

CERTIFICATION OF COMPLETE CHARTER PETITION:

Education Code Section 47605(b)

A charter petition is deemed received by the governing board of the school district on the day the petitioner submits a petition to the district office, along with a signed certification that the petitioner deems the petition to be complete. The following certification is submitted in compliance with Education Code Section 47605(b).

No later than 60 days after receiving a petition, the governing board of the school district shall hold a public hearing on the provisions of the charter. Following review of the petition and the public hearing, the governing board of the school district shall either grant or deny the charter within 90 days of receipt of the petition, provided, however, that the date may be extended by an additional 30 days if both parties agree to the extension.

- o Date of submission: 9/15/25

Certification

By signing below, I certify as follows:

1. That I am the authorized representative of Antioch Charter Academy, and that I am competent and qualified to certify to the facts herein;
2. That, as the authorized representative, I have personal knowledge of the facts forming the basis of this certification;
3. That I make this certification for purposes of Education Code Section 47605(b) only; and
4. That I deem the charter petition to be complete.

Name: Edna Heller, Lead Petitioner

Charter School: Antioch Charter Academy

Signature: Edna Heller

Date: 9/15/25



Antioch Charter Academy

The Learner-Centered School, Inc.
3325 Hacienda Way
Antioch, CA

Charter Renewal Petition **Term: July 1, 2026 – June 30, 2033**

Submitted to Antioch Unified School District
September 15, 2025

TABLE OF CONTENTS

Cover Page	Page 1
Table of Contents	Page 2
Charter Renewal Criteria	Page 4
Affirmations and Declaration	Page 12
 Element 1: Description of Education Program	
Introduction	Page 15
Target Student Population	Page 16
Community Interest	Page 16
An Educated Person in the 21st Century	Page 16
How Learning Best Occurs	Page 18
The Learner-Centered School Model	Page 18
Learning Strategies and Structures	Page 25
Curriculum & Instruction	Page 27
Multi-Tiered Systems of Support & Differentiated Programs	Page 28
English Learners Overview	Page 29
Reclassification Procedures	Page 32
Strategies for ELL Instruction & Intervention	Page 32
Serving Students with Disabilities	Page 33
Section 504 of Rehabilitation Act	Page 34
 Element 2: Measurable Pupil Outcomes AND	
Element 3: Methods of Measuring Pupil Outcomes	
Student Outcomes	Page 39
Attendance Requirements	Page 39
School-Wide Graduate Goals	Page 40
Assessment and CAASPP Testing	Page 41
School Accountability Report Card ("SARC")	Page 41
Independent Study	Page 43
 Element 4: Governance Structure	
Nonprofit Public Benefit Corporation	Page 44
Board of Directors/Charter Council	Page 44
Staff/Teacher Participation	Page 46
Administrative Team	Page 47
 Element 5: Employee Qualifications	
Qualifications of Employees	Page 50
 Element 6: Health and Safety Procedures	
Health and Safety	Page 52
 Element 7: Student Population Balance	
Means to Achieve Student Population Balance	Page 61
Student Recruitment and Outreach Efforts	Page 61

Element 8: Admission Policies and Procedures	
Admission Policies and Procedures	Page 63
Element 9: Annual Independent Financial Audits	
Annual Independent Fiscal Audits	Page 66
Element 10: Suspension and Expulsion Policy and Procedures	
Suspension and Expulsion Policy and Procedures	Page 67
Element 11: Employee Retirement Systems	
Employee Retirement Systems	Page 90
Element 12: Public School Attendance Alternatives	
Public School Attendance Alternatives	Page 91
Element 13: Description of Employee Rights	
Rights of School District Employees	Page 92
Element 14: Dispute Resolution Procedures	
Dispute Resolution	Page 94
Element 15: School Closure Procedures	
Closure Protocol	Page 95
Miscellaneous Charter Provisions	
Facilities	Page 98
Administrative Services	Page 98
Potential Civil Liability Effects	Page 98
Transportation	Page 99
Food Services	Page 99
Equipment and Materials	Page 99
Defense and Indemnity	Page 100
Insurance Coverage	Page 100
Budget and Direct Funding	Page 101
Attendance Reporting, School Calendar, Bell Schedule	Page 102
Compliance With External Source Funding	Page 103
APPENDICES	Page 104
Appendix A: Curriculum Overview	
Appendix B: Graduate Goals	
Appendix C: LCAP summary	
Appendix D: Articles of Incorporation	
Appendix E: TLCS Bylaws	
Appendix F: 3-year Budget and Cash Flow	

CHARTER RENEWAL

CHARTER RENEWAL CRITERIA

Evidence of Meeting Charter Renewal Criteria Pursuant to Education Code Section 47607(c) (High Performing)

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

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

The three performance categories are as follows:

- High Performing – Presumptive renewal if the charter school meets the established renewal criteria – Education Code Section 47607(c)(2).
- Low Performing – Presumptive non-renewal if the charter school meets the non-renewal criteria, unless the chartering authority make a finding to approve for a two-year term – Education Code Section 47607.2(a).
- Middle Performing – Renewal unless the charter school failed to meet or make sufficient progress toward meeting standards and closure is in the best interest of students, evaluated using the Dashboard and Education Code Section 47607.2(b).

Antioch Charter Academy (“ACA” or the “Charter School”) is pleased to have been designated a high-performing charter school by law and the California Department of Education (“CDE”). The Charter School’s 2023 and 2024 Dashboard results demonstrate that ACA achieved the high-performing category through Criterion 2, which is based on the “status” comparison for all academic indicators to the State, schoolwide and for student groups that perform lower than the statewide average.

The state indicators include the following:

- Chronic Absenteeism: kindergarten through grade eight
- Suspension Rate: kindergarten through grade twelve
- English Learner Progress: grades one through twelve
- Graduation Rate: high school only
- College/Career: high school only (Note: The College/Career Indicator is not reported on the 2023 Dashboard)
- Academic: grades three through eight, and grade eleven – English Language Arts (“ELA”)/Literacy and Mathematics

Rationale for a Seven-Year Renewal

ACA fits into the high-performing category, as determined by law and the CDE, and is eligible, and as clearly demonstrated by the evidence meets the criterion, for charter renewal for a term of 7 years, as shown below.

Pursuant to Education Code Section 47607(c)(2)(E), a charter school that qualifies as high performing may be granted a renewal term of five-, six-, or seven-years. In accordance with the Charter Schools Act, as modified by AB 1505, ACA meets the renewal criteria for a high-performing school. The following evidence supports ACA's eligibility for a seven-year renewal term from July 1, 2026 to June 30, 2033.

Dashboard Performance Renewal Criteria – High Performing

Education Code Section 47607(c) states:

(2) (A) The chartering authority shall not deny renewal for a charter school pursuant to this subdivision if either of the following apply for two consecutive years immediately preceding the renewal decision:

(i) The charter school has received the two highest performance levels schoolwide on all the state indicators included in the evaluation rubrics adopted pursuant to Section 52064.5 for which it receives performance levels.

(ii) For all measurements of academic performance, the charter school has received performance levels schoolwide that are the same or higher than the state average and, for a majority¹ of subgroups performing statewide below the state average in each respective year, received performance levels that are higher than the state average. ...

(E) The chartering authority that granted the charter may renew a charter pursuant to this paragraph for a period of between five and seven years.

(F) A charter that satisfies the criteria in subparagraph (A) shall only be required to update the petition to include a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed and as necessary to reflect the current program offered by the charter.

The primary criteria to be considered are a charter school's results on the Dashboard state indicators, with an emphasis on the "measurements of academic performance." Measurements of Academic Performance include:

- California Assessment of Student Performance and Progress ("CAASPP") results for ELA
- CAASPP results for Math

¹ Majority is defined in the standard way, as 50 percent or greater.

- English Learner Progress Indicator (“ELPI”)
- College/Career Readiness Indicator (“CCI”) (not applicable to ACA)

The following data tables provide clear and compelling evidence that ACA meets the criteria for designation as a high-performing charter school. These tables illustrate the Charter School's strong academic performance over the past two years, demonstrating that it has met or exceeded state benchmarks in key academic indicators.

This comprehensive analysis demonstrates ACA’s consistent academic growth and reinforces its eligibility for a seven-year renewal as permitted by Education Code Section 47607(c)(2)(E).

Dashboard

The following chart reflects ACA’s 2024 Dashboard performance indicators and for comparison purposes, the Antioch Unified School District (“AUSD” or the “District”), and the State’s.

2024 Dashboard

Indicator	ACA	District	State
ELA	Yellow, -2.7	Orange, -68.4	Orange, -13.2
Math	Orange, -43	Red, -108	Orange, -47.6
Chronic Absenteeism	Orange, 4.2%	Orange, 34.5%	Yellow, 18.6%
Suspension Rate	Blue, 0.5%	Orange, 7.3%	Green, 3.2%
English Learner Progress	43.8%*	Orange, 41.1%	Orange, 45.7%

*Means there were more than 10 but fewer than 30 students, so the status is reported on Dashboard but it is not awarded a performance color.

As the above chart indicates, on the 2024 Dashboard, ACA performed better than the District and State across all measures.

ACA’s Dashboard Local Indicators, 2024

Local Indicator	Result
Basics: Teachers, Instructional Materials, Facilities	Standard Met
Implementation of Academic Standards	Standard Met
Parent and Family Engagement	Standard Met
Local Climate Survey	Standard Met
Access to a Broad Course of Study	Standard Met

The following chart reflects ACA’s 2023 Dashboard performance indicators and for comparison purposes, the District, and the States.

2023 Dashboard

Indicator	ACA	District	State
ELA	Green, 8.4	Orange, -66.1	Orange, -13.6
Math	Orange, -36.3	Red, -107.9	Orange, -49.1
Chronic Absenteeism	Blue, 0.5%	Yellow, 37%	Yellow, 24.3%
Suspension Rate	Green, 1%	Orange, 7.6%	Orange, 3.5%
English Learner Progress	47.1%*	Orange, 44.9%	Yellow, 48.7%

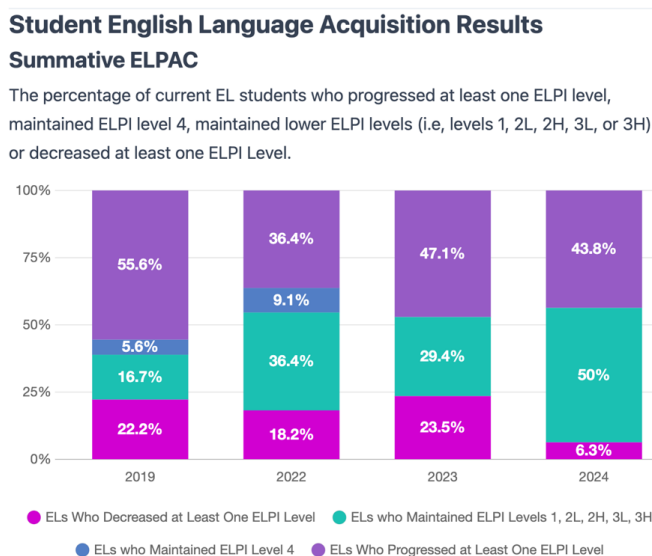
*Means there were more than 10 but fewer than 30 students, so the status is reported on Dashboard but it is not awarded a performance level.

ACA's Dashboard Local Indicators, 2023

Local Indicator	Result
Basics: Teachers, Instructional Materials, Facilities	Standard Met
Implementation of Academic Standards	Standard Met
Parent and Family Engagement	Standard Met
Local Climate Survey	Standard Met
Access to a Broad Course of Study	Standard Met

One of the tenets of the Charter Schools Act of 1992 is that charter schools will provide vigorous competition within the public school system to stimulate continual improvements in all public schools. (Education Code Section 47601(g).) ACA clearly meets this expectation.

As shown by the 2024 Dashboard chart below, more than 90% of English Learner (“EL”) students at ACA maintained or progressed ELPI levels, including 43.8% of EL students who progressed at least one ELPI level.



While Dashboard color ratings provide a broad overview of performance, Distance from Standard (“DFS”) offers a more precise measure of academic achievement by quantifying how far, on average, students score above or below the proficiency threshold. Below are highlights of schoolwide growth for ELA and Math.

ELA Performance Level (DFS) by Student Subgroup – 2024 Dashboard

Student Subgroup	ACA	District	State
Hispanic	Orange, -16.3	Red, -70.7	Orange, -39.3
Socioeconomically Disadvantaged	Orange, -9.1	Red, -77.5	Orange, -40.9
White	Orange, -29.1	Orange, -44.5	Green, 19.2

English Learners	-39.5*	Red, -97.4	Orange, -67.6
African-American	-17.3*	Red, -95.6	Orange, -58.9
Students with Disabilities	-61.5*	Red, -148.2	Red, -95.6

*Means there were more than 10 but fewer than 30 students in the subgroup, so the status is reported on Dashboard but it is not awarded a performance color.

**For subgroups with fewer than 11 students, no data is reported on Dashboard for privacy.

Math Performance Level (DFS) by Student Subgroup – 2024 Dashboard

Student Subgroup	ACA	District	State
Hispanic	Orange, -64.6	Red, -111.5	Orange, -79.2
Socioeconomically Disadvantaged	Orange, -49.8	Red, -118.4	Yellow, -78.2
White	Orange, -58.3	Orange, -86.1	Yellow, -10.3
English Learners	-57*	Red, -127.5	Orange, -93.4
African-American	-62.6*	Red, -134	Red, -102.2
Students with Disabilities	-105.1*	Orange, -180.3	Red, -124.3

*Means there were more than 10 but fewer than 30 students in the subgroup, so the status is reported on Dashboard but it is not awarded a performance level.

**For subgroups with fewer than 11 students, no data is reported on Dashboard for privacy.

ELA Performance Level (DFS) by Student Subgroup – 2023 Dashboard

Student Subgroup	ACA	District	State
Hispanic	Orange, -14.5	Orange, -68.6	Orange, -40.2
Socioeconomically Disadvantaged	Yellow, -5.7	Red, -75.5	Orange, -42.6
White	Yellow, -1.3	Orange, -47.2	Green, 20.8
English Learners	-33.4*	Red, -92	Orange, -67.7
African-American	6.6*	Orange, -93.4	Orange, -59.6
Students with Disabilities	-64.8*	Red, -145.9	Red, -96.3

*Means there were more than 10 but fewer than 30 students in the subgroup, so the status is reported on Dashboard but it is not awarded a performance level.

**For subgroups with fewer than 11 students, no data is reported on Dashboard for privacy.

Math Performance Level (DFS) by Student Subgroup – 2023 Dashboard

Student Subgroup	ACA	District	State
Hispanic	Orange, -54.2	Red, -110.1	Orange, -80.8
Socioeconomically Disadvantaged	Orange, -45.4	Orange, -117.3	Yellow, -80.8
White	Orange, -47.4	Orange, -86.5	Yellow, -11.1
English Learners	-54.3*	Red, -124.2	Orange, -93.4
African-American	-46.9*	Orange, -136.9	Red, -104.5
Students with Disabilities	-97.4*	Red, -178.3	Orange, -127.3

*Means there were more than 10 but fewer than 30 students in the subgroup, so the status is reported on Dashboard but it is not awarded a performance level.

**For subgroups with fewer than 11 students, no data is reported on Dashboard for privacy.

As the above charts indicate, when broken down by student subgroups on academic measures, ACA outperformed the District in all numerically significant subgroups in ELA and Math. Additionally, ACA outperformed the State in ELA for the following subgroups: Hispanic, Socioeconomically Disadvantaged, English Learners, African-American, and Students with Disabilities; and in Math for the following subgroups: Hispanic, Socioeconomically Disadvantaged, English Learners, African-American, and Students with Disabilities. The performance of ACA’s subgroups documents how the Charter School achieved high-performing status.

Measurements of Academic Performance

Although not a legal requirement for high-performing schools, ACA has included verified data as an effort to be complete and show a year’s progress for each year in school, for its students. AB 1505 requires chartering authorities to review and consider verified data of low-performing and middle-performing charters demonstrating the extent that a charter school’s students experienced measurable increases in academic achievement, as follows:

(3) In addition to the state and local indicators, the chartering authority shall consider clear and convincing evidence showing either of the following:

(A) The school achieved measurable increases in academic achievement, as defined by at least one year’s progress for each year in school.

(B) Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.

(4) Subparagraphs (A) and (B) of paragraph (3) shall be demonstrated by verified data, as defined . . .

“Verified data” is defined in statute as “data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced.” (Education Code Section 47607.2(c)(1).) In November 2020, the California State Board of Education (“SBE”) approved the criteria to define “verified data” and the list of valid and reliable assessments and measures of postsecondary outcomes as required by Education Code Section 47607.2. From the SBE-approved list of reliable assessments, ACA began utilizing Star Assessments by Renaissance during the 2020-21 school year. During the 2018-19 and 2021-22 school years, ACA utilized the California Assessment of Student Performance and Progress (“CAASPP”) English Language Arts/Literacy and Mathematics assessments to meet the verified data requirement.

ACA Charter School CAASPP Results:

Percentage of Students Meeting or Exceeding Standards (All Students):

ELA	2018-19*	2021-22	2022-23	2023-24
ACA	62.1%	47.29%	53.84%	53.08%
State	51.10%	47.06%	46.66%	47.04%

AUSD	29.50%	26.13%	26.32%	24.97%
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*No CAASPP data was reported for the 2019-20 and 2020-21 school year.

Mathematics	2018-19*	2021-22	2022-23	2023-24
ACA	40.33%	29.46%	29.23%	29.23%
State	39.73%	33.38%	34.62%	35.54%
AUSD	16.85%	13.03%	13.70%	14.02%

*No CAASPP data was reported for the 2019-20 and 2020-21 school year.

Science (CAST)	2020-21*	2021-22	2022-23	2023-24
ACA	48.65%	60.00%	27.91%	60.00%
State	28.72%	29.45%	30.18%	30.70%
AUSD	*	15.19%	15.45%	15.07%

*No CAASPP data was reported for the 2020-21 school year.

As the charts above show, ACA students outperformed the State and the District in ELA for the 2023-24 school year. In ELA, ACA student performance improved from 47.29% in 2021-22 to 53.08% in 2023-24. In Math, ACA student performance remained steady from 29.23% in 2022-23 to 29.23% in 2023-24. ACA's higher California Science Test ("CAST") scores reflect strong critical thinking, data analysis, and problem-solving which are a result of our dedication to experiential learning in our science classes. In Science, ACA student performance for 5th and 8th grade improved from 27.91% in 2022-23 to 60.00% in 2023-24.

Student Annual Progress – Verified Data

ACA Measurable Increases in Academic Performance (Percentage of students Met or Exceeded Standard)

ELA Proficiency by grade on CAASPP	3rd	4th	5th	6th	7th	8th
2018-2019	78%	37%	64%	64%	60%	67%
2019-2020 (Testing Suspended)	NA	NA	NA	NA	NA	NA
2020-2021* (STAR Renaissance)	41%*	62%*	67%*	64%*	81%*	67%*
2021-2022	47%	28%	37%	59%	45%	76%
2022-2023	48%	57%	42%	43%	67%	68%
2023-2024	53%	57%	57%	27%	47%	75%

This chart represents English Language Arts proficiency, by grade level, based on CAASPP scores for ACA up until 2024. STAR Renaissance scores were noted for the 2020-2021 school year. If you look at 2021-2022 diagonally to 2023-2024 you can see growth on the CASSPP for the last three years.

Math Proficiency by grade on CAASPP	3rd	4th	5th	6th	7th	8th
2018-2019	48%	16%	50%	36%	40%	50%
2019-2020 (Testing Suspended)	NA	NA	NA	NA	NA	NA
2020-2021* (STAR Renaissance)	50%*	52%*	82%*	64%*	81%*	72%*
2021-2022	30%	14%	22%	42%	35%	33%
2022-2023	29%	19%	17%	29%	46%	37%
2023-2024	29%	17%	29%	18%	37%	42%

The data represents Mathematics proficiency (Met or Exceeded), by grade level, based on CAASPP scores for ACA for 2023-2024. Although ACA has seen some growth, it is minimal and not typical for our program. Internal measures and the STAR Renaissance mathematic scores show appropriate growth at ACA. This data review has led ACA stakeholders to develop strategies and focus goals to improve CASSPP scores for students in mathematics. ACA is in the process of partnering with WestEd to review teaching methods and curriculum to support students' ability to show what they know in mathematics on the CASSPP assessment for Mathematics.

Other Measures

As shown above, ACA satisfied each of the local indicators in the domains of Basics: Teachers, Instructional Materials, Facilities; Implementation of Academic Standards; Local Climate Survey; and Access to a Broad Course of Study.

A charter petition renewed pursuant to Section 47607(c)(2) (high performing) shall be granted a renewal term of five to seven years. **As clearly demonstrated by the evidence above, ACA meets this renewal criterion and should be granted a renewal term of 7 years.** Granting ACA a seven-year charter renewal will enable the Charter School to build on its proven success in academic excellence, organizational stability, and commitment to equity, ensuring that a high-quality public-school option remains available for the families in the community. As such, we respectfully request that the District grant ACA a full seven-year renewal term from July 1, 2026, through June 30, 2033.

AFFIRMATIONS AND DECLARATION

As the authorized Lead Petitioner, I, Edna Heller, hereby certify that the information submitted in this petition for the renewal of a California public charter school named Antioch Charter Academy, operated by The Learner-Centered School, Inc., located within the boundaries of the Antioch Unified School District (the “District”) is true to the best of my knowledge and belief; and further, I understand that if awarded a charter renewal, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

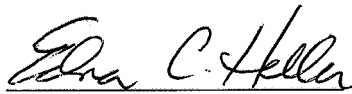
- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(d)(1)]
- The Learner-Centered School, Inc. declares that it shall be deemed the exclusive public-school employer of the employees of ACA for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(c)(6)]
- The Charter School shall be nonsectarian in its programs, admission policies, employment practices, and all other operations. [Ref. Education Code Section 47605(e)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(e)(1)]
- The Charter School shall admit all students who wish to attend the Charter School, unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605(e)(2), admission to the Charter School shall not be determined according to the place of residence of the student or of that student’s parent or legal guardian within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(e)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(e)(2)(C). [Ref. Education Code Section 47605(e)(2)(A)-(C)]
- The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(e)(1)]
- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973

("Section 504"), Title II of the Americans with Disabilities Act of 1990 ("ADA"), and the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA").

- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- The Charter School shall ensure that teachers in the Charter School hold the Commission on Teacher Credentialing ("CTC") certificate, permit, or other document required for the teacher's certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. [Ref. Education Code Section 47605(l)(1)]
- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D)
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(e)(3)]
- The Charter School may encourage parental involvement but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]
- The Charter School shall adhere to each of the conditions in Education Code Section 47605(e)(4)(A)-(D), including: (A) not discouraging a student from enrolling or seeking to enroll in the Charter School for any reason; (B) not requesting a student's records or requiring a parent, guardian, or student to submit the student's records before enrollment; (C) not encouraging a student currently attending the Charter School to disenroll or transfer to another school for any reason; and (D) providing a copy of the California Department of Education notice regarding the requirements in Education Code Section 47605(e)(4)(A)-(D) to a parent/guardian or student if the student is 18 years of age or older: (i) when a parent/guardian or student inquires about enrollment, (ii) before conducting an enrollment lottery, or (i) before disenrollment of a student. [Ref. Education

Code Section 47605(e)(4)(A)-(D)]

- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
- The Charter School shall on a regular basis consult with its parents and teachers regarding the Charter School's educational programs. [Ref. Education Code Section 47605(d)]
- The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]
- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA").
- The Charter School shall comply with the California Public Records Act, Government Code Section 7920.000, *et seq.* ("CPRA").
- The Charter School shall comply with the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g, 34 CFR Part 99 ("FERPA").
- The Charter Schools shall comply with the Ralph M. Brown Act, Government Code Section 54950, *et seq.* ("Brown Act").
- The Charter School shall comply with Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1 ("Section 1090").
- The Charter School shall comply with the Political Reform Act, Government Code Section 81000, *et seq.* ("PRA").
- The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. California Code of Regulations, Title 5, Section 11960]


Authorized Representative

September 15, 2025
Date

ELEMENT 1: EDUCATIONAL PROGRAM

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

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

INTRODUCTION:

This renewal of the charter for ACA shall take effect upon approval by the District Governing Board for a term of seven (7) school years, commencing July 1, 2026, and continuing through June 30, 2033. ACA shall be operated by The Learner-Centered School, Inc. (hereinafter “Corporation”), a nonprofit public benefit corporation duly organized under the laws of the State of California. The District previously granted a charter to Antioch Charter Academy (ACA) in 1998 and renewed the charter for terms starting in 2003, 2008, 2013, and 2018. Pursuant to Education Code Section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, shall have their term extended by two (2) years. Accordingly, the current charter term was extended by state law through June 30, 2026. Since approval of ACA’s establishment charter, ACA has steadily improved on its goal to become one of the highest performing public schools in the State as evidenced by the percentage of ACA students matching or surpassing the statewide percentage of students at or above standard on the CAASPP English Language Arts and Mathematics assessments. For multiple years, the majority of ACA’s subgroups have outperformed the State average in similar subgroups in ELA, including students with disabilities, economically disadvantaged, English Learners, Hispanic, and African American. A higher percentage of ACA’s subgroups of students with disabilities, economically disadvantaged, English Learners, and African American are at or above standard for ELA and Math, as measured by the 2023-24 CAASPP, compared to the percentage of students state-wide.

ACA received initial accreditation from the Western Association of Schools and Colleges (WASC) in 2009, full accreditation for a period of six (6) years in 2012, and six years in 2018, and in 2024 another full six-year accreditation status with a mid-cycle visit, through June 2030. ACA has strong fiscal reserves and clean audits for each year of operation, as well as low teacher turnover and high pupil retention rates. ACA currently serves grades transitional kindergarten (TK)-8 and has a waiting list of over 2000 students who have applied to be admitted to the Charter School.

The mission of the Antioch Charter Academies is to facilitate academic and personal growth of TK-8th grade students of all socio-economic levels and ethnic backgrounds. ACA enables 21st

century students to become literate, self-motivated, innovative, lifelong learners, and compassionate, collaborative active citizens. We nurture and support a partnership of students, teachers, families and the community; embrace individual strengths; and build upon research informed educational best practices including Montessori, multiple intelligences, brain-compatible teaching, and multi-age groupings with small class sizes.

Our vision is to provide a learning environment where students of all socio-economic levels and ethnic backgrounds embrace education, exhibit compassion, and accept personal responsibility.

ACA is site-based and composed of multi-graded classrooms or settings. The Charter School organizes its student body into four grade level spans: Primary, Elementary, Intermediate, and Middle School. This allows for a team-teaching experience for teachers and students. Primary consists of four to six-year-olds (transitional-kindergarten and kindergarten), Elementary consists of six to nine-year-old (first, second, and third grade students), Intermediate consists of fourth, fifth, and sixth grade students, and Middle School consists of seventh and eighth grade students. There are approximately 21 students in each grade.

TARGET STUDENT POPULATION:

The target student population consists of families desiring a positive and innovative change in public education with an emphasis on individualized instruction. The target student population for the Charter School has become more reflective of the District's student population. Currently, the Charter School's student demographics are as follows: 40% Hispanic or Latino, 24% White, 11% African American, 7% Filipino, 10% Asian, 1% Pacific Islander, 0% American Indian, 8% Two or More Races (not Hispanic). Additionally, 15% of ACA students are Students with Disabilities, 14% are English Learners, and 34% are Socioeconomically Disadvantaged.

ACA has instituted a comprehensive recruitment and marketing campaign to ensure that its demographics reflect those of the District. (See Element 7.) ACA will study test score results and adjust curricular strategies if this is called for during the charter term based on the needs of any statistically significant subgroup with the goal of educating all students enrolled in the school. Teachers will receive professional development in multi-cultural awareness and administer Sheltered Instruction as defined within CLAD certification.

COMMUNITY INTEREST:

The community is highly interested in keeping ACA in operation. Every year, over 500 students apply for admission to the Charter School and participate in a public random drawing for admission. ACA parents actively show appreciation for the unique educational program offered at the site by speaking in support of the Charter School at District board meetings. Parent surveys consistently show positive response to the small class sizes and the overarching educational philosophies at the Charter School.

AN EDUCATED PERSON IN THE 21ST CENTURY:

An educated person in the 21st century should be able to:

ACA Graduate Goals

1. Communicate clearly and effectively with others orally and in writing in academic and social environments.
2. Be able to work collaboratively and cooperate with others.
3. Demonstrate and apply mastery of academic content.
4. Be able to organize materials and self.
5. Be able to manage time effectively.
6. Be able to accomplish goals.
7. Be able to work independently.
8. Identify themselves as lifelong learners.
9. Demonstrate use of Lifeskills and Lifelong guidelines in daily life.
10. Have and show respect to others and self-including respect to diversity.
11. Be able to contribute to society and feel empowered to make change.
12. Demonstrate an understanding and appreciation of the Enrichment Program and the Arts.
13. Be able to think creatively and innovate.

An educated person in the 21st century must be able to understand and interpret written information, locate data to answer questions, and follow directions. They must be able to communicate thoughts, information, and opinions, in writing; use appropriate language style, organize, and use varied writing formats; use correct punctuation and grammar. They must be able to solve multiple-step problems by correctly choosing and using mathematical methods. They must be able to pay attention to, interpret and respond to verbal and non-verbal messages. They will organize ideas and communicate in a concise and accurate manner. The educational program has the objective of enabling students to become self-motivated, competent and lifelong learners.

A well-educated person in the 21st century should be able to plan the use of time, people, money, and materials. They should be able to think creatively; generate new ideas, imagine novel ways to perform tasks, and apply the latest ideas to new situations. They must be able to make decisions; to specify goals, identify obstacles, generate alternatives, and choose the best alternatives. They must be able to analyze problems; to identify the causes of problems and devise plans of action.

A well-educated person in the 21st century should possess the following interpersonal skills: work with others toward a common goal, contribute ideas, resources, and effort to the team. They should be able to teach (help others learn), provide timely and constructive feedback. They should be able to lead, set the direction for a work group and motivate others to perform to their potential. They must be able to negotiate; to mediate differences between individuals or groups, and work toward agreement. They must be able to work with others from diverse backgrounds.

A well-educated person in the 21st century must be able to process information; employ computers to acquire, organize, analyze, and communicate information. They must be able to evaluate information to ascertain the relevance and accuracy of information. They must be able to interpret and communicate information; to select, analyze, and communicate information orally, in writing, or by other media.

The Charter School has developed quantifiable measures to assess mastery in meeting the preceding list of what an educated person should know and be able to do. For more information, please see Element 2.

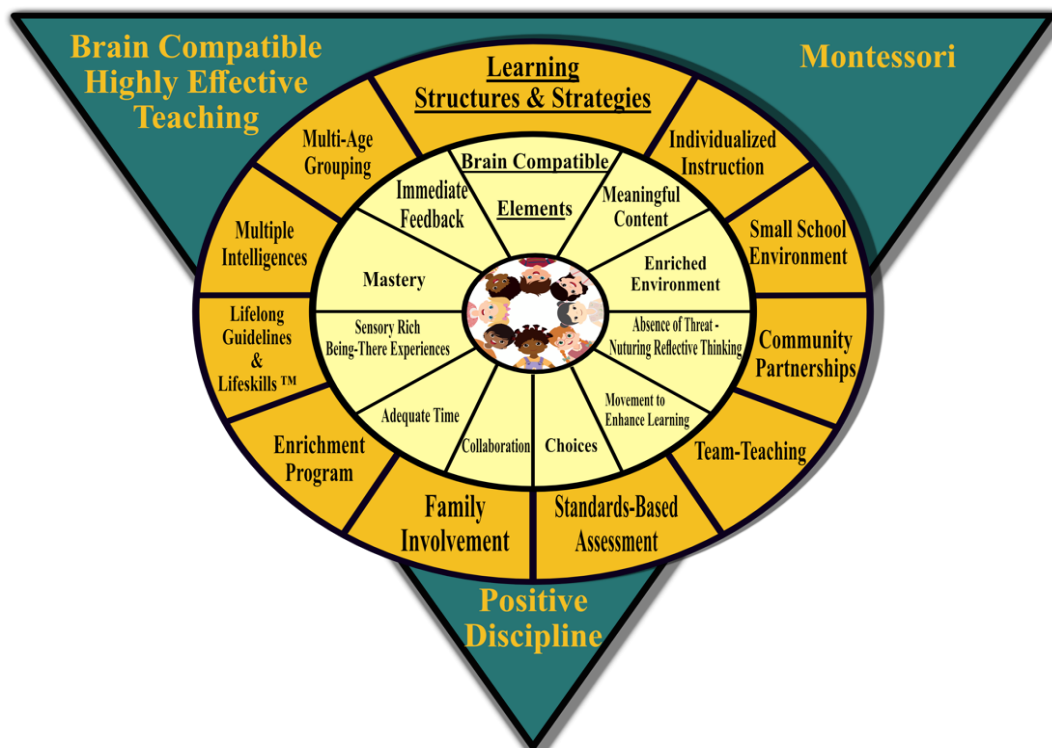
HOW LEARNING BEST OCCURS:

Learning occurs best in a non-threatening, enriched environment where meaningful content is taught within a brain compatible framework. Students can experience full sensory input, can make choices, and can be given adequate time to progress at their own pace. They are allowed to collaborate on their work, move to enhance learning, receive immediate feedback to evaluate their own work, and reach a level of mastery.

The goals of ACA include the creation and implementation of an environment that enables each student to become a self-motivated, competent, life-long learner and to provide each child with the tools to become a successful, well-educated, and contributing citizen of the 21st century. ACA will also enable each student to identify and develop their own multiple intelligences and learning style.

ACA will improve pupil learning and increase learning opportunities for all pupils through an innovative model of schooling whereby children can identify their strengths and interests. This model integrates three core learning philosophies with key educational strategies and structures, and is designed to meet the students' educational, emotional and social needs in a natural learning environment.

THE LEARNER-CENTERED SCHOOL EDUCATIONAL MODEL:



A learner-centered school is one where the student is always the most important consideration for every decision made in the school. Regardless of whether the decisions being made are programmatic, financial, disciplinary or safety-related, the child's best interest is always the first consideration. The diagram above shows that, at ACA, the student is in the center of the picture. ACA's educational program will utilize three core learning philosophies: Montessori, Brain Compatible Highly Effective Teaching, and Positive Discipline by Jane Nelsen, represented in the diagram by the outside triangle. Throughout all grades (TK-8), elements of these three core philosophies will be reflected in various materials and activities utilized by ACA teachers and students. In the inner circle of the diagram are ten body brain elements which create ideal conditions for learning and are found within each of the three core learning philosophies. In the outer circle are learning structures and strategies which we believe research supports as the best way to educate children for the 21st century.

EDUCATIONAL MODEL (THREE CORE LEARNING PHILOSOPHIES)

1. **Brain Compatible Highly Effective Teaching**
2. **Montessori**
3. **Positive Discipline by Jane Nelsen**

Core Learning Philosophy 1: Brain Compatible Highly Effective Teaching

ACA's Brain Compatible school is universally designed for all learners with the primary goal of 'Growing Responsible Citizens.' Brain Compatible schools translate neuroscience research into action for students. In the book, "Human Brain, Human Learning" Leslie Hart and "Exceeding Expectations: A User's Guide to Implementing Brain Research in the Classroom, 5th Ed." Susan J. Kovalik & Karen D. Olsen the authors show that students learn best in an environment that is absent of threat, where students can collaborate, are given meaningful content, move to enhance learning, can make choices, get immediate feedback, have adequate time in which to learn in an enriched environment, and are allowed to participate in social political action and reach a level of mastery. Brain Compatible learners participate in project-based programs, develop grit and a growth mindset.

Brain Compatible Highly Effective Teaching includes a Standards-based content and allows for a teacher-created curriculum, which has been planned to interweave language arts, math, social science and science components within an overall theme and concept. Lifelong Guidelines and LIFESKILLS, which are components of Brain Compatible Highly Effective Teaching, include trustworthiness, truthfulness, active listening, no put-downs and personal best. LIFESKILLS (e.g. creativity, cooperation, courage, initiative, perseverance and resourcefulness) define the Lifelong Guideline of personal best. Our goal is to help children build character traits that will serve them throughout life to become responsible collaborative citizens and self-motivated, competent, lifelong learners and compassionate adults.

Ten Body Brain Compatible Elements

The ten body-brain compatible elements of the Brain Compatible Highly Effective Teaching model are the primary ways of translating neuroscience into action within the ACA classroom.

Our goal is to ensure that all levels (Primary, Elementary, Intermediate, and Middle School) create an environment that incorporates these elements within the daily program. These ten elements are:

1. *Absence of Threat/Nurturing Reflective Thinking*

Threat, either real or perceived, significantly restricts (or eliminates) the students' abilities to engage fully in the learning process. Teachers at ACA orchestrate a safe learning environment free of anxiety, where no threat is present (either real or perceived) and all participants feel safe to share, learn, explore, and exist in a culture of respect. Teachers create an environment filled with meaning and invite thoughtfulness, introspection, and the mental habit of thinking through things.

2. *Enriched Environment*

An enriched environment allows many topics of study, none of which are textbook, nor teacher driven. ACA's learning environment reflects a healthful, inviting, and comfortable setting. Many resources are provided for students to learn. Special emphasis is placed on real places, people and objects to provide real-life context for learning. ACA's enriched learning environment is body-brain compatible in that it is designed for further exploration of materials, group work, team projects, reflection, and movement.

3. *Meaningful Content*

Meaningful content is determined by each learner. It digs deeply into the learner's pool of intrinsic motivation and provides focus for the ever-active brain, harnessing attention and channeling effort. When the content of the material being taught is meaningful to learners, it builds conceptual understanding and can be experienced thus providing real-life context and engaging students in the learning process. ACA's curriculum reflects real-world connections, resources connected to student levels and backgrounds, includes immersive experiences, and social/political action important to the student.

4. *Sensory-Rich "Being There" Experiences*

"Being There" study trips, experiential learning, and Enrichment classes are a powerful way to introduce and experience the curriculum because they provide full sensory input to the brain, create an emotional experience, and provide real-world application of concepts and skills. Through a combination of exploration (individual and group) and reflection, they level the playing field, giving students with no prior experience an opportunity to catch up with more advantaged peers. Study trips, experiential learning, and Enrichment classes are key strategies in applying brain research to the classroom, they are not used as rewards, nor is any student left behind as a punishment. ACA's study trips and Enrichment classes consist of activities such as cooking, visual arts, second language learning, knitting, drama, career internships, outdoor education overnight trips, etc.

5. *Movement to Enhance Learning*

Current brain research has revealed that the body and mind are a partnership; one cannot be developed without the other (*Teaching with the Brain in Mind, Eric Jensen 2005*). This confirms the importance of movement in a learning environment. Movement is critical to every brain function, including memory, emotion, language, and learning.

Therefore, movement activates and focuses the body brain systems for optimal learning. ACA's students are taught various non-verbal movement strategies that allow them to communicate with students and teachers. Students are given opportunities to create meaningful and creative movement as a mode of learning and to demonstrate understanding of the content. Students know it is okay for them to stand up and move around the classroom as long as they don't disturb others' learning and have permission to ask for movement to refocus as needed.

6. *Choices*

Students learn differently and have unique interests. In ACA's Brain Compatible Highly Effective Teaching classroom students are given options (Choices) to demonstrate understanding through multiple intelligences, higher level thinking, and personality preferences so that students can master required curriculum, explore potential career interests, and acquire skills as lifelong learners. ACA teachers gather information about students' strengths and challenges and work to understand student's developing interests. Providing different contexts for students and engaging a variety of their senses--for example, learning about fractions through musical notes, flower petals, and poetic meter--is supported by research. Specifically: "Providing students with multiple ways to access content improves learning" (Hattie, 2011). "Providing students with multiple ways to demonstrate knowledge and skills increases engagement and learning, and provides teachers with more accurate understanding of students' knowledge and skills" (Darling-Hammond, 2010). "Instruction should be informed as much as possible by detailed knowledge about students' specific strengths, needs, and areas for growth" (Tomlinson, 2014).

7. *Collaboration*

The use of the word "collaboration" (rather than cooperation) is deliberate. Merriam-Webster's Dictionary states: "the act of working jointly with others or together especially on an intellectual endeavor." Collaboration reflects cooperative learning and partner based assignments. This means that students work together toward a common goal or intellectual endeavor. Collaboration leads students toward career skills in communication and interaction for solving problems, exploring, and creating when learning or performing. Teachers hold regularly scheduled Classroom and Community Meetings to allow the class(es) to problem-solve, make decisions, and take action. ACA's teachers, students, and parents collaborate to meet student needs on classroom assignments and with learning opportunities and projects.

8. *Immediate Feedback*

Immediate feedback is a necessary element in a brain compatible learning environment. Receiving feedback that is immediate and ongoing ensures effective first learning. Immediate feedback is teacher/student interaction during and upon completion of assignments. Teachers facilitate time for students to give feedback to each other. ACA teachers are consistently available and move about the classroom providing immediate feedback for students as they apply their understanding. Students know that they have permission to briefly ask another student a question. Teachers have visuals available which offer support during instruction. Teachers provide immediate feedback in the context of acknowledging students' positive behaviors as it relates to the Lifelong

Guidelines and LIFESKILLS. Students peer coach as they correct and discuss work together. Students are willing to model and explain what they understand to help others comprehend, without taking over. Students and teachers regularly acknowledge others' positive behaviors without hesitation. Students know they are safe asking the teacher for what they need in order to maximize their learning experiences. Classroom visuals reflect the current students and support what is currently being taught.

9. *Adequate Time*

Enough time must be given so each learner can thoroughly explore, understand, and use ideas, information, and skills. One of the greatest gifts a teacher can give a student is adequate time to sort through the information, establish the meaning of it all, develop a mental program for using and remembering what is learned and apply what is learned to their own personal life. ACA teachers and students are familiar with each student's skill levels so that teaching and learning is differentiated to meet the needs of each student. Teachers and students are aware that assignments may require multiple skills for completion and scaffolds in small groups where needed. Teachers are well organized and keep the 'big picture' in mind when integrating content and skills rather than teaching all subjects separately. Students who finish their work before others have permission to 'move on' and have access to materials which allow them to expand their understanding and skills. Ideally, direct instruction should be held for 12-15 minutes, so students are able to manipulate information and practice at the application level, with teachers holding the policy that 'less is more', so students are given adequate time to complete thoughts as well as projects. Timers and calendars help students organize their time, but are somewhat flexible as teachers often check student progress.

10. *Mastery*

Mastery is a focus on what is learned rather than what is taught or covered by the instructor. A focus on Mastery ensures that students acquire automatic mental programs to use what is learned in real-life situations and that such programs get stored in long-term memory. Mastery is indicated when the student can explain the problem or lesson in a peer teaching setting. Mastery is indicated when the students can participate in community building, problem solving, and make decisions together. ACA students plan and implement community meetings and actions. They are aware of the importance of the Lifelong Guidelines, LIFESKILLS, classroom and school procedures. Students apply skills, knowledge, and conceptual understanding in a variety of settings both in and outside the classroom. Students are taught how to cultivate automatic mental programs and patterns through adequate time. Students understand that good habits (adequate sleep and food intake) affect long-term memory and learning.

Core Learning Philosophy 2: Montessori

ACA's Montessori philosophy has an unwavering belief in the individual—an individual who through time, experience and support becomes a self-disciplined, independent, and self-confident learner. One of the most notable differences between Montessori teachers and traditional teachers is the enormous trust Montessori teachers place in the developmental abilities of the children. ACA's goal is to train all of our teachers and instructors in Montessori philosophy with the objective of creating an identifiable consistency in their role as guide and facilitator, and

observer of children. ACA's Montessori teachers respect and protect their student's independence. ACA teachers work in teaching teams in multi-grade classrooms, provide uninterrupted work periods, model desirable behavior, and integrate curriculum. Montessori students form school families (multi-age groupings) with older students acting as role models, and teachers to younger students. Montessori learners develop intelligence by being in close proximity to each other, by teaching each other, by valuing each other. Montessori teachers focus on the child as a person rather than on the daily lesson plans. Although teachers plan daily lessons for children, teachers are alert to changes in the child's interest, progress, mood, and behavior. The focus is on children learning, not on teachers teaching.

- Students at all levels are given long, uninterrupted work periods in a prepared environment. As a Montessori school, sensitive periods for learning are incorporated into curriculum design, students learn independence and discovery, children are respected, and become lifelong learners. Students at all levels experience learning in meaningful brain compatible ways. Concentration and time management are learned throughout their time at ACA. At the Primary and Elementary level, students manage one day's work at a time as evidenced in their daily contracts. At the Intermediate level, students manage one week's work at a time, through the use of Weekly Work Folders. At the Middle School level, students manage multi-week projects and use academic planners and calendars to help them manage their time and meet deadlines.
- In Primary & Elementary (TK/K, 1-3) a prepared environment is created for students in which they can interact with specially designed materials that are hands-on and promote a concrete understanding of verbal, mathematical, science, cultural, practical life, and sensory skills. Curriculum concepts are introduced from large to small so that information gained by students will promote an understanding of the "big picture." Students will understand how knowledge is connected, as they become lifelong learners. The Primary and Elementary classrooms are Montessori environments. Learning is made available through a prepared environment in which the classroom is prepared for standards-based learning, developing concepts independently using didactic developmentally appropriate interactive materials. Peer teaching is part of the environment through multi-age groupings. Individual instruction allows for differences and adjustments to the curriculum. Self-discovery is part of the "control of error" included in Montessori materials.
- Intermediate and Middle School students participate in a project-based curriculum connected to themes and concepts related to sensitive periods. Students participate in project-based research, perfecting oral presentations and performances, according to a pre-established rubric. Subjects are interwoven and are presented in clear, interesting and relevant ways. Students develop intelligence through understanding their community, social action and uncovering their importance in the world.
- In both the Intermediate and Middle School levels, the Montessori philosophy is continued with an integrated curriculum and with the offering of Enrichment classes such as photography, foreign language, art, engineering, and sports, designed to develop the students' multiple intelligences and allowing their accumulating knowledge to fit into the "big picture" of the universe. Many hands-on experiences and study trips in science,

math and social science are offered to students as their knowledge developmentally matures to an abstract level.

- Middle School students lead school families through community building activities throughout the school year.

Core Learning Philosophy 3: Positive Discipline

Jane Nelsen's philosophy of Positive Discipline will be utilized throughout the entire school community. ACA's Positive Discipline philosophy incorporates all members of the ACA community; parents/guardians, staff, and students are part of the decision-making processes. Together teachers and students decide on clear procedures, rules, and solutions for their mutual benefit. Students decide on solutions that are helpful to all concerned when challenges arise, and if teachers must use their own judgment without student input, they use firmness with kindness, dignity, and respect. Mutual respect and cooperation are used and followed. Students develop and learn self-discipline, responsibility and social interest, which is to have concern for others and become a global citizen. A healthy school climate is created where students are seen as individuals, where 'mistakes are opportunities to learn' and wherein teachers show a sincere interest in student's personal goals, challenges, and achievements. Teachers validate students' feelings without rescuing them from their behaviors. Students, staff, and parents/guardians develop a sense of ownership and belonging when they see that they can explore the consequences of their choices and make meaningful contributions. Classroom, faculty, parent/guardian, and community meetings are used to accomplish these goals.

- All levels (Primary, Elementary, Intermediate, and Middle School), will hold Classroom Meetings based upon the Positive Discipline Classroom Meeting structure where students solve problems, develop procedures, develop social/political actions, and plan activities utilizing an agenda. Students, led by teachers, give compliments and acknowledgements to build community within the student body. Additionally, students are taught to discuss and solve problems peacefully following the guidelines of logical consequences which must be reasonable, respectful, helpful, related to the offense and reflect responsibility on behalf of the student who is being helped rather than punished. Students and teachers focus on solutions for their mutual benefit.

ACA's Positive Discipline philosophy allows for whole school collaboration among students, staff, and guardians.

LEARNING STRATEGIES & STRUCTURES:

- **Multi-Age Grouping:** Our goal is to create classroom levels consisting of TK/K, 1-3, 4-6, and 7-8 groupings with the objective that children will progress along the continuum from easier to more difficult material at their own, varying rates. The multi-age classroom supports individual growth through a process approach to learning that is child centered, rather than curriculum centered. In accordance with HET, Montessori and Positive Discipline, multi-age classrooms respect the individual and each child's learning rate and style is honored and supported. Multi-age groupings promote a nurturing environment where responsibility, citizenship, and collaboration are developed (Brain Compatible Highly Effective Teaching), (Montessori), and help build a sense of community (Positive Discipline).
- **Team Teaching:** Our goal is to have teachers partner together with approximately 20 students per teacher in a multi-age setting with the objective that students will have a greater choice of teachers with whom to connect and that teachers will inspire and support each other. Team teaching arranges two or more faculty members in planning and collaborating on instruction and curriculum creation for students. Research supports a number of benefits faculty gain from participating in team teaching including: improving their own teaching skills, more creativity, seeing teaching through the learners' eye, fosters respect, builds relationships amongst staff, and avoids the repetitive, fragmented experience of solo teaching. (Austin, 2002; Belenky et al., 1986; Cochran-Smith and Lytle, 1992; Cochran-Smith and Lytle, 1993; Focus on Faculty Newsletter, 2002; Freire, 1971; Letterman and Dugan, 2004; McDaniel, 1987; McLaughlin and Talbert, 1993; National Teaching and Learning Forum Newsletter, 2006; Shulman, 1986; Smith, 1994; Speaking of Teaching Newsletter 2007).
- **Individualized Instruction:** Our goal is to create classroom settings that address individual needs with regard to academics, social emotional learning, classroom environment, and time management. The objective of individualized instruction is to create a learning environment that enables the teacher to check for understanding quickly and easily while more closely engaging and monitoring students.
- **Continuous Standards-based Assessments (Formative/Summative):** Our goal is to employ multiple tools to monitor student progress: standards-based report cards based on rubrics, portfolios of student work, standardized tests, teacher observations, student self-assessments, concept assessments, and skill cards based on the State Standards. Formative Assessment is a crucial part of learning development. Formative assessment as a deliberate process used with students during instruction to provide actionable feedback to adjust teaching and learning strategies for students. Teachers use the formative assessment process to adjust teaching to improve student learning. (Brain Compatible Highly Effective Teaching, Montessori). 3rd - 8th grade specifically uses Smarter Balanced Summative Assessments as a comprehensive, end-of-year assessments for English language arts/literacy (ELA) and mathematics that are aligned with the CCSS and measures progress toward college and career readiness. This summative assessment is given annually to students in the 3rd-8th grade. The California Science Test (CAST) is an online assessment based on the California Next Generation Science Standards (NGSS). Eligible 5th and 8th grade students participate in the administration of the CAST.

- **Small Classrooms, Small School Size:** Our goal is to create a TK-8 school of approximately 200 students with a ratio of students to teachers of approximately twenty-to-one in each classroom. We firmly believe small class sizes increase attendance rates, decrease dropout rates, improve student achievement, allow for more extracurricular activity participation, and subsequently decrease behavior challenges while fostering a life-long love of learning. The Charter School reserves the right to increase class sizes up to thirty to one for fiscal reasons even though to date it has managed to maintain much lower ratios even with dramatic State funding reductions and deferrals. The Charter School will maintain the requisite classrooms size, adult to pupil ratio, and will comply with all credential requirements mandated by Education Code Section 48000(g) in its TK classrooms.
- **Multiple Intelligence:** Dr. Howard Gardner of Harvard University believes we all have developed and undeveloped intelligences which are divided into eight categories: linguistic, logical mathematical, musical, visual/spatial, bodily kinesthetic, interpersonal, intrapersonal and naturalist. Gardner firmly believes the human brain has all eight, but many intelligences are not developed or are underdeveloped due to lack of experiences. As a school, we focus on developing all intelligences equally and create opportunities for students to solve problems, engage in meaningful work, and apply multiple intelligences to their interactions throughout the day. All levels (Primary & Elementary TK-3, Intermediate 4-6, and Middle School 7-8) will have opportunities to develop some or all of their intelligences; curriculum is carefully designed by the teacher to provide opportunities for growth and development through research, enrichment programs and daily instruction and assessments. Understanding different teaching approaches from which students can learn, as well as a toolbox of a variety of ways to present and assess content for students, increases accessibility of learning for all students.
- **Lifelong Guidelines and LIFESKILLS:** Character education at ACA consists of five Lifelong Guidelines (Trustworthiness, Truthfulness, Active Listening, No Put-Downs, and Personal Best) with Personal Best defined by nineteen LIFESKILLS (integrity, initiative, organization, cooperation, problem solving, perseverance, patience, flexibility, effort, common sense, curiosity, sense of humor, caring, pride, courage, creativity, responsibility, friendship, and resourcefulness). The Lifelong Guidelines were selected based on behaviors one wants in a partner, child, colleague, neighbor, and fellow citizen. Lifelong Guidelines and LIFESKILLS are the cultural parameters and expected behaviors for students and adults at ACA. Our goal is for students to learn and use the Lifelong Guidelines and LIFESKILLS as guideposts for success in life, not just rules for the classroom.
- **Family Engagement:** Families are a vital part of our school's dynamics, and we recognize the importance of reaching out to parents/guardians and making them partners in their child's education. Gov. Jerry Brown signed the new school financing law (LCFF) in 2013 calling for schools across the state to involve parents/guardians in their children's schools in two important ways: Schools must get input from parents/guardians as to how additional state funds intended for low-income students, English learners and foster children are spent. Additionally, parent involvement is one of the eight "priority areas" identified by the state, and schools are assessed as to how successful they are in working with parents. Parent involvement at home and at school has a measurable impact on student performance in school (Edsource Report February 2014). Our goal is to involve parents/guardians through providing family support,

communication with families about programs, curricular and student progress, providing volunteer opportunities, involving parents/guardians in decision making and collaborating with families and community organizations. Family engagement is supported by all three core philosophies (Brain Compatible Highly Effective Teaching, Montessori, and Positive Discipline). Parents/guardians play an integral part as partners in their child's education in the classroom through Enrichment classes, the Kindergarten Enrichment Program, Primary and Elementary committee members, Parent Network support, and more.

- **Enrichment Program:** Our goal is to provide students with an Enrichment program that provides opportunities for students to develop and perform the multiple intelligences. Our Specialist Instructors provide instruction for our Friday Enrichment Program and our Elective program. Specialist Instructors are experts in their field in Art, Shaolin Kenpo, Music, Physical Activity as well as other areas. Students from Elementary through Middle School rotate one hour each Friday through sessions in PE, Art, Music and Personal Safety.

Primary and Elementary students participate in both SMILE and Brain Gym. Sensory Motor Integration Learning Experience (SMILE) and Brain Gym are programs that involve gross motor movement activities, develop concentration, focus, physical and mental coordination through movement. Intermediate and Middle School Students Elective program consists of a variety of class offerings. Students select a different elective four days each week (i.e. instrumental music, outdoor sports, gardening, cooking, social political action, and more).

- **Community Partnerships:** Antioch Charter Academy engages with local schools and community partners. Students have opportunities to learn about their surrounding world through study trips, research projects, cultural days, and internships. Parents and community members are invited to share knowledge and experiences through a variety of volunteer opportunities during the year including teaching electives, helping with Wednesday cooking, participating on career and business panels, and chaperoning various community trips. Middle School Students work at the Family Harvest Farm funded by the John Muir Land Trust helping with planting, harvesting, and contributing work and materials for projects. Free family events and cultural events are planned throughout the school year. ACA students participate along with AUSD students on multiple community sponsored events, i.e. Girl Empowerment Project, King's Conference, and Boys in Action. Students participate in Social Political Experiential Action projects to develop as citizens in multidisciplinary experiential learning experiences connected to their communities.

CURRICULUM AND INSTRUCTION:

ACA strives to implement rigorous, relevant, and coherent State Standards based curriculum at all levels. Students are taught both the State Standards and the ACA Graduate Goals through a cohesively developed curriculum. ACA curriculum for each level has been aligned to the State Standards and is available upon request. An overview of the curriculum is included in Appendix A.

Teachers at all levels at ACA will use the Common Core State Standards for English Language Arts and Mathematics, the Next Generation Science Standards, the California History-Social Science Standards, the English Language Development Standards, and the remaining State

Content Standards (collectively known as State Standards) as a guide to developing and selecting curriculum for their students. ACA will also ensure that California standards and/or testing requirements for physical education are being adhered to and implemented. ACA incorporates Learning for Justice's Social Justice Standards to guide curriculum development and make the school program more just and equitable. In math and language arts, curriculum is based on the grade level and/or age of the student. The student will be working at their ability level, which may be above or below grade level. For science and social studies, curriculum is organized into two- or three-year rotations based on grade level spans. Brain Compatible Highly Effective Teaching yearlong themes are organized by the rotation of social studies and science concepts.

Overall curriculum at ACA is based on the three main learning philosophies of Montessori, Brain Compatible Highly Effective Teaching, and Positive Discipline. In accordance with these theories, curriculum will be introduced step-by-step, in a meaningful way and in alignment with the child's specific learning needs and academic pace in order to obtain mastery of an individual academic concept. The use of these innovative instructional strategies provides parents/guardians with additional extended choice when deciding the educational path for their child.

ACA strives to offer students a more individualized learning experience through curriculum design and instructional strategies. ACA students are engaged in meaningful, relevant, and rigorous work every day. Our teachers create lessons that challenge students and help them develop higher order thinking skills. Teachers use many different strategies, philosophies, materials, and online resources in their class to allow students to be industrious. Instructional materials are chosen with the specific learning needs of the students in mind and include Montessori materials, research-informed text-based materials, and teacher created materials.

Our school uses the components of Brain Compatible Highly Effective Teaching in our everyday instruction. ACA's stance on the importance of being-there experiences give students the opportunity to learn and work outside of the classroom and allows them to go "beyond the textbook." Our multi-age grouped classrooms and small group lessons lend themselves to differentiation of curriculum and instruction. Absence of threat and an enriched environment immerse the students in learning and encourages individual student strengths to be nurtured. Curriculum content is always meaningful and allows students adequate time to work toward mastery of each concept. Students are given the opportunity to collaborate and learn from each other. Movement, choice, and immediate feedback are woven into instruction in order to foster interest and build toward mastery.

MULTI-TIERED SYSTEMS OF SUPPORT AND DIFFERENTIATED PROGRAMS

ACA offers a wide range of differentiated support for all learners. Our school has created a Multi-Tiered System of Support for academics, which includes differentiation of curriculum and instruction for all learners, as well as a robust Response to Intervention (RtI) program. At-risk and underperforming students will not be pushed ahead of their understanding. These students will be given tasks and materials that strengthen their skills in problematic areas. At-risk and underperforming students will continue to work within a concept until mastery occurs. Each student will be taught at the point in the curriculum which he or she understands. Small group teaching and personalized instruction allow underperforming students to be matched

with other students and staff members that will help work through concepts with which they are struggling. Students will also benefit from one-on-one teaching provided by the Montessori Method and the structure of team teaching.

Students in need of RtI support are identified through the Student Study Team process, which involves a review of whole school and classroom assessments, teacher observation, and parent input. The Student Study Team agrees upon interventions and classroom accommodations. The RtI interventions include targeted, small group or individual Lindamood-Bell instruction for reading fluency, comprehension, or math. ACA's Multi-Tiered System of Support also includes interventions for social emotional learning. Each level currently provides universal social emotional learning instruction to all students, which includes a variety of age-appropriate social emotional curriculum. Each trimester, students are observed or surveyed for symptoms of internal and external problems. Students who are identified as at-risk through this process are referred for targeted individual or group social emotional support. ACA will meet the needs of students who are academically high achieving by presenting a curriculum that is appropriately challenging and gives the student the opportunity to work above grade level expectations. If the student has successfully achieved mastery of a certain content standard, the student will have the opportunity to work in the next level of that academic concept. Montessori materials allow students to work with concepts far beyond the state content standards for their grade level, especially in math. Once the student is familiar with a set of manipulatives, they can be taught a variety of tasks. Students will be able to move ahead to a higher grade level curriculum at any point in the year if ready.

ENGLISH LEARNERS

Overview The ACA Administrative Team shall be the experienced, credentialed, and responsible staff members for ensuring and monitoring implementation of ACA's English Learner program. The Charter School shall develop and implement procedures that support and promote the English Learner program and embrace English Learners at ACA. The Charter School will meet all applicable legal requirements for English Learners (or "EL"), including long-term English Learners and students at risk of becoming long-term English Learners, as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will implement policies to ensure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

A. Home Language Survey

The Charter School will administer the home language survey to students newly enrolling in a California public school (on enrollment forms).

B. English Language Proficiency Assessment

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

Language Development (“ELD”) Standards.

The ELPAC consists of two separate assessments:

- Initial Assessment (“IA”)

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

- Summative Assessment (“SA”)

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

Both the ELPAC IA and SA assessments are administered in seven grade spans – K, 1, 2, 3-5, 6-8, 9-10, and 11-12. In kindergarten and grade 1, all domains are administered individually. In grades 2-12, the test is administered in groups, exclusive of speaking, which is administered individually. The ELPAC IA and SA are administered via a computer-based platform, while the ELPAC Writing Domain for kindergarten through 2nd grade continues to be administered as a paper-pencil test.

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

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

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

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

C. Reclassification Procedures

Reclassification procedures utilize multiple criteria in determining whether to classify a student as proficient in English including, but not limited to, all of the following:

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

D. Strategies for English Learner Instruction and Intervention

English learners at all English proficiency levels and at all ages will receive Integrated ELD and specialized attention to their particular language learning needs, or Designated ELD. Integrated ELD is defined as instruction in which the state-adopted ELD standards are used in tandem with the state-adopted academic content standards. Integrated ELD includes specifically designed academic instruction in English. Designated ELD is defined as instruction provided during a time during the regular school day for focused instruction on the state adopted ELD standards to assist English learners to develop critical English language skills necessary for academic content learning in English. All teachers have a Cross-cultural, Language, and Academic Development ("CLAD") credential or other CTC authorization and are appropriately credentialed to teach and accommodate students who are English Learners. Teachers will use Specially Designed Academic Instruction in English ("SDAIE") techniques to meet the needs of English Learners.

- **Integrated ELD**

Integrated ELD is woven throughout the entire school program. Montessori lessons and jobs allow concepts and academic language to be reinforced using manipulatives. All grade levels allow students to choose writing topics that fit their background and vocabulary. All teachers emphasize academic vocabulary that is essential to understanding the content of a lesson. Students collaborate in small groups during lessons and on projects, providing many opportunities for productive language output. Information is given at an appropriate pace

providing built in “think time” and collaborative conversations. Formal oral presentations on academic concepts give ELs practice in reading, writing, listening and speaking. Students are taught and given frequent opportunities to express and justify opinions. In addition to direct instruction, literary and informational texts are presented to students through multimedia and print so that students have a chance to hear how language is used explicitly and implicitly. Students are given a variety of scaffolding tools such as graphic organizers, sentence frames, visual aids, realia, and multimedia. The instructional design model used by the Charter School places a heavy emphasis on differentiating instruction to meet the needs of English Learners based on their academic and language readiness. Students needing additional support in early literacy skills or reading receive Tier 2 interventions in Lindamood-Bell Seeing Stars or Visualizing and Verbalizing

- **Designated ELD**

Designated English instruction aligned to the ELD standards will be given via whole class and/or small group pullout or push-in lessons, depending on teaching personnel and the proficiency of the student. English Learners may also receive personalized instruction depending on the needs of individual students. Students are systematically and purposely taught how to understand text structure, organization, and cohesion. Grammar is taught explicitly through weekly lessons at all grade levels. Students are taught the phases of writing including the editing phase where they create well-structured and concise sentences. As part of our curriculum, students are taught strategies for summarizing and retelling literature and information.

E. Language Translation/Interpretation

Translation/interpretation services for parents will be provided and students will not be asked to translate/interpret information during parent conferences, etc. to ensure the privacy and confidentiality of student information.

Newsletters and parent communication will be translated to students' home language when 15% or more of the students enrolled speak a single primary language other than English.

F. Monitoring and Evaluation of Program Effectiveness

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

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

SERVING STUDENTS WITH DISABILITIES:

Overview

The Charter School shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504, the ADA and the IDEA.

The Charter School shall be its own local educational agency (“LEA”) and is a member of the El Dorado County Charter Special Education Local Plan Area (“SELPA”) in conformity with Education Code Section 47641(a). The Charter School assumes sole responsibility for ensuring that all students with exceptional needs who attend the Charter School are provided with a free and appropriate public education (“FAPE”) in compliance with the IDEA. The Charter School may seek resources and services (e.g. Speech, Occupational Therapy, Adapted P.E., Nursing, and Transportation) from the SELPA, subject to SELPA approval and availability. The Charter School may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors.

The Charter School shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms. The Charter School shall be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by ACA shall be accessible for all students with disabilities.

SECTION 504 OF THE REHABILITATION ACT:

The Charter School shall be solely responsible for complying with all requirements of Section 504, including but not limited to, holding Student Study Team meetings, developing and implementing Section 504 Accommodation Plans, and responding to complaints filed with the Office for Civil Rights.

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

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

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.

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

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

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

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

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The site administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that the teacher reviews the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

Services for Students under the "IDEA"

The Charter School shall provide special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the SELPA.

The Charter School shall provide services for special education students enrolled in the Charter School. The Charter School shall follow SELPA policies and procedures and shall utilize SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints, and maintaining the confidentiality of student records.

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

Staffing

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

The Charter School shall be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists. The Charter School shall ensure that all special education staff hired or contracted by the Charter School are qualified pursuant to SELPA policies, as well as meet all legal requirements. The Charter School shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to Charter School students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

Notification and Coordination

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

Identification and Referral

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

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

Assessments

The term "assessments" shall have the same meaning as the term "evaluation" in the IDEA, as provided in Section 1414, Title 20 of the United States Code. The Charter School shall determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible

students in accordance with applicable law. The Charter School shall obtain parent/guardian consent to assess Charter School students.

IEP Meetings

The Charter School shall arrange and notice the necessary Individualized Education Program (“IEP”) meetings. IEP team membership shall be in compliance with state and federal law. The Charter School shall be responsible for having the following individuals in attendance at the IEP meetings: the Administrative Team and/or the Charter School’s designated representative(s) with appropriate administrative authority as required by the IDEA; the student’s special education teacher; the student’s general education teacher if the student is or may be in a general education classroom; the student, if appropriate; and other Charter School representatives who are knowledgeable about the general education program at the Charter School and/or about the student. The Charter School shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide notice of parental rights.

IEP Development

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

IEP Implementation

The Charter School shall be responsible for all school site implementation of the IEP. As part of this responsibility, the Charter School shall provide parents with timely reports on the student’s progress as provided in the student’s IEP at least as frequently as report cards are provided for the Charter School’s non-special education students. The Charter School shall also provide all home-school coordination and information exchange. The Charter School shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology.

Interim and Initial Placements of New Charter School Students

The Charter School shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in the Charter School from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, the Charter School shall provide the student with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time the

Charter School shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into the Charter School from a district operated program under the same special education local plan area of the Charter School within the same academic year, the Charter School shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and the Charter School agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to the Charter School with an IEP from outside of California during the same academic year, the Charter School shall provide the student with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until the Charter School conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by the Charter School, and develops a new IEP, if appropriate that is consistent with federal and state law.

Non-Public Placements/Non-Public Agencies

The Charter School shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students.

Non-discrimination

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

Parent/Guardian Concerns and Complaints

The Charter School shall adopt policies for responding to parental concerns or complaints related to special education services. The Charter School shall receive any concerns raised by parents/guardians regarding related services and rights. The Charter School's designated representative shall investigate as necessary, respond to, and address the parent/guardian concern or complaint.

Due Process Hearings

The Charter School may initiate a due process hearing or request for mediation with respect to a student enrolled in the Charter School if it determines such action is legally necessary or advisable. In the event that the parents/guardians file for a due process hearing, or request mediation, the Charter School shall defend the case.

SELPA Representation

The Charter School understands that it shall represent itself at all SELPA meetings.

Funding

The Charter School understands that it shall be subject to the allocation plan of the SELPA.

CHARTER SCHOOL GOALS AND ACTIONS TO ACHIEVE THE EIGHT STATE PRIORITIES

Please see the section “Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities” in Element 2 for a reasonably comprehensive description of the Charter School’s annual goals to be achieved in the Eight State Priorities school wide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals, in accordance with Education Code Section 47605(c)(5)(A)(i).

ELEMENT 2 & 3: MEASURABLE PUPIL OUTCOMES & METHODS OF MEASURING PUPIL OUTCOMES

Governing Law: The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both school wide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school. Education Code Section 47605(c)(5)(B).

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

Introduction

Antioch Charter Academy believes that a variety of measurements must be used in order to monitor progress and achievement on the variety of student outcomes we have established. Student outcomes include mastery of academic content, school-wide graduate goals, and outcomes aligned with the state priorities. The Charter School’s student outcomes shall include outcomes that address increases in student academic achievement both school wide and for all subgroups of students served by the Charter School, pursuant to Education Code sections 47605(c)(5)(B) and 52052(a). Progress towards grade level proficiency in ELA and Math will be measured by local assessments, including STAR Renaissance Assessments, CAASPP, and ELPAC.

All levels at ACA use the assessment cycle of planning curriculum, implementing instruction, assessing progress, and analyzing assessment results to monitor student progress toward academic concept mastery. Teachers plan and implement rigorous standards-based curriculum and instruction based on previous assessment data. Students are then informally and formally assessed throughout the instructional period to monitor progress toward mastery. Data and observations are collected from these assessments and used to adjust curriculum, instruction, and pace. Once mastery has been determined, instruction moves on to new concepts, but mastery is monitored through future formative and summative assessments. Concepts are revisited as needed based on data from these formative and summative assessments. Feedback is provided to parents through report cards, parent conferences, and level specific communication methods.

ATTENDANCE REQUIREMENTS:

The Charter School student attendance policies are consistent with District policies to ensure that ACA students comply with California compulsory attendance requirements. Such policies shall be set forth in the ACA Family Handbook and shall include, but not be limited to, the Charter School’s policies regarding student absences and tardiness. A copy of the ACA Family

Handbook shall be provided to the District by August 15th each year.

SCHOOL-WIDE GRADUATE GOALS:

ACA's school-wide graduate goals, goals that students strive to master by the time they leave the ACA program. By the end of 8th grade, students will demonstrate and apply mastery of the academic content by following the **ACA Graduate Goals**:

1. Communicate clearly and effectively with others orally and in writing in academic and social environments.
2. Be able to work collaboratively and cooperate with others.
3. Demonstrate and apply mastery of academic content.
4. Be able to organize materials and self.
5. Be able to manage time effectively.
6. Be able to accomplish goals.
7. Be able to work independently.
8. Identify themselves as lifelong learners.
9. Demonstrate use of Lifeskills and Lifelong guidelines in daily life.
10. Have and show respect to others and self-including respect to diversity.
11. Be able to contribute to society and feel empowered to make change.
12. Demonstrate an understanding and appreciation of the Enrichment Program and the Arts.
13. Be able to think creatively and innovate.

Graduate Goals will be tracked and reported on the trimester report cards in order to track progress from year to year. Students in Intermediate and Middle will self-reflect on their progress towards mastering the Graduate Goals every trimester. Graduate Goal outcomes may need to be modified over time due to population change, state requirements or school observation of student needs. Individual teachers, students and staff will discuss and adjust as needed. For more details about the Graduate Goals and Outcomes see Appendix B.

CHARTER SCHOOL GOALS, ACTIONS AND MEASURABLE OUTCOMES ALIGNED WITH THE EIGHT STATE PRIORITIES

Pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), attached as In Appendix C please find a summary of ACA's Local Control and Accountability Plan ("LCAP"), which includes a reasonably comprehensive description of the Charter School's annual goals, actions and measurable outcomes to be achieved in and aligned with the Eight State Priorities school-wide and for all pupil subgroups, as described in Education Code Section 52060(d), specific annual actions to achieve those goals, and the method for measuring pupil outcomes.

The Charter School affirms that its methods for measuring pupil outcomes for the Eight State Priorities shall be consistent with the way information is reported on a School Accountability Report Card as required by Education Code Section 47605(c)(5)(C).

Local Control and Accountability Plan

The Charter School shall annually update and develop the LCAP in accordance with Education

Code Section 47606.5, shall use the LCAP template adopted by the State Board of Education, and reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter term. The Charter School shall submit the LCAP to the District and County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33. The Charter School shall present a report on the annual update to the LCAP and the local control funding formula budget overview for parents on or before July 1 of each year as part of a non-consent item at a regularly scheduled Board meeting.

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

ASSESSMENT AND CAASPP TESTING:

The Charter School shall establish guidelines and expectations for all student achievement at each grade level to establish criteria for assessment and to provide successful transition to a traditional high school program, or to continue in ACA's program. The Charter School shall develop a system of assessment procedures and measurement tools that provide objective, comparable written assessments to determine student comprehension of State competencies required for successful transition into the ninth (9th) grade.

The Charter School shall provide the District with individual student and school-wide CAASPP test results separately tabulated for all students enrolled in ACA upon request. The Charter School shall institute measures to ensure the security of all testing materials.

SCHOOL ACCOUNTABILITY REPORT CARD:

On or before February 1 of each year, the Charter School will post the ACA School Accountability Report Card ("SARC") on the CDE SARC website, using the SARC template developed by the CDE. The Charter School will include the following elements and may present additional pertinent information at its discretion:

- A. Contact information for ACA, including school name, Administrative Team member, street address, phone and fax numbers, e-mail address, and CDS code.
- B. School description and mission statement.
- C. Contact information pertaining to organized opportunities for parent involvement.
- D. Demographic information, including numbers of students in each grade level, and number and percentage of students in each racial and ethnic subgroup as reported by the California Basic Educational Data System ("CBEDS").
- E. Description of ACA school climate and safety, including the content and currency of the comprehensive safety plan, the Charter School's efforts to create and maintain a positive learning environment, and the number and percentage of suspensions and expulsions of the total enrollment.
- F. Academic data, including (1) the percentage of students meeting or exceeding standards as measured by CAASPP by subject, both school wide and by significant subgroups, (2)

- percentage of students meeting fitness standards in total and by gender on the California Physical Fitness Test.
- G. Progress toward reducing class sizes and teaching loads, including the distribution of class sizes at the school site by grade level and the average class size, using CBEDS for the most recent three-year period.
 - H. The total number of the Charter School's fully credentialed teachers, the number of teachers relying on emergency credentials, the number of teachers working without credentials, any assignment of teachers outside their subject areas of competence, misassignments, including misassignments of teachers of ELs, and the number of vacant teacher positions for the most recent three-year period.
 - I. Information about the structure of ACA's instructional program, including the annual number of schooldays dedicated to staff professional development.
 - J. Teacher and administrative salaries, percent of budget for teacher salaries and percent of budget for administrative salaries.
 - K. Estimated expenditures per student and types of services funded. The assessment of estimated expenditures per student shall reflect the actual salaries of personnel assigned to the school site. The assessment of estimated expenditures per student shall be reported in total, shall be reported in subtotal by restricted and by unrestricted source, and shall include a reporting of the average of actual salaries paid to certificated instructional personnel at that school site.
 - L. Progress toward reducing dropout rates, including the one-year dropout rate listed in CBEDS for the school site over the most recent three-year period.
 - M. Quality and currency of textbooks and other instructional materials, including whether textbooks and other materials meet state standards and are adopted by the state board for kindergarten and grades 1 to 8, inclusive, and the ratio of textbooks per student and the year the textbooks were adopted.
 - N. If applicable, the availability of sufficient textbooks and other instructional materials, as determined pursuant to Education Code Section 60119, for each student, including ELs, in each of the areas enumerated in clauses (i) to (iii), inclusive, below:
 - i. The core curriculum areas of reading/language arts, mathematics, science, and history/social science.
 - ii. World language and health.
 - iii. Visual and performing arts.
 - O. The availability of qualified personnel to provide counseling and other student support services, including the ratio of academic counselors per student.
 - P. Safety, cleanliness, and adequacy of school facilities, including any needed maintenance to ensure good repair as specified in Education Code Sections 17014, 17032.5, 17070.75(a), and 17089(b).

ANNUAL UPDATE.

As required by the memorandum of understanding (“MOU”), the Charter School may submit an annual update to the District.

INDEPENDENT STUDY.

To the extent that ACA provides instruction through independent study, it will meet all requirements of law applicable to independent study, including but not limited to a Board Policy and the use of individual student master agreements describing the frequency of contact, student/teacher ratios, and evaluation of student work for time value, as well as other applicable legal requirements.

ELEMENT 4: GOVERNANCE STRUCTURE

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

A. Nonprofit Public Benefit Corporation

The Charter School shall be a directly funded independent charter school and shall be operated by the Learner-Centered School, Inc., a California non-profit public benefit corporation, pursuant to California law.

The Learner-Centered School, Inc. shall operate the Charter School autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the District and the Charter School. Pursuant to Education Code Section 47604(d), the District shall not be liable for the debts and obligations of the Charter School, operated by a California non-profit public benefit corporation, or for claims arising from the performance of acts, errors, or omissions by the Charter School, as long as the District has complied with all oversight responsibilities required by law.

The Corporation's Articles of Incorporation and Bylaws are in Appendix D and E.

B. Board of Directors/Charter Council

ACA will be governed by the Corporation's Board of Directors ("Charter Council"), which shall be consistent with the terms of this charter.

The Charter Council is structured to be comprised solely of parents and community members. The Charter Council does not include any board member positions for employees of the Corporation.

The Charter Council shall consist of five (5) members and be comprised of parents of students currently attending ACA and ACA II and members of the community. In accordance with Education Code Section 47604(c), the District's Board may appoint a representative, to be determined by the District, to serve on the Charter Council solely as the District's liaison and contact person with the Charter School, but not as a member of its Board of Directors. If the District chooses to do so, the Charter School may appoint an additional board member to ensure that the Charter Council is maintained with an odd number of directors. Notwithstanding any rule, regulation, provision, or Corporation Bylaw to the contrary, the Corporation, the Charter Council, and the Charter School shall at all times and in all respects comply with the Brown Act, Education Code Section 47604.1(c), and the CPRA. Additionally, the Corporation has adopted a Conflict of Interest Code that complies with the Political Reform Act, Section 1090, as set forth in Education Code Section 47604.1, and Corporations Code conflict of interest rules, and which shall be updated with any charter school-specific conflict of interest laws or regulations.

Appointments to the Charter Council will follow the nomination and election process outlined in the Bylaws. The Charter Council will meet on a regular basis (e.g., monthly) and in accordance with Education Code Section 47604.1(c)(3). The Charter Council has adopted policies and procedures regarding self-dealing and conflicts of interest. The Charter Council may initiate and carry out any program or activity or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which is not in conflict with the mission, vision, philosophies and purposes for which the Charter School is established.

When considering the appointment of new Charter Council members, the Charter Council shall consider whether potential candidates exhibit the following qualities:

- Belief in the Charter School’s mission and vision
- Being supportive of the Educational Philosophies of the Charter School
- Proactive growth in gaining a broad knowledge of the Charter School and the charter school movement
- Teamwork
- Willingness to actively promote the Charter School in the community
- Familiarity with the Charter School’s legal documents including, but not limited to, the charter, MOU with the chartering authority, and Corporate Bylaws.
- Active involvement in the school community (i.e., school site events)

Charter Council members shall serve a term of two years. No Charter Council member may serve more than three consecutive terms. After serving three consecutive terms, an individual must take one year off before being appointed again.

At the Charter School’s sole expense, Charter Council members may attend state charter school conferences and workshops to obtain necessary training to ensure they have a solid understanding of all major areas of school governance and operations. The Charter Council will attend an annual in-service for the purposes of training individual board members on their responsibilities with topics to include at minimum, ethics, conflicts of interest, and the Brown Act.

C. Charter Council Duties

The Charter Council will meet regularly, as specified in the Bylaws, and in accordance with the Brown Act and Education Code Section 47604.1(c). The Charter Council is fully responsible for the operation and fiscal affairs of ACA including, but not limited to, the following:

- Hire, supervise, evaluate, discipline, and dismiss the Administrative Team.
- Approve all contractual agreements.
- Approve and monitor the implementation of general policies of ACA.
- Approve and monitor ACA’s annual budget and budget revisions.
- Act as a fiscal agent. This includes the receipt of funds for the operation of ACA in accordance with charter school laws and the receipt of grants and donations consistent with the mission of ACA.
- Contract with an external independent auditor to produce an annual financial audit

- according to generally accepted accounting practices.
- Establish committees as needed.
- Regularly measure progress of both student and staff performance.
- Involve parents and the community in school related programs.
- Execute all applicable responsibilities provided for in the California Corporations Code.
- Strategic Planning.
- Approve the school calendar and schedule of Charter Council meetings.
- Participate in the dispute resolution procedure and complaint procedures when necessary.
- Approve charter amendments as necessary and submit material revisions as necessary for District consideration.
- Approve annual fiscal audit and performance report.
- Appoint an administrative panel or act as a hearing body and take action on recommended student expulsions.

All Charter Council meetings shall comply with the Brown Act and Education Code Section 47604.1(c).

The Charter Council may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of the Charter School any of those duties with the exception of budget approval or revision, approval of the fiscal and performance audits, appointment and removal of Charter Council members and the adoption of Charter Council policies. The Charter Council, however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

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

D. Staff/Teacher Participation

One of the most unique aspects of the Antioch Charter Academies (“ACAs”), encompassing both Antioch Charter Academy and ACA II, is their method of governance. ACAs are operated in a democratic manner by teachers and staff. There is not a principal at each of the schools, as may be found at a more traditional school. Select staff members double as “Co-Administrators,” in addition to their teaching position, in order to complete the numerous duties and tasks that may be required of a principal. Furthermore, one teacher in each level is designated as that level’s School Representative to assist in continuity of information and decisions, as well as provide whole school parent support. The daily operations of the schools are the responsibility of the Co-Administrators, along with all staff. The steering committee makes the most important decisions, outside of the Charter Council’s duties, as set forth above, through a consensus model by all faculty members of both schools (ACA and ACA II).

Steering Committee

The Steering Committee is comprised of all teachers, the Chief Business Officer and the Office Manager / Operations Manager. The Steering Committee develops and mentors new leaders to be educational entrepreneurs who will lead the Charter School into the future. Their mission is to communicate and protect the vision and mission of the Charter School by educating and promoting community among the internal stakeholders while keeping the ‘big picture’ and the 21st century learner at the center of all decisions.

The Steering Committee uses four distinct processes to make decisions: Autocratic, Consultative, Democratic, and Consensus, with the most important decisions made through a consensus model. Decisions made by the Steering Committee are brought to the Charter Council for discussion and final approval, as needed.

E. The Administrative Team

ACA's Administrative Team consists of multiple staff members from both ACA and ACA II, including teachers and the Chief Business Officer. Staff members assigned to the Administrative Team are referred to as Co-Administrators and may change if needed due to staffing changes or re-assignment. Should members change on the Administrative Team, ACA will notify the District within thirty (30) days.

The Co-Administrators, in conjunction with staff, will lead a community committed to upholding the charter, vision, and mission of the Charter School. The Co-Administrators will provide strategic and instructional leadership in a support position for students and staff, as well as oversee management of the day-to-day operations of the campus and provide classroom instruction and expertise. Within a collaborative, consensus-based decision-making model, the Co-Administrators will work closely as a team, with other Co-Administrators and staff, to provide mentorship for students and staff, ensure a high level of academic achievement for all students, communicate with all members of the school community, and maintain a positive school culture. The Co-Administrators, in conjunction with staff, will be held accountable for communicating progress toward goals, programs and policies, and day-to-day operations with the Charter School's governing board, the Charter Council.

The Administrative Team shall report directly to the Charter Council and is responsible for the orderly operation of the Charter School and the supervision of all employees at the Charter School. The Administrative Team is to perform assigned tasks as directed by the Charter Council and is required to undertake some or all of the tasks detailed below. These tasks may include but are not limited to the following:

- Ensure the Charter School enacts its mission
- Supervise and evaluate teachers and staff
- Communicate and report to the Charter Council
- Oversee the Charter School's finances to ensure financial stability
- Participate in and develop professional development workshops as needed
- Serve or appoint a designee to serve on any committees of the Charter School.

- Interview and recommend employee hiring, promotion, discipline, and/or dismissal
- Ensure compliance with all applicable state and federal laws and help secure local grants
- Communicate with parents, recruit new families and students, and assure families of academic growth
- Take responsible steps to secure full and regular attendance of the students enrolled at the Charter School in accordance with policies established by the Charter Council
- Complete and submit required documents as requested or required by the charter and/or Charter Council and/or the District
- Identify the staffing needs of the Charter School and offer staff development as needed
- Maintain up-to-date financial records
- Ensure that appropriate evaluation techniques are used for both students and staff
- Establish and maintain a system to handle organizational tasks such as student records, teacher records, teacher credentialing information, contemporaneous attendance logs, purchasing, budgets, and timetables
- Hire qualified substitute teachers as needed
- Ensure the security of the school building
- Promote and publish the ACA program in the community and promote positive public relations and interact effectively with media
- Encourage and support teachers on on-going professional development
- Attend District administrative meetings as requested by the District and stay in direct contact with the District regarding changes, progress, etc.
- Attend meetings with the District's Chief Financial Officer on fiscal oversight issues once monthly or as otherwise agreed upon
- Provide all necessary financial reports as required for proper ADA reporting
- Develop the Charter School annual performance report, the SARC, and LCAP
- Present fiscal audit to the Charter Council and after review by the Charter Council submit audit to the District, the County Superintendent of Schools, the State Controller and the California Department of Education
- Manage student discipline and participate in the student suspension and expulsion process as defined in Element 10 (Suspension and Expulsion Policy and Procedures)
- Participate in special education meetings as necessary
- Co-administrators who are teachers will provide classroom instruction to ACA students

The above duties, with the exception of personnel matters, may be delegated or contracted as approved by the Charter Council to a business administrator of the Charter School or other employee, or to a qualified third- party provider. ACA may contract with the District for business/administrative services subject to the terms and limitations set forth in an MOU.

A. Parental Involvement

Parent involvement is an integral part of the mission of ACA. From the inception of the Charter School, parents and guardians at ACA have given countless hours to ensure the continued success of our program. In addition to serving on the Charter Council, parents and guardians are encouraged to participate in the governance and educational programs of ACA through involvement in the Family Network ("Network"). The Network includes a board of parent

leaders providing mentoring opportunities, volunteer opportunities, and fundraising efforts to assist in the day- to- day operations of ACA.

ACA also relies on volunteers to assist in the development and ongoing success of our program. Families are encouraged, but not required, to volunteer at the Charter School. Volunteer opportunities include campus beautification, field trip chaperoning, party planning, fundraising efforts, student birthday celebrations, and classroom support.

ELEMENT 5: EMPLOYEE QUALIFICATIONS

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

Teacher Qualifications

As required by Education Code Section 47605(l)(1), teachers must hold the Commission on Teacher Credentialing certificate, permit or other document required for the teacher's certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district.

Teachers may be recruited from school districts and from credential programs at area colleges such as California State University and Saint Mary's College of California. The ultimate goal is to compose a staff that reflects the diverse needs of the student population in Antioch. A well-balanced staff of veteran and new teachers brings accumulated wisdom and innovation to the work environment. All teachers will be team-teaching and should be familiar with the school's three core philosophies of Montessori, Brain Compatible Highly Effective Teaching, and Positive Discipline to create new curriculum for ACA students. In order for students' needs to be best met, all teachers must believe in the vision of ACA and must be willing to shape curriculum to meet the needs of all students.

Non-Certificated Staff Qualifications

ACA may employ or retain non-certificated instructional staff in any case where a prospective staff member has an appropriate mix of subject-matter expertise, professional experience, and the demonstrated capacity to work successfully in an instructional support capacity. Instructional staff will not assign grades or approve student work assignments without the approval of a teacher. All non-instructional staff will possess experience and expertise appropriate for their position within ACA as outlined in the job description for the position. The Charter School shall ensure that ACA paraprofessional employees also comply with applicable ESSA requirements.

Administrator Qualifications

Administrative team members will be hired based on demonstrated expertise and work experience in the areas of educational leadership, accounting, finance, budgeting, audit, community relations, facilities management, grant writing, and organizational management. Key positions of the Administrative Team include:

1. Co-Administrators - minimum qualifications for teachers serving as Co-Administrators include: a bachelor's degree, a teaching credential, five - seven years teaching experience, experience in school leadership, a collaborative and consensus leadership style, strong oral and written communication skills, entrepreneurial and visionary thinker, and commitment to the mission and vision of the Charter School.

2. Chief Business Officer minimum qualifications include: a bachelor's degree with two years of relevant experience, demonstrated ability to be detail-oriented and highly organized, excellent interpersonal and communication skills, strong PC-based computer skills, and the ability to proactively manage multiple critical deadlines in a highly analytical, entrepreneurial environment.

Office and Clerical Staff Qualifications

Office and Clerical staff will be hired on an as-needed basis and will have demonstrated experience in the areas of word processing, data entry, typing, filing, and communications. Office Manager / Operations Manager minimum qualifications include an AA degree or equivalent work experience, strong time management and organizational skills, and the ability to work independently and with a team. Proficient with Microsoft Office software and experience in an administrative support position preferable.

Custodial staff who also perform work at ACA will be required to meet the guidelines as established through the District Maintenance Department for a part-time substitute custodial position.

ELEMENT 6: HEALTH AND SAFETY PROCEDURES

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

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

(j) For all schools, the development of a school safety plan, which shall include the safety topics listed in in subparagraphs (A) to (M), inclusive, of paragraph (2) of subdivision (a) of Section 32282. For schools serving pupils in any of grades 7 to 12, inclusive, the development of a school safety plan shall also include the safety topic listed in subparagraph (N) of paragraph (2) of subdivision (a) of Section 32282.

(i) That the school safety plan be reviewed and updated by March 1 of every year by the charter school. Education Code Section 47605(c)(5)(F).

In order to provide safety for all students and staff, the Charter School has implemented full health and safety procedures and risk management policies at the ACA school site in consultation with its insurance carriers and risk management experts. The Administrative Team shall be responsible for ensuring that all health and safety requirements are being fully monitored and implemented. These procedures will be incorporated into the Charter School's Family and Employee handbooks and will be reviewed on an ongoing basis by the Administrative Team and Charter Council. The Charter School shall ensure that staff are trained annually on the health and safety policies. A School Safety plan is available in the Charter School's main office and on the school website.

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

A. Procedures for Background Checks

Employees and contractors of the Charter School will be required to submit to a criminal background check and furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The Administrative Team of the Charter School shall monitor compliance with this policy and report to the Charter Council on a regular basis. The Charter Council President shall monitor the fingerprinting and background clearance of the Administrative Team. Volunteers shall also comply with fingerprinting and background clearance requirements prior to volunteering in any activity without direct supervision of a credentialed ACA employee.

B. Role of Staff as Mandated Child Abuse Reporters

All employees shall be mandated child abuse reporters and shall follow all applicable reporting laws, the same policies and procedures used by the District. The Charter School shall provide

mandated reporter training to all employees annually in accordance with Education Code Section 44691.

C. Tuberculosis Risk Assessment and Examination

Employees, and volunteers who have frequent or prolonged contact with students, shall be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, and for employees at least once each four years thereafter, as required by Education Code Section 49406.

D. Health and Oral Examinations

The Charter School shall comply with all health and oral health (Education Code section 49452.8) assessments required by law. It is required that each student have a health examination before first grade, or that the parent or guardian sign a physical examination waiver available at the school. Health examinations at regular intervals for other school children are recommended by medical and school personnel.

E. Immunizations

All ACA enrolled students shall be required to provide records documenting immunizations as required at public schools pursuant to Health and Safety Code Section 120325-120375, and Title 17, California Code of Regulations Section 6000-6075. Any pupil entering school for the first time at ACA, prior to admission to and attendance in any school, shall present to the Charter School written proof of evidence that the student has complete immunizations (including but not limited to polio, measles, mumps, rubella, pertussis, hepatitis B, varicella, and DPT) as required by state law. Incomplete immunizations may result in the child being excluded from school until appropriate evidence is submitted. The month, day, and year that each immunization was received must be provided to the school for the immunization record to be complete. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.

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

F. Medication in School

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

of Education Code Section 49414.7, including with respect to training, notices, and the stocking of albuterol inhalers.

G. Vision, Hearing, and Scoliosis

Students shall be screened for vision, hearing and scoliosis. The Charter School shall adhere to Education Code Section 49450 *et seq.*, and all other laws applicable to the grade levels served by the Charter School.

H. Bloodborne Pathogens

The Charter School shall meet state and federal standards for dealing with blood- borne pathogens and other potentially infectious materials in the work place. The Charter Council shall establish 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 Charter School’s medical protocol for disinfecting procedures.

I. Drug-, Alcohol-, Smoke -Free Environment

ACA shall function as a drug-, alcohol-, smoke- and tobacco- free environment.

J. Facility Safety

The Charter School shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the California Building Standards Code. The Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills monthly as required under Education Code Section 32001.

ACA will be located within the boundaries of the chartering district at 3325 Hacienda Way in Antioch (hereinafter the “Site”).

As required by Education Code section 47610(d), the Site complies with the California Building Standards Code (Part 2 (commencing with Section 101) of Title 24 of the California Code of Regulations), as adopted and enforced by the local building enforcement agency with jurisdiction over the area in which the Charter School is located.

K. Comprehensive Anti-Discrimination and Harassment Policies and Procedures

The Charter School is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national

origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. The Charter School shall implement a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, student to student, and student to employee misconduct). Misconduct of this nature is very serious and shall be addressed in accordance with the Charter School's anti-discrimination and harassment policies.

A copy of the policy shall be provided as part of any orientation program conducted for new and continuing students at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired.

L. Diabetes

The Charter School shall make type 1 diabetes informational materials accessible to the parent or guardian of a student when the student is first enrolled in elementary school.

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

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

M. Suicide Prevention Policy

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

N. Prevention of Human Trafficking

The Charter School shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 6 through 8 of human trafficking prevention resources.

O. Menstrual Products

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

P. Nutritionally Adequate Free or Reduced Price Meal

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

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

Q. California Healthy Youth Act

The Charter School shall teach sexual health education and HIV prevention education to students in grades 7-8, at least once, pursuant to the California Healthy Youth Act (Education Code Section 51930, *et seq.*).

R. Mental Health Education

If the Charter School offers one or more courses in health education to students in grades 7-8, the Charter School shall include in those courses instruction in mental health that meets the requirements of Education Code Section 51925, *et seq.*

S. Mental Health Information

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

T. School Safety Plan

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

- a. Child abuse reporting procedures
- b. routine and emergency disaster procedures
- c. Policies for students who committed an act under Education Code Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- d. Procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- e. A discrimination and harassment policy consistent with Education Code Section 200
- f. Provisions of any schoolwide dress code that prohibits students from wearing "gang-related apparel," if applicable
- g. Procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- h. A safe and orderly environment conducive to learning
- i. The rules and procedures on school discipline adopted pursuant to Education Code Sections 35291, 35291.5, and 47605
- j. Procedures for conducting tactical responses to criminal incidents
- k. Procedures to prepare for active shooters or other armed assailants by conducting a drill, if this topic is covered in the School Safety Plan
- l. Procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a school bus serving the school
- m. Procedures to respond to incidents involving an individual experiencing a sudden cardiac arrest or a similar life-threatening medical emergency while on school grounds
- n. A protocol in the event a pupil is suffering or is reasonably believed to be suffering from an opioid overdose

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

Disaster procedures included in the School Safety Plan shall address and include adaptations for students with disabilities. To the extent an employee, parent/guardian, educational rights holder,

or student brings concerns regarding the procedures to the principal and, if there is merit to the concern, the principal shall direct the School Safety Plan to be modified accordingly.

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

U. Homicide Threats

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

V. Gun Safety Notice

At the beginning of the first semester, the Charter School shall distribute a notice to the parents/guardians of each student addressing California's child gun access prevention laws and laws related to firearm safety utilizing the most updated model language published by the CDE.

W. Bullying Prevention

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

X. Supporting LGBTQ Students

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

Y. All Gender Restrooms

On or before July 1, 2026, the Charter School shall provide and maintain at least one all-gender restroom for voluntary student use at each of its school sites that has more than one female restroom and more than one male restroom designated exclusively for student use. The restroom shall have signage identifying the bathroom as being open to all genders, it shall remain unlocked, unobstructed, and easily accessible by any student, and be available during school hours and school functions when students are present. The Charter School shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

Z. Recess

For students in grades TK through 6, except where a field trip or other educational program is taking place, if the Charter School provides recess, to the extent required by Education Code Section 49056, the Charter School shall provide supervised and unstructured recess, distinct from physical education courses and mealtimes, of at least 30 minutes on regular instructional days and at least 15 minutes on early release days. The Charter School shall not restrict a student's recess unless there is an immediate threat to the physical safety of the student or one or more of their peers.

AA. Transportation Services

The Charter School shall comply with the requirements of Education Code Section 39875(c), if applicable, relating to background checks and testing for individuals providing transportation services for students.

BB. Workplace Violence Prevention Plan

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

CC. Athletic Programs

The Charter School shall comply with all applicable laws related to health and safety policies and procedures surrounding athletic programs at charter schools, including but not limited to providing information to athletes regarding sudden cardiac arrest and annually providing each athlete an Opioid Factsheet for Patients. In the event the Charter School participates in any interscholastic athletic programs, it shall comply with all applicable requirements, including, but not limited to, adopting a written emergency action plan for sudden cardiac arrest or other medical emergencies related to athletic programs, and acquiring at least one automated external defibrillator. The Charter School's emergency action plan shall describe the location of emergency medical equipment and include a description of the manner and frequency at which the procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, including concussion and heat illness will be rehearsed. Coach training shall include recognition of the signs and symptoms of and responding to concussions, heat illness, and cardiac arrest.

DD. SAFETY Act

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

EE. Extreme Weather Policy

On or before July 1, 2026, the Charter School will develop, adopt, and implement a weather policy that includes protocols for extreme weather conditions, and incorporate the standardized guidelines developed by the CDE.

ELEMENT 7: STUDENT POPULATION BALANCE

Governing Law: The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. Education Code Section 47605(c)(5)(G).

MEANS TO ACHIEVE STUDENT POPULATION BALANCE

ACA shall strive, through recruitment and admission policies and procedures, to achieve a racial and ethnic, special education, and English learner, including redesignated fluent English proficient, student population balance that is reflective of the general population residing within the territorial jurisdiction of the District.

Student Population – CDE, 2023-24 School Year

	African American	American Indian	Asian	Filipino	Hispanic	Pacific Islander	White	Two or More Races	Students with Disabilities	English Learners
ACA	11.1%	0%	12.6%	7.7%	33.8%	.5%	27.5%	6.8%	11.11%	13%
AUSD	23.3%	0.5%	4.6%	4.8%	50.7%	1.5%	9.7%	4.9%	15.7%	20.3%

Students shall be considered for admission without regard to any of the characteristics listed in Education Code Section 220, including actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with any individual who has any of the aforementioned characteristics. ACA is committed to admitting all pupils who wish to attend regardless of prior academic performance, and to providing an educational program where effective teaching and learning prepares all of our students to achieve at high levels and become contributing members to our diverse, global community.

ACA will continue to implement a strategy that includes, but is not necessarily limited to, the following elements or strategies which focus on achieving and maintaining a racial and ethnic, special education, and English learner, including redesignated fluent English proficient student population balance that is reflective of the general population residing within the territorial jurisdiction of the District, including Spanish language materials.

STUDENT RECRUITMENT AND OUTREACH EFFORTS:

- An enrollment process timed and designed to allow for a broad-based recruitment and application process
- The development of promotional and informational material (e. g., brochures) that reaches out to all of the various racial and ethnic groups and special education and

English learners represented in the territorial jurisdiction of the District.

- Broad distribution of promotional messaging to local preschools, churches, and community gathering places such as the Antioch Library or First 5 California, Antioch. Posting on media including e.g., the school website, Facebook or other social media platforms, and local advertising marquees (e.g., Contra Costa County Fairgrounds marquee on W.10th Street).

As part of outreach to Spanish speakers, the Charter School will provide:

- a. Flyers in both English and Spanish about upcoming Charter School meetings
- b. General information sheets, and other key documents, including the school vision and mission statement in Spanish
- c. Information in Spanish on the Charter School website

ELEMENT 8: ADMISSION POLICIES AND PROCEDURES

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

ASSURANCES

The Charter School will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate against any student based upon any of the characteristics listed in Education Code Section 220. Admission will not be based on the place of residence of the student or the student's parent or guardian.

The Charter School shall admit all students who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the student or the student's parent or legal guardian within the state. In accordance with Education Code Sections 49011 and 47605(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

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

ADMISSION POLICIES AND PROCEDURES

The Charter School shall require students who wish to attend the Charter School to complete an application form. After admission, students will be required to submit an enrollment packet, which shall include the following:

1. Student enrollment form
2. Proof of Immunization
3. Home Language Survey (for students newly enrolling in a California school)

4. Completion of Emergency Medical Information Form
5. Proof of minimum age requirements
6. Release of records²

As part of the admissions process, parents and students will be encouraged, but are not required, to tour the school and participate in an orientation program that details the purpose, goals, and objectives of the school. The orientation program will include an explanation of team-teaching, multi-age grouping, multiple intelligences, brain-compatible learning, integrated thematic instruction, Montessori, Positive Discipline and cooperative learning. Applicants must be committed to take responsibility for developing all intelligences to the best of their ability. Parents must agree to take an active role in the support of their child's education. Teachers are responsible for providing learning experiences that will give students the opportunities to develop all their intelligences to the best of their ability.

PUBLIC RANDOM DRAWING LOTTERY

Applications will be accepted during a publicly advertised open enrollment period each year for enrollment in the following school year. Open enrollment will start on or before January 31st and continue through the date of the admission lottery (on or before April 15th). Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. If there are more applicants than total spaces available, a public random drawing (or "lottery") will be held to determine admission in the following school year, with the exception of existing students, who are guaranteed admission in the following school year.

Lottery dates, times and deadlines will be communicated on the Charter School's website and in a press release through local media outlets. Lottery rules will also be posted on the Charter School's website. The Charter School will inform parents of applicants that all interested parties may attend the lottery, to be held at the Charter School site on a weekday during the late afternoon or early evening. All applications received prior to the end of the enrollment period will be included in the lottery and assigned a random number. Applicants will be placed on a waiting list based on the lottery number assigned and admitted if space is available. The Charter School will conduct the lottery in the spring for enrollment in fall of that year.

All students participating in the lottery will be assigned a number by random drawing. Admission preferences in the case of a lottery shall be given to students in the following order of priority:

1. Children of ACA faculty and staff
2. Siblings of students admitted to or attending ACA
3. Foster youth, as defined by Education Code Section 42238.01(b), and/or homeless children or youth, as defined in subsection (2) of Section 725 of the McKinney-Vento

² In accordance with Education Code Section 47605(e)(4)(B), the Charter School shall not request a student's records or require a parent, guardian, or student to submit the student's records to the Charter School before enrollment.

Homeless Assistance Act (42 U.S.C. Section 11434(a)(2))

4. Students who are currently enrolled in or reside in the elementary school attendance area of the local public elementary school in which the Charter School is located (for purposes of the SB 740 Charter School Facility Grant Program, in accordance with Education Code section 47614.5(c)(2)(A))
5. Residents of the District
6. All other applicants

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

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

The Charter School will conduct the annual lottery in a session open to the public, and a computer program will generate random numbers for each applicant. Parents and guardians of applicants will be contacted by phone or email in order of their lottery number to fill openings for each classroom for the upcoming school year, and must respond by phone, email or in person within two weeks in order to secure admission.

After all openings have been filled, the remaining applicants will be placed on the current waiting list based on the lottery number assigned and are admitted if space becomes available. If no openings occur, applicants will remain on the current waiting list until the end of the school year, at which point the waiting list generated by the next lottery drawing will take effect. In no circumstance will a waiting list carry over to the following school year.

The Charter School will keep current press releases, application records, the lottery results and the current waiting list on file in the Charter School main office.

ACA's admission guidelines and requirements and the public random lottery procedures, as stated above, shall be posted on the school website and referenced in its Family Handbook, which shall be annually updated and distributed by the Charter School to all parents of its students or any other person making a request for a copy.

ELEMENT 9: ANNUAL INDEPENDENT FINANCIAL AUDITS

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

An annual independent fiscal audit of the books and records of ACA will be conducted as required by Education Code sections 47605(c)(5)(I) and 47605(m). The books and records of ACA will be kept in accordance with generally accepted accounting principles and, as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide.

The Charter Council shall contract with an independent auditor and oversee the independent audit. The auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The annual audit will be completed and forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Administrative Team, along with the audit committee, will review any audit exceptions or deficiencies and report to the Charter Council with recommendations on how to resolve them. The Charter 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 along with an anticipated timeline for the same. Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the Dispute Resolution process referenced in this charter. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

The Charter School shall be solely responsible for all costs associated with auditing services. The independent fiscal audit of the Charter School is a public record to be provided to the public upon request.

The scope of the audit will include the audit of basic financial statements of the Charter School for the fiscal year ending June 30th. The audit will include all funds, capital assets and long-term debt under the control of the Charter School and will be performed in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Governmental Auditing Standards* issued by the Comptroller General of the United States, and the provisions of State Education Audit Appeals Panel's *Standards and Procedures for Audits of California K-12 Local Educational Agencies* as they apply to charter schools. As part of the audit engagement, the federal and state income tax returns will be prepared for the fiscal year ending June 30th.

ELEMENT 10: SUSPENSION AND EXPULSION PROCEDURES

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

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

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

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

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

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

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

OVERVIEW:

Students at ACA are treated with respect and expected to treat others with respect. The staff of ACA works to cultivate student awareness of three fundamental responsibilities that are essential to the learning process: (1) concern for the feelings and rights of individuals, (2) concern for public and private property, and (3) concern for the rules and guidelines of the Charter School. Parents will be provided with the Charter School's discipline policy and procedures which set forth behavioral expectations and consequences based on Positive Discipline philosophy during the admission process.

Students who disregard ACA's discipline policies will be asked, along with their parents, to meet with the teachers to clarify the policy. If they choose to continue to disregard the Charter School's discipline policies, or if a single infraction is unusually serious, they may be temporarily or permanently removed from the Charter School (suspended or expelled) in accordance with the policy and procedures set forth below.

Policy

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

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

ACA staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed annually as part of the Family Handbook which will clearly describe discipline expectations.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments and others means of correction consistent with this Policy.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of this Policy, corporal punishment does not include an employee's use of

force that is reasonable and necessary to protect the safety of employees, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians³ are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this Policy and its Procedures are available upon request in the Charter School main office.

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

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

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

Procedures

³ ACA shall ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.

A. Grounds for Suspension and Expulsion of Students

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

B. Enumerated Offenses

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

- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in or attempted to engage in hazing. For the purposes of this policy, “hazing” means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, “hazing” does not include athletic events or school-sanctioned events.
- p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases or the personal property of the person threatened or his or her immediate family.
- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s

academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 8, inclusive.

- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 4 to 8, inclusive.
- s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 8, inclusive.
- t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with their academic performance.
 - iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 2) “Electronic Act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, video, or image.

- ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in paragraph (1) above.
 - (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in paragraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
 - iii. An act of cyber sexual bullying.
 - (a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in the subparagraphs (i)-(iv), inclusive, of paragraph (1) above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3) Notwithstanding paragraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- u) A student who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).
 - v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this

type, the student had obtained written permission to possess the item from a certificated school employee, with the Co-Administrator or designee's concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion when it is determined the student:
 - a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Co-Administrator or designee's concurrence.
 - b) Brandished a knife at another person.
 - c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, *et seq.*
 - d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Penal Code Section 288a, or committed a sexual battery as defined in Penal Code Section 243.4.
3. Discretionary Expellable Offenses: Students may be recommended for expulsion when it is determined the student:
 - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force or violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant. Students who voluntarily disclose their use of a controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports shall not be suspended solely for that disclosure.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by that student. Students who voluntarily disclose their use of a tobacco product in order to seek help through services or supports shall not be suspended solely for that disclosure.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.
- p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face

and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases or the personal property of the person threatened or their immediate family.

- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 8, inclusive.
- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 4 to 8, inclusive.
- s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 8, inclusive.
- t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.

- iii. Causing a reasonable student to experience substantial interference with their academic performance.
 - iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) “Electronic Act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - a. Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in paragraph (1) above.
 - b. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in paragraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - c. Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
 - iii. An act of cyber sexual bullying.
 - (a) For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i)-(iv), inclusive, of paragraph (1) above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

- 3) Notwithstanding paragraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
 - u) A student who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).
 - v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Co-Administrator or designee's concurrence.
4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion when it is determined pursuant to the procedures below that the student:
- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Co-Administrator or designee's concurrence.
 - b) Brandished a knife at another person.
 - c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, *et seq.*
 - d) Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Penal Code Section 288a, or committed a sexual battery as defined in Penal Code Section 243.4.

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

The Charter School will use the following definitions:

- The term "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.

- The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.
- The term “destructive device” means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb; (B) grenade; (C) rocket having a propellant charge of more than four ounces; (D) missile having an explosive or incendiary charge of more than one-quarter ounce; (E) mine; or (F) device similar to any of the devices described in the preceding clauses.

Alternatives to suspension or expulsion will first be attempted with students who are truant, tardy, or otherwise absent from assigned school activities.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by a member(s) of the Administrative Team with the student and the student’s parent/guardian and, whenever practical, the teacher, supervisor or school employee who referred the student.

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

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. Penalties shall not be imposed on a student for failure of the student's parent/guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent/guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, a member(s) of the Administrative Team shall make a reasonable effort to contact the parent/guardian in person, by email, or by telephone, which shall be documented. Whenever a student is suspended, the parent/guardian shall be

notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student as well as the date the student may return to school following the suspension. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Placement/Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

Upon a recommendation of expulsion by a member(s) of the Administrative Team, the student and the student's parent/guardian shall be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student and the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference.

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

4. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 8, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

D. Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial Charter Council following a hearing before it or by the Charter Council upon the recommendation of a neutral and impartial Administrative Panel to be assigned by the Charter Council as needed. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the student or a Charter Council member. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Charter Council shall make the final determination.

E. Expulsion Procedures

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

In the event an Administrative Panel hears the case, it will make a recommendation to the Charter Council for a final decision whether to expel. The hearing shall be held in closed session (complying with all student confidentiality rules under FERPA) unless the student makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

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

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;

6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the Charter School or the entity conducting the hearing. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) days' notice of their scheduled testimony; (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent/guardian, or legal counsel; and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the entity conducting the hearing finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present

evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the entity conducting the hearing shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the entity conducting the hearing from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

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

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the Charter Council or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an

unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have their testimony heard in a session closed to the public.

I. Expulsion Decision

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Charter Council who will make a final determination regarding the expulsion. The Charter Council shall make the final determination regarding the expulsion within ten (10) school days following the conclusion of the hearing. The decision of the Charter Council is final.

If the Administrative Panel decides not to recommend expulsion, or the Charter Council ultimately decides not to expel, the student shall immediately be returned to their previous educational program.

J. Written Notice to Expel

A member(s) of the Administrative Team, following a decision of the Charter Council to expel, shall send written notice of the decision to expel, including the Charter Council's adopted findings of fact, to the student and the student's parent/guardian. This notice shall also include the following:

1. Notice of the specific offense(s) committed by the student.
2. Notice of the student's or the student's parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status at ACA.
3. Information regarding alternative educational placement options, rehabilitation and reinstatement eligibility.

A member(s) of the Administrative Team shall send a copy of the written notice of the decision to expel to the District. This notice shall include the following:

1. The student's name.
2. The specific expellable offense(s) committed by the student.
3. Information regarding alternative educational placement options, rehabilitation and reinstatement eligibility.

Additionally, in accordance with Education Code Section 47605(e)(3), upon expulsion of any student, the Charter School shall notify the superintendent of the school district of the pupil's last

known address within thirty (30) days, and shall, upon request, provide that school district with a copy of the cumulative record of the student, including a transcript of grades or report card and health information.

K. Disciplinary Records

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

L. No Right to Appeal

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

M. Expelled Students/Alternative Education

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

N. Rehabilitation Plans

Students who are expelled from ACA shall be given a rehabilitation plan upon expulsion as developed by the Charter Council at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the student may reapply to the Charter School for readmission.

O. Readmission or Admission of Previously Expelled Student

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

P. Notice to Teachers

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

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

1. Notification of SELPA

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

2. Services During Suspension

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

3. Procedural Safeguards/Manifestation Determination

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

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

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

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent/guardian and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

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

4. Due Process Appeals

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

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

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing. In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in

placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

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

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

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

6. Interim Alternative Educational Setting

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

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

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

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

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.

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

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

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

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

ELEMENT 11: EMPLOYEE RETIREMENT SYSTEMS

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

All eligible employees of the Charter School will participate in a qualified retirement plan, either the State Teachers' Retirement System ("STRS"), or federal social security. The Charter School, specifically the Administrative Team, shall be responsible to ensure that arrangements for retirement coverage are made for all employees.

ELEMENT 12: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

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

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

ELEMENT 13: EMPLOYEE RETURN RIGHTS

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

All applicants for positions at ACA will be considered through an open process, and if hired, will enter into an employment agreement with The Learner-Centered School, Inc. The Charter School is independent from the District and any District employees who choose to work at ACA shall resign their status as permanent employees of the District and all of their rights and benefits thereof. All persons employed at the Charter School shall not be deemed to be employees of the District for any purpose whatsoever. Employees at ACA shall have no employment rights of any kind with the District unless specifically granted by the District.

No public school district employee shall be required to work at the Charter School or to be employed by The Learner-Centered School, Inc. Employees of the District who choose to leave the employment of the District to work at the Charter School will have no automatic rights of return to the District after employment at the Charter School unless specifically granted by the District through a leave of absence or other agreement. The Learner-Centered School, Inc. employees shall have any right upon leaving the District to work in the Charter School that the District may specify, any rights of return to employment in a school district after employment in the Charter School that the District may specify, and any other rights upon leaving employment to work in the Charter School that the District determines to be reasonable and not in conflict with any law. Credentialed teachers will be granted sick leave and transfer service credit up to seven (7) years. The Learner-Centered School, Inc. reserves the right to change or discontinue this transfer credit policy at any time without the need to seek a material revision of the charter. Employment at the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

The Charter School will develop and maintain an Employee Handbook detailing the rights and responsibilities of all employees at ACA and shall comply with all anti-discrimination and sexual harassment employment laws applicable to public agencies. No later than August 15th of each year, the Charter School shall provide the District with an electronic copy of the Employee Handbook. The Charter School shall annually update and revise the Employee Handbook to reflect changes in the law and/or policies. The Charter School shall be solely responsible for the hiring and compensation of Charter School employees, including but not limited to, salary, health benefits, sick leave, vacation, and retirement benefits. The Charter School shall notify all applicants for positions with ACA that accepting employment at ACA may exclude the applicant from further coverage in the applicant's current retirement system.

Upon request, the Charter School shall provide the District proof of employment of at least one (1) appropriately credentialed full-time equivalent teacher for each thirty (30) pupils of projected or actual enrollment at ACA for that school year, unless an alternative grade level or class configuration is mutually agreed upon by the parties. The Charter School agrees to employ teachers according to applicable state law. As part of the District's oversight responsibilities, the

District reserves the right to review Charter School's hiring policies and procedures to ensure compliance with applicable federal and state law and to determine whether a teacher is appropriately credentialed.

ELEMENT 14: DISPUTE RESOLUTION PROCEDURES

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

A. Disputes with the District

In the event of any dispute between the Charter School and the District, excluding any dispute that in any way relates to revocation of this Charter, the Charter School and the District agree that the complaining party shall prepare a written statement of the dispute which shall be simultaneously submitted to the District Superintendent and the Charter School's Administrative Team. The Administrative Team and the Superintendent shall meet and confer within five (5) business days from the date of receipt of the written statement and attempt to resolve the dispute. In the event the matter is not resolved, the parties shall identify two members of their respective governing boards who shall meet with the Superintendent and a member(s) of the Administrative Team within ten (10) business days and attempt to resolve the dispute. If this meeting fails to resolve the dispute, either party may, within five (5) business days following the meeting, submit the matter to a mutually agreeable mediator if the County Superintendent will not hear the matter, for final determination in accordance with any procedure determined and prescribed by the mediator. Review by the mediator to be held no later than forty-five (45) business days of receipt of the initial dispute statement. If the parties are unable to resolve the matter before the mediator, they may pursue any other remedy available at law. The cost of the mediator shall be equally split between the Parties.

B. Disputes Arising from Within the School

Disputes arising from within the Charter School, including all disputes among and between staff, volunteers, advisors, partner organizations and Charter Council members, shall be resolved pursuant to policies and processes developed by the Charter School. The District shall maintain the confidentiality of any and all ACA student and employee information that it may come across or possess as a result of its supervision and oversight responsibilities to ensure that the right to privacy of both students and employees is not violated.

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

ELEMENT 15: CLOSURE PROCEDURES

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

The following procedures shall apply in the event that ACA closes. The following procedures apply regardless of the reason for closure.

Closure of ACA will be documented by official action of the Charter Council. The action will identify the reason for closure, whether ACA's charter was revoked, not renewed, or closed voluntarily, and the effective date of the closure. Where possible, the Charter School closure will take effect at the end of a fiscal year, and the decision to close the Charter School, for any reason, will be made at least sixty (60) days in advance of the effective date of the Charter School's closure.

The Charter Council will identify an entity ("Entity") responsible for closure-related activities as well as an individual who will serve as the official contact for purposes of implementing school closure in accordance with the Charter School's plan for closure and transition of students. The Charter School shall ensure that the Entity is experienced in dissolution and closure of public educational programs and the Entity complies with all legal requirements regarding the confidentiality of student records.

The Administrative Team of ACA will be the staff members responsible to serve as the official contact for purposes of implementing the closure protocol and its plan for maintaining and transferring student records. If ACA is closed by the Charter Council, or if ACA's charter is revoked by the District, the Entity will promptly notify the District, the County Office of Education, the Charter School's SELPA, the retirement systems in which the ACA's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), the California Department of Education, other local public school districts that might expect to receive transferring former students of ACA, and all students, parents, and ACA employees and contracted personnel, of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the students' school districts of residence; and the manner in which parents/guardians may obtain copies of student records, including specific information on completed courses and credits that meet graduation requirements.

The Charter Council will ensure that the notification to the parents and students of ACA of the closure provides information to assist parents and students in locating suitable alternative programs. The notification shall include identification of the name and contact information of the person or persons to whom questions and all reasonable inquiries may be made from both the Charter School and the District. This notice will be provided promptly following the decision to close the Charter School.

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

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

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

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

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

On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending ACA, shall be distributed in accordance with the Corporation's Articles of Incorporation, except as set forth below. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

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

As ACA is operated by a nonprofit public benefit corporation, should the Corporation dissolve with the closure of ACA, the Charter Council will follow the procedures set forth in the California Corporations Code for the dissolution of a nonprofit public benefit corporation and

file all necessary filings with the appropriate state and federal agencies. The Charter School's reserves will be used to undertake the procedures identified above.

MISCELLANEOUS CHARTER PROVISIONS

Governing Law: The governing board of a school district shall require that the petitioner or petitioners provide information regarding the proposed operation and potential effects of the charter school, including, but not limited to, the facilities to be used by the school, the manner in which administrative services of the school are to be provided, and potential civil liability effects, if any, upon the charter school and upon the school district. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate. The petitioner or petitioners also shall be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cashflow and financial projections for the first three years of operation. If the school is to be operated by, or as, a nonprofit public benefit corporation, the petitioner shall provide the names and relevant qualifications of all persons whom the petitioner nominates to serve on the governing body of the charter school. Education Code Section 47605(h)

FACILITIES:

ACA is located at 3325 Hacienda Way in Antioch, California (“Site”). The Charter School shall comply with all applicable state and federal laws regarding the use of the Site as school facilities, shall maintain all required property and liability insurance for the Site, and shall indemnify the District against any and all claims involving or occurring at the Site as set forth more fully in this charter.

ADMINISTRATIVE SERVICES:

The Charter School shall be solely responsible for providing all administrative and/or personnel services provided at ACA and/or by a qualified vendor (“Vendor”), including but not limited to payroll, State Teachers’ Retirement System reporting and contributions, accounting and fiscal services, accounts payable, and as set forth in the charter.

The Charter School has retained the services of Young, Minney & Corr, LLP a full-service charter school law firm that represents a majority of California’s charter schools to ensure that the charter school’s operations are legally compliant. The Charter School has also contracted with Delta Managed Solutions, LLC., for administrative support services, including, but not limited to, budget reporting, payroll, attendance accounting, and accounts payable. Lastly, the Charter School has a membership with the Charter Schools Development Center for technical support services.

POTENTIAL CIVIL LIABILITY EFFECTS:

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

Pursuant to Education Code Section 47604(d), a chartering authority that grants a charter to a charter school operated by a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the chartering authority has complied with all oversight responsibilities required by law. The Charter School shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of the Charter School.

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

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

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

TRANSPORTATION:

The Charter School shall not provide transportation to students enrolled in ACA, except to the extent necessary or desirable for instructional purposes, as determined by the Charter School and at the sole cost and expense of the Charter School, or as required by law. The Charter School shall ensure that ACA fieldtrip consent and medical insurance forms are consistent with District forms. The District shall not provide transportation to any student enrolled in ACA or otherwise be responsible for paying any costs in connection with transporting ACA students.

FOOD SERVICES:

The Charter School may contract with the District's Department of Nutrition Services, or a qualified vendor, to provide food services at ACA subject to a separate agreement with the District or vendor. If the Charter School and District execute an agreement for the provision of food services at ACA, any additional costs not covered by federal and state nutritional grants shall be borne by the Charter School. The District shall not provide or otherwise be responsible for paying any costs in connection with food service to ACA students.

EQUIPMENT AND MATERIALS:

All equipment and materials purchased by the Charter School with Average Daily Attendance ("ADA") funding generated by students enrolled in ACA, shall remain the property of the Corporation upon closure of ACA. If the Charter School is required by the State of California to liquidate such equipment or materials to repay or return State funds upon closure of ACA, all

remaining equipment and materials shall remain the property of the Corporation. The Charter School shall be solely responsible for maintaining such equipment and/or materials in good working order and may not use such equipment and/or materials for any personal or private use. The Charter School shall mark and identify, and maintain a written inventory of, all such equipment and materials.

DEFENSE AND INDEMNITY:

With respect to its operations under this charter, the Charter School and the Corporation shall, to the fullest extent permitted by law, defend, indemnify, and hold harmless the District and its officers, agents, servants, representatives and employees from and against any and all claims, including but not limited to, misuse of public funds, failure to identify special needs students, loss of use, liability for damages, demands, actions and proceedings that actually or allegedly arise in any manner from the Charter School's operations, or use and occupancy of the facility, and all costs and expenses connected therewith, including reasonable attorneys' fees, of whatsoever cause or nature on account of any damage to or the loss or destruction of any property, including property of employees of District, or injury to or death of any person, including ACA students, Charter School employees, and District students and employees, caused in whole or in part by any negligent act or omission of the Charter School, or any of their officers, agents, servants, representatives, employees or subcontractors, anyone directly or indirectly employed by any of them, or anyone for whose acts any of them may be liable. The Charter School shall also indemnify and hold the District and its officers, agents, servants, representatives and employees, harmless from and against all claims and liens of all persons based upon the furnishing of labor or materials in connection with the performance of work or other operations under this Charter, including, but not limited to, reasonable attorneys' fees incurred by the District. The indemnification provisions contained in this charter include but are not limited to any violation of applicable law, ordinance, regulation or rule, including where the, loss of use, liability for damages, claim, demand, action, proceeding or cost and expense was caused by deliberate, willful, or criminal acts of the Charter School, or any of their officers, agents, servants, representatives, employees or subcontractors, anyone directly or indirectly employed by any of them, or anyone for whose acts any of them may be liable or their performance under the terms of this Charter. The indemnity provisions of this Charter shall survive the expiration or earlier revocation of this Charter.

INSURANCE COVERAGE:

The Charter School shall take out and maintain, during the term of this charter, such public liability and property damage insurance as shall protect the District, its officers, agents, servants, representatives and employees from all claims for personal injury, including accidental death, to any person, as well as from all claims for property damage arising from operations under this Charter.

Coverage amounts consistent with those specified in the MOU between the Charter School and District shall be maintained.

The Charter School shall not issue enrollment packages to prospective students, enter into

employment contracts, or otherwise engage in activities related to instruction under the charter until all required insurance certificates have been delivered to the District. The insurance policies shall include the following: (1) a clause stating: “This policy shall not be canceled or reduced in required limits of liability or amounts of insurance until notice stating the date of cancellation or reduction has been mailed to the Antioch Unified School District. Date of cancellation or reduction may not be less than thirty (30) calendar days after date of mailing notice;” (2) language stating in particular who is insured, extent of insurance, locations and operations to which insurance applies, expiration date, to whom cancellation or reduction notice will be sent; and (3) a statement that the District and its officers, employees and agents are named as additional insured by way of endorsement to the policy described and that such insurance policy shall be primary to any insurance or self-insurance maintained by the District. Each insurance company shall be an insurer admitted to do business in California with a “VI” or better rating according to the current edition of Best’s Insurance Reports.

The foregoing requirements as to the types and limits of insurance coverage to be maintained by the Charter School, and any approval of said insurance by the District, or its insurance consultant(s), are not intended to and shall not in any manner limit or qualify the liabilities and obligations otherwise assumed by the Charter School pursuant to this charter, including but not limited to, the provisions concerning indemnification.

Except as set forth in an MOU between the District and the Corporation, the Corporation shall take out and maintain, during the term of the charter, a workers’ compensation policy written in accordance with the laws of the State of California and providing coverage for any and all employees of the Corporation. This policy shall provide coverage for workers’ compensation as required under California law and within statutory limits. At a minimum, this policy shall provide coverage of \$1,000,000 per occurrence for Employers’ Liability.

The Charter School shall take out and maintain, during the term of the charter, all insurance policies provided for in the charter, including directors and officer’s insurance, and employment practices insurance, and shall name the District as an additional insured party.

BUDGET and DIRECT FUNDING:

Attached please find the Charter School’s budget and cash flow for the next three years of operation.

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

1. By July 1, a preliminary budget for the current fiscal year.
2. By July 1, an annual update (LCAP) required pursuant to Education Code Section 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes

through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, California Department of Education and County Superintendent of Schools.

4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

The Charter School elects to receive the state funding through the local control funding formula directly in accordance with Education Code section 47651(a)(1). Funds for ACA shall be deposited directly into an account for the "Antioch Charter Academy" with the Contra Costa County Office of Education (CCCOE). The Charter School recognizes that the District shall have no responsibilities for funding ACA beyond the actual funding received for ACA.

The Charter School agrees that all funding received for ACA, from any and all sources, including but not limited to all funding sources set forth in the charter or any MOU or agreement with the District, shall be used exclusively to operate ACA, and shall not be used, either directly or indirectly, or by loan or gift, to fund, assist, pay for the debts of, or towards the operation of, any other school or establishment managed, controlled, or operated by the Corporation, or its members, officers, agents, servants, and employers, or for any other purpose whatsoever.

ATTENDANCE REPORTING, SCHOOL CALENDAR, BELL SCHEDULE, AND OTHER DATA:

The academic school year will be recommended by ACA staff and approved by the Charter Council in conjunction with the requirements of the State of California and take into consideration the District's calendar. The Charter School shall develop and provide the District with a copy of ACA's annual attendance calendar, bell schedule and instructional minutes for the upcoming school year by July 30th each year for which it is in existence. The Charter School shall maintain at least one hundred seventy-five (175) days of instruction (5 CCR Section 11960), barring emergency school closures, and no less than the minimum number of instructional minutes required by Education Code Section 47612.5(a)(1) for each grade level.

The Charter School shall establish and maintain an attendance reporting system to record and account for ACA's ADA, as defined in Title 5, California Code of Regulations section 11960. The Charter School will timely report ADA figures to the District as necessary to enable the Charter School to receive the funding specified in this charter. Upon request, the Charter School shall provide the District with a monthly enrollment report, including the names and addresses of all students enrolled in ACA, no later than the 15th calendar day of the following attendance month. The Charter School shall provide all data and reports required by law to the District in hard copy and electronic data files, including, but not limited to, the following: CBEDS, actual ADA reports, all financial reports required by Education Code Sections 47604.33 and 47605(m),

the School Accountability Report Card and the LCAP. The Charter School shall submit enrollment and demographic information to California Longitudinal Pupil Achievement Data System ("CALPADS"), to the extent and in the manner specifically required by law or regulations applicable to charter schools. Upon request, the Charter School shall provide the District with documentation of the teacher/student ratio for ACA.

COMPLIANCE WITH EXTERNAL SOURCE FUNDING REQUIREMENTS:

The District and the Charter School shall comply with all terms and conditions, of any external source funding requirements applicable to funding received by the District on behalf of ACA, if any. Upon reasonable advance written request by the District, the Charter School shall provide evidence to the District that the Charter School is in compliance with all such requirements and shall provide the District with all reports, data, and information reasonably necessary for the District to meet any reporting, certification, or other requirements for such funding.

Appendices

Appendix A: Curriculum Chart by Level Antioch Charter Academy

Primary and Elementary Montessori classrooms offer a dynamic and nurturing environment where children are empowered to explore, discover, and learn at their own pace. Rooted in the Montessori philosophy, our classroom fosters independence, creativity, and a deep love of learning through hands-on materials and purposeful work. Students engage in self-directed learning across core areas including Practical Life, Sensorial, Language, Math, and Cultural Studies. We integrate the Common Core State Standards (CCSS), ensuring students develop essential skills in reading, writing, mathematics, and critical thinking. This blending of Montessori principles with current CCSS curriculum allows each child to grow academically, socially, and emotionally in a holistic, student-centered learning environment.

Primary (TK/K)

Language Arts	Math	Science	Social Studies
-Montessori Curriculum and Materials -Lindamood-Bell Seeing Stars program -Making Words -Hands on and manipulative based materials from Lakeshore -Zoo Phonics -Journal Writing -Read Aloud Stories	-Montessori Curriculum and Materials -Lindamood-Bell On Cloud Nine program -Manipulative based materials from Lakeshore -Calendar Time	-Weather Patterns (Year-round as part of daily Calendar time) -Plants and Animal Needs Unit -Plants and Animals Change Their Environment Unit -Montessori Botany and Nomenclature Materials -Montessori Zoology and Nomenclature Materials -Field trips to learn about local plants and animals	-Daily Calendar time -Social Emotional Learning and Lifeskill targeted Read Aloud stories -Montessori Landforms materials -Montessori Puzzle Maps and Globe -Field trips to learn about community workers -Holiday units such as Veteran's Day, Thanksgiving, Martin Luther King Jr. Day, Presidents Day, etc. -International Day Celebration -Ability Awareness - United States symbols, pledge, and songs -Class Musical-Bad Wolf Press

Elementary (1st - 3rd grade)

Language Arts	Math	Science	Social Studies
-Lindamood Bell - Seeing Stars and V.V -Montessori Curriculum and Materials -Handwriting without Tears -Guided Phonics -Read Aloud -Young Authors -Reading Fluency -Weekly Sight Words --STAR Renaissance -Scholastic Publications	-Montessori Curriculum and Materials -Lindamood bell -Cloud 9 -Calendar -STEM -Khan Academy -STAR Renaissance	-Great Lessons -Zoology -Botany -Astronomy -Physical Science -Science, Technology, Engineering, Arts, and Math ("STEAM") -Field trips -3-year mixed cycle of NGSS for 1st, 2nd and 3rd standards	-Geography -Continental Study - 2 continents per year -Science, Technology, Engineering, and Math ("STEM") -Cultural Day Celebrations -Holiday units such as Veteran's Day, Thanksgiving, Martin Luther King Jr. Day, Presidents Day, etc. -Black, Women's, Hispanic History Month, etc. -pledge -Social Emotional Learning and Lifeskill targeted Read Aloud stories -Class Musicals

Intermediate (4th - 6th grade)

Intermediate and Middle School uses Highly Effective Teaching curriculum planning to create interdisciplinary trimester long units. Staff bring their own strengths and incorporate student interests into the curriculum. Each trimester the reading/writing skills, science, history, and technology content are integrated into the theme. In addition, connections are made with current events, graduate goals, guest speakers and study trips. Also, students participate in Social Political Action (SPA) projects. The California Common Core Standards are at the forefront of all curriculum planning.

Language Arts	Math	Science	Social Studies
-Scholastic Publications -Online Reading Passages (ex: CommonLit, Newsela, etc.) -Class novels based on theme -Writer's Workshop/Write Source/Writer's Express -Young Authors, National Novel Writing Month	-State Approved Common Core Aligned Math Publication (Ex: Pearson Education, Common Core Worksheets, Math Antics) -College Preparatory Math (CPM) -STEAM/Application	-3 year mixed cycle of NGSS for 4th, 5th, 6th standards -Teacher created curriculum -Hands on science activities (ex: Scholastic Science Units, FOSS, Kesler Science Units,	-3 year cycle of California, US, and World history -Teacher created curriculum -Social Studies Weekly/Online Articles -California Weekly Explorer

Language Arts	Math	Science	Social Studies
-Spelling & grammar programs -Journal/Free writes -LMB Visualizing & Verbalizing -STAR/Freckle -Silent Sustained Reading (SSR)	Class: Geometry standards for 4th, 5th, & 6th	Generation Genius, etc.)	Walk Through -Study Trips based on unit of study -Social Studies research project -Scholastic Publications -Interact Social Studies Units

Middle School (7th & 8th grades)

Language Arts	Math	Science	Social Studies
-Various Literature books, vocabulary instruction, book club, reflection instruction -Understand the Writing Process -Writing Informatively -Write Persuasively -Rhetorical Writing -Citing Evidence and Close Reading -Analyzing Evidence -Science and Math Writing -Speech Writing/presenting -Narrative Writing -Freckle STAR Renaissance -CommonLit and NewsELA -Duolingo -Poetry (various sources) -Various Making Thinking Visible Routines and NSRF Protocols	-College Preparatory Math (CPM) for 7th, 8th, -Financial Literacy through “Next Generation Personal Finance” -Khan Academy -Teacher Desmos -Prodigy Math -Freckle Math -Additional teacher created materials	-Teacher created materials based on CA Science Framework 7th and 8th grade Integrated Story Lines -Project Based Learning (PBL) Projects on Earth Science, Rockets/Physics, and Food Industry/Health -Connections to Big Break and Family Harvest Farm to do ecology studies -Outdoor Ed: Yosemite Institute -Health (CA Health Standards) 3 R’s (Rights, Respect, Responsibility) Lessons	- American History/Government -A Young People's History of the United States -Learning for Justice curriculum and Positive Discipline Lessons -Museum of Tolerance, Getty Museum -Project Based Learning (PBL) Projects on the Middle Ages, Renaissance, American History, Entrepreneur /Business, Human-Centered Design, Career development. -World History -Various Current Event resources. Article of the Week, iCivics, CommonLit articles, NewELA

Appendix B School Wide Graduate Goals and Outcomes for 8th Grade

ACA SCHOOL WIDE PERFORMANCE GOALS	OUTCOMES FOR 8 th GRADE
1. Communicate clearly and effectively with others orally and in writing in academic and social environments.	*Show competency in communication in Math, Science, Social Studies, Technology, Language Arts, Reading, Writing, Art, Music, Physical Ed., Speaking and Listening. (All subjects) *Show competence in social settings (playground, classroom, etc.)
2. Be able to work collaboratively and cooperate with others.	*Exhibit cooperative, kind, respectful behavior with others.
3. Demonstrate and apply mastery of academic content.	*Show mastery of academic Standards in Math, Science, Social Studies, ELA, Technology.
4. Be able to organize materials and self.	*Show competency in keeping subject materials and work spaces organized in ALL subjects.
5. Be able to manage time effectively.	*Show competency in meeting ALL subject area deadlines, come to groups, classes, and activities on time.
6. Be able to accomplish goals.	*Be able to set beginning of the year goals, make plans to reach goals, evaluate goal attainment. *Be able to create and use rubrics effectively to attain understanding in ALL subjects.
7. Be able to work independently.	*Exhibit that he/she can complete specific class work/project without assistance in ALL subjects.
8. Identify themselves as lifelong learners.	*Exhibit excitement about learning, future higher educational opportunities and careers.
9. Demonstrate use of Lifeskills and Lifelong Guidelines in daily life.	*Exhibit behavioral evidence of striving for personal best, by using the Lifelong Guidelines and Lifeskills in ALL subjects and personal interactions.
10. Have and show respect to others and self, including respect to diversity.	*Exhibit respectful behavior toward others, self, and the environment in general and All subjects. *Pursue healthy habits
11. Be able to contribute to society and feel empowered to make change.	*Exhibit empowered behaviors *Participate in and/or initiate service projects that benefit families, school, and/or community. *Exhibit contribution to society through application of talents, Lifelong Guidelines and subject competencies.
12. Demonstrate an understanding and appreciation of the Enrichment Program and the Arts.	*Exhibit excitement, creativity, self-awareness, and participation in the Enrichment Program(s) and the Arts.
13. Be able to think creatively and innovate.	*Exhibit creativity in ALL subjects. *Make connections across subject areas. *Use innovation in subject areas.

APPENDIX C: LCAP Goals, State Priorities, Actions, and Measurable Outcomes for 2025-2026

The most current LCAP and Budget Overview for Parents may be found at <https://antiochcharteracademy.org>

Goal 0: Have qualified credentialed teachers partner together in grade level clusters with approximately 20 students per teacher in multi-age settings (TK-K, 1st-3rd, 4th-6th, 7th-8th).			
State Priorities	Actions	Measurable Outcomes	Baseline Outcomes
State Priority 1: Basic Conditions of Learning	- Hire teachers with the valid CTC teaching certificate, permit, or other document required for the teacher's certificated assignment. - Group students into multi-age level groupings. Assign 21 students per teacher. Maintain small class sizes to allow for individualized instruction. - ACA will encourage team teaching and collaborative lesson planning. - Common planning time will be provided for collaboration amongst teachers and across grade levels by hiring Wonderful Wednesday staff. - Provide four hours of common planning time for collaboration amongst level teachers and across grade levels by implementing the Wonderful Wednesday Enrichment program.	- 100% of teachers will hold a valid CA CTC teaching certificate, permit, or other document required for their assignment as multiple subject teachers. - Grade levels will be organized into multi-grade level groupings of TK-K, 1st-3rd, 4th-6th, 7th-8th.	100% of teachers hold a valid CA CTC teaching certificate, permit, or other document required for their assignment as multiple subject teachers. - Grade levels are organized into multi-grade level groupings of TK-K, 1st-3rd, 4th-6th, 7th-8th.

Goal 1: ACA will develop curriculum and assessments for Language Arts and Math instruction that align with the Common Core State Standards			
State Priorities	Actions	Measurable Outcomes	Baseline Outcomes
State Priority 2: Conditions of Learning	- Maintain alignment of language arts and math instruction and assessments with Common Core Standards and CELD standards. - Staff will complete professional development to increase teacher proficiency in integrating ELD, Montessori	- Staff will evaluate local assessments in an ongoing process, aligning those assessments to CCSS, CELD Standards	- Standard met per California State Dashboard for Priority 2: State Standards (Conditions of Learning). - Maintenance

	curriculum, Project-Based Learning and HET philosophies and pedagogies - Continue to institute research-based ELA/math instruction and assessments aligned with CCSS, CELDS, PBL and Montessori.		
Goal 2: Include parents as a vital part of our school's dynamics and make them partners in their child's education			
State Priorities	Actions	Measurable Outcomes	Baseline Outcomes
State Priority 3: Parent and Family Engagement	-Seek parent input in decision-making. -Promote parental participation in program for unduplicated pupils -Promote parental participation in programs for individuals with exceptional needs (IEP/504 plan) -Provides training and opportunities for parents and families to learn about ACA and school plans, programs, and activities. -ACA will include parents, students, and families in developing strategies to improve academic achievement and the social, emotional, and physical well-being of all students.	-Parents are offered numerous volunteer opportunities throughout the year (i.e., in-class, book fair, crosswalk supervision, fundraising, field trips, special event needs, etc.), which are communicated through weekly school and classroom newsletters and social media. -Parent education meetings were held throughout the year. -In 2024-2025, ACA created an ELAC, elected an ELAC Board from parents of ELL students, and held three meetings during the school year to support the ELL students and families at ACA. -Initial implementation of parental participation in programs for individuals with exceptional needs (IEP/504 Plan students). Parents meet with classroom teachers and Education	-Full implementation of parental participation in programs for unduplicated pupils, for individuals with exceptional needs (IEP/504 Plan students). Standard met per California State Dashboard for State Priority 3: Parent and Family Engagement.

		Specialists annually to review IEPs/504s. Parent support meetings have been scheduled -Provide training and opportunities for families to learn, plan and develop strategies to improve academic achievement, social, emotional, physical well-being of all students.	
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Goal 3: Students will show progress toward or meet grade-level standards in math			
State Priorities	Actions	Measurable Outcomes	Baseline Outcomes
State Priority 4: Student Achievement	-Bridge math curriculum between the levels. - Continue to institute new research-based math programs, training, and materials based on student needs. -Identify all students not performing at Proficient or above on CAASPP/local assessments. Track the progress/ development of each student's math skills over time. -Partner with WestEd to evaluate current math program -Train new staff in Lindamood Bell On Cloud Nine. -Offer RtI interventions and On Cloud Nine small group support for At-risk and struggling students. -Continue to provide an after-school math program to support student learning through targeted, individualized instruction	- DASHBOARD STATE INDICATOR: Academic Math -STAR Renaissance Math Student Growth Percentile - Staff training/ professional development specific to improving math scores.	ACA 2024 Dashboard performance color is "Orange." -ACA's math score is 43 points below standard compared to the State, which is 47.6 points below standard. -ACA had two total student groups (Hispanic and White), which were both "orange" * Hispanic subgroup (43 students) is 64.6 points below standard and declined 10.4 points from the prior year. * -White subgroup (32 students) is 58.3 points below standard and declined 10.9 points from the prior year. * -English Learners "No Performance Color" (20 students) are 57 points below standard and maintained -2.7 points from the prior year. * -Socioeconomically Disadvantaged Learners "orange" (31 students) are

	(priority placement for our unduplicated student groups. -Offer a Summer STEAM program to mitigate learning loss. -Maintain small class sizes to allow for individualized instruction.		49.8 points below standard and declined 4.3 points from the prior year.
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Goal 4: Students will show progress toward or meet grade-level standards in English Language Arts.			
State Priorities	Actions	Measurable Outcomes	Baseline Outcomes
State Priority 4: Student Achievement	-Offer RtI intervention and Seeing Stars or Visualizing & Verbalizing small group support for at-risk, struggling, and unduplicated students. -Maintain alignment of all reading instruction with Common Core Standards. Utilize Seeing Stars and Visualizing & Verbalizing techniques in everyday reading instruction. -Train new staff in Lindamood Bell Seeing Stars and Visualizing/Verbalizing. -Maintain small class sizes to allow for individualized instruction.	-STAR Renaissance Reading Student Growth Percentile - DASHBOARD STATE INDICATOR: Academic English Language Arts - DASHBOARD STATE INDICATOR: English Learner Progress Indicator -EL Reclassification Rate	ACA 2024 Dashboard performance color is “Yellow.” -ACA ELA score is 2.7 points below standard compared to the State, which is 13.2 points below standard. The score declined 11.1 points from the prior year. -ACA student groups: * (Orange) Hispanic subgroup (43 students) is 16.3 points below standard and maintained -1.8 points from the prior year. * (Orange) White subgroup (32 students) is 29.1 points below standard and declined 27.8 points from the prior year. * (No Performance Color) -English Learners (20 students) are 39.5 points below standard and declined 6 points from the prior year. * (Orange) -Socioeconomically Disadvantaged Learners (31 students) are 9.1 points below standard and declined by 3.4 points from the prior year.

Goal 5: To present a highly successful program for all students through critical thinking activities, acknowledging individual strengths, and awareness and celebration of diverse learning styles.			
State Priorities	Actions	Measurable Outcomes	Baseline Outcomes
State Priority 5: Student Engagement	-ACA will tailor instruction and curriculum to meet the diverse needs of individual students. -ACA will track student absences and inform parents as their student approaches or exceeds 10 absences. -ACA will utilize the ACA SARB board to create a student attendance plan for students who have an excessive amount of absences. -Maintain small class sizes to allow for individualized instruction.	-Attendance rate -DASHBOARD STATE INDICATOR: Chronic Absentee -Middle School dropout rate.	- ACA P2 attendance rate for the 2024-25 school year: 98.8% * - Classroom-based attendance was 94.2%. * - Non-classroom-based attendance 4.6% -The California State Dashboard shows ACA is “orange” for 2024 because the rate was increased to 4.2% of students chronically absent, compared to the State, which is 18.6%. - 0% middle school dropout rate

Goal 6: To create unique learning experiences in all subject areas that are meaningful to all students.			
State Priorities	Actions	Measurable Outcomes	Baseline Outcomes
State Priority 7: Course Access	-All academic content areas and all curricular activities will be available to all students, including unduplicated students, and students with exceptional needs (IEP/504 Plan students). -ACA will maintain an emphasis on enrichment instruction through the Wonderful Wednesday classes, which include art, music, PE, and Personal Safety for all students. Offer a variety of elective courses to 4th to 8th-grade students, including instrumental music and classes based on student interest.	-Percent participation in a broad course of study.	-All students, including all subgroups, and students with exceptional needs (IEP/504 Plan students) have access to mathematics, English Language Arts, social studies, science, music, art, and physical education. -Standard Met: Dashboard Local Indicators (2024) - Access to a Broad Course of Study

Goal 7: To create classroom settings that address individual needs with regards to academics, emotional and physical structure, and time management.			
State Priorities	Actions	Measurable Outcomes	Baseline Outcomes
State Priority 6: School Climate	Suspension Rates -ACA will maintain small class sizes of approximately 21 students or less allowing for stronger connections. -ACA will work to achieve mastery of basic academic concepts and ownership by designing a curriculum based on student strengths, interests, and choices. -Staff will teach and demonstrate the use of Lifeskills and Lifelong guidelines. -Cross-grade level interactions are encouraged using School Families and whole-school activities. School philosophies -Offer empowerment for self and others through Positive Discipline. -Empower learners through Brain-Compatible learning to internalize concepts through repetition, absence of threat, immediate feedback, and adequate time. -Work to achieve mastery of basic academic concepts and ownership by designing a curriculum based on student strengths, interests, and choices. -Teach and demonstrate the use of Lifeskills and Lifelong Guidelines. School-wide activities -Encourage cross-grade level interactions and community building through the use of School Families. -Continue School of Choice Week, the Great Kindness Challenge, or similar community-building activities. -Increase SEL support for students by researching evidence-based interventions, assessing the current state of SEL within the school,	-Student Survey -Pupil expulsion rates -DASHBOARD STATE INDICATOR: Suspension Rate	-The student survey reports that 71.9% of students feel safe at school (27% strongly agree, 44.9% agree, and 20.2% neutral). -0% of students were expelled in 2024-25. -State Dashboard for 2024 shows “Blue” for Suspension Rate because the percentage of students suspended decreased by 0.5% to 0.5%.

	developing plans for integrating SEL interventions, providing staff training, monitoring the effectiveness of interventions, and adjusting interventions based on feedback and student needs.		
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Goal 8: By the end of 8th grade, students will demonstrate and apply mastery of the academic content by following the ACA Graduate Goals.			
State Priorities	Actions	Measurable Outcomes	Baseline Outcomes
State Priority 8: Other Pupil Outcomes	Graduate Goal Instruction & Reflection - Provide instruction and practice of the ACA Graduate Goals. Intermediate and Middle school students will self-reflect on their progress toward mastering the Graduate Goals at the end of each trimester.	-Graduate Goal rubric scores will be included on report cards for all grades Graduate goals will be reviewed and revised as necessary to align with the necessities of 21st century career and college readiness within the next three years.	-Graduate Goal rubric scores are included on report cards for all grades



State of California
Secretary of State

I, DEBRA BOWEN, Secretary of State of the State of California, hereby certify:

That the attached transcript of 2 page(s) has been compared with the record on file in this office, of which it purports to be a copy, and that it is full, true and correct.



IN WITNESS WHEREOF, I execute this certificate and affix the Great Seal of the State of California this day of

MAY 10 2007

A handwritten signature in cursive script that reads "Debra Bowen".

DEBRA BOWEN
Secretary of State

**CERTIFICATE OF AMENDMENT OF
ARTICLES OF INCORPORATION****ENDORSED - FILED**
In the office of the Secretary of State
of the State of California**MAY 10 2007**

The undersigned certifies that:

1. They are the President and the Secretary, respectively, of The Learner-Centered School, Inc., a California nonprofit public benefit corporation.
2. Article II of the Articles of Incorporation of this corporation is amended to read as follows:

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.

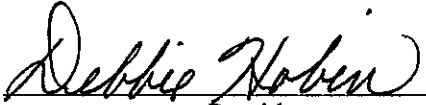
Upon the dissolution or winding up of the Corporation, its assets remaining after payment of all debts and liabilities of the Corporation, shall be distributed to a nonprofit fund, foundation, or association which is organized and operated exclusively for educational, public or charitable purposes and 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.

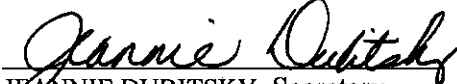
3. The foregoing amendment of the Articles of Incorporation has been duly approved by the board of directors.
4. The corporation has no members.

We further declare under penalty of perjury under the laws of the State of California that the matters set forth in this certificate are true and correct of our own knowledge.

DATE: 5/8/07


DEBBIE HOBIN, President

DATE: 5/8/07


JEANNIE DUBITSKY, Secretary



**BYLAWS
OF
THE LEARNER-CENTERED SCHOOL, INC.**

(A California Nonprofit Public Benefit Corporation)

**ARTICLE I
NAME**

Section 1. NAME. The name of this corporation is The Learner-Centered School, Inc. (the "Corporation.")

**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 1201 W. 10th Street, Antioch, State of California. The Board of Directors may change the location of the principal office. Any such change of location must be noted by the Secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. OTHER OFFICES OF THE CORPORATION. The Board of Directors (also known as the "Charter 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 Corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Corporation Law of California ("Nonprofit Corporation Law") for public and charitable 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. No part of the net earnings, properties, or assets of the Corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the Corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the Corporation shall be distributed to a nonprofit fund, foundation, or association that is organized and operated exclusively for educational, public or charitable purposes and that has established its exempt status under Internal Revenue Code section 501(c)(3) 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.

ARTICLE VI CORPORATIONS WITHOUT MEMBERS

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

ARTICLE VII BOARD OF DIRECTORS

Section 1. **GENERAL POWERS.** Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the Corporation’s activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors (“Board”). The Board may delegate the management of the corporation’s activities to any person(s), management company or committees, however composed, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board.

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

- a. Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; and fix their compensation.
- 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; and designate a place in California for holding any meeting of members.
- 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 evidence of debt and securities.
- d. Adopt and use a corporate seal; prescribe the forms of membership certificates; and alter the forms of the seal and certificates.

Section 3. DESIGNATED DIRECTORS AND TERMS. The number of directors shall be five (5) unless changed by amendments to these bylaws. The Board shall be comprised of parents of current Charter School students and members of the community. The District's Board may appoint a District representative, to be determined by the District, to serve solely as the District's liaison and contact person with the Charter School, but not as a member of its Board of Directors.

All directors shall be designated by the existing Board of Directors. All directors are to be designated at the corporation's annual meeting of the Board of Directors. Qualifications of current and future board members should include:

- Operation of charter schools
- Real estate expertise
- Legal expertise
- Financial expertise
- Fundraising ability
- Significant community involvement within Contra Costa County

Section 4. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. The Corporation shall comply with applicable conflict of interest laws, including the Political Reform Act and California Government Code section 1090, et seq. ("Government Code Section 1090"), as said chapter may be modified by subsequent legislation.

Section 5. DIRECTORS' TERM. Each director shall hold office for two (2) years and until a successor director has been designated and qualified. No board member may serve more than three (3) consecutive terms. After serving three (3) consecutive terms, an individual must take one (1) year off before becoming eligible for Board appointment.

Section 6. NOMINATIONS BY COMMITTEE. The Chairman of the Board of

Directors or, if none, the President will appoint a committee to designate qualified candidates for appointment to the Board of Directors at least thirty (30) days before the date of any appointment of directors. The nominating committee shall make its report at least seven (7) days before the date of the appointment or at such other time as the Board of Directors may set and the Secretary shall forward to each Board member, with the notice of meeting required by these bylaws, a list of all candidates nominated by committee.

Section 7. **EVENTS CAUSING VACANCIES ON BOARD.** A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death, resignation, or removal of any director; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; (c) the increase of the authorized number of directors; and (d) the failure of the directors, at any Board meeting at which any director or directors are to be appointed, to appoint the number of directors required to be appointed at such meeting.

Section 8. **RESIGNATION OF DIRECTORS.** Except as provided below, any director may resign by giving written notice to the Chairman of the Board, if any, or to the President, or the Secretary, or to the Board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the Board of Directors may elect a successor to take office as of the date when the resignation becomes effective.

Section 9. **DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS.** Except on notice to the California Attorney General, no director may resign if the corporation would be left without a duly elected director or directors.

Section 10. **REMOVAL OF DIRECTORS.** Any director may be removed, with or without cause, by the vote of the majority of the members of the entire Board of Directors at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting is given in compliance with the provisions of the Ralph M. Brown Act ("Brown Act") (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code). Any vacancy caused by the removal of a director shall be filled as provided in Section 11.

Section 11. **VACANCIES FILLED BY BOARD.** Vacancies on the Board of Directors may be filled by approval of the Board of Directors or, if the number of directors then in office is less than a quorum, by (a) the affirmative vote of a majority of the directors then in office at a regular or special meeting of the Board, or (b) a sole remaining director.

Section 12. **NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS.** Any reduction of the authorized number of directors shall not result in any directors being removed before his or her term of office expires.

Section 13. **PLACE OF BOARD OF DIRECTORS MEETINGS.** Meetings shall be held

at the principal office of the Corporation. The Board of Directors may designate that a meeting be held at any place within the physical boundaries of Contra Costa County that has been designated in the notice of the meeting. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Brown Act and Education Code Section 47604.1(c).

Section 14. MEETINGS; ANNUAL MEETINGS. All meetings of the Board of Directors and its committees shall be called, noticed, and held in compliance with the provisions of the Brown Act and Education Code Section 47604.1(c).

The Board of Directors 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 Board of Directors in accordance with the Brown Act and Education Code Section 47604.1(c).

Section 15. REGULAR MEETINGS. Regular meetings of the Board of Directors, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board of Directors. At least 72 hours before a regular meeting, the Board of Directors, or its designee, shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.

Section 16. SPECIAL MEETINGS. Special meetings of the Board of Directors for any purpose may be called at any time by the Chairman of the Board of Directors, if there is such an officer, or a majority of the Board of Directors. If a Chairman of the Board has not been elected, then the President is authorized to call a special meeting in place of the Chairman of the Board. The party calling a special meeting shall determine the place, date, and time thereof.

Section 17. NOTICE OF SPECIAL MEETINGS. In accordance with the Brown Act and Education Code Section 47604.1(c), special meetings of the Board of Directors may be held only after twenty-four (24) hours notice is given to each director and to the public through the posting of an agenda. Directors shall also receive at least twenty-four (24) hours' notice of the special meeting, in the following manner:

- a. Any such notice shall be addressed or delivered to each director at the director's address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the director for purposes of notice, or, if an address is not shown on the Corporation's records or is not readily ascertainable, at the place at which the meetings of the Board of Directors are regularly held.
- b. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.
- c. 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 18. QUORUM. A majority of the directors then in office shall constitute a quorum. All acts or decisions of the Board of Directors will be by majority vote based upon the presence of a quorum. Should there be fewer than a majority of the directors present at any meeting, the meeting shall be adjourned. Directors may not vote by proxy. The vote or abstention of each Board member present for each action taken shall be publicly reported.

Section 19. TELECONFERENCE MEETINGS. Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act and Education Code Section 47604.1(c) are complied with:

- a. At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the physical boundaries of Contra Costa County;
- b. All votes taken during a teleconference meeting shall be by roll call;
- c. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
- d. All locations where a member of the Board of Directors participates in a meeting

via teleconference must be fully accessible to members of the public and shall be listed on the agenda;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 Board of Directors directly at each teleconference location; and
- f. Members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.²

Section 20. ADJOURNMENT. A majority of the directors present, whether or not a quorum is present, may adjourn any Board of Directors meeting to another time or place. Notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to the directors who were not present at the time of the adjournment, and to the public in the manner prescribed by the Brown Act.

Section 21. COMPENSATION AND REIMBURSEMENT. Directors may not receive compensation for their services as directors or officers, and may only receive such reimbursement of expenses, as the Board of Directors may establish by resolution to be just and reasonable as to the corporation at the time that the resolution is adopted.

Section 22. CREATION AND POWERS OF COMMITTEES. The Board, by resolution adopted by a majority of the directors then in office, may create one or more committees, each consisting of two or more directors and no one who is not a director, to serve at the pleasure of the Board. Appointments to committees of the Board of Directors shall be by majority vote of the directors then in office. The Board of Directors may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the Board, to the extent provided in the Board of Directors' resolution, except that no committee may:

- a. Fill vacancies on the Board of Directors or any committee of the Board;
- b. Amend or repeal bylaws or adopt new bylaws;
- c. Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or subject to repeal; or
- d. Create any other committees of the Board of Directors or appoint the members of committees of the Board.

¹ This means that members of the Board of Directors who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.

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

Section 23. **MEETINGS AND ACTION OF COMMITTEES.** Meetings and actions of committees of the Board of Directors shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board of Directors' actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Directors' resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so.

Section 24. **NON-LIABILITY OF DIRECTORS.** No director shall be personally liable for the debts, liabilities, or other obligations of the Corporation.

Section 25. **COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS.** The Corporation and the charter schools operated by the Corporation and the Board of Directors shall comply with all applicable provisions of the Family Educational Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

ARTICLE VIII OFFICERS OF THE CORPORATION

Section 1. **OFFICES HELD.** The officers of the Corporation shall be a President, a Secretary, and a Chief Financial Officer. The Corporation, at the Board's direction, may also have a Chairman of the Board, one or more Vice-Presidents, one or more assistant secretaries, one or more assistant treasurers, and such other officers as may be appointed under Article VIII, Section 4, of these bylaws. 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.

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 Board.

Section 3. **ELECTION OF OFFICERS.** The officers of this corporation shall be chosen annually by the Board of Directors and shall serve at the pleasure of the Board, subject to the rights of any officer under any employment contract.

Section 4. **APPOINTMENT OF OTHER OFFICERS.** The Board of Directors may appoint and authorize the Chairman of the Board, the President, or another officer to appoint any other officers that the corporation may require. Each appointed officer shall have the title and authority, hold office for the period, and perform the duties specified in the bylaws or established by the Board.

Section 5. **REMOVAL OF OFFICERS.** Without prejudice to the rights of any officer under an employment contract, the Board of Directors may remove any officer with or without

cause. An officer who was not chosen by the Board of Directors may be removed by any other officer on whom the Board of Directors confers the power of removal.

Section 6. RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the corporation under any contract to which the officer is a party.

Section 7. 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 8. CHAIRMAN OF THE BOARD. If a Chairman of the Board of Directors is elected, he or she shall preside at the Board of Directors' meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. If a Chairman of the Board of Directors is elected, there shall also be a Vice-Chairman of the Board of Directors. In the absence of the Chairman, the Vice-Chairman shall preside at Board of Directors meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time.

Section 9. PRESIDENT. The President 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. If there is no Chairman of the Board, the President shall preside at all Board of Directors' meetings. The President shall have such other powers and duties as the Board of Directors or the bylaws may require.

Section 10. VICE-PRESIDENTS. If the President is absent or disabled, the Vice-Presidents, if any, in order of their rank as fixed by the Board, or, if not ranked, a Vice-President designated by the Board, shall perform all duties of the President. When so acting, a Vice-President shall have all powers of and be subject to all restrictions on the President. The Vice-Presidents shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 11. SECRETARY. The Secretary shall keep or cause to be kept, at the Corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the Board and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; the names of the directors present at Board of Directors and committee meetings; and the vote or abstention of each Board member present for each action taken.

The Secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings of the Board and of committees of the Board of Directors that these bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 12. CHIEF FINANCIAL OFFICER. The Chief Financial Officer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the corporation's properties and transactions. The Chief Financial Officer shall send or cause to be given to directors such financial statements and reports as are required to be given by law, by these bylaws, or by the Board. The books of account shall be open to inspection by any director at all reasonable times.

The Chief Financial Officer shall (a) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the corporation with such depositories as the Board of Directors may designate; (b) disburse the corporation's funds as the Board of Directors may order; (c) render to the President, Chairman of the Board, if any, and the Board, when requested, an account of all transactions as Chief Financial Officer and of the financial condition of the corporation; and (d) have such other powers and perform such other duties as the Board, contract, job specification, or the bylaws may require.

If required by the Board, the Chief Financial Officer shall give the corporation a bond in the amount and with the surety or sureties specified by the Board of Directors for faithful performance of the duties of the office and for restoration to the corporation of all of its books, papers, vouchers, money, and other property of every kind in the possession or under the control of the Chief Financial Officer on his or her death, resignation, retirement, or removal from office.

ARTICLE IX CONTRACTS WITH DIRECTORS

Section 1. CONTRACTS WITH DIRECTORS. The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor shall the Corporation enter into any contract or transaction with any other corporation, firm, association, or other entity in which one or more of the Corporation's directors are directors and have a material financial interest).

ARTICLE X CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES

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

ARTICLE XI

LOANS TO DIRECTORS AND OFFICERS

Section 1. **LOANS TO DIRECTORS AND OFFICERS.** The Corporation shall not lend any money or property to or guarantee the obligation of any director or officer; provided, however, that the Corporation may advance money to a director or officer of the Corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses of the Corporation.

ARTICLE XII INDEMNIFICATION

Section 1. **INDEMNIFICATION.** To the fullest extent permitted by law, the Corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any “proceeding,” as that term is used in that section, and including an action by or in the right of the corporation by reason of the fact that the person is or was a person described in that section. “Expenses,” as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board of Directors by any person seeking indemnification under Corporations Code Section 5238(b) or Section 5238(c) the Board of Directors shall promptly decide under Corporations Code Section 5238(e) whether the applicable standard of conduct set forth in Corporations Code Section 5238(b) or Section 5238(c) has been met and, if so, the Board of Directors shall authorize indemnification.

ARTICLE XIII INSURANCE

Section 1. **INSURANCE.** The Corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its directors, officers, employees, and other agents, to cover any liability asserted against or incurred by any director, officer, employee, or agent in such capacity or arising from the director’s, officer’s, employee’s, or agent’s status as such.

ARTICLE XIV MAINTENANCE OF CORPORATE RECORDS

Section 1. **MAINTENANCE OF CORPORATE RECORDS.** The Corporation shall keep:

- a. Adequate and correct books and records of account;
- b. Written minutes of the proceedings of the Board and committees of the Board; and

- c. Such reports and records as required by law.

ARTICLE XV INSPECTION RIGHTS

Section 1. **DIRECTORS' RIGHT TO INSPECT.** Every director shall have the right at any reasonable time to inspect the Corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by California and federal law. The inspection may be made in person or by the director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents.

Section 2. **ACCOUNTING RECORDS AND MINUTES.** On written demand on the Corporation, any director may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the Board of Directors and committees of the Board of Directors at any reasonable time for a purpose reasonably related to the director's interest as a director. Any such inspection and copying may be made in person or by the director'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 directors at all reasonable times during office hours.

ARTICLE XVI REQUIRED REPORTS

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

- a. The assets and liabilities, including the trust funds, 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. The Corporation shall comply with the requirements of Corporations Code section 6322.

ARTICLE XVII BYLAW AMENDMENTS

Section 1. BYLAW AMENDMENTS. The Board of Directors may adopt, amend or repeal any of these Bylaws by a majority of the directors present at a meeting duly held at which a quorum is present, except that no amendment shall change any provisions of the Charter(s) of the California public charter school(s) operated by The Learner-Centered School, Inc., or make any provisions of these Bylaws inconsistent with those Charter(s), the corporation's Articles of Incorporation, or any laws.

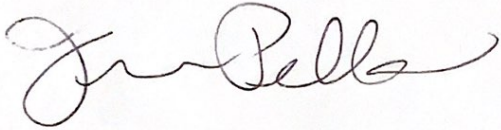
ARTICLE XVIII FISCAL YEAR

Section 1. FISCAL YEAR OF THE CORPORATION. The fiscal year of the Corporation shall begin on July 1st and end on June 30th of each year.

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of The Learner-Centered School, Inc., a California nonprofit public benefit corporation; that these bylaws, consisting of 14 pages, are the bylaws of the Corporation as adopted by the Board of Directors on June 15, 2021; and that these bylaws have not been amended or modified since that date.

Executed on June 15, 2021 at Antioch, California.

A handwritten signature in dark ink, appearing to read "Jeanine Pells", written in a cursive style.

Jeanine Pells
Secretary



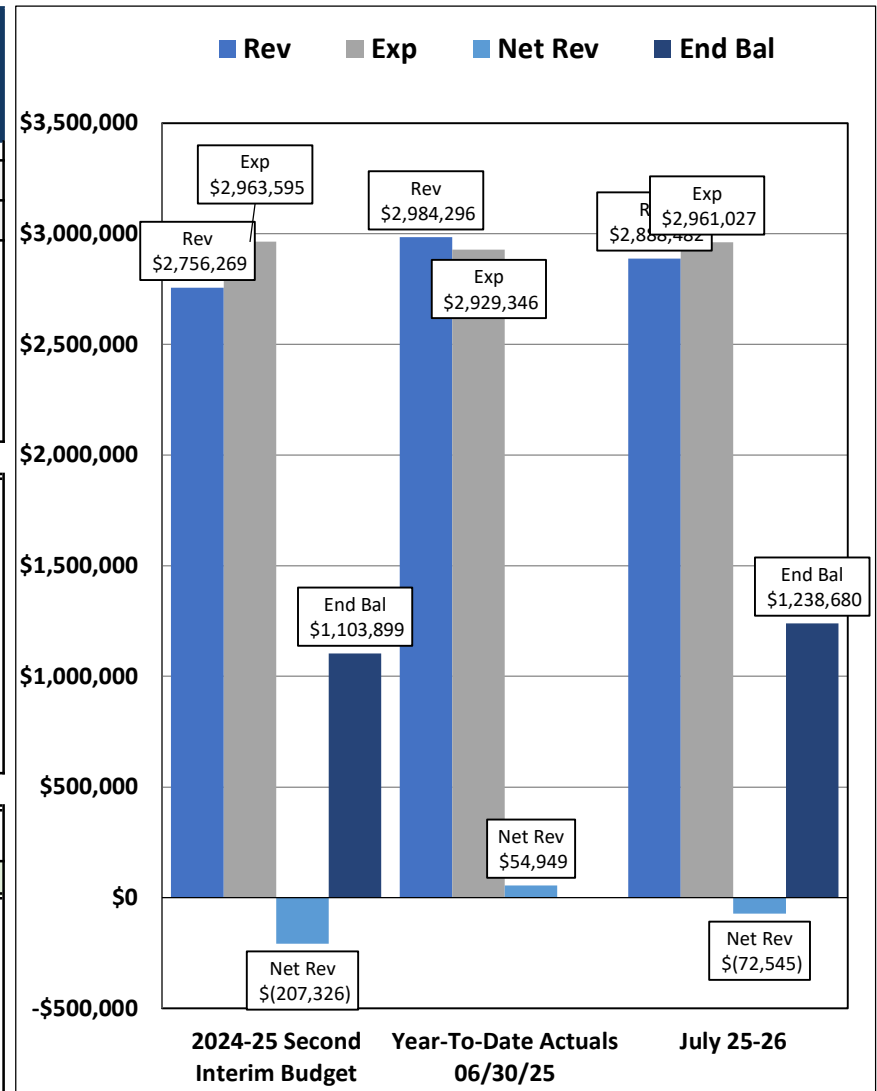
Antioch Charter Academy I

Charter Renewal - Financial Packet



Antioch Charter Academy BUDGET SUMMARY

	2024-25 Second Interim Budget	Year-To-Date Actuals 06/30/25	July 25-26	Change
Projected Enrollment:	203	-	207	-
Projected P-2 ADA:	200.16	-	202.86	-
Revenues:				
General Purpose Entitlement	\$ 2,314,649	\$ 2,374,875	\$ 2,396,255	103%
Federal Revenue	37,522	42,234	29,074	113%
Other State Revenue	399,098	557,186	453,153	140%
Other Local Revenue	5,000	10,000	10,000	200%
TTL Revenues	\$ 2,756,269	\$ 2,984,296	\$ 2,888,482	108%
Expenditures:				
Certificated Salaries	\$ 1,323,168	\$ 1,359,872	\$ 1,312,213	103%
Non-Certificated Salaries	647,752	585,895	614,744	90%
Benefits	526,960	528,743	538,504	100%
Books/Supplies/Materials	63,735	2,968	64,235	5%
Services/Operations	359,155	389,133	388,507	108%
Capital Outlay	42,825	62,736	42,825	146%
Other Outgo	-	-	-	
TTL Expenditures	\$ 2,963,595	\$ 2,929,346	\$ 2,961,027	99%
Net Revenues	\$ (207,326)	\$ 54,949	\$ (72,545)	\$ 0
Beginning Balance July 1	\$ 1,311,225		\$ 1,311,225	
Ending Balance June 30	\$ 1,103,899		\$ 1,238,680	
Ending Balance as % of Exp:	37.2%		41.8%	



Antioch Charter Academy
BUDGET DETAIL vs ACTUALS

Description	2024-25 Second Interim Budget	Year-To-Date Actuals 06/30/25	July 25-26	Change From Prior Cycle	Notes/Comments
Enrollment (CALPADS)	203		207	-	
Average Daily Attendance (P-2)	200.16		202.86	-	
REVENUES					
General Purpose Entitlement					
8011 General Purpose Block Grant	1,022,295	909,072	1,242,413	89%	
8012 Education Protection Account	505,205	559,966	305,048	111%	
8019 Prior Year Corrections/Adjustments	-	60,711	-		
8096 Funding in Lieu of Property Taxes	787,149	845,126	848,794	107%	
TTL General Purpose Entitlement	2,314,649	2,374,875	2,396,255	103%	
Federal Revenue					
8181 Federal IDEA SpEd Revenue	28,980	33,692	29,074	116%	
8290 Other Federal Revenue	8,542	8,542	-	100%	
TTL Federal Revenue	37,522	42,234	29,074	113%	
Other State Revenue					
8311 AB602 State SpEd Revenue	176,294	181,145	186,130	103%	
8550 Mandated Cost Reimbursements	4,052	4,791	4,163	118%	
8560 State Lottery Revenue	55,138	62,395	55,381	113%	
8590 Other State Revenue	163,615	308,855	207,480	189%	
TTL Other State Revenue	399,098	557,186	453,153	140%	
Other Local Revenue					
8699 Other Revenue	5,000	10,000	10,000	200%	
TTL Other Local Revenue	5,000	10,000	10,000	200%	
TTL REVENUES	2,756,269	2,984,296	2,888,482	108%	
EXPENDITURES					
1000 - Certificated Salaries					
1100 Teacher Compensation	1,217,880	1,234,210	1,229,287	101%	
1130 Substitute Teacher Compensation	33,574	36,659	13,868	109%	

Antioch Charter Academy
BUDGET DETAIL vs ACTUALS

Description	2024-25 Second Interim Budget	Year-To-Date Actuals 06/30/25	July 25-26	Change From Prior Cycle	Notes/Comments
1150 Teacher Stipends/Extra Duty	41,895	55,987	36,042	134%	
1170 Teacher Health Care In Lieu	12,750	13,182	13,356	103%	
1200 Student Support	16,046	18,519	19,660	115%	
1250 Support Stipends/Extra Duty	370	475	-	128%	
1270 Support Health Care In Lieu	653	839	-	129%	
TTL Certificated Salaries	1,323,168	1,359,872	1,312,213	103%	
2000 - Non - Certificated Salaries					
2100 Instructional Aides	333,678	313,793	326,532	94%	
2130 Classified Substitutes	1,800	1,800	-	100%	
2150 Instructional Aides Stipends	8,249	17,224	8,371	209%	
2160 Electives Instructional Aides	69,250	56,209	71,327	81%	
2170 Instructional Health Care In Lieu	5,720	6,521	5,720	114%	
2200 Pupil Support Administration	7,269	3,322	258	46%	
2300 Classified Administrators	158,029	147,930	78,480	94%	
2350 Classified Administrator Stipends	5,480	7,942	4,509	145%	
2370 Classified Administraor Health Care In Lieu	2,821	4,836	1,860	171%	
2400 Clerical & Technical Staff	25,399	10,163	81,910	40%	
2450 Clerical & Technical Stipends	6,150	-	7,006	0%	
2470 Clerical & Technical Health Care In Lieu	3,720	-	3,720	0%	
2900 Other Classified Positions	20,188	16,156	25,051	80%	
TTL Non - Certificated Salaries	647,752	585,895	614,744	90%	
3000 - Employee Benefits					
3101 STRS Certificated	252,725	257,004	250,633	102%	
3301 OASDI/Medicare	68,739	64,523	66,055	94%	
3401 Health Care Certificated	155,180	160,041	170,920	103%	
3402 Health Care Classified	11,631	10,226	12,031	88%	
3501 Unemployment Insurance	985	943	963	96%	
3601 Workers' Comp Certificated	15,441	14,584	15,814	94%	
3602 Workers' Comp Classified	7,559	6,879	7,389	91%	
3902 Other Benefits Class	14,700	14,544	14,700	99%	

Antioch Charter Academy
BUDGET DETAIL vs ACTUALS

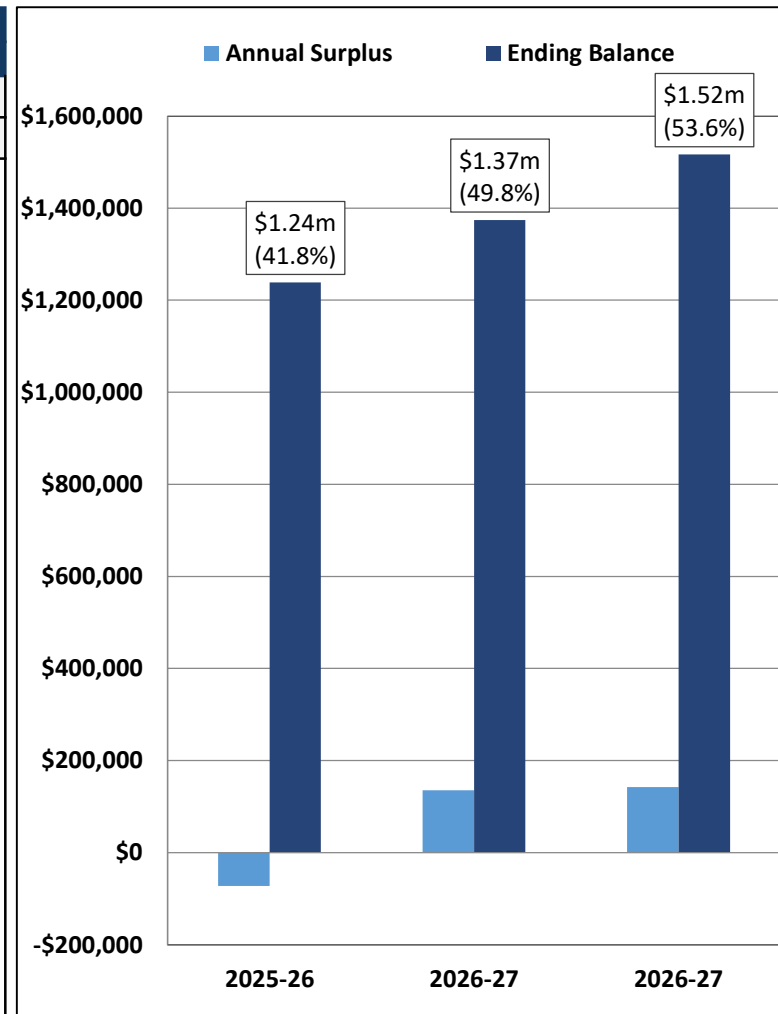
Description	2024-25 Second Interim Budget	Year-To-Date Actuals 06/30/25	July 25-26	Change From Prior Cycle	Notes/Comments
TTL Employee Benefits	526,960	528,743	538,504	100%	
4000 - Books/Supplies/Materials					
4100 Textbooks & Core Curriculum	922	-	922	0%	
4310 Materials & Supplies	35,497	38,080	35,497	107%	
4320 Office Supplies	4,000	3,757	4,000	94%	
4330 Meals & Events	300	-	300	0%	
4360 Defined Locally - Facilitate	13,016	6,361	13,516	49%	
4400 Non - Capitalized Equipment	10,000	7,273	10,000	73%	
4450 Facility-related Non_Capital	-	(52,503)	-		
TTL Books/Supplies/Materials	63,735	2,968	64,235	5%	
5000 - Services & Operations					
5100 Subagreements For Services	30,000	59,913	42,000	200%	
5200 Travel & Conferences	10,000	17,376	10,000	174%	
5210 Mileage Reimbursements	900	1,042	1,500	116%	
5300 Dues & Memberships	2,500	2,308	2,500	92%	
5400 Insurance	41,340	42,687	39,590	103%	
5500 Operations & Housekeeping	2,750	3,701	2,750	135%	
5510 Utilities (General)	30,180	38,885	30,180	129%	
5520 Janitorial Services	43,065	47,578	43,065	110%	
5610 Facility Rents & Leases	46,293	1,040	47,925	2%	
5620 Equipment Leases	2,570	6,223	2,920	242%	
5800 Professional Services - Non - instructional	15,154	36,163	25,154	239%	
5810 Legal	5,000	1,149	5,000	23%	
5820 Audit & CPA	13,725	11,457	15,058	83%	
5825 DMS Business Services	55,110	58,980	58,980	107%	
5850 Oversight Fees	23,146	23,142	23,963	100%	
5860 Service Fees	3,000	5,419	3,500	181%	
5870 Livescan Fingerprinting	750	825	750	110%	
5880 Instructional Vendors & Consultants	25,000	27,801	25,000	111%	
5920 Internet	2,760	3,012	2,760	109%	

Antioch Charter Academy
BUDGET DETAIL vs ACTUALS

Description	2024-25 Second Interim Budget	Year-To-Date Actuals 06/30/25	July 25-26	Change From Prior Cycle	Notes/Comments
5930 Postage	418	171	418	41%	
TTL Services & Operations	359,155	389,133	388,507	108%	
6000 - Capital Outlay					
6900 Depreciation	42,825	62,736	42,825	146%	
TTL Capital Outlay	42,825	62,736	42,825	146%	
7000 - Other Outgo					
TTL Other Outgo	-	-	-		
TTL EXPENDITURES	2,963,595	2,929,346	2,961,027	99%	
Revenues less Expenditures	(207,326)	54,949	(72,545)		
Beginning Fund Balance	1,311,225		1,311,225		
Net Revenues	(207,326)		(72,545)		
ENDING BALANCE	1,103,899		1,238,680		
ENDING BALANCE AS % OF OUTGO	37.2%		41.8%		

Antioch Charter Academy
2025-26 July Budget
MULTI-YEAR PROJECTION SUMMARY

	2025-26	2026-27	2027-28
Projected Enrollment:	207	204	202
Projected P-2 ADA:	202.86	199.92	197.96
Revenues:			
General Purpose Entitlement	\$ 2,396,255	\$ 2,440,459	\$ 2,498,338
Federal Revenue	29,074	29,952	30,976
Other State Revenue	453,153	415,834	430,056
Other Local Revenue	10,000	10,302	10,654
TTL Revenues	\$ 2,888,482	\$ 2,896,547	\$ 2,970,024
Expenditures:			
Certificated Salaries	\$ 1,312,213	\$ 1,172,284	\$ 1,184,007
Non-Certificated Salaries	614,744	620,891	627,100
Benefits	538,504	456,433	490,523
Books/Supplies/Materials	64,235	66,432	68,412
Services/Operations	388,507	400,661	412,155
Capital Outlay	42,825	44,290	45,609
Other Outgo	-	-	-
TTL Expenditures	\$ 2,961,027	\$ 2,760,991	\$ 2,827,806
Net Revenues	\$ (72,545)	\$ 135,556	\$ 142,218
Beginning Balance July 1	\$ 1,311,225	\$ 1,238,680	\$ 1,374,236
Ending Balance June 30	\$ 1,238,680	\$ 1,374,236	\$ 1,516,454
Ending Balance as % of Exp.:	41.8%	49.8%	53.6%



Antioch Charter School Academy
2025-26 Cash Flow

Description	25-26 July Budget	July	August	September	October	November	December	January	February	March	April	May	June	Accruals	Total For Year
BEGINNING CASH		598,092	418,108	229,254	132,018	110,397	88,776	143,418	121,797	100,176	154,818	133,197	111,576		
CASH INFLOWS															
REVENUES															
LCFF State Aid	1,242,413	-	127,452	-	111,817	111,817	111,817	111,817	111,817	111,817	111,817	111,817	249,470	(29,047)	1,242,413
Education Protection Account	305,048	-	-	76,262	-	-	76,262	-	-	76,262	-	-	76,262	-	305,048
Prior Year Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
In-Lieu-Of Property Taxes	848,794	70,733	70,733	70,733	70,733	70,733	70,733	70,733	70,733	70,733	70,733	70,733	70,733	-	848,794
Federal Title Revenues	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Federal Revenues	29,074	2,423												26,651	29,074
State Special Education	186,130	-	15,511	15,511	15,511	15,511	15,511	15,511	15,511	15,511	15,511	15,511	15,511	15,511	186,130
Other State Revenues	267,024	22,252	22,252	22,252	22,252	22,252	22,252	22,252	22,252	22,252	22,252	22,252	22,252	-	267,024
Local Revenues	15,000	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	-	15,000
TOTAL REVENUES	2,893,483	96,658	237,198	186,008	221,563	221,563	297,825	221,563	221,563	297,825	221,563	221,563	435,478	13,115	2,893,483
EXPENDITURES															
Certificated Salaries	1,312,213	-	109,351	109,351	109,351	109,351	109,351	109,351	109,351	109,351	109,351	109,351	109,351	109,351	1,312,213
Classified Salaries	614,744	51,229	51,229	51,229	51,229	51,229	51,229	51,229	51,229	51,229	51,229	51,229	51,229	-	614,744
Benefits	538,504	44,875	44,875	44,875	44,875	44,875	44,875	44,875	44,875	44,875	44,875	44,875	44,875	-	538,504
Books & Supplies	64,235	5,353	5,353	5,353	5,353	5,353	5,353	5,353	5,353	5,353	5,353	5,353	5,353	-	64,235
Services & Operations	388,507	32,376	32,376	32,376	32,376	32,376	32,376	32,376	32,376	32,376	32,376	32,376	32,376	-	388,507
Capital Outlay	42,825													42,825	42,825
Other Outgo	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	2,961,027	133,832	243,184	243,184	243,184	243,184	243,184	243,184	243,184	243,184	243,184	243,184	243,184	152,176	2,961,027
OTHER CASH INFLOWS/OUTFLOWS															
Accounts Receivable (net change)		-	109,940	109,940	-	-	-	-	-	-	-	-	-		219,880
Net Change in Payables		(142,809)	(142,809)	-	-	-	-	-	-	-	-	-	-		(285,618)
Fixed Asset Acquisitions		-	(150,000)	(150,000)	-	-	-	-	-	-	-	-	-		(300,000)
Other Inflows/(Outflows)		-	-	-	-	-	-	-	-	-	-	-	-		-
NET INFLOWS/OUTFLOWS		(142,809)	(182,869)	(40,060)	-	-	-	-	-	-	-	-	-		
ENDING CASH BALANCE		418,108	229,254	132,018	110,397	88,776	143,418	121,797	100,176	154,818	133,197	111,576	303,870		
Days Cash On Hand		52	29	17	14	11	18	15	13	19	17	14	38		

CAPITAL PROJECT COSTS

Antioch Charter Academy
2026-27 Projected Monthly Cash Flow Statement

Description	2026-27 Budget	July	August	September	October	November	December	January	February	March	April	May	June	Accruals	Total For Year
BEGINNING CASH		303,870	870,375	817,000	841,603	864,413	791,797	869,309	869,853	831,191	1,004,473	1,092,265	1,033,000	1,200,716	303,870
<u>CASH INFLOWS</u>															
REVENUES															
LCFF State Aid	1,077,861	51,115	51,115	92,007	92,007	92,007	92,007	92,007	92,007	84,718	84,718	84,718	169,437	-	1,077,861
Education Protection Account	532,665	-	-	126,301	-	-	126,301	-	-	140,031	-	-	140,031	-	532,665
Prior Year Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
In-Lieu-Of Property Taxes	829,934	-	47,229	94,458	62,972	62,972	62,972	62,972	62,972	124,462	62,231	62,231	62,231	62,231	829,934
Federal Revenues	29,952	6,819	-	-	-	-	-	-	-	-	-	-	-	23,133	29,952
Other State Revenues	415,834	8,977	16,528	16,159	28,186	11,874	28,034	48,651	25,318	46,363	186,415	-	-	(671)	415,834
Other Local Revenues	10,302	-	-	-	-	-	-	-	-	-	-	-	-	10,302	10,302
TTL CASH INFLOWS	2,896,547	66,911	114,871	328,925	183,164	166,853	309,313	203,630	180,297	395,575	333,364	146,950	371,699	94,995	2,896,547
EXPENDITURES															
All Certificated Salaries	1,172,284	98,690	96,501	112,345	101,049	101,658	99,148	97,165	98,509	98,890	99,708	73,129	73,129	22,364	1,172,284
All Classified Salaries	620,891	23,719	20,652	46,728	57,932	60,930	43,814	39,701	47,415	45,713	56,846	56,846	56,846	63,749	620,891
All Benefits	456,433	35,528	34,707	39,761	39,534	37,392	38,026	38,141	38,878	37,959	39,159	32,849	32,849	11,649	456,433
All Materials & Supplies	66,432	68	22,329	81,691	(74,395)	12,357	5,376	1,623	3,039	5,699	3,759	3,759	3,759	(2,632)	66,432
All Services and Operations	400,661	34,577	22,392	23,152	36,235	27,132	45,438	26,456	31,118	34,032	46,101	39,630	37,399	(3,001)	400,661
All Capital Outlay/Depreciation	44,290	-	-	-	-	-	-	-	-	-	-	-	-	44,290	44,290
All Other Outgo	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TTL CASH OUTFLOWS	2,760,991	192,583	196,581	303,678	160,354	239,469	231,802	203,086	218,959	222,292	245,573	206,214	203,983	136,417	2,760,991
	135,556														135,556
Accounts Receivable (net change)		549,369	28,336	(644)											577,060
Accounts Payable (net change)		142,807													142,807
Fixed Asset Acquisitions		-													-
Other Cash Inflows/Outflows															-
NET INFLOWS/OUTFLOWS		692,176	28,336	(644)	-	-	-	-	-	-	-	-	-		719,867
ENDING CASH BALANCE		870,375	817,000	841,603	864,413	791,797	869,309	869,853	831,191	1,004,473	1,092,265	1,033,000	1,200,716		
Days Cash On Hand		117	110	113	116	106	117	117	112	135	147	139	161		

Antioch Charter Academy
2027-28 Projected Monthly Cash Flow Statement

Description	2027-28 Budget	July	August	September	October	November	December	January	February	March	April	May	June	Accruals	Total For Year
BEGINNING CASH		1,200,716	972,821	918,406	1,086,184	979,609	1,004,284	1,089,594	1,074,156	1,066,071	1,257,365	1,382,515	1,297,374	1,473,212	1,200,716
<u>CASH INFLOWS</u>															
REVENUES															
LCFF State Aid	1,135,740	51,115	51,115	92,007	92,007	92,007	92,007	92,007	92,007	84,718	84,718	84,718	169,437	57,879	1,135,740
Education Protection Account	532,665	-	-	126,301	-	-	126,301	-	-	140,031	-	-	140,031	-	532,665
Prior Year Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
In-Lieu-Of Property Taxes	829,934	-	47,229	94,458	62,972	62,972	62,972	62,972	62,972	124,462	62,231	62,231	62,231	62,231	829,934
Federal Revenues	30,976	6,819	-	-	-	-	-	-	-	-	-	-	-	24,157	30,976
Other State Revenues	430,056	8,977	16,528	16,159	28,186	11,874	28,034	48,651	25,318	46,363	186,415	-	-	13,551	430,056
Other Local Revenues	10,654	-	-	-	-	-	-	-	-	-	-	-	-	10,654	10,654
TTL CASH INFLOWS	2,970,024	66,911	114,871	328,925	183,164	166,853	309,313	203,630	180,297	395,575	333,364	146,950	371,699	168,472	2,970,024
EXPENDITURES															
All Certificated Salaries	1,184,007	87,437	87,437	85,497	99,534	89,526	90,066	87,842	86,085	87,276	87,614	88,338	64,790	142,567	1,184,007
All Classified Salaries	627,100	52,258	22,735	19,795	44,791	55,530	58,403	41,997	38,054	45,449	43,817	54,489	54,489	95,292	627,100
All Benefits	490,523	40,877	30,773	30,062	34,440	34,243	32,388	32,936	33,037	33,674	32,879	33,918	28,453	92,843	490,523
All Materials & Supplies	68,412	5,701	71	23,274	85,148	(77,543)	12,879	5,603	1,692	3,168	5,940	3,918	3,918	(5,357)	68,412
All Services and Operations	412,155	34,346	38,573	24,980	25,827	40,422	30,268	50,690	29,513	34,714	37,964	51,428	44,210	(30,782)	412,155
All Capital Outlay/Depreciation	45,609	-	-	-	-	-	-	-	-	-	-	-	-	45,609	45,609
All Other Outgo	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TTL CASH OUTFLOWS	2,827,806	220,620	179,589	183,608	289,740	142,177	224,004	219,068	188,381	204,281	208,214	232,091	195,860	340,173	2,827,806
	142,218														142,218
Accounts Receivable (net change)		62,231	10,302	22,462											94,995
Accounts Payable (net change)		(136,417)													(136,417)
Fixed Asset Acquisitions		-													-
Other Cash Inflows/Outflows															-
NET INFLOWS/OUTFLOWS		(74,186)	10,302	22,462	-	-	-	-	-	-	-	-	-		(41,422)
ENDING CASH BALANCE		972,821	918,406	1,086,184	979,609	1,004,284	1,089,594	1,074,156	1,066,071	1,257,365	1,382,515	1,297,374	1,473,212		
Days Cash On Hand		131	123	146	132	135	146	144	143	169	186	174	198		