



CHARTER PETITION

**RESPECTFULLY SUBMITTED TO THE
SWEETWATER UNION HIGH SCHOOL DISTRICT
SEPTEMBER 20, 2016**

Charter Term October 2016-June 2021

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AFFIRMATIONS AND ASSURANCES

As the authorized lead petitioners, we, Marisol Rerucha and Gennifer Markert, hereby certify that the information submitted in this petition for the approval an independent California public charter school, ACATL Leadership Academy (ALA) is true to the best of our knowledge and belief. We also certify that this school is to be located within the boundaries of the Sweetwater Union High School District and this petition does not constitute the conversion of a private school to the status of a public charter school. Further, we understand that if awarded a charter, the ALA will follow any and all federal, state, and local laws and regulations that apply to ALA, including but not limited to the following:

- Shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- Shall be deemed the exclusive public school employer of the employees of ALA for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605 (b)(5)(O)]
- Shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- Shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- Shall admit all students who wish to attend the Charter School, and who submit a timely application, unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Except as required by Education Code Section 47605(d)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the state. Preference in the public random drawing shall be given as required by Education Code 47605(d)(2)(B). In the event of a drawing, the charter authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(B)]
- Shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, 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 or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
- 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, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.
- Shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(c)]
- Shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to teachers of non-core, non-college preparatory course [Ref. California Education Code Section 47605(I)]
- ALA will be considered the exclusive public school employer for the purposes of the Educational Employment Relations Act (EERA). Under the EERA, school employees

- ALA will be considered the exclusive public school employer for the purposes of the Educational Employment Relations Act (EERA). Under the EERA, school employees shall have the right to form a collective bargaining unit, and to negotiate directly with ALA. If the employees lawfully form a collective bargaining unit with a representative designated to negotiate with the school on their behalf, the school shall negotiate matters covered by the EERA directly with that representative. These matters may include such items as salary levels (which may be based upon such factors as educational degree attained, years of teaching experience and/or other factors), employee benefits (health plan provider, levels of coverage and co-payments, retirement plans, vacation days, dental and vision coverage, etc.), number of work days per year and number of teaching hours per day, and work rules (including required breaks).
- Shall at all times maintain all necessary and appropriate insurance coverage
- 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)

Shall ensure that, 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 a transcript of grades or report card, and health information. [Ref. California Education Code Section 47605(d)(3)] Will follow any and all other federal, state, and local laws and regulations that apply to the Charter School including but not limited to:

1. Maintaining accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. California Education Code Section 47612.5(a)]
2. Consulting, on a regular basis, with its parents and teachers regarding the Charter School's education programs. [Ref. California Education Code Section 47605(c)]
3. Complying with any jurisdictional limitations to locations of its facilities. [Ref. California Education Code Section 47605-47605.1]
4. Complying with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code Section 47612(b), 47610]
5. Complying with all applicable portions of the Elementary and Secondary Education Act.
6. Complying with the Public Records Act.
7. Adhering to all applicable provisions of federal law relating to children who are English Learners, including Title VI of the Civil Rights Act of 1964; and the Equal Educational Opportunities Act of 1974.
8. Complying with the Family Educational Rights and Privacy Act.
9. Complying with the Ralph M. Brown Act.
10. Meeting or exceed the legally required minimum of school days applicable to charter schools. [Ref. Title 5 California Code of Regulations Section 11960].

Signature of Lead Petitioner, Marisol Rerucha Date 9/18/2016

Signature of Lead Petitioner, Bong S. Park Date 9/18/2016

ACATL LEADERSHIP ACADEMY (ALA) SUMMARY

In the Nahuatl language, the word acatl means reed. For centuries reeds have represented innovation, flexibility, and strength. Ancient Egyptians transformed reeds into boats and also processed reeds as a paper source to document history. In many cultures reeds are thatched to create roofs, protecting homes and families from the harsh elements. In the ancient Aztec Calendar reeds represent a scepter of authority and the day of Acatl represents a good day to seek justice and a bad day to act against others.

ACATL Leadership Academy's (ALA) mission is to create an educational system that ensures social justice by acknowledging, understanding and healing institutionalized racism, poverty, and marginalization. This is accomplished through a culturally responsive, competency based, learning environment that ensures healing, leadership development, and career readiness and technical education for students, relatives and staff.

ALA will be an independent study, non-classroom based, 9-12th grade charter high school, within the Sweetwater Union High School District, and will be a reed in our community known for its innovation, flexibility and strength. As ALA will be serving all students, with a goal of recapturing students who have left the traditional school system, ALA founders are expecting to apply for Alternative Schools Accountability Model (ASAM) status. ALA will partner with students, parents and family (relatives), and community organizations to address social justice issues our youth encounter in San Ysidro, California--the San Diego International Border region of the United States. In place of using the term parent or family we are referring to our students' support group as relatives, as they might not be bound by blood but are connected by love and commitment. Our core promise, as relatives, is to provide youth with ACATL- Access, Connections, Advocacy, Transformation and Love.

ALA will leverage funding and partnership resources to ensure that we deliver four core learning and community experiences for all students and relatives. These four core experience are the Heart of ALA: 1) healing (individual, family, historical, community and of our environment); 2) Problem-Based Learning through Common Core State Standards, English Language Development, and the lens of social justice; 3) comprehensive and meaningful career readiness; and 4) youth and parent leadership development with the final result being transformation of self, youth, relatives and community.

INTRODUCTION

San Ysidro, ALA's Desired Location and "Gateway to the Americas"

ACATL Leadership Academy (ALA) will be located in San Ysidro, an unincorporated international border community rich with international culture and language. The close proximity of ALA to San Diego and the international border and the city of Tijuana, Mexico will foster a bi-national collaboration between our school and the surrounding community. The unique socioeconomic, cultural, and geographical location of the surrounding area will further enable our students to participate in various experiential learning opportunities that transcend beyond the walls of the classroom. At ALA learning happens within and outside of the classroom as students and staff engage in problem-based learning to engage with and impact the community. The ALA development team envisions that our school will become a symbol of bi-national creative community collaboration.

Community Profile

San Ysidro began as a small-scale farming community and starting in the 1920s, San Ysidro developed as a residential community. Towards the end of World War II, the shortage of US labor led to the national Bracero program, which continued through 1964; it allowed Mexican nationals to work in the US legally without obtaining permanent residency. Many of these workers eventually settled in San Ysidro with their families. The US/Mexico border has been a driving factor in San Ysidro's growth throughout its history. The San Ysidro Land Port of Entry is considered to be the busiest international land border crossing in the world and serves Mexican and American tourists, shoppers, workers, students, and others, with many crossing on a daily or weekly basis.

Age Distribution

San Ysidro has a notably young population; the median age of 24.5 years in 2010 was well below the City's (35.6 years) and the County's (35.3 years). Over half of San Ysidro's residents (51.4%) were below age 25, compared to just over one-third of the City and County residents. At the other end of the age spectrum, San Ysidro has a smaller share of people aged 65 year or older (6.8%) than the city of San Diego (11.3%) or the County of San Diego (11.7%).

Race and Ethnicity

San Ysidro's population is characterized by an extremely large Hispanic component as over 90% of CPA residents are Hispanic, compared to only 28% of city of San Diego residents and 31% of San Diego County residents. Only two percent of San Ysidro's residents are Non-Hispanic Whites, compared to 45% in the City and 49% countywide.

Household Size and Composition

Along with a young and largely Hispanic population, San Ysidro has a large average household size. According to SANDAG, in 2010 the average household size in San Ysidro was 4.21 persons, compared to 2.80 persons for the city overall and 2.90 persons countywide. San Ysidro also has a larger share of households with children under age 18 (58.6%) than the City (30.7%) or the County (35.0%). In addition, San Ysidro has a substantially larger share of family households containing related individuals (83.2%) than the city of San Diego (58.7%) or San Diego County (66.0%). These demographic characteristics underscore the need to provide ample public facilities geared towards families with children, including parks, playgrounds, libraries, and recreational facilities.

Educational Attainment

San Ysidro residents have lower levels of educational attainment than the city of San Diego and San Diego County residents. Approximately 47% of residents 25 or older do not have a high school diploma, compared to less than 15% citywide and countywide. Residents also have a low college attainment level, with 17% having a college degree, compared to 48% citywide and 42% countywide. Due to this factor, San Ysidro is primed for a school like ALA whose goal is to not only serve current high school students, but to recapture those who have left the traditional education system.

Labor Force Participation, Employment, and Unemployment

San Ysidro residents have a somewhat lower labor force participation rate than the City or County, with 58% of San Ysidro residents either employed or seeking work, compared to almost 67% of the city of San Diego overall, and 66% for County of San Diego. In addition, San Ysidro residents have a higher unemployment rate of 8.7% at the time the data was collected, compared to 6.3 and 6.7%, respectively, for the City and the County.

Household Income

Reflecting the younger age distribution, higher unemployment, and lower educational attainment levels of residents, San Ysidro has lower levels of household incomes than the city of San Diego or county of San Diego. San Ysidro has a much higher concentration of households with incomes below \$50,000 (64.2%) than the City (40.8%), or County (40.0%). In addition, the area has a higher percentage of individuals in poverty (26%) than the City (13.1%) or County (11.5%).

San Ysidro School Data

ALA anticipates welcoming students from all over San Diego County but we are aware that the majority of our student population will come to us from our neighboring communities. ALA will operate within the Sweetwater Union High School District and we look forward to working with our educational partners to help serve students who will benefit from our unique program.

The San Ysidro community is currently provided educational services by: San Ysidro School District (k-8), South Bay Union School District (k-8), Sweetwater Union High School District (7-12) and Stephen Hawkins Charter School (k-6). ALA will be the first Charter High School to open in the San Ysidro zip code.

Southwest High School

Southwest High School, a school of Sweetwater Union High School District, is the southernmost high school in the United States, located just five miles north of the U.S./Mexico International Border and is approximately 4 miles from the proposed general location of the ALA campus. The enrollment for the 2014-2015 school year totaled 1,717 students. In 2013, Southwest High School had an API score of 714 and was ranked 3 out of 10 in the state. Southwest High School is currently in year 5 of Program Improvement. 81% percent of the students on campus are eligible for free or reduced price lunches. 39% percent of the population has limited English proficiency, 85% come from homes where English is not spoken, and 63% percent are eligible for Title I support services.

Southwest Middle School

Southwest Middle School, a school of Sweetwater Union High School District, was built in 1929 and is one of the district's oldest schools. It is located minutes from the international border in a socio-economically challenged area and is approximately 3 miles from the proposed general location of the ALA campus. In 2013, Southwest Middle School had an API score of 716 and was

ranked 2 out of 10 in the state. Southwest Middle School is currently in year 5 of Program Improvement. Southwest Middle School has a total enrollment of 621 students and is a school wide Title I site where 98% of students qualify for free and/or reduced lunch.

San Ysidro High School

San Ysidro High School (SYHS) is a school of Sweetwater Union High School District. SYHS offers San Ysidro High School offers the following programs: After School Program, AP Program, AVID, ELD, a Medical Career Pathway, NJROTC, Special Education, and Tobacco Use Prevention Education. SYHS serves approximately 2,349 students, with 2,206 (93.8%) of the student population at San Ysidro High identify as Hispanic, making up the largest segment of the student body. A typical school in San Diego is made up of 43.8% Hispanic students, so San Ysidro High has a drastically different ethnic distribution compared to other schools in the city.

The demographic breakdown of San Ysidro High is drastically different from that of a typical school in the state of California, which is made up of 53.3% Hispanic students on average. Filipino students have achieved the highest rate of proficiency in math, whereas Hispanic/Latino students have the lowest rate. This difference in performance is 20 percentage points, which is considerably lower than the achievement gap in California (31 percentage points). With a graduation rate of 84% in 2014, the majority of students successfully complete high school; however, a noticeable percentage of the student body failed to do so.

In a survey conducted by San Ysidro High, roughly half of the student population reported their parents had not completed high school; three-quarters of the students are English language learners; about 95% of the students are Latino/Hispanic. More than one-quarter of their students come from families that receive public assistance while 85% of them qualify for free or reduced price lunch meals.

San Ysidro Middle School

San Ysidro Middle School (SYMS), a school of the San Ysidro School District, serves 642 students with 630 students, or 98.3% of the student population identifying as Hispanic, making up the largest segment of the student body. The demographic breakdown of San Ysidro Middle is drastically different from that of a typical school in the state of California, which is made up of 53.3% Hispanic students on average. There is a slight achievement gap in math literacy among students with different economic statuses (based on percent of students achieving proficiency).

Students who are *not economically disadvantaged* outperform those who are *economically disadvantaged* by 13 percentage points, which is a noticeably smaller gap than average in California (31%). 59% of all students at San Ysidro Middle are considered to have limited English proficiency, which is much higher than the median across all reported middle schools in California (14%). This school's percentage of students with limited English proficiency is much higher than the median across all reported middle schools in the US (4%). 14% of all students at San Ysidro Middle are learning disabled, which is higher than the median across all reported middle schools in California (12%).

The Case for ACATL Leadership Academy in San Ysidro

Students and relatives in the San Ysidro community are deserving of school choice within the Sweetwater Union High School District. ACATL Leadership Academy (ALA) is open to all students and is creating a school system that is intentionally engaging the 15% of students who disengage from high school. ALA intends to open in July of 2017 with approximately 150 students in grades 9-12 to ultimately reach 600 students in our 5th year of operation. Enrollment projections are included in the budget (see attachments).

ACATL LEADERSHIP ACADEMY FOUNDERS

ACATL Leadership Academy's (ALA) founding team are compassionate, kind, curious and courageous individuals who joined with a single vision and mission-to use our collective, gifts, talents, and skills to create an educational system that recognizes the privilege and honor of working with students and families to transform ourselves and the international border community of San Ysidro. The founding group is comprised of experienced professionals, educators and non-educators who have the operational, programmatic, human resource, and fiscal capacity to successfully operate and maintain a charter school.

As one of the most influential role models for developing students, an educator is responsible for more than just academic development. In order to guarantee equity, many resources are required to ensure that all students, especially those who were disconnected from the traditional system, can embark on a journey of success. Many of our precious young people are using their valuable energy to combat daily problems that try to defeat them: poverty, substance abuse, pregnancy, crime, gangs, homelessness, hunger, violence in their neighborhoods and violence in their homes. They are fighting to overcome and overpower the barriers they have come to believe define who they are and who they will become. ALA's developing team believes that all students, regardless of birth or circumstance deserve the highest quality educational experience possible.

Our goal is not only to walk with students as they break down those barriers but also celebrate the wondrous process of self-discovery. We have become hooked on the addictive gift of witnessing someone experiencing pride in themselves for the first time. We recognize the beautiful potential in our youth and this has become our collective purpose. We believe our work is meant to be a catalyst of not only change but of opportunity, access, and equity.

Our diverse team assembly of professionals include: school administrators, general education teachers, special education teachers, school counselors, school psychologists and nonprofit consultants who share the inspired vision of creating a truly innovative educational organism - described as such because we view it as a living, breathing entity. There is no doubt in our minds and hearts that ALA will become a high quality educational system that will transform our international community.

Marisol Rerucha- District and school level educator in traditional K-12, charter high school, and alternative education. Served as middle and high school teacher (7 years), elementary school assistant principal and principal (6 years), charter school director (3 years), and juvenile court and community school district leader for Career Readiness and Technical Education (in current position since 2015). As a parent served as elected member of the school site council, and member of PTA.

Gennifer Markert – Middle School and High School Education Specialist in traditional 9 – 12 setting and Charter School setting. Served as: Special Education teacher for Middle School and High School students with Emotional Disturbance (6 years). Resource Specialist for Middle School and High School (5 years) and Student Support Services Coordinator (in current position since 2014).

Yvonne Reid Hairston- Human resource professional in non-profit, community college and higher education systems. Served the University of California as program specialist (7 years), interim director (2 years), program coordinator (4 years), and as human resource specialist (1 year). Served the community college district as human resource generalist (5 years), and compliance specialist (5 years). Serving as sr. human resource analyst for non-profit organization (in current position since 2013). As a parent served school as PTA Vice President, and as elected member of school site council.

Marisol Cortes-Charter school office administrator in K-12 charter schools, and alternative education. Served as a charter high school secretary (4 years), charter high school attendance and assessment coordinator (3 years), and charter elementary school operations manager (in current position since 2015).

Mary Soto-School counselor with experience in K-12 charter and traditional and charter schools. Served as special education instructional assistant mild-moderate (5 years), and Charter high school counselor and parent engagement facilitator (in current position since 2008). Runs family owned businesses in San Ysidro, California.

Tommy Valentino Ramirez – Charter School Administrator, arts and culture community center president, and youth/community organizer. Served as Dean of Students for charter high school (7 years, current position), youth advocate for charter high school (8 years), Board of Trustees for art

and culture community center (Board member 4 years, President past 2 years), youth & community organizer (18 years).

Bryan Glasrud - School level educator and youth advocate in traditional K-6 and alternative education. Served as primary school substitute teacher (5 years) for traditional school district, and program evaluator (1 year), job developer (in current position since 2014), and Career Readiness and Technical Education case manager (in current position since 2015).

Luis Perez- Math and Science educator in both, traditional and charter school systems. Served as middle school science teacher (3 years), and as an algebra/biology high school teacher at a project-based charter school (in current position since 2004).

Ismary Linares-Controller for Fortune 500 company and non-profit volunteer for an international ministry. Serves as material requirements controller (in current position since 2004), as a mission coordinator (since 2012), and as youth mentor (since 2006).

Alyssa Osian-Fundraising and communications professional for nonprofit organizations. Served as the director of development and communications for social services-focused agencies (9 years), director of donor relations (2 years) and director of special events (5 years) throughout San Diego and San Francisco. Currently launching an information technology consultancy focusing on the needs of local nonprofit organizations.

Delano Jones-School Business Consultant with experience in charter schools and County Office of Education. Served as risk management tech (2 years), Charter school technician (3 years), business and development manager (1 year), school business manager (since 2008). Elected board member of O'Farrell Charter School (since 2006) currently serving as board secretary.

Dan Stacy-Ph.D. professor with experience in community college and higher education, and founder of non-profit focused on restorative practices and trauma informed care with at-risk and incarcerated Youth. Served as school board trustee for k-12 school district (2 years).

Terrence Borden-Video director and editor with experience in the entertainment industry, higher education and community college and charter high school systems. A non-linear video editor (since 1995), Pop music editor (5 years), freelance video editor and director (since 1994), higher

education instructor/lecturer (since 1996), and ROP/CTE teacher at charter high school (since 2003)

ELEMENT A - EDUCATIONAL PROGRAM

(47605 (b) (5) (A) (i) A description of the educational program of the school, designed, among other things, to identify those pupils whom the 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. (ii) A description, for the charter school, of annual goals, for all pupils and for each subgroup of pupils identified pursuant to

Section 52052, to be achieved in the state priorities, as described in subdivision (d) of [Section 52060](#), that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.

Mission

ACATL Leadership Academy's (ALA) mission is to create an educational system that ensures social justice by acknowledging, understanding and healing institutionalized racism, poverty, and marginalization. This is accomplished through a culturally responsive, competency based, learning environment that ensures healing, leadership development, and career readiness and technical education for students, relatives and staff.

Student Achievement Goals

Goal 1: Students will become proficient readers, writers, thinkers, speakers and listeners of the English language.

- 56% or more students will meet or exceed proficiency in ELA as measured by the SBAC/CAASPP.
- 68% of English Learners will meet AMAO1.
- 27% of English Learners in the US less than 5 years, and 55% in the US more than 5 years will meet AMAO2.
- 12% of English Learners will be Redesignated as Fluent English Proficient, annually, as measured by the CELDT/ELPAC.
- 100% of courses will include formative and summative assessments to inform students, teachers, and relatives of student progress towards proficiency.

Goal 2: Student will become proficient in mathematical skills and content.

- 40% or more students will meet or exceed proficiency in math as measured by the SBAC/CAASPP.
- 100% of courses will include formative and summative assessments to inform students, teachers, and relatives of student progress towards proficiency.

Goal 3: Students will graduate from ALA college and career ready.

- 61% of 11th grade students will be categorized as college and career ready per the EAP assessment.

Goal 4: ALA will be a high quality, culturally responsive school where healing and restorative practices are consistently and appropriately embedded.

- 90% of all students will actively engage in Circles/Círculos, as measured by student attendance.
- 80% of students will feel physically and psychologically safe as measured by the Healthy Kids Survey.
- 80% of relatives will feel extremely connected and satisfied with their experience at ALA.
- 93% average daily attendance will be maintained as measured by independent study policy and procedures.
- 90% of staff will feel valued, connected and respected by the ALA community.

Goal 5: ALA students, relatives and staff will be leaders in our community.

- 100% of staff will be active facilitators and participants in Circles/Círculos as measured by attendance sheets.
- 90% of all students will actively engage in Circles/Círculos, as measured by student attendance.
- 100% of staff an active member of one of the following: ALA Leadership Circle, PDC, PAIS, LIST, and/or ELAC as measured by participant list and meeting notes.
- 70% of students will be active members in the structured leadership opportunities listed in Leadership Development section as measured by attendance sheets, agenda notices, participant lists and meeting notes.

The following data process will be applied to all of the goals listed above:

- Executive Director, collaborating with staff, teachers, relatives and students will use the results of these assessments to create an annual and targeted plan for increasing achievement.
- Assessment results, along with other factors, will be included in annual staff and teacher evaluations.
- The ALA Trustee Council will receive, review, and analyze this data when discussing and considering budgetary and staffing recommendations made by the Executive Director.

How Learning Best Occurs

ACATL Leadership Academy's (ALA) educational philosophy is based on the following premises of how learning best occurs:

1. We believe that systemic racism and institutionalized poverty are challenges that unjustly impede underserved students from succeeding educationally and economically. This combined with high crime, language, and environmental barriers breed an inequity that transcends generations. An equity-focused educational experience possesses a transformative power that can break cycles of poverty, lower crime, and turn perceived deficits to assets. Learning best occurs when students are provided with an equity-based education that guarantees access to rigorous academic, and experiential learning opportunities and the meeting of basic human needs.
2. Educational institutions should be places for learning, personal growth, the development of community, and healing. Students and relatives are most successful when, in partnership with an educational system, their fundamental and psychological needs are recognized and met. By acknowledging and embracing individual and collective trauma without judgment or accusation the healing process can begin. ALA acknowledges the need to explore trauma related elements of circumstances beyond the classroom that extend into families' homes and the community at large. To assist in the development of healthy and whole individuals, ALA believes that a successful educational environment is one that is safe enough for introspection, connection, and reflection. Learning best occurs when staff utilizes approaches grounded in Restorative Practices and Trauma Informed Care.
3. In line with the theory of critical pedagogy, ALA believes that all students bring wisdom from their personal life that is valuable to their educational experience. ALA values culture, including home language, and will build connections that incorporate each students' cultural experience by allowing student voice to guide the direction of learning through dialogue and self-exploration. ALA will offer Problem-Based Learning (PBL) and

Career Readiness and Technical Education (CRTE) to sharpen critical thinking, problem solving, and digital literacy skills. Learning best occurs when implementing these components in combination with a focus on questions and action aimed at addressing social justice, establishes a holistic, individualized approach ensuring the positive transformation of self and community.

4. Self-sufficiency and resiliency are critical lessons for students to learn while attending ALA. The ALA team will implement a scaffold designed approach of services that is meant to immediately introduce students and their relatives to the concepts of POWER-reaching their Potential, taking Ownership, using Wisdom, having high Expectations, and Respecting self and others. Learning best occurs over time, and in conjunction with CRTE training, students will have and use the tools needed to lead POWERful lives financially, mentally, and physically.
5. ALA is creating an educational system - a professional system of care - that is built to support, sustain and value staff. ALA staff will engage in professional learning, community building, a culture of self-care, curriculum development, governance, leadership, and creating a united team. Learning best occurs when developing a system that fosters personal and professional growth ALA is promoting and supporting its greatest asset, our staff.

The Educated Person in the 21st Century

More than anything else, being an educated person means being able to see connections so as to be able to make sense of the world and act within it in creative ways...listening, reading, writing, talking, puzzle solving, seeing the world through others' eyes, empowering others, leading every last one of these things is finally about connecting. - E. M. Forster

ACATL Leadership Academy (ALA) defines an educated person of the 21st century as someone who is whole---having a strong academic, emotional, behavioral and social foundation on which a caring, joyous, and financially stable life will be built. We expect the educated person of the 21st century, our students, to be innovative, inquisitive, creative, complex, and connected to others, themselves, our community and our planet. The educated person acknowledges that perceived deficits (such as a home language other than English, socio-economic status, learning discrepancies) are truly assets that they learn to respect and maximize.

The educated person is acutely aware of the interconnectedness of our multicultural world. He or she is a confident, productive, and self-motivated learner who participates actively in the wellbeing of our global community. The educated person is knowledgeable about other cultures and societies, the ways in which the decisions and ways of living of the members of one culture or society can affect those of another, and how the actions of all of humanity affect the well-being of the planet that nurtures and sustains us.

The educated person is willing to explore, innovate, collaborate and learn. He or she is an active participant in his/her own education and from concrete experiences, gains valuable information, insights, and critical thinking skills. The educated person is a problem solver with the ability to make meaningful and effective decisions that lead to efficiency and productivity. He or she questions, gathers, and synthesizes information and experiences while applying the scientific method of investigation to all aspects of his/her life. The educated person is intellectually curious and responsive and has the ability to think about intricate systems abstractly with depth and complexity. He or she also feels a sense of responsibility for our community and uses these characteristics and skills to have a positive impact on our society through social and political action.

The educated person develops a range of functional and critical thinking skills related to vast quantities of information, sophisticated media, and the fast-paced evolution of technology. The educated person is flexible, curious, discerning, and eager to not only adapt, but to contribute, to our ever-evolving technological landscape. He or she acquires knowledge and expertise through meaningful problem solving, communication, and collaboration as an educated person of the 21st century must both collaborate and make individual contributions in order to thrive in and contribute to an increasingly global world. Technology has compressed geographical distances and has broken the barriers between peoples and countries, contributes to the invisibility of national borders, and destroys barriers to communication in various fields of science, culture and economy.

ALA will focus on providing multiple opportunities for our students to develop these essential and foundational beliefs, skills, characteristics and values. This will be done through the delivery of our four core learning and community experiences. These four core experiences are the Heart of ALA: 1) healing (individual, family, historical, community and of our environment); 2) Problem-Based Learning through Common Core State Standards, English Language Development, and the lens of

social justice; 3) comprehensive and meaningful career readiness; and 4) youth and parent leadership development with the final result being transformation of self, youth, relatives and community.

In order to make our vision of the education person a reality, it is critical that we establish strategic and meaningful partnerships. We will engage effective and qualified individuals, social service agencies, employers, post-secondary institutions, community-based organizations, government agencies, and youth leadership development programs that share the pedagogical and cultural philosophy stated in our mission. Collaboratively with partners, we will create a systematic approach to identify and meet the needs of diverse students and families including those who receive services under the Individuals with Disabilities Education Act.

We believe, because of our purposeful international positioning and the inclusion of local partners, ALA, just like the students we seek to serve, has the potential to become a global 21st century leader by building strong academic, social, financial and legislative foundations that will reach beyond the borders of our community. ALA will be a place where we are transcending boundaries through a strong academic, social, healing, 21st century, global-minded system that ensures college and career readiness for our nation's most beautiful asset...our youth.

ALA'S Students and Education Program

ALA will comply with all requirements pursuant to California Education Code and 47605(b)(5)(ii) including the development of school wide goals for all subgroups as applicable to the eight state priority areas identified in Education Code 52060(d). These goals can be found in Element B of this petition.

ACATL Leadership Academy (ALA) was created to address the educational and socioemotional needs of the most marginalized youth in San Diego County who come from high poverty and high crime neighborhoods. ALA is committed to meeting the comprehensive needs while building on the strengths of our most vulnerable and disconnected youth and relatives in San Diego County. Unique to the San Diego international border region, our community includes a significant population of families with immigration/citizenship challenges resulting in an unstable family unit and support systems, sources of income and inconsistency in formal education attainment. This lack of economic stability, also influenced by generational poverty, has led to students coming to school without their basic physiological needs being met. ALA's targeted

student population is all too familiar with the effects of racism and poverty that has resulted in a lack of equity that is further exacerbated by language and environmental barriers.

ALA's leadership and recruitment team will foster a healthy and respectful relationship with our chartering district and local middle and high schools. For our incoming 9th grade class, we will target eighth graders close to promotion in local middle schools who, identified by administrators and counselors, have struggled to meet academic, behavior, and social expectations. At the high school(s) we will target students who are identified at-risk of failing and those who have disappeared from their classes. We will work with local community service organizations to identify out of school youth who will re-engage and complete their high school diploma with ALA. ALA will serve families in San Diego County with a focus on those living within the Sweetwater Union High School District.

ALA's Individualized Learning Approach

In a traditional school setting, the concept of "class time" places several constraints on the amount of material covered in class and the depth, rigor, and opportunities available for collaborative and self-directed student learning. In most schools, the time allocated per class is constant while the potential for learning is variable. As academic, social, language acquisition, and technological career demands of the 21st century continue to expand, we must increase student exposure by creating a school schedule that addresses the physiological and socio-emotional needs of students.

During the research phase of ACATL Leadership Academy (ALA) school development, a survey of youth was conducted. ALA's developing team received parent and participant permission to survey youth and young adults, ages 13-26, regarding their experience in school, their best hopes for their high school experience and what they describe as success. The team was able to survey over 100 youth from all over the County of San Diego, with wide range of socio-economic levels. The youth who were surveyed voiced the need for a flexible school experience that is supportive, connects them to their peers, provides mentorship, offers experiential learning, integrates a way for youth to help others, provides students with experiences that help them learn about themselves and identify their passions on which their career can be built. For these reasons ALA will be an independent study, non-classroom based, program that assures 175 days and 64,800 instructional minutes of instruction per year in our high school program.

After students enroll in ACATL Leadership Academy (ALA), per our enrollment procedures, they participate in an interview with a member of the ALA administrative team allowing for vulnerability, transparency and trust which is the first step in the relationship building process. This interview introduces the student and family to our educational philosophy, program, core promises and offers the opportunity to commit to their present and future development. During this meeting, the student's academic, social and behavioral history is reviewed factually, honestly, and without judgment.

This allows for the interview participants to create an Individualized Living and Learning Plan (ILLP), which include additional supportive services the student and relatives can access. Student strengths are identified and are the foundation for our restorative conversation introducing our POWER values that students are asked to understand, acknowledge and use to reach transformation. ALA will ask students to acknowledge and reach for their Potential, take Ownership of their word and actions, use Wisdom in their words and actions, have high Expectations for self and others, and have Respect for self and others. At ALA we believe it is through Problem-Based Learning, healing experiences, career readiness, multiple leadership opportunities, and service learning that students can truly recognize and embrace their POWER.

Initial assessments including English Language Development, Literacy/Numeracy, Risk and Resiliency, Family Needs Assessment, Individual Student Assessment Accessibility Profile, and career interest inventories will be used so that ALA, students, and relatives have a clear picture of the current reality and baseline for growth. Through the Smarter Balanced assessment system, each student will also have an Individual Student Assessment Accessibility Profile (ISAAP) created. The ILLP and ISAAP will be received, reviewed and utilized by all ALA staff.

Graduation Requirements and Credit Completion

ACATL Leadership Academy (ALA) will incorporate the A-G required coursework, aligned with the common core state standards, for entry to the California State University and University of California systems. Students will not receive a diploma or participate in commencement until all graduation requirements are met. Students earn credits by completing assigned class work from a credentialed teacher and demonstrating mastery of skills and learning. Within ALA students have the flexibility to work at their own pace. Satisfactory completion of classes is also demonstrated by earning a passing grade per ALA guidelines. ALA graduation requirements include:

1. Completion of Credit Requirements

a. Forty-four semester credits are required for graduation. Students are expected to meet the Common Core State Standards and/or California State Standards in English, mathematics, Next Generation Science Standards (NGSS), history/social science, visual, performing and practical arts, career technical education, and physical education.

- English/Language Arts: 4 years
- History/Social Science: 4 years
- Mathematics: 3 years (complete Algebra I or Integrated Math I)
- Science: 2 years (Biology and Chemistry, Physics or Earth Science)
- World Language: 2 years (same language)
- Visual/Performing Arts: 1 year (same course)
- Physical Education: 4 credits
- Comprehensive Health: 1 semester credit
- Academic Electives: 7 semester credits
- Social Justice course (1 semester credit)
- Any subject or content area in grades 9-12 beyond courses listed above.

2) Completion of Community Service

Each student is required to complete a minimum number of community service hours. If a student enters in 9th grade, the minimum is 30 hours in order for them to graduate; in 10th grade the minimum is 22 hours; in 11th grade the minimum is 16 hours; and in 12th grade the minimum is 8 hours.

3) Graduation Requirement Exceptions and Exemptions

- Foster Youth: AB167 California Graduation requirement waiver
- Homeless Youth: AB1806

Grading Policy

The grade a student earns represents the credentialed teacher's considered judgment of the degree to which the student has achieved the goals and objectives of the class and degree of mastery.

A	90-100%	Complete and accurate work with complete and accurate project(s)
B	80-90%	Complete work, mostly accurate with complete, mostly accurate project(s)

C	70-79%	Complete and accurate work with no project OR partially accurate work with partially complete and accurate project(s)
D	60-69%	Incomplete work and inaccurate work with no project (students who earn a D or below on an assignment, must review the assignment with the teacher and must attend tutoring.
F	59 or below	Incorrect, incomplete or unacceptable work with no project

WASC Accreditation/Transcripts and Credit Transfer

ALA will apply for initial WASC accreditation during its first year of operation. All courses at ALA will be transferable to traditional district high schools or other future ALA campuses. Student transcripts will take a standard form of universal acceptance, following SUHSD format. Students and relatives are informed of transferability of courses and college entry requirements in public meetings and school publications.

Learning Format and Schedule

Although students can enter our independent study, non-classroom based program, at any time, following our enrollment guidelines and procedures, ALA is organized around a quarter system in order to structure the curriculum and credit completion. ALA allows students the flexibility to schedule weekly meetings that work within their own schedule and work intensely on 1-3 courses at a time. ALA students require intensive, individualized attention and support. ALA offers personalized learning for our students in the following ways:

- Individualized Learning and Living Plans (ILLPs) developed and monitored.
- Lead teacher, known as their facilitator, responsible for initiating, monitoring and documenting each independent study course contract and to assist student with coursework and tutor students as needed.
- School support staff to provide accountability, and mentoring and to ensure students meet contract due dates.
- Special Education Specialist to provide identified supports for students with Individualized Education Plans (IEP).
- ALA will partner with local colleges to provide the opportunity for dual enrollment providing advanced academic and technical learning, training, certification, and college credit for courses.

ALA's program ensures rigor through: standards-based instruction, State-adopted learning materials, A-G curriculum, dual enrollment with Southwestern Community College, required tutoring. Relevance is provided through: career readiness and technical education, fieldtrips as part of science, social studies, visual and performing arts, community service, work experience and health services.

ALA students are required to:

- Regularly scheduled appointments with teachers for a minimum of one hour each week.
- Attend twice weekly tutoring sessions and actual classes/laboratories and experiential learning outings focused on the classes they are enrolled in.
- Regularly attend Circles/Círculos (3 times a week), a key component of healing, which provide youth an opportunity to experience community and establish strong peer-to-peer and intergenerational mentoring.
- Engage in learning for a minimum of 32 hours a week (12 hours of independent study coursework, 10 hours of classroom experiences and 10 hours of experiential learning).
- Document time spent on independent study coursework on a daily basis.

This high level of teacher contact, communication and oversight provides the needed personal support, role-modeling and mentoring that our students need to succeed.

Facilitators, in collaboration with the Director of Leadership Development and Career Readiness, will place students in internships based on interests and needs, volunteer opportunities, and other community engagement activities that promote wellness and inter/intrapersonal growth.

ALA's annual school calendar will closely resemble that of the surrounding school district. The academic year begins in late July and ends in early June. This calendar will give students the opportunity to recover credits, enroll in internships, as well as be more engaged with the community. ALA is open to changing the schedule based on what the Leadership Circle, a decision making team, deems as most effective for student success.

A Week in the Life of an ALA Student

Below is an example of what an individualized week will look like for an ALA student.

Our independent study program ensures that students will receive a minimum of 64,800 instructional minutes over 175 days of school annually. On a weekly basis students will engage in:

- 12 hours per week on IS work
- 10 hours per week is classroom-based/tutoring
- 10 hours per week is experiential learning (including project development and implementation based on PBL).
- Non-mandatory experiences: counseling, medical, substance abuse, dual enrollment at local community college (such as Southwestern Community College's Higher Education Center located in San Ysidro).

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7-8AM	Meet with IS teacher (1hr)	Student Choice	Student Choice	Student Choice	Student Choice
8-9AM	Small group instruction or	Individual Tutoring (1hr)		Small group instruction or Community College Course (2hr)	
9-10AM	Community College Course (2hr)	Experiential Learning -Projects (PBL)			
10-11AM	10:30-11:30	-Museum		Additional Experience -internship -part-time job -community service	
11-12PM	Circles (1hr)	-Nature Center -Live theatre performance -Internship -Lab (5 hr)	10:30-11:30 Circles (1hr)		
12-1PM	Student Choice	Student Choice	Individual tutoring (1hr)	Student Choice	Experiential Learning -Projects (PBL) -Museum -Local farm -Internship -Lab (5 hr)
1-2PM	Mental Health Counseling		Student Choice		
2-3PM	Student Choice		Substance Abuse Program		
3-4PM	Student Choice				
4-5PM					
STUDENT CHOICE	2 hours of IS work completed	2 hours of IS work completed	2 hours of IS work completed	3 hours of IS work completed	3 hours of IS work completed
Required Daily Activity	Complete daily time calendar charting IS work	Complete daily time calendar charting IS work	Complete daily time calendar charting IS work	Complete daily time calendar charting IS work	Complete daily time calendar charting IS work

Curriculum and Instruction Designed for Transformation

ACATL Leadership Academy (ALA) seeks to provide a rigorous, highly individualized, and relevant educational program that inculcates the skills and competencies needed to succeed in the real world through the independent study format. As learners in the 21st century, our students will be exposed to learning opportunities that not only expand their academic knowledge, but also sharpen their critical thinking, problem-solving, and digital literacy skills in an environment that fosters collaboration and promises community involvement. The ALA program is designed to maximize academic and real world connections while providing flexibility and multiple opportunities for students to explore their personal and career interests. ALA's curricular and instructional program is a product of the four core learning experiences: healing, Career Readiness and Technical Education, problem-based learning, and leadership development (ALA's Heart).

At ALA, all incoming students take an Introductory Social Justice course, counting as an elective, where they are introduced to the mission, purpose, and core values of the school. Student schedules include courses in Humanities, English Language Development, Health, Physical Education, Mathematics, Science, Art, Social Justice, Career Readiness and Technical Education, and foreign language with intensive academic supports for those who need to develop academic skills. All courses are designed to promote competency-based learning by implementing elements of critical pedagogy and Problem-based learning. Each course is divided into textbook work, projects (based on PBL) and experiences (labs and experiential learning). Students are expected to complete all three portions to earn course credit towards their diploma.

Technology

Access to current technology and the space to build technology-minded competencies will be provided at ACATL Leadership Academy (ALA). The meteoric rise of technology in education has fundamentally altered the way students are engaging in learning. ALA is creating a state of the art progressive learning institution focused on PBL that integrates science, technology, engineering, the arts and mathematics. The use of technology in PBL will inspire our school to create new and engaging learning experiences that get students excited about being in school and meet the needs of our new economy. It is important, however, that these new technologies not overshadow core academics, but rather enhance instructional objectives. True to ALA's educational philosophy, ALA is building the ultimate smart classroom, one that transcends school walls and extends into our community.

The Cloud and high-speed Internet access will create a space where the walls of our school will be “virtually” non-existent. Virtual partnerships, with other schools doing similar work, will be arranged so that students can establish local, state, national and international learning networks. ALA will research and select programs such as APEX, Edgenuity, and Rosetta Stone to support learning and meet individual learning needs. Technology will also be used to support language acquisition for our English Learners.

Course Descriptions

ALA course descriptions will comply with all mandatory guidelines and will include the following elements for all subject areas.

ALA CORE SUBJECTS			
GRADUATION REQUIREMENT	SAMPLE of COURSES	REQUIRED ELEMENTS	ASSESSMENT MEASURES
English/Language Arts	English/ELD 1a, 1b 2a, 2b 3a, 3b 4a, 4b	Common Core State Standards with an emphasis on Critical Reading, Writing, Listening, Speaking, and Thinking. Clear description of formative and summative assessments to measure student learning.	Formative Summative Projects Reflections CAASPP/SBAC CELDT/ELPAC
History/Social Science	Economics US Government US History	Strategies ensuring access for all student sub-groups (ELD, special education).	Formative Summative Projects Reflections CAASPP/SBAC
Mathematics	Integrated Math 1a, 1b 2a, 2b 3a, 3b	Inclusion of culturally relevant material. Projects through Problem-Based Learning with a focus on social justice and Cycle of Inquiry and Impact process.	Formative Summative Projects Reflections CAASPP/SBAC
Science	Biology Physics Chemistry	Experiential Learning with a connection to career readiness.	Formative Summative Labs Projects Reflections CAASPP/SBACK NGSS/CST

ALA'S Heart: Our Four Core Learning Experiences

Problem-Based Learning

The California Content and Common Core State Standards (CCCCSS) will be used as the foundation to build curriculum and guide instruction. The CCCCCSS are central to Problem-based learning (PBL). According to scholarly research, critical pedagogy, the fundamental framework encapsulating PBL, promotes self-empowerment and engagement in the curriculum for students. This occurs in PBL as students engage in acknowledging issues, discussing solutions, and advocating community cohesion through the lens of social justice in our community. ALA's educational program is built on the belief that learning is more than mastering the content standards; it is about making real-world connections and creating authentic and relatable experiences that can potentially impact the community. PBL is a way to re-think traditional educational practices of teaching and learning. It is part of a network of support that creates a holistic individualized approach that facilitates the transformation of self and community. In each course, students and their teacher build content knowledge based on CCCCCSS and pose essential questions while developing critical skills and mastering the respective academic competencies. The essential question(s) they ponder revolve around the goal of social justice in our community.

ALA seeks to provide students with multiple opportunities to explore and apply their academic content knowledge, skills, and competencies needed to fully engage in PBL through the Cycle of Inquiry and Impact (CII). Course descriptions and lessons will be centered on the CCCCCSS and will include access for English Learners through SDAIE instruction and the inclusion of culturally relevant materials. Each course is divided into textbook work, projects (based on PBL) and experiences (labs and experiential learning). Students are expected to complete all three portions to earn course credit towards their diploma. Each course will imbed the CII is a five-step process that promotes social justice and community impact that is at the center of PBL. ALA students, along with their teachers, will engage in the following CII process: 1) identify problem(s) in our local and global community; 2) research the problem and identify organizations/resources that can help; 3) create a plan of action; 4) implement the plan of action; and 5) evaluate and reflect on the implementation and process. CII encourages students to challenge ideas, debate their various perceptions of the world, and through dialogue, create a democratic school environment. In an independent studies environment students will be provided with opportunities to explore topics as a group or individually.

CII is tightly aligned to CCCCSS as students are constantly analyzing, evaluating and reflecting on their learning and the process of learning and taking action to improve the world around them. PBL also provides multiple opportunities for English Learners (EL) to enhance their academic English. All ELs are to receive both Integrated and Designated ELD across all disciplines. Through PBL, ALA students and the school community will use their learning and actions to have a transformational impact on the local and global community.

The Cloud and high-speed Internet access will create a space where the walls of our school will be “virtually” non-existent. Virtual partnerships, with other schools doing similar work, will be arranged so that students can establish local, state, national and international learning networks. ALA will research and select programs such as APEX, Edgenuity, and Rosetta Stone to support learning and meet individual learning needs. Technology will also be used to support language acquisition for our English Learners.

Assessment, within PBL, is not separate from instruction but is instead essential to learning. In PBL, the goal of assessment is to foster a process that encourages more learning - not to bring an end to learning. Students will co-construct, with their teacher, relevant and meaningful assessments by developing measures and metrics that have meaning for the learner. The facilitator ensures alignment and exposure to CCCCSS and essential skills. When students identify, analyze, and use data from their learning, they become active stakeholders in their own growth and can set personal achievement goals. Rubrics will be used to assess projects resulting from PBL and will measure community impact, leadership development, connection to core content, and oral and written presentation. Using feedback from peers, teachers, and community members, students will explore and build on their strengths as individuals and as members of a team. This individual growth, and that of the learning community as a whole, will be measured by co-constructing assessments. ALA takes pride in the individualized lens with which our system will track, monitor, and respond to each student’s academic, personal, behavioral and social-emotional growth.

Upon the culmination of each academic session, all students participate in our ALA Colloquium (AC). At this event, all students present their PBL projects to a diverse audience that includes community members, relatives, members of the Trustee Council, ALA staff and others. All projects will be evaluated and assessed through a school wide rubric. During the AC, students

demonstrate attainment of subject matter and school-wide competencies, address the CII, and reflect upon and evaluate their own learning.

Healing

Transformation of our community begins with healing. Our youth carry not only their pain, but also that of their ancestors and of our planet. Challenges such as substance abuse, mental illness, sexual abuse, physical abuse and violence, abandonment and neglect, intergenerational poverty, racism, and sexism must be acknowledged in order to be overcome. ACATL Leadership Academy (ALA) is committed to providing healing experiences for individuals (youth and relatives), families, our community, and global community through Trauma Informed Care and Restorative Practices. Healing supports will begin at enrollment and continue throughout a student's time at ALA. To this end, we will be a Restorative Practices-based school integrating healing throughout the educational program with a continuous emphasis on supporting students in acknowledging and embracing their POWER (Potential, Ownership, Wisdom, Expectations, and Respect).

Three times per week, our community will engage in Circles/Círculos, which are designed to foster intra- and inter-personal development and relationships. Circles/Círculos, birthed out of traditional cultural circle practices throughout the world for millennia, will provide youth an opportunity to experience community and establish strong peer-to-peer and intergenerational mentoring. During Circles/Círculos, students will learn to find their voice, share their stories, explore their values and beliefs, and explore their POWER.

In addition to our system of comprehensive healing, we will partner with local mental, medical, and behavioral health organizations to provide this experience for youth and relatives. By partnering with postsecondary institutions and community organizations, students will have hands-on access to cutting edge culturally responsive mental and behavioral health experts to support youth and family healing.

Youth and Relative Leadership Development

Youth development will include multiple structured, and unstructured, experiences for youth and relatives to learn about themselves and others. Utilizing strategies from youth organizing and intergenerational organizing models, youth will take ownership of their learning and participate in decision-making, governance, and assessment of our school.

ACATL Leadership Academy (ALA) members (students, employees, and relatives) will collaborate as a community, challenging each other through critical dialogue and by respecting the voices of all members. ALA will use distributive leadership through community Circles (comprised of a team of ALA stakeholders) who will govern, address relevant issues, and creatively and collectively build our school community. Each community group --students, faculty, operations personnel, directors and coordinators, and relatives --will create and maintain a community circle. Each community circle will focus on the needs of the group and will monitor and evaluate the program and its impact on student learning and community. If a Circle identifies needed change, ideas will be generated and pushed to the ALA Leadership Circle. ALA Leadership Circle will discuss the idea, research and develop recommendations, and create a formal proposal that includes a measure to evaluate the impact of the idea. All proposals will be presented to the respective Circles for final review and approval.

All school Town Hall assemblies will be co-facilitated by students. Town Halls will be co-facilitated by students, ALA staff and relatives, and held regularly. Town Halls provide space for creating weekly goals as well as to connect, heal and discuss issues impacting ALA students, staff, and relatives as a community. The Town Halls will help guide all circles and serve as a creative space in the formation of ALA supportive coping circles. Culturally traditional coping strategies circles will include minimally a Men's Circle and Women's Circle focused on an evaluation of initial risk and resiliency assessments.

As part of the structured leadership opportunities for students, ALA students will:

- facilitate and lead the ALA Student Circle;
- represent the Student Circle in the ALA Leadership Circle;
- serve as student representatives, non-voting member, on the ALA Trustee Council;
- serve as student representatives on the ALA's Professional Development Circle (PDC);
- co-facilitate all school Town Hall assemblies;
- participate in the discipline process;
- assist in the organization and co-facilitation of orientation events for all new staff, students, and relatives;
- participate, organize and facilitate all student Leadership Camps;
- engage in the Cycle of Inquiry and Impact (CII) through critical pedagogical strategies and PBL which is student centered and student guided;
- represent ALA community by learning how to advocate for legislative policy; and

- establish the ALA Associated Student Body (ASB) that organizes events aligned to improving our local and global community.

As part of the structured leadership opportunities for relatives, ALA relatives will be encouraged to:

- facilitate and lead the ALA Relatives Circle;
- represent the Relative Circle in the ALA Leadership Circle;
- serve as relative representatives to the ALA Trustee Council;
- serve as relative representatives on the ALA's Professional Development Circle (PDC);
- co-facilitate all school Town Hall assemblies; and
- co-facilitate the English Language Advisory Council (ELAC).

Career Readiness and Technical Education

During ACATL Leadership Academy's (ALA) design phase, the developing team's interviews with students revealed that all youth want to leave high school with a clear(er) sense of self and of their purpose in the world - beyond the classroom and their childhood environment. Our comprehensive Career Readiness and Technical Education (CRTE) will include career awareness, exploration, and preparation through the makerspace movement.

The Makerspace movement encourages students and community to imagine, create and build through the process of conceiving, manufacturing and testing their ideas. Through making, educators enable students to immerse themselves in problem solving while learning essential 21st century career skills, such as critical thinking, planning, and communication. We will offer a comprehensive multimedia pathway that includes photography, information and communication technology, and graphic production. ALA will offer a graphic production makerspace where students can merge computer aided design skill building with hands-on advanced manufacturing using 3D printers and laser cutters.

ALA will also offer a coding makerspace where students will learn the basics and foundation to coding (JavaScript). Coding will be integrated into Common Core, and used as a tool in PBL. Students will learn computational thinking such as solving problems, designing systems and understanding human behavior by drawing from the concepts fundamental to computer science.

Learning coding fosters logical and critical thinking. Certification in coding and graphic design will be offered to students.

When developing future makerspaces, and expanding CRTE, ALA will focus on San Diego's leading industry sectors: Information and Communication Technologies, Advanced Manufacturing, Clean Energy, Life Sciences and Healthcare. ALA will be open to collaborate and partner with local organizations and the community at large to share use of ALA makerspaces.

ALA will secure long-term partnerships with local colleges, universities and employers so that students will be given the opportunity to utilize critical thinking and technology-based skills to explore the world of work. These partnerships will provide dual enrollment, job shadowing, and internships for students and externships for faculty. ALA's professional development and growth plans call for us to keep our staff connected to maintain currency in their respective fields. ALA will make every effort to provide, through grant funding, students with paid internship opportunities. We will measure career readiness by using an assessment such as ACT WorkKeys and provide students with certificates, recognized by a significant portion of employers across the nation, exhibiting their level of career readiness.

Support for All Students

ACATL Leadership Academy (ALA) is designed to serve students whose needs have not been met by the traditional school system. We are creating an educational system that guarantees individualized comprehensive supports ensuring student success.

Students don't plan to fail in high school or in life. They get derailed along the way by external factors and internal struggles such as: struggling with academic content, high absenteeism, lack of motivation, family issues, personal and interpersonal issues, developmental gaps, teacher/peer conflict, language barriers, gaps in their education, lack of strong literacy foundation, substance use or abuse, and socioeconomic status.

ALA will ensure academic, behavioral, and social-emotional success by providing multiple avenues of support and healing through the assignment of mentor teachers to guide students toward academic and personal growth. The following individualized processes ensures that each student receives every support possible:

- 1) Student interview where the student's academic, behavioral, attendance, and social-emotional profile will be reviewed to pinpoint the root of the student's previous challenges;
- 2) Assessments including Literacy/Numeracy, Risk and Resiliency, Family Needs Assessment, and the Individual Student Assessment Accessibility Profile;
- 3) Development and monitoring of Individual Learning and Living Plan (ILLP);
- 4) Regular progress reports leading to final grades;
- 5) Personal Academic Intervention Supports (PAIS) for students failing one class or more classes;
- 6) Loving Intensive Support Team (LIST) for students who continue to fail course(s) after PAIS.

Academically Low Achieving

The academic focus of ACATL Learning Academy (ALA) is centered on Problem-based learning (PBL), through the lens of social justice for our community and making real-world connections and creating authentic and relatable experiences. This is accomplished in part by building content knowledge based on California Content and Common Core State Standards (CCCCSS) and posing essential questions while developing essential skills and mastering the respective academic competencies thereby demonstrating Achievement Goals #2 and #7 (referenced at the beginning of Element A and in Element B). PBL is part of a network of support that ALA has implemented to create a holistic individualized approach that facilitates the transformation of self and community.

Identification of Academic Low Achievement

Our Instructional Program is designed to combine our educational component with wrap-around supports for our incoming students who, identified by administrators and counselors, have struggled to meet academic, behavior, and social expectations. We will target students who are identified at-risk of failing and those who have disappeared from their classes. We will work with local community service organizations to identify out of school youth who will re-engage and complete their high school diploma with ALA.

ALA is dedicated to working with students who are achieving below grade level and takes pride in the individualized lens with which our system will track, monitor, and respond to each student's academic, personal, behavioral and social-emotional growth in order to help them achieve at

anticipated levels. We understand that many students may enter ALA achieving below grade level and a student at ALA will be considered low-achieving if s/he meets the following criteria:

- Performing one level or more below his/her actual grade level on class assignments and assessments, including a score of Below Basic or Far Below Basic on the CAASPP and equivalent scores on nationally-normed assessments.
- Not on track to make at least one grade level of growth in reading, writing, and math as measured by local formative and summative assessments (such as NWEA MAPS).
- Earning below 70% in one or more core content area.

Relative Notification and Involvement

First and foremost, relatives are notified regarding academic concerns via direct communication from staff (phone call, email, progress report, letter home). School staff consults with relatives to identify any home issues which may be impacting and impeding the student. Throughout the following support and ongoing evaluation process relatives are active participants and communication regarding student progress will be provided via progress reports, and team meetings.

Supports and Ongoing Evaluation for Students

The following individualized process allows ALA to connect and identify student and family strengths and needs. If students are not demonstrating that they have attained the skills, knowledge, and attitude specified as goals in the school's educational program, a series of interventions are employed in the classroom that are aimed to increase academic achievement and meet individual behavioral and personal needs.

These interventions include:

- One-to-one support interactions with teachers and support staff
- Small Group Instruction/tutoring
- Consultations with other teachers who are fully credentialed in the subjects they teach including Special Education, core teachers and school counselors thereby demonstrating Achievement Goal #1 (referenced at the beginning of Element A and in Element B).
- Consultations with support staff including Academic Counselors, Program Directors, Attendance Coordinator and Campus Community Liaison thereby demonstrating Achievement Goal #5 (referenced at the beginning of Element A and in Element B).
- Web-based intervention programs (such as RevolutionPrep and Aleks)

- Referrals to mental health services
- Referrals to substance abuse services

If these interventions do not result in the student meeting the competencies then the student will receive a failing grade and they will be placed in Personal Academic Intervention Supports (PAIS) and/or the Loving Intensive Support Team (LIST) as described below:

- The Individualized Learning and Living Plan (ILLP) include additional supportive services the student and relatives can access. We recognize that every student has a unique profile of strengths, previous knowledge, and support needs in order to succeed in the classroom. This profile is used to help students, relatives and staff create appropriate goals and garner needed supports to ensure student success and thereby demonstrating Achievement Goal #8 (referenced at the beginning of Element A and in Element B). Student strengths are identified and are the foundation for our restorative conversation and the introduction of our POWER values:
 - Potential
 - Ownership
 - Wisdom
 - Expectations
 - Respect

Our students are asked to understand, acknowledge and use the POWER values to reach transformation in both their academic and personal lives.
- The Personal Academic Intervention Supports (PAIS) allows students and relatives will be informed of progress regularly. If a student is failing a course, we will offer PAIS and ALA staff will work with students to identify reasons for failing grades and create a plan of action to ensure success. PAIS is a program ALA has created to support students who are struggling and provide services, referrals, resources and interventions. A review of the student's Individualized Living and Learning Plan (ISAAP) will be conducted to determine if any changes are needed in order to improve student outcomes. PAIS meetings will take place within a week (5 days) of progress and final grade reports. If students are in need of more intensive intervention, then ALA's Loving Intensive Support Team (LIST) will activate.
- The Loving Intensive Support Team (LIST) works with students and their relatives to provide more intensive supports aimed at addressing variables that significantly impact the

student both inside and outside of the classroom. In order to analyze and respond to struggling students, ACATL Leadership Academy (ALA) will engage LIST Members, relatives, ALA staff, and service providers and thereby demonstrating Achievement Goal #3 (referenced at the beginning of Element A and in Element B).

- LIST will be comprised of academic counselor(s), Directors (Holistic Learning, Academic and Career Readiness, Operations), an Education Specialist, a student information system (SIS) data expert, therapists, psychologists, and/or the Campus Community Liaison.

PAIS and LIST Process

The Student Services Coordinator will be responsible for coordinating all PAIS and LIST activities including meeting with students and facilitating PAIS and LIST gatherings. If a student continues to fail classes after PAIS, then the LIST coordinator will email the team and request a lead LIST coach. A staff member, assigned to data collection and maintenance, will research all PAIS students to find shared commonalities, strengths, and weaknesses. Under guidance of the LIST coach, the following LIST process will occur:

- Survey of teachers and staff who work with the student;
- Survey service providers (HIPPA);
- Survey relatives;
- Research initial assessments (academic, family, interviews etc.);
- Summarize findings;
- Conduct a LIST meeting with team, student, and relative;
- Create LIST Plan of Action (referrals, areas of growth, recommendations to teachers);
- Monitor student progress, on a weekly basis;
- Assess student outcomes through data collection while incorporating findings of the investigation to bolster the assessment and assistance strategy;
- Meet with each student and relative at least once during each reporting period, throughout the school year, to measure the success of the interventions provided in the Plan of Action; and
- At the start of the school year, meet with the previous year students.

As the LIST team is similar in function to what is known as the “Student Study Team” in traditional schools, they will be responsible for identifying the student’s needs and developing and documenting a plan to enable that student to succeed in areas including, but not limited to:

- Individual tutoring;
- Language support;
- Classroom modifications, strategies, and techniques;
- Transportation support;
- Referral to partner services (e.g., drug and alcohol, family therapy); and
- Referral to supportive circle (e.g., Círculo de Hombres/Mujeres Men/Women Circle).

If the LIST Team finds that pre-intervention is not sufficient to meet the student’s needs, they will recommend a formal special education assessment plan based on the student’s suspected disability. ACATL Leadership Academy (ALA) may also choose to refer a student for services through the provisions of a Section 504 Plan, if appropriate. If the plan implemented does not show improvement, the student, relative, and school administrator may create an academic, attendance and/or behavior contract.

The wraparound principles and practices involve a collaborative, student voice-driven process that aims to connect students, relatives, schools and community partners in effective problem solving relationships. The ALA team works together to create a comprehensive, strengths-based plan that helps students and their relatives build constructive relationships and support networks. The interventions and supports that ALA integrates into the student experience are comprehensive and address multiple life domains across home, school, and community.

Academically High Achieving Students

ACATL Leadership Academy (ALA) will provide a variety of experiences and collaborative work promoting differentiated educational opportunities for all learners. ALA will strive to motivate and challenge academically high achieving students by creating a space that allows them to grow at their own pace. PBL provides opportunities for above-grade-level students to practice self-direction and delve deeply into social justice issues while practicing critical thinking, reading, writing, listening and speaking.

Identification of Academic High Achievement

ALA intends to encourage the intellectual, creative and leadership abilities of all of its students at every level of academic achievement through a variety of strategies. ALA recognizes that high academic achievement does not equal success in school. For this reason, ALA will identify potentially high achieving students using the following criteria:

- Identified as qualifying for Gifted And Talented Education (GATE)
- Scoring at “Advanced” level on CAASPP/SBAC assessments
- Above grade level in reading, writing, and/or math as measured by local formative and summative assessments (such as NWEA MAPS).
- Being classified as Re-designated Fluent English Proficient (RFEP) on CELDT/ELPAC.
- Earning over 90% in more than one core content area.

Relative Notification and Involvement

School staff will notify relatives via direct communication from staff (phone call, email, progress report, letter home) of their students high-achievement status, and of ways they can maintain active involvement in their student’s success, in the following ways:

- After enrollment and during the interview process where all student records and incoming assessments are reviewed;
- During progress report distribution;
- Via RFEP process component of parent consultation and notification once re-designated; and/or
- During parent conferences.

Supports and Ongoing Evaluation for Students

ALA students will all have access to A-G courses, paving the way for admission to the CSU and/or UC higher education systems. Teachers will collaborate with high-achieving students during the independent study contract and work agreement process. Teachers will also differentiate work for high-achieving students providing essential questions and prompts that promote deep levels of critical reading, thinking, writing, listening and speaking. While open to all students, those who have been identified as high achieving will be targeted for Advanced

Placement (AP) courses and college credit via the AP exam. Students will meet weekly, in person, with their teacher to receive ongoing feedback on their progress.

English Language Learners

At ACATL Leadership Academy (ALA), cultural and linguistic diversity is celebrated and viewed as an asset. Respecting and honoring home language is to respect and honor each student's family, culture and essentially who they are. In the past 30 years, the number of English Learners (EL) has doubled in the United States. EL are now 20% of the school-age population. Based on our close location to the International United States and Mexico border, ALA expects to serve a high percentage of EL and families. ALA, like all educational systems, is morally charged with the responsibility to ensure that EL, including immigrant children and youth, attain English proficiency and meet the same challenging academic content and achievement standards that non-EL are expected to meet. The work on behalf and for EL will be ongoing and embedded into everything we do in the classroom and as an educational system. ALA believes in building proficiency in both English and in our students' home language. ALA relatives will take an active role in, ELAC, School Site Council etc., to ensure a collective responsibility for our EL. ALA assures the following:

- ALA will comply with federal, state, and district mandates regarding ELL education and re-designation of ELL students.
- ALA will meet all requirements of federal and state law relative to equal access to the curriculum for English language learners.
- All will have an ELAC as we anticipate having more than 21 ELs.

English Learner Identification

EL will be identified during the interview and enrollment process, using a home language survey. Previous CELDT/ELPAC scores will be retrieved while students, who may be new to the United States, or without current incoming assessment results, will take an English Language Development Assessment (such as the CELDT/ELPAC) to measure their English proficiency and to establish a baseline. This initial CELDT/ELPAC assessment will be completed within 30 days of enrollment or 60 days from the start of school and will occur annually. ACATL Leadership Academy (ALA) will notify parents of the school's responsibility to conduct CELDT/ELPAC testing and will inform parents of CELDT/ELPAC testing results within 30 calendar days following receipt of test results.

Reclassification Process

ACATL Leadership Academy (ALA) will create and implement a reclassification process for EL within its first year of operation, detailing the procedures, protocols, and measures used as required by the State Department of Education, in addition to identifying persons responsible for the process. This process will also include how relatives and students are involved and notified of their child's redesignation, what that means and how students will be monitored for two years after reclassification. Relatives will be informed of their rights, and they will be encouraged to participate in the reclassification process. ALA will host a reclassification celebration for students and relatives to recognize the importance of each student's journey of English language acquisition and development.

Title III and Immigrant Education Program funds will be specifically targeted to support eligible immigrant students and EL. Title III will meet and support the provision of supplementary programs and services for the underlying purpose of assuring that these students meet the same challenging grade-level and graduation standards as mainstream students.

English Language Development Professional Learning

All ACATL Leadership Academy (ALA) school leadership, certificated and non-certificated staff will receive in-depth training and ongoing professional learning to understand and implement Integrated and Designated English Language Development (ELD) as called for in the California ELA/ELD framework adopted by the State Board of Education in 2014. Within the first year of operation, ALA will develop a school wide ELD learning plan ensuring that all staff are trained and qualified to meet the language needs of EL. Embedded within our work will include "The Values for Educating EL" and "Effective Strategies for Teaching EL" as detailed in the ELA/ELD framework.

English Language Development Program Options

Meeting student and community needs is critical to ACATL Leadership Academy's (ALA) mission. In the event that an alternative language program is deemed necessary, such as a maintenance bilingual program, with ELD support and ELD integration throughout the school day, ALA will create such a program. Relatives will be provided with an EL Parent Exception Waiver as required per CA Ed Code.

All ELLs are to receive both Integrated and Designated ELD across all disciplines. Systems planning will need to be considered to provide EL a protected time during the school day to receive Designated ELD. While English proficiency is the goal, those students classified as EL are placed in regular classes where instruction is differentiated and a variety of language development and all teachers employ language acquisition strategies. Problem-Based Learning also provides multiple opportunities for EL to enhance, develop and refine their academic English.

California State Seal of Biliteracy

The State Seal of Biliteracy (SSB), per Assembly Bill 815 (Brownley, Chapter 618, Statutes of 2011), became effective January 1, 2012. This program recognizes high school graduates who have attained a high level of proficiency in speaking, reading, and writing one or more languages in addition to English. The SSB will be awarded by the Superintendent of Public Instruction in accordance with specified criteria set forth in the legislation.

The importance of being multilingual, multi-literate and multicultural in a high demanding economy is critical for global citizens of the 21st century. ACATL Leadership Academy (ALA) will use the SSB to recognize students who have achieved this status. ALA will maintain appropriate records identifying qualifying students and then submit the number of eligible students to the California Department of Education (CDE) per their outlined process. ALA will partner with the San Diego County Office of Education to access their Learning and Leadership resources to effectively support implementation of the SSB. Participation is voluntary and no fee may be charged to the student.

The McKinney-Vento Homeless Assistance Act

The McKinney-Vento Homeless Assistance Act (McKinney-Vento Act) (42 U.S.C. § 11431-11435) is federal legislation that ensures the educational rights and protections of children and youth experiencing homelessness. It requires all local educational agencies (LEAs) to ensure that homeless students have access to the same free, appropriate public education, including public preschools, as provided to other children and youth. The McKinney-Vento Act defines LEAs as public school districts, direct-funded and locally funded charter schools, and county offices of education. The McKinney-Vento Act also authorizes the funding for the federal Education for Homeless Children and Youth Program. ACATL Leadership Academy (ALA), in accordance with the McKinney-Vento Homeless Assistance Act, will provide information and resources for

homeless children and youths and their right to enroll, attend, participate fully, and succeed in school.

Special Education

ACATL Leadership Academy (ALA) recognizes its responsibility to enroll and support students with disabilities who can benefit from its educational program. ALA will apply to become a member of the El Dorado Charter SELPA, once the charter petition has been approved. This will result in ALA being designated as its own Local Education Agency for special education purposes. ALA pledges to work in cooperation with the Sweetwater Union High School District and the El Dorado Charter SELPA to ensure that a free and appropriate education is provided to all students with exceptional needs. ALA will comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, the Individuals with Disabilities Education Improvement Act of 2004 (IDEIA), Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and any other civil rights legislation enforced by the U.S. Department of Education Office of Civil Rights (OCR). Furthermore, ALA will continue to comply with AB 602, all SELPA policies and procedures, and all California laws pertaining to special education students.

It is the intention of ALA to become an independent Local Educational Agency (LEA) and join the El Dorado Charter SELPA pursuant to Education Code Section 47641(a). A change in LEA status or SELPA membership shall not require a material revision of this charter. For the purposes of this section, the SELPA that ALA belongs to will be referred to as the El Dorado County Charter SELPA. ALA shall operate as a fully independent LEA for special education purposes with all of the rights and responsibilities of LEAs under applicable law. The administration and coordination of special education and regionalized services shall comply with the published policies of the El Dorado County Charter SELPA.

ALA may continue its membership with El Dorado Charter SELPA or may, if deemed by ALA to be in the best interest of its students, request a move to South County SELPA through the Sweetwater Union High School District, by following established guidelines and protocols.

ALA recognizes the need to ensure a quality special education program that complies with all state and federal policy. To protect ALA and to best serve students, ALA will join the San Diego Charter Schools Special Education Consortium (SDCSSEC). To join a charter school must be its own LEA for special education purposes, and must be voted in by the SDCSSEC Board (comprised of a representative from each member). The cost to join is approximately \$34 per

ADA. The supports received as a member of the SDCSSEC are a tremendous benefit at a low cost. The SDCSSEC was established to provide charter schools, acting as their own LEA for special education purposes, with a local support system that includes:

- Access to special education experts, such as the Director of Special Education with over 30 years in education
- Shared service providers such as nurses and school psychologists,
- Professional development for all school staff including the areas of: how to stay out of litigation, common disabilities, differentiation for special education students, role of the general education teacher in IEPs, co-teaching, and how to address behavior.
- Yearly review of special education files, ensuring compliance with all forms and date requirements.
- Act as a liaison with the El Dorado Charter SELPA, including ensuring submission of all requirements.

By joining the SDCSSEC, ALA students and staff will receive a high level of support that includes all aspects of the IEP process including case management, coordination of services, compliance with special education state and federal laws and mandates, required state and federal reports related to special education and regular professional development. Additionally, the SDCSSEC provides each school with a school psychologist, holds regular meetings with the school psychologists and, if needed, provides bilingual assessments.

ALA will ensure that any student with a disability is properly identified, assessed and provided with the necessary services and supports. Per federal law, all students with disabilities will be fully integrated into the school's programs, with the necessary materials, services, and equipment to support their learning.

ALA will meet all the requirements mandated within a student's Individual Education Plan (IEP). The school will actively facilitate the inclusion of special needs students in the general education classes in accordance with their IEP. However, if the student's needs, as documented in the IEP, require a program other than inclusion, the school will provide appropriate placement and services.

ALA will actively participate in all aspects of the IEP to enable the student to be successful, including the appropriate accommodations, classroom modifications, strategies, and techniques.

The school will make available the student's work products for analysis and evaluation of progress to the IEP team.

If a parent or faculty member feels the student's educational needs are not being met, they may request a review of the IEP and/or a reassessment of the needs of the student. The school will encourage open communication between the parents and ALA for any items related to the special education services.

Interim and Initial Placements of New Charter School Students

If a student enrolls at ACATL Leadership Academy (ALA) with an existing IEP, ALA will notify the El Dorado Charter SELPA (where applicable according to SELPA policies) within 5 days. An IEP meeting will be convened within 30 days to review the existing IEP, discuss the student's present levels of performance and needs, and offer appropriate placement and services.

Search and Serve

ALA's active Search and Serve process is highly personalized and responsive to student need. ALA assures that:

- No assessment or evaluation will be used for admission purposes.
- ALA will work to identify any students, who do not currently have an IEP but may be in need of a pre-referral intervention plan.
- Parents will be informed that special education and related services are provided at no cost to them.
- ALA's Student Study Team, known as the Loving Intensive Support Team (LIST), is comprised of the academic counselor(s), Directors (Holistic Learning, Academic and Career Readiness, Operations), an Education Specialist, a student information system (SIS) data expert, therapists, psychologists, and/or the campus community liaison. The purpose of LIST is to work with students who are struggling, and their relatives, to provide, document and monitor interventions. LIST determines, in partnership with the student and their relatives, if assessment for special education purposes is appropriate.

The following individualized process allows ALA to connect and identify student and relative strengths and needs:

- 1) Applicant interview during which academic, behavioral, attendance, and social-emotional profile are reviewed;
- 2) Assessments including English Language Development, Literacy/Numeracy, Risk and Resiliency, Family Needs Assessment, Individual Student Assessment Accessibility Profile, and career interest inventories;
- 3) Development of an Individual Learning and Living Plan (ILLP) and Student Assessment Accessibility Profile (ISAAP) provided by the Smarter Balanced assessment system;
- 4) Personal Academic Intervention Supports (PAIS), a tier two intervention used to support students, and The Loving Intensive Support Team (LIST) will work with students and their relatives to provide high-level intensive supports.

Referral for Assessment

The parent of any student suspected of needing or qualifying for special education services may make a referral for an evaluation. Any such referrals will be responded to in writing by ACATL Leadership Academy (ALA) within 15 days and will notify SELPA within 5 days of receipt. Parents will be informed via the School Psychologist, that special education and related services including assessments are provided at no cost to them.

If ALA, following the LIST Team's process, concludes that an assessment is appropriate, the parent will receive a written Assessment Plan within 15 days. The parent will be given at least 15 days to provide written consent to the Assessment Plan. Assessments will be done only upon receipt of written parent permission. The assessment will be completed and an Individualized Education Program (IEP) meeting held within 60 days of receipt of the parent's written consent for assessment.

Assessment

Assessment procedures will be conducted in the student's primary language. Assessments will be selected and administered so as not to be racially, culturally, or sexually discriminatory. The types of assessments that may be used for determining eligibility for specialized instruction and services will include, but are not limited to:

- Individual testing;
- Teacher and student observations;
- Interviews;
- Review of school records, reports, and work samples; and

- Parent input.

In accordance with Federal and State guidelines and El Dorado Charter SELPA policies and procedures, ALA will adhere to the following assessment guidelines:

- Parents or guardians of any student referred for assessment must give their written consent for the school to administer the assessment.
- The assessment will be completed and an IEP meeting held within 60 days of receipt of the parent's written consent for assessment.
- The student must be evaluated in all areas related to his/her suspected disability.
- Assessments must be administered by trained and knowledgeable personnel and in accordance with any instructions provided by the producer of the assessments.
- Assessment tools must be used for purposes for which the assessments or measures are valid and reliable.
- Assessments will be adapted as necessary for students with impaired sensory, physical or speaking skills.
- A multidisciplinary team will be assembled to assess the student, including a teacher knowledgeable in the disability.

Upon completion of the assessment, an IEP team will be assembled to review the results of the assessment and determine the student's need for special education. ALA will be responsible for scheduling, coordinating, and facilitating the IEP meeting. Educators qualified to interpret test results will present the assessment data at the IEP meeting. Parents will be provided with written notice, in their home language, of the IEP meeting, and the meeting will be held at a mutually agreeable time and place.

Educationally Related Mental Health Services (ERMHS)

ACATL Leadership Academy (ALA) recognizes the importance of meeting all student needs, especially those that require mental health services. Educationally Related Mental Health Services (ERMHS) are mental health services that are provided to students receiving special education services. These services are provided when students have significant socio-emotional or socio-behavioral needs that impede their ability to benefit from their special education services.

According to the Individuals with Disabilities Education Act (IDEA) of 2004, there must be a direct relationship between the emotional/behavioral characteristics and the lack of benefit from

special education services. This may be shown as lack of progress on goals/objectives, declining grades, absences, suspensions, etc. ALA recognizes, per IDEA, that referral is appropriate when these concerns are determined to be associated with a condition that cannot be described solely as a temporary adjustment problem that can be resolved with less than three months of school counseling.

Development and Implementation of IEP

Every student who is assessed by ACATL Leadership Academy (ALA) or enrolls with an active IEP, will have an IEP that documents assessment results and eligibility determination for special education services. In the event that a student enrolls with an inactive or incomplete IEP, ALA will ensure an interim placement and the IEP team will convene within 30 days to create a plan.

ALA will ensure that all aspects of the IEP and school site implementation are maintained. ALA will provide modifications and accommodations (outlined within each individual's IEP) in the general education environment taught by the general education teacher. Students at the school who have IEP's will be served in the Least Restrictive Environment (LRE).

Each student who has an IEP will have an IEP team that oversees the IEP development, implementation, and progress of the student. All decisions concerning the special education programs and services to be provided to a student with a disability are to be made by the IEP team. The IEP team must include all of the following members:

- The parent or guardian of the student for whom the IEP was developed;
- The student, if appropriate;
- Any person who has a significant role in the student's life, if appropriate, and with parent/guardian permission;
- Anyone with educational rights;
- School administrator or designee;
- At least one special education teacher;
- A general education teacher who can provide information as to the student's current progress for students participating in the general education environment;
- If the child was recently assessed, the individual who conducted the assessment or who is qualified to interpret the assessment results; and
- All efforts will be made to accommodate schedules to include any and all additional service providers.

ALA views the parent as a key stakeholder in these meetings and will make every effort to accommodate parents' schedules and needs so that they will be able to participate effectively on the IEP team. The school will provide an interpreter if necessary to ensure that all parents and/or guardians understand and can participate in the IEP process. If a parent cannot attend the IEP meeting, the school will ensure his/her participation using other methods, including rescheduling, conferencing by telephone, or meeting at the parent's home.

A copy of the IEP will be given to the parent, in their home language, in accordance with state and federal laws. Upon the parent or guardian's written consent, ALA will implement the IEP. The IEP will include all required components and be written on El Dorado Charter SELPA forms (IEP SEIS forms).

The student's IEP will include the following:

- The student's disability and a description of how the student's disability affects involvement and progress in general curriculum;
- A statement of the student's present levels of academic achievement and functional performance;
- The rationale for placement decisions;
- The services the student will receive and the means for delivering those services;
- A description of when services will begin, how often the student will receive them, who will provide them, and where they will be delivered;
- For each annual goal, the IEP must indicate the benchmarks and/or short-term instructional objectives and evaluative criteria, evaluation procedures and schedules to be used to measure progress toward the annual goal.
- A description of how the student's progress toward meeting the annual goals will be measured and monitored and when reports will be provided;
- Accommodations necessary to measure the academic achievement and functional performance of the pupil on state, district, and classroom assessments;
- For students 16 years of age and older, measurable postsecondary goals related to training, education, employment and independent living skills, along with transition services needed to assist the student in reaching those goals; and
- If applicable, Educationally Related Mental Health Services (ERMHS)

IEP meetings will be held according to the following schedule:

- Yearly to review the student's progress and make any necessary changes including creating an Individual Transition Plan is (ITP) required at the appropriate age;
- Every three years to review the results of a mandatory comprehensive reevaluation of the student's eligibility;
- After the student has received a formal assessment or reassessment;
- A parent can request an IEP meeting and the school has to hold the meeting within 30 days of the request;
- When ALA suspends a special education student for up to 10 days in total, a Manifestation Determination meeting will be held to determine if the student's misconduct was a manifestation of his/her disability; and
- As needed when additional monitoring is necessary.

IEP Review

The IEP team will formally review the student's IEP at least once a year to review progress and to determine how the IEP is meeting his/her needs. In accordance with IDEIA regulations, the IEP team will also conduct a formal review of the IEP once every three years, to establish a student's continued eligibility for special education services needs to be determined by the team.

Parents will be informed of student progress toward meeting annual IEP goals a minimum of four times a year, when general education students receive their report cards, or upon request, unless otherwise specified in the student's IEP. The Progress Monitoring Report will be an attachment to the general education report card. This will serve to document the method by which the student's progress toward achieving the annual goal is measured, the student's progress during the relevant period, the extent to which it is anticipated the student will achieve the annual goal prior to the next annual review, and where needed, the reasons the student did not meet the goal.

Special Education Staffing

ACATL Leadership Academy (ALA) will employ a Student Support Specialist along with credentialed special education teaching staff and paraprofessionals. An ALA representative will be tasked with ensuring that all aspects of the IEP are properly implemented.

ALA Student Support Specialist duties include:

- Ensuring that all aspects of the IEP are followed;
- Arranging for the general education teachers of the student to attend and/or provide input in progress the team meetings;
- Communicating with parents about progress made toward attaining the goals stated on the student's IEP, and inform them of due process procedures and rights;
- Consulting regularly with an ALA school administrator to ensure that the objectives and goals of students with IEP's are being met;
- Completing the requisite paperwork, updating and filing of necessary information for initial referrals, triennial evaluations, ongoing monitoring of student progress, and appropriate provision of any/all test modifications as stipulated in the IEP;
- Maintaining a central file with all special education evaluation material and IEP's in accordance with FERPA and IDEIA guidelines;
- Providing a report of student progress on the same schedule as students in general education;
- Coordinating with outside service providers to ensure special education and related services, including Educationally Related Mental Health Services (ERMHS), are being provided as required by IEP; and
- Coordinating with the Executive Director of the San Diego Charter School Consortium for staffing, curriculum and case management.

Reporting

ACATL Leadership Academy (ALA), in collaboration with the El Dorado County Charter SELPA, will collect and maintain the following information on special education students as required by IDEIA:

- A calculation of all school-age students with disabilities being provided special education services by age, grade, category of disability and the number of students with disabilities who are English Language Learners;
- The number of students provided with test modifications and the types and the number of students exempted from District assessments;
- The settings in which students with disabilities receive their services, specifically including the portion of the school day they receive services with non-disabled peers and time away from the regular classroom;

- The number of students with disabilities suspended "in-school" and out-of-school, organized by disability and length of suspensions;
- The basis of exit from ALA of students with disabilities (i.e., attainment of diploma and type, declassified, moved, etc.); and
- IEP CASEMIS reports.

All necessary procedures and practices to ensure confidentiality, accurate, and timely reporting will be the responsibility of the Special Education Team. The Special Education Team will ensure that a central file with all special education evaluation material and IEP's is maintained and that this file is locked and confidential, in accordance with IDEA guidelines. The Special Education Team will oversee access to these records, and will be responsible for ensuring that all providers responsible for the implementation of a student's IEP will have access to a copy of the IEP and will be informed of their specific responsibilities in implementing the IEP.

Procedural Safeguards

Parents or guardians of students with IEPs at ACATL Leadership Academy (ALA) must give written consent for the evaluation and placement of their youth, be included in the decision-making process when change in placement is under consideration, and be invited, along with teachers, to conferences and meetings to develop their student's IEP.

The school will acknowledge any concerns or disagreements raised by parents within five days, after which a meeting between the parent and school will be scheduled to seek resolution of the disagreement. If a disagreement or concern persists, parents or guardians have the right to initiate a due process hearing to challenge a decision regarding the identification, evaluation, or educational placement of their child.

The school will provide the parent with a written Notice of Procedural Safeguards (in the parent's primary language), which will include information on the procedure to initiate both formal and informal dispute resolutions, at least once per year and at every IEP meeting, as well as anytime a parent is presented with an assessment plan. ALA will utilize the Notice of Procedural Safeguards used by the El Dorado Charter SELPA.

Complaint Procedures and Dispute Resolution

Parents or guardians have the right to file a complaint with the California State Department of Education if they believe that the school has violated federal or state laws or regulations governing special education. In the event that a parent/guardian files a request for a due process hearing or request for mediation, ACATL Leadership Academy (ALA) shall work with the El Dorado Charter SELPA and the San Diego Charter Schools Special Education Consortium to defend the case.

Special Education Strategies for Instruction and Services

ACATL Leadership Academy (ALA) will comply with the federal mandate of the “least restrictive environment” (LRE), meaning that the school will make every attempt to educate special education students along with their non-disabled peers. ALA will include all of its students as much as is appropriate according to each individual IEP. Each student’s IEP requires different kinds of modifications for instruction and services, therefore the educational strategies of the IEP will be built around the student’s needs and how these fit within the general educational program of the school. Qualified personnel will deliver the instruction outlined in each student’s IEP.

ALA will comply with ERMHS pursuant to state and federal laws and regulations. ERMHS services may be provided on the ALA campus in the form of school based counseling, or at the county or, under some circumstances, in the home or community environment. ERMHS, once referred and approved, will be documented in the IEP. The services will be regularly monitored for efficacy and due diligence. Adjustments in the level of service provided will be made as appropriate. An IEP will be held and the service will be discontinued when the behavioral goals are met signaling that the services are no longer needed for the student to benefit from special education services.

Special Education Professional Learning for ALA Staff

The Executive Director, Special Education Team, school administrators, regular and special education teaching staff, as well as other appropriate staff members will attend professional development and training meetings necessary to comply with state and federal special education laws, including those sponsored by the El Dorado County Charter SELPA.

ACATL Leadership Academy (ALA) staff will attend Special Education related professional development opportunities that are offered by San Diego Charter Schools Special Education Consortium.

ALA may also seek professional development opportunities for its staff through potential trainings facilitated by the County Office of Education, colleges and universities, and private companies or agencies.

Section 504 of the Rehabilitation Act and the Americans with Disabilities Act

ACATL Leadership Academy (ALA) will be responsible for its compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. ALA 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 ALA. Any student who has an identified disability that substantially limits a major life activity, including, but not limited to learning, is eligible for an accommodation by the school.

The 504 team will consist of an administrator, parent/guardian, student and qualified staff such as school counselor, school psychologist, general education teacher and/or special education teacher. The 504 team will review the student's academic, social and behavioral records, and is responsible for making a determination as to whether 504 services are appropriate. There are no formal assessments necessary for a 504 Plan. The student only needs to show a suspected disability that interferes with their learning.

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 their procedural safeguards. The 504 Plan will describe the student's identified or suspected disability and any program accommodations, modifications or services that may be necessary. The 504 Plan is a written document that accompanies the student from grade to grade. The 504 Plan is reviewed at least once a year to determine if accommodations/modifications are working and if any other services need to be added. All 504 team participants must sign each 504 Plan. A copy of the 504 Plan is kept in the student's cumulative record and also given to parent/guardian.

A copy of the 504 Plan is given to the general education teacher(s) and any other appropriate school staff. All appropriate schools staff is required by law to provide the necessary accommodations/modifications delineated in each student's 504 Plan.

If the student has already been evaluated under the IDEIA, but found ineligible for special education instruction or related services under the IDEIA, those evaluations may be used to help determine eligibility under Section 504. Also, if during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEIA, the 504 team will make a referral for assessment under the IDEIA.

ALA Executive Director will ensure that teachers understand the significance of 504 Plans. In addition, the Executive Director will inform teachers of their responsibility to provide any lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. The Executive Director will provide a yearly training on 504 Plans and the responsibilities of all staff to make sure each 504 Plan is implemented correctly.

ELEMENT B - MEASURABLE PUPIL OUTCOMES

“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitude specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both school wide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” Cal.Ed. Code § 47605(b)(5)(B).

Measurable Goals of the Educational Program

ACATL Leadership Academy (ALA) has clearly defined school wide outcome goals in compliance with California Education code sections 47605(b)(5) and 52060(d). ALA will pursue the following school wide and subgroup outcome goals, as measured by multiple and varied benchmark assessments that are aligned to state and federal standards (including the new Common Core) and reflect proficiency measures required by the [selected assessment(s)], as well as applicable state priorities detailed in California Education Code § 52060(d) that apply for the grade levels, served, or the nature of the program operated, by the charter school. For purposes of measuring achievement of these goals, a numerically significant pupil subgroup will be defined as one that meets both of the following criteria:

“(i) The subgroup consists of at least 50 pupils each of whom has a valid test score.

(ii) The subgroup constitutes at least 15 percent of the total population of pupils at a school who have valid test scores.” Cal. Education Code § 47607(a)(3)(B).

The following chart delineates ALA school-wide and subgroup outcome goals and performance targets aligned to the state’s priorities that apply for the grade levels served, or the nature of the program operated, by the charter school, methods for measuring progress and the individual(s) with primary responsibility for each, all aligned with the state's priorities defined in Cal. Ed. Code Section 52060(d). As the State and District finalize new standardized assessment tools (e.g., [assessments]) and new school performance measures (e.g., API), and finalize the format for the new Local Control Accountability Plans as applicable to charter schools, ALA will work with the District to ensure that it creates and updates its plans and goals accordingly. The LCAP shall not

be deemed part of the charter, and therefore, annual amendments to the LCAP shall not be considered a “material revision to the charter” as defined on section 47607. Actions intended to ensure that the school meets these goals and targets are delineated throughout this charter petition (e.g., Element 1: Educational Program: Element 4: Governance and parental involvement; etc.) See the following chart for specific actions their corresponding assessments and the school personnel responsible for their implementation.

The following data process will be applied to all of the goals listed below:

- Executive Director, collaborating with staff, teachers, relatives and students will use the results of these assessments to create an annual and targeted plan for increasing achievement.
- Assessment results, along with other factors, will be included in annual staff and teacher evaluations.
- The ALA Trustee Council will receive, review, and analyze this data when discussing and considering budgetary and staffing recommendations made by the Executive Director.

<u><i>ACHIEVEMENT GOAL #1-BASIC SERVICES</i></u>		
<i>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))</i>		
<i>School Action</i>	<i>Method of Assessment</i>	<i>Person(s) Responsible</i>
<i>100% of teachers will be fully credentialed in the subjects they teach.</i>	<i>California Longitudinal Pupil Achievement Data System (CALPADS) School Accountability Report Card (SARC)</i>	<i>Human Resources Executive Director Professional Development Committee (PDC)</i>
<i>100% of students will have access to standards-aligned instructional material</i>	<i>California Longitudinal Pupil CALPADS SARC</i>	<i>Executive Director Leadership Circle</i>

<i>100% of facilities will be obtained and maintained in good repair.</i>	<i>SARC</i>	<i>Operations Manager</i>

ACHIEVEMENT GOAL #2-IMPLEMENTATION OF COMMON CORE STATE STANDARDS

The charter school will meet or exceed the same accountability standards as district schools regarding the implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency

<i>School Action</i>	<i>Method of Assessment</i>	<i>Person(s) Responsible</i>
<i>56% of students will score “meet or exceed standard” on ELA and 39% on will score “meet or exceed standard” on mathematics.</i>	<i>CAASPP/SBAC CALPADS SARC</i>	<i>Executive Director Leadership Circle Operations Manager Teachers</i>
<i>40% or more students will meet or exceed proficiency in math as measured by the SBAC/CAASPP.</i>	<i>CAASPP/SBAC CALPADS SARC</i>	<i>Executive Director Leadership Circle Operations Manager Teachers</i>
<i>100% implementation of Next Generation Science Standards</i>	<i>Completed A-G course descriptions and lesson plans/curriculum maps CALPADS SARC</i>	<i>Executive Director Leadership Circle Operations Manager</i>
<i>68% of ELs will make one year’s progress in learning English as calculated by AMAOI. 27% of EL that have been in US for less than 5 years, and 54.9% who</i>	<i>CELDT/ELPAC Redesignation Rates CALPADS SARC</i>	<i>Executive Director Leadership Circle Operations Manager</i>

<p><i>have been in US more than 5 years will attain English Proficiency as calculated by AMAO 2.</i></p> <p><i>Of those that are still classified as ELs, no fewer than 12.1% will retain Redesignated Fluent English Proficient (RFEP) status</i></p>		
<p><i>100% of courses will include formative and summative assessments to inform students, teachers, and relatives of student progress towards proficiency.</i></p>	<p><i>Completed A-G course descriptions and lesson plans/curriculum maps</i></p> <p><i>CALPADS</i></p> <p><i>SARC</i></p> <p><i>Progress reports</i></p>	<p><i>Executive Director</i></p> <p><i>Leadership Circle</i></p> <p><i>Operations Manager</i></p> <p><i>Teachers</i></p>

<p><u>ACHIEVEMENT GOAL #3-PARENTAL INVOLVEMENT</u></p> <p><i>The charter school will meet or exceed the same accountability standards as district schools for parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote relative participation</i></p>		
School Action	Method of Assessment	Person(s) Responsible
<p><i>80% of relatives will feel extremely connected and satisfied with their experience at ALA.</i></p>	<p><i>Annual Survey</i></p>	<p><i>Executive Director</i></p> <p><i>Operations Manager</i></p> <p><i>Academic Counselor</i></p>
<p><i>70% of parents will be active members in the structured leadership opportunities listed in Leadership Development such as:</i></p> <p><i>ALA Trustee Council</i></p> <p><i>ALA Leadership Circle</i></p> <p><i>ALA Relative Leadership Circle (all including Relative participation)</i></p> <p><i>English Language Advisory</i></p>	<p><i>SARC</i></p> <p><i>ALA Trustee Council Reports, Agenda and Minutes</i></p> <p><i>Attendance Forms</i></p>	<p><i>Executive Director</i></p> <p><i>ALA Trustee Council</i></p>

<i>Committee (projecting to have 30+ students whose home language is Spanish)</i>		
<i>Conduct regular LCAP community review and input forums with 80% participation rate.</i>	<i>SARC ALA Trustee Council Reports, Agenda and Minutes Sign-in sheets Surveys</i>	<i>Executive Director ALA Trustee Council</i>

<u>ACHIEVEMENT GOAL #4-STUDENT ACHIEVEMENT</u>		
<i>The charter school will meet or exceed the same accountability standards as district schools for pupil achievement, as measured by all of the following, as applicable:</i>		
<ul style="list-style-type: none"> <i>A. CA Measurement of Academic Progress and Performance on statewide assessment (as available)</i> <i>B. The Academic Performance Index (API) (as available)</i> <i>C. Percentage of pupils who are college and career ready</i> <i>D. Percentage of ELs who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC)</i> <i>E. EL reclassification rate</i> <i>F. Percentage of pupils who have passed on AP exam with a score of 3 or higher</i> <i>G. 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</i> 		
<i>School Action</i>	<i>Method of Assessment</i>	<i>Person(s) Responsible</i>
<i>Implement California State Board of Education’s accountability system, once established (in process as of date of submission of ALA Charter Petition)</i>	<i>SARC ALA Leadership Circle ALA Trustee Council Reports, Agenda and Minutes</i>	<i>Executive Director Leadership Circle</i>

<p><i>56% of students will score “meet or exceed standard” on ELA and 39% on will score “meet or exceed standard” on mathematics.</i></p>	<p><i>SBAC/CAASPP CALPADS SARC</i></p>	
<p><i>100% of course descriptions to be written, submitted and received A-G approval</i></p>	<p><i>UC approval of courses</i></p>	<p><i>Executive Director Leadership Circle Academic Counselor</i></p>
<p><i>100% of teachers will attend course descriptions A-G approval trainings</i></p>	<p><i>Staff attendance at training</i></p>	<p><i>Executive Director Leadership Circle Academic Counselor</i></p>
<p><i>At least 61% in ELA and at least 33% in Math of 11th graders will be ready for college as measured by their EAP status of “ready” or “conditionally ready”</i></p>	<p><i>Local Control Accountability Plan (LCAP) EAP</i></p>	<p><i>Executive Director Leadership Circle Operations Manager Director of Leadership Development and Career Readiness</i></p>
<p><i>68% of ELs will make one year’s progress in learning English as calculated by AMAO1. 27% of EL that have been in US for less than 5 years, and 54.9% who have been in US more than 5 years will attain English Proficiency as calculated by AMAO 2. Of those that are still classified as ELs, no fewer than 12.1% will retain Redesignated Fluent English Proficient (RFEP) status.</i></p>	<p><i>CELDT/ELPAC Redesignation Rates CALPADS SARC</i></p>	<p><i>Executive Director Leadership Circle Operations Manager</i></p>

ACHIEVEMENT GOAL #5-STUDENT ENGAGEMENT

The charter school will meet or exceed the same accountability standards as district schools regarding 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

School Action	Method of Assessment	Person(s) Responsible
Maintain and sustain a minimum 93% average daily attendance as measured by independent study policy and procedures.	CALPADS SARC	Executive Director Leadership Circle Operations Manager
Chronic absenteeism will reduce by 1% each year	CALPADS SARC	Executive Director Leadership Circle Operations Manager
Increase high school graduation rate by 2% each year	CALPADS SARC	Executive Director Leadership Circle Operations Manager
Decrease high school drop out rate by 1% each year	CALPADS SARC	Executive Director Leadership Circle Operations Manager

ACHIEVEMENT GOAL #6-SCHOOL CLIMATE

The charter school will meet or exceed the same accountability standards as district schools regarding school climate, as measured by all of the following, as applicable:

- A. Pupil suspension rates
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety

<i>and school connectedness</i>		
<i>School Action</i>	<i>Method of Assessment</i>	<i>Person(s) Responsible</i>
<i>Suspension rate will decrease by 1% and decrease expulsions by 20%</i>	<i>CALPADS SARC</i>	<i>Executive Director Leadership Circle Operations Manager Teachers</i>
<i>80% of students will feel physically and psychologically safe as measured by the Healthy Kids Survey.</i>	<i>California Healthy Kid Survey CALPADS SARC</i>	<i>Executive Director Leadership Circle Operations Manager</i>
<i>90% of staff will feel valued, connected and respected by the ALA community.</i>	<i>Staff survey</i>	<i>ALA Trustee Council Executive Director</i>

ACHIEVEMENT GOAL #7-COURSE ACCESS

The charter school will meet the same standards district schools are held to regarding 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. Such a broad course of study includes the following, as applicable:

Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and Career Readiness and Technical Education. (E.C. §51220(a)-(i)).

<i>School Action</i>	<i>Method of Assessment</i>	<i>Person(s) Responsible</i>
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<i>The percent of graduating students meeting their CSU/A-G requirements will increase by at least 2%.</i>	<i>CALPADS</i>	<i>ALA McKinney-Vento Liaison ALA Trustee Council</i>
<i>100% of students will have access to standard based instructional material</i>	<i>CALPADS SARC</i>	<i>Director of Academic and Career Readiness</i>
<i>Provide Special Education classes aligned with supplementary aids, services and other supports as well as Special Education and related services as defined in the IEP for 100% of students who have an IEP.</i>	<i>CALPADS Annual IEP meeting, Triennial IEP meeting and progress on IEP goals.</i>	<i>Student Support Specialist</i>
<i>The percentage of A, B, and C grades in courses required for graduation will increase by at least 2%.</i>	<i>Student Information System</i>	<i>Executive Director Academic Counselor Leadership Circle Operations Manager</i>
<i>Number of students receiving their Seal of Biliteracy will increase by 5% each year.</i>	<i>CALPADS Student Information System</i>	<i>Executive Director Academic Counselor Leadership Circle Operations Manager</i>
<i>Increase enrollment in CTE and VAPA by 2% each year.</i>	<i>Local Control Accountability Plan (LCAP) SARC</i>	<i>Executive Director Leadership Circle</i>

ACHIEVEMENT GOAL #8-STUDENT PERFORMANCE

All students will demonstrate appropriate developmental or age/grade level mastery of State and National standards (see <http://www.cde.ca.gov/be/st/ss/> and www.corestandards.org) and aligned with the state's priorities detailed in California Education Code Section §51220 (grades 7-8). Individual

performance goals will be established for each student at the beginning of each year based on his/her baseline benchmark assessments, past academic performance, special needs/IEP, and other available data as measured by all of the following, as applicable:

- A. Internal Assessment*
- B. Growth*
- C. Social Responsibility*

<i>School Action</i>	<i>Method of Assessment</i>	<i>Person(s) Responsible</i>
<i>Creation, implementation, monitoring and update of Individual Learning and Living Plan (ILLP) and Student Assessment Accessibility Profile (ISAAP) for 100% of students enrolled</i>	<i>Student Information System</i>	<i>Executive Director Academic Counselor Leadership Circle Operations Manager Student Support Specialist</i>
<i>Review, update and implementation of Individualized Education Plan (IEP) for 100% of students served under special education</i>	<i>Data collected for the following: Annual IEP Team meeting, Triennial IEP Team meeting, general IEP Team meeting and progress on IEP goals.</i>	<i>Executive Director Student Support Specialist</i>
<i>Increase number of students completing community service hours before senior year will increase 5% each year</i>	<i>Student information system</i>	<i>Executive Director Operations Manager Leadership Circle</i>

ELEMENT C – METHODS OF ASSESSMENT

“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.” Cal. Ed. Code § 47605(b)(5)(C).

ALA shall adhere to all state testing requirements, including provision of AB 484/2012 and any revision of Education Code that are applicable to charter schools. As established in the previous section ALA will be utilizing diverse assessments that are aligned with the curriculum and instructional program, complaint with state expectations. They will be administered according to the assessment cycle below.

ALA Personalized Method for Measuring Student Outcomes

ALA takes pride in the individualized lens with which our system will track, monitor, and respond to each student’s academic, personal, behavioral and social-emotional growth. The following individualized process allows ALA to connect and identify student and family strengths and needs:

- Applicant interview during which academic, behavioral, attendance, and social-emotional profile are reviewed;
- Assessments including English Language Development (ELD), Literacy/Numeracy, Risk and Resiliency, Family Needs Assessment, Individual Student Assessment Accessibility Profile, and career interest inventories;
- Development of an Individual Learning and Living Plan (ILLP). The ILLP is used to establish, implement, monitor and evaluate student personal and academic goals; and
- The Student Assessment Accessibility Profile (ISAAP) provided by the Smarter Balanced assessment system determines designated supports and accommodations for all students including ELD students and those with an IEP and those with a 504 Plan.

Students and relatives will be informed of progress regularly. If a student is failing a course we will offer Personal Academic Intervention Supports (PAIS). In PAIS, the staff works with students to identify reasons for failing grades and create a plan of action to ensure success.

How We Will Measure Our Success		
<p>Academic Outcomes</p> <p>CAASPP/SBAC</p> <p>-ELA and Math (11th grade)</p> <p>CELDT/ELPAC (all grades)</p> <p>California Standards Test</p> <p>-Science (10th grade)</p> <p>-CELDT/ELPAC (all English Learners)</p> <p>-Standards-based Test in Spanish (STS) for all students in the US less than 12months, whose primary language is Spanish.</p> <p>-ALA selected formative and summative assessments</p> <p>Project-based learning and community impact of projects (rubric)</p>	<p>Healing/Health</p> <p>FITNESSGRAM (9th grade)</p> <p>Social Emotional Growth</p> <p>Risk and Resiliency</p> <p>Student reflection of Circles/Circulos</p> <p>Progress as measured in ILLP</p>	<p>Youth Leadership Development</p> <p>Experiential learning and project completion in community</p> <p>Community service hour completion</p> <p>Student portfolios</p>
<p>Career Readiness</p> <p>WorkKeys</p> <p>EAP</p> <p>Industry recognized certification</p> <p>Completed internships</p>	<p>Relative and Community Engagement:</p> <p>Partnerships with Community Agencies</p> <p>Relative satisfaction and involvement</p>	<p>Leadership and Operations:</p> <p>Budgets and Reserves</p> <p>Community Engagement</p> <p>Engaged staff</p> <p>Staff satisfaction survey</p> <p>Evaluations</p>

Use of Data

While the Executive Director will have primary responsibility for overseeing all student achievement data, analysis, and reporting, all staff and teachers will receive intensive training on how to use student achievement data to inform instructional and organizational decision making.

Additionally, all staff will receive training to effectively use our selected student information system, such as Illuminate, and other online systems to analyze trends, identify and monitor significant changes, and track individual student growth over time. Staff will also use these systems to evaluate specific, aggregated and disaggregated groups of students, measure performance on the state tests, and school-based growth data and authentic assessments to assess the whole school from year-to-year. Consistent data analysis will also include attendance, suspension, and graduate completion rates. ALA will survey major stakeholder groups (relatives, students and teachers) annually about our effectiveness and opportunities for improvement. This data will be used by school leaders and staff to identify strengths, identify challenges, and as part of teacher evaluations. All results will be reported to the Board and school community to ensure transparency and accountability.

Relative involvement and commitment to this rigorous academic school is necessary if their student's are to succeed. We expect them to be actively involved in supporting their student's education. Dialogue with the teacher and Director will be ongoing for relatives as they support their student through each academic year. At student-led conferences, and during exhibitions relatives review the progress of their student, sharing and discussing test scores, projects, schoolwork, and areas for improvement. At ALA relative meetings, home and school strategies will be discussed so that the student has the best chance of continuously improving his/her performance.

Our educational philosophy, curriculum, and anticipated student outcomes are founded on our experience working with youth. We understand the commitment and academic rigor, relevancy and relentless support that need to be maintained in order for students to achieve academic success. Once a student realizes that they are capable they become confident, insightful, and inspired learners and leaders who use their POWER.

Every Student Succeeds Act (ESSA)

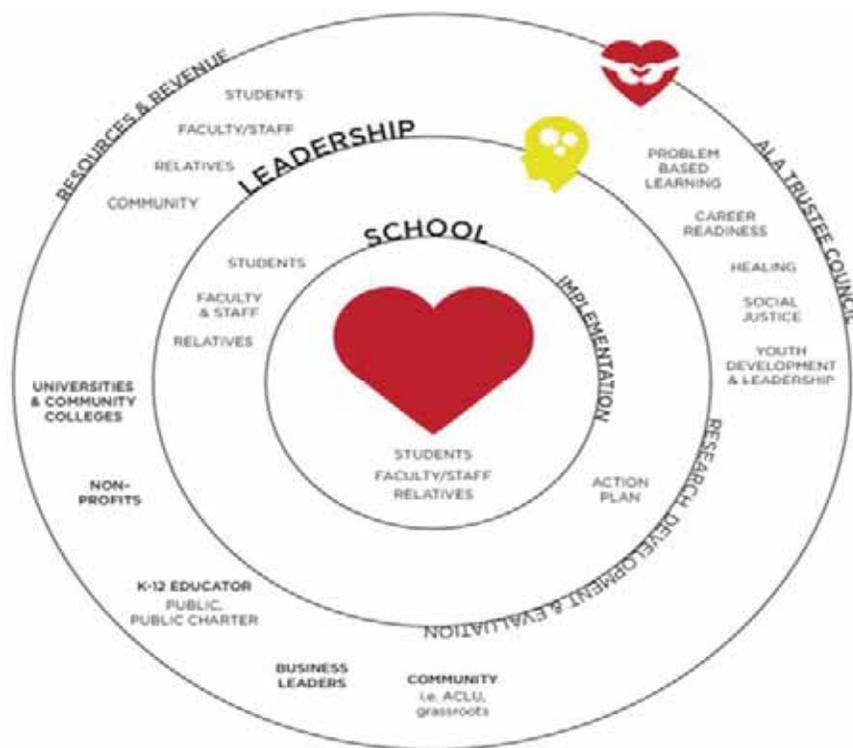
The Every Student Succeeds Act (ESSA) the newest authorization of the Elementary and Secondary Education Act was approved and became law in 2015. The ESSA State Plan becomes operational in the 2017-2018 school year. California will use the 2016–2017 school year to transition from the current separate state and federal processes for planning, accountability, and support systems into a single system starting in the 2017–18 school year. ACATL Leadership Academy (ALA) will participate and implement all required elements for both general education

students and special education students included in the ESSA as directed by the California Department of Education.

ELEMENT D - GOVERNANCE

The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement Ed. Code § 47605(b)(5)(D).

ACATL Leadership Academy (ALA) is a Non-profit 501(c)(3) with approved articles of incorporations, and the Bylaws being finalized at the time of submission of this petition. A draft of our Bylaws can be found in the appendices. ALA will be a community-based educational system with a governance structure founded on the concept of distributive leadership referred to as our “Supportive Circles for Growth” (see chart below). ALA has created a governance structure of nested community groups where responsibility flows throughout, with each circle having clear roles and responsibilities. These communities are (from the inside out): ALA’s Heart, ALA’s Professional Development Circle (PDC), ALA’s Leadership Circle (ALC), and ALA’s Trustee Council (ATC). The ALA Trustee Council serves as the school’s governing Board of Directors. The Executive Director, and ALA staff, are responsible for day-to-day operations, hiring and evaluation staff and reporting to the ATC (please see organization chart).



The ALA Trustee Council

The ALA Trustee Council (ATC) serves in the same capacity as traditional school boards. In the organizational chart below, the ATC is represented by the symbol of two arms wrapped around the heart (representing our students and community). We chose this symbol as the role of the ATC, to ultimately protect and guide the mission and vision of ALA through strategic planning; adopting policies that meet legal requirements and set priorities to meet and support ALA's core experiences; hire and evaluate the Executive Director ; adopt and oversee the annual budget; and make data driven decisions to promote student achievement. The ATC will also approve reports mandated by the State of California, the Department of Education, and any other funding agencies.

The ATC's work will focus on fiduciary governance (harvesting of assets, legal compliance), strategic governance (evaluation and organizational impact), and generative governance (ensure mission alignment). Council members will participate in a comprehensive board development retreat to receive governance training (including training on the Western Association of Schools and Colleges accreditation process) that includes how to follow the Brown Act. Staying true to the concept of shared leadership and shared decision-making, strategic planning for the school will be led by the ATC with participation from the ALA Executive Director, staff, teachers, relatives and students. A full-day strategic planning retreat will be held, before the start of each school year, and will be open for all stakeholders to attend.

Designated Trustees and Terms

The number of trustees shall be no less than five (5) and no more than seven (7), unless changed by amendments to these bylaws. The Trustee Council will be comprised of trustees of diverse backgrounds, genders and ethnicities, including at least two (2) relatives of students currently enrolled in ACATL Leadership Academy, and three (3) community members (from a university and/or community college, non-profit, K-12 education, a business leader, or a community leader). There will be one (1) designated student representative who will update the Council as to matters that are important to the students of ACATL. This student will not serve as voting member. All trustees shall have full voting rights, including any representative appointed by the charter authorizer as consistent with Education Code Section 47604(b). If the charter authorizer appoints

a representative to serve on the Trustee Council, the Trustee Council may appoint an additional trustee to ensure an odd number of Council members. All trustees, except for the representative appointed by the charter authorizer, shall be designated by the existing Trustee Council. Except for the initial Trustee Council, each trustee shall hold office unless otherwise removed from office in accordance with these bylaws for two (2) years and until a successor trustee has been designated and qualified. Terms for the initial Trustee Council shall be staggered with 3 seats serving a 2 term and 2 seats serving a 2 term. Each trustee shall hold office for two (2) years and until a successor trustee has been designated and qualified. Trustees may serve up to two (2) consecutive terms. Trustees must take a one (1) year hiatus, after completing two (2) consecutive terms, if they choose to return to the ATC.

Nomination Process

Trustees shall be nominated by the Leadership Circle and/or Trustee Council based on the nominees proven record of supporting ACATL Leadership Academy or aligning with the mission and vision of ACATL Leadership Academy. Once nominated, the nominee must submit an application to the Council. Nominees nominated by the Council shall be nominated, with voting to be held by the ATC. For purposes of nominating a candidate to serve on the Council, the Chairman of the Trustee Council or, if none, the President will appoint a committee to designate qualified candidates for appointment to the Trustee Council at least thirty (30) days before the date of any election of trustees. 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 Trustee Council may set and the Secretary shall forward to each trustee, with the notice of meeting required by these bylaws, a list of all candidates nominated by committee.

ALA's Leadership Circle

The ALA Leadership Circle will be comprised of elected leaders from each of the community circles. ALA will strive to utilize consensus decision-making through meetings we will call Circles, in which employees, students, and relatives will work together as a community, challenging each other through critical dialogue, respecting the voices of all members, while honoring the teachings of those no longer with us. Community Circles will be created and maintained by students, faculty, operations/personnel, directors and coordinators, and relatives whom will govern, address critical issues, as well as to creatively and collectively build our school and community. Each community circle will focus on the needs of the group and will monitor and

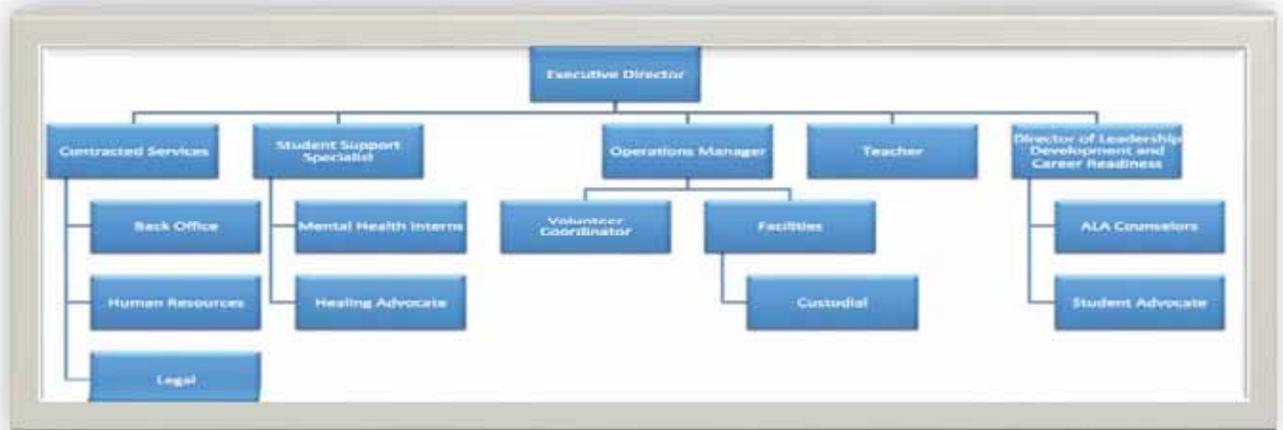
evaluate the program and its impact on student learning and community. If a Circle identifies a needed change, ideas will be generated and pushed to the ALA Leadership Circle.

ALA’s Professional Development Circle

ALA’s Professional Development Circle (PDC) will be comprised of school leaders, teachers, staff, students, relatives, and community. Staff hiring, dismissal and evaluation is the responsibility of the Executive Director. The role of the PDC is to support the professional development of all staff. The PDC will be responsible for creating, implementing, and monitoring both school-wide and individualized professional development plans that will address individual strengths and meet the needs and priorities of staff. The PDC will provide individualized professional development and peer mentorship. All staff will be exposed to required competencies and learn to assess their gaps in building a development plan that will be reviewed by the council. ALA’s PDC will ensure fair and equitable staff professional development and leadership development opportunities.

ALA’s Heart

The Heart of ALA is our school community and our four core learning experiences of healing, Career Readiness and Technical Education, problem-based learning, and leadership development fulfilled through culturally responsive practices. The Heart is where the work and implementation of our educational program takes place. At the Heart of our school is our students, relatives, staff and community. The ALA Trustee Council, the ALA Leadership Circle, and the Professional Development Circle exist to serve the Heart so that transformation is possible.



ELEMENT E - EMPLOYEE QUALIFICATIONS

The qualifications to be met by individuals to be employed by the school,- California Education Code Section 47605(b)(5)(E)

ALA Human Resources Philosophy

ACATL Leadership Academy (ALA) is a transformational educational system for students, relatives, community and staff. We want students and staff to attain self-actualization as described in Abraham Maslow's motivational framework known as the "Hierarchy of Needs." ALA seeks to create a professional environment where staff are fulfilled and can reach their potential to embody truth, wisdom and justice in their words and actions while exhibiting great empathy for students, all ALA members, and one another. ALA staff will participate in community and outreach programs that are aligned with our school's goals, mission, and vision. This will create a positive and exceptional professional learning community where transformation is assured.

ALA's Human Resource's vision is to recruit the best traditional and nontraditional educators to utilize their knowledge and experience to develop next-generation leaders. Traditional educators will meet the "highly qualified educator" descriptors, having attained their bachelor's and/or master's degrees along with teaching and/or administrative credentials. Our nontraditional educators will provide healing, arts, mentoring, leadership development and career readiness and technical education for a culturally rich and diverse learning environment for students, relatives, and community. Hiring staff that embrace and are committed to our core promises, mission, vision, and community is critical to ALA's success. It is essential that our staff espouse bi-literacy, community, and culturally responsive pedagogy.

Once staff is hired, they will enter a work and learning environment that ensures their physiological, safety, esteem and social needs are being met so they can work from a place of self-actualization where they are highly engaged and motivated. To overcome a major barrier, the shortage of teachers on the rise nationally, our system will produce an environment of respect, trust, loyalty, and commitment reducing staff turnover and eliminating vacancies. Since the committed staff have a voice in their organization, ALA members (employees, students, relatives) will collaborate as a community, challenging each other through critical dialogue and respecting the voices of all members. ALA will strive to utilize consensus decision-making through

community circles to govern, address critical issues, and to creatively and collectively build our school community.

ACATL Leadership Academy (ALA) will employ a staff of professionals committed to upholding the highest expectations for each student and to providing a rigorous educational program. All staff members will be committed to ALA's goals, mission, and vision and actively participate in its implementation in the classroom and community.

Legal Assurances

ALA shall recruit professional and qualified personnel who believe in the philosophy of the school for all staff positions. In accordance with Education Code 47605(d), ALA shall be nonsectarian in its employment practices and all other operations. ALA Trustee Council shall not discriminate against any individual (employee or pupil) 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 or association with an individual who has any of the aforementioned characteristics).

Certificated and non-certificated staff will meet the requirements for employment as listed in California Education Code section 47605(l) and the applicable provisions of the Every Student Succeeds Act (ESSA). ALA will comply with all State and federal laws concerning the maintenance and disclosure of employee records and with all State and federal mandates and legal guidelines relative to ESSA.

All employees should possess the personal characteristics, knowledge, and relevant experience consistent with the responsibilities and qualifications identified in the posted job description as determined by the ALA.

ALA will comply with all applicable state and federal laws regarding background checks and clearance of all personnel. ALA will comply with Education Code 44237 and 45125.1 regarding the requirement to fingerprint and obtain background clearance of employees and contractors. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. ALA's Human Resources shall monitor compliance with this policy and report to the

Trustee Council on a quarterly basis. The human resources department will keep updates on the fingerprinting and background clearance of all staff.

Prior to employment, each employee must have a physical examination and Tuberculosis (TB) test clearance as required by state and federal regulations and a drug screen by a doctor/clinic designated by ALA prior to the first day of employment. All positions will be subject to a background/education check, DMV check, check with the Non-Sexual Offender Register, exclusion and debarment checks prior to hiring and periodically throughout employment as required by various funding sources.

Staff Recruitment

ACATL Leadership Academy's (ALA) ideal candidate has a demonstrated interest and experience in problem-based learning, social justice, community organizing, leadership development, healing (Trauma Informed Care and Restorative Practices) and career readiness. We seek to employ the most highly qualified and appropriate person available for each open position in order to carry out the school's mission and vision. Candidates are recruited for open positions based on an assessment of the school's needs for specific skills, knowledge, and abilities in compliance with ESSA requirements. A job description that accurately describes all essential and marginal functions and duties of each position will be created.

Job postings are disseminated through various methods to ensure a wide range of candidates. Various methods may include participating in recruitment fairs and educational conferences, developing university contacts, establishing a student teacher program at the site, advertising in newspapers and professional journals, and postings on websites such as the California Administrator's Association, Ed-Join, and various community events.

Prior to our first academic year (2018-2019), the Executive Director will be recruited, interviewed and selected by ALA's founders. Future potential candidates to this position will, in turn, follow the same recruitment and selection process.

The ALA Executive Director is hired by and reports to the ALA Trustee Council. The Executive Director should have demonstrated successful school leadership experience and a comprehensive educational vision that is consistent with the mission of ALA and its educational program. In addition, the Executive Director should possess skills in selecting and supervising teachers,

technology and data analysis, a deep knowledge of the WASC process, and business and facilities management. Experience in a school serving a high-risk urban population, including minority students, is required. Teaching experience, a California administrative credential and a Master's degree are required. Experience in community organizing, capacity building, consensus building and creating partnerships are desirable, as are grant writing experience and fluency in Spanish.

In addition to the Executive Director, we anticipate hiring an Operations Manager, Student Support Specialist and adequate certificated and non-certificated staff, dependent on student enrollment and student need. ALA will hire to complete our organizational chart as appropriate and proportionate to enrollment within the first five years of the school's existence. Teacher's must have their Bachelor's degree or higher, a clear California Teaching Credential at hire, or within two (2) years of employment, CLAD or BCLAD certification, a commitment to social justice, knowledge of WASC, Common Core standards, and a commitment to ALA's mission.

The Executive Director is responsible for overseeing the selection procedures that identify the best possible candidate for each position based on screening processes, interviews, observations, and recommendations from previous employers. Interviews will be conducted, as appropriate, to rank candidates and recommend finalists. All discussions and recommendations are confidential in accordance with law. During job interviews, applicants may be asked to describe or demonstrate how they will be able to perform the duties of the job. ALA staff will make no inquiry with regards to any category of discrimination prohibited by state or federal law.

The Executive Director is responsible for making final staffing recommendations to the ALA Trustee Council. The ATC will review and approve all personnel actions.

ELEMENT F - HEALTH AND SAFETY

The procedures that the school will follow to ensure the health and safety of the pupils and staff. These procedures shall include the requirement that each employee of the school provide the school with a criminal record summary as described in Section 44237. California Education Code Section 47605(b)(5)(F)

To ensure the health and safety of pupils and staff, ACATL Leadership Academy (ALA) will adopt and implement a comprehensive set of health, safety, and risk-management policies in consultation with insurance carriers and risk management experts prior to the school's opening. A full draft will be provided to the District for review at least 30 days prior to operation.

These policies will be incorporated as appropriate into the ALA's student and staff handbooks and will be reviewed on an ongoing basis by the staff and the ALA Trustee Council, in consultation with families. The handbooks will be distributed to all staff and families and available in English and student home language.

Procedures for Background Checks

Employees and contractors of ACATL Leadership Academy (ALA) will be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. All new employees must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Executive Director of ALA Schools shall monitor compliance with this policy and report to ALA Trustee Council on a quarterly basis. ALA human resources will monitor background clearance of the Executive Director. All fingerprinting and background clearance shall be monitored and reviewed by human resources. All volunteers shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

Role of Staff as Mandated Child Abuse Reporters

All non-certificated and certificated staff will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the District.

TB Testing

Faculty and staff will be tested for tuberculosis prior to commencing employment and working with students as required by Education Code Section 49406. No student or relative volunteer shall be required to pay for testing.

Immunizations

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

Medication in School

ACATL Leadership Academy (ALA) will adhere to Education Code Section 49423 regarding administration of medication in school.

Vision, Hearing, and Scoliosis

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

Diabetes

ACATL Leadership Academy (ALA) will provide an information sheet regarding type 2 diabetes to the relative or guardian of incoming students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:

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

Emergency Preparedness

ACATL Leadership Academy (ALA) School will adhere to an Emergency Preparedness Handbook drafted specifically to the needs of the school site in conjunction with law enforcement and the Fire Marshall prior to the school opening. This handbook will include, but not be limited

to the following responses: fire, flood, earthquake, lockdown, hostile intruder situations, and other natural disasters. If the ALA school facility was used prior as a school site, any existing emergency preparedness plan for the school site shall be used as a starting basis for updating the handbook for ALA. If the building has not been used as a school site prior to ALA, the school will design its own Emergency Preparedness Handbook. All staff will be trained on emergency preparedness procedures, including appropriate "first responder" training or its equivalent.

CPR Training

All instructional staff and school leadership will be CPR and first aid certified.

Blood borne Pathogens

ACATL Leadership Academy (ALA) shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the workplace. ALA has established a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus ("HIV") and hepatitis B virus ("HBV"). Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Drug Free/Alcohol Free/Smoke Free Environment

ACATL Leadership Academy (ALA) shall function as a drug, alcohol, and tobacco free workplace.

Facility Safety

ACATL Leadership Academy (ALA) 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. ALA agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at the facility to ensure that they are maintained in an operable condition at all times.

ALA shall conduct fire drills monthly and in conjunction with the district (if using district facility) as required under Education Code Section 32001 and in conjunction with the SUHSD. ALA shall obtain a certificate of occupancy before the start of school.

Comprehensive Sexual Harassment Policies and Procedures

ACATL Leadership Academy (ALA) is committed to providing a school that is free from sexual harassment, as well as any harassment based on such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. ALA has developed a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at ALA (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 ALA's sexual harassment policy.

Health Care and Emergencies

ACATL Leadership Academy (ALA) recognizes the importance of taking appropriate action whenever an accident or illness threatens the safety, health, or welfare of a student at school or during school-sponsored activities. To facilitate immediate contact with relatives when an accident or illness occurs, ALA will require relatives to furnish the school with current contact information.

ELEMENT G - MEANS TO ACHIEVE RACIAL & ETHNIC BALANCE

“The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” CA Ed. Code § 47605(b)(5)(G).

ACATL Leadership Academy (ALA) will not charge tuition and 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 or association with an individual who has any of the aforementioned characteristics).

Initial recruitment for ALA will take place in public spaces in the community of San Ysidro. The founding team will canvas local shopping centers, community organizations, places of worship, and apartment complexes in search of students and families interested in enrolling as high school students to obtain their high school diploma. Timelines and procedures as well as fliers with the same information will be posted and distributed in public settings in the community of San Ysidro and its neighboring areas. Thereafter, ALA will recruit students by word of mouth and referrals

from local schools such as San Ysidro Middle School, San Ysidro High School, Southwest Middle School, and Southwest High School. Local assistant principals and counselors will be invited to identify students who would benefit from a small school setting, individualized and flexible scheduling with extensive systems of support. ALA will begin recruitment by notifying district personnel of the open enrollment period. Enrollment periods will begin approximately 4-6 weeks prior to the beginning of a new session for the duration of approximately 2 weeks and will accept new students 4 times throughout the school year. If the enrollment window does not provide enough students to fill the school to capacity an extension will be granted until capacity is reached.

Community Outreach Activities

Community outreach activities will include: informing leaders and their constituents and clients of ACATL Leadership Academy's (ALA) purpose, programs, and services; actively engaging with the community to understand the needs, questions, and concerns of community members; and fostering an ongoing mutually beneficial relationship with other organizations that are serving the community. Such organizations include Casa Familiar, Southwestern Community College, San Diego State University, and the Urban Leadership Development Institute (letters of commitment and support in Appendices).

These organizations will assist in the outreach process and may provide opportunities to conduct workshops with prospective students at their facilities. In addition to utilizing the existing structures of organizations that serve the community, school leadership will publicize ALA to potential students and relatives at community events, fairs, festivals, through its website and other relevant online media (ALA's Community Outreach Plan can be found in Appendices).

ELEMENT H - ADMISSIONS REQUIREMENTS

Admission requirements, if applicable. CA Ed. Code § 47605(b)(5)(H).

ALA is a public charter school committed to equal opportunity, is non-sectarian, and employs no admissions exams or special admissions requirements. ALA will open its doors and its heart to all residents on a nondiscriminatory basis without regard to race, color, national origin, disability, creed, sex, gender, sexual orientation, nationality, race, ethnicity, behavior, age, ancestry, religion, proficiency in English language or academic achievement. ALA will achieve racial and ethnic balance among its pupils in a way that is reflective of the community by recruiting from all schools in within the district and beyond.

Students can come from any school district, but if the number of pupils who wish to attend ALA exceeds the school's capacity, admission (except for existing pupils of ALA) shall be determined by a public random drawing with preference given to students residing in the Sweetwater Union High School District, siblings of current students and children of staff, without exceeding 10% of the student population. The random drawing will be held at the school in a public space where all potential students and parents can be present to ensure transparency and fairness. An uninterested party will conduct the process of the drawing. Parents will not need to be present to participate. Anyone chosen in the drawing will have three days to accept their spot or a waitlisted participant will be offered their spot. The random public drawing will also establish ALA's waitlist. Students will be notified of their placement in ALA as soon as a spot is available for them and they are ready to attend.

Upon enrollment students and families of ALA, will participate in a comprehensive new student conference to review individualized student needs and create an academic plan with a member of the ALA administrative team. During this conference, the students' academic and behavioral history will be reviewed as well as a comprehensive student and family needs assessment along with planning goals for the future post-secondary plans. Potential students are introduced to school-wide expectations and core values.

ELEMENT I - ANNUAL FINANCIAL AUDIT PROCESS

“The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. CA Ed. Code § 47605(b)(5)(I)”

Accountability & Annual Audit

Sweetwater Union High School District and the ACATL Leadership Academy (ALA) Trustee Council will review the fiscal integrity of ALA in order to ensure that sound financial procedures are in place and are being followed. The adherence to these best practices by ALA is a condition for the continuance of the charter.

An annual audit of the books and records of ALA shall be conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records of ALA shall be kept in accordance with generally accepted accounting principles and as required by applicable law, and the audit shall employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of ALAs as published in the State Controller’s K-12 Audit Guide.

ALA’s Trustee Council shall select an independent auditor. The auditor shall have, at a minimum, a CPA and educational institution audit experience and shall be included on the State Controller’s list of approved education auditors. To the extent required under applicable federal law, the audit scope shall be expanded to include items and processes specified in applicable federal Office of Management and Budget (“OMB”) Circulars. The audit shall be conducted in accordance with the requirements described within the State Board of Education Regulations and contained in the State Controller’s approved audit guide as applicable to ALA.

It is anticipated that the annual audit will be completed within four months of the close of the fiscal year. ALA assures that funding will be allocated in the budget to cover the cost of the audit, and that a copy of the auditor’s findings will be forwarded to the District, the Superintendent of Schools, the State Controller, and to the California Department of Education by December 15th each year. ALA’s Executive Director along with the Director of Operations will review any audit

exceptions or deficiencies and report to the School Board with recommendations on how to resolve them. ALA's Trustee Council will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District with an anticipated deadline. Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process described in this section of the Charter. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (EAAP) in accordance with applicable law. The independent financial audit of ALA is public record to be provided to the public upon request.

ELEMENT J - SUSPENSION AND EXPULSION:

“Procedures by which pupils can be suspended or expelled.” CA Ed. Code § 47605(b)(5)(J).

Trauma Informed and Restorative Practices Leading to Transformation

ACATL Leadership Academy (ALA) recognizes that students, relatives, and community have experienced trauma that causes individual and intergenerational pain. It is this pain that permeates despair resulting in perceptions, beliefs, and actions that prevent the development of healthy, wholehearted individuals. ALA acknowledges and embraces individual and collective trauma without judgment or accusation allowing the healing process to begin. The healing process at ALA is through Restorative Practices, and the acknowledgment and acceptance of individual and collective POWER (Potential, Ownership, Wisdom, Expectations, Respect), which results in a transformation of self and community. The process begins when students and their relatives are considering ALA and deepens throughout their time in our educational system.

The community agreements of POWER will promote learning, empathy, and personal growth as well as protect the safety and well being of all students and staff. When these agreements are broken it may be necessary to suspend a student from regular classroom instruction. While ALA does not believe in excessively punitive policies such as expulsion, the criteria for suspension and expulsion of students at ALA will be consistent with the district, state, and federal laws that apply to ALA. ALA will have in place culturally and developmentally relevant healing systems of support that will proactively prevent all students from a recommendation for expulsion. Except where suspension for a first offense is warranted in accordance with law, suspension shall be imposed only when other means of correction fail to bring about proper conduct. (Education Code 48900.5)

Consistent with the ALA shared leadership model, the school community will contribute to the governance of the school, including the formation of specific community agreements which includes suspension and expulsion procedures that comply with constitutional standards of due process. The ALA Trustee Council and Leadership Circle will review these agreements, policies and procedures annually.

Due Process

ALA will provide due process hearings in conformity with the requirements of state and federal law regarding discipline, special education, confidentiality, and access to records. ALA shall provide for the fair and equitable treatment of students facing suspension and expulsion by affording them their due process rights under the law. The Executive Director or designee shall comply with procedures for notices and appeals as specified in administrative regulation and/or law. (Education Code 48911, 48915, 48915.5) Policy and its Procedures will be distributed as part of the Student Handbook and will clearly describe discipline expectations, including a description on how it will be updated and maintained. Corporal punishment shall not be used as a disciplinary measure against any student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

When possible, the suspended student will serve an in-school suspension. ALA recognizes that traditional suspension is a punitive strategy that has damaged the lives of all students; particularly special education students, non-white students, low-income students, and their relatives. ALA understands that due to this reality, and the fact that many students do not have supervision at home during school hours, having the suspended student on campus to further their development will be a more inclusive and restorative strategy. ALA shall establish a supervised suspension program that meets the requirements of law for students suspended for any of the reasons enumerated in Education Code 48900 and 48900.2, who pose no imminent danger or threat at school.

ALA Leadership Circle will examine alternatives to off-campus suspension and will establish a suspension program that involves progressive restorative discipline during the school day on and off campus; use of conferences between staff, relatives and students; LIST or other assessment-related teams; and/or referral to school support services staff. The use of such alternatives does not preclude in home suspensions.

This process will provide relatives and students with an opportunity to exercise restorative and transformative practices. The ultimate purpose of the suspension and expulsion procedures will be to ensure a safe and effective learning institution where personal wisdom and empathy is

developed. Successful procedures will provide for due process, be specific and concrete, and be supported by the school community.

The Executive Director or designee may suspend a student from school for not more than five consecutive school days unless the suspension is extended pending expulsion. (Education Code 48911)

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at anytime including but not limited to:

- a) While on school grounds
- b) While going to or coming from school
- c) During the lunch period, whether on or off the school campus
- d) During, going to, or coming from a school-sponsored activity

While suspensions are to be regarded as a last resort, the following represent some of the suggested grounds for such action:

- The threat, causation, or attempted causation of physical injury to another person;
- Willful use of force or violence on another person, except in self-defense;
- Possession of a weapon (e.g., firearms, knives, and explosives or other dangerous objects) unless the student had obtained written permission to possess the item from a certificated school employee, with the concurrence of the Director or designee;
- Unlawful possession, use, sale, offer, or being under the influence of any controlled substance, alcoholic beverage, or intoxicant of any kind;
- Unlawful offer, arrangement, or negotiation to sell and controlled substance as defined in Health and Safety Code 11053 et seq., alcoholic beverages, or intoxicant of any kind, and then sold, delivered or furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant;
- Committed or attempted to commit robbery or extortion;
- Caused or attempted to cause damage to school property or private property;
- Stole or attempted to steal school property or private property;
- Possessed or used tobacco, or any products containing tobacco or nicotine (except as an ingredient of a prescribed drug that requires ingestion during school hours or for

ceremonial/cultural purposes), including cigars, cigarettes, clove cigarettes, smokeless tobacco, snuff, chew packets and betel;

- Committed an obscene act or engaged in habitual profanity/vulgarity;
- Unlawfully possessed, or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code section 11014.5;
- Significantly disrupted school activities or otherwise willfully defied the valid authority or supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties to the degree of not allowing said personnel to perform their duties;
- Knowingly received stolen school property or private property;
- Possessed an imitation firearm *without consent of school administration*, defined for this section to mean 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;
- Committed or attempted to commit a sexual assault or sexual battery as defined in Penal Code 261, 266c, 286, 288, 288a, 289, and 243.3;
- Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that student from being a witness or retaliating against that student for being a witness;
- Committed sexual harassment as defined in Education Code section 121.5 by a student in grades 4-12;
- Caused, attempted to cause, or threatened to cause, or participated in an act of hate violence as defined in Education Code section 33032.5 (e) and 48900.2, by a student in Grades 4-12;
- Engaged in harassment, threats, or intimidation directed against a student or group of students, that is sufficiently severe or pervasive as to have the effect of disrupting classwork, creating substantial disorder, and invading student rights by creating an intimidating or hostile school environment;
- Made terrorist threats against school officials or school property, or both- “terrorist threats” defined as any written or oral statement by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person including family members, or damage to school district property in excess of \$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; and

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

Prior to suspending a student, if circumstances permit, the student and their legal guardian shall be given a written statement of the reasons for suspension. The student and their legal guardian shall also be provided an opportunity to meet with the Executive Director or designee to present any evidence as to why suspension should not be imposed. If circumstances require an immediate suspension, written notice and an appointment to meet shall be provided to the student and their parents within two days of suspension. At all Conferences:

- The student, Relative, Executive Director or their designee will be present;
- Student and relative will be informed of reason for the disciplinary action and evidence, and student will have the opportunity to present evidence in defense;
- Conference will be held within two days of suspension;
- Students have right to wave if they cannot or do not want to participate;
- No penalties may be imposed for failure of the student's parents to attend; and
- Conference may be omitted for emergency situations where there is clear and present danger to the lives, safety or health of students or Charter School personnel.

Notice to Parents/Guardians

At the time of the suspension: an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person in writing: of the suspension, the specific offense committed by the student, and the date of return following suspension

Suspension Time Limits/Recommendation for Expulsion

The pupil and the pupil's guardian will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing based on:

- 1) The pupil's presence will be disruptive to the education process; or
- 2) The pupil poses a threat or danger to others

If a student is to be suspended for more than ten days, or if an expulsion is recommended, the following procedures apply prior to the Executive Director making the recommendation. The student must be given written notice of proposed long-term suspension or expulsion and of the reasons therefor. If the student or their parents contest the proposed disciplinary action, a hearing shall be held before a quorum of the ALA Trustee Council and Leadership Circle. The written notice to the student of the proposed disciplinary action must advise the student of the above listed rights, and must specify the date, time and place of the disciplinary hearing. The disciplinary hearing shall be held within thirty days from the date of the student was originally suspended. The Executive Director of ALA or their designee, whose decision is final, shall consider the recommendation of the ALA Trustee Council and Leadership Circle for approval or further action.

Prior to enrollment, legal guardians will take part in an introductory interview to review, question, and sign the ALA community agreements, deepen their knowledge of the school's curriculum and philosophy, and to support the work of the institution in the home and community. It is not the intent of petitioner to deny access to the education offered at the charter school, while at the same time understanding that the school's mission and vision ought to be shared and understood by each student and their family.

Removal from Class by a Teacher/Parental Attendance

A teacher may suspend any student from his/her class for the remainder of the day and the following day for any act listed in "Grounds for Suspension and Expulsion" above. (Education Code 48910)

A teacher may refer a student to the Executive Director or designee for consideration of suspension from school. (Education Code 48910)

When removing a student from his/her class, the teacher shall immediately report this action to the Executive Director or designee and send the student to the Executive Director or designee for appropriate action. The student shall be appropriately supervised during the class periods from which he/she has been removed. (Education Code 48910)

As soon as possible, the teacher shall ask the student's legal guardian to attend a parent- teacher conference regarding the removal. A counselor or psychologist may attend the conference if it is

applicable, and a school administrator shall attend if the student, legal guardian, or teacher so requests. (Education Code 48910)

A student removed from class shall not be returned to class during the period of suspension without the approval of the teacher of the class and the Executive Director or designee. (Education Code 48910)

A student removed from class shall not be placed in another regular class during the period of removal. However, if a student is assigned to more than one class per day, he/she may be placed in any other regular classes except those held at the same time as the class from which the student was removed. (Education Code 48910)

The teacher of any class from which a student is removed may require the student to complete any assignments and tests missed during the removal. (Education Code 48913)

Pursuant to school policy, a teacher may provide that the legal guardian of a student whom the teacher has removed attend a portion of a school day in his/her student's classroom. When a teacher makes this request, the Executive Director shall send the legal guardian a written notice that the legal guardian's attendance is requested pursuant to law. (Education Code 48900.1)

This notice shall also:

- 1) Inform the legal guardian when his/her presence is expected and by what means he/she may arrange an alternate date; and
- 2) Ask the legal guardian to meet with the Executive Director, or designee, after the visit and before leaving school, as required by Education Code 48900.1.

Expulsions

Students will receive a mandatory recommendation for expulsion for any of the following reasons committed at school or at a school activity on or off school grounds, unless the Executive Director determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct: *Education Code (EC) 48915(c)*

- A. Causing serious physical injury to another person
- B. Possession of any firearm, knife, explosive, or other dangerous object

- C. Unlawful possession of any controlled substance listed in Chapter 2 of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind
 - D. Robbery or extortion
 - E. Assault or battery upon any school employee
 - F. Committing or attempting to commit a sexual assault or sexual battery as defined Section 48900 of the Education Code
- Students are subject to mandatory expulsion from Thrive Public School for any of the reasons as specified in the Education Code § 48915(c) and the Federal Gun-Free Schools Act of 1994. It is a federal mandate that a school expel, for a period of not less than one year (except on a case-by-case basis), any student who is determined to have brought a firearm to school.

Recommendations for Expulsion Process

If the Executive Director recommend expulsion, the student and the student's parents will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. This determination will be made by the Executive Director upon either of the following findings:

- 1) The student's presence will likely be disruptive to the educational process
- 2) The student poses a threat or danger to others

Upon this determination, the student's suspension will be extended pending the results of an expulsion hearing.

Students will be recommended for expulsion if the Director find that at least one of the following findings may be substantiated:

1. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct
2. Due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

Expulsion Hearing Students recommended for expulsion will be entitled to a hearing to determine whether or not the student should be expelled. The hearing will be held within 30 days after the Director determines that an act subject to expulsion has occurred. The hearing may be presided over by ALA Trustee Council. A Facts and Findings document will be prepared to

summarize the evidence adduced at the hearing to substantiate the expulsion decision.

Written notice of the hearing will be forwarded to the student and the student's parents at least 10 calendar days before the date of the hearing. This notice will include:

1. The date and place of the hearing
2. A statement of the specific facts, charges and offense upon which the proposed expulsion is based
3. A copy of the disciplinary rules that relate to the alleged violation
4. The opportunity for the student or the student's parents to appear in person at the hearing
5. The opportunity for the student to be represented by counsel
6. The right to examine and acquire copies of all documents to be used at the hearing
7. The opportunity to cross-examine all witnesses that testify at the hearing
8. The opportunity to present evidence and witnesses on behalf of the student

Upon expulsion, written notice will be sent by the Director to the parents of any student who is expelled. This notice will include the following:

1. The specific offense committed by the student for any of the acts listed in "Reasons for Suspension and/or Expulsion."
2. Notice of the student or parent obligation to inform any new district in which the student seeks to enroll of the student's status with ALA.

In the event of a decision to expel a student, the school will work cooperatively with the district of residence, county and/or private schools to assist with the appropriate educational placement of the student who has been expelled. Any incident of violent and/or serious student behavior shall be communicated to the district/school to which the student matriculates.

If the decision is not to expel, the student will return to classes at ALA.

Suspension and Expulsion/Due Process (Students With Disabilities)

Discretionary Expulsion Education Code 48915(e): A student identified as an individual with disabilities pursuant to the Individuals with Disabilities Education Act (IDEA) is subject to the same grounds for suspension and expulsion, which apply to students without disabilities. (*cf.* 5144.1 - *Suspension and Expulsion/Due Process*)

Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been officially identified as a student with disabilities pursuant to IDEA and who has engaged in behavior that violated the school's community agreements may assert any of the protections under IDEA only if the school *had knowledge* that the student is disabled before the behavior that precipitated the disciplinary action occurred. (20 USC 1415(k)(5); 34 CFR 300.534)

The school shall be deemed to *have knowledge* that the student has a disability if one of the following conditions exists: (20 USC 1415(k)(5); 34 CFR 300.534)

- 1) The legal guardian has expressed concern to school supervisory or administrative personnel in writing, or to a teacher of the student, that the student is in need of special education or related services. □
- 2) The legal guardian has requested an evaluation of the student for special education pursuant to 34 CFR 300.300-300.311. □ (*cf. 6164.4 - Identification of Individuals for Special Education*).
- 3) The teacher of the student or other school personnel has expressed specific concerns directly to the Director of Holistic Learning about a pattern of behavior demonstrated by the student.

The school would be deemed to *not have knowledge* that a student is disabled if the legal guardian has not allowed the student to be evaluated for special education services or has refused services. In addition, the school would be deemed to *not have knowledge* if the school conducted an evaluation pursuant to 34 CFR 300.300-300.311 and determined that the student was not an individual with a disability. When the school is deemed to not have knowledge of the disability, the student shall be disciplined in accordance with procedures established for students without disabilities who engage in comparable behavior. (20 USC 1415(k)(5); 34 CFR 300.534)

If a request is made for an evaluation of a student during the time period in which the student is subject to disciplinary measures pursuant to 34 CFR 300.530, the evaluation shall be conducted in an expedited manner. Until the evaluation is completed, the student shall remain in the educational placement determined by school authorities. (20 USC 1415(k)(5); 34 CFR 300.534)

Suspension (Students with Disabilities)

The Executive Director or their designee may suspend a student with a disability for up to 10 consecutive school days for a single incident of misconduct, and for up to 20 school days in a

school year, as long as the suspension(s) does not constitute a change in placement pursuant to 34 CFR 300.536. (Education Code 48903; 34 CFR 300.530)

The Executive Director or designee shall monitor the number of days, including portions of days, in which a student with a valid individualized education program (IEP) has been suspended during the school year. (*cf. 6159 - Individualized Education Program*)

The school shall determine, on a case-by-case basis, whether a pattern of suspensions of a student for disciplinary reasons constitutes a change of placement. A *change of placement* shall be deemed to have occurred under any of the following circumstances: (34 CFR 300.536)

1. The removal is for more than 10 consecutive school days; and
2. The student has experienced a series of removals that constitute a pattern which includes the following:
 - a. The series of removals total more than 10 school days in a school year;
 - b. The student's behavior is substantially similar to his/her behavior in previous incidents that resulted in the series of removals; and
 - c. Additional factors, such as the length of each removal, the total amount of time the student has been removed, and the proximity of the removals to one another, indicate a change of placement.

If the removal has been determined to be a *change of placement* as specified in items #1-2 above, the student's IEP team shall determine the appropriate educational services. (34 CFR 300.530)

Services During Suspension

Any student suspended for more than 10 school days in the same school year shall continue to receive services during the term of the suspension. School personnel, in consultation with at least one of the student's teachers, shall determine the extent to which services are needed as provided in 34 CFR 300.101(a), so as to enable the student to continue to participate in the general education curriculum in another setting and to progress toward meeting the goals as set out in his/her IEP. (20 USC 1412(a)(1)(A); 34 CFR 300.530)

Manifestation Determination

The following procedural safeguards shall apply when a student is suspended for more than 10 consecutive school days, when a series of removals of a student constitutes a pattern, or when a

change of placement of a student is contemplated due to a violation of the school's community agreements:

1. Notice: On the date the decision to take disciplinary action is made, the legal guardians of the student shall be notified of the decision and provided the procedural safeguards notice pursuant to 34 CFR 300.504. (20 USC 1415(k)(1)(H); 34 CFR 300.530) (*cf. 5145.6 - Parental Notifications*) □ (*cf. 6159.1 - Procedural Safeguards and Complaints for Special Education*).
2. Manifestation Determination Review: Immediately if possible, but in no case later than 10 school days after the date the decision to take disciplinary action is made, a manifestation determination review shall be made of the relationship between the student's disability and the behavior subject to the disciplinary action. (20 USC 1415(k)(1)(E); 34 CFR 300.530) □ At the manifestation determination review, the school, the student's legal guardian, and relevant members of the IEP team (as determined by the school and legal guardian) shall review all relevant information in the student's file, including the student's IEP, any teacher observations, and any relevant information provided by the legal guardians, to determine whether the conduct in question was either of the following: (20 USC 1415(k)(1)(E); 34 CFR 300.530)
 2. Caused by or had a direct and substantial relationship to the student's disability; or
 3. A direct result of the district's failure to implement the student's IEP, in which case the district shall take immediate steps to remedy those deficiencies. □

If the manifestation review team determines that a condition in either #a or #b above was met, the conduct shall then be determined to be a manifestation of the student's disability. (20 USC 1415(k)(1)(E); 34 CFR 300.530) □

1. Determination that Behavior is a Manifestation of the Student's Disability: When the conduct has been determined to be a manifestation of the student's disability, the IEP team shall conduct a functional behavioral assessment, unless a functional behavioral assessment had been conducted before the occurrence of the behavior that resulted in the change of placement, and shall implement a behavioral intervention plan for the student. If a behavior intervention plan has already been developed, the IEP team shall review the behavioral intervention plan and modify it as necessary to address the behavior. (20 USC 1415(k)(1)(F); 34 CFR 300.530) □ The student shall be returned to the placement from

which he/she was removed, unless the legal guardian and district agree to a change of placement as part of the modification of the behavioral intervention plan. (20 USC 1415(k)(1)(F); 34 CFR 300.530) (*cf. 6159.4 - Behavioral Interventions for Special Education Students*)

2. Determination that Behavior is Not a Manifestation of the Student's Disability: If the manifestation determination review team determines that the student's behavior was not a manifestation of his/her disability, the student may be disciplined in accordance with the procedures for students without disabilities. (20 USC 1415(k)(1)(D); 34 CFR 300.530)
3. The student shall receive services to the extent necessary to participate in the general education curriculum in another setting and to allow him/her to progress toward meeting the goals set out in his/her IEP. As appropriate, the student shall also receive a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur. (20 USC 1415(k)(1)(D); 34 CFR 300.530)

Readmission

Readmission procedures for students with disabilities shall be the same as those used for all students. Upon readmission, an IEP team meeting shall be convened.

Suspension of Expulsion

The ALA criteria for suspending the enforcement of an expulsion order shall be applied to students with disabilities in the same manner as they are applied to all other students. (Education Code 48917)

Due Process Appeals

If the legal guardian disagrees with any school decision regarding placement under 34 CFR 300.530 (suspension and removal for dangerous circumstances) or 34 CFR 300.531 (interim alternative placement), or the manifestation determination under 34 CFR 300.530(e), he/she may appeal the decision by requesting a Leadership Circle and/or a Trustee Council meeting. The school may request a Leadership Circle or Trustee Council meeting if the school believes that maintaining the student's current placement is substantially likely to result in injury to the student or others. In order to request a meeting, the requesting party shall file a complaint pursuant to 34 CFR 300.507 and 300.508(a) and (b). (20 USC 1415(k)(3); 34 CFR 300.532)

Whenever a meeting is requested as specified above, the legal guardian or the school shall have an opportunity for an expedited due process hearing consistent with requirements specified in 34 CFR 300.507, 300.508 (a)-(c), and 300.510-300.514.

If the student's legal guardian or the school has initiated a due process hearing under 34 CFR 300.532 as detailed above, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the 45-day time period, whichever occurs first, unless the parent/guardian and district agree otherwise. (20 USC 1415(k)(4); 34 CFR 300.533)

Request for Readmission

Requests for readmission shall be submitted to the Director of Holistic Learning who shall review the file to determine whether the student counseled out has met all the conditions required for readmission. Readmission will take place upon:

1. The student completing credits equal to one session at ALA;
2. Receipt of letter of comportment by the referring educational institution's Principal or designee;
3. Proof of improvement of community agreements broken while attending ALA. (e.g. attendance improvement if attendance stopped progress while at ALA, clean drug report if drug use stopped progress while at ALA);
4. Re-enrollment interview with director or designee, student, and legal guardian; and
5. Re-signing of ALA community agreement.

Denial of Readmission (Education Code 48916(d))

Upon finding that a student has not met the conditions of the readmission the Executive director or designee may deny the readmission of the student. This information will be provided to the legal guardian and student at that time. The Executive Director or designee shall provide written notice to the student and his/her legal guardian the reason(s) for denying readmission.

ELEMENT K - EMPLOYEE BENEFITS

“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. CA Ed. Code § 47605(b)(5)(K)”

As employees of the District, ACATL Leadership Academy (ALA) certificated staff members will be eligible to participate in the State Teachers Retirement System (STRS), and non-certificated, classified staff members may be eligible to participate in the Public Employees Retirement System (PERS) or Social Security in compliance with existing laws, at the discretion of the ALA Trustee Council.

ELEMENT L - ATTENDANCE ALTERNATIVES

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” CA Ed. Code § 47605(b)(5)(L).”

The Trustee Council shall not require any student to attend ACATL Leadership Academy (ALA). Enrollment into ALA will be voluntary and tuition-free. Students who reside within the District who choose not to attend ALA may attend a school within the District according to District policy or at another school district or school within the District through the District’s intra/inter-district transfer policies. Relatives/guardians of each student enrolled at ALA will be informed upon enrollment, and within the student/relative handbook, that the student has no right to admission in a particular school or program of any local education agency as a consequence of enrollment in the ALA, except to the extent that such a right is extended by the local education agency.

ELEMENT M - RIGHTS OF DISTRICT EMPLOYEES

“A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” CA Ed. Code § 47605(b)(5)(M).”

No public school employee shall be required to work at ALA. Job applicants for positions at ACATL Leadership Academy (ALA) will be considered through an open process, and if hired, will be individually contracted as approved by the ALA Trustee Council.

Employees of the District who choose to leave the employment of the District to work at ALA will have no automatic rights of return to the District after employment by ALA unless specifically granted by the District through a leave of absence or other agreement.

ELEMENT N - DISPUTE RESOLUTION PROCEDURES

The following provisions are intended to define a mechanism for the resolution of any disputes between ACATL Leadership Academy (ALA) and the District. With respect to these procedures, it is ALA's intention that public commentary be withheld pending full resolution.

ALA will willingly cooperate to resolve any disputes amicably and reasonably without resorting to formal procedures. ALA acknowledges the District's right to inspect and observe the proposed Charter School under Education Code § 47605 et seq.

In the event of a dispute between ALA and the District, either party agrees to memorialize the concern in written format ("dispute statement") and refer the issue to the District superintendent and ALA's Executive Director. The dispute statement must identify the nature of the Dispute and any supporting facts. In the event that the District believes that the dispute relates to an issue that could lead to the revocation of the charter in accordance with Education Code § 47607, ALA requests this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the District to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or as a prerequisite to the District's ability to proceed with revocation in accordance with Education Code § 47607 and its implementing regulations. Disputes that may result in revocation must be addressed at the District's discretion. The disputes relating to or that may result in revocation are exempt from the dispute resolution procedure.

ALA's Executive Director and the District Superintendent shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than ten business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, ALA will identify two ALA Trustee Council Members who shall jointly meet with two designees from the District as well as the Executive Director and superintendent and attempt to resolve the dispute within twenty business days from receipt of the dispute statement. If this joint meeting fails to resolve the dispute, the superintendent, and the Executive Director will meet to jointly identify a neutral third party mediator to engage the parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session will be developed jointly by the superintendent and the Executive Director.

Mediation shall be held within sixty business days of receipt of the dispute statement. The costs of the mediator will be split equally between the District and the proposed Charter School. If mediation does not resolve the dispute, either party may pursue any other remedy available under the law. All timelines in this section may be revised upon mutual written agreement of the District and ALA. The only binding results are those to which both parties agree or those which are issues as rulings by a legal body.

Dispute Resolution Process: Relatives, Legal Guardians, and Students

ACATL Leadership Academy (ALA) will investigate any complaints alleging failure to comply with applicable laws, and will seek to resolve those complaints in accordance with the complaint procedures set out herein. ALA will use the formal complaint procedure set forth in its Uniform Complaint Procedure to provide a uniform system of complaint processing for the following types of complaints:

1. Any complaints alleging unlawful discrimination, harassment, intimidation or bullying in ALA's programs and activities based on actual or perceived race or ethnicity, color, ancestry, national origin, nationality, ethnic group identification, age, religion, marital or parental status, mental or physical disability, sex or sexual orientation, gender, gender identity, or gender expression; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.
2. Any complaints regarding ALA's failure to comply with the prohibition against requiring students to pay fees, deposits or other charges for participation in educational activities, the requirements for the development and adoption of a school safety plan, and state or federal laws in adult educational programs, consolidated categorical aid programs, migrant education, Career Readiness and Technical Education training programs, child and development programs, child nutrition programs and special education programs.
3. Internal disputes shall be handled in accordance with complaint policies and procedures as adopted and amended by the Trustee Council, including the Uniform Complaint Policy and Procedures previously detailed. ALA requests that any complaints received by the District concerning internal matters of the school be promptly forwarded to ALA for processing in accordance with the school policies and procedures. With respect to disputes arising from members of the school community who are not employees but are relatives,

legal guardians, or students, complaints should be brought to the teacher first. If a resolution is unsuccessful, the ALA Executive Director shall intervene for a final decision.

ELEMENT O - SCHOOL CLOSURE PROTOCOL

A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” CA Ed. Code § 47605(b)(5)(P).

ACATL Leadership Academy (ALA) is being established to transform the educational system. This includes the establishment of sound fiscal and academic practices that are formed through love and community. ALA expects to grow and does not expect to be closed. As a sound system, it is imperative that we provide the following protocol in the event that ALA closes.

The following are closing procedures that abide by California Education Code § 47605(b)(5)(P), should the school close. The decision to close the school, either by the ALA Trustee Council or revocation or nonrenewal of the charter, will be documented in a Closure Action. The Closure Action will be deemed to have been automatically made when either of the following occurs:

- the charter is revoked for a material breach of the charter, and in accordance with the State regulations with regard to revocations, or not renewed by the District and ALA has exhausted its appeal rights; or
- ALA Trustee Council votes to close the school.

In the event of such a Closure Action, ALA Trustee Council shall adopt a plan, to include all steps below, for the closure of the school and in accordance with the requirements of the Corporations Code, if it deems necessary, the closure of the corporation. The ACATL Leadership Academy, a non-profit corporation, shall be responsible for all closure-related activities unless ALA Trustee Council identifies another person to be responsible.

1. ALA assures that funds will be allocated for to complete a final audit and to cover the cost of closure.

2. For six (6) calendar months from the closure action or until the budget allows, whichever comes first, sufficient staff, as deemed appropriate by the ALA Trustee Council, will maintain employment to take care of all necessary tasks and procedures required for a smooth closing of the school and student transfers. All other staff employment will be terminated upon Closure Action.
3. Written notification, to relatives/guardians/caregivers of the enrolled students of ALA, will be issued by ALA in a timely manner after the determination of a closure action. Written notification is also to be made to the SELPA, County Superintendent of Schools, the retirement systems, and the California Department of Education within the same time frame with the date of closure and the name and contact information for the person to whom reasonable inquiries may be made. The action will identify the reason for closure.
4. The written notification will also include information on assistance in transferring each student to another appropriate school and a process for the transfer of all student records. All transfer of student records will be made in compliance with the Family Educational Rights and Privacy Act (“FERPA”) 20 USC Section 1232g. ALA will ask the pupils’ school districts of residence to store original records of ALA students if the pupils’ relatives do not request that records be transferred to another educational institution.
5. All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.
6. Relatives will also be provided with student information that includes the date of closure, grade reports, discipline records, immunization records, completed coursework, and credits that meet graduation requirements.
7. ALA’s staff will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils’ districts of residence, which they will provide to the ALA Trustee Council for closure-related activities.
8. A financial closeout audit of the school will be paid for by ALA to determine the disposition of all assets and liabilities of ALA including plans for disposing of any net assets. The final independent audit shall be completed within six (6) months after the closure of the school and will be provided to the Chartering Agency promptly upon its completion. An independent auditor who is on the State’s approval list of education auditors will employ generally accepted accounting principles to conduct this audit. Any liability or debt incurred by ALA will be the responsibility of ALA and not the District.

9. In accordance with state law, all assets (acquired with public or private funds) including but not limited to, all real estate properties, capital outlay and equipment, personal properties, intellectual properties, all ADA apportionments, and other revenues generated by students attending ALA, remain the sole property of ALA and, if the corporation dissolves, shall be distributed in accordance with the distribution plan adopted by the corporation. The distribution plan may include an allocation to other charter schools, or other public or nonprofit entities, in accordance with state law.
10. ALA will complete and file any annual reports required pursuant to Education Code section 47604.33. In addition to a final audit, ALA will also submit any required year-end financial reports to the California Department of Education and Chartering Agency in the form and time frame required, including the audit to be completed and submitted by December 15th.

APPENDICES

1. Signed Assurances and Affirmations
2. Resumes
3. Teacher Signature Form
4. Parent Signature Forms
5. Community Outreach Plan
6. Organizational Information
 - a. Filed Articles of Incorporation of 501(c)(3)
 - b. ACATL Leadership Academy Bylaws DRAFT
 - c. Organization Chart
 - d. Cycle of Inquiry and Impact
 - e. UJIMA Circles
 - f. Supportive Circles of Growth
 - g. San Diego Special Education Charter School Consortium
 - h. ACATL Acronyms
7. Student and Relatives
 - a. Student/Relative Handbook
 - b. RTI Chart
 - c. PAIS
 - d. LIST
8. Staff and Teacher
 - a. Employee Hierarchy of Needs
 - b. Staff Recruitment Plan
 - c. Teacher Professional Development Plan
9. Budget and Facility

- a. Projected Enrollment Chart
 - b. Facility Plan
10. Letters of Support and/or Commitment
- a. San Diego State University, Community Based Block (CBB) Program
 - b. Centro Cultural De La Raza
 - c. Urban Leadership Development Institute

1. Signed Assurances and Affirmations

AFFIRMATIONS AND ASSURANCES

As the authorized lead petitioners, we, Marisol Rerucha and Gennifer Markert, hereby certify that the information submitted in this petition for the approval an independent California public charter school, ACATL Leadership Academy (ALA) is true to the best of our knowledge and belief. We also certify that this school is to be located within the boundaries of the Sweetwater Union High School District and this petition does not constitute the conversion of a private school to the status of a public charter school. Further, we understand that if awarded a charter, the ALA will follow any and all federal, state, and local laws and regulations that apply to ALA, including but not limited to the following:

- Shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- Shall be deemed the exclusive public school employer of the employees of ALA for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605 (b)(5)(O)]
- Shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- Shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- Shall admit all students who wish to attend the Charter School, and who submit a timely application, unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Except as required by Education Code Section 47605(d)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the state. Preference in the public random drawing shall be given as required by Education Code 47605(d)(2)(B). In the event of a drawing, the charter authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(B)]
- Shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, 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 or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
- 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, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.
- Shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(c)]
- Shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to teachers of non-core, non-college preparatory course [Ref. California Education Code Section 47605(1)]

- ALA will be considered the exclusive public school employer for the purposes of the Educational Employment Relations Act (EERA). Under the EERA, school employees shall have the right to form a collective bargaining unit, and to negotiate directly with ALA. If the employees lawfully form a collective bargaining unit with a representative designated to negotiate with the school on their behalf, the school shall negotiate matters covered by the EERA directly with that representative. These matters may include such items as salary levels (which may be based upon such factors as educational degree attained, years of teaching experience and/or other factors), employee benefits (health plan provider, levels of coverage and co-payments, retirement plans, vacation days, dental and vision coverage, etc.), number of work days per year and number of teaching hours per day, and work rules (including required breaks).
- Shall at all times maintain all necessary and appropriate insurance coverage
- 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)

Shall ensure that, 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 a transcript of grades or report card, and health information. [Ref. California Education Code Section 47605(d)(3)] Will follow any and all other federal, state, and local laws and regulations that apply to the Charter School including but not limited to:

1. Maintaining accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. California Education Code Section 47612.5(a)]
2. Consulting, on a regular basis, with its parents and teachers regarding the Charter School's education programs. [Ref. California Education Code Section 47605(c)]
3. Complying with any jurisdictional limitations to locations of its facilities. [Ref. California Education Code Section 47605-47605.1]
4. Complying with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code Section 47612(b), 47610]
5. Complying with all applicable portions of the Elementary and Secondary Education Act.
6. Complying with the Public Records Act.
7. Adhering to all applicable provisions of federal law relating to children who are English Learners, including Title VI of the Civil Rights Act of 1964; and the Equal Educational Opportunities Act of 1974.
8. Complying with the Family Educational Rights and Privacy Act.
9. Complying with the Ralph M. Brown Act.
10. Meeting or exceed the legally required minimum of school days applicable to charter schools. [Ref. Title 5 California Code of Regulations Section 11960].

Signature of Lead Petitioner, Marisol Renucho Date 9/18/2016

Signature of Lead Petitioner, Bong S. Hoff Date 9/18/2016

2. Resumes

MARISOL QUEVEDO RERUCHA

6727 Parkside Avenue · San Diego, CA 92139 · marisolrerucha1@gmail.com
Home: (619) 479-1363 Cell: (619) 778-6656

EDUCATION & CERTIFICATION

California Administrative Clear Credential--San Diego State University, San Diego, CA
(2003)

Master of Arts, Major: Educational Leadership--San Diego State University, San Diego, CA
(2003)

California Clear Single Subject Teaching Credential—San Diego State University, San
Diego, CA (1999)

Subject Matter: English with BCLAD: Spanish, English

Bachelor of Arts, Major: English, emphasis in Secondary Education--San Diego State
University, San Diego, CA (1999)

EDUCATIONAL LEADERSHIP

**San Diego County Office of Education (SDCOE) , Juvenile Court and Community Schools
(JCCS) July 2015-Present**

Career Technical Education (CTE) Specialist

- Leading restructuring of career technical education program at all JCCS sites (33) across the county, based on district's mission and vision.
 - Leading development of plan for CTE as outlined in Local Control Accountability Plan (LCAP).
 - JCCS Lead for California Career Pathway Trust Grant and recently established College and Career Readiness Consortium.
 - Meeting with all key leaders and CTE staff to learn about current program and establishing CTE vision.
- Managing multiple grants and services totaling over \$2million in funds for CTE programs throughout the county.
 - Funding sources: Bureau of Justice, San Diego Workforce Partnership, California Department of Education, SDCOE (LCFF).
 - Created format for financial and programmatic grant monitoring.
 - Working collaboratively with funders and SDCOE internal business to meet all grant requirements and timelines.
 - Developing monitoring system for sub-grantees.
- Partnering with multiple agencies to provide services as outlined in grants and LCAP.
 - San Diego County Office of Probation, San Diego Unified School District, Second Chance, Escondido Education Compact, and Able-Disabled Advocacy.

MAAC Community Charter School, authorized by Sweetwater Union High School District
Jan 2012-June 2015

Director/Principal (9-12, alternative model/ASAM)

- Led collaborative revision of school's vision and mission, based on organizational mission, updated annually, aligned to School Wide Learner Outcomes (created during tenure), and used to support decision making.
 - Led initial WASC application and received initial 3-year accreditation.
 - Led partnership with El Dorado Charter SELPA to create a higher quality and more comprehensive special education program.
 - Led Charter Renewal Petition revision and process to receive additional 5-year authorization (5-0 vote).
 - Led creation and monitoring of Local Control Accountability Plan and Single Site Plan for Student Achievement.
 - Led formation of MCCS Education Committee.
- Led collaborative culture of learning using the continuous cycle of improvement based on Critical Pedagogy, Common Core State Standards, Project-Based Learning, Civic Engagement and Community Service.
 - Coach, Evaluate and support all staff.
 - Development of Research/Action Groups: 6% increase in attendance, peer observation and feedback.
- Led improvement of school culture to create a positive school environment through Transformative/Restorative Justice, Positive Behavior Intervention Supports, and facility improvements.
 - Wrote grant and received Charter Dissemination Grant from the California Department of Education (\$250,000) to share Youth Leadership Development model with other schools.
- Increased parent engagement through multiple and quality engagement opportunities.
 - Parent workshops, *Padres Comprometidos*, ELAC, MCCS Education Committee, Surveys.
- Created community partnerships to provide students with comprehensive services and opportunities.
 - Wrote grant and received \$50,000 for career and college development and initiate internship program. Partnered with South Bay Community Services and American Civil Liberties Union to establish two additional internships programs.
 - Partnered with Institute of Violence Abuse and Trauma and South Bay Community Resources to provide students with mental health and emergency services.
- Actively engaged in educational policy development including meeting with policy makers to impact ESEA authorization and ensure culturally and linguistically responsive practices are included in authorization.
 - First National policy memo was collaborative effort with educators in Texas and Colorado. Policy recommendations were on measures of accountability for alternative students.
- Under direction of Sweetwater Union High School and in partnership with MAAC, created a three-year budget plan to build unrestricted reserves.
 - As of 2014 positive balance of over \$240,000.

SUNNYSLOPE ELEMENTARY SCHOOL, South Bay Union School District

2009-December 2011

Principal (K-6)

- Led collaborative revision of school's vision and mission that was updated annually.
- Led implementation of research-based strategies to improve student learning.
 - Facilitated grade level planning, provided modeling, coaching and feedback to teachers and academic coaches through observation and feedback cycle of improvement.
 - District Presenter, WestEd Teach for Success Instructional Strategies (2009-2011)
- Led improvement of school culture through collaborative research and action based on Positive Behavior Supports.
 - Led collaborative creation of: common expectations of behavior for all areas in the school; lesson plans for common teaching and reinforcement of expectations; positive reinforcement system to recognize positive expectations being met for both students and staff.
 - Highest attendance rate in the District (2011)
 - District Lead, Positive Behavior Supports (2006-2011)
- Increased parent engagement through multiple and quality engagement opportunities.
 - Parent workshops "Padres Comprometidos", ELAC, MCCS Education Committee, Surveys.
- Created community partnerships to provide students with comprehensive services and opportunities.
 - Partnered with Mission Federal Credit Union to begin financial literacy for students in K-6.
 - Received San Diego Chargers Grant \$5,000.
- Actively engaged in learning educational policy development and providing voice for English Learner and low-income students.
 - Principal Representative, SBUSD Lead Executive Team (2010-2011)
 - District Representative for Countywide Superintendent's Forum (2009-2011)

NICOLOFF ELEMENTARY SCHOOL, South Bay Union School District

2006-2009

Assistant Principal (K-6)

- Supported school Principal in: development and improvement of shared vision; instructional leadership; management and learning environment; family and community engagement; ensuring ethics and integrity; and maintain a balanced budget.
 - 68 point increase in API in 2008-2009
 - Coached teachers in use of research-based effective practices, led grade level planning
 - Lead Special Education administrator.

TEACHING EXPERIENCE

MONTGOMERY HIGH SCHOOL, Sweetwater Union High School District
2002-2006

Certificated Teacher

Subject Areas: AVID Junior Seminar, AVID, Prep for Success

- Lead teacher representative on Site Leadership Team

CHULA VISTA MIDDLE SCHOOL, Sweetwater Union High School District
1999-2002

Certificated Teacher

Subject Areas: English 7, English Academy 7

- Chair, English Department
- Middle School Representative, District Textbook Adoption Committee for Language Arts

ADDITIONAL SERVICE

Master Fellow, National Institute for Latino School Leaders Cohort 1, National Council of La Raza (2014-Present).

Participant, School Leadership Network, California Charter School Association (2014-2015)

Volunteer, Western Association of Schools and Colleges (2013-Present)

Panelist, *Common Core Best Practices: Empowering School Leaders Through Networks*, California Charter School Association Conference (2015)

Presenter, *National Principal Round Table: Alternative Charter School Success with University Enrollment and Completion*, Penn Hill Group and National Council of La Raza (2014)

National Webinar, *Common Core Implementation*, Co-Presenter with Dr. Peggy McLeod, Executive Director of Education and Workforce Development, National Council of La Raza (2014)

Presenter, "Inspirarse, Involucrarse, e Promoviendo Cambios", Celebrando Latinas Conference (2014)

Fellow, National Institute for Latino School Leaders Cohort 2, National Council of La Raza, (2012-2013)

Participant, *Spotlight in Education Speaker Series*, University of San Diego (2009- 2012)

Participant, Principal Ongoing Support and Training Program- University of San Diego (2011-2012)

Participant, *Spanish English Biliteracy Transfer*, presented by California Reading and Literacy Project (2008-2011)

Gennifer L. Markert

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Spring Valley, CA 91977
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Genmarkert.acatl@gmail.com

EDUCATION

San Diego State University, San Diego, CA

Master of Arts: Special Education Mild to Moderate Disabilities

Professional Clear Level II Education Specialist Instruction

Added Authorizations in Special Education: Autism Spectrum Disorders

Credential with Authorized Field: Mild to Moderate Disabilities

Clear Cross-Cultural, Language and Academic Development Certificate

Bachelor of Arts, Liberal Studies

Specialization - Special Education Mild to Moderate

EDUCATIONAL LEADERSHIP

2014-Present Student Support Services Coordinator
MAAC Community Charter School
Chula Vista, CA

- Provides leadership in developing comprehensive social service program plans.
- Developed a comprehensive student referral system which included a partnership with the staff and clinical counseling interns from San Diego State University: Community Block-Based Program.
- Determines program needs and allocates resources of staff and materials.
- Attends meetings (i.e. IEP meetings) with parents and staff in order to assist in facilitating appropriate programs and services for individual students.
- Shares information about programs with various stakeholders, serves as a liaison between the school system and other agencies.
- Participates in regional and state meetings pertaining to exceptional education programs and student support services.
- Shares information with staff regarding best practices in special education, instructional issues, and state and federal requirements regarding services for students with special needs and disabilities, Section 504 and other support-related programs.
- Consults with staff and administrators regarding discipline issues of students with special needs and disabilities.
- Coordinates and conducts professional development activities for staff working with students with special needs and disabilities.

- Stays informed of state and federal laws and procedures for programs for students with special needs and disabilities as well as students in need of intervention.
- Ensures the Student Support Services team are providing appropriate instruction, support, and services to students with special needs and disabilities.

TEACHING EXPERIENCE

- 2008-2014 Resource Specialist
MAAC Community Charter School
Chula Vista, CA
- 2005-2008 Special Education Teacher, Severely Emotionally Disturbed
Hilltop Middle School
Chula Vista, CA
- 2005-2005 Special Education Teacher, RSP and SDC
Chula Vista High School
Chula Vista, CA
- 2005-2005 Special Education Teacher, RSP
Chula Vista Middle School
Chula Vista, CA
- 2003-2005 Special Education Teacher, Severely Emotionally Disturbed
Sweetwater Union High School
National City, CA

INSTRUCTIONAL ASSISTANT EXPERIENCE

- 1999-2003 Instructional Assistant, Metaphonological Reading Program
Sweetwater Union High School
National City, CA
- 1999 – 2001 Instructional Assistant, Reading To Learn Program
Montgomery Middle School
Otay Mesa, CA

OTHER EXPERIENCE

- 1990 – 1992 Clinician
Lindamood-Bell Learning Processes Center
Solana Beach, CA
- Tutored individual clients
 - Charted clients' progress
 - Made recommendations to managing client consultant regarding progress of, or changes to, current client goals

ADDITIONAL TRAINING AND EXPRIENCE

Holt Language Arts
Sweetwater Union High School District

How To Deal with Difficult Students - Behavior Management Training
San Diego

Metaphonological and Reading To Learn Student Testing and Placement
Team
Sweetwater Union High School District

Lindamood-Bell Auditory In-Depth Discrimination
Visualizing and Verbalizing
Lindamood-Bell Headquarters, San Luis Obispo

PROFESSIONAL AND ACADEMIC AFFILIATIONS

Council for Exceptional Children

Council for Children with Behavioral Disorders

Phi Kappa Phi – Honor Society
San Diego State University
Chapter 96

Yvonne Reid Hairston

Lake Murray Blvd.
San Diego, CA 92119-1457

619.823.2340
hairstony@gmail.com

SUMMARY

A human resources professional with extensive experience in maximizing corporate, team, and individual performance through progressive human processes. With diversified generalist experiences in strategic human resources planning, employee relations, staffing, training, compensation and policies and procedures in academic, public and private environments.

PROFESSIONAL SKILLS

- | | |
|------------------------------|--|
| STRATEGIC HR PLANNING | <ul style="list-style-type: none">■ Interpret information related to the organization's operations from internal and external sources, to contribute to the development of the organization's strategic plan and long-range goals.■ Participate as a contributing partner in strategic planning.■ Develop and utilize metrics to evaluate HR's contributions to the achievement of the goals and objectives of the organization.■ Reinforce the organization's core values and behavioral expectations through modeling, communication, and coaching.■ Participate in strategic decision-making and due diligence activities related to organizational structure and department restructuring.■ Lead teams discussions to determine strategic application to integrate technical tools and systems (HRIS, performance management tools, applicant tracking) |
| EMPLOYEE RELATIONS | <ul style="list-style-type: none">■ Ensure employee and labor relations activities are compliant with applicable federal, state, local laws and regulations, CA Education Code and a variety of union contracts.■ Implement and assist in the development of employee relations programs that promote a positive organizational culture.■ Evaluate effectiveness of employee relations programs through the use of metrics (exit interviews, employee surveys).■ Analyze and research all requests for various administrative issues.■ Coordinate leaves of absences, providing expertise in ADA, FMLA and all related legislation, policies and procedures to the various CA Leaves. |
| STAFFING | <ul style="list-style-type: none">■ Conduct job analyses to create job descriptions and identify competencies.■ Establish hiring criteria based on job descriptions and required competencies.■ Identify internal and external recruitment sources (employee referrals, and online job boards) and develop and implement selected recruitment plans/methods.■ Evaluate recruitment methods and sources for effectiveness (return on investment (ROI), cost per hire, and time to fill).■ Implement selection procedures, including applicant tracking, interviewing, testing, reference and background checks.■ Provide counseling on and conduct full cycle recruitments; including extending employment offers for healthcare professions, academic and management positions.■ Administer post-offer employment activities (execute employment agreements, complete I-9 verification, coordinate relocations and schedule physical exams). |
| COMPENSATION | <ul style="list-style-type: none">■ Administer payroll functions (new hires, deductions, adjustments, terminations).■ Communicate and train workforce in compensation and benefits programs and policies.■ Conduct compensation need assessments (benchmarking, employee survey).■ Analyze job descriptions for current and new positions; recommend appropriate classification for new positions and analyze job descriptions submitted for classification ensuring communication with staff, supervisors and managers prior to finalization. |

1261 Indian Creek Dr.
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Marisol Cortes

Experience

2015-Present Howard Gardner Community Charter School Chula Vista, CA
Executive Administrative Assistant

- LEA Assessment Coordinator, responsible for organization, materials, and testing for CELDT, and Smarter Balanced
- Work collaboratively with District and County staff to complete and submit ADA reports
- Work closely with Director to update and implement LCAP goals
- Worked on Title III grant
- Responsible for the NSLP including ordering, verifying applications, filing monthly claims, and all reporting
- HR/Payroll/Benefits
- Work closely with back office provider (CSMC) on the budget and finances
- Place orders, track delivery, and maintain inventory
- Manages incoming orientation for staff
- Implement recruitment plan, maintain school lottery and enrollment data, organize and prepare new student orientation
- Arranges conferences and travel for staff; prepares related purchase orders or payments requisitions
- Establishes and maintains good relationships with all stakeholders: parents, students and community partners
- Attends IEP meetings when Director can't be there and translates meeting and IEP documents
- Prepares and organizes monthly board meetings
- Supervises administrative staff, cafeteria staff, and campus monitors
- Covers shifts for classified staff if needed
- Implemented a daycare program for before and after school
- Work closely with Parent Advisory Committee for fundraising and monthly parent meetings
- Document student discipline, and act as administrative designee for student disciplinary actions, including parent and student conferences
- Provide verbal and written translation (Spanish) as requested
- Attend any or all District, County and State trainings or workshops to stay updated with new Charter School laws, new testing updates, NSLP updates, and attendance updates
- Participate in the interview and hiring process of any new staff or teachers
- Works closely with the Director during our audit each year

2008-2015

MAAC Community Charter School

Chula Vista, CA

Attendance and Assessment Technician

- LEA Assessment Coordinator, responsible for organization, materials, and testing for CAHSEE, CELDT, and Smarter Balanced
- Created attendance system which includes: data collection to identify attendance trends; conducting student conferences to set attendance goals; establish and monitor attendance contracts with students; conduct meetings with students, parents, teachers and other staff, as needed to support students
- Work collaboratively with Data Analyst, independent study teachers, school administrator, District and County staff to complete and submit ADA reports.
- Created, and implemented system to document student discipline, and act as administrative designee for student disciplinary actions, including parent and student conferences
- Facilitated 3 cohorts of a 9-week parent involvement program titled, "Padres Comprometidos"
- Collaborated with Attendance Research Action group team to implement systems to increase attendance (6% increase)
- Facilitated Assessment Research Action group in researching different assessment programs to show students improvement in work and tests and established reclassification process of ELLs
- Acted as note taker for Research and Action groups and submitted minutes and notes to School Director and team
- Provided verbal and written translation (Spanish) as requested.
- Attend any or all District, County and State trainings or workshops to stay updated with new Charter School laws, new testing updates, and attendance updates
- Participated in the interview and hiring process of any new staff or teachers
- Worked closely with the Director and Data Analyst during our audit each year

Receptionist/Directors Administrative Assistant

- Prepared letters, reports, memos, notices and other materials as directed
- Registered new incoming students to the school and maintained new files
- Supported school director by: making travel arrangements, scheduling appointments, translating documents, translating during meetings, organizing files
- Solely responsible for answering, screening, directing and messaging of multi-line phone system
- Prepared incoming / outgoing mail and packages
- Supported Data Analyst with attendance reports
- Scheduled and participated in interviews and hiring process of new employees

2007-2008 MAAC Head Start San Marcos, CA

Office Clerk II / Receptionist / Resource Clerk

- Solely responsible for answering, screening, directing and messaging of multi-line phone system
- Prepared Incoming / Outgoing mail and packages
- Input all data necessary, proofread, and translated
- Coordinated and instructed meetings for our staff
- Typed up minutes for meetings, memos, reports, charts, graphs etc.
- Assisted HR department with payroll for over 150 employees
- Assisted the Social Service department with low income families applications
- Assisted the Parent Involvement department with parent events
- As head of the Education Department, I ordered Educational Supplies for all Head Start sites and distributed the supplies to site Directors
- Organized all the supplies, kept inventories, and purchase orders/checks

2003-2007 Palomar Park Chiropractic Vista, CA

Office Manager

- Managed office for two Doctors of Chiropractic medicine
- Answered multi-line phone, made all patient appointments, handled all billing and helped with bookkeeping
- Maintained patient flow of the office to minimize wait time
- Processed payroll for staff
- Responsible for all data inputting, filing, and screening mail
- Supervised two office assistants and three massage therapists
- Supported during attorney meetings by taking notes for the Doctors
- Was responsible for all personal injury cases and workers' comp cases
- Attended several of assistant seminars, management seminars, chiropractic seminars, and customer service seminars

Education

2010-2014 Southwestern Community College

A.A.: Administration of Justice

1999-2003 San Marcos High School

High School Diploma

Recipient, Presidential Leadership Award Scholarship (2003) presented Mayor Corky Smith, of San Marcos.

Mary Soto

1332 Melrose Ave, Chula Vista, CA 91911
Mobile Phone: 619.392.6530 e-mail: marisoto8@gmail.com

Education

Point Loma Nazarene University, San Diego 2006-2008
Master's Degree in Education 3.87 GPA

University of California, Irvine 1999-2003
Bachelor's Degree in Social Science, Minor in Education 3.0 GPA

Castle Park High School, Chula Vista 1995-1999
High School Diploma, Honors

Work Experience

MAAC Community Charter School 2008-Present
Bilingual (Spanish) Academic Counselor

- Initiated, coordinated, and facilitated: English Language Advisory Committee; Parent Engagement program, "Padres Comprometidos"; Escalera, college and career internship program; and Attendance Research Action Group.
- Led the following staff committees, in partnership with School Director: Student Study Team, Steering Committee, School Leadership Team, and WASC Lead Team.
- Administrative designee responsible for all students, staff and school community.
- Trainer of Trainers for: PowerSchool; Data Director; Chancery; First Class
- Member of MAAC Compliance Committee
- Member of MAAC Impact Conference Committee (2013-present)
- Effectively and efficiently completed all academic counselor responsibilities such as: master schedule, mental health crisis intervention, liaison for local colleges, conducted college and university visits with students, participated in LCAP creation and monitoring, conducted transcript analysis and financial aid presentations to all advisories.

Sweetwater Union High School District 2003-2008
Instructional Assistant-Special Education

- Assist with Individualized Education Plans for students with mild-moderate learning disabilities
- Translate in IEP meetings
- Aide classes with IEP students, hold small groups, give further instruction

Related Experience

Adonai Christian Center 2008-2014
Instruction Coordinator/Instructor-Primary grades

Sun City Missions/IMSD 1997-2012
International Missions Interpreter for groups of 15-300

Tommy Valentino Ramirez

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Chula Vista, Ca 91910
619.203.3714

tommyvalentino@gmail.com

Education

Redlands High School Diploma
University of California San Diego B.A. Sociology
Minor Teacher Education Program

Professional Experience

MAAC Community Charter School 2001-2016	Dean of Students Create and direct school's culturally relevant leadership development, safety (School Site Safety plan, coordinate trainings, policies and procedures), and transformative/restorative justice (discipline procedures and trainings) programs. Represent charter school at District, Statewide, and National levels. Advise the Associated Student Body, and extracurricular activities.	Current Position	Chula Vista, Ca.
MAAC Project, Head Start	Parent Involvement Manager Coordinate parent involvement for 16 North County Head Start Facilities, and supervise 4 Parent Involvement Coordinators		San Marcos, Ca.
Barrio Logan College Institute	Community Coordinator Coordinate BLCI's connection to community needs and issues. Organize and facilitate workshops with and for the Parent Council, High School and Middle School programs. Co-Coordinate High School Summer Program, including workshops and University tours outside of SD County.		Barrio Logan, Ca.
UCSD: Early Academic Outreach Program	Supervisor, Mentor & Tutor Program Supervise and facilitate workshops to UCSD undergraduates tutoring and mentoring throughout San Diego County.		La Jolla Ca.
National City Boys and Girls Club	Summer Sports Camp Coach and teach various sports for Youth Ages 5 to 15.		National City Ca.
<u>Community Involvement</u>			
Centro Cultural de la Raza	Board of Trustees, President The mission of the CCDLR is to preserve and promote Chicano, Latino, Mexican, and Indigenous Art and Culture. A community founded and run art and cultural community center established in 1970. centroculturaldelaraza.com		San Diego Ca.
Peace and Dignity Journeys	Local Organizing Committee Member Territories Assist in the organizing for the Continental PDJ ceremony locally (Route, Fundraising, Networking etc.). Lead Organizer of the S. San Diego Tributary Route (Tijuana/US border to the Centro Cultural De La Raza) past 3 cycles (2008, 2012, 2016). http://sandiego.indymedia.org/pdj2016/		San Diego County/ Kumeyaay & Luiseno
Youth Organizing Communities	Organizer Youth-led Grassroots organization. Organizing for educational change and youth justice.		S. San Diego
Youth Action Network	Organize with youth Conferences, community workshops, press conferences, protests, vigils, etc. Organizer, Intermediary		San Diego County

Assisted the re-establishment of YAN, a network of youth organizations fighting for systemic change.

San Diego Foundation for Change

Grants Committee Member 2001-2002 San Diego and Tijuana
Grants Committee Member, read proposals, conducted site visits in San Diego and Tijuana, made recommendations.

California Fund for Youth Organizing

Board Member, Grants Committee Chair 2001-2008 California Statewide
Original member to establish the CFYO, asked to represent San Diego County youth organizing community. Assisted in the creation of CFYO's RFP, chair of the grants committee, read proposals, conducted site visits throughout California, and represented the CFYO Nationally (Council on Foundations etc).

**Achievements/
Special Recognitions**

National Council of La Raza National Institute for Latino School Leaders Fellow 2015
San Diego Union Tribune Latino Champion Civic Leader of the Year, 2015
University California, San Diego (UCSD) Cesar Chavez Alumni of the Year, 2015
MAAC Project, Roger Cazares Impact Award 2014
National Council of La Raza Annual Conference workshop Presenter 2004, 2005, 2014, 2015
UCSD *Education Studies Graduate Program*, Guest lecturer
Options Secondary School (SUHSD alternative school), Transformative/Restorative Justice Trainer
Latin@ Indigenous Peoples Unity Coalition, Youth Advocate Award Recipient
MAAC Community Charter School, Soccer and Basketball sports clubs Coach 2003-2013

Luis Perez

12550 Calle Tamega # 125, San Diego, CA 92128
714 425-5439 lperez714619@gmail.com

Education

High Tech High School Graduate School of Education 2009-2011
Master's Degree in Teacher Leadership

University of California, Irvine 1996-2001
B.S in Biological Sciences

Loara High School, Anaheim 1992-1996

Work Experience

MAAC Community Charter School 2004-Present
Bilingual (Spanish) Biology and Math Teacher

- Design and integrate relevant curriculum that is aligned to the Common Core State Standards in the areas of Biology and Integrated Math I.
- Implement and incorporate elements of Critical Pedagogy and the Cycle of Praxis in the classroom.
- Served as Science/ Math Department Chair
- Served as Lead/ Mentor Teacher and helped facilitate various PLC's ranging from Project-Based Learning to Common Core.
- Served as the "Showcase" lead, in planning students' exhibition of their classroom projects.
- Member of the Steering Committee (school's internal, decision making body comprised of Dept. Chairs and Administrators)
- Member of the school's Assessment Action Group and helped develop grading rubrics for projects as well as research school-wide assessments for future implementation
- WASC Lead in the area of assessment.
- Member of MAAC Impact Conference Committee (2013-2014)

Santa Ana Unified School District 2001-2004
6th - 8th grade Science Teacher

- Develop lesson plans and curriculum that incorporated the subject-matter state standards in science.
- Served as an academic coach for the school's academic pentathlon team.
- Worked in collaboration with UC Irvine's chemistry department to bring a mobile science lab for demonstrations.

BRYAN GLASRUD

11846 Stoney Peak Dr., San Diego, CA 92128
bglasrud@gmail.com
(619) 886-6807

Work Experience

San Diego County Office of Education, San Diego, CA Work Readiness Assistant (Temporary)

April 2014 – Present

Completed a master's thesis, through San Diego State University's Master of Criminal Justice and Criminology program, focusing on youth in a reentry program and their perceptions of the program pertaining to legitimacy and procedural justice. As a Work Readiness Assistant, I was tasked to expand my thesis project for its inclusion in a program evaluation as part of the requirements associated with a federal grant. The expanded portion included confidential interviews with reentry program staff and participants. Further duties include tutoring of students seeking to pass the GED, CAHSEE, and completion of requirements for acquiring a high school diploma.

San Diego County Office of Education, San Diego, CA Instructional Aide

August 2013 – April 2014

In collaboration with Able-Disabled Advocacy, taught students basic skills instruction that included math and reading. The goal was to help students raise their reading and math two full grade levels. Approximately 50% of the students under my instruction met this goal, while 100% increased by at least one grade level in either reading or math.

University of Cincinnati, Cincinnati, OH Research Assistant

March 2010 – September 2012

Working remotely from San Diego, CA, assisted in the collection and input of data pertaining to the Juvenile Drug Court program within the San Diego County Probation Department for a University of Cincinnati study that acted as a program evaluation meant to determine the efficacy of the juvenile drug court models throughout the United States criminal justice system. Responsibilities included extracting data from the Probation Case Management System (PCMS) regarding study participants' activities within the juvenile drug court, and entering said data into SPSS with integration into main University of Cincinnati database. Took on responsibility of accessing multiple criminal records database systems to gather recidivism information on all San Diego County study participants. Maintenance of files, records, and overall confidentiality was stringently adhered to throughout the course of the study.

Chula Vista and South Bay Elementary School Districts, San Diego, CA Substitute Teacher

September 2008 – Present

All duties included in an elementary school teacher position.

Education

Master of Science Degree in Criminal Justice and Criminology – San Diego State University (2014)

Bachelor of Arts Degree in Sociology – San Diego State University

Ismary Linares

1487 Judson Way Chula Vista, CA 91911 * 619.254.2266 * ismarylinares@hotmail.com

STRENGTHS

- 10+ years working with and mentoring adolescents and young adults through non-profit volunteer work.
- B.A. in Ethic Studies, working diligently to improve multicultural understanding by encouraging sensitivity and respect.
- M.S. in Supply Chain Management with 13 years' experience in a corporate setting under Operations Planning.
- Bilingual Professional (English/Spanish Fluent) who has supervised various community outreach programs through volunteer work in non-profit organizations.
- Experience in training, conducting meetings, creating literature, communication and inter-relationship techniques.
- Strategic planner, problem solver, and persuasive leader who is multi-task oriented, a team player, with an ability to work independently, and execute Time Sensitive Projects.
- Project Planning and Project Management experience with extensive knowledge in Purchasing and Inventory Management.

EXPERIENCE

- 2012-Current International Ministries of San Diego (IMSD) National City, CA
2013 Winter Missions Coordinator
- On-Site director for 2013 San Quintin, Mexico Christmas Mission Trip.
 - Planned and successfully executed all mission trip related meetings and created all pertaining literature, promotional items, presentations, and managed all social networks.
 - Trained, empowered and assisted various organizations in San Diego toward outreach programs in the community.
 - Researched and gathered ideas and created PowerPoint presentations of planned projects for the IMSD board including budget reports.
 - Managed all questions and conflicts between Mexican churches and American teams.
 - Coordinated fundraising activities and made timeline adjustments as necessary, including leading the annual Christmas Toy Drive.
- 2004-Current Panasonic Industrial Devices Sales Company of America (PIDSA) San Diego, CA
MRP Controller (Demand/ Inventory Planner)
- Created and managed project plans in continuous improvement strategies designed to increase efficiency and improve customer satisfaction through the reduction of response time and error rates.
 - Developed proper communication channels throughout the supply chain by pinpointing problem areas and creating viable solutions among multiple international parties.
 - Managed high volume purchase orders in high pressure situations using innovative and resourceful techniques while staying within project plan deadlines.
 - Directed smooth account transitions by performing periodic system audits and creating status reports.

EDUCATION

- 2010-2014 University of San Diego San Diego, CA
M.S., Supply Chain Management
- 1999-2003 University of California, San Diego La Jolla, CA
B.A., Ethnic Studies

REFERENCES

- International Ministries of San Diego
Co-founder Ms. Martha Ramirez 619.318.0477
- * More references available upon request.

ALYSSA OSIAN



COMMUNICATIONS & MARKETING EXPERT

EXPERTISE



BRANDING
STRATEGIC PLANNING
SOCIAL MEDIA
MEDIA RELATIONS
EVENT PLANNING
EMPLOYEE RELATIONS
GRAPHIC DESIGN
PERSUASIVE WRITING
DONOR RELATIONS
PUBLIC SPEAKING

TECHNICAL SKILLS



MICROSOFT OFFICE SUITE
WORD, EXCEL, POWERPOINT, ACCESS, OUTLOOK
APPLE PRODUCTIVITY APPLICATIONS
PAGES, NUMBERS, KEYNOTE
ADOBE CREATIVE SUITE
INDESIGN, ILLUSTRATOR, PHOTOSHOP
WORDPRESS

PERSONAL PROFILE

- Impeccable work ethic.
- Engages colleagues and volunteers in collaborative projects.
- Maintains composure under high-stress situations.
- Comfortable working with diverse communities.
- Highly organized and detail-oriented.
- Listens attentively to others.
- Works effectively in a team environment and actively participates in joint problem solving.
- Identifies and takes advantage of opportunities for personal and professional development.
- Protects the proprietary information of organization systems.
- Follows rules, regulations, and policies; positively contributes to implementing change.
- Deals with issues directly, in a respectful and timely manner.

PROFESSIONAL EXPERIENCE

- January 2016 – Present CHIEF OPERATING OFFICER
Ciprus Consulting
- Strategize vision, mission and business plan for start-up information technology consultancy.
 - Meet with potential clients to discuss opportunities for collaboration.
 - Direct and implement start up's communications plan.
- 2012 – 2016 DIRECTOR OF DEVELOPMENT & COMMUNICATIONS
Metropolitan Area Advisory Committee
- Represented MAAC in a wide variety of high-visibility civic, community and professional organizations and associations.
 - Gave public presentations, including speeches and audiovisual presentations.
 - Ensured that MAAC was represented at events.
 - Collaborated with the CEO in developing communications to best inform internal and external community about the organization.
 - Wrote, designed, and coordinated placement and publication of ads, media announcements, marketing materials and publications.
 - Developed, designed, and coordinated new collaterals for the organization, including a quarterly newsletter and annual report.
 - Established and maintained positive relationships with local media; coordinated interviews with media to highlight organization's programs, staff, and participants.
 - Redesigned organization's website according to strategic plan, including development of new messaging and curating new photos and videos.
 - Developed, launched and managed all organizational social media posts.
 - Developed, implemented and evaluated the organization's strategies for fund development and donor stewardship that included annual, foundation, corporate, government, and individual giving.
 - Researched, developed and wrote foundation, corporate and government proposals and solicitation materials.
- 2007 – 2012 DIRECTOR OF DEVELOPMENT & COMMUNICATIONS
Episcopal Community Services of San Diego
- Developed strong and consistent messages in support of efforts to renew support and raise funds.
 - Revived annual fund; established goals, designed themes and related materials.
 - Designed stewardship program, including acknowledgement letters, reports, follow-up visits and other activities to develop and sustain strong relationships with donors and to demonstrate accountability.
 - Created and implemented department business plan, budget and calendar.
 - Conceived, drafted and produced all agency print and electronic collateral.
 - Oversaw all aspects of annual fund raising event.
 - Wrote and distributed all agency-related press releases.
 - Launched parish involvement initiative.
 - Coordinated program and administrative volunteers.
 - Wrote, designed and coordinated direct mail appeals, including ECS Today quarterly newsletter.
 - Provided staff direction of development committee of the board of directors.
 - Maintained Raiser's Edge donor database system.
 - Researched and wrote grant proposals for unrestricted and restricted funding.
 - Coordinated in-kind donations, including holiday wish lists.
 - Created planned giving program.
 - Served as photographer at major agency events.

ALYSSA OSIAN

ALYSSA.OSIAN@GMAIL.COM
(858) 472-9952

PROFESSIONAL EXPERIENCE

- 2005 - 2007 **DIRECTOR OF DONOR RELATIONS**
Seacrest Village Retirement Communities
- Developed and cultivated relationships with donors, volunteers and community leaders. Oversaw direct mail fund raising appeals.
 - Planned and designed fund raising events including annual gala, fashion show, and golf tournament.
 - Developed donor-centered events and activities.
 - Collaborated with VP to create and implement department business plan, budget and calendar. Oversaw membership drives of two auxiliary groups.
 - Worked with colleagues to enhance development function.
 - Graphic design of event-related collateral.
 - Secured donations and sponsorships from donors at all levels. Maintained agency mailing list.
- 2000 - 2005 **ASSOCIATE DIRECTOR/SPECIAL EVENTS**
Jewish Home of San Francisco
- Designed and implemented all fund raising events, Managed day-to-day event logistics.
 - Monitored creative direction provided by graphic designers and event consultants, Solicited sponsorships and donations.
 - Provided day-of event coordination.
 - Collaborated with committee members and event volunteers, Created and implemented donor recognition program.
 - Created and managed first young adult leadership initiative, Secured in-kind gifts from corporate donors.
 - Collaborated with Director to create and develop department business plan, budget and calendar.
- DEVELOPMENT ASSOCIATE**
Jewish Home of San Francisco
- Managed all aspects of donor communications.
 - Assisted Development Director with grant research and writing.
 - Provided key support to CEO and Development Director during \$55M capital and endowment campaign. Developed relationships with donors and volunteers.
 - Researched donor, foundation and corporate prospects.
 - Collaborated with Director to develop planned giving program.
 - Created analytic fund raising reports.
 - Assisted with fund raising event planning.

EDUCATION & CERTIFICATION

CFRE International
Certified Fund Raising Executive (CFRE)
Certification exam planned for November 2016

RISE San Diego
Urban Leader Fellowship Program
June 2015 - June 2016

The Fund Raising School at The San Diego Foundation
Certificate in Fund Raising Management

San Jose State University
Non Profit Management Certificate Program
Certificate in Non-Profit Management

San Francisco State University
Bachelor of Arts in Social Work

San Diego Miramar College
Associate of Arts in Liberal Studies

VOLUNTEER EXPERIENCE

ACATL Leadership Academy
San Diego, California
Founding Member
November 2015 - Present

Emerging Leaders Institute
San Diego, California
Vice President/Treasurer
September 2014 - Present

Delano Jones

Objective A management position with a company that offers promotional possibilities and affords an opportunity to utilize my organizational, communication and technical skills.

Education California State University, Long Beach
Bachelor of Science
University of California, San Diego
Accounting courses via University Extension

Work experience 7/2008-Present
Charter School Management Inc.
School Business Manager
Consult with assigned school staff regarding business administration, budget development, accounting systems, finance, financial planning, tax and bond requirements, reports, ASB funds, legislative requirements and other business services. Assist assigned school clients in a variety of support functions regarding business services including assistance in applications for grants or special funding; assist the school business officers in other financial, accounting and general business functions as required. Review and audit general ledger entries for accuracy (and balancing as needed). Prepare year-end journal entries including accruals and depreciation

8/2007-6/2008
Journey School
Business & Development Manager
Create, audit and certify financial reports submitted to sponsoring Local Educational Agency; monitor and analyze school budget throughout the course of the school year using general ledger reports. Monitor the fiscal status of school noting cash flow, accounting transactions, fund balances, budget administration, expenditure control and the accuracy of income projections. Consult with Education Administrator, Certificated, and Classified staff in areas of school business regarding accounting, finance, budgeting, legislation, cash flow, fund balances, payroll, commercial warrant requirements and third party audits.

11/2004- 7/2007
San Diego County Office of Education
Charter School Technician
Provides advisory services and support to the charter schools in San Diego County. Analyze budgets and financial reports. Research and apply state and federal laws and regulations to assist charter schools and chartering agencies in a timely and professional manner. Prepare and disseminate financial documents and reports to charter schools within San Diego County. Gathers information related to state and federal funding sources and assist with financial projections, policies and

procedures related to charter school business functions. Provide updates on developments related to charter school finance and business administration to charter schools, districts and other interested parties. Meet with charter school developers, petitioners, charter board members and district and county staff. Attend meetings and make presentations at workshops and training sessions.

10/2002-10/2004

San Diego County Office of Education

Risk Management Tech

Responsible for Monthly reports from districts for various Medical Insurance carriers primarily, Kaiser, Pacificare and Fringe Benefit Consortium. Process and reconcile these reports against invoices from the Insurance carriers. Submit enrollment forms and termination forms to the carriers. Maintain eligibility records for individual carriers by district and employees enrolled in each plan. Responsible for monthly payments to each health insurance carrier along with supporting documentation.

Curriculum Vitae

Daniel Stacy

640 B Avenue
Coronado, CA 92118
Phone: (619) 857-9995
E-mail: dstacy@circleseat.org

Education

- 1982 Ph.D. in Counseling Psychology w/ Professional Emphasis
Professional School for Psychological Studies, San Diego, CA
- 1980 M.A. in Counseling Psychology
National University, San Diego, CA
- 1978 B.A. In Psychology
San Diego State University, San Diego, CA

University Experience

- 2014 - Present Adjunct Professor, Behavioral Sciences Department
San Diego City College, San Diego, CA
- 2014 – Present Adjunct Professor, Criminal Justice Department
San Diego State University, San Diego, CA

Clinical and Supervision Experience

- 1984 – 2000 Daniel F. Stacy, Ph.D., Private Practice in Coronado, CA
Individual, family and group outpatient services; consultation with other
agencies/organizations; clinical supervision of M.F.T. interns.
- 1998 – 2000 Mental Health Clinician, HHSA, San Diego, CA
Lead clinician for teams serving the homeless in San Diego County;
County lead/coordinator with other agencies serving this population.
- 1983 – 1984 Staff Therapist, Park Center, Inc., Fort Wayne, IN

Individual, family, and group outpatient services; coordinator of all services dealing with sexual abuse – victims and perpetrators.

Administrative Experience

- 2005 - Present Founder/CEO, Circles 4 Change organization, San Diego, CA
San Diego-based non-profit serving children and families affected by incarceration, violence and poverty. Our organization is a teaching enterprise whose mission is two-fold. We are dedicated to improving the learning and behavior of our children through evidence-based circles, and also to expanding the knowledge and transforming the thinking and culture of the adults and organizations that serve them.
- 1992 – 1993 Case Management Supervisor, Southwood R.T.F., Chula Vista, CA
Utilization review/case management of adolescent population for residential treatment center.
- 1984 – 2000 Co-Founder/Partner, Coronado Counseling Center, Coronado, CA
Development and management of group of licensed therapists providing mental health treatment to individuals and groups; and an internship/training program for students.
- 1982 - 1983 Executive Director, The Thompkins Center, Cambridge, OH
Overall development and management of a new, coed residential treatment program for youth.

Conference Presentations

Stacy, D. (2016). *Transformative Circles*. City of San Diego Restorative Justice and Practice Summit. San Diego Community Concourse.

Stacy, D. (2016). *Using Circles to Promote Social Justice*. 2nd Annual Social Justice in Education Conference: (En)countering Narratives of Power. San Diego City College.

Stacy, D. (2015). *Relational Healing and Social Justice (Keynote Address)*. 3rd Annual Student Leadership Summit. San Diego City College.

Stacy, D. (2015). *Restorative Justice*. World Link Annual Conference. Institute for Peace & Justice, University of San Diego.

Stacy, D. (2014). *Restorative practices: A transformative approach to relational healing and individual growth*. Peace and Justice Studies Association Annual Conference. University of San Diego.

Stacy, D. (2013). *Conflict Resolution and Restorative Practices*. Office of Ethical Development and Restorative Practices, University of San Diego.

University Teaching Experience

City College

Fall 2016 HUMS 106 Introduction to Youth Development
Spring 2016 HUMS 106 Introduction to Youth Development
Spring 2015 HUMS 106 Introduction to Youth Development
Fall 2014 HUMS 106 Introduction to Youth Development
Spring 2014 HUMS 106 Introduction to Youth Development

San Diego State University

Fall 2016 CJ 483 Restorative Practices
Spring 2016 CJ 321 Juvenile Justice and Delinquency
Fall 2015 CJ 321 Juvenile Justice and Delinquency
Summer 2015 ExEd Restorative Principles and Trauma-informed Care
Summer 2015 ExEd Restorative Circles in Schools
Spring 2015 CJ321 Juvenile Justice and Delinquency
Fall 2014 CJ321 Juvenile Justice and Delinquency

Teaching/Facilitating Experience

2008 – Present Through grant funding provided by the County of San Diego, classes taught twice weekly to incarcerated youth at three juvenile institutions in San Diego County – utilizing Circles 4 Change curriculum; as well as conducting follow-up community groups to released youth.

2014 – 2015 Training and subsequent weekly facilitation of Restorative Practices circles at Crawford High School.

2011 – 2014 Facilitate groups twice monthly to middle school and high school-aged children of incarcerated parents.

University Course Development

City College

Spring 2016 HUMS 114 Restorative Practices
Spring 2016 HUMS 118 Diversity and Cultural Competency

San Diego State University

Summer 2015 ExEd Restorative Principles and Trauma-informed Care

Summer 2015 ExEd Restorative Circles in Schools

Organizational Curriculum Development

2008 – Present Circles 4 Change (C4C) curriculum

2011 – 2014 Village of Promise (VOP) curriculum

Consulting/Advising

2016 Steering Committee, Restorative Justice Partners
Providing expertise and direction for collaborative effort between San Diego-based organizations providing restorative practices and trauma-informed care.

2015 - Present Consultant, Sweetwater Union High School District
Providing consultation and staff training to District Leadership and school personnel towards their “Restorative District” efforts.

2015 Steering Committee, San Diego State University
Providing expertise and direction to San Diego State University/College of Extended Studies for upcoming courses to be included in their “Restorative Practices Certificate”.

2015 Steering Committee, City of San Diego
Providing expertise to City of San Diego leadership for upcoming 2016 City of San Diego Restorative Practices Summit.

2014 Steering Committee, Peace & Justice Studies Association Annual Conference
Providing expertise and direction for University of San Diego hosted 2014 International Conference - “Courageous Presence: Shifting Stories and Practices of Peace”.

2014 Steering Committee, Peace & Justice Studies Association Youth Conference
Providing expertise and direction for University of San Diego hosted 2014 international conference - “Courageous Presence”.

2013 – Present
Consultant, San Diego Unified School District
Providing consultation and staff training to District leadership and school personnel towards their “Restorative District” efforts

Training/Service

- 2015 *Making the Connections*. Two day-long trainings presented by the San Diego Unified School District in partnership with the Circles 4 Change organization.
- 2015 *Group Facilitation and Restorative Practice*. A day-long training presented by The California Endowment/Trauma-informed Community Schools in partnership with the Circles 4 Change organization.
- 2014 *Restorative Circles*. San Diego Unified School District. A day-long training presented by the San Diego Unified School District in partnership with the Circles 4 Change organization.
- 2014 *Transforming Your School through Restorative Circles*. Two day-long trainings presented by the San Diego Unified School District in partnership with the Circles 4 Change organization.
- 2014 *Trauma-informed Care*. Two day-long trainings presented by the San Diego Unified School District in partnership with the Circles 4 Change organization.

Circles 4 Change Internship Program

- 2015 - Present Weekly training of City College students in the Circles 4 Change curriculum. Possible internship placement in juvenile institutions and/or local schools.
- 2014 – Present Weekly training of SDSU undergraduate and graduate students in the Circles 4 Change curriculum. Internship placement in juvenile institutions and/or local schools.

Community Service

- 2011 – 2014 Organizational support to local community group – Village of Promise. Facilitate groups twice monthly for elementary through high school-aged children of incarcerated parents. Plan and provide week-long support for their annual summer camp.
- 1994 – 2000 Board of Trustees – Coronado Unified School District
- 1988 – 2000 Coach – Youth Soccer (CYSL)
- 1988 - 2000 Coach – Youth Basketball (CYBL)

Licensure/Certifications

1984 - 2000	Licensed Family Therapist
1989 - Present	Board Certified Sex Therapist - Diplomat
1989 - Present	Board Certified Clinical Supervisor - Sex Therapists and Sex Educators
1981 - Present	California Community College Supervisory Credential
1981 - Present	California Community College Teaching Credential
1981 - Present	California Community College Counseling Credential

Terrence L. Borden
198 Camino Vista Real, Chula Vista, CA 91910, 619-922-5544
terrenceborden@gmail.com • terrencelborden.com

PROFESSIONAL EXPERIENCE

Multimedia Instructor/Adjunct Professor: *Courses in video production and video postproduction (Editing and Special FX)*

Southwestern College 2012 - Current

UCSD DAC 2009 - 2011

San Diego State University 2003 - 2009

Southwestern College 1999 - 2003

Multimedia Teacher/CTE Lead Teacher: *Teach three, 88-minute Multimedia (Video Production, digital imaging, video special fx) daily plus an Advisory class at a high school for "at risk youth" utilizing Project Based Learning practices).*

MAAC Community Charter School 2003 - Present

Video Editor: *Television promotion spots, commercials, documentaries, and corporate videos.*

B&B Communications (Staff/Freelance) 1999 - 2004

KNSD TV NBC 7/39 (Freelance) 2000 - 2008

California Creative Enterprises (Staff) 1996 -2001

Production Center for Documentary/Film-SDSU (Freelance) 1995 - Present

Freelance Editor/Director Various Productions 1994 - Present

Director, producer, editor for Eve Selis' "Do You Know Me" DVD; "Pop Life" (Independent Television Pilot); The Award winning "Carousel" (Cox Cable);

EDUCATION

Bachelors of Science Degree, Telecommunications, Film, New Media, San Diego State University

California CTE Teaching Credential in Arts, Media & Entertainment

Associates Degree, Video Production

SKILLS/ABILITIES

Skilled video editor (Final Cut Pro, Premiere), and digital media producer (Adobe Photoshop and After Effects)

RECOGNITION

Student Emmy Awards: Director/Editor for "Carousel Promo"; Director/Editor for Eve Selis'

"Show Me What Love Is" music video

South Country Regional Occupation Program Distinguished Teacher 2009

REFERENCES AVAILABLE UPON REQUEST



CHARTER SCHOOL TEACHER SIGNATURE FORM: ACATL Leadership Academy

START-UP SCHOOL: Total number of teachers estimated to be employed at the school during the first year of operation: 7

We agree to the contents of the attached charter petition proposal dated September 2016 and will work toward its implementation. Our signatures indicate that we are teachers who are meaningfully interested in teaching at ACATL Leadership Academy.

#	TEACHER'S NAME	SIGNATURE	ADDRESS	CONTACT INFO.	CREDENTIAL INFORMATION	EXP. DATE	COLLEGE DEGREE
1.	Forest Boire		15259 Toney Pine Rd Morgan Hill, CA 95054	(520) 828-5714 potterboire@gmail.com	#160145846 English, ELA Social Science	7.1.21	B.A. History
2.	GENOVIRES MARKERT		3405 HELIXS STANFORD UNIVERSITY CA 94307	619-698-3581 genovires.markert@gmail.com	13013, 1855 Ed Spec Socia. Sci Math	8.1.18	B.A. in Women's Studies & Sciences M.A. in Education
3.	CHARLIE MEJIA		1375 N Broadway Escorido CA 92026	760-840-1343 mejiacharlie@gmail.com	130078616 ELD, Social Science	5.1.18	B.A. Chicago Studies
4.	LOUIS RESEZ		12550 Calle Tanya, CA San Diego 92128	(314) 425-5491 louise@reses.com	140075053 ELD, ELA Math, Eng Science, Soc	10.1.18	B.S. Biological Sciences M.A. Teacher Leadership
5.	JEREMY BLOUGH		311 Imperial Beach Blvd Apt Imperial Beach CA 91932	(609) 961-8219 jblough@jblough.com	130127649 Ed, Social Science	10.1.18	BA Geography
6.	BRIANNA KIMVLI		6289 N Main Dr SDie A 92115	(615) 414-6837 briannkimvli@gmail.com	160039421 Math, Pers, ELA	7/21	B.S. Kinetics & MS Health Education

3. Teacher Signatures

4. Parent Signature Forms



CHARTER SCHOOL PARENT/GUARDIAN SIGNATURE FORM

The petitioners listed below certify that they are parents meaningfully interested in enrolling their student(s) at **Acad Leadership Academy Charter School**. As such, petitioners believe that the charter merits consideration and hereby petition the governing board of the Sweetwater Union High School District to grant approval of the charter pursuant to Education Code 47600 et seq. The petitioners authorize the Leadership Team to negotiate any amendments to the charter necessary to secure approval by the District Board. Signature page is attached to petition upon signature.

Las personas que aquí dan su firma certifican que son padres de familia con un interés auténtico en inscribir a su(s) estudiante(s) en la Escuela Charter **Acad Leadership Academy**. Por lo tanto, los suscritos a esta petición afirman que esta merece consideración y piden que la Junta Directiva Escolar del distrito SUHSD apruebe esta petición charter, según lo provee la Ley Educativa 47600 et seq. Los suscritos autorizan al Equipo Fundador de dicha escuela para negociar las enmiendas a esta petición que sean necesarias para asegurar la aprobación de la Junta Directiva Escolar. Esta página de firmas está adjunta a la petición cuando se firmó.

#	Parent/Guardian Name <i>Nombre de padre/madre</i>	Signature <i>Firma</i>	Address <i>Dirección</i>	Phone # <i>número de teléfono</i>	Student Name <i>Nombre del estudiante</i>	Student Grade in 2018-2019 <i>Grado del estudiante</i>	District School <i>Escuela de distrito</i>	Date <i>Fecha</i>
1	SHERA MORA		457 DELAUNE ST IMPERIAL BEACH CA 91932	619-354-2532	MARISOL MORA	9TH		15/5/16
2	SHERA MORA		457 DELAUNE ST IMPERIAL BEACH CA 91932	619-354-2532	MARISOL MORA	9TH		15/5/16
3	Lupe Morán		3510 WOODLAWN AVE APT K CHULA VISTA CA 91918	619-850-2869	ANAZA DE LA VEGA	11TH		9/15/16
4	Lupe Morán		3510 WOODLAWN AVE APT K CHULA VISTA CA 91918	619-850-2869	ESABEL DE LA VEGA	12TH		9/15/16
5			405 ALTA ROAD SAN DIEGO, CA 92104	(619) 934-0360	ANGEL RICO	12TH		9/14/16
6								



CHARTER SCHOOL PARENT/GUARDIAN SIGNATURE FORM

The petitioners listed below certify that they are parents meaningfully interested in enrolling their student(s) at Acad Leadership Academy Charter School. As such, the petitioners believe that the charter merits consideration and hereby petition the governing board of the Sweetwater Union High School District to grant approval of the charter pursuant to Education Code 47600 et seq. The petitioners authorize the Leadership Team to negotiate any amendments to the charter necessary to secure approval by the District Board. Signature page is attached to petition upon signature.

Las personas que aquí dan su firma certifican que son padres de familia con un interés auténtico en inscribir a su(s) estudiante(s) en la Escuela Charter Acad Leadership Academy. Por lo tanto, los suscritos a esta petición afirman que ésta merece consideración y piden que la Junta Directiva Escolar del distrito SUSD apruebe esta petición charter, según lo provee la Ley Educativa 47600 et seq. Los suscritos autorizan al Equipo Fundador de dicha escuela para negociar los enmendados a esta petición que sean necesarias para asegurar la aprobación de la Junta Directiva Escolar. Esta página de firmas está adjunta a la petición cuando se firma.

#	Parent/Guardian Name Nombre de padre/madre	Signature Firma	Address Dirección	Phone # número de teléfono	Student Name Nombre del estudiante	Student Grade in 2018-2019 Grado del estudiante	District School Escuela de distrito	Date Fecha
1	Alejandra Martinez	Alejandra Martinez	999 "F" St Chula Vista Ca	(619) 210-5535	Andrea Aladin	11	Chula Vista	09/5-16
2	Alicia Solorzano	Alicia Solorzano	2003 Waterbury Dr CV CA 91915	(619) 744-6122	Hugo Solorzano	10	Chula Vista	9/15/16
3	Maribel Galian	Maribel Galian	340 Telegraph Conyers Chula Vista CA	(619) 240-3526	Lizette Galian	11	Chula Vista	9/15/16
4	Martin Bello	Martin Bello	2776 L St SD CA 92002	(619) 438-0436	Alexia Bello	10	San Diego	9/15/16
5	Concha Cordero	Concha Cordero	2766 Durston San Diego CA	619 472-1505	CHADE	15 yrs	San Diego	9-18-16
6	Salvador Sandoval	Salvador Sandoval	1705 Ithaca Ct Chula Vista Ca 91914	619 346-8705	Mack	19 yrs	Chula Vista	9-15-16



CHARTER SCHOOL PARENT/GUARDIAN SIGNATURE FORM

The petitioners listed below certify that they are parents meaningfully interested in enrolling their student(s) at Acal Leadership Academy Charter School. As such, petitioners believe that the charter merits consideration and hereby petition the governing board of the Sweetwater Union High School District to grant approval of the charter pursuant to Education Code 47600 et seq. The petitioners authorize the Leadership Team to negotiate any amendments to the charter necessary to secure approval by the District Board. Signature page is attached to petition upon signature.

Los personas que aquí dan su firma certifican que son padres de familia con un interés auténtico en inscribir a su(s) estudiante(s) en la Escuela Charter Acal Leadership Academy. Por lo tanto, los suscritos a esta petición afirman que esta merece consideración y piden que la Junta Directiva Escolar del distrito SUHSD apruebe esta petición charter, según lo provee la Ley Educativa 47600 et seq. Los suscritos autorizan al Equipo Fundador de dicha escuela para negociar las enmiendas a esta petición que sean necesarias para asegurar la aprobación de la Junta Directiva Escolar. Esta página de firmas está adjunta a la petición cuando se firmo.

#	Parent/Guardian Name <i>Nombre de padre/tutor</i>	Signature <i>Firma</i>	Address <i>Dirección</i>	Phone # <i>número de teléfono</i>	Student Name <i>Nombre del estudiante</i>	Student Grade in 2017-2018 <i>Grado del estudiante</i>	District School de <i>Escuela de distrito</i>	Date <i>Fecha</i>
1	Alacelia Romero		525 ESI 91910 Apt B Echub	614 717760	Tironez Pocos	9	Mec Chubb	9/15/16
2	José Luis Jimenez		320 Telegridh Canyon #78	(619) 755-5645	Edgar Jimenez	8	Chubb	9/15/16
3	Juan Vega		232 E. 3rd St. National City 91956	(619) 787-2244	Melissa T.	19 yrs	Sun. Diego	9/15/16
4	Paz Susana		545 Woodlawn Div. Philadelphia 91910	(619) 600 6669	David Paz	17 yrs	San Diego	9/15/16
5	Susi Flores		1573 Dpache Pratt Blvd Chula Vista 91910	(619) 210 4536	Allie Flores	15 yrs	Chula Vista	9/15/16
6	Claudia Arrivola		330 pacific way st apt A1 Chula Vista, Ca 91910	(619) 761-1091	Jonathan Arrivola	14 yrs	Chula Vista	9/15/16



CHARTER SCHOOL PARENT/GUARDIAN SIGNATURE FORM

The petitioners listed below certify that they are parents meaningfully interested in enrolling their student(s) at Acatt Leadership Academy Charter School. As such, petitioners believe that the charter merits consideration and hereby petition the governing board of the Sponsorship Union High School District for grant approval of the charter pursuant to Education Code 47600 et seq. The petitioners authorize the Leadership Team to negotiate any amendments to the charter necessary to secure approval by the District Board. Signature page is attached to petition upon signature.

Las personas que aquí dan su firma certifican que son padres de familia con un interés sustancial en inscribir a su(s) hijo(s) en la Escuela Charter Acatt Leadership Academy. Por lo tanto, los suscritos a esta petición afirman que esta escuela merece consideración y piden que la Junta Directiva Escolar del Distrito S.U.H.S.D. apruebe esta petición de carta, según lo provee la Ley Educativa 47600 et seq. Los suscritos autorizan al Equipo Fundador de dicha escuela para negociar las enmiendas a esta petición que sean necesarias para asegurar la aprobación de la Junta Directiva Escolar. Esta página de firmas está adjunta a la petición cuando se firmó.

#	Parent/Guardian Name Nombre de padre/madre	Signature Firma	Address Dirección	Phone # Número de teléfono	Student Name Nombre del estudiante	Student Grade in 2018-2019 Grado del estudiante	District School Escuela de distrito	Date Fecha
1	Carolina Duran	<i>[Signature]</i>	1089 Twinning Ave San Diego, CA 92121	619-552-1175	Johnny Sanchez	11th		9/15/18
2	Robert Amps	<i>[Signature]</i>	429 G. St Chula Vista, CA 91910	619-443-1001	Elmer Martinez	4th	Sweetwater	9/15/18
3	<i>[Signature]</i>	Robert Amps	1112 West Sawyer Parkway San Diego, CA 92122	619-267-6735	Robert Sr.	9th	Sweetwater	9/15/18
4	Teresa Mendez	<i>[Signature]</i>	1606 Beta St National City, CA 91910	619-510-8746	Roberto Mendez	12th	Sweetwater	9/15/18
5	Francis Samirah	<i>[Signature]</i>	5401 Central Ave Burbank, Ca. 91511	619-962-1044	Caroline Ramirez	Graduated 2018	North Vista High	9/15/18
6	Alicia Velez	<i>[Signature]</i>	817 Eta St National City 9850	619-288-3334	Francisco Francisco Escobar	11th grade	North Vista High	9/15/18



CHARTER SCHOOL PARENT/GUARDIAN SIGNATURE FORM

The petitioners listed below certify that they are parents meaningfully interested in enrolling their student(s) at Acatl Leadership Academy Charter School. As such, petitioners believe that the charter merits consideration and hereby petition the governing board of the Sweetwater Union High School District to grant approval of the charter pursuant to Education Code 47600 et seq. The petitioners authorize the Leadership Team to negotiate any amendments to the charter necessary to secure approval by the District Board. Signature page is attached to petition upon signature.

Las personas que aquí dan su firma certifican que son padres de familia con un interés auténtico en inscribir a su(s) estudiante(s) en la Escuela Charter Acatl Leadership Academy. Por lo tanto, los suscritos a esta petición afirman que esta merece consideración y piden que la Junta Directiva Escolar del distrito SUHSD apruebe esta petición charter, según lo provee la Ley Educativa 47600 et seq. Los suscritos autorizan al Equipo Fundador de dicha escuela para negociar las emendas a este petición que sean necesarias para asegurar la aprobación de la Junta Directiva Escolar. Esta página de firmas está adjunta a la petición cuando se firmó.

#	Parent/Guardian Name <i>Nombre de padre/madre</i>	Signature <i>Firma</i>	Address <i>Dirección</i>	Phone # <i>número de teléfono</i>	Student Name <i>Nombre del estudiante</i>	Student Grade in 2018-2019 <i>Grado del estudiante</i>	District School <i>Escuela de distrito</i>	Date <i>Fecha</i>
1	Melissa Salcho	<i>ms</i>	1571 Manzana Way San Diego CA 92131	(619) 241-1044	Richard Montes-Salcho	12th	San Diego	9/15/18
2	Melissa Salcho	<i>ms</i>	Same "	Same "	Adrian Montes-Salcho	9th	San Diego	9/15/18
3	Melissa Salcho	<i>ms</i>	Same "	Same "	Juan Carlos Montes-Salcho	9th	San Diego	9/15/18
4	Melissa Salcho	<i>ms</i>	7305 Carrie Way San Diego CA 92121	(619) 441-5350	Steph Paredes	12th	San Diego	9/15/18
5	Melissa Salcho	<i>ms</i>	"Carra"	Same	Daniel Ramirez	10th	San Diego	9/15/18
6	Melissa Salcho	<i>ms</i>	Same	Same	Celeste Ramirez	5th	San Diego	9/15/18



CHARTER SCHOOL PARENT/GUARDIAN SIGNATURE FORM

The petitioners listed below certify that they are parents meaningfully interested in enrolling their student(s) at Acatt Leadership Academy Charter School. The petitioners believe that the charter merits consideration and hereby petition the governing board of the Sweetwater Union High School District to grant approval of the charter pursuant to Education Code 47600 et seq. The petitioners authorize the Leadership Team to negotiate any amendments to the charter necessary to secure approval by the District Board. Signature page is attached to petition upon signature.

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#	Parent/Guardian Name Nombre de padre/tutor	Signature Firma	Address Dirección	Phone # número de teléfono	Student Name Nombre del estudiante	Student Grade in 2018-2019 Grado del estudiante	District School Escuela de distrito	Date Fecha
1	ANITA PAPERS		7335 CAERER DR SAN DIEGO, CA 92139	619-481-5080	Destiny Ramirez	2nd.	Sweetwater	9/15/18
2	DANIEL VASQUEZ		5812 RANCHO HILLS DR. SAN DIEGO CA.	619-491-9175	FAITH VASQUEZ	9th	Sweetwater	9/15/18
3	LENY COTERO		2678 BONITA LEMON AVE LEMON, CA 91745	619-710-8435	Ramon Farias	12th	S. Diego	9/15/18
4	ISABEL GARCIA		736 DUNSTON AVE. CHULA VISTA CA. 91910	619-388-6550	Jordan King	9th	Sweetwater	9/15/18
5	Guadalupe Codina		4337 FILLMORE PL CHULA VISTA CA 91913	619-708-8153	Lizbeth Codina	11th	Sweetwater	9/15/18
6	Guadalupe Codina		1437 FILLMORE PL CHULA VISTA CA 91913	619-708-8153	Brianna Codina	9th	Sweetwater	9/15/18

5. Community Outreach Plan

ALA Charter School Community Outreach Plan OBJECTIVE

The ACATL Leadership Academy (ALA) is committed to maintaining a racially and economically diverse student population reflective of the Sweetwater Unified High School District. ALA will institute a recruitment program designed to educate and inform potential students and their families about its instructional program and to ensure that all San Ysidro, Chula Vista and San Diego residents are given an equal opportunity to enroll their children at the school.

PLAN

The recruitment program will include, but not necessarily be limited to:

- Attendance and participation at local events and activities to promote the school and to meet prospective students and their families;
- The development of promotional materials, such as brochures, flyer, advertisement and medias press kits in English as well as Spanish;
 - Started brochure
 - Rerucha business cards
 - NEED FLYER
 - NEED PETITION to sign....
- Visits to local schools, community centers, religious organizations, Chamber of Commerce and community organizations to publicize the school;
 - Ismary contact Churches??
- Distribution of promotional material to local businesses, libraries and San Ysidro Resource Centers;
 - Plaza de las Americas: Tommy
- Door to door canvassing
 - Villa Nueva, Park Haven, Vista Terrace Hills, etc?

Talking script (Tommy), parameters who can sign/ form (Marisol C), finalized brochure / flyer (Terrance),

ALA will document its outreach results, efforts and utilize the information to improve its determinations to achieve racial, socioeconomic and ethnic balance of its student population.

TIMELINE

Outreach Element	When	Notes	Who
SUHSD			
Development of Promotional materials	Completed by	Coordinator:	Alyssa, Ismary and Terrence
Site visit with outreach materials to schools	Immediately following charter approval-Sept 16	*See Appendix	Team
Site visits with outreach materials to San Ysidro religious organizations	Immediately following charter approval	*See Appendix	Ismary, Mary
Collaboratives	CV, NC		
Participation in local events. CASA http://www.kpbs.org/events/2016/jun/18/casa-volunteer-information-sessions/?et=64053 Festivals https://www.everfest.com/california/san-diego-festivals?page=2	<u>Dates</u> June 8- July 23 Jun 21-Sept 1 Jun 25-26 June 30 - July 4 July 2 July 4 July 15-16 July 16-17 July 21-24 July 23 August 2 August 6-7 August 7 August 20 August 28	<u>Events</u> CASA info classes Twilight in the Park-Balboa Samahan Philippine Cult. Art Fest. - Alyssa Kimball Park Festival- Ismary Cesar Chavez Park Indy. Day SD County Fair - Alyssa to research I.B. Sand Castles PRIDE Comic Con Del Mar Gourmet Food Truck Fest National Night Out National City South Bay Pow Wow Tommy Chula Vista Lemon Festival Marisol Chula Vista Harborfest Bike the Bay	<u>Who</u>
Participation in local Farmer's Markets	<u>Dates</u> Otay Mall Tuesdays 4-8 CV Thursdays 3-7pm IB Fridays 2-7pm Little Italy 8am-2pm Hillcrest 9am-2pm Escondido - Alyssa	<u>Events</u> Ismary	
Participation in local Canvassing	<u>Dates</u>	<u>Events</u> San Ysidro Apartments	

Participation in local Businesses	<u>Dates</u> 3rd Wednesday, June 22, July 20 ?	<u>Businesses</u> San Ysidro Chamber of Commerce Plaza de las Americas Kiosk BillBoards	
<u>Partners</u> CBB (healing, staff dev, funding) Luz Chung (staff dev, teacher recruitment, governance) Fred Sotelo (YLD, Career, fundraising) Justin Littrell (student referrals, career readiness) Margie De Ruyter (career) Amanda Cheyney (workforce readiness, governance, compliance) Workforce Partnership Casa Familiar Bea Fernandez (PTA) Delano Jones Centro Cultural de la Raza SUHSD ACLU CPI Mr. Mrs Taco (internships, nutritional support) GOTM (scholarships, internships, vol's) BLCI (after school support) Hitzke (internships) Interfaith Com. Service Mexican Consulate Trio Mr. Lopez SWC Grossmont Cuyamaca City College District Point Loma Nazarene University Emerging Leaders Institution Cornerstone Church	<u>Dates</u>	<u>Who to set up mtgs</u> Tommy Tommy Rerucha Rerucha Rerucha Rerucha Rerucha/Amanda Rerucha/Tommy Rerucha Tommy Yvonne Norma Tommy Marisol Alyssa Alyssa Rerucha Alyssa Mary Mary Rerucha Yvonne Yvonne Yvonne Mary Alyssa Mary/Ismary	

MEDIA & COMMUNICATIONS

ALA will work with these media outlets to publicize the school:

Organization	Type	Contact
	Newspaper	
KPBS,	Television	Kyla Winter - Alyssa to connect
La Prensa	Newspaper	
92.5	Radio	Xavier the X man

ALA Leadership Team will work the listed owners of the following Social-media to post information about ALA

Organization	Type	Contact
Facebook		
Twitter		
Instagram		
Linked In		

Printed Materials

ALA will create informational fliers about the school and open enrollment process. The fliers will be distributed at the following locations, with the permission from each:

San Y Libraries
 Chula Vista Libraries
 Boys and Girls Clubs
 Local Businesses
 YMCAs

Written materials that specifically explain how ALA will help their child succeed and

Family

Example of what the English/Spanish information flyers will include:

- School mission & vision
- All core faculty CLAD certified
- Individualized instructional support: 9th - 12th 27:1
- State of the art technology for learning and communication
- Enrichment opportunities at low or no cost
- Graduation requirements will mirror the UC admission requirements.
- Project Based Learning with a Multiple Intelligence emphasis
- Individualized learning through Independent studies

6. Organizational Information

a. Filed Articles of Incorporation of 501(c)(3)

3941267

**ARTICLES OF INCORPORATION
OF
ACATL LEADERSHIP ACADEMY**

FILED JAR
Secretary of State
State of California
160 SEP - 6 2016

I.

The name of the Corporation shall be ACATL Leadership 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 public and charitable purposes. The specific purposes for which this Corporation is organized are to 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:

Marisol Rerucha
6727 Parkside Ave.
San Diego, CA 92139

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, public 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, for a public purpose. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine which are organized and operated exclusively for such purposes.

VII.

The initial street address of the Corporation is:

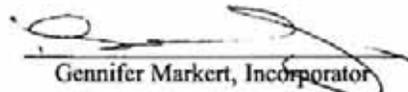
6727 Parkside Ave.
San Diego, CA 92139

The initial mailing address of the Corporation is:

2493 Roll Drive, #210-7073
San Diego, CA 92154



Dated: 8/30/2016


Jennifer Markert, Incorporator



I hereby certify that the foregoing transcript of 2 page(s) is a full, true and correct copy of the original record in the custody of the California Secretary of State's office.

SEP 07 2016

Date: _____ *AP*

Alex Padilla

ALEX PADILLA, Secretary of State

b. ACATL Leadership Academy Bylaws DRAFT

**BYLAWS
OF
ACATL LEADERSHIP ACADEMY**
(A California Nonprofit Public Benefit Corporation)

**ARTICLE I
NAME**

Section 1. **NAME.** The name of this Corporation is ACATL Leadership 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 San Diego County, State of California. The Trustee Council 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 Trustee Council 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 trustee 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, public 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, for a public purpose.

ARTICLE VI CORPORATION WITHOUT MEMBERS

Section 1. **CORPORATION WITHOUT MEMBERS.** The Corporation shall have no voting members within the meaning of the Nonprofit Corporation Law. The Corporation's Trustee Council may, in its discretion, admit individuals to one or more classes of nonvoting members; the class or classes shall have such rights and obligations as the Trustee Council finds appropriate.

ARTICLE VII TRUSTEE COUNCIL

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

- a. Appoint and remove, at the pleasure of the Trustee Council, 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. DESIGNATED TRUSTEES AND TERMS. The number of trustees shall be no less than five (5) and no more than seven (7), unless changed by amendments to these bylaws. The Trustee Council will be comprised of trustees of diverse backgrounds, genders and ethnicities, including at least two (2) relatives of a student currently enrolled in ACATL Leadership Academy, and three (3) community members (from a university and/or community college, non-profit, K-12 education, a business leader, or a community leader.) One (1) student representative will be invited to attend meetings and provide the Council with a report as to matters that are important to students of ACATL Leadership Academy. All trustees shall have full voting rights, including any representative appointed by the charter authorizer as consistent with Education Code Section 47604(b). If the charter authorizer appoints a representative to serve on the Trustee Council, the Trustee Council may appoint an additional trustee to ensure an odd number of Council members. All trustees, except for the representative appointed by the charter authorizer, shall be designated by the existing Trustee Council.

Except for the initial Trustee Council, each trustee shall hold office unless otherwise removed from office in accordance with these bylaws for two (2) years and until a successor trustee has been designated and qualified. Terms for the initial Trustee Council shall be 3 seats for a term of 2 year(s) and 2 seats serving a 2 term. The initial Trustee Council shall be as follows:

<u>NAME</u>	<u>EXPIRATION OF TERM</u>
*****	*****
*****	*****
*****	*****
*****	*****

Section 4. **RESTRICTION ON INTERESTED PERSONS AS TRUSTEES.** No more than 49% of the persons serving on the Trustee Council 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, excluding any reasonable compensation paid to a trustee as trustee; 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 Council may adopt other policies circumscribing potential conflicts of interest.

Section 5. **TRUSTEES' TERMS.** Each trustee shall hold office for two (2) years and until a successor trustee has been designated and qualified. Trustees may serve up to two (2) consecutive terms. Trustees must take a one (1) year hiatus, after completing two (2) consecutive terms, if they choose to return to the ATC.

Section 6. **NOMINATIONS.** Trustees shall be nominated by the Leadership Circle and/or Trustee Council based on the nominees proven record of supporting ACATL Leadership Academy or aligning with the mission and vision of ACATL Leadership Academy. Once nominated, the nominee must submit an application to the Council. Nominees nominated by the Council shall be nominated, with voting to be held by the ATC. For purposes of nominating a candidate to serve on the Council, the Chairman of the Trustee Council or, if none, the President will appoint a committee to designate qualified candidates for appointment to the Trustee Council at least thirty (30) days before the date of any election of trustees. 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 Trustee Council may set and the Secretary shall forward to each trustee, with the notice of meeting required by these bylaws, a list of all candidates nominated by committee.

Section 7. **USE OF CORPORATE FUNDS TO SUPPORT NOMINEE.** If more people have been nominated for trustee than can be elected, no corporate funds may be expended to support a nominee without the Council's authorization.

Section 8. **EVENTS CAUSING VACANCIES ON BOARD.** A vacancy or vacancies on the Trustee Council shall occur in the event of (a) the death, resignation, or removal of any trustee; (b) the declaration by resolution of the Trustee Council of a vacancy in the office of a trustee 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 trustees.

Section 9. **RESIGNATION OF TRUSTEES.** Except as provided below, any trustee may resign by giving written notice to the Chairman of the Council, if any, or to the President, or the Secretary, or to the Council. 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 trustee's resignation is effective at a later time, the Trustee Council may elect a successor to take office as of the date when the resignation becomes effective.

Section 10. **TRUSTEE MAY NOT RESIGN IF NO TRUSTEE REMAINS.** Except on notice to the California Attorney General, no trustee may resign if the Corporation would be left without a duly elected trustee or trustees.

Section 11. **REMOVAL OF TRUSTEES.** Any trustee, except for the representative appointed by the charter authorizer, may be removed, with or without cause, by the vote of the majority of the members of the entire Trustee Council 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 appointed by the charter authorizer may be removed without cause by the charter authorizer or with the written consent of the charter authorizer. Any vacancy caused by the removal of a Council designated trustee shall be filled as provided in Section 12.

Section 12. **VACANCIES FILLED BY COUNCIL.** Vacancies on the Trustee Council, except for the representative appointed by the charter authorizer, may be filled by approval of the Trustee Council or, if the number of trustees then in office is less than a quorum, by (a) the affirmative vote of a majority of the trustees then in office at a regular or special meeting of the Council, or (b) a sole remaining trustee. A vacancy in the seat of the representative of the charter authorizer shall be filled by the charter authorizer.

Section 13. **NO VACANCY ON REDUCTION OF NUMBER OF TRUSTEES.** Any reduction of the authorized number of trustees shall not result in any trustees being removed before his or her term of office expires.

Section 14. **PLACE OF COUNCIL MEETINGS.** Meetings shall be held at the principal office of the Corporation unless the Trustee Council designates another location in accordance with these bylaws. The Trustee Council may also designate that a meeting be held at any place within the granting agency's boundaries designated in the notice of the meeting. All meetings of the Trustee Council shall be called, held and conducted in accordance with the terms and provisions of the Brown Act.

Section 15. **MEETINGS; ANNUAL MEETINGS.** All meetings of the Trustee Council and its committees shall be called, noticed, and held in compliance with the provisions of the Brown Act. The Trustee Council shall meet annually for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as noticed by the Trustee Council in accordance with the Brown Act.

Section 16. REGULAR MEETINGS. Regular meetings of the Trustee Council, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Trustee Council. At least 72 hours before a regular meeting, the Trustee Council, 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.

Section 17. SPECIAL MEETINGS. Special meetings of the Trustee Council for any purpose may be called at any time by the Chairman of the Trustee Council, if there is such an officer, or a majority of the Trustee Council. If a Chairman of the Council has not been elected, then the President is authorized to call a special meeting in place of the Chairman of the Council. The party calling a special meeting shall determine the place, date, and time thereof.

Section 18. NOTICE OF SPECIAL MEETINGS. In accordance with the Brown Act, special meetings of the Trustee Council may be held only after twenty-four (24) hours notice is given to the public through the posting of an agenda. Trustees shall also receive at least twenty-four (24) hours notice of the special meeting, in the following manner:

- a. Any such notice shall be addressed or delivered to each trustee at the trustee's address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the trustee 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 Trustee Council are regularly held.
- b. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.

The notice of special meeting shall state the time of the meeting, and the place if the place is other than the principal office of the Corporation, 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 19. QUORUM. A majority of the trustees then in office shall constitute a quorum. All acts or decisions of the Trustee Council will be by majority vote of the trustees in attendance, based upon the presence of a quorum. Should there be less than a majority of the trustees present at the inception of any meeting, the meeting shall be adjourned. Trustees may not vote by proxy. The vote or abstention of each Council member present for each action taken shall be publicly reported.

Section 20. TELECONFERENCE MEETINGS. Members of the Trustee Council 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 Trustee Council shall participate in the teleconference meeting from locations within the boundaries of the granting agency in which the Corporation operates;
- b. All votes taken during a teleconference meeting shall be by roll call;
- c. If the Trustee Council 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 Trustee Council participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;¹
- e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Trustee Council directly at each teleconference location; and
- f. Members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.²

Section 21. ADJOURNMENT. A majority of the trustees present, whether or not a quorum is present, may adjourn any Trustee Council 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 trustees who were not present at the time of the adjournment, and to the public in the manner prescribed by the Brown Act.

Section 22. COMPENSATION AND REIMBURSEMENT. Trustees may not receive compensation for their services as Trustees or officers, only such reimbursement of expenses as the Trustee Council may establish by resolution to be just and reasonable as to the Corporation at the time that the resolution is adopted.

Section 23. CREATION AND POWERS OF COMMITTEES. The Council, by resolution adopted by a majority of the trustee s then in office, may create one or more committees of the Council, each consisting of two or more trustees and no one who is not a trustee, to serve at the pleasure of the Council. Appointments to committees of the Trustee

¹ This means that members of the Trustee Council 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.

² The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

Council shall be by majority vote of the trustees then in office. The Trustee Council may appoint one or more trustees 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 Council, to the extent provided in the Trustee Council' resolution, except that no committee may:

- a. Fill vacancies on the Trustee Council or any committee of the Council;
- b. Fix compensation of the trustees for serving on the Trustee Council or on any committee;
- c. Amend or repeal bylaws or adopt new bylaws;
- d. Amend or repeal any resolution of the Trustee Council that by its express terms is not so amendable or subject to repeal;
- e. Create any other committees of the Trustee Council or appoint the members of committees of the Council;
- f. Expend corporate funds to support a nominee for trustee if more people have been nominated for trustee than can be elected; or
- g. Approve any contract or transaction to which the Corporation is a party and in which one or more of its trustees has a material financial interest.

The Council may also create one or more advisory committees composed of trustees and non-trustees. It is the intent of the Council to encourage the participation and involvement of faculty, staff, parents, students and administrators through attending and participating in open committee meetings. The Council may establish, by resolution adopted by a majority of the trustees then in office, advisory committees to serve at the pleasure of the Council.

Section 24. MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees of the Trustee Council shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Trustee Council' 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 Trustee Council' 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 Trustee Council may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Trustee Council has not adopted rules, the committee may do so.

Section 25. NON-LIABILITY OF TRUSTEES. No trustee shall be personally liable for the debts, liabilities, or other obligations of the Corporation.

Section 26. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS. The Charter School and the Trustee Council 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**

[TO BE REVISED DEPENDING ON GOVERNANCE STRUCTURE IN PLACE]

Section 1. **OFFICES HELD.** The officers of the Corporation shall be a President, a Secretary, and a Chief Financial Officer. The Corporation, at the Council's direction, may also have a Chairman of the Council 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 Chairman of the Council and Vice-Chair, officers shall not also be trustees (Council 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 Chairman of the Council.

Section 3. **ELECTION OF OFFICERS.** The officers of the Corporation shall be chosen annually by the Trustee Council and shall serve at the pleasure of the Council, 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 Trustee Council 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 Council. 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. **CHAIRMAN OF THE BOARD.** If a Chairman of the Trustee Council is elected, he or she shall preside at the Trustee Council' meetings and shall exercise and perform such other powers and duties as the Trustee Council may assign from time to time. If a Chairman of the Trustee Council is elected, there shall also be a Vice-Chairman of the Trustee Council. In the absence of the Chairman, the Vice-Chairman shall preside at Trustee Council meetings and shall exercise and perform such other powers and duties as the Trustee Council 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 Trustee Council or the bylaws may require. If there is no Chairman of the Council, the President shall also preside at the Trustee Council' meetings.

Section 9. SECRETARY. The Secretary shall keep or cause to be kept, at the Corporation's principal office or such other place as the Trustee Council may direct, a book of minutes of all meetings, proceedings, and actions of the Council and of committees of the Council. 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 trustees present at Trustee Council and committee meetings; and the vote or abstention of each trustee 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 Council and of committees of the Trustee Council 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 Trustee Council 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 trustees such financial statements and reports as are required to be given by law, by these bylaws, or by the Council. The books of account shall be open to inspection by any trustee 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 Trustee Council may designate; (b) disburse the Corporation's funds as the Trustee Council may order; (c) render to the President, Chairman of the Council, if any, and the Council, 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 Council, contract, job specification, or the bylaws may require.

If required by the Council, the Chief Financial Officer shall give the Corporation a bond in the amount and with the surety or sureties specified by the Trustee Council 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 TRUSTEES**

Section 1. **CONTRACTS WITH TRUSTEES.** The Corporation shall not enter into a contract or transaction in which a trustee directly or indirectly has a material financial interest (nor any other corporation, firm, association, or other entity in which one or more of this Corporation's trustees are trustees have a material financial interest) unless all of the following apply:

a. The trustee with a material financial interest in the proposed contract or transaction fully discloses his/her financial interest in such contract or transaction in good faith and said disclosure is noted in the Trustee Council meeting minutes.

b. The Trustee with a material financial interest in the proposed contract or transaction recuses himself/herself from any participation whatsoever in the proposed contract or transaction (i.e., the interested trustee who recuses himself/herself shall refrain from voting on the matter and shall leave the room during Council discussion and when the final vote is taken).

c. Such contract or transaction is authorized in good faith by a majority of the Trustee Council by a vote sufficient for that purpose.

d. Before authorizing or approving the transaction, the Trustee Council considers and in good faith decides after reasonable investigation that the corporation could not obtain a more advantageous arrangement with reasonable effort under the circumstances.

e. The corporation for its own benefit enters into the transaction, which is fair and reasonable to the corporation at the time the transaction was entered into.

This Section does not apply to a transaction that is part of an educational or charitable program of this corporation if it (a) is approved or authorized by the corporation in good faith and without unjustified favoritism and (b) results in a benefit to one or more trustees or their families because they are in the class of persons intended to be benefited by the educational or charitable program of this corporation.

**ARTICLE X
CONTRACTS WITH NON-TRUSTEE DESIGNATED EMPLOYEES**

Section 1. **CONTRACTS WITH NON-TRUSTEE DESIGNATED EMPLOYEES.** The Corporation shall not enter into a contract or transaction in which a non-trustee designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest unless all of the requirements in the Corporation's Conflict of Interest Code have been fulfilled.

ARTICLE XI

LOANS TO TRUSTEES AND OFFICERS

Section 1. **LOANS TO TRUSTEES AND OFFICERS.** The Corporation shall not lend any money or property to or guarantee the obligation of any trustee or officer without the approval of the California Attorney General; provided, however, that the Corporation may advance money to a trustee or officer of the Corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that trustee or officer would be entitled to reimbursement for such expenses of the Corporation.

ARTICLE XII INDEMNIFICATION

Section 1. **INDEMNIFICATION.** To the fullest extent permitted by law, the Corporation shall indemnify its trustees, 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 Trustee Council by any person seeking indemnification under Corporations Code Section 5238 (b) or Section 5238 (c) the Trustee Council 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 Trustee Council 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 trustees, officers, employees, and other agents, to cover any liability asserted against or incurred by any trustee, officer, employee, or agent in such capacity or arising from the trustee'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 Council and committees of the Council;
and
- c. Such reports and records as required by law.

ARTICLE XV INSPECTION RIGHTS

Section 1. **TRUSTEES' RIGHT TO INSPECT.** Every trustee 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 trustee'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. **ACCOUNTING RECORDS AND MINUTES.** On written demand on the Corporation, any trustee may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the Trustee Council and committees of the Trustee Council at any reasonable time for a purpose reasonably related to the trustee's interest as a trustee. Any such inspection and copying may be made in person or by the trustee's agent or attorney. This right of inspection extends to the records of any subsidiary of the Corporation.

Section 3. **MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS.** 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 trustees at all reasonable times during office hours.

ARTICLE XVI REQUIRED REPORTS

Section 1. **ANNUAL REPORTS.** The Trustee Council shall cause an annual report to be sent to itself (the members of the Trustee Council) within 120 days after the end of the Corporation's fiscal year. That report shall contain the following information, in appropriate detail:

- a. The assets and liabilities, including the trust funds, or the Corporation as of the end of the fiscal year;
- b. The principal changes in assets and liabilities, including trust funds;
- c. The Corporation's revenue or receipts, both unrestricted and restricted to particular purposes;
- d. The Corporation's expenses or disbursement for both general and restricted purposes;
- e. Any information required under these bylaws; and

- f. An independent accountant's report or, if none, the certificate of an authorized officer of the Corporation that such statements were prepared without audit from the Corporation's books and records.

Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. As part of the annual report to all trustees, or as a separate document if no annual report is issued, the Corporation shall, within 120 days after the end of the Corporation's fiscal year, annually prepare and mail or deliver to each trustee and furnish to each trustee a statement of any transaction or indemnification of the following kind:

- (a) Any transaction (i) in which the Corporation, or its parent or subsidiary, was a party, (ii) in which an "interested person" had a direct or indirect material financial interest, and (iii) which involved more than \$50,000 or was one of several transactions with the same interested person involving, in the aggregate, more than \$50,000. For this purpose, an "interested person" is either:
 - (1) Any trustee or officer of the Corporation, its parent, or subsidiary (but mere common trusteeship shall not be considered such an interest); or
 - (2) Any holder of more than 10 percent of the voting power of the Corporation, its parent, or its subsidiary. The statement shall include a brief description of the transaction, the names of interested persons involved, their relationship to the Corporation, the nature of their interest, provided that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated.
- (b) The amount and circumstances of any indemnifications aggregating more than \$10,000 paid during the fiscal year to any trustee or officer of the Corporation pursuant to Article XII of these Bylaws.

ARTICLE XVII BYLAW AMENDMENTS

Section 1. BYLAW AMENDMENTS. The Trustee Council may adopt, amend or repeal any of these bylaws by a majority vote of the trustees 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 the 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.

DRAFT

CERTIFICATE OF SECRETARY

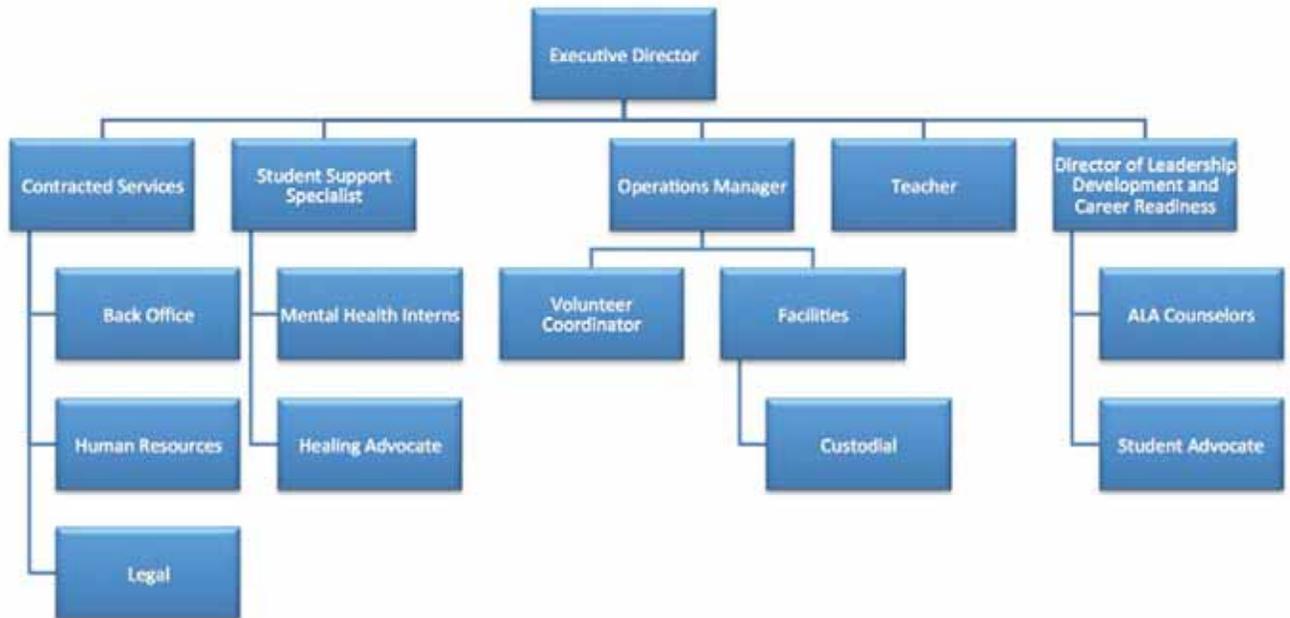
I certify that I am the duly elected and acting Secretary of the ACATL Leadership Academy, a California nonprofit public benefit corporation; that these bylaws, consisting of 14 pages, are the bylaws of the Corporation as adopted by the Trustee Council on _____; and that these bylaws have not been amended or modified since that date.

Executed on _____ at _____, California.

_____, Secretary

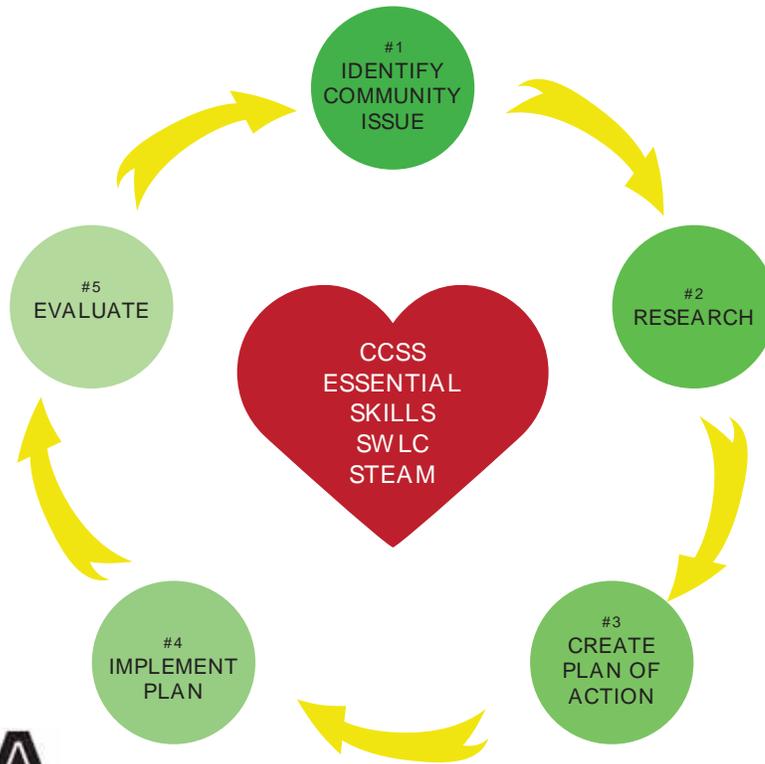
c. Organization Chart

ACATL Leadership Academy



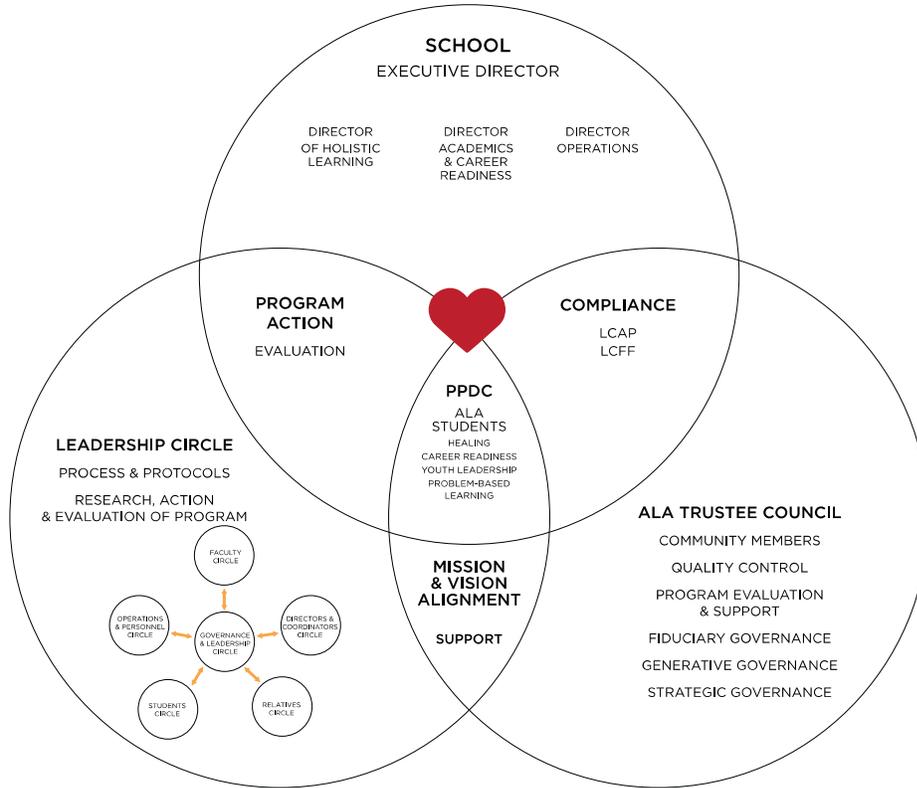
d. Cycle of Inquiry and Impact

CYCLE OF INQUIRY & IMPACT (CII)



e. UJIMA Circles

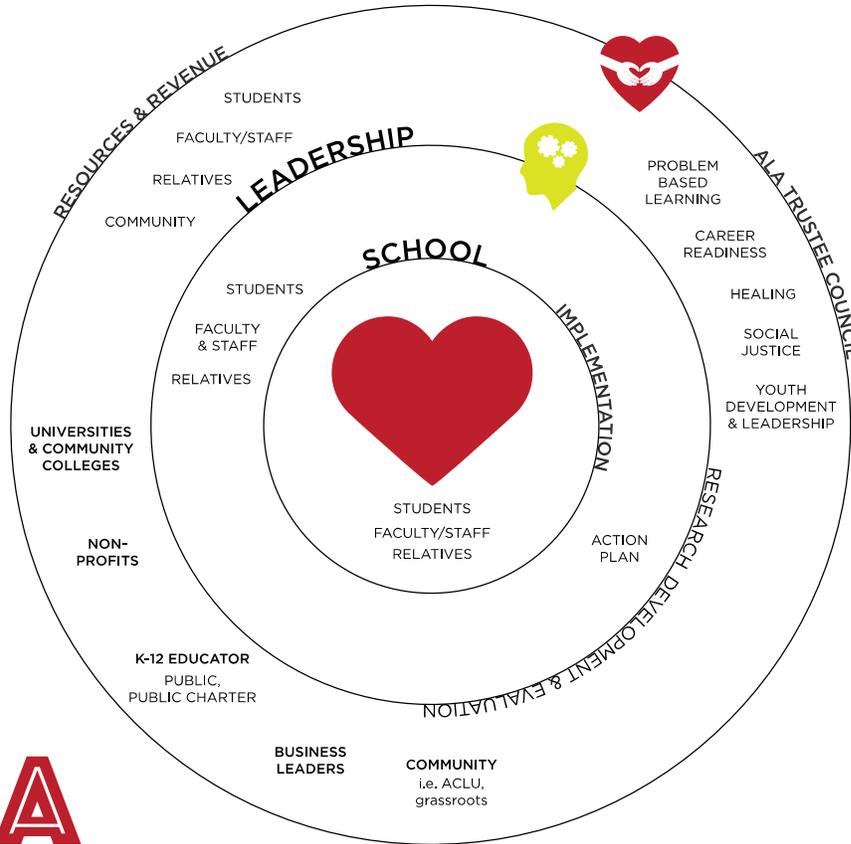
UJIMA CHART



Ujima is the African concept describing collective work and responsibility.

f. Supportive Circles of Growth

SUPPORTIVE CIRCLES FOR GROWTH



g. San Diego Special Education Charter School Consortium

San Diego Special Education Charter School Consortium

“Providing a Comprehensive Special Education Management Service to Charter Schools”

Specialized Services provided by SD Charter School Consortium:

- Support from Director of Special Education; at school and daily, if necessary (30+ years of experience in Special Education)
- Support from Program Specialist; at school and daily, if necessary
- Attendance at IEP Team Meeting as often as needed
- Case Management and Coordination of all Services
- Support to Ed Specialists in how to write IEPs that are compliant with SpEd state and federal laws and mandates
- Support to Ed Specialists in writing goals that meet student needs
- Support to Ed Specialists – monthly meetings and individual weekly meetings, if appropriate
- Support to SpEd Aides
- Support to Ed Specialists and Support Providers with SEIS, the IEP computer system
- Support with Transition Services
- Support for Mental Health issues and services
- Support to charter schools in accessing higher level mental health services
- Support to each school in filling out Mental Health Templates for reimbursement of services
- Support from the Consortium’s Crisis Team to schools in need of supports after a school, student or family crisis
- Provide School Psychologists to each school
- Regular meetings with School Psychologists
- Bilingual assessments, if needed
- School Psychologists provide mental health counseling, both individual and group
- Professional Development in the areas of:
 - o Common SpEd Disabilities
 - o What is Differentiation for SpEd Students?
 - o Role of General Ed Teacher at IEP Meeting
 - o Co-Teaching – General Ed and Special Ed
 - o How to Address Behavior Issues
 - o The SST Process – How to Streamline
 - o Aide Training
 - o How to Stay out of Litigation
- Provide vetted Related Service Providers and deal with any issues on an ongoing basis
- Provide Nursing Services
- Analyze Invoices from Related Service Providers (Speech, OT, PT, APE, AT, Vision and Deaf and Hard of Hearing Itinerants) to ensure that services align with services listed on IEPs
- On-going compliance monitoring of IEPs, caseloads, etc.
- Yearly review of SpEd files at each school
- Liaison to El Dorado Charter SELPA
- Support all schools with any necessary forms, etc required by El Dorado SELPA

h. ACATL Acronyms



List of Acronyms

ACATL (Access Connection Advocacy Transformation Love)

In Nahuatl the word Acatl means reed. For centuries, civilizations throughout the world have used reeds, which grow in mass in marshy areas, as tools for protection, transportation and to create music. ACATL Leadership Academy (ALA) will become the reed in our community known for its innovation, flexibility and strength.

ACLU (American Civil Liberties Union)

ACT WorkKeys assessments (American College Testing Act)

Measures essential workplace skills and help people build career pathways.

ALA (ACATL Leadership Academy)

An educational system, formed and maintained with love that ensures social justice by acknowledging, understanding and eradicating institutionalized poverty, marginalization, and racism.

ATC (ALA's Trustee Council)

ALA's Board of trustees. Supports the Heart of our school, our four core learning and community experiences, through fiduciary, generative and strategic governance.

PBL (Problem Based Learning)

Through the lens of social justice for our community is the academic focus of ACATL Leadership Academy (ALA). Students learn a subject through experience with solving open ended problems.

Through PBL, all students engage in inquiry by following a five step process we call the Cycle of Inquiry and Impact (CII) that promotes problem solving and challenges students to identify, investigate/research, create, implement, and evaluate.

CCSA (California Charter School Association)

CCSS (Common Core State Standards)

An educational initiative in the United States that details what K-12 students should know in English language areas and mathematics at the end of each grade.

CII (Cycle of Inquiry and Impact)

1) identify problem(s) in our community; 2) research the problem and identify organizations/resources that can help; 3) create a plan of action; 4) implement the plan of action; and 5) evaluate and reflect on the implementation and process. Through this

process students are encouraged to challenge ideas; debate their various perceptions of the world; and through dialogue, create a democratic school environment.

CTE (Career Technical Education)

An essential component of our career readiness core experience. CTE offers students a way to build technical skills while discovering their talents and a way to identify skills and content that they have no interest in developing.

EDCOE (El Dorado County Office of Education Charter Selpa)

Ensures special education services to all eligible students. Overseeing special education program.

ELD (English Language Development)

IEP (Individual Education Plan)

ILLP (Individual Learning and Living Plan)

ILLP is used to establish, implement, monitor and evaluate student personal and academic goals.

ISAAP (Student Assessment Accessibility Profile)

The Student Assessment Accessibility Profile (ISAAP) provided by the Smarter Balanced assessment system determines designated supports and accommodations for all students including ELD students and those with an IEP and a 504 Plan.

LCFF (Local Control Funding Formula)

LEP (Limited English Proficient)

LIST (The Loving Intensive Support Team)

Will work with students and their relatives to provide high level intensive supports

NCLR (National Council of La Raza)

NCSA (National Charter School Association)

PPDC (Performance and Professional Development Circle)

ALA's Performance and Professional Development Circle (PPDC) will work with groups to hire, evaluate, and support professional growth for ALA staff, volunteers, and Council members.

PAIS (Personal Academic Intervention Supports)

PAIS is a tier two intervention we will use to support students and The Loving Intensive Support Team (LIST) will work with students and their relatives to provide high level intensive supports.

SDPD (San Diego Police Department)

STEAM (Science, Technology, Engineering, Arts, and Mathematics)

SUHSD (Sweetwater Union High School District)

SUHSD is a secondary school district serving over 42,000 high school students and 32,000 adult learners in Chula Vista.

SWLC (School Wide Learning Competencies)

- 7. Students and Relatives
 - a. Student/Relative Handbook



2017-2018

Student/Relative Handbook

Manual para estudiantes/padres

AWARE OF WHAT IS AND IS NOT APPROPRIATE IN SCHOOL AND DURING SCHOOL SPONSORED ACTIVITIES.

Since parent(s) can be held responsible for the actions of their children, it is important that they are aware of the rules and consequences if their child (ren) does not follow the rules. However, parent(s) also have the right to advocate for their children. Therefore, the ACATL Leadership Academy of San Ysidro (ALA or Charter School) must have proof that every student and every parent has had the opportunity to read this "*Student/Relative Handbook*".

Please sign and return the *Receipt of Handbook* form, which is enclosed, to the school within five (5) business days of receipt of the 2017-2018 Handbook to confirm that you have received the booklet and you are aware of the ALA's rules. ***Your signature does not mean that you agree or disagree with the contents, but simply acknowledges your receipt and review of the Handbook.***

CONSCIENTE DE LO QUE ES Y NO ES APROPIADO EN LA ESCUELA Y EN LA ESCUELA PATROCINÓ ACTIVIDADES.

Puesto que los padres pueden ser considerados responsables por las acciones de sus hijos, es importante que sean conscientes de las reglas y las consecuencias si su niño (ren) no sigue las reglas. Sin embargo, los padres también tienen derecho a abogar por sus hijos. Por lo tanto, el ACATL liderazgo Academia de San Ysidro (ALA o escuela de la carta) debe tener prueba de que cada alumno y cada padre ha tenido la oportunidad de leer "*manual para estudiantes/padres*".

Por favor firme y devuelva el formulario de *Recibo del manual*, que se adjunta, a la escuela dentro de los cinco (5) días de la recepción de los 2017-2018 manual para confirmar que ha recibido el folleto y consciente de las reglas de la ALA. ***Su firma no significa que de acuerdo o en desacuerdo con el contenido, pero simplemente reconoce su recepción y revisión del manual.***

1

Whenever the term "relative" is used, it also refers to either or both parents, guardian, and any person in a parental relationship to a student, or any person exercising legal authority over a student in place of a parent.

1

Cuando se usa el término "padre", también se refiere a uno o ambos padres, tutor y cualquier persona en una relación de paternidad a un estudiante o cualquier persona que ejerce autoridad legal sobre un estudiante en lugar de un padre.

MESSAGE FROM THE EXECUTIVE DIRECTOR/CHIEF ADVOCATE

Dear Relatives:

This Student and Relative Handbook outlines our policies so that we create the school environment that our families and staff deserve and hold one another accountable to the same expectations. Our philosophy is premised on the simple notion that if we can succeed in inspiring our children at a young age, they are more likely to be excited about learning.....

Please review the Handbook with your child so that he/she is aware of what is expected. Let us work together to build a school on the firm foundation of respect, partnership, excellence, integrity, dedication and success.

With Great Expectations,

Executive Director/ Chief Advocate

MENSAJE DEL ABOGADO DIRECTOR Y JEFE EJECUTIVO

Estimados padres y tutores:

Este estudiante y manual para padres describe nuestras políticas para que creamos el ambiente de escuela que nuestro personal y familias merece y uno con el otro hacer responsables a las mismas expectativas. Nuestra filosofía se basa en la simple noción que si podremos tener éxito en inspirar a nuestros hijos a una edad temprana, son más probables ser emocionado por aprender...

Por favor revise el manual con su hijo para que él o ella es consciente de lo que se espera. Trabajemos juntos para construir una escuela sobre la base firme de respeto, colaboración, excelencia, integridad, dedicación y éxito.

Con grandes expectativas,

Director Ejecutivo / jefe abogado

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SCHOOL ACTIVITIES & EXTRA- CURRICULAR ACTIVITIES

AFTER SCHOOL TUTORING

EXTRA-CURRICULAR ACTIVITIES

ALA STUDENT AND RELATIVE LEADERSHIP

PARENT/ TEACHER ORGANIZATION

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ATTACHMENTS

SCHOOL CALENDAR

ALA TRUSTEE COUNCIL MEETING CALENDAR

MEDICATION ADMINISTRATION FORMS

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MISSION STATEMENT

ACATL Leadership Academy's mission is to create an educational system that ensures social justice by acknowledging, understanding and healing institutionalized racism, poverty, and marginalization. This is accomplished through a culturally responsive, competency based, learning environment that ensures healing, leadership development, and career readiness and technical education for students, relatives and staff.

DRAFT-SAMPLE

THE BOARD OF TRUSTEES

ACATL Leadership Academy (ALA) is a public charter school that operates independently of the local Sweetwater Union High School District under a Charter granted by Sweetwater Union High School District. ALA is managed by the ALA Trustee Council (ATC) serving as our School Board of Trustees. The ATC oversees operation and management of the School. ATC meetings are usually held on the fourth Wednesday of each month at the School. Parents and other community members are encouraged to attend. A meeting calendar can be found at the end of this Handbook and is available on campus.

EQUAL OPPORTUNITY

Consistent with Federal and State requirements on non-discrimination, ALA hereby affirms its responsibility to continue to provide all students with equal educational opportunity and all employees equal employment opportunity regardless of race, sexual orientation, color, creed, religion, sex, ancestry national origin, social or economic status and non-applicable handicap.

RIGHT TO KNOW

ALA maintains Right to Know information as mandated by the federal government. A poster indicating parents' and employees' Right to Know is posted in the main office and on our web-site. Additional information is kept in the Main Office. Any parent/guardian wishing to review this information may request it in the Main.

ACATL Leadership Academy Policies

Fire Drills/Alarms/Extinguishers

Fire drills are held at various times throughout the year. Promptness and silence is required. In each classroom and in halls, an emergency evacuation plan showing emergency routes is posted. If an alarm sounds while students are passing in the halls, the students should proceed toward the exit in the section of the hall in which they are in at the moment. Students should remember that perfect order is an essential for complete safety. Unless directed otherwise, students should remain and return to the building with their assigned teacher. Violations of this are subject to disciplinary action. Fire alarm equipment is governed by State and Federal Laws. Any student tampering with fire alarms / fire extinguishers will be subject to disciplinary action up to and including expulsion, arrest and prosecution.

Drugs and Medications

Administration of Medication while at School: A letter or authorization for each prescription must be submitted by the parent and physician and will be placed on file in the office. The letter from the physician must detail the name of the medication, the times for administration, and dosage. If it is necessary for a student to take medication on a regular basis (for example: allergy, headaches, etc.), permission must be on file from a physician and parent which will permit a student to come to the office and take medication when required. No student will be permitted to take any drug, even over the counter medications except in the presence of the school staff. Medications must be provided in a pharmacy prepared bottle with the student name, dose, and administration directions clearly appearing on the label. All over-the-counter medications must be in its original container with the child's name and administration instruction clearly written on the label. Medication, properly identified, must be given to the school staff in order to insure correct administration of the medication. Students may not carry medication with them at school unless authorized by the physician and parent and approved by the school.

Emergency School Closing

In case of emergency (storms, etc.) when school must be closed parents will be notified. A message will be left on the school main phone number voicemail should the school be closed for an emergency.

Lost and Found

Please do not bring valuable items to school or leave valuables of any kind in lockers, etc. Found articles should be brought to the main office where pupils who have lost them may claim them. Personal student items are not covered by school insurance. School Non-Responsibility for Personal Property the School is not responsible for the loss of any personal items, of either a student or staff member, while the item is inside or on the premises of ACATL Leadership Academy (ALA) buildings or property. This includes loss that occurs as a result of lockers that are broken into or rooms that are entered illegally. ALA does not and cannot carry insurance to cover these losses. Parents and staff members are advised, therefore, to obtain sufficient insurance to cover such valuable articles as jewelry, watches, etc., through their own homeowner's insurance. It is possible for parents to obtain riders on these policies at a very minimal cost to cover belongings while they are outside of the household premises. Students are strongly discouraged from bringing valuables and large sums of money to school.

Fighting

ALA does not tolerate fighting or bullying. Students who participate in fighting and/or bullying will be disciplined as stated in the Student Code of Conduct. **IMPORTANT:** There is no longer a "first punch" rule. A physical response to the situation is not appropriate. All fight participants are considered responsible. In most cases, both students know a fight is becoming eminent. Even if a student doesn't throw the first punch, he/she may have instigated the fight. Student is responsible for alerting school personnel so the situation can be addressed (if a student does alert an adult, but is still the "victim" of a fight, expulsion may not be justified).

STUDENT BULLYING, CYBERBULLYING, HARASSMENT, INTIMIDATION POLICY

ALA believes all students have the right to a safe and civil learning environment. Discrimination, harassment, intimidation, and bullying are all disruptive behaviors which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, Lifeline prohibits any acts of discrimination, harassment, intimidation, and bullying related to school activity or school attendance. This policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means, consistent with this policy.

As used in this policy, "discrimination, harassment, intimidation, and bullying" describe the intentional conduct, including verbal, physical, written communication, or cyber-bullying, that is based on the actual or perceived characteristics of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. In addition, bullying encompasses any conduct described in the definitions set forth in this document.

To the extent possible, ALA will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated and/or bullied, and will take action to investigate, respond, and address any reports of such behaviors in a timely manner. Charter School staff who witness acts of discrimination, harassment, intimidation, and bullying will take immediate steps to intervene, so long as it is safe to do so.

Definitions

"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. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
2. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
3. Causing a reasonable student to experience substantial interference with his or her academic performance.
4. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by Lifeline.

"Electronic Act" means the transmission by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

1. A message, text, sound, or image.
2. A post on a social network Internet Web site including, but not limited to:
 - a. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - b. Creating a credible impersonation of another actual pupil 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 pupil for the purpose of bullying the pupil and such that another pupil would

- reasonably believe, or has reasonably believed that the pupil was or is the pupil who was impersonated.
- c. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
3. 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.

Reporting

All staff is expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of discrimination, intimidation, harassment, or bullying, to intervene as soon as it is safe to do so, call for assistance, and report such incidents. The ALA Trustee Council requires staff to follow the procedures in this document for reporting alleged acts of bullying.

All other members of the school community, including students, parents/guardians, volunteers, and visitors, are encouraged to report any act that may be a violation of this document to the Executive Director or designee. While submission of a written report is not required, the reporting party is encouraged to use the report form available in the Main Office. However, oral reports shall also be considered. Reports may be made anonymously, but formal disciplinary action cannot be based solely on anonymous information.

Students are expected to report all incidents of discrimination, intimidation, harassment, bullying, teasing, or other verbal or physical abuse. Any student who feels s/he is a target of such behavior should immediately contact a teacher, counselor, principal, or staff person so that she/he can get assistance in resolving the issue consistent with this policy.

The Charter School acknowledges and respects every individual's rights to privacy. To that end, consistent with legal requirements, all reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible.

The Charter School prohibits any form of retaliation against any reporter in the reporting process, including but not limited to a reporter's filing of a complaint or the reporting of violations of this policy. Such participation shall not in any way affect the status, grades or work assignments of the reporter.

Investigation

Upon receipt of a report of harassment, intimidation, or bullying from a student, staff member, parent, volunteer, visitor or affiliate of the Charter School, the Executive Director or designee will promptly initiate an investigation. At the conclusion of the investigation, the Executive Director or designee will notify the complainant of the outcome of the investigation. However, in no case may the Director or designee reveal confidential student information related to other students, including the type and extent of discipline issued against such students.

Complaints shall be investigated and resolved within thirty (30) school days, unless circumstances reasonably require additional time.

All records related to any investigation of discrimination, harassment, intimidation or bullying will remain in a secure location in the Main Office of the Charter School.

In those instances when the complaint filed under this policy also requires investigation under the Uniform Complaint Procedures, such investigation will be undertaken concurrently.

Appeal

Should the Complainant find the Executive Director or designee resolution unsatisfactory, he/she may within five (5) school days of the date of resolution; file an appeal with the Designated Appeals Committee. In such cases, at least three (3) certificated School employees who are unfamiliar with the case and who have been previously designated and trained for this purpose shall be assembled to conduct a confidential review of the Complainant's appeal and render a final disposition.

Consequences

Students who engage in discrimination, harassment, intimidation or bullying may be subject to disciplinary action, up to and including suspension and/or expulsion, as outlined in the Student Discipline Policy of the Charter School.

Field Trips

Students will be encouraged to participate in educational field trips that are related to classroom curriculum. All trips will be well supervised by ALA Faculty members, and parents are encouraged to attend as chaperones. If a field trip is planned, parents will receive adequate notice. Students will not be allowed to participate in field trips without parents' written permission. All ALA rules apply when students are on field trips.

If teachers would like to take students on a specific trip, the request must be made in writing to the Executive Director or his/her designee one month prior to the field trip.

Before a student participates in a school-sponsored field trip, it is the parent's responsibility to inform the school of any emergency medical information, allergies, etc.

Summer School

Pending State Fiscal Crisis: If a student receives a failing grade in any course, he/she is required to attend Summer school to repeat the course subject to State Budget constraints. Students may only take one or two courses during a Summer school session, regardless of grades or credits needed to graduate. High school students are allowed to make up failed classes at the local community college or adult high school. Parents will be kept informed as to the offering of Summer School due to the State Fiscal Crisis.

Progress Reports

Progress reports are given at the end of each quarter. These notices are specifically designed to notify parents of their students' academic standing prior to the release of official semester grades. These progress reports will be sent to students' homes via mail from the Registrar's Office.

Failing Reports

It is important for parents to be kept abreast of their students' progress. Teachers are to make phone calls to parents as soon as a student's grades begin to decline. If a student fails to complete assignments near the end of a quarter, his or her grade may decline enough to constitute an "F" in that class. This failing grade will appear on that student's report card even if no Failing Report was sent home. Any student who has lower than a "C" average will be mandated to attend afterschool tutoring until the Academic Administrator releases the student from tutoring.

Report Cards

Report Cards are issued at the end of every six weeks and are emailed or mailed to the student's home. Report card issuance dates are one week after the end of the quarter. End of quarter dates are:

- October 2, 2017

- January 17, 2018
- March 28, 2018
- June 6, 2018

Assignment Syllabus

Each Monday, or the first day of the week following the observed holiday/school closure, all students will be given a syllabus that itemizes the week's assignments and/or projects for each of their classes.

THE IDEAL ALA GRADUATE

In partnership with parents/guardians we strive to ensure that all graduates:

- ü *Are achievers*
- ü *Are good communicators*
- ü *Speak and write grammatically correct*
- ü *Easily apply concepts learned in school to real world situations*
- ü *Are ethical*
- ü *Are self-confident*
- ü *Are aware of their gifts/talents and use them*
- ü *Are focused*
- ü *Know college graduation is expected*
- ü *Believe they matter*
- ü *Are lifelong learners*
- ü *Participate in community service regularly*
- ü *Are polite*
- ü *Are enthusiastic*
- ü *Are organized*
- ü *Are critical thinkers*
- ü *Know that decisions they make today affect tomorrow*
- ü *Advocate for their rights and the rights of others*
- ü *Are leaders in their communities*

EXPECTATIONS OF ALA STUDENTS

ALA students are expected to:

1. Value their education as a gateway to their future, demonstrated by:

- § Readiness to learn – coming to school with the appropriate supplies, in suitable dress attire, and is well-rested;
- § Participation in the learning process – including attentiveness in class, allowing others to speak in turn, sharing knowledge and classroom tools with peers;
- § Timely completion of all assignments;
- § Listening to and following instructions carefully;
- § Using time wisely;
- § Working cooperatively with peers and others- including completing tasks and sharing materials.

2. Respect themselves and their parents/guardians.

3. Respect all members of the school community, including but not limited to, students, adults and visitors.

4. Use appropriate behaviors.

5. Demonstrate a positive attitude.

6. Respect school property and the property of others in our school community.

7. Follow all safety instructions including walking in school, use of all sports equipment and classroom tools.

8. Solve conflicts and disagreements with discussion, not physical contact; understanding that bullying is not an acceptable approach to interacting with others.

EXPECTATIONS OF ALA RELATIVES

ALA parents are expected to be actively involved in the education of their children and have the responsibility to:

1. Reinforce the Expectations of ALA students in this Handbook.
2. Have your child to school on time each day.
3. Work collaboratively with ALA administration and staff and hold the School accountable for delivering a high-quality, well-rounded education to our students.
4. Maintain the most current contact information on file at ALA. It is imperative that we can reach parents/guardians to convey important information concerning their child.
5. Provide the School with names of current emergency contact person(s) and/or telephone numbers.
6. Notify the School of anything that may affect their child's ability to learn, to attend school regularly, or to take part in school activities.
7. Be aware that medicine must be administered in accordance with ALA policy which is described in detail in the Student Health section of this Handbook.
8. Be aware that parents have rights with regard to privacy and confidentiality of student records maintained by schools. These rights are described in detail in the Student Records section of this Handbook.
9. Ensure that students demonstrate legal and responsible use of technology and abide by the ALA Acceptable Use Policy found at the end of this Handbook.

PARENT CONFERENCES

ALA's staff is always willing to meet with parents. There are a number of parent/student/teacher conference days scheduled during the school year, which typically follow the issuance of the progress reports for the marking period. These dates are listed in the school calendar at the end of the Handbook.

Parents may also request an individual teacher conference at any time during the school year. Whenever possible please contact your child's teacher to make an appointment to discuss your child's academic progress or other concerns. This will allow the teacher to gather the necessary material and information to prepare for the conference in a professional manner.

Teachers and other staff members are also available through email and will respond promptly to parent inquiries. Please feel free to contact staff by phone as well. We do, however, ask that you contact teachers before or after the school day so as not to interfere with classroom instruction.

DRAFT-SAMPLE

EDUCATIONAL PHILOSOPHY

Based on the following premises:

1. We believe that systemic racism and institutionalized poverty are challenges that unjustly impede underserved students from succeeding educationally and economically. This combined with high crime, language, and environmental barriers breed an inequity that transcends generations. An equity-focused educational experience possesses a transformative power that can break cycles of poverty, lower crime, and turn perceived deficits to assets.
2. Educational institutions should be places for learning, personal growth, the development of community, and healing. Students and relatives are most successful when, in partnership with an educational system, their fundamental and psychological needs are recognized and met. By acknowledging and embracing individual and collective trauma without judgement or accusation the healing process can begin. ALA acknowledges the need to explore trauma related elements of circumstances beyond the classroom that extend into families' homes and the community at large. To assist in the development of healthy and whole individuals, ALA believes that a successful educational environment is one that is safe enough for introspection, connection, and reflection. To ensure ALA achieves such an environment, staff will utilize approaches grounded in Restorative Practices and Trauma Informed Care.
3. In line with the theory of critical pedagogy, ALA believes that all students bring wisdom from their personal life that is valuable to their educational experience. ALA values culture, including home language, and will build connections that incorporate each students' cultural experience by allowing student voice to guide the direction of learning through dialogue and self-exploration. ALA will offer Problem-Based Learning (PBL) and Career Readiness and Technical Education (CR & TE) to sharpen critical thinking, problem-solving, and digital literacy skills. Implementing these components in combination with a focus on questions and action aimed at addressing social justice, establishes a holistic, individualized approach ensuring the positive transformation of self and community.
4. Self-sufficiency and resiliency are critical lessons for students to learn while attending ALA. The ALA team will implement a scaffold designed approach of services that is meant to immediately introduce students and their relatives to the concepts of POWER- reaching their Potential, taking Ownership, using Wisdom, having high Expectations, and Respecting self and others. Over time, and in conjunction with CR&TE training, students will have and use the tools needed to lead POWERFUL lives financially, mentally, and physically.
5. ALA is creating an educational system - a professional system of care - that is built to support, sustain and value staff. ALA staff will engage in professional learning, community building, and a culture of self-care, curriculum development, governance, leadership, and creating a united team. By developing a system that fosters personal and professional growth ALA is promoting and supporting its greatest asset, our staff.

Cellular Telephones, Electronic Media Devices and Electronic Communication Devices

ALA is not responsible for lost, damaged, or stolen cellular telephones, electronic media devices and electronic communication devices. All devices brought to school are done so at students' risk.

School Activities & Extra-Curricular Activities

After School Tutoring

In this program, teachers offer their time after school to review what is being taught in the classroom. This program is open to all students, but the focus is on those students whose best efforts result in below average academic achievement. Students with a "C" or below are mandated to attend after school tutoring. The focus of this program is student academic achievement, mastery of established benchmarks, and preparations for state examinations.

Extra-Curricular Activities

To Be ADDED

ALA Student and Relative Leadership

Youth and Relative Leadership Development

Youth development will include multiple structured, and unstructured, experiences for youth and relatives to learn about themselves and others. Utilizing strategies from youth organizing and intergenerational organizing models, youth will take ownership of their learning and participate in decision-making, governance, and assessment of our school.

Parent Teacher Organization

Research shows that getting involved in your child's education helps him/her thrive at school. Not only is your child more likely to earn higher grades and stay in school, but according to a study done by the Los Angeles Annenberg Metropolitan Project, the schools themselves get better when parents take an active role. One great way to keep a constant connection to your child's school is to join the PTO.

PTO is also a great way to share opinions and information with other parents and your child's teachers, to learn about what's going on in school, and to be part of a strong voice speaking for children's welfare.

PTO Meetings for 2018-2019 School Year

- September, 2018 - (Back to School Night)
- November, 2018 - (PTO/PTC) January 15, 2019- (PTO/PTC)
- March 19, 2019 - (PTO/PTC) May 14, 2019- (PTO/PTC)



Site Advisory Council

The parent's role at ACATL Leadership Academy is very important. We believe the more involved the parent is in their child's educational process the child's chance of academic success increases.

Each year between two and six parents are elected by their peers to become a member of the Site Advisory Council. The Site Advisory Council is responsible for making collaborative recommendations to the Board of Directors in relation to the school's total governance, including, but not necessarily limited to:

- Policies and procedures for operations
- Educational programs/Instructional strategies
- Recommendations for new school policies and procedures
- Fundraising recommendations and implementation
- Event recommendation and implementation
- Promoting parent participation and volunteerism

Dress Code

Professional Dress

The following rules apply to all students during "Professional Dress" days:

In order to prepare our students for the work force, all students will be required to dress professionally once a week (most Thursday's but is subject to change - the professional dress-dates will be announced and posted at a later date). During these specified "professional dress" days, in addition to the Regular Dress guidelines students must adhere to following guidelines:

1. **Shirts**
 - A. Solid-white, collared dress shirt (full sleeve preferred).
 - i. Shirt may not display any visible insignia, logos, or brands.
 - B. Shirts must be ironed.
2. **Pants**
 - A. Black slacks.
 - B. Girls may wear black skirts as long as they are no shorter than three inches above the knee.
3. **Shoes**
 - A. Black dress shoes - fully enclosed (covering the toes and heel).
 - i. Students may not wear athletic shoes.

Local Law Enforcement Notification

In addition to the above information contained in the preceding pages of this handbook, consequences for the following infractions will be strictly enforced by the Sheriff's Department or Chula Vista Police Department.

Abuse of teacher and/or child

- a. Every parent or guardian, or other person who insults or abuses any teacher of the public schools in the presence of a hearing pupil is guilty of a misdemeanor. (EC 44811)
- b. Verbal abuse of a schoolteacher in the presence of other school personnel or pupils on the school premises or at any assigned school activity is a misdemeanor. (EC44812)
- c. It is the duty of the school employee to report an attack, an assault, or a menace by a pupil to law enforcement authorities. Failure to do so is a misdemeanor. Any person discouraging such a result is guilty of a misdemeanor. (EC 4401: Any person who urges a person so threatened not to report such an incident is guilty of a misdemeanor).
- d. Designated school personnel are responsible for reporting cases of suspected child abuse to a child protective agency. (PC11166)
- e. Any person who annoys or molests a child under 18 is guilty of a misdemeanor. (PC 647a)

Gambling

Every person who deals, plays or carries on, opens or causes to be opened, or conducts either as owner or employee, whether for hire or not, any game of faro, monte, roulette, lansquenet, rouge et noire, rondo, tan, fantan, stud-horst poker, seven-and-a-half, twenty-one, hokey-pokey, or any banking or percentage game played with cards, dice or any device, for money, checks, credit, or other representative value, and every person who plays or bets against any of such prohibited games, is guilty of a misdemeanor and shall be punishable by a fine not less than one hundred dollars (\$100) nor more than one thousand dollars (\$1,000), or by imprisonment in the county jail not exceeding six months, or by both such fine and imprisonment. (PC 330)

Loitering

Loitering is defined as: to linger or idle about without an obvious school purpose. Every person who loiters about any school is a vagrant and is a guilty of a misdemeanor. (PC 653g)

Malicious Mischief

A pupil who defaces, damages, or destroys any school property may be suspended or expelled consistent with school policy. (Title V, 305)

Pornography

Every person who sells distributes, displays, or gives away any harmful matter, i.e. pornography, to a minor is guilty of a misdemeanor. (PC 313.1)

Vicious Habits

Children with filthy or vicious habits may be excluded. (EC 48211) Indecent exposure in a willful and lewd manner constitutes a misdemeanor. (PC 314)

Excessive Displays of Affection in the Halls

Students are to refrain from displays of affection in the halls including kissing and embracing. Parents will be contacted and disciplinary action will be taken when students refuse to cooperate.

Guidelines for Corrective Measures

ADD

Suspension

When a student is on home suspension, they may not participate in any activity associated with Lifeline Education Charter School. These activities include, but are not limited to:

- Sporting events (as an athlete or spectator)
- Dances (including proms)
- Field Trips
- Graduation

In addition, parents of students serving home suspension must meet with the Dean of Students.

Saturday School

Saturday School hours are 8:00 am until noon. Students assigned to Saturday school may be instructed to complete tasks in lieu of or in addition to class work. These tasks may include campus cleanup/School Beautification.

All students assigned to Saturday School must adhere to the following rules (all ACATL Leadership Academy general rules and policies apply when Saturday School is in session):

1. Students will follow all instructions given by their Saturday School supervisor.
2. Students are expected to remain awake during the entire period.
3. Students are not allowed to talk, chew gum, eat, drink, or play games.
4. If a student fails to follow directions or disrupts the Saturday school in any manner, he/she will be dismissed with no credit for time served.

Failure to serve Saturday School will result in suspension and/or expulsion. In addition students will receive an absence on their report.

Student Attendance Procedures

Attendance and Excuses

Students are required to attend school regularly. Procedures have been established at the high school (grades 9-12) which will enable school personnel to determine the reason(s) for all pupil absences and to take appropriate actions in cases of excessive absences.

Excessive absenteeism is defined as more than 12 unexcused days. Students who accumulate in excess of 20 unexcused days may be referred to a Student Attendance Review Board and/or the District Attorney. Furthermore, any student who accumulates in excess of 36 days absence excused or unexcused, except where independent study has been provided, will also be considered to be excessively absent, will receive no credit for the school year and may be referred to a Student Attendance Review Board and/or the District Attorney.

Recording Absences

- Attendance will be taken daily and recorded on the attendance card by the homeroom teacher.
- Parents are required to call the school attendance office by 8:30 a.m. on the day their child will be absent from school. In addition, students must submit a parental note explaining the reason for the absence. This note must be submitted upon the student's return to school. Please note: Parental approval/explained absences are not necessarily considered excused absences except as noted below:
- Absence from school may be excused only under the following circumstances:
 - Religious holidays approved by the Board of Education
 - Death in a family
 - Confirmed medical/legal appointments
 - Absences approved in writing by a Doctor or Dentist
 - Suspensions imposed by the administration

Notes/documentation for these reasons must be submitted within 5 school days from the time the student returns to school or they will not be accepted. Parents and students are strongly encouraged to make every effort to schedule driving tests, medical appointments and legal appointments at times that will least conflict with the instructional program.

- A student who arrives at school after 3rd period 10:00 shall be marked absent for the day. An early dismissal prior to the end of 5th period will be considered a full day absence.
- When a student reaches 13 unexcused days he/she will be placed in a "non-credit" status. Credits

for courses passed will not be granted until satisfactory completion of assigned Saturday classes. For each absence beyond 12 days the student will be required to attend (1) Saturday session.

- Any Student in "Non-credit status" will be ineligible for all formal/semi-formal dances/proms.
- Seniors owing Saturday schools prior to graduation will not be allowed to participate in Graduation exercises and will have their Diplomas withheld until this time has been completed in the Summer Credit Completion program.
- Seniors who do not complete assigned Saturday sessions prior to the end of the school year will be required to attend the summer credit completion program to complete the time owed. Appropriate school work will be provided to these students.
- Underclass students who do not complete assigned Saturday sessions prior to the end of the school year will be required to make up their sessions in a summer credit completion program severely in danger of not successfully completing classes for graduation and college. All students, grades 9 – 12 must have a complete understanding of the State curriculum to pass the California High School Exam and also show proficiency on the California Standards Test. Passing or scoring well on these exams is mandatory for receiving a high school diploma (CAHSEE) and showing success on the student transcript (CST).

Requests for Family Vacations

Please see comments in the above section, Unexcused Absences. Students leaving for vacations will be expected to perform well on all State Examinations to receive their diploma. Missing school can make a significant negative impact on student success. There is no substitute for classroom instruction. Children cannot fully understand the learning without being part of the complete classroom instructional process, especially in the format of standard based education mandated by the State of California and the Federal Government. Students will be expected to make up their class time after school, Monday through Thursday and Saturdays in an assigned lab.

- Parents/Guardians should notify the school principal at least two (2) weeks in advance if they are planning to take students out of school.
- The time lost above will count as unexcused absences.
- Absences taken during posted mid-term and final examination periods are greatly discouraged.
- The student must make-up all work missed during these absences.

Long Term Medical Absences

Students who are placed on independent study due to illness will not have this time counted toward 12 absences.

Procedures:

- Parent/Guardian should submit a request for independent study to the Executive Director no later than five (5) days after the inception of the illness in accordance with the administrative procedure on independent study.
- A statement by a medical examiner must be produced giving the prognosis of length of time the student will be absent and the nature of the illness.
- Only medical absences of 10 or more consecutive days will be considered for independent study.

EXPECTATIONS OF STUDENT BEHAVIOR

ALA's student discipline policy, as described below, relates to the Academy's expectations of its students regarding attendance, school behavior, dress, mutual respect, substance abuse, violence, safety, and work habits. Students and their parents are required to verify that they have reviewed and understood the policy at the beginning of each school year.

Violation of the Suspension and Expulsion Policy below may result in a variety of consequences, including but not limited to verbal warnings, written warnings, loss of privileges, isolation in a supervised area, detention during or after school, notices to parents by telephone or letter, parent conferences, suspension, or expulsion.

SUSPENSION AND EXPULSION:

"Procedures by which pupils can be suspended or expelled." CA Ed. Code § 47605(b)(5)(J).

Trauma Informed and Restorative Practices Leading to Transformation

ACATL Leadership Academy (ALA) recognizes that students, relatives, and community have experienced trauma that causes individual and intergenerational pain. It is this pain that permeates despair resulting in perceptions, beliefs, and actions that prevent the development of healthy, wholehearted individuals. ALA acknowledges and embraces individual and collective trauma without judgment or accusation allowing the healing process to begin. The healing process at ALA is through Restorative Practices, and the acknowledgment and acceptance of individual and collective POWER (Potential, Ownership, Wisdom, Expectations, Respect), which results in a transformation of self and community. The process begins when students and their relatives are considering ALA and deepens throughout their time in our educational system.

The community agreements of POWER will promote learning, empathy, and personal growth as well as protect the safety and well being of all students and staff. When these agreements are broken it may be necessary to suspend a student from regular classroom instruction. While ALA does not believe in excessively punitive policies such as expulsion, the criteria for suspension and expulsion of students at ALA will be consistent with the district, state, and federal laws that apply to ALA. ALA will have in place culturally and developmentally relevant healing systems of support that will proactively prevent all students from a recommendation for expulsion. Except where suspension for a first offense is warranted in accordance with law, suspension shall be imposed only when other means of correction fail to bring about proper conduct. (Education Code 48900.5)

Consistent with the ALA shared leadership model, the school community will contribute to the governance of the school, including the formation of specific community agreements which includes suspension and expulsion procedures that comply with constitutional standards of due process. The ALA Trustee Council and Leadership Circle will review these agreements, policies and procedures annually.

Due Process

ALA will provide due process hearings in conformity with the requirements of state and federal law regarding discipline, special education, confidentiality, and access to records. ALA shall provide for the fair and equitable treatment of students facing suspension and expulsion by affording them their due process rights under the law. The Executive Director or designee shall comply with procedures for notices and appeals as specified in administrative regulation and/or law. (Education Code 48911, 48915, 48915.5) Policy and its Procedures will be distributed as part of the Student Handbook and will clearly describe discipline expectations, including a description on how it will be updated and

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

When possible, the suspended student will serve an in-school suspension. ALA recognizes that traditional suspension is a punitive strategy that has damaged the lives of all students; particularly special education students, non-white students, low-income students, and their relatives. ALA understands that due to this reality, and the fact that many students do not have supervision at home during school hours, having the suspended student on campus to further their development will be a more inclusive and restorative strategy. ALA shall establish a supervised suspension program that meets the requirements of law for students suspended for any of the reasons enumerated in Education Code 48900 and 48900.2, who pose no imminent danger or threat at school.

ALA Leadership Circle will examine alternatives to off-campus suspension and will establish a suspension program that involves progressive restorative discipline during the school day on and off campus; use of conferences between staff, relatives and students; LIST or other assessment-related teams; and/or referral to school support services staff. The use of such alternatives does not preclude in home suspensions.

This process will provide relatives and students with an opportunity to exercise restorative and transformative practices. The ultimate purpose of the suspension and expulsion procedures will be to ensure a safe and effective learning institution where personal wisdom and empathy is developed. Successful procedures will provide for due process, be specific and concrete, and be supported by the school community.

The Executive Director or designee may suspend a student from school for not more than five consecutive school days unless the suspension is extended pending expulsion. (Education Code 48911)

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at anytime including but not limited to:

- a) While on school grounds
- b) While going to or coming from school
- c) During the lunch period, whether on or off the school campus
- d) During, going to, or coming from a school-sponsored activity

While suspensions are to be regarded as a last resort, the following represent some of the suggested grounds for such action:

- The threat, causation, or attempted causation of physical injury to another person;
- Willful use of force or violence on another person, except in self-defense;
- Possession of a weapon (e.g., firearms, knives, and explosives or other dangerous objects) unless the student had obtained written permission to possess the item from a certificated school employee, with the concurrence of the Director or designee;
- Unlawful possession, use, sale, offer, or being under the influence of any controlled substance, alcoholic beverage, or intoxicant of any kind;
- Unlawful offer, arrangement, or negotiation to sell and controlled substance as defined in Health and Safety Code 11053 et seq., alcoholic beverages, or intoxicant of any kind, and then sold, delivered or furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant;
- Committed or attempted to commit robbery or extortion;
- Caused or attempted to cause damage to school property or private property;
- Stole or attempted to steal school property or private property;
- Possessed or used tobacco, or any products containing tobacco or nicotine (except as an ingredient of a prescribed drug that requires ingestion during school hours or for ceremonial/cultural purposes), including cigars, cigarettes, clove cigarettes, smokeless tobacco, snuff, chew packets and betel;
- Committed an obscene act or engaged in habitual profanity/vulgarity;
- Unlawfully possessed, or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code section 11014.5;
- Significantly disrupted school activities or otherwise willfully defied the valid authority or supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties to the degree of not allowing said personnel to perform their duties;
- Knowingly received stolen school property or private property;
- Possessed an imitation firearm *without consent of school administration*, defined for this section to mean 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;
- Committed or attempted to commit a sexual assault or sexual battery as defined in Penal Code 261, 266c, 286, 288, 288a, 289, and 243.3;
- Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that student from being a witness or retaliating against that student for being a witness;
- Committed sexual harassment as defined in Education Code section 121.5 by a student in grades 4-12;
- Caused, attempted to cause, or threatened to cause, or participated in an act of hate violence as defined in Education Code section 33032.5 (e) and 48900.2, by a student in Grades 4-12;

- Engaged in harassment, threats, or intimidation directed against a student or group of students, that is sufficiently severe or pervasive as to have the effect of disrupting classwork, creating substantial disorder, and invading student rights by creating an intimidating or hostile school environment;
- Made terrorist threats against school officials or school property, or both- "terrorist threats" defined as any written or oral statement by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person including family members, or damage to school district property in excess of \$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; and
- Assault or battery, as defined in Penal Code, upon any school employee.
- A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at anytime including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

Prior to suspending a student, if circumstances permit, the student and their legal guardian shall be given a written statement of the reasons for suspension. The student and their legal guardian shall also be provided an opportunity to meet with the Executive Director or designee to present any evidence as to why suspension should not be imposed. If circumstances require an immediate suspension, written notice and an appointment to meet shall be provided to the student and their parents within two days of suspension. At all Conferences:

- The student, Relative, Executive Director or their designee will be present;
- Student and relative will be informed of reason for the disciplinary action and evidence, and student will have the opportunity to present evidence in defense;
- Conference will be held within two days of suspension;
- Students have right to waive if they cannot or do not want to participate;
- No penalties may be imposed for failure of the student's parents to attend; and
- Conference may be omitted for emergency situations where there is clear and present danger to the lives, safety or health of students or Charter School personnel.

Notice to Parents/Guardians

At the time of the suspension: an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person in writing: of the suspension, the specific offense committed by the student, and the date of return following suspension

Suspension Time Limits/Recommendation for Expulsion

The pupil and the pupil's guardian will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing based on:

- 1) The pupil's presence will be disruptive to the education process; or
- 2) The pupil poses a threat or danger to others

If a student is to be suspended for more than ten days, or if an expulsion is recommended, the following procedures apply prior to the Executive Director making the recommendation. The student must be given written notice of proposed long-term suspension or expulsion and of the reasons therefor. If the student or their parents contest the proposed disciplinary action, a hearing shall be held before a quorum of the ALA Trustee Council and Leadership Circle. The written notice to the student of the proposed disciplinary action must advise the student of the above listed rights, and must specify the date, time and place of the disciplinary hearing. The disciplinary hearing shall be held within thirty days from the date of the student was originally suspended. The Executive Director of ALA or their designee, whose decision is final, shall consider the recommendation of the ALA Trustee Council and Leadership Circle for approval or further action.

Prior to enrollment, legal guardians will take part in an introductory interview to review, question, and sign the ALA community agreements, deepen their knowledge of the school's curriculum and philosophy, and to support the work of the institution in the home and community. It is not the intent of petitioner to deny access to the education offered at the charter school, while at the same time understanding that the school's mission and vision ought to be shared and understood by each student and their family.

Removal from Class by a Teacher/Parental Attendance

A teacher may suspend any student from his/her class for the remainder of the day and the following day for any act listed in "Grounds for Suspension and Expulsion" above. (Education Code 48910)

A teacher may refer a student to the Executive Director or designee for consideration of suspension from school. (Education Code 48910)

When removing a student from his/her class, the teacher shall immediately report this action to the Executive Director or designee and send the student to the Executive Director or designee for appropriate action. The student shall be appropriately supervised during the class periods from which he/she has been removed. (Education Code 48910)

As soon as possible, the teacher shall ask the student's legal guardian to attend a parent- teacher conference regarding the removal. A counselor or psychologist may attend the conference if it is applicable, and a school administrator shall attend if the student, legal guardian, or teacher so requests. (Education Code 48910)

A student removed from class shall not be returned to class during the period of suspension without the approval of the teacher of the class and the Executive Director or designee. (Education Code 48910)

A student removed from class shall not be placed in another regular class during the period of removal. However, if a student is assigned to more than one class per day, he/she may be placed in any other regular classes except those held at the same time as the class from which the student was removed. (Education Code 48910)

The teacher of any class from which a student is removed may require the student to complete any assignments and tests missed during the removal. (Education Code 48913)

Pursuant to school policy, a teacher may provide that the legal guardian of a student whom the teacher has removed attend a portion of a school day in his/her student's classroom. When a teacher makes this request, the Executive Director shall send the legal guardian a written notice that the legal guardian's attendance is requested pursuant to law. (Education Code 48900.1)

This notice shall also:

- 1) Inform the legal guardian when his/her presence is expected and by what means he/she may arrange an alternate date; and
- 2) Ask the legal guardian to meet with the Executive Director, or designee, after the visit and before leaving school, as required by Education Code 48900.1.

Expulsions

Students will receive a mandatory recommendation for expulsion for any of the following reasons committed at school or at a school activity on or off school grounds, unless the Executive Director determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct: *Education Code (EC) 48915(c)*

- A. Causing serious physical injury to another person
 - B. Possession of any firearm, knife, explosive, or other dangerous object
 - C. Unlawful possession of any controlled substance listed in Chapter 2 of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind
 - D. Robbery or extortion
 - E. Assault or battery upon any school employee
 - F. Committing or attempting to commit a sexual assault or sexual battery as defined Section 48900 of the Education Code
- Students are subject to mandatory expulsion from Thrive Public School for any of the reasons as specified in the Education Code § 48915(c) and the Federal Gun-Free Schools Act of 1994. It is a

federal mandate that a school expel, for a period of not less than one year (except on a case-by-case basis), any student who is determined to have brought a firearm to school.

Recommendations for Expulsion Process

If the Executive Director recommend expulsion, the student and the student's parents will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. This determination will be made by the Executive Director upon either of the following findings:

- 1) The student's presence will likely be disruptive to the educational process
- 2) The student poses a threat or danger to others

Upon this determination, the student's suspension will be extended pending the results of an expulsion hearing.

Students will be recommended for expulsion if the Director find that at least one of the following findings may be substantiated:

1. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct
2. Due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

Expulsion Hearing Students recommended for expulsion will be entitled to a hearing to determine whether or not the student should be expelled. The hearing will be held within 30 days after the Director determines that an act subject to expulsion has occurred. The hearing may be presided over by ALA Trustee Council. A Facts and Findings document will be prepared to summarize the evidence adduced at the hearing to substantiate the expulsion decision.

Written notice of the hearing will be forwarded to the student and the student's parents at least 10 calendar days before the date of the hearing. This notice will include:

1. The date and place of the hearing
2. A statement of the specific facts, charges and offense upon which the proposed expulsion is based
3. A copy of the disciplinary rules that relate to the alleged violation
4. The opportunity for the student or the student's parents to appear in person at the hearing
5. The opportunity for the student to be represented by counsel
6. The right to examine and acquire copies of all documents to be used at the hearing
7. The opportunity to cross-examine all witnesses that testify at the hearing
8. The opportunity to present evidence and witnesses on behalf of the student

Upon expulsion, written notice will be sent by the Director to the parents of any student who is expelled. This notice will

include the following:

1. The specific offense committed by the student for any of the acts listed in "Reasons for Suspension and/or Expulsion."
2. Notice of the student or parent obligation to inform any new district in which the student seeks to enroll of the student's status with ALA.

In the event of a decision to expel a student, the school will work cooperatively with the district of residence, county and/or private schools to assist with the appropriate educational placement of the student who has been expelled. Any incident of violent and/or serious student behavior shall be communicated to the district/school to which the student matriculates.

If the decision is not to expel, the student will return to classes at ALA.

Suspension and Expulsion/Due Process (Students With Disabilities)

Discretionary Expulsion Education Code 48915(c): A student identified as an individual with disabilities pursuant to the Individuals with Disabilities Education Act (IDEA) is subject to the same grounds for suspension and expulsion, which apply to students without disabilities. (*cf. 5144.1 - Suspension and Expulsion/Due Process*)

Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been officially identified as a student with disabilities pursuant to IDEA and who has engaged in behavior that violated the school's community agreements may assert any of the protections under IDEA only if the school *had knowledge* that the student is disabled before the behavior that precipitated the disciplinary action occurred. (20 USC 1415(k)(5); 34 CFR 300.534)

The school shall be deemed to *have knowledge* that the student has a disability if one of the following conditions exists: (20 USC 1415(k)(5); 34 CFR 300.534)

- 1) The legal guardian has expressed concern to school supervisory or administrative personnel in writing, or to a teacher of the student, that the student is in need of special education or related services.
- 2) The legal guardian has requested an evaluation of the student for special education pursuant to 34 CFR 300.300-300.311. (*cf. 6164.4 - Identification of Individuals for Special Education*).
- 3) The teacher of the student or other school personnel has expressed specific concerns directly to the Director of Holistic Learning about a pattern of behavior demonstrated by the student.

The school would be deemed to *not have knowledge* that a student is disabled if the legal guardian has not allowed the student to be evaluated for special education services or has refused services. In addition, the school would be deemed to *not have knowledge* if the school conducted an evaluation pursuant to 34 CFR 300.300-300.311 and determined that the

student was not an individual with a disability. When the school is deemed to not have knowledge of the disability, the student shall be disciplined in accordance with procedures established for students without disabilities who engage in comparable behavior. (20 USC 1415(k)(5); 34 CFR 300.534)

If a request is made for an evaluation of a student during the time period in which the student is subject to disciplinary measures pursuant to 34 CFR 300.530, the evaluation shall be conducted in an expedited manner. Until the evaluation is completed, the student shall remain in the educational placement determined by school authorities. (20 USC 1415(k)(5); 34 CFR 300.534)

Suspension (Students with Disabilities)

The Executive Director or their designee may suspend a student with a disability for up to 10 consecutive school days for a single incident of misconduct, and for up to 20 school days in a school year, as long as the suspension(s) does not constitute a change in placement pursuant to 34 CFR 300.536. (Education Code 48903; 34 CFR 300.530)

The Executive Director or designee shall monitor the number of days, including portions of days, in which a student with a valid individualized education program (IEP) has been suspended during the school year. (*cf.* 6159 - *Individualized Education Program*)

The school shall determine, on a case-by-case basis, whether a pattern of suspensions of a student for disciplinary reasons constitutes a change of placement. A *change of placement* shall be deemed to have occurred under any of the following circumstances: (34 CFR 300.536)

1. The removal is for more than 10 consecutive school days; and
2. The student has experienced a series of removals that constitute a pattern which includes the following:
 - a. The series of removals total more than 10 school days in a school year;
 - b. The student's behavior is substantially similar to his/her behavior in previous incidents that resulted in the series of removals; and
 - c. Additional factors, such as the length of each removal, the total amount of time the student has been removed, and the proximity of the removals to one another, indicate a change of placement.

If the removal has been determined to be a *change of placement* as specified in items #1-2 above, the student's IEP team shall determine the appropriate educational services. (34 CFR 300.530)

Services During Suspension

Any student suspended for more than 10 school days in the same school year shall continue to receive services during the term of the suspension. School personnel, in consultation with at least one of the student's teachers, shall determine the extent to which services are needed as provided in 34 CFR 300.101(a), so as to enable the student to continue to participate in the general education curriculum in another setting and to progress toward meeting the goals as set out in his/her IEP. (20 USC 1412(a)(1)(A); 34 CFR 300.530)

Manifestation Determination

The following procedural safeguards shall apply when a student is suspended for more than 10 consecutive school days, when a series of removals of a student constitutes a pattern, or when a change of placement of a student is contemplated due to a violation of the school's community agreements:

1. Notice: On the date the decision to take disciplinary action is made, the legal guardians of the student shall be notified of the decision and provided the procedural safeguards notice pursuant to 34 CFR 300.504. (20 USC 1415(k)(1)(H); 34 CFR 300.530) (*cf. 5145.6 - Parental Notifications*) (*cf. 6159.1 - Procedural Safeguards and Complaints for Special Education*).
2. Manifestation Determination Review: Immediately if possible, but in no case later than 10 school days after the date the decision to take disciplinary action is made, a manifestation determination review shall be made of the relationship between the student's disability and the behavior subject to the disciplinary action. (20 USC 1415(k)(1)(E); 34 CFR 300.530) At the manifestation determination review, the school, the student's legal guardian, and relevant members of the IEP team (as determined by the school and legal guardian) shall review all relevant information in the student's file, including the student's IEP, any teacher observations, and any relevant information provided by the legal guardians, to determine whether the conduct in question was either of the following: (20 USC 1415(k)(1)(E); 34 CFR 300.530)
 2. Caused by or had a direct and substantial relationship to the student's disability; or
 3. A direct result of the district's failure to implement the student's IEP, in which case the district shall take immediate steps to remedy those deficiencies.

If the manifestation review team determines that a condition in either #a or #b above was met, the conduct shall then be determined to be a manifestation of the student's disability. (20 USC 1415(k)(1)(E); 34 CFR 300.530)

1. Determination that Behavior is a Manifestation of the Student's Disability: When the conduct has been determined to be a manifestation of the student's disability, the IEP team shall conduct a functional behavioral assessment, unless a functional behavioral assessment had been conducted before the occurrence of the behavior that resulted in the change of placement, and shall implement a behavioral intervention plan for the student. If a behavior intervention plan has already been developed, the IEP team shall review the behavioral intervention plan and modify it as necessary to address the behavior. (20 USC 1415(k)(1)(F); 34 CFR 300.530) The student shall be returned to the placement from which he/she was removed, unless the legal guardian and district agree to a change of placement as part of the modification of the behavioral intervention plan. (20 USC 1415(k)(1)(F); 34 CFR 300.530) (*cf. 6159.4 - Behavioral Interventions for Special Education Students*)
2. Determination that Behavior is Not a Manifestation of the Student's Disability: If the manifestation determination review team determines that the student's behavior was not a manifestation of his/her disability, the student may be disciplined in accordance with the procedures for students without disabilities. (20 USC 1415(k)(1)(D); 34 CFR 300.530)

Manifestation Determination

The following procedural safeguards shall apply when a student is suspended for more than 10 consecutive school days, when a series of removals of a student constitutes a pattern, or when a change of placement of a student is contemplated due to a violation of the school's community agreements:

1. Notice: On the date the decision to take disciplinary action is made, the legal guardians of the student shall be notified of the decision and provided the procedural safeguards notice pursuant to 34 CFR 300.504. (20 USC 1415(k)(1)(H); 34 CFR 300.530) (*cf. 5145.6 - Parental Notifications*) (*cf. 6159.1 - Procedural Safeguards and Complaints for Special Education*).
2. Manifestation Determination Review: Immediately if possible, but in no case later than 10 school days after the date the decision to take disciplinary action is made, a manifestation determination review shall be made of the relationship between the student's disability and the behavior subject to the disciplinary action. (20 USC 1415(k)(1)(E); 34 CFR 300.530) At the manifestation determination review, the school, the student's legal guardian, and relevant members of the IEP team (as determined by the school and legal guardian) shall review all relevant information in the student's file, including the student's IEP, any teacher observations, and any relevant information provided by the legal guardians, to determine whether the conduct in question was either of the following: (20 USC 1415(k)(1)(E); 34 CFR 300.530)
 2. Caused by or had a direct and substantial relationship to the student's disability; or
 3. A direct result of the district's failure to implement the student's IEP, in which case the district shall take immediate steps to remedy those deficiencies.

If the manifestation review team determines that a condition in either #a or #b above was met, the conduct shall then be determined to be a manifestation of the student's disability. (20 USC 1415(k)(1)(E); 34 CFR 300.530)

1. Determination that Behavior is a Manifestation of the Student's Disability: When the conduct has been determined to be a manifestation of the student's disability, the IEP team shall conduct a functional behavioral assessment, unless a functional behavioral assessment had been conducted before the occurrence of the behavior that resulted in the change of placement, and shall implement a behavioral intervention plan for the student. If a behavior intervention plan has already been developed, the IEP team shall review the behavioral intervention plan and modify it as necessary to address the behavior. (20 USC 1415(k)(1)(F); 34 CFR 300.530) The student shall be returned to the placement from which he/she was removed, unless the legal guardian and district agree to a change of placement as part of the modification of the behavioral intervention plan. (20 USC 1415(k)(1)(F); 34 CFR 300.530) (*cf. 6159.4 - Behavioral Interventions for Special Education Students*)
2. Determination that Behavior is Not a Manifestation of the Student's Disability: If the manifestation determination review team determines that the student's behavior was not a manifestation of his/her disability, the student may be disciplined in accordance with the procedures for students without disabilities. (20 USC 1415(k)(1)(D); 34 CFR 300.530)

3. The student shall receive services to the extent necessary to participate in the general education curriculum in another setting and to allow him/her to progress toward meeting the goals set out in his/her IEP. As appropriate, the student shall also receive a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur. (20 USC 1415(k)(1)(D); 34 CFR 300.530)

Readmission

Readmission procedures for students with disabilities shall be the same as those used for all students. Upon readmission, an IEP team meeting shall be convened.

Suspension of Expulsion

The ALA criteria for suspending the enforcement of an expulsion order shall be applied to students with disabilities in the same manner as they are applied to all other students. (Education Code 48917)

Due Process Appeals

If the legal guardian disagrees with any school decision regarding placement under 34 CFR 300.530 (suspension and removal for dangerous circumstances) or 34 CFR 300.531 (interim alternative placement), or the manifestation determination under 34 CFR 300.530(c), he/she may appeal the decision by requesting a Leadership Circle and/or a Trustee Council meeting. The school may request a Leadership Circle or Trustee Council meeting if the school believes that maintaining the student's current placement is substantially likely to result in injury to the student or others. In order to request a meeting, the requesting party shall file a complaint pursuant to 34 CFR 300.507 and 300.508(a) and (b). (20 USC 1415(k)(3); 34 CFR 300.532)

Whenever a meeting is requested as specified above, the legal guardian or the school shall have an opportunity for an expedited due process hearing consistent with requirements specified in 34 CFR 300.507, 300.508 (a)-(c), and 300.510-300.514.

If the student's legal guardian or the school has initiated a due process hearing under 34 CFR 300.532 as detailed above, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the 45-day time period, whichever occurs first, unless the parent/guardian and district agree otherwise. (20 USC 1415(k)(4); 34 CFR 300.533)

Counseling Out

If a student has repeatedly broken the ALA community agreements, has been referred to services, and breaks final contract signed by the student, parent/guardian, and school official, the student may be counseled to another educational institution. The Executive Director or designee will:

1. Review the student academic, behavioral, and attendance history with the student and legal guardian;

2. Review the initial signed community agreements;
3. Review the signed contract;
4. Describe all legal educational options for the student;
5. Recommend the most appropriate setting, citing factual evidence as to why the recommendation is a more appropriate setting than ALA;
6. Receive commitment from the student and legal guardian as to which educational setting they will pursue; and
7. Review conditions necessary for readmission with student and legal guardian.

Request for Readmission

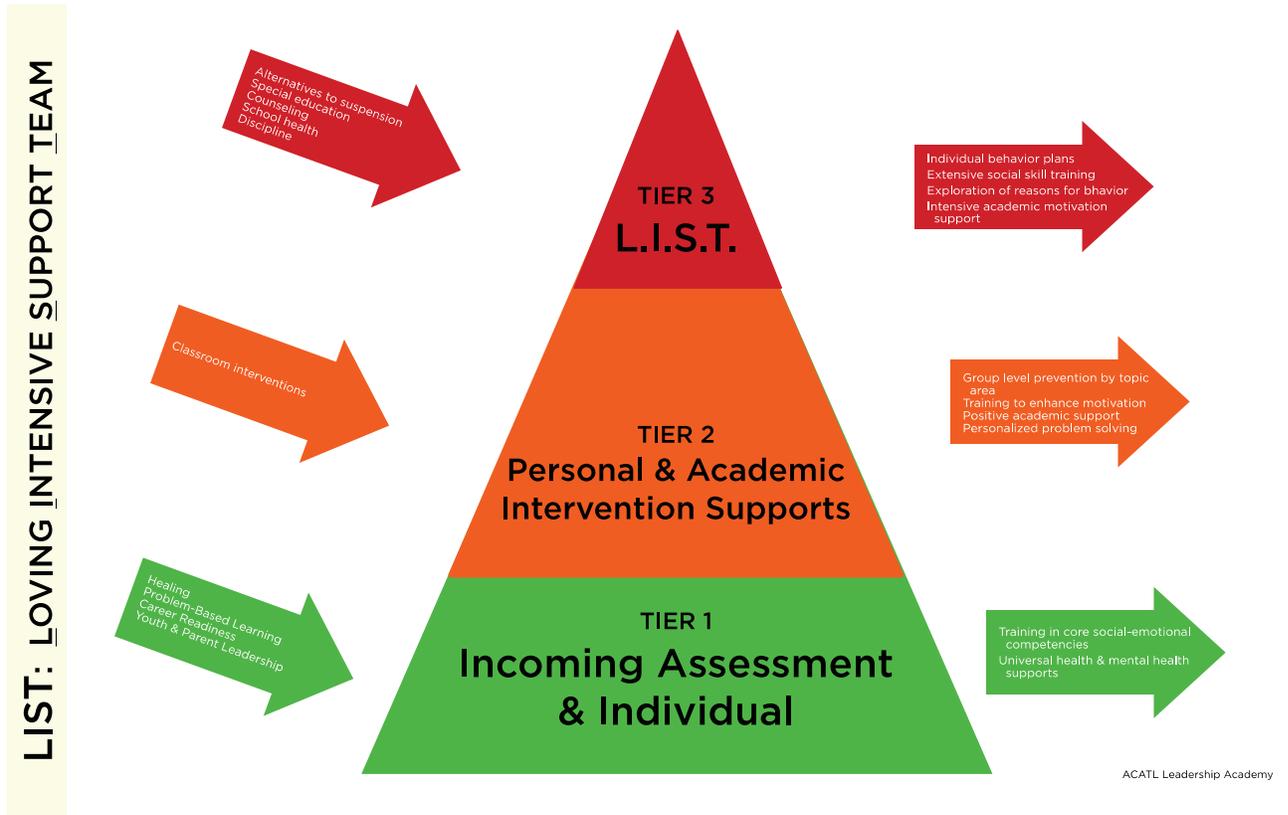
Requests for readmission shall be submitted to the Director of Holistic Learning who shall review the file to determine whether the student counseled out has met all the conditions required for readmission. Readmission will take place upon:

1. The student completing credits equal to one session at ALA;
2. Receipt of letter of comportment by the referring educational institution's Principal or designee;
3. Proof of improvement of community agreements broken while attending ALA. (e.g. attendance improvement if attendance stopped progress while at ALA, clean drug report if drug use stopped progress while at ALA);
4. Re-enrollment interview with director or designee, student, and legal guardian; and
5. Re-signing of ALA community agreement.

Denial of Readmission (Education Code 48916(d))

Upon finding that a student has not met the conditions of the readmission the Executive director or designee may deny the readmission of the student. This information will be provided to the legal guardian and student at that time. The Executive Director or designee shall provide written notice to the student and his/her legal guardian the reason(s) for denying readmission.

b. RTL Chart



C. PAIS

Personal Academic Intervention & Support (PAIS) Education Plan

PAIS: PAIS is a program ALA has created to support students who are struggling and provide services, referrals, resources and interventions in order to improve student outcomes. Please be honest as to why you feel you may be struggling/not meeting your potential.

Name: _____

Age: _____ Date: _____

Grading Period: Q1 PR1 PR2 Q2 PR3 PR4 Q3 PR5 PR6 Q4 PR7 PR8

1. What was the reason or reasons you are failing at least 2 courses on your last Report Card? (i.e. You didn't understand classes? Family issues? Motivation? Personal issues) If you failed only due to your attendance, why did you have so many absences/tardies?

2. Are there any issues in the classroom that are not making you understand or care? With the teacher? With another student(s)? Please explain.

3. What do you need from us, Acatl Leadership Academy, to make sure you do NOT keep these F's? What do you want us to do?

4. What do **YOU** have to do different the rest of this quarter to make sure you improve your grades?

5. We have many programs set up to support you, or that we can refer you to, to ensure you are able to pass your classes. Are you interested in, or in need of, any of the following:

a. Tutoring (one on one tutoring in English, Math, Science, History, etc):

b. ELD (English Language Development Classes)

c. Counseling or Therapy (School Counselor, Therapist, for you or your family):

d. SatCam: (Attendance make up)

e. Peer Mentor (you would like to have a student doing well in their classes work with you):

f. Drug &/or Alcohol Classes:

g. Mediation (do you have an issue with a Student in one of your classes or with the Teacher)

h. College Courses (Is the class not challenging enough that you get bored)

Schedule (circle current quarter): Quarter 1 Quarter 2 Quarter 3 Quarter 4

	Course	Teacher	Current Grade	Attendance
Adv	Advisory/Tribe			
1				
2				
3				
4				

Plan of Action/Support Action

1)

2)

3)

4)

5)

I am committing to completing my plan of action, written above, so that I will ensure that I am a successful student at ALA.

Student Signature/Date

Admin. Signature/Date

For ADMIN Use:

d. LIST

Loving Intensive Support Team (LIST) Investigation Template

Investigator Name: _____ Student Name: _____

Name of Person filling out form: _____

Relationship to student:

Caregiver Service Provider Teacher Mentor Administrator Other: _____

Primary Concern(s):

Failing Classes Low Scores Low Progress Behavior Attendance

Explain: _____

1. Why do you think they are struggling in the above area?

2. Relevant changes? Behavior? Family? Personal? Health?

3. Patterns of strengths/weaknesses?

4. Extra supports needed? Student? Family?

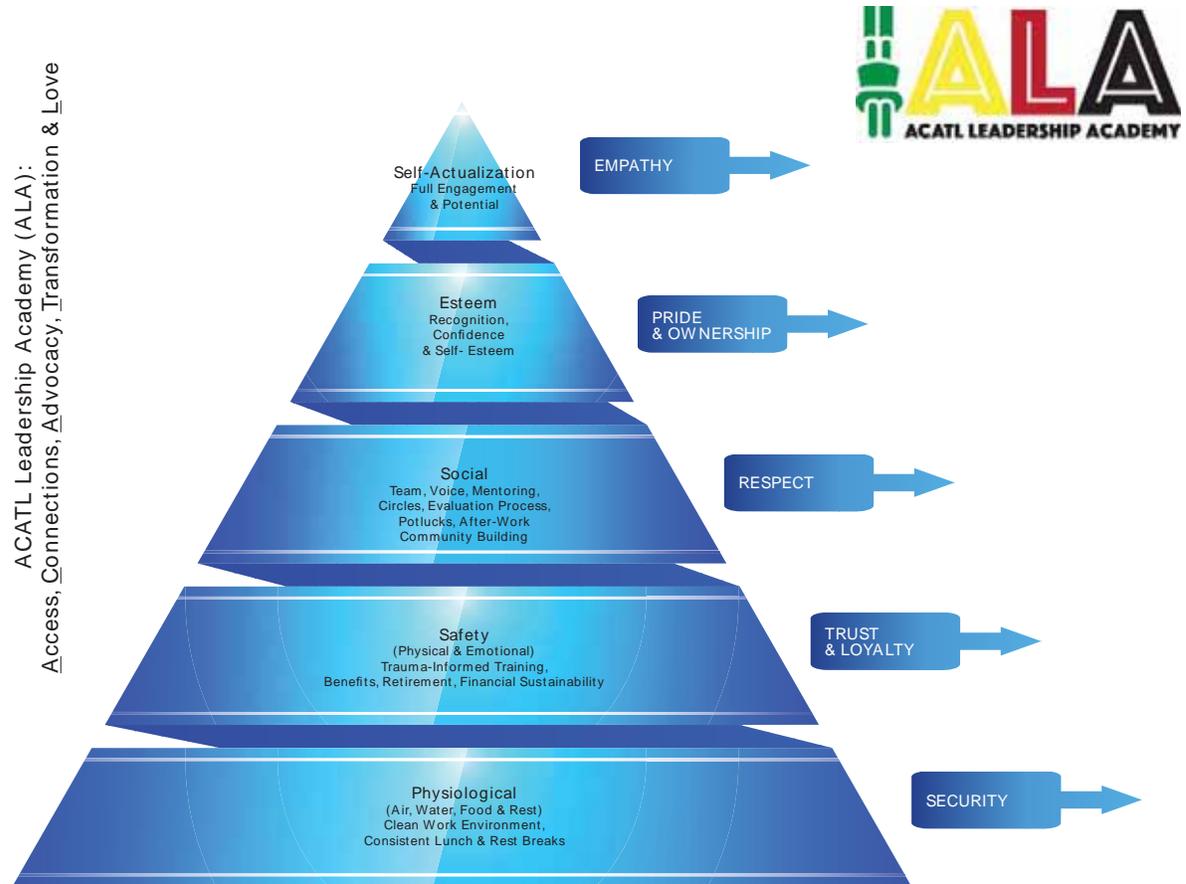
5. Academic needs?

6. Social Needs?

7. Physical Needs?

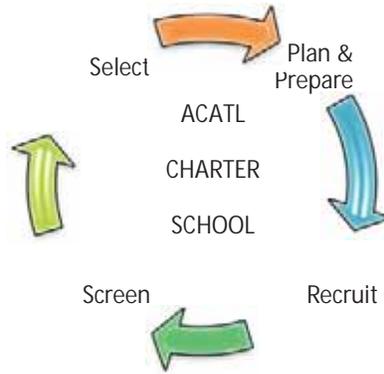
8. Staff and Teacher

a. Employee Hierarchy of Needs



b. Staff Recruitment Plan

Steps to Developing
ACATL Leadership Academy
Comprehensive Recruitment Process



The Following Strategies for Building ACATL Pipeline	
1	School open house or other community events
2	School page on Facebook or other social networking sites
3	College campus job fairs and alumni listservs of local teacher preparation programs
4	Staff visits to alma maters to recruit recent graduates
5	Career fairs in neighboring cities (e.g., Anaheim, Long Beach, LA and Riverside)
6	Staff referrals with an incentive bonus if a person is hired
7	Incentives (e.g., moving stipend or sign-on bonus)
8	Develop and keep individuals who show promise as future teachers. For example, substitute teachers or volunteers, etc.

In addition, ACATL will post job announcements to the following commercial sites:

* Teachers-teachers.com * Teachjobs.com * K12.jobs.com * Idealist.org * Indeed.com

Develop and Implement a Comprehensive Recruitment Plan

ACATL Leadership Academy, ultimate goal for recruitment is for the school to use a comprehensive approach to addressing short-term and long-term staffing needs. Our completed recruitment plan will identify outcomes, activities, timelines, persons responsible, resources available, and accountability measures.

The recruitment plan entails will follow these six (6) steps.

1. Set goals.

a. Goals will be identified as targets for marketing, recruitment of applicants, and/or hiring. Goals will be straightforward and emphasize what the school wants to accomplish for a specific time-period (e.g., school year). Goals will be specific, measureable, attainable, realistic, and timely (SMART goals).

2. Identify action steps.

a. Action steps are key activities/steps needed to reach our goals. Action steps will be specific and reflect actions that the school will take toward reaching the goals.

3. Set a timeline.

a. Timelines will consist of the school year, specific months, and quarterly specific action steps to be taken or completed. We will align the timelines in the recruitment plan with the school's overall timelines for recruitment and selection.

4. Identify person(s) responsible for action steps.

a. We will identify the position and name of person who will be primarily responsible for each action step.

5. Identify budget and resources needed.

a. We will identify any anticipated costs and/or budget for each action step. Resources will also include materials and/or persons.

6. Identify anticipated outcomes and accountability measures.

a. Identify anticipated outcomes or results for each action step. Outcomes will be specific along with short-term goals.

b. Identify accountability measures (in the future evidence will be provided of the outcome we have met). Concrete examples/evidence of how the school will know that the outcomes have been reached for each action step will be identified. Our team will meet periodically to review the recruitment plan and monitor its implementation.

As final steps in the recruitment process we will analyze the outcomes and effectiveness of the school's recruitment plan, sources, and strategies. This will ensure that ACATL has identified the most effective resources and strategies.

c. Teacher Professional Development Plan

Appendix

Teacher Professional Development Plan

This model provides a framework for thinking about key elements of your professional development. As the sample on the next page illustrates a professional development logic model:

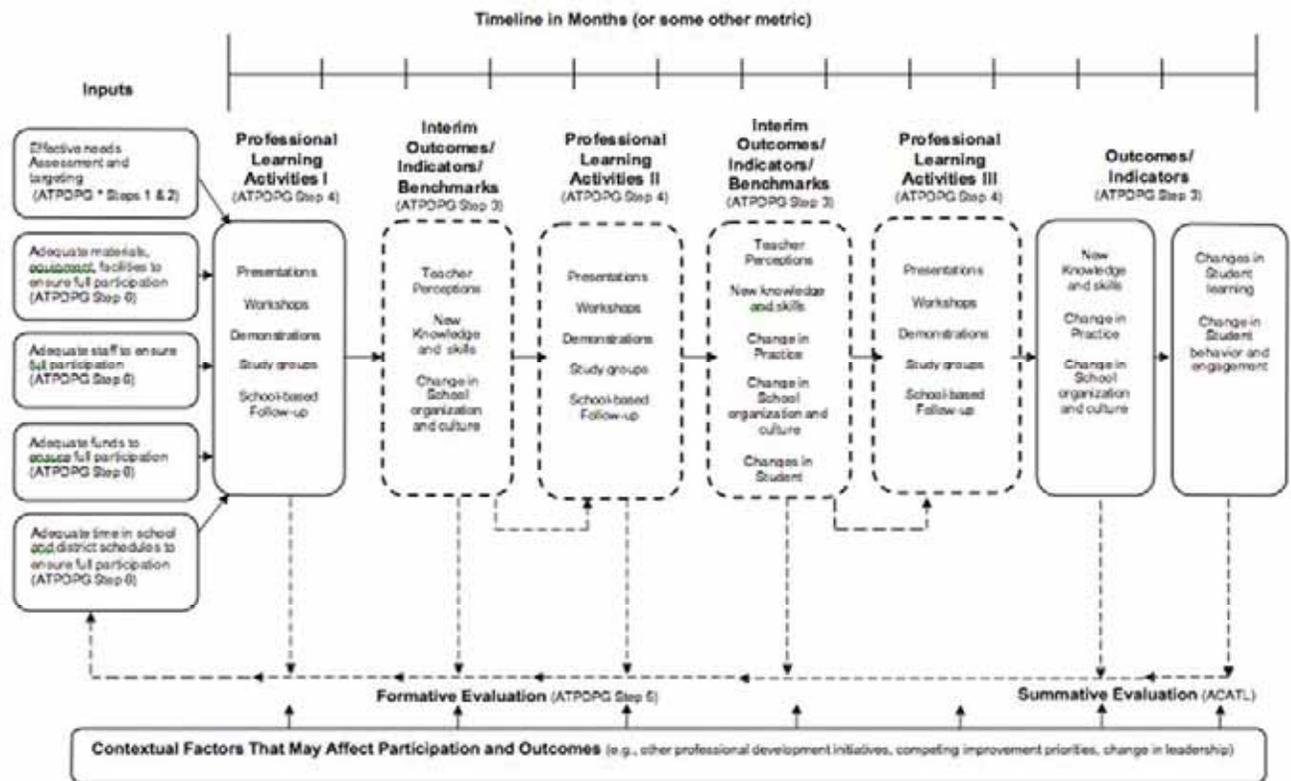
- Highlights the expected outcomes and related indicators for teachers and students
- Highlights the professional learning activities necessary to achieve those outcomes
- Clarifies assumptions about the appropriate pace and sequence of professional learning activities
- Clarifies assumptions about the kinds of resources that are necessary to ensure full participation and to achieve the intended outcomes
- Anticipates the influence of important contextual factors that may affect implementation, participation, and attainment of outcomes
- Helps determine the focus of formative and summative evaluations and the schedule for data collection, data analysis, and reporting.

Each step in the planning process represents a decision or set of decisions to be made about your professional development being planned. The elements of the logic model are explicitly keyed to the six steps in the guide's planning framework and show you how the components of the plan fit together.

Recognizing that all logic models will look different, *ALA's Performance and Professional Development Circle (PPDC)* will use this logic model to tailor the content of each of the boxes in the model to reflect the details of the emerging plans. For example, as PPDC complete **Step 1** (Identify the need for the professional development) and **Step 2** (Identify the expected participants), provide information for the box at the top of the first column on the left side of the logic model. Next, as you and/or your team complete **Step 3** (Identify the expected outcomes and related indicators); add details to the boxes on the right-hand side of the model in the column labeled outcomes.

If your professional development extends over a long period of time, it probably makes sense to identify some interim outcomes or benchmarks. Monitoring progress in reaching the interim outcomes can help you determine whether your professional development is on track or whether some changes in follow-up, professional learning activities or initial resource allocations may be necessary to ensure your success.

Teacher Professional Development Logic Model



*ACATL Teacher Professional Development Planning Guide

As the planning process moves to **Step 4** (Identify the professional learning activities), PPDC will be able to add details to the three boxes labeled “Professional Learning Activities I, II, and III.” As the generic logic model suggests, professional development, especially professional development that extends over a long period of time, can include many professional learning activities and opportunities. The specific configuration of activities will certainly change in each cycle to reflect various outcomes, benchmarks, and indicators that have been set for each phase of your professional development. Note that the three “Activities” boxes in the model are intended to be illustrative of the range of possible professional learning activities that may be included in the design. Some plans may include all of these activities.

Others may include only a few. Some plans may include three or four or more cycles or iterations of professional learning activities. Others may include one or two. No matter what the particular configuration of activities, it is always a good idea to include school-based follow-up of one kind or another. Here again, PPDC should also think carefully about the timeline for these activities to answer the question: What are reasonable expectations for how long it will take to achieve the expected outcomes?

Completing Step 5 (Plan the evaluation) entails, among other things, determining what questions your evaluation will address; the kinds of data, data collection, and data analysis that will be necessary to answer those questions; and the timeline for the evaluation. The logic model suggests that evaluations can have both formative and summative components and that these components are to be completed on a timeline that is consistent with the overall timeline of your professional development.

Completing Step 6 (Specify the resources necessary to support the activities) requires PPDC to determine the kinds and amounts of resources needed to support the activities being planned. As the first column on the left side of the logic model suggests, these resources include facilities and equipment, staff, and time in regular school and district schedules. Other kinds of resources may also be necessary. Although all types of resources are important, PPDC should probably devote special attention to ensuring that the necessary staff is available and prepared for their roles, especially in activities that require school-based coaching and other similar kinds of job-embedded professional learning and follow-up. Indeed, preparing staff for these roles may involve an additional set of professional development activities for them. Plans for these activities; including plans for ensuring that they are effective; should be included as a part of your overall professional development plan and reflected in the logic model.

Keys to Creating a Good Logic Model

Be sure that the components of your professional development are planned and the assumptions underlying the components are logical, reasonable, and internally consistent.

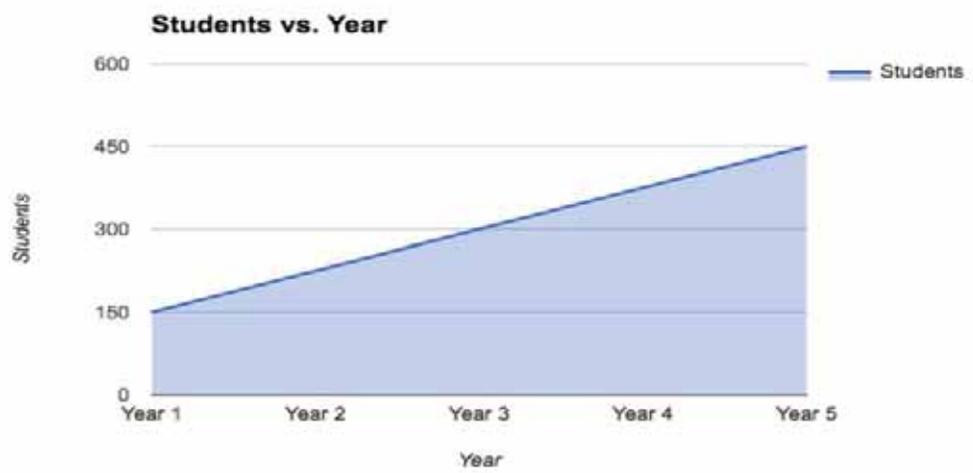
For example, if the ALA’s improvement priorities include improved student outcomes in STEM education, the Performance and Professional Development Circle could determine that the key to meeting this priority is ensuring that teachers are familiar with P-12 STEM instruction. The PPSC has established that mastery of all areas of STEM content as the overall outcome a professional development and created a baseline proficiency level as the key indicator of mastery. The group could also call for mastery at this proficiency level by 90 percent or more of all participants as a second indicator.

Given the expected outcome and the related indicator, the most appropriate professional learning activities might include additional upper level education courses in STEM curriculum areas as a key or it might include a series of well-designed seminars. Depending on teachers' level of mastery prior to the professional development, the professional learning activities will take place over several months or they will take place throughout the school year. Mastery could be determined by tests keyed to the content and administered several times throughout the activities. Early administrations will provide evidence of mastery and where additional area of support might be necessary.

In a slightly different example, assume that the intended outcome of the activity is mastery of the science content and demonstrated ability to teach the content, including the use of laboratory activities. These outcomes and the related indicators call for a more extensive set of professional learning activities and almost certainly require either more intensive learning activities or activities that extend over longer periods of time, or both. In addition, expectations for changes in practice may call for a broader range of professional learning activities, including structured opportunities for classroom observations, classroom practice, and feedback. These expanded learning activities also require more upfront planning to ensure that appropriate staff and other resources are available such as various partnerships with outside labs companies or other schools.

Revisit early decisions as new decisions are made. As the Performance and Professional Development Circle will help you discover, creating a logic model is an iterative process and some elements of the model will change as others are added. For example, early decisions about professional learning outcomes may appear too ambitious as the PPDC thinks very seriously about the learning activities that will be necessary to ensure that the outcomes are achieved. When this happens, PPDC may scale back their expectations for outcomes.

9. Budget and Facility
a. Projected Enrollment Chart



b. Facility Plan



Facility Plan

ACATL Leadership Academy (ALA) will open a resource center to house our independent study program in July of 2017 at a facility in San Ysidro, CA. ALA is searching for a facility to be located within 4 miles of both San Ysidro High School, located at 5383 Airway Road, San Diego, CA 92154 and Southwest High School, located at 1685 Hollister Street, San Diego, CA 92154.

ALA's educational facility will be certified by the City of San Diego to be in compliance with all regulations for schools including the American Disabilities Act (ADA). ALA, in partnership with a commercial broker, will assess potential and current school buildings for structural safety, using existing state, county and city standards. ALA, at its own cost and expense, will be responsible for obtaining appropriate permits from the local public entity with jurisdiction over the issuance of such permits, including building permits, occupancy permits, fire/life safety inspections, and conditional use permits. ALA assures that all requirements to ensure a safe school and safe facility for staff and students will be met.

ALA will be located in an area with 55 percent or more of Free or Reduced Lunch eligible students. As such ALA will qualify for SB 740 funding which provides funding assistance for a charter facility. As an independent study, non-classroom based program, ALA qualifies for this assistance based on Average Daily Attendance and will file an SB 740 Funding Determination Form to receive this funding. ALA will also maintain the option of requesting a facility through Prop 39, and will meet all regulatory conditions regarding requests for facilities.

10. Letters of Support and/or Commitment

a. San Diego State University, Community Based Block (CBB) Program

Department of Counseling
& School Psychology
College of Education
San Diego State University
5500 Campanile Drive
San Diego, CA 92181-1179
Tel: 619-594-6109
Fax: 619-594-7025



September 16, 2016

Marisol Rerucha
ACATL Leadership Academy
6727 Parkside Avenue
San Diego, CA 92139

Dear Marisol Rerucha,

I am writing to express my support for ACATL Leadership Academy (ALA) and its Petition for Charter to Sweetwater Union High School District. I am excited by the future of ALA, and confident that it will quickly become a hub of transformation for students, parents, and our community. ALA will be a symbol of academic, social-emotional, cultural and leadership excellence in our community.

The Community-Based Block (CBB) Program is a two-year program that will prepare students to become Licensed Professional Clinical Counselors (LPCC). CBB seeks to develop the counseling skills of relationship building, process and therapeutic intervention; the academic skills of critical thinking, system inquiry, program evaluation and effective written and oral communication; and the personal growth experience necessary to enable graduates to use their skills for the benefit of clients. The CBB program also seeks to adapt counseling skills to the needs of different populations so as to train truly competent multicultural counselors. The responsibility students assume for their own education helps them develop the proficiencies they will need to become effective change agents in schools, colleges, and/or social service agencies.

ALA will provide strong curriculum, where the California Content and Common Core Standards are the foundation of Problem-Based Learning through the lens of social justice. ALA is poised to offer students and families an environment in which restorative practices, healing, leadership development, and career readiness are guaranteed through their highly individualized independent study program.

CBB is committed to partnering with ACATL Leadership Academy to benefit students, families and our community in the following ways:

- ACATL Leadership Academy will provide clinical supervision to CBB students who can complete their practicum hours and provide group and individual counseling to ALA students.
- ACATL Leadership Academy and the Community Based Block program will research and partner to apply for funding opportunities aimed at providing mental health services to at-risk and/or low-income youth.

**Department of Counseling
& School Psychology**
College of Education
San Diego State University
5500 Campanile Drive
San Diego, CA 92181-1179
Tel: 619-594-6109
Fax: 619-594-7025



We will work collaboratively with ALA to ensure seamless coordination of service delivery, and tracking and reporting on outcomes. We believe our support and commitment will directly impact the outcomes you seek for ACATL Leadership Academy, and we look forward to working with you on this exciting endeavor.

We wish you luck on your application.

Sincerely,

A handwritten signature in blue ink, appearing to read "Nellie Tran".

Nellie Tran, Ph.D.

Assistant Professor
San Diego State University
Community Based Block Program

b. Centro Cultural De La Raza



Centro Cultural De La Raza



September 16, 2016

Marisol Rerucha
ACATL Leadership Academy
6727 Parkside Avenue
San Diego, CA 92139

Dear Marisol Rerucha,

I am writing to express my support for ACATL Leadership Academy (ALA) and its Petition for Charter to Sweetwater Union High School District. I am excited by the future of ALA, and confident that it will quickly become a hub of transformation for students, parents and our community. ALA will be a symbol of academic, social-emotional, cultural and leadership excellence in our community.

San Diego's **Centro Cultural de la Raza** was founded in 1970 as a Chicano Community Cultural Center and functions as an alternative space that encourages and facilitates artistic growth and cultural exchange in the San Diego/Tijuana region. The Centro provides classes and features a dynamic inter-disciplinary schedule of events which includes exhibits, musical performances, installation art, readings, receptions, Azteca dance, Teatro Chicano, Ballet Folklorico, film screenings and other events. We welcome you to visit the Centro and invite you to participate in the exciting programs!

ALA will provide strong curriculum, where the California Content and Common Core Standards are the foundation of Problem-Based Learning through the lens of social justice. ALA is poised to offer students and families an environment in which restorative practices, healing, leadership development, and career readiness are guaranteed through their highly individualized independent study program.

The Centro Cultural de la **Raza** is committed to partnering with ACATL Leadership Academy to benefit students, families and our community in the following ways:

- Provide culturally inclusive visual and performance arts experiential learning opportunities. Such opportunities may include classes, free entrance to exhibits, teatro workshops, invitation to guest speaker series, and art archiving and curation experiences.
- Provide internship opportunities for students to support career exploration and career readiness.
- Creation of student, family, and community curated, organized, and hosted art gallery exhibits and opening receptions.
- Creation of a youth designed mural (portable or permanent), through the tutelage of world renowned muralists and founders of our Centro Cultural de la Raza

We will work collaboratively with ALA to ensure seamless coordination of service delivery, and tracking and reporting on outcomes. We believe our support and commitment will directly impact the outcomes you seek for ACATL Leadership Academy, and we look forward to working with you on this exciting endeavor.

Best wishes on your application.

Sincerely,


Tommy Valentino Ramirez
Board of Trustees, *President*
Centro Cultural de la Raza

c. Urban Leadership Development Institute



September 16, 2016

Marisol Rerucha
ACATL Leadership Academy
6727 Parkside Avenue
San Diego, CA 92139

Dear Mrs. Rerucha,

On behalf of the Urban Leadership Development Institute (ULDI), a 501(c)(3), it a pleasure to write this letter of commitment and support for ACATL Leadership Academy (ALA) and its request for Charter Petition approval to Sweetwater Union High School District. I am excited for the future of ALA, and the impact our collective work will have on the students and community of San Ysidro and South San Diego.

ULDI is committed to partnering with ACATL Leadership Academy and the Director of Leadership Development and Career Readiness to benefit students, families and our community by providing: peer to peer mentoring, youth leadership development, governance training and entrepreneurial skill building through our Training Right In Business & Education Program.

ULDI is offering to be a career readiness and experiential learning program component for both male and female participants. Training Right in Business & Education Program utilizes professionals and facilitators from the business community to work with participants by teaching entrepreneurship, financial literacy, adult and peer mentoring and student governance. Students gain confidence, build positive peer-to-peer relationships with mentors who are program graduates themselves, and develop leadership skills in the areas of initiative, responsibility, teamwork and unity. Participants engage in a 10-week session that includes field trips and a minimum of four guest speakers in the “Soy Como Tu/I am Like You” series. The overall breakdown of the course is as follows:

- Week One: Governance and use of Robert’s Rules of Order
- Weeks Two & Three: Emotional intelligence
- Weeks Four & Five: Basic entrepreneurship
- Weeks Five & Six: Marketing, brand, social media
- Week Seven and on: executive summary of business plan including description of ideal employee.

We will work collaboratively with ALA to ensure seamless coordination of service delivery, and tracking and reporting on outcomes. We believe our support and commitment will directly impact the outcomes you seek for ACATL Leadership Academy, and we look forward to working with you on this exciting endeavor.

Sincerely,

Fred Sotelo
Board President