oct-28	-	-	-	-
Nov-28	-	-	-	-
Dec-28	612,623	-	612,623	8,168
Jan-29	-	-	612,623	8,168
Feb-29	-	-	612,623	8,168
Mar-29	612,623	612,623	612,623	8,168
Apr-29	-	-	612,623	8,168
May-29	-	-	612,623	8,168
Jun-29	-	612,623	-	-
Annual Total	**$1,225,246**	**$1,225,246**		**$49,010**

2029-30

Schedule of Receivable Sales and Repayments - 2029-30				
Month	**Receivable Sold**	**Repayment**	**Outstanding Balance**	**Interest (16% annual)**
Jul-29	-	-	-	-
Aug-29	-	-	-	-
Sep-29	468,708	-	468,708	6,249
Oct-29	-	-	468,708	6,249
Nov-29	-	-	468,708	6,249
Dec-29	749,768	468,708	749,768	9,997
Jan-30	-	-	749,768	9,997
Feb-30	-	-	749,768	9,997
Mar-30	749,768	749,768	749,768	9,997
Apr-30	-	-	749,768	9,997
May-30	-	-	749,768	9,997
Jun-30	-	749,768	-	-
Annual Total	**$1,968,244**	**$1,968,244**		**$78,730**

Cash Flow

As noted above, because of a limited opening cash balance in 2026-27 and rapid enrollment growth, Poly has budgeted the costs of selling receivables during the growth phase from 2027-28 through 2029-30. Beyond this period, the timing of State Aid payments is not expected to require the sale of receivables. In addition, the year over year surpluses will allow for the school to begin growing a cash reserve to protect itself against economic uncertainty and other cash flow timing challenges.

Ending Cash Balance

Cash at the end of each year is projected to be limited during the growth years, so Poly will manage cash closely. To bridge the gap between expenditure growth and state apportionments, the budget includes selling a portion of receivables at an annualized cost of 16%, with each sale repaid within three months. Poly plans to begin building a cash reserve in 2029-30 as the State funding calculations catch up with the school's enrollment growth.

Table Q: Statement of Activities & Cash Balance

	2026-27	2027-28	2028-29	2029-30
Statement of Activities				
Revenues				
State Aid - Revenue Limit	$1,161,911	$3,619,031	$5,236,735	$6,856,470
Federal Revenue	37,998	65,479	78,841	87,020
Other State Revenue	176,981	420,392	611,229	794,759
Other Local Revenue	250,000	500,000	200,000	150,000
Total Revenues	**$1,626,890**	**$4,604,902**	**$6,126,806**	**$7,888,249**
Expenses				
Certificated Salaries	$366,728	$1,145,622	$1,665,823	$2,308,131
Classified Salaries	51,960	279,278	402,648	594,985
Employee Benefits	87,905	314,649	453,753	613,908
Books & Supplies	163,032	569,476	900,885	1,156,507
Subagreement Services	193,480	784,786	1,007,988	1,242,485
Operations and Housekeeping	81,805	188,628	275,970	340,228
Facilities, Repairs and Other Leases	382,000	395,460	410,921	420,397
Professional Services	203,833	454,775	537,791	638,285
Depreciation and Interest	73,025	99,929	76,964	79,708
Total Expenses	**$1,603,768**	**$4,232,603**	**$5,732,743**	**$7,394,634**
Increase/(Decrease) of Net Assets	**$23,122**	**$372,299**	**$394,063**	**$493,615**
	1.4%	8.8%	6.9%	6.7%
Beginning Cash Balance	74,020	67,516	33,538	30,185
Ending Cash Balance	**$67,516**	**$33,538**	**$30,185**	**$266,306**
Cash Balance (% of Expenditures)	**4.2%**	**0.8%**	**0.5%**	**3.6%**

Revenues

Since revenues fluctuate and are received from multiple sources, accurate cash projections are vital to maintenance of a healthy financial position. The greatest cash flow challenge is correctly predicting the flow of federal and state revenue sources. California law specifies the payment schedule for State Aid funds. Although this schedule is subject to legislative and regulatory change, the California Department of Education (CDE) has committed to a 5-5-9 payment schedule. We have used this schedule to project our cash flow position for Poly. To be conservative, we have assumed that all funds will be received in the month following their scheduled payment. We assumed no deferrals in these projections.

State Aid – Revenue Limit

The State Aid – Revenue Limit funds come from a combination of three sources: In Lieu Property Taxes, State Aid, and Education Protection Account. The district where the school is located pays the Charter School an In-Lieu Property Tax amount per ADA near the end of each month. State Aid is due from the state on or before the end of the month and is paid monthly from July to June on a 5-5-9 schedule. Based on the typical timing of funds coming through County Treasurer to a school bank account, we have assumed a one month delay in the payments. The Education Protection Account flows quarterly in September, December, March

and June. Again, for conservatism, we have assumed that all receipts will be delayed to the month following their scheduled payment.

California Lottery

State Lottery Revenues are paid according to the prior year's ADA, and are paid quarterly.

Expenditures

The most significant part of Poly's cost structure is staff compensation which is generally paid evenly throughout the year except in July when most staff are not working prior to the start of the school year. The majority of the curriculum costs are front-loaded to the beginning of the school year.

Fund Balance

Poly begins 2026-27 with a negative fund balance of $1,242,526 carried forward from prior years. The budget is structured to eliminate that deficit over four years through enrollment growth and expense discipline, with annual surpluses of about $23,000 in 2026-27 and $372,000 to $494,000 in each year thereafter. The deficit is projected to fall to $1,219,404 at the end of 2026-27, $847,105 at the end of 2027-28 and $453,042 at the end of 2028-29. The fund balance is projected to turn positive by the end of 2029-30. This plan relies on enrollment growing to 400 students by 2029-30, $1.1 million of philanthropic support over the four years and the board will monitor these at every board meeting. If enrollment is below plan by more than 5%, the board will take corrective measures to ensure fiscal responsibility.

Table R: Statement of Fund Balance

	2026-27	2027-28	2028-29	2029-30
Fund Balance				
Beginning Fund Balance	($1,242,526)	($1,219,404)	($847,105)	($453,042)
Increase/(Decrease) in Net Assets	23,122	372,299	394,063	493,615
Ending Fund Balance	**($1,219,404)**	**($847,105)**	**($453,042)**	**$40,573**
Fund Balance (% of Expenditures)	**-76.0%**	**-20.0%**	**-7.9%**	**0.5%**

Budget and Multi-Year Forecast with Monthly Cash Flow

FY 2026-27 Budget and Multi-Year Forecast (2026-27 through 2029-30), with Monthly Cash Flow Forecasts for each year, prepared by Charter Impact and revised October 8, 2026.

FY26-27 Polytechnic Budget

Multi-Year Forecast

Revised 10/8/26

CHARTER IMPACT

	2026-27 Budget	2027-28 Forecast	2028-29 Forecast	2029-30 Forecast
Assumptions				
State COLA	*4.31%*	*3.30%*	*3.09%*	*3.11%*
Other Revenue COLA	*n/a*	*0.00%*	*0.00%*	*0.00%*
Expense COLA	*3.76%*	*3.18%*	*2.76%*	*2.50%*
Enrollment	*75.00*	*225.00*	*315.00*	*400.00*
Average Daily Attendance	*71.25*	*213.75*	*299.25*	*380.00*
Revenues				
State Aid - Revenue Limit				
8011 LCFF State Aid	$ 1,116,291	$ 3,482,172	$ 5,045,132	$ 6,613,165
8012 Education Protection Account	14,250	42,750	59,850	76,000
8096 In Lieu of Property Taxes	31,370	94,109	131,753	167,305
	1,161,911	3,619,031	5,236,735	6,856,470
Federal Revenue				
8181 Special Education - Entitlement	4,760	10,500	14,700	13,333
8220 Federal Child Nutrition	32,080	51,505	59,278	67,511
8291 Title II, Part A - Teacher Quality	1,158	3,474	4,864	6,176
	37,998	65,479	78,841	87,020
Other State Revenue				
8311 State Special Education	95,475	295,877	427,027	559,121
8520 Child Nutrition	25,326	34,337	39,518	45,007
8550 Mandated Cost	1,751	4,451	13,767	19,873
8560 State Lottery	19,380	58,140	81,396	103,360
8599 Other State Revenue	35,049	27,587	49,521	67,397
	176,981	420,392	611,229	794,759
Other Local Revenue				
8690 Other Local Revenue	250,000	500,000	200,000	150,000
	250,000	500,000	200,000	150,000
Total Revenue	**$ 1,626,890**	**$ 4,604,902**	**$ 6,126,806**	**$ 7,888,249**
Expenses				
Certificated Salaries				
1100 Teachers' Salaries	310,767	879,350	1,225,770	1,683,873
1170 Teachers' Substitute Hours	20,000	20,636	26,206	30,736
1175 Teachers' Extra Duty/Stipends	20,000	20,636	26,206	30,736
1200 Pupil Support Salaries	-	90,000	138,915	190,592
1300 Administrators' Salaries	15,961	135,000	248,726	372,194
	366,728	1,145,622	1,665,823	2,308,131
Classified Salaries				
2100 Instructional Salaries	51,960	146,848	201,476	322,980
2200 Support Salaries	-	35,384	36,361	37,270
2400 Clerical and Office Staff Salaries	-	97,046	164,811	234,736
	51,960	279,278	402,648	594,985

FY26-27 Polytechnic Budget

Multi-Year Forecast

Revised 10/8/26

CHARTER IMPACT

		2026-27 Budget	2027-28 Forecast	2028-29 Forecast	2029-30 Forecast
Benefits					
3301	OASDI	28,085	88,344	128,245	179,993
3311	Medicare	6,568	20,661	29,993	42,095
3401	Health and Welfare	42,500	175,406	252,346	332,556
3501	State Unemployment	4,410	10,290	14,210	18,620
3601	Workers' Compensation	6,342	19,949	28,959	40,644
		87,905	314,649	453,753	613,908
Books and Supplies					
4100	Textbooks and Core Curricula	30,070	116,348	226,493	294,800
4302	School Supplies	4,480	20,801	37,407	48,688
4305	Software	48,090	211,177	326,831	425,399
4310	Office Expense	4,970	19,230	27,665	36,009
4400	Noncapitalized Equipment	25,000	116,078	183,693	239,093
4700	Food Services	50,422	85,842	98,796	112,518
		163,032	569,476	900,885	1,156,507
Subagreement Services					
5102	Special Education	77,510	339,600	500,426	651,347
5103	Substitute Teacher	6,000	31,617	42,259	55,004
5105	Security	3,400	5,262	7,570	9,854
5106	Other Educational Consultants	106,570	408,307	457,733	526,280
		193,480	784,786	1,007,988	1,242,485
Operations and Housekeeping					
5201	Auto and Travel	1,000	3,095	4,453	5,796
5300	Dues & Memberships	1,200	3,714	5,344	6,955
5400	Insurance	24,955	31,289	36,011	42,184
5501	Utilities	12,100	18,230	20,981	24,578
5502	Janitorial Services	10,000	15,414	17,740	20,781
5900	Communications	32,250	115,956	190,105	238,194
5901	Postage and Shipping	300	929	1,336	1,739
		81,805	188,628	275,970	340,228
Facilities, Repairs and Other Leases					
5601	Rent	300,000	303,000	306,030	309,090
5603	Equipment Leases	1,800	5,572	8,016	10,433
5610	Repairs and Maintenance	80,200	86,888	96,875	100,873
		382,000	395,460	410,921	420,397
Professional/Consulting Services					
5801	IT	18,000	22,287	32,063	41,733
5802	Audit & Taxes	19,500	20,120	20,675	21,192
5803	Legal	25,500	26,311	27,037	27,713
5804	Professional Development	7,980	36,759	40,305	52,460
5805	General Consulting	27,070	183,792	198,016	219,075
5806	Special Activities/Field Trips	770	2,383	3,429	4,463
5807	Bank Charges	4,600	11,391	13,110	13,651
5808	Printing	1,000	3,095	4,453	5,796
5809	Other taxes and fees	1,000	3,095	4,453	5,796
5810	Payroll Service Fee	5,300	13,124	15,105	15,729
5811	Management Fee	77,494	92,098	122,536	157,765
5812	District Oversight Fee	11,619	36,190	52,367	68,565
5815	Public Relations/Recruitment	4,000	4,127	4,241	4,347
		203,833	454,775	537,791	638,285

FY26-27 Polytechnic Budget

Multi-Year Forecast

Revised 10/8/26

	2026-27 Budget	2027-28 Forecast	2028-29 Forecast	2029-30 Forecast
Depreciation				
6900 Depreciation Expense	900	929	954	978
	900	929	954	978
Interest				
7438 Interest Expense	72,125	99,000	76,010	78,730
	72,125	99,000	76,010	78,730
Total Expenses	**$ 1,603,768**	**$ 4,232,603**	**$ 5,732,743**	**$ 7,394,634**
Surplus (Deficit)	**$ 23,122**	**$ 372,299**	**$ 394,063**	**$ 493,615**
Fund Balance, Beginning of Year	$ (1,242,526)	$ (1,219,404)	$ (847,105)	$ (453,042)
Fund Balance, End of Year	**$ (1,219,404)**	**$ (847,105)**	**$ (453,042)**	**$ 40,573**
	-76.0%	*-20.0%*	*-7.9%*	*0.5%*
Cash Flow Adjustments				
Surplus (Deficit)	23,122	372,299	394,063	493,615
Cash Flows From Operating Activities				
Depreciation/Amortization	900	929	954	978
Public Funding Receivables	(32,335)	(429,556)	(104,387)	(186,881)
Grants and Contributions Rec.	-	-	-	-
Due To/From Related Parties	-	-	-	-
Prepaid Expenses	-	-	-	-
Other Assets	-	-	-	-
Accounts Payable	1,809	267,350	56,017	(71,592)
Accrued Expenses	-	-	-	-
Deferred Revenue	-	-	-	-
Cash Flows From Investing Activities				-
Purchases of Prop. And Equip.	-	-	-	-
Notes Receivable	-	-	-	-
Cash Flows From Financing Activities				-
Proceeds from Factoring	-	1,137,510	1,225,246	1,968,243
Payments on Factoring	-	(1,137,510)	(1,225,246)	(1,968,243)
Proceeds(Payments) on Debt	-	(245,000)	(350,000)	-
Total Change in Cash	(6,504)	(33,978)	(3,353)	236,121
Cash, Beginning of Year	74,020	67,516	33,538	30,185
Cash, End of Year	**$ 67,516**	**$ 33,538**	**$ 30,185**	**$ 266,306**

FY26-27 Polytechnic Budget

Monthly Cash Flow/Forecast FY26-27

Revised 10/8/26

Actuals Through:

ADA = 71.25

		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
Revenues															
State Aid - Revenue Limit															
8011	LCFF State Aid	-	22,678	22,678	40,821	40,821	40,821	40,821	40,821	173,366	173,366	173,366	173,366	173,367	1,116,291
8012	Education Protection Account	-	-	3,563	-	-	3,563	-	-	3,563	-	-	-	3,563	14,250
8096	In Lieu of Property Taxes	-	765	1,530	1,020	1,020	1,020	1,020	1,020	7,992	3,996	3,996	3,996	3,996	31,370
		-	23,443	27,770	41,841	41,841	45,403	41,841	41,841	184,921	177,362	177,362	177,362	180,925	1,161,911
Federal Revenue															
8181	Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	4,760	4,760
8220	Federal Child Nutrition	-	-	-	1,604	3,048	3,048	3,048	3,048	3,048	3,048	3,048	3,048	6,095	32,080
8291	Title II, Part A - Teacher Quality	-	-	290	-	-	869	-	-	-	-	-	-	-	1,158
		-	-	290	1,604	3,048	3,916	3,048	3,048	3,048	3,048	3,048	3,048	10,855	37,998
Other State Revenue															
8311	State Special Education	-	1,940	1,940	3,491	3,491	3,491	3,491	3,491	14,828	14,828	14,828	14,828	14,828	95,475
8520	Child Nutrition	-	-	-	1,266	2,406	2,406	2,406	2,406	2,406	2,406	2,406	2,406	4,812	25,326
8550	Mandated Cost	-	-	-	-	-	1,751	-	-	-	-	-	-	-	1,751
8560	State Lottery	-	-	-	-	-	-	1,969	-	-	1,969	-	-	15,443	19,380
8599	Other State Revenue	-	232	232	8,021	417	417	8,021	417	417	8,021	417	417	8,021	35,049
		-	2,171	2,171	12,779	6,314	8,065	15,887	6,314	17,651	27,224	17,651	17,651	43,104	176,981
Other Local Revenue															
8690	Other Local Revenue	-	-	-	-	-	125,000	-	-	-	-	-	125,000	-	250,000
		-	-	-	-	-	125,000	-	-	-	-	-	125,000	-	250,000
Total Revenue		**-**	**25,614**	**30,231**	**56,224**	**51,202**	**182,384**	**60,775**	**51,202**	**205,619**	**207,633**	**198,060**	**323,060**	**234,884**	**1,626,890**
Expenses															
Certificated Salaries															
1100	Teachers' Salaries	-	28,252	28,252	28,252	28,252	28,252	28,252	28,252	28,252	28,252	28,252	28,252	-	310,767
1170	Teachers' Substitute Hours	-	1,818	1,818	1,818	1,818	1,818	1,818	1,818	1,818	1,818	1,818	1,818	-	20,000
1175	Teachers' Extra Duty/Stipends	-	1,818	1,818	1,818	1,818	1,818	1,818	1,818	1,818	1,818	1,818	1,818	-	20,000
1300	Administrators' Salaries	-	1,451	1,451	1,451	1,451	1,451	1,451	1,451	1,451	1,451	1,451	1,451	-	15,961
		-	33,339	33,339	33,339	33,339	33,339	33,339	33,339	33,339	33,339	33,339	33,339	-	366,728
Classified Salaries															
2100	Instructional Salaries	-	4,724	4,724	4,724	4,724	4,724	4,724	4,724	4,724	4,724	4,724	4,724	-	51,960
		-	4,724	4,724	4,724	4,724	4,724	4,724	4,724	4,724	4,724	4,724	4,724	-	51,960
Benefits															
3301	OASDI	-	2,553	2,553	2,553	2,553	2,553	2,553	2,553	2,553	2,553	2,553	2,553	-	28,085
3311	Medicare	-	597	597	597	597	597	597	597	597	597	597	597	-	6,568
3401	Health and Welfare	3,542	3,542	3,542	3,542	3,542	3,542	3,542	3,542	3,542	3,542	3,542	3,542	-	42,500
3501	State Unemployment	221	221	221	221	221	221	1,103	882	441	221	221	221	-	4,410
3601	Workers' Compensation	-	577	577	577	577	577	577	577	577	577	577	577	-	6,342
		3,762	7,489	7,489	7,489	7,489	7,489	8,371	8,150	7,709	7,489	7,489	7,489	-	87,905

FY26-27 Polytechnic Budget

Monthly Cash Flow/Forecast FY26-27

Revised 10/8/26

Actuals Through:

ADA = 71.25

		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
Books and Supplies															
4100	Textbooks and Core Curricula	2,506	2,506	2,506	2,506	2,506	2,506	2,506	2,506	2,506	2,506	2,506	2,506	-	30,070
4302	School Supplies	1,466	-	354	1,650	169	-	-	181	165	165	165	165	-	4,480
4305	Software	4,008	4,008	4,008	4,008	4,008	4,008	4,008	4,008	4,008	4,008	4,008	4,008	-	48,090
4310	Office Expense	414	414	414	414	414	414	414	414	414	414	414	414	-	4,970
4400	Noncapitalized Equipment	8,181	-	1,975	9,208	944	-	-	1,011	920	920	920	920	-	25,000
4700	Food Services	4,202	4,202	4,202	4,202	4,202	4,202	4,202	4,202	4,202	4,202	4,202	4,202	-	50,422
		20,777	11,129	13,458	21,987	12,242	11,129	11,129	12,322	12,215	12,215	12,215	12,215	-	163,032
Subagreement Services															
5102	Special Education	6,459	6,459	6,459	6,459	6,459	6,459	6,459	6,459	6,459	6,459	6,459	6,459	-	77,510
5103	Substitute Teacher	500	500	500	500	500	500	500	500	500	500	500	500	-	6,000
5105	Security	283	283	283	283	283	283	283	283	283	283	283	283	-	3,400
5106	Other Educational Consultants	34,875	-	8,419	39,250	4,022	-	-	4,311	3,923	3,923	3,923	3,923	-	106,570
		42,117	7,243	15,661	46,493	11,265	7,243	7,243	11,553	11,166	11,166	11,166	11,166	-	193,480
Operations and Housekeeping															
5201	Auto and Travel	83	83	83	83	83	83	83	83	83	83	83	83	-	1,000
5300	Dues & Memberships	100	100	100	100	100	100	100	100	100	100	100	100	-	1,200
5400	Insurance	2,080	2,080	2,080	2,080	2,080	2,080	2,080	2,080	2,080	2,080	2,080	2,080	-	24,955
5501	Utilities	1,008	1,008	1,008	1,008	1,008	1,008	1,008	1,008	1,008	1,008	1,008	1,008	-	12,100
5502	Janitorial Services	833	833	833	833	833	833	833	833	833	833	833	833	-	10,000
5900	Communications	2,688	2,688	2,688	2,688	2,688	2,688	2,688	2,688	2,688	2,688	2,688	2,688	-	32,250
5901	Postage and Shipping	25	25	25	25	25	25	25	25	25	25	25	25	-	300
		6,817	6,817	6,817	6,817	6,817	6,817	6,817	6,817	6,817	6,817	6,817	6,817	-	81,805
Facilities, Repairs and Other Leases															
5601	Rent	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000	-	300,000
5603	Equipment Leases	150	150	150	150	150	150	150	150	150	150	150	150	-	1,800
5610	Repairs and Maintenance	6,683	6,683	6,683	6,683	6,683	6,683	6,683	6,683	6,683	6,683	6,683	6,683	-	80,200
		31,833	31,833	31,833	31,833	31,833	31,833	31,833	31,833	31,833	31,833	31,833	31,833	-	382,000
Professional/Consulting Services															
5801	IT	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	-	18,000
5802	Audit & Taxes	-	-	-					-	6,500	6,500	-	6,500	-	19,500
5803	Legal	2,125	2,125	2,125	2,125	2,125	2,125	2,125	2,125	2,125	2,125	2,125	2,125	-	25,500
5804	Professional Development	665	665	665	665	665	665	665	665	665	665	665	665	-	7,980
5805	General Consulting	2,256	2,256	2,256	2,256	2,256	2,256	2,256	2,256	2,256	2,256	2,256	2,256	-	27,070
5806	Special Activities/Field Trips	252	-	61	284	29	-	-	31	28	28	28	28	-	770
5807	Bank Charges	383	383	383	383	383	383	383	383	383	383	383	383	-	4,600
5808	Printing	83	83	83	83	83	83	83	83	83	83	83	83	-	1,000
5809	Other taxes and fees	83	83	83	83	83	83	83	83	83	83	83	83	-	1,000
5810	Payroll Service Fee	442	442	442	442	442	442	442	442	442	442	442	442	-	5,300
5811	Management Fee	6,458	6,458	6,458	6,458	6,458	6,458	6,458	6,458	6,458	6,458	6,458	6,458	-	77,494
5812	District Oversight Fee	-	234	278	418	418	454	418	418	1,849	1,774	1,774	1,774	1,809	11,619
5815	Public Relations/Recruitment	333	333	333	333	333	333	333	333	333	333	333	333	-	4,000
		14,581	14,563	14,667	15,031	14,776	14,783	14,747	14,778	22,706	22,631	16,131	22,631	1,809	203,833

FY26-27 Polytechnic Budget

Monthly Cash Flow/Forecast FY26-27

Revised 10/8/26

Actuals Through:

ADA = 71.25

		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
Depreciation															
6900	Depreciation Expense	75	75	75	75	75	75	75	75	75	75	75	75	-	900
		75	75	75	75	75	75	75	75	75	75	75	75	-	900
Interest															
7438	Interest Expense	12,750	-	14,750	-	-	14,875	-	-	14,875	-	-	14,875	-	72,125
		12,750	-	14,750	-	-	14,875	-	-	14,875	-	-	14,875	-	72,125
Total Expenses		**132,712**	**117,212**	**142,814**	**167,787**	**122,560**	**132,306**	**118,278**	**123,592**	**145,459**	**130,288**	**123,788**	**145,163**	**1,809**	**1,603,768**
Monthly Surplus (Deficit)		**(132,712)**	**(91,598)**	**(112,582)**	**(111,564)**	**(71,357)**	**50,078**	**(57,502)**	**(72,389)**	**60,160**	**77,345**	**74,272**	**177,897**	**233,075** -	**23,122**
															1.4%
Cash Flow Adjustments															
Monthly Surplus (Deficit)		(132,712)	(91,598)	(112,582)	(111,564)	(71,357)	50,078	(57,502)	(72,389)	60,160	77,345	74,272	177,897	233,075	23,122
Cash flows from operating activities															
	Depreciation/Amortization	75	75	75	75	75	75	75	75	75	75	75	75	-	900
	Public Funding Receivables	46,798	-	-	15,054	-	-	140,697	-	-	-	-	-	(234,884)	(32,335)
	Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Accounts Payable	80,000	80,000	80,000	80,000	80,000	-		-	(80,000)	(80,000)	(80,000)	(160,000)	1,809	1,809
	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		(5,838)	(11,523)	(32,507)	(16,434)	8,718	50,153	83,269	(72,314)	(19,765)	(2,580)	(5,653)	17,972		
Cash, Beginning of Month		74,020	68,182	56,659	24,152	7,717	16,435	66,588	149,857	77,542	57,777	55,197	49,544		
Cash, End of Month		**68,182**	**56,659**	**24,152**	**7,717**	**16,435**	**66,588**	**149,857**	**77,542**	**57,777**	**55,197**	**49,544**	**67,516**		

FY26-27 Polytechnic Budget

Monthly Cash Flow/Forecast FY27-28

Revised 10/8/26

CHARTER IMPACT

ADA = 213.75

	Jul-27	Aug-27	Sep-27	Oct-27	Nov-27	Dec-27	Jan-28	Feb-28	Mar-28	Apr-28	May-28	Jun-28	Year-End Accruals	Annual Forecast
Revenues														
State Aid - Revenue Limit														
8011 LCFF State Aid	-	58,036	58,036	104,465	104,465	104,465	104,465	104,465	568,755	568,755	568,755	568,755	568,755	3,482,172
8012 Education Protection Account	-	-	-	3,563	-	-	3,563	-	-	24,938	-	-	10,688	42,750
8096 In Lieu of Property Taxes	-	5,647	11,293	7,529	7,529	7,529	7,529	7,529	13,175	6,588	6,588	6,588	6,588	94,109
	-	63,683	69,329	115,556	111,994	111,994	115,556	111,994	581,930	600,280	575,342	575,342	586,030	3,619,031
Federal Revenue														
8181 Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	10,500	10,500
8220 Federal Child Nutrition	-	-	2,575	2,575	5,151	5,151	5,151	5,151	5,151	5,151	5,151	5,151	5,151	51,505
8291 Title II, Part A - Teacher Quality	-	-	869	-	-	869	-	-	869	-	-	-	869	3,474
	-	-	3,444	2,575	5,151	6,019	5,151	5,151	6,019	5,151	5,151	5,151	16,519	65,479
Other State Revenue														
8311 State Special Education	-	14,794	14,794	26,629	26,629	26,629	26,629	26,629	26,629	26,629	26,629	26,629	26,629	295,877
8520 Child Nutrition	-	-	1,717	1,717	3,434	3,434	3,434	3,434	3,434	3,434	3,434	3,434	3,434	34,337
8550 Mandated Cost	-	-	-	-	-	4,451	-	-	-	-	-	-	-	4,451
8560 State Lottery	-	-	-	-	-	-	14,535	-	-	14,535	-	-	29,070	58,140
8599 Other State Revenue	-	-	-	-	17,931	-	-	-	-	6,897	-	-	2,759	27,587
	-	14,794	16,511	28,346	47,994	34,514	44,598	30,063	30,063	51,494	30,063	30,063	61,891	420,392
Other Local Revenue														
8690 Other Local Revenue	250,000	-		200,000	50,000		-	-	-	-	-		-	500,000
	250,000	-	-	200,000	50,000	-	-	-	-	-	-	-	-	500,000
Total Revenue	**250,000**	**78,477**	**89,284**	**346,477**	**215,138**	**152,527**	**165,304**	**147,207**	**618,012**	**656,925**	**610,555**	**610,555**	**664,440**	**4,604,902**
Expenses														
Certificated Salaries														
1100 Teachers' Salaries	-	79,941	79,941	79,941	79,941	79,941	79,941	79,941	79,941	79,941	79,941	79,941	-	879,350
1170 Teachers' Substitute Hours	-	1,876	1,876	1,876	1,876	1,876	1,876	1,876	1,876	1,876	1,876	1,876	-	20,636
1175 Teachers' Extra Duty/Stipends	-	1,876	1,876	1,876	1,876	1,876	1,876	1,876	1,876	1,876	1,876	1,876	-	20,636
1200 Pupil Support Salaries	-	8,182	8,182	8,182	8,182	8,182	8,182	8,182	8,182	8,182	8,182	8,182	-	90,000
1300 Administrators' Salaries	-	12,273	12,273	12,273	12,273	12,273	12,273	12,273	12,273	12,273	12,273	12,273	-	135,000
	-	104,147	104,147	104,147	104,147	104,147	104,147	104,147	104,147	104,147	104,147	104,147	- -	1,145,622
Classified Salaries														
2100 Instructional Salaries	-	13,350	13,350	13,350	13,350	13,350	13,350	13,350	13,350	13,350	13,350	13,350	-	146,848
2200 Support Salaries	-	3,217	3,217	3,217	3,217	3,217	3,217	3,217	3,217	3,217	3,217	3,217	-	35,384
2400 Clerical and Office Staff Salaries	-	8,822	8,822	8,822	8,822	8,822	8,822	8,822	8,822	8,822	8,822	8,822	-	97,046
	-	25,389	25,389	25,389	25,389	25,389	25,389	25,389	25,389	25,389	25,389	25,389	- -	279,278
Benefits														
3301 OASDI	-	8,031	8,031	8,031	8,031	8,031	8,031	8,031	8,031	8,031	8,031	8,031	-	88,344
3311 Medicare	-	1,878	1,878	1,878	1,878	1,878	1,878	1,878	1,878	1,878	1,878	1,878	-	20,661
3401 Health and Welfare	14,617	14,617	14,617	14,617	14,617	14,617	14,617	14,617	14,617	14,617	14,617	14,617	-	175,406
3501 State Unemployment	515	515	515	515	515	515	2,573	2,058	1,029	515	515	515	-	10,290
3601 Workers' Compensation	-	1,814	1,814	1,814	1,814	1,814	1,814	1,814	1,814	1,814	1,814	1,814	-	19,949
	15,132	26,855	26,855	26,855	26,855	26,855	28,913	28,398	27,369	26,855	26,855	26,855	-	314,649

FY26-27 Polytechnic Budget

Monthly Cash Flow/Forecast FY27-28

Revised 10/8/26

ADA = 213.75

		Jul-27	Aug-27	Sep-27	Oct-27	Nov-27	Dec-27	Jan-28	Feb-28	Mar-28	Apr-28	May-28	Jun-28	Year-End Accruals	Annual Forecast
Books and Supplies															
4100	Textbooks and Core Curricula	9,696	9,696	9,696	9,696	9,696	9,696	9,696	9,696	9,696	9,696	9,696	9,696	-	116,348
4302	School Supplies	6,807	-	1,643	7,661	785	-	-	841	766	766	766	766	-	20,801
4305	Software	16,244	16,244	16,244	16,244	16,244	16,244	16,244	16,244	16,244	16,244	16,244	16,244	16,244	211,177
4310	Office Expense	1,603	1,603	1,603	1,603	1,603	1,603	1,603	1,603	1,603	1,603	1,603	1,603	-	19,230
4400	Noncapitalized Equipment	-	-	9,170	-	4,381	21,879	4,273	4,695	4,273	4,273	58,859	4,273		116,078
4700	Food Services	7,153	7,153	7,153	7,153	7,153	7,153	7,153	7,153	7,153	7,153	7,153	7,153	-	85,842
		41,503	34,696	45,509	42,357	39,862	56,575	38,969	40,233	39,735	39,735	94,321	39,735	16,244	569,476
Subagreement Services															
5102	Special Education	23,040	23,040	23,040	23,040	23,040	23,040	23,040	23,040	23,040	23,040	23,040	23,040	63,120	339,600
5103	Substitute Teacher	2,432	2,432	2,432	2,432	2,432	2,432	2,432	2,432	2,432	2,432	2,432	2,432	2,432	31,617
5105	Security	439	439	439	439	439	439	439	439	439	439	439	439	-	5,262
5106	Other Educational Consultants	-	-	-	20,415	20,415	20,415	20,415	20,415	61,246	61,246	61,246	61,246	61,246	408,307
		25,911	25,911	25,911	46,326	46,326	46,326	46,326	46,326	87,157	87,157	87,157	87,157	126,798	784,786
Operations and Housekeeping															
5201	Auto and Travel	258	258	258	258	258	258	258	258	258	258	258	258	-	3,095
5300	Dues & Memberships	310	310	310	310	310	310	310	310	310	310	310	310	-	3,714
5400	Insurance	2,253	2,253	2,253	2,253	2,253	2,253	2,253	2,253	2,253	2,253	2,253	2,253	4,253	31,289
5501	Utilities	1,248	1,248	1,248	1,248	1,248	1,248	1,248	1,248	1,248	1,248	1,248	1,248	3,248	18,230
5502	Janitorial Services	1,032	1,032	1,032	1,032	1,032	1,032	1,032	1,032	1,032	1,032	1,032	1,032	3,032	15,414
5900	Communications				6,031	6,031	6,031	6,031	6,031	12,405	12,405	12,405	12,405	36,184	115,956
5901	Postage and Shipping	77	77	77	77	77	77	77	77	77	77	77	77	-	929
		5,178	5,178	5,178	11,209	11,209	11,209	11,209	11,209	17,583	17,583	17,583	17,583	46,717	188,627
Facilities, Repairs and Other Leases															
5601	Rent	25,250	25,250	25,250	25,250	25,250	25,250	25,250	25,250	25,250	25,250	25,250	25,250	-	303,000
5603	Equipment Leases	464	464	464	464	464	464	464	464	464	464	464	464	-	5,572
5610	Repairs and Maintenance	7,241	7,241	7,241	7,241	7,241	7,241	7,241	7,241	7,241	7,241	7,241	7,241	-	86,888
		32,955	32,955	32,955	32,955	32,955	32,955	32,955	32,955	32,955	32,955	32,955	32,955	-	395,460
Professional/Consulting Services															
5801	IT	1,857	1,857	1,857	1,857	1,857	1,857	1,857	1,857	1,857	1,857	1,857	1,857	-	22,287
5802	Audit & Taxes	-	-	-	-	-	-	-	-	6,707	6,707	-	-	6,707	20,120
5803	Legal	2,193	2,193	2,193	2,193	2,193	2,193	2,193	2,193	2,193	2,193	2,193	2,193	-	26,311
5804	Professional Development	2,058	2,058	2,058	2,058	2,058	2,058	2,058	2,058	2,058	2,058	2,058	2,058	12,058	36,759
5805	General Consulting	-	1,911	1,911	1,911	1,911	1,911	1,911	1,911	37,911	1,911	37,911	37,911	54,775	183,792
5806	Special Activities/Field Trips	-	-	-	-	-	-	-	794	794	794	-	-	-	2,383
5807	Bank Charges	949	949	949	949	949	949	949	949	949	949	949	949	-	11,391
5808	Printing	258	258	258	258	258	258	258	258	258	258	258	258	-	3,095
5809	Other taxes and fees	258	258	258	258	258	258	258	258	258	258	258	258	-	3,095
5810	Payroll Service Fee	1,094	1,094	1,094	1,094	1,094	1,094	1,094	1,094	1,094	1,094	1,094	1,094	-	13,124
5811	Management Fee	7,675	7,675	7,675	7,675	7,675	7,675	7,675	7,675	7,675	7,675	7,675	7,675	-	92,098
5812	District Oversight Fee	-	637	693	1,156	1,120	1,120	1,156	1,120	5,819	6,003	5,753	5,753	5,860	36,190
5815	Public Relations/Recruitment	344	344	344	344	344	344	344	344	344	344	344	344	-	4,127
		16,686	19,233	19,290	19,752	19,716	19,716	19,752	20,511	67,917	32,100	60,350	60,350	79,400	454,775

FY26-27 Polytechnic Budget

Monthly Cash Flow/Forecast FY27-28

Revised 10/8/26

ADA = 213.75

	Jul-27	Aug-27	Sep-27	Oct-27	Nov-27	Dec-27	Jan-28	Feb-28	Mar-28	Apr-28	May-28	Jun-28	Year-End Accruals	Annual Forecast
Depreciation														
6900 Depreciation Expense	77	77	77	77	77	77	77	77	77	77	77	77	-	929
	77	77	77	77	77	77	77	77	77	77	77	77	-	929
Interest														
7438 Interest Expense	-	-	14,875	-	-	37,625	-	-	34,625	-	-	11,875	-	99,000
	-	-	14,875	-	-	37,625	-	-	34,625	-	-	11,875	-	99,000
Total Expenses	**137,442**	**274,442**	**300,186**	**309,067**	**306,537**	**360,875**	**307,737**	**309,246**	**436,955**	**365,999**	**448,834**	**406,123**	**269,159**	**4,232,603**
Monthly Surplus (Deficit)	**112,558**	**(195,965)**	**(210,902)**	**37,410**	**(91,398)**	**(208,348)**	**(142,433)**	**(162,039)**	**181,056**	**290,926**	**161,721**	**204,432**	**395,281**	**372,299**
Cash Flow Adjustments														
Monthly Surplus (Deficit)	112,558	(195,965)	(210,902)	37,410	(91,398)	(208,348)	(142,433)	(162,039)	181,056	290,926	161,721	204,432	395,281	372,299
Cash flows from operating activities														
Depreciation/Amortization	77	77	77	77	77	77	77	77	77	77	77	77	-	929
Public Funding Receivables	191,833	-	8,021	-	-	15,443	19,588	-	-	-	-	-	(664,440)	(429,556)
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable	(1,809)	50,000	50,000		50,000		50,000	50,000	(100,000)	(100,000)		(50,000)	269,159	267,350
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	-	-	-	-	-	568,755	-		568755	-	-	-	-	1,137,510
Payments on Factoring	-	-	-	-	-	-	-	-	(568,755)	-	-	(568,755)	-	(1,137,510)
Proceeds(Payments) on Debt	-	-	-	-	-	(120,000)	-	-	-	-	-	(125,000)	-	(245,000)
Total Change in Cash	302,659	(145,888)	(152,804)	37,487	(41,321)	255,927	(72,768)	(111,961)	81,134	191,003	161,799	(539,246)		
Cash, Beginning of Month	67,516	370,175	224,287	71,484	108,971	67,650	323,577	250,809	138,848	219,982	410,985	572,784		
Cash, End of Month	**370,175**	**224,287**	**71,484**	**108,971**	**67,650**	**323,577**	**250,809**	**138,848**	**219,982**	**410,985**	**572,784**	**33,538**		

FY26-27 Polytechnic Budget

Monthly Cash Flow/Forecast FY28-29

Revised 10/8/26

CHARTER IMPACT

ADA = 299.25

	Jul-28	Aug-28	Sep-28	Oct-28	Nov-28	Dec-28	Jan-29	Feb-29	Mar-29	Apr-29	May-29	Jun-29	Year-End Accruals	Annual Forecast
Revenues														
State Aid - Revenue Limit														
8011 LCFF State Aid	-	180,183	180,183	324,330	324,330	324,330	324,330	324,330	612,623	612,623	612,623	612,623	612,623	5,045,132
8012 Education Protection Account	-	-	-	3,563	-	-	3,563	-	-	24,938	-	-	27,788	59,850
8096 In Lieu of Property Taxes	-	7,905	15,810	10,540	10,540	10,540	10,540	10,540	18,445	9,223	9,223	9,223	9,223	131,753
	-	188,088	195,994	338,433	334,870	334,870	338,433	334,870	631,069	646,783	621,846	621,846	649,633	5,236,735
Federal Revenue														
8181 Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	14,700	14,700
8220 Federal Child Nutrition	-	-	2,964	2,964	5,928	5,928	5,928	5,928	5,928	5,928	5,928	5,928	5,928	59,278
8291 Title II, Part A - Teacher Quality	-	-	1,216	-	-	1,216	-	-	1,216	-	-	-	1,216	4,864
	-	-	4,180	2,964	5,928	7,144	5,928	5,928	7,144	5,928	5,928	5,928	21,844	78,841
Other State Revenue														
8311 State Special Education	-	21,351	21,351	38,432	38,432	38,432	38,432	38,432	38,432	38,432	38,432	38,432	38,432	427,027
8520 Child Nutrition	-	-	1,976	1,976	3,952	3,952	3,952	3,952	3,952	3,952	3,952	3,952	3,952	39,518
8550 Mandated Cost	-	-	-	-	-	4,451	-	-	-	-	-	-	9,315	13,767
8560 State Lottery	-	-	-	-	-	-	20,349	-	-	20,349	-	-	40,698	81,396
8599 Other State Revenue	-	-	-	-	32,188	-	-	-	-	12,380	-	-	4,952	49,521
	-	21,351	23,327	40,408	74,573	46,836	62,733	42,384	42,384	75,113	42,384	42,384	97,350	611,229
Other Local Revenue														
8690 Other Local Revenue	125,000	25,000	50,000	-		-	-		-	-	-	-		200,000
	125,000	25,000	50,000	-	-	-	-	-	-	-	-	-	-	200,000
Total Revenue	**125,000**	**234,440**	**273,501**	**381,805**	**415,371**	**388,850**	**407,094**	**383,182**	**680,597**	**727,825**	**670,158**	**670,158**	**768,827**	**6,126,806**
Expenses														
Certificated Salaries														
1100 Teachers' Salaries	-	111,434	111,434	111,434	111,434	111,434	111,434	111,434	111,434	111,434	111,434	111,434	-	1,225,770
1170 Teachers' Substitute Hours	-	2,382	2,382	2,382	2,382	2,382	2,382	2,382	2,382	2,382	2,382	2,382	-	26,206
1175 Teachers' Extra Duty/Stipends	-	2,382	2,382	2,382	2,382	2,382	2,382	2,382	2,382	2,382	2,382	2,382	-	26,206
1200 Pupil Support Salaries	-	12,629	12,629	12,629	12,629	12,629	12,629	12,629	12,629	12,629	12,629	12,629	-	138,915
1300 Administrators' Salaries	-	22,611	22,611	22,611	22,611	22,611	22,611	22,611	22,611	22,611	22,611	22,611	-	248,726
	-	151,438	151,438	151,438	151,438	151,438	151,438	151,438	151,438	151,438	151,438	151,438	-	- 1,665,823
Classified Salaries														
2100 Instructional Salaries	-	18,316	18,316	18,316	18,316	18,316	18,316	18,316	18,316	18,316	18,316	18,316	-	201,476
2200 Support Salaries	-	3,306	3,306	3,306	3,306	3,306	3,306	3,306	3,306	3,306	3,306	3,306	-	36,361
2400 Clerical and Office Staff Salaries	-	14,983	14,983	14,983	14,983	14,983	14,983	14,983	14,983	14,983	14,983	14,983	-	164,811
	-	36,604	36,604	36,604	36,604	36,604	36,604	36,604	36,604	36,604	36,604	36,604	-	- 402,648
Benefits														
3301 OASDI	-	11,659	11,659	11,659	11,659	11,659	11,659	11,659	11,659	11,659	11,659	11,659	-	128,245
3311 Medicare	-	2,727	2,727	2,727	2,727	2,727	2,727	2,727	2,727	2,727	2,727	2,727	-	29,993
3401 Health and Welfare	21,029	21,029	21,029	21,029	21,029	21,029	21,029	21,029	21,029	21,029	21,029	21,029	-	252,346
3501 State Unemployment	711	711	711	711	711	711	3,553	2,842	1,421	711	711	711	-	14,210
3601 Workers' Compensation	-	2,633	2,633	2,633	2,633	2,633	2,633	2,633	2,633	2,633	2,633	2,633	-	28,959
	21,739	38,757	38,757	38,757	38,757	38,757	41,599	40,889	39,468	38,757	38,757	38,757	-	453,753

FY26-27 Polytechnic Budget

Monthly Cash Flow/Forecast FY28-29

Revised 10/8/26

ADA = 299.25

	Jul-28	Aug-28	Sep-28	Oct-28	Nov-28	Dec-28	Jan-29	Feb-29	Mar-29	Apr-29	May-29	Jun-29	Year-End Accruals	Annual Forecast
Books and Supplies														
4100 Textbooks and Core Curricula	14,708	14,708	14,708	14,708	14,708	14,708	14,708	14,708	14,708	14,708	39,708	39,708		226,493
4302 School Supplies	12,241	-	2,955	-	1,412	-	13,777	1,513	1,377	1,377	1,377	1,377	-	37,407
4305 Software	23,522	23,522	23,522	23,522	23,522	23,522	23,522	23,522	23,522	23,522	23,522	23,522	44,572	326,831
4310 Office Expense	2,305	2,305	2,305	2,305	2,305	2,305	2,305	2,305	2,305	2,305	2,305	2,305	-	27,665
4400 Noncapitalized Equipment	-	-	-	-	6,933	34,624	6,762	7,431	6,763	6,763	93,145	6,763	14,511	183,693
4700 Food Services	8,233	8,233	8,233	8,233	8,233	8,233	8,233	8,233	8,233	8,233	8,233	8,233	-	98,796
	61,009	48,768	51,723	48,768	57,113	83,391	69,307	57,712	56,908	56,908	168,290	81,908	59,083	900,886
Subagreement Services														
5102 Special Education	-	33,362	33,362	33,362	33,362	33,362	33,362	33,362	33,362	33,362	66,724	66,724	66,724	500,425
5103 Substitute Teacher	3,522	3,522	3,522	3,522	3,522	3,522	3,522	3,522	3,522	3,522	3,522	3,522	-	42,259
5105 Security	631	631	631	631	631	631	631	631	631	631	631	631	-	7,570
5106 Other Educational Consultants		-	-	-	23,649	23,649	23,649	32,483	32,483	80,455	80,455	80,455	80,455	457,733
	4,152	37,514	37,514	37,514	61,163	61,163	61,163	69,997	69,997	117,969	151,331	151,331	147,179	1,007,988
Operations and Housekeeping														
5201 Auto and Travel	371	371	371	371	371	371	371	371	371	371	371	371	-	4,453
5300 Dues & Memberships	445	445	445	445	445	445	445	445	445	445	445	445	-	5,344
5400 Insurance	2,593	2,593	2,593	2,593	2,593	2,593	2,593	2,593	2,593	2,593	2,593	2,593	4,895	36,011
5501 Utilities	1,437	1,437	1,437	1,437	1,437	1,437	1,437	1,437	1,437	1,437	1,437	1,437	3,738	20,981
5502 Janitorial Services	1,188	1,188	1,188	1,188	1,188	1,188	1,188	1,188	1,188	1,188	1,188	1,188	3,490	17,740
5900 Communications	-	-	-	-	9,557	9,557	9,557	9,557	30,375	30,375	30,375	30,375	30,375	190,105
5901 Postage and Shipping	111	111	111	111	111	111	111	111	111	111	111	111	-	1,336
	6,145	6,145	6,145	6,145	15,703	15,703	15,703	15,703	36,520	36,520	36,520	36,520	42,498	275,970
Facilities, Repairs and Other Leases														
5601 Rent	25,503	25,503	25,503	25,503	25,503	25,503	25,503	25,503	25,503	25,503	25,503	25,503	-	306,030
5603 Equipment Leases	668	668	668	668	668	668	668	668	668	668	668	668	-	8,016
5610 Repairs and Maintenance	8,073	8,073	8,073	8,073	8,073	8,073	8,073	8,073	8,073	8,073	8,073	8,073	-	96,875
	34,243	34,243	34,243	34,243	34,243	34,243	34,243	34,243	34,243	34,243	34,243	34,243	-	410,921
Professional/Consulting Services														
5801 IT	2,672	2,672	2,672	2,672	2,672	2,672	2,672	2,672	2,672	2,672	2,672	2,672	-	32,063
5802 Audit & Taxes	-	-	-	-	-	-	-	-	6,892	6,892	-	-	6,892	20,675
5803 Legal	2,253	2,253	2,253	2,253	2,253	2,253	2,253	2,253	2,253	2,253	2,253	2,253	-	27,037
5804 Professional Development	2,448	2,448	2,448	2,448	2,448	2,448	2,448	2,448	2,448	2,448	2,448	2,448	10,929	40,305
5805 General Consulting	-	-	-	-	12,324	12,324	12,324	12,324	32,099	32,099	32,099	324	52,099	198,016
5806 Special Activities/Field Trips	-	-	-	-	-	-	-	1,143	1,143	1,143	-	-	-	3,429
5807 Bank Charges	1,093	1,093	1,093	1,093	1,093	1,093	1,093	1,093	1,093	1,093	1,093	1,093	-	13,110
5808 Printing	371	371	371	371	371	371	371	371	371	371	371	371	-	4,453
5809 Other taxes and fees	371	371	371	371	371	371	371	371	371	371	371	371	-	4,453
5810 Payroll Service Fee	1,259	1,259	1,259	1,259	1,259	1,259	1,259	1,259	1,259	1,259	1,259	1,259	-	15,105
5811 Management Fee	10,211	10,211	10,211	10,211	10,211	10,211	10,211	10,211	10,211	10,211	10,211	10,211	-	122,536
5812 District Oversight Fee	-	1,881	1,960	3,384	3,349	3,349	3,384	3,349	6,311	6,468	6,218	6,218	6,496	52,367
5815 Public Relations/Recruitment	353	353	353	353	353	353	353	353	353	353	353	353	-	4,241
	21,031	22,912	22,991	24,416	36,704	36,704	36,740	37,847	67,475	67,633	59,348	27,574	76,416	537,791

FY26-27 Polytechnic Budget

Monthly Cash Flow/Forecast FY28-29

Revised 10/8/26

ADA = 299.25

	Jul-28	Aug-28	Sep-28	Oct-28	Nov-28	Dec-28	Jan-29	Feb-29	Mar-29	Apr-29	May-29	Jun-29	Year-End Accruals	Annual Forecast
Depreciation														
6900 Depreciation Expense	80	80	80	80	80	80	80	80	80	80	80	80	-	954
	80	80	80	80	80	80	80	80	80	80	80	80	-	954
Interest														
7438 Interest Expense	-	-	8,750	-	-	33,255	-	-	29,255	-	-	4,750	-	76,010
	-	-	8,750	-	-	33,255	-	-	29,255	-	-	4,750	-	76,010
Total Expenses	**148,400**	**376,462**	**388,246**	**377,965**	**431,805**	**491,339**	**446,877**	**444,513**	**521,989**	**540,152**	**676,612**	**563,206**	**325,176**	**5,732,743**
Monthly Surplus (Deficit)	**(23,400)**	**(142,022)**	**(114,745)**	**3,839**	**(16,434)**	**(102,489)**	**(39,783)**	**(61,330)**	**158,608**	**187,672**	**(6,454)**	**106,952**	**443,651** -	**394,063**
Cash Flow Adjustments														
Monthly Surplus (Deficit)	(23,400)	(142,022)	(114,745)	3,839	(16,434)	(102,489)	(39,783)	(61,330)	158,608	187,672	(6,454)	106,952	443,651	394,063
Cash flows from operating activities														
Depreciation/Amortization	80	80	80	80	80	80	80	80	80	80	80	80	-	954
Public Funding Receivables	594,614	-	29,070	-	-	-	40,756	-	-	-	-	-	(768,827)	(104,387)
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable	(269,159)								-	-			325,176	56,017
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	-	-	-	-	-	612,623	-	-	612,623	-	-	-	-	1,225,246
Payments on Factoring	-	-	-	-	-	-	-	-	(612,623)	-	-	(612,623)	-	(1,225,246)
Proceeds(Payments) on Debt	-	-	-	-	-	(160,000)	-	-	-	-	-	(190,000)	-	(350,000)
Total Change in Cash	302,134	(141,943)	(85,596)	3,919	(16,355)	350,213	1,052	(61,251)	158,688	187,752	(6,375)	(695,592)		
Cash, Beginning of Month	33,538	335,672	193,730	108,134	112,053	95,698	445,912	446,964	385,713	544,401	732,152	725,778		
Cash, End of Month	**335,672**	**193,730**	**108,134**	**112,053**	**95,698**	**445,912**	**446,964**	**385,713**	**544,401**	**732,152**	**725,778**	**30,186**		

FY26-27 Polytechnic Budget

Monthly Cash Flow/Forecast FY29-30

Revised 10/8/26

CHARTER IMPACT

ADA = 380.00

	Jul-29	Aug-29	Sep-29	Oct-29	Nov-29	Dec-29	Jan-30	Feb-30	Mar-30	Apr-30	May-30	Jun-30	Year-End Accruals	Annual Forecast
Revenues														
State Aid - Revenue Limit														
8011 LCFF State Aid	-	260,393	260,393	468,708	468,708	468,708	468,708	468,708	749,768	749,768	749,768	749,768	749,768	6,613,165
8012 Education Protection Account	-	-	-	3,563	-	-	3,563	-	-	24,938	-	-	43,938	76,000
8096 In Lieu of Property Taxes	-	10,038	20,077	13,384	13,384	13,384	13,384	13,384	23,423	11,711	11,711	11,711	11,711	167,305
	-	270,432	280,470	485,655	482,092	482,092	485,655	482,092	773,190	786,416	761,479	761,479	805,416	6,856,470
Federal Revenue														
8181 Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	13,333	13,333
8220 Federal Child Nutrition	-	-	3,376	3,376	6,751	6,751	6,751	6,751	6,751	6,751	6,751	6,751	6,751	67,511
8291 Title II, Part A - Teacher Quality	-	-	1,544	-	-	1,544	-	-	1,544	-	-	-	1,544	6,176
	-	-	4,920	3,376	6,751	8,295	6,751	6,751	8,295	6,751	6,751	6,751	21,628	87,020
Other State Revenue														
8311 State Special Education	-	27,956	27,956	50,321	50,321	50,321	50,321	50,321	50,321	50,321	50,321	50,321	50,321	559,121
8520 Child Nutrition	-	-	2,250	2,250	4,501	4,501	4,501	4,501	4,501	4,501	4,501	4,501	4,501	45,007
8550 Mandated Cost	-	-	-	-	-	4,451	-	-	-	-	-	-	15,422	19,873
8560 State Lottery	-	-	-	-	-	-	25,840	-	-	25,840	-	-	51,680	103,360
8599 Other State Revenue	-	-	-	-	43,808	-	-	-	-	16,849	-	-	6,740	67,397
	-	27,956	30,206	52,571	98,630	59,273	80,662	54,822	54,822	97,511	54,822	54,822	128,663	794,759
Other Local Revenue														
8690 Other Local Revenue	100,000	25,000	25,000	-	-	-	-	-	-	-	-	-	-	150,000
	100,000	25,000	25,000	-	-	-	-	-	-	-	-	-	-	150,000
Total Revenue	**100,000**	**323,388**	**340,596**	**541,602**	**587,473**	**549,661**	**573,068**	**543,665**	**836,307**	**890,678**	**823,052**	**823,052**	**955,708**	**7,888,249**
Expenses														
Certificated Salaries														
1100 Teachers' Salaries	-	153,079	153,079	153,079	153,079	153,079	153,079	153,079	153,079	153,079	153,079	153,079	-	1,683,873
1170 Teachers' Substitute Hours	-	2,794	2,794	2,794	2,794	2,794	2,794	2,794	2,794	2,794	2,794	2,794	-	30,736
1175 Teachers' Extra Duty/Stipends	-	2,794	2,794	2,794	2,794	2,794	2,794	2,794	2,794	2,794	2,794	2,794	-	30,736
1200 Pupil Support Salaries	-	17,327	17,327	17,327	17,327	17,327	17,327	17,327	17,327	17,327	17,327	17,327	-	190,592
1300 Administrators' Salaries	-	33,836	33,836	33,836	33,836	33,836	33,836	33,836	33,836	33,836	33,836	33,836	-	372,194
	-	209,830	209,830	209,830	209,830	209,830	209,830	209,830	209,830	209,830	209,830	209,830	-	2,308,131
Classified Salaries														
2100 Instructional Salaries	-	29,362	29,362	29,362	29,362	29,362	29,362	29,362	29,362	29,362	29,362	29,362	-	322,980
2200 Support Salaries	-	3,388	3,388	3,388	3,388	3,388	3,388	3,388	3,388	3,388	3,388	3,388	-	37,270
2400 Clerical and Office Staff Salaries	-	21,340	21,340	21,340	21,340	21,340	21,340	21,340	21,340	21,340	21,340	21,340	-	234,736
	-	54,090	54,090	54,090	54,090	54,090	54,090	54,090	54,090	54,090	54,090	54,090	-	594,985
Benefits														
3301 OASDI	-	16,363	16,363	16,363	16,363	16,363	16,363	16,363	16,363	16,363	16,363	16,363	-	179,993
3311 Medicare	-	3,827	3,827	3,827	3,827	3,827	3,827	3,827	3,827	3,827	3,827	3,827	-	42,095
3401 Health and Welfare	27,713	27,713	27,713	27,713	27,713	27,713	27,713	27,713	27,713	27,713	27,713	27,713	-	332,556
3501 State Unemployment	931	931	931	931	931	931	4,655	3,724	1,862	931	931	931	-	18,620
3601 Workers' Compensation	-	3,695	3,695	3,695	3,695	3,695	3,695	3,695	3,695	3,695	3,695	3,695	-	40,644
	28,644	52,529	52,529	52,529	52,529	52,529	56,253	55,322	53,460	52,529	52,529	52,529	-	613,908

FY26-27 Polytechnic Budget

Monthly Cash Flow/Forecast FY29-30

Revised 10/8/26

CHARTER IMPACT

ADA = 380.00	Jul-29	Aug-29	Sep-29	Oct-29	Nov-29	Dec-29	Jan-30	Feb-30	Mar-30	Apr-30	May-30	Jun-30	Year-End Accruals	Annual Forecast
Books and Supplies														
4100 Textbooks and Core Curricula	19,143	19,143	19,143	19,143	19,143	19,143	19,143	19,143	19,143	19,143	51,683	51,683	-	294,800
4302 School Supplies	15,933	-	3,846	-	1,838	-	17,932	1,969	1,792	1,792	1,792	1,792	-	48,688
4305 Software	30,615	30,615	30,615	30,615	30,615	30,615	30,615	30,615	30,615	30,615	30,615	30,615	58,014	425,399
4310 Office Expense	3,001	3,001	3,001	3,001	3,001	3,001	3,001	3,001	3,001	3,001	3,001	3,001	-	36,009
4400 Noncapitalized Equipment	-	-	-	-	9,024	45,066	8,801	9,672	8,802	8,802	121,236	8,802	18,888	239,093
4700 Food Services	9,376	9,376	9,376	9,376	9,376	9,376	9,376	9,376	9,376	9,376	9,376	9,376	-	112,518
	78,069	62,136	65,982	62,136	72,998	107,202	88,869	73,777	72,731	72,731	217,704	105,271	76,902	1,156,507
Subagreement Services														
5102 Special Education	-	43,423	43,423	43,423	43,423	43,423	43,423	43,423	43,423	43,423	86,847	86,847	86,847	651,347
5103 Substitute Teacher	4,584	4,584	4,584	4,584	4,584	4,584	4,584	4,584	4,584	4,584	4,584	4,584	-	55,004
5105 Security	821	821	821	821	821	821	821	821	821	821	821	821	-	9,854
5106 Other Educational Consultants	-	-		38,655	38,665	38,665	38,665	38,665	83,241	83,241	83,241	83,241	-	526,280
5107 Instructional Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	5,405	48,828	48,828	87,483	87,493	87,493	87,493	87,493	132,069	132,069	175,492	175,493	86,847	1,242,484
Operations and Housekeeping														
5201 Auto and Travel	483	483	483	483	483	483	483	483	483	483	483	483	-	5,796
5300 Dues & Memberships	580	580	580	580	580	580	580	580	580	580	580	580	-	6,955
5400 Insurance	3,038	3,038	3,038	3,038	3,038	3,038	3,038	3,038	3,038	3,038	3,038	3,038	5,734	42,184
5501 Utilities	1,683	1,683	1,683	1,683	1,683	1,683	1,683	1,683	1,683	1,683	1,683	1,683	4,379	24,578
5502 Janitorial Services	1,391	1,391	1,391	1,391	1,391	1,391	1,391	1,391	1,391	1,391	1,391	1,391	4,088	20,781
5900 Communications	-	-	11,771	11,771	11,771	11,771	11,771	32,139	32,139	32,139	32,139	50,784	-	238,194
5901 Postage and Shipping	145	145	145	145	145	145	145	145	145	145	145	145	-	1,739
	7,319	7,319	19,090	19,090	19,090	19,090	19,090	39,458	39,458	39,458	39,458	58,103	14,201	340,227
Facilities, Repairs and Other Leases														
5601 Rent	25,758	25,758	25,758	25,758	25,758	25,758	25,758	25,758	25,758	25,758	25,758	25,758	-	309,090
5603 Equipment Leases	869	869	869	869	869	869	869	869	869	869	869	869	-	10,433
5610 Repairs and Maintenance	8,406	8,406	8,406	8,406	8,406	8,406	8,406	8,406	8,406	8,406	8,406	8,406	-	100,873
	35,033	35,033	35,033	35,033	35,033	35,033	35,033	35,033	35,033	35,033	35,033	35,033	-	420,397
Professional/Consulting Services														
5801 IT	3,478	3,478	3,478	3,478	3,478	3,478	3,478	3,478	3,478	3,478	3,478	3,478	-	41,733
5802 Audit & Taxes	-	-	-	-	-	-	-	-	7,064	7,064	-	-	7,064	21,192
5803 Legal	2,309	2,309	2,309	2,309	2,309	2,309	2,309	2,309	2,309	2,309	2,309	2,309	-	27,713
5804 Professional Development	3,186	3,186	3,186	3,186	3,186	3,186	3,186	3,186	3,186	3,186	3,186	3,186	14,225	52,460
5805 General Consulting	2,732	2,732	2,732	2,732	2,732	22,732	22,732	22,732	22,732	22,732	22,732	22,732	46,291	219,075
5806 Special Activities/Field Trips	-	-	-	-	-	-	-	1,488	1,488	1,488	-	-		4,463
5807 Bank Charges	1,138	1,138	1,138	1,138	1,138	1,138	1,138	1,138	1,138	1,138	1,138	1,138	-	13,651
5808 Printing	483	483	483	483	483	483	483	483	483	483	483	483	-	5,796
5809 Other taxes and fees	483	483	483	483	483	483	483	483	483	483	483	483	-	5,796
5810 Payroll Service Fee	1,311	1,311	1,311	1,311	1,311	1,311	1,311	1,311	1,311	1,311	1,311	1,311	-	15,729
5811 Management Fee	13,147	13,147	13,147	13,147	13,147	13,147	13,147	13,147	13,147	13,147	13,147	13,147	-	157,765
5812 District Oversight Fee	-	2,704	2,805	4,857	4,821	4,821	4,857	4,821	7,732	7,864	7,615	7,615	8,054	68,565
5815 Public Relations/Recruitment	362	362	362	362	362	362	362	362	362	362	362	362	-	4,347
	28,629	31,333	31,434	33,486	33,450	53,450	53,486	54,938	64,913	65,045	56,244	56,244	75,635	638,285

FY26-27 Polytechnic Budget

Monthly Cash Flow/Forecast FY29-30

Revised 10/8/26

ADA = 380.00

	Jul-29	Aug-29	Sep-29	Oct-29	Nov-29	Dec-29	Jan-30	Feb-30	Mar-30	Apr-30	May-30	Jun-30	Year-End Accruals	Annual Forecast
Depreciation														
6900 Depreciation Expense	82	82	82	82	82	82	82	82	82	82	82	82	-	978
	82	82	82	82	82	82	82	82	82	82	82	82	-	978
Interest														
7438 Interest Expense	-	-	18,748	-	-	29,991	-	-	29,991	-	-	-	-	78,730
	-	-	18,748	-	-	29,991	-	-	29,991	-	-	-	-	78,730
Total Expenses	**183,181**	**501,179**	**535,645**	**553,758**	**564,594**	**648,789**	**604,225**	**610,022**	**691,655**	**660,865**	**840,462**	**746,674**	**253,584**	**7,394,633**
Monthly Surplus (Deficit)	**(83,181)**	**(177,792)**	**(195,049)**	**(12,156)**	**22,880**	**(99,128)**	**(31,158)**	**(66,357)**	**144,652**	**229,813**	**(17,410)**	**76,378**	**702,123** -	**493,616**
Cash Flow Adjustments														
Monthly Surplus (Deficit)	(83,181)	(177,792)	(195,049)	(12,156)	22,880	(99,128)	(31,158)	(66,357)	144,652	229,813	(17,410)	76,378	702,123	493,616
Cash flows from operating activities														
Depreciation/Amortization	82	82	82	82	82	82	82	82	82	82	82	82	-	978
Public Funding Receivables	659,513	-	40,698	-	-	-	68,616	-	-	-	-	-	(955,708)	(186,881)
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable	(325,176)	-	-	-	-	-	-	-	-	-	-	-	253,584	(71,592)
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	-	-	468,708	-	-	749,768	-	-	749,768	-	-	-	-	1,968,243
Payments on Factoring	-	-	-	-	-	(468,708)	-	-	(749,768)	-	-	(749,768)	-	(1,968,243)
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Change in Cash	251,238	(177,710)	314,438	(12,074)	22,961	182,013	37,540	(66,275)	144,734	229,895	(17,328)	(673,308)		
Cash, Beginning of Month	30,186	281,423	103,713	418,151	406,077	429,038	611,051	648,591	582,316	727,049	956,944	939,616		
Cash, End of Month	**281,423**	**103,713**	**418,151**	**406,077**	**429,038**	**611,051**	**648,591**	**582,316**	**727,049**	**956,944**	**939,616**	**266,307**		