



October 9, 2020

Via E-mail

Oakland Unified School District
Office of Charter Schools
Attn: Sonali Murarka, Director
1000 Broadway, Suite 300
Oakland, CA 94607

Re: Alternatives in Action Charter Renewal Petition Submission and Certification of Completeness

Dear Director Murarka:

Alternatives in Action High School (“AIAHS” or the “Charter School”), operated by Alternatives in Action (“AIA”), a nonprofit public benefit corporation, hereby submits its charter renewal petition for submission to the Oakland Unified School District (“OUSD”), to request a 5-year renewal term from July 1, 2021 to June 30 2026.

Charter Renewal Submission Documents

In accordance with OUSD requirements, please find the following documents enclosed with this charter renewal submission:

1. Cover letter
2. Final copy of the renewal petition and appendices
3. Performance report
4. Financial statements
5. Redline copy of the renewal 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, at which time the governing board of the school district shall consider the level of support for the petition by teachers employed by the school district, other employees of the school district, and parents. 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.

Certification

By signing below, I certify as follows:

1. That I am the authorized representative, and that I am competent and qualified to certify to the facts herein;
2. That, as 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: Phung Lai, Executive Director

Signature: 

Date: October 9, 2020

School Name: Alternatives in Action High School

Please do not hesitate to contact me at plai@alternativesinaction.org or (510) 285-6290 if you have any questions about our charter submission.

Thank you for the review and consideration of our charter renewal petition. We look forward to continue working with District staff and the District Board to serve the students of our community.

Sincerely,



Phung Lai
Executive Director
Alternatives in Action

Alternatives in Action High School

a Public Charter High School



Charter Renewal Petition

2021 - 2026

Submitted to:
Oakland Unified School District

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Affirmations, Declarations, and Assurances

Affirmation of Conditions Described in Education Code Section 47605(e)

Alternatives in Action (also referred to herein as “Charter School”):

1. Shall be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (“Ed. Code”) § 47605(e)(1))
2. Shall not charge tuition (including fees or other mandatory payments for attendance at Charter School or for participation in programs that are required for students except as authorized by those Education Code provisions that explicitly apply to charter schools). (Ed. Code § 47605(e)(1))
3. Shall not discriminate on the basis of the characteristics included in Education Code section 220, including but not limited to disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, immigration status. (Ed. Code § 47605(e)(1))
4. Except for legally permissible admission preferences [as provided in Education Code section 47605(e)(2)], admission to Charter School shall not be determined according to the place of residence of the pupil, or of the pupil’s parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that public school. (Ed. Code § 47605(e)(1))
5. Shall admit all pupils who wish to attend Charter School. However, if the number of pupils who wish to attend Charter School exceeds its capacity, attendance, except for existing pupils of the charter school, shall be determined by a public random drawing. Preference shall be extended to pupils currently attending the charter school and pupils who reside in the Oakland Unified School District (“OUSD” or “District”) except as provided for in Education Code section 47614.5. Priority order for any preference shall be determined in the charter petition in accordance with all of the following: (Ed. Code § 47605(e)(2)(A)-(B))
 - a. Each type of preference shall be approved by OUSD at a public hearing. (Ed. Code § 47605(e)(2)(B)(i))
 - b. Preferences shall be consistent with federal law, the California Constitution, and Education Code section 200. (Ed. Code § 47605(e)(2)(B)(ii))
 - c. Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. (Ed. Code § 47605(e)(2)(B)(iii))
 - d. Preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B)(iv))

6. If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, 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. (Ed. Code § 47605(e)(3))
7. Shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4)(A))
8. Shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to Charter School before enrollment. (Ed. Code § 47605(e)(4)(B))
9. Shall not encourage a pupil currently attending the charter school to disenroll from the charter school or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4)(C))
10. Shall post the California Department of Education's Charter School Complaint Notice on Charter School's website and Charter School shall provide a parent or guardian, or a pupil if the pupil is 18 years old, a copy of this notice at all of the following times: When a parent, guardian, or pupil inquires about enrollment; before conducting an enrollment lottery; and before disenrollment of a pupil. (Ed. Code § 47605(e)(4)(D))

Declaration Required by Education Code Sections 47611.5(b) and 47605(c)(6)

Charter School is and shall be deemed the exclusive public employer of the employees of Charter School for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code, and shall meet the requirements of Government Code sections 3540-3549.3 related to collective bargaining in public education employment (Ed. Code § 47611.5)

Other Assurances

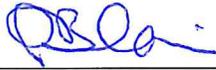
Charter School:

1. Shall meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in noncharter public schools. (Ed. Code § 47605(d)(1))
2. Shall operate in compliance with generally accepted government accounting principles. (Ed. Code § 47605(c)(5)(I))
3. Shall at all times maintain all necessary and appropriate insurance coverage.

4. Shall be subject to conflict of interest and other laws pertaining to public officials, including Government Code section 1090 et seq. and the Political Reform Act (Ed. Code § 47604.1(b)(3) and (4))
5. Shall require its teachers to hold a certificate, permit, or other document issued by the Commission on Teacher Credentialing (CTC) equivalent to that which a teacher in other public schools would be required to hold. (Ed. Code § 47605(l))
6. Shall not hire any person who has been convicted of a violent or serious felony except as otherwise provided by law, and, if the school contracts with an entity for specified services, verify that any employee of that entity who will have contact with students has had a criminal background check (Ed. Code §§ 44830.1, 45122.1, and 45125.1)
7. Shall not discriminate against any employee or candidate for employment on the basis of the fact or perception of a person's race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex, gender, gender identity, gender expression, age, sexual orientation, military and veteran status or any other protected classification, in accordance with applicable law, and shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. (Government Code § 12940; Title 5 CCR §11967.5.1(f)(5))
8. Shall adhere to all applicable provisions of federal law relating to students with disabilities, including the Individuals with Disabilities Education Act; Section 504 of the Rehabilitation Act of 1974; and Title II of the Americans with Disabilities Act of 1990, and serve students with disabilities in the same manner as such students are served in other public schools. (Ed. Code §§ 47646, 56145)
9. Shall adhere to all applicable provisions of federal law relating to students who are English language learners, including Title VI of the Civil Rights Act of 1964; the Equal Educational Opportunities Act of 1974; MGL c. 76, section 5; and MGL c. 89, 71 sections (f) and (I).
10. Shall follow the provisions of the McKinney–Vento Homeless Assistance Act of 1987 (42 U.S.C. ch. 119 § 11431 et seq.) and Education Code sections 48850-48859 to ensure that homeless students and foster youth have access to the same free, appropriate public education, including public preschools, as provided to other children and youths.
11. Shall provide reasonable accommodations on campus to a lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. (Ed. Code § 222)
12. Shall provide students the right to exercise freedom of speech and of the press including, but not limited to, the use of bulletin boards; the distribution of printed materials or petitions; the wearing of buttons, badges, and other insignia; and the right of expression in official publications. (Ed. Code §§ 48907 and 48950)
13. Shall comply with all other applicable federal, state and local laws and regulations that pertain to the applicant or operation of the charter school, including, but not limited to, the following:

- a. The California Code of Regulations
- b. The Family Educational Rights and Privacy Act (20 U.S.C. § 1232g; 34 CFR Part 99)
- c. Title IX of the Education Amendments of 1972 (20 U.S.C. Sec. 1681 et seq.)
- d. Displaying all required postings at school site and online
- e. Following the minimum and maximum age requirements for enrollment
- f. Providing the minimum number of instructional minutes

NOTE: This Charter contains specific “District Required Language (DRL)”, including the above *Affirmations, Declarations, and Assurances* section. The DRL should be highlighted in gray with each Charter element or section. To the extent that any inconsistency may exist between any provision contained within the body of the Charter and the DRL, the provisions of the DRL shall control.



Phung Lai, Executive Director

10/09/2020

Date

Charter Renewal Performance Report – Open Responses

1. Instruction

Describe any unique schoolwide instructional practices that have positively impacted student outcomes.

As a small school, we have the privilege of getting to know every person in our school community. We know that in order to connect with our youth, our staff have to be trained not only in effective teaching practices, but also in youth development and relational team building. To build a cohesive and nurturing school community, there is intentionality in how we welcome new members into our space and interact with each other. We have multiple opportunities to get to know each other, including during orientation and in the beginning of the year at our overnight retreat.

During the summer AIA hosts a summer bridge program where new youth attend for a week to get acquainted with our school and summer bridge staff. Our current E-team youth leaders co-facilitate the summer program to introduce and model AIA's values, such as public speaking, youth leadership skills, and our "Seven Rs": Realness (honesty with yourself and others), Risk (pushing yourself to grow by taking healthy chances), Rigor (holding yourself to high standards in works, actions, and work), Respect (being considerate of and caring for yourself, others, and the space around you), Responsibility (taking ownership of actions and following through on commitments), Resilience (having the strength to overcome challenges), Relationships (connection with self, others, and the community). The summer bridge group then culminates the week of learning together with a community impact project such as the building out of our school garden.

In the beginning of the school year, at our annual overnight retreat, youth and staff spend time together outside of the classroom to further connect to the real world and with each other. Away from the school building, desks, and four walls, we center our focus on relationship building, on team and trust building activities. Overnight trips take place on the grounds of the Catholic Charities Sonoma camp location. During the trip, students reinforce our school values by practicing and embodying AIA's Seven Rs. There are school wide activities such as scavenger hunts, arts and crafts, hiking, and even story telling by the camp fire. In smaller cabin groups, youth and staff participate in trust building activities like cross the line and life maps where youth share their stories and experiences of who they are and where they come from. The overnight retreat planning is an extensive process that involves staff and youth to co-create the schedule, activities, and event.

In the spirit of co-creation, teachers co-create the classroom learning space and build agreements. This reinforces relationship building, buy in, and youth feeling an agency and ownership in their learning and shared space. Teachers are trained as youth developers and approach learning with a growth mindset. The emphasis on developing a leadership mindset serves as a central theme of our educational program and it permeates our approach to instructional delivery. Additionally, all students are enrolled in a Leadership class as part of the core educational program. Leadership class is mixed grade level and students stay in the same Leadership class throughout their time at AIAHS. Every student is assigned a leadership coach (one of our teaching staff) and they keep them throughout the time they are at AIAHS. This relationship building opportunity is an especially important, and unique, component of our educational program and encourages students to persist in their unique educational journeys.

Learning outcomes of the Leadership class include: developing social emotional skills; participating in career and college exploration; presentation skills in preparation for Presentations of Learning (which is an opportunity to reflect on their work among their student peers, school leadership and parents); building community within their class group, which serves as an extension of positive relationship building. Seniors in Leadership class serve as mentor younger students, again placing a central focus on positive relationship building, and also helps students develop peer leadership skills.

Leadership class curriculum is developed for each semester in collaboration with teachers (academic coaches), instructional coaches, and school leadership, and addresses prescient issues. For example, the curriculum for Leadership class this semester focuses on developing comfort in navigating technology in an academic setting, as well as best practices for online safety.

Leadership class and the associated skills help build confidence in themselves and their work, both personal and academic. Students report high levels of satisfaction with our educational program, which is especially important and noteworthy because the vast majority of our students have struggled academically and/or emotionally in traditional school settings. Students report that the school has a familial feel to it where they can trust their peers and the adults guiding them.

Our school offers career pathways in Education and Arts, Media & Entertainment. We have a sound recording studio and equipment as part of our Career Technical Education pathway in Digital Arts/Multimedia Production. These pathways offer an additional alternative for students for post high school graduation pathways with articulated capstone classes at the local community college

2. Areas of Success

Describe any unique areas of success beyond traditional academic measures.

Personalized support - AIA's small school setting allows for personalized supports for our youth with our college and career counselor upon entry at our school. We believe young people should feel empowered to take ownership of their graduation progress. We meet with students and families in a supportive meeting to review their needs and academic plans for graduation. The individualized plans build support and trust between the school and families to get student's back on track and feeling proud and confident of their progress.

Firewalks - As part of student's accountability of their education, senior students participate in a Firewalk presentation near the end of the year. Seniors select a Firewalk Coach of their choice (AIA teacher or staff) to coach them over a 3-month period in their senior year to prepare for their Firewalk. FireWalk is a rite of passage for seniors at AIAHS. Each senior must strive to convince a circle of their peers, coaches and community members that they are ready to graduate and move on to success with college, career and community. Each senior must convince every person in the circle to stand up with them. People stand when they hear something that makes them believe the senior is ready to move on successfully. To prepare, seniors complete selected prompts with an in-depth response where they tell the story of that experience and give more than the 'who, what, when, where, & why'. Seniors appeal to emotions through telling their story so that people are impacted and moved. Although Firewalk presentations come from the heart, there is a lot of preparation in public speaking and storytelling.

Presentations of Learning - Each year students create a Pathway to Success plan, which outlines their goals for the year. Throughout the year each student develops a portfolio, which demonstrates achievement of academic and personal goals. At the end of the year, each student presents a Presentation of Learning to a panel of community members to share progress toward meeting his/her Pathway to Success plan to highlight his/her portfolio and to demonstrate how he/she has learned and grown over the course of the year. Panelists ask critical questions and provide feedback. Volunteers from local professionals including business owners, marketing and finance experts, alumni, and other educators, serve as panelists providing students with meaningful feedback on their Presentations of Learning. An additional benefit for students through the panel format is their exposure to a variety of careers by volunteer professionals.

3. Diversity of student enrollment

What are the strategies and processes that you have put in place to ensure your school enrolls a diverse student population (e.g. racial/ethnic balance, representation of English Learners, students with disabilities, or of homeless status)?

AIAHS has focused outreach and recruitment efforts in order to attract a student population that is closely reflective of the Seminary neighborhood of East Oakland. We recruit at middle schools in surrounding neighborhoods such as Greenleaf Elementary School and Roots International Academy (no longer open); engage with community organizations and attend community events with local churches and agencies such as St. Bernard's Church, Acts Full Gospel, Rainbow Recreation Center, and East Oakland Youth Development Center (EOYDC). We maintain contact with the EBALDC (East Bay Asian Local Development Corporation) housing authority for referrals; conduct door-to-door outreach in the Seminary neighborhood; place informational fliers in multiple languages at neighborhood laundromats, churches and the Rainbow Rec Community Center.

Our outreach and recruitment are successful through family and organization recommendations. Many of our families are referred to us by other current families as an option for youth who are in need of additional supports. Counselors at both district and charter high schools, such as Urban Promise Academy, Fremont High School, Castlemont High School, ARISE High School, and Oakland Unity High School refer students to AIAHS as well as through our partners with probation officers with the juvenile justice system, and other youth programs such as East Bay Agency for Children and Youth Alive!

Alternatives in Action also participates in the Oakland Enrolls application and enrollment process.

4. Student engagement

Are there opportunities for students to be involved in decision-making and the governance of the school?

Student involvement is foundational to Alternatives in Action High School. Our school is the first charter high school to be developed by students, in collaboration with educators. Students designed Alternatives in Action and student involvement and leadership opportunities are woven throughout our educational program and instructional delivery. Aside from the classroom and in Leadership classes, youth can participate in youth leadership in various ways:

- *Student Representation on the Board of Directors* (two non-voting members): Students from YLC, the Introduction to Education course, and/or Sociology class, are selected to serve on the Board of Directors. Although any student at AIAHS can serve as a board member, students in these courses are provided with specific preparation to serve in leadership positions such as a member of a governing board. Student representatives on the board are a critical voice for the student body, and provide reports to the board that highlight student perspectives and experiences; board members take into consideration student perspectives when making decisions.
- *Youth Leadership Council (YLC)/E-team* is offered as a structured class that meets regularly. Students on the YLC plan and host schoolwide events several times throughout the year. Events range from school wide talent show, award ceremonies, spirit week, door decorating contests. Students from this group also take an active role in planning for our school's overnight retreat.
- *Interview panels*: As part of the hiring process, youth serve on our interview panels. At least 1-3 youth serve as part of the hiring committee to interview and provide input on perspective candidates. We recognize the power of youth buy in and agency to build the school they believe in, so we encourage youth to be active participants in the selection of their teachers and staff.

What is an example of a change you have made to the school based on student feedback?

- *Dress code policy:* Families expressed concern about safety as it relates to the dress code (certain colors were considered potentially problematic), so the school instituted a uniform policy. After having uniforms for a year, students expressed their dissatisfaction with them. Schoolwide discussions were held with parents, school leadership and students. Students wrote letters and submitted signatures of support to the Board. These discussions and meetings resulted in the students changing the uniform policy to a dress code policy that considers family concerns and not allowing certain colors be worn at school.
- *Academic social-emotional learning class:* Students expressed the desire to have a “fun” and engaging class that wasn’t strictly focused on core academic subjects. As such, each semester, the classes offered are based on what the students want to learn outside of their core academics. Students then get to select the class they’d like to enroll and are placed in one of their top 3 choices. In the past we have offered classes in topics such as dance, guitar, soccer, arts and crafts, LGBTQ club, make up design, and comic heroes. Youth being able to recommend classes they’d like to take and choose their class provides them to advocate for their interests.

5. Family engagement

How do families voice concerns?

AIAHS strives to meaningfully engage our parent and family community in decisions and processes that improve the quality of education for their students and the experience of their families. We value parent input and participation and we offer many ways for parents to get involved including but not limited to meeting attendance, committee work, volunteering for schoolwide events, maintaining communication with coaches and staff, sharing expertise and skills with the community, etc.

Are there opportunities for families to be involved in decision-making and the governance of the school?

Ongoing family engagement is nurtured through our Parent Advisory Committee (PAC). The PAC provides input and guidance on family engagement strategies including topics for monthly workshops, program feedback on communication, and priorities for student success. Monthly parent meetings are calendared and announced publicly. In addition, a parent representative who regularly attends parent meetings serve as a non-voting member of the AIA Board of Directors. This parent representative provides updates to the Board and vice versa to the parents

We have an open-door policy and encourage families to address any concerns they have with any adult they feel most comfortable speaking with, including the parent representative. We have bilingual staff and teachers to help with any translation needs, and our parent communication system automatically translates messages to Spanish, which is the language other than English spoken by our families. Parents also take surveys annually which provides feedback to the school.

What is an example of a change you have made to the school based on family feedback?

One year, parents expressed concern for safety outside the school grounds. While they felt the school campus was safe, they were concerned about students leaving to and from school. Parents expressed a desire for a security guard. Alternatives in Action felt that a security guard may have pose challenges in our work building trust with our youth, and after much discussion, parents agreed on increased staff presence before and after school, and decided on installing security cameras to help monitor activity around the school.

Parents also have expressed to our Parent Coach, their ongoing challenges in connecting with their teenagers at home. This feedback resulted in partnerships with local agencies like La Clinica’s Cultura y Bienestar to provide monthly workshops for our parents. The workshops were on empowering parents in developing their parenting

and relationships with their children.

6. Teacher engagement

Are there opportunities for teachers to be involved in decision-making and the governance of the school?

Teachers are treated as collaborative members of our school and there are many ways to be involved in decision-making. Weekly staff meetings provide a space for discussions and opportunities where they can share their ideas, provide feedback, and input. Additionally, a teacher representative, who is recommended and nominated by their peers, serve as a voting member on the AIA Board of Directors.

What is an example of a change you have made to the school based on teacher feedback?

- *Bell schedule*: Teachers and students expressed a desire to do more project-based learning, so we changed our 6-period schedule to block scheduling in 2018-19. This block scheduling increased instructional class time, and Leadership class time to allow for longer periods of focus on specific lessons and projects.
- *Learning Management System*: The selection of a Learning Management System was decided by teachers. In the transition to virtual learning, teachers expressed concerns and challenges about how to best organize and share their lessons. Over the course of multiple meetings, discussions, and research of multiple platforms, the staff decided on Schoology.

7. Performance of key student groups

How is your education program addressing the needs of the below student groups? What is working well? What most needs improvement?

(a) English learners

AIAHS has staffed a full-time ELD position and has developed a newcomer program to address the specific needs of students who have been in the United States two years or less and who are monolingual upon enrollment at AIAHS. In the 2017-18 school year, we offered pullout supports for groups of 2 to 5 students to work on targeted literacy instruction. Materials inspired by the Fountas and Pinnell Leveled Literacy Intervention were used, but adapted to the social emotional needs of adolescents who have experienced struggles with reading. Students in these groups demonstrated growth on the Reading Inventory that was far greater than their peers who were not receiving the intervention. In staff professional learning, we sent several academic coaches to the Constructing Meaning training. The professional development focused on using the Constructing Meaning tools to support the growth of academic English. As a result, we saw growth in the number of students who were reclassified in the 2017-18 school year. In addition to growth on the CELDT at the time, the ELD coach also used a local English Language Gains assessment provided by Edge that demonstrated consistent gains for our newcomer students in the domains of speaking, writing, reading, and listening. This model has now been implemented across all teaching strategies. Pull out is still used based on SRI scores for literacy.

What needs improvement: Our school could work on assessing data and identifying students earlier and serving them more consistently. To support with this, we need another staff position who is focusing on pull-outs for literacy intervention. We have hired a part-time instructional aide (that also helps with translation for teachers). AIAHS uses Constructed Meaning for our EL Curriculum. The staff that was trained in leading this work no longer works here, so we need to identify another staff member to take this on.

(b) students with disabilities

We partner with Seneca and align with their unconditional education model. We have a full-time resource specialist and a school counselor who are leveraged to meet the needs of students with disabilities. Our staff take

advantage of the extensive trainings from Seneca which train teachers on best practices for teaching students with disabilities.

What needs improvement: We need more professional development around lesson planning for integrating Tier accommodations for students. In the 2021-22 school year we have these trainings with Seneca planned.

(c) students in need of remediation

AIAHS serves many students who need remediation; These are our students! Our school serves as a model for helping students, especially those who have struggled in traditional school settings, succeed and understand their many options post-graduation. Thorough transcript review, interventions created with the student, credit recovery options, and after school supports, our students have multiple points of contact with school leaders who address their short term and long term needs.

What needs improvement: We need to implement consistent benchmarking; training teachers to understand where students are and leveraging existing tools, especially data driven tools, to teach the teachers to look at and interpret the data; measuring progress on an individual level.

(d) advanced students performing above grade level, and

We encourage and provide concurrent enrollment at local community colleges. Students can access a variety of other classes at the community college. Navigating community college classes while a high school student allows us to support them and use this as an opportunity to learn skills needed for post high school plans. Another resource is online classes through Cyber High or APEX. This has been used for students not just in credit recovery, but to also gain access for additional challenges beyond the standard exercises.

What needs improvement: We would like to offer full Honors courses, but there have historically been too few students to support a full class; however, we are serving them through concurrent enrollment agreements and within small groups during the school day.

(e) any other student groups you are paying particular attention to

African American students: this population has dropped over the years, so we are exploring ways to increase African American student representation at AIAHS. In years' past we have had a Black Student Union; curriculum in leadership during Black history month; personal connections with families and bridging additional supports through individual teachers.

What needs improvement: We continue to develop a more extensive outreach and recruitment plan to attract and retain African American students.

8. Governance

Beyond board meetings, how does the governing board interact with students, parents, and/or teachers?

Board members attend Presentations of Learning and large, schoolwide meetings and events (e.g. College Write Night to volunteer to help students write statements for college applications, back-to-school night). The Board hosts forums on topics concerning the school community when the need arises. For example, this past school year they held and led a racial justice conversation forum with the school community. Board members also engage and hear from student and parent representatives who attend the Board meetings.

Does the governing board evaluate the school leader? If so, how?

Yes. Annually through a performance report; annual contract renewal.

Provide an example of a recent issue or policy that the board is working on.

During the 2018-2019 academic year, Alternatives in Action went through a significant restructuring in its operations. In an effort to focus more closely on improving academic achievement in the high school, the Board decided to significantly reduce the fiscal liabilities of the organization, ultimately discontinuing programs outside of the high school. This process required that the Board perform a thorough review of not just the financials of the organization but also the fiscal policies that guide the financial decisions. The Board revised and approved the updated fiscal policies in 2018-19.

9. Innovation

What are 2-3 innovative practices at your school that would be challenging to implement in a district school setting?

- At AIAHS we want to serve students who have struggled in traditional school settings. As such, there are students who need additional time to complete their educations. We allow students to continue at AIAHS past the age of 18 if they're progressing toward their diploma (these students are considered on a case-by-case basis). Because of the flexibility and willingness, individualized supports, to Committed to serve students as we
- As opposed to a one-size-fits-all model, when students arrive, they meet with our college and career coordinator to understand their transcript, class schedule, and requirements to graduate. Students review their graduation progress and are informed of what they need to graduate. In their junior year, students can choose an A-G path that prepares them for college acceptance, or they can choose an Alternative Graduation path, which is generally geared toward career pathways. Both pathways are rigorous and meant to work towards and support the youth's career goals and plans.
- Youth Leadership development – All our staff are trained on youth development and what it means to work with

10. Verified Data (only applicable to schools meeting the middle or low renewal tier criteria; OCS may follow up with further requests around this data, including the raw data.)

For data that the school considers to be meeting the Ed Code definition¹ of "verified data", please include a summary of the results from your school's verified data.

Please also describe how and to what extent the data shows (a) evidence that the school achieved measurable increases in academic achievement (defined by at least one year's progress for each year in the school) and/or (b) evidence of strong postsecondary outcomes (defined by college enrollment, persistence, and completion rates equal to similar peers).

N/A

¹ "Verified data" means data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced. (see Ed Code 47607.2(c)(1))

CHARTER RENEWAL PERFORMANCE REPORT – DATA REQUEST

Demand/Waitlist Information (only for incoming grade levels: K, 6, 9)

Year of Current Charter Term	Date of Lottery	Grade Level	# of Applicants	# of Available Spaces	# of Students on Waitlist (as of first day of school)
<i>EXAMPLE</i>	<i>4/1/18</i>	<i>K</i>	<i>180</i>	<i>100</i>	<i>30</i>
		<i>6</i>	<i>115</i>	<i>100</i>	<i>5</i>
		<i>9</i>	<i>90</i>	<i>100</i>	<i>0</i>
Year 1		K	n/a	n/a	n/a
		6	n/a	n/a	n/a
		9	45	50	0
Year 2		K	n/a	n/a	n/a
		6	n/a	n/a	n/a
		9	41	50	0
Year 3		K	n/a	n/a	n/a
		6	n/a	n/a	n/a
		9	117	55	0
Year 4		K	n/a	n/a	n/a
		6	n/a	n/a	n/a
		9	182	55	0
Year 5		K	n/a	n/a	n/a
		6	n/a	n/a	n/a
		9	134	55	0

Pupil Mobility

Student Group	Number of Students				Percent of Total Enrollment			
	Year 1	Year 2	Year 3	Year 4	Year 1	Year 2	Year 3	Year 4
Students who joined the school after the first day of school	33	21	11	16	16.6	10.6	5.2	8.5
Students who left the school during the school year	39	24	19	24	19.6	9.6	9	4.8

Enrollment (for Year 5 of current charter term)

Student Group	<u>Number</u> Enrolled	<u>Percent</u> of Total Enrollment
Total Enrollment	171	100%
Asian	0	0%
Black or African American	8	4.7%
Filipino	0	0%
Hispanic or Latino	157	91.8%
Native American or Alaskan Native	2	1.2%
Native Hawaiian or Pacific Islander	0	0%
White	2	1.2%
Two or More Races	2	1.2%
Race Not Reported	0	0%
Male	88	51.5%
Female	83	48.5%
Homeless Students	1	0.6%
Foster Youth	1	0.6%
FRPM-Eligible/Economically Disadvantaged	164	95.9%
English Learners	97	56.7%
Special Education/Students with IEPs	12	7%

** If official data for certain student groups are not yet available, please provide the most updated unofficial number.*

Expulsions

Student Group	Year 1	Year 2	Year 3	Year 4
Schoolwide	0	0	0	0
Asian	0	0	0	0
Black or African American	0	0	0	0
Filipino	0	0	0	0
Hispanic or Latino	0	0	0	0
Native American or Alaskan Native	0	0	0	0
Native Hawaiian or Pacific Islander	0	0	0	0
White	0	0	0	0
Two or More Races	0	0	0	0
Race Not Reported	0	0	0	0
Male	0	0	0	0
Female	0	0	0	0

Homeless Students	0	0	0	0
English Learners	0	0	0	0
Students with Disabilities	0	0	0	0

Graduation Information (High Schools only) - For Year 4 of current charter term

Cohort Graduation Rate	57%
Cohort Dropout Rate	

If official data is not yet available for Year 4, please provide preliminary/unofficial numbers.

Post-Graduation Plans (High Schools only, if available)

Data should be from 3-6 months after graduation for each year.

	Year 1	Year 2	Year 3	Year 4
% attending 4-year college	19%	50%	27%	
% attending 2-year college	58%	50%	73%	
% attending vocational/ technical training	n/a	n/a	n/a	
% joined military	n/a	n/a	n/a	
% working exclusively	20%	n/a	n/a	

Teacher Recruitment/Retention (for each year of current charter term)

	Year 1	Year 2	Year 3	Year 4	Year 5
Total # of classroom teachers	12	10	12	10	10
# of new classroom teacher hires	2	1	4	9	3
# of classroom teachers retained from prior year	10	9	8	1	7
# of classroom teachers that left their position prior to the end of the school year (e.g. resigned, quit, terminated)	1	0	1	0	0
# of currently vacant classroom teaching positions (FTEs): 0					

Teacher Ethnicity (for Year 5 of current charter term)

Total # of classroom teachers	10
# Asian	10%
# Black or African American	40%
# Hispanic or Latino	35%
# White	15%
# Other Ethnicity or Missing	0%

CHARTER RENEWAL PERFORMANCE REPORT – FACILITIES AND PROPOSED MATERIAL REVISIONS/SUBSTANTIAL CHANGES

Facilities
Please respond to the following:
<p>Does the school’s current lease extend through the end of the requested charter term? If not, please describe your plans for a facility solution.</p> <p>Yes. Our lease on the facility located at 6221 East 17th St., Oakland, CA 94621 extends through 2024 with the option to extend for an additional ten-year term through 2034.</p> <p>Do you anticipate applying for District facilities through Prop 39 during the course of the upcoming charter term?</p> <p>No.</p>

Proposed Material Revisions/Substantial Changes
<p>Note: Material revision requests typically will need to be submitted <i>separately</i> from the renewal petition (i.e. not embedded in the renewal petition). Prior to submitting the renewal petition, petitioners should consult with OCS staff regarding any substantial proposed changes to the petition to determine whether these changes constitute a material revision necessitating a separate submission. Please respond to the following:</p>
<p><i>If applicable:</i> Describe any material revisions and/or substantial changes you are proposing for this renewal period, particularly in any of the following areas:</p> <ul style="list-style-type: none"> • Substantial changes to the educational program • Changes in grade levels to be served • Increasing the enrollment cap • Changes to lottery preferences or admission procedures • Changes to the governance structure • Adding or changing school location (with the exception of moving into a District-owned facility) • Entering into or revising a contract with a Charter Management Organization <p>The Office of Charter Schools (OCS) staff may reach out to request additional information related to any proposed material revisions/substantial changes. Please see the OCS Material Revision Handbook for more detailed information.</p>

Executive Summary

Alternatives in Action (“AIA”) is a 501(c) (3) non-profit organization that originated in Alameda, California. AIA envisions generations of young adults inspired and prepared to take meaningful action that positively transforms their lives and their communities.

Alternatives in Action High School (AIAHS), formerly the Bay Area School of Enterprise and renamed by the governing board of AIA in 2012, is a youth-designed charter high school serving 171 students in the 2019-2020 school year.

AIAHS prepares youth, the majority of whom have been unsuccessful in previous school settings, for college and career success, and for the ability to make meaningful contributions to the community. AIAHS serves 171 culturally and academically diverse youth. In the 2019-20 school year, 7% were identified as have learning disabilities and/or 504 accommodations; 96% qualified for free or reduced lunch. Additionally, many students arrive at AIAHS below grade level and AIAHS academic coaches (teachers) provide additional instructional support to bring students closer to grade level standards.

Our approach to working with high-risk youth is unique among non-traditional schools. AIAHS is the first student-initiated charter high school in the country and provides an environment where students take ownership of their learning and partner with caring adults to transform their lives as they learn how to positively impact their local community. Rather than using the continuation high school approach, which typically emphasizes rapid credit recovery merely to meet the minimum state established graduation requirements, AIAHS strives to prepare students for ambitious post-high school goals, including enrollment in community colleges, four-year universities, and certificate programs that prepare them for immediate employment in the skilled workforce.

AIAHS is non-sectarian in its programs, admissions policies, employment practices, and all other operations. AIAHS does not charge tuition, and does not discriminate on the basis of race, ethnicity, national origin, gender, sexual orientation or disability.

History

The idea of forming a charter high school was developed through efforts to create education reform within Alameda Unified School District (AUSD) at the high school level. In 1996, Alternatives in Action began efforts to engage youth in developing and implementing solutions to community problems. One of the consistent needs identified by Alameda youth was the limited high school educational options available. A group of ten youth, working in partnership with adult experts, designed, wrote, and submitted the first ever youth-initiated charter school petition in the country. It received a unanimous vote of approval from the Alameda Unified School District Board of Trustees on May 16, 2001, and opened in September 2001. The AIAHS Charter was unanimously renewed by the Alameda Unified School Board in February, 2011 and again in 2016.

Until the 2014-15 school year, AIAHS was located in the city of Alameda. AIAHS relocated to a suitable facility in Oakland’s Seminary neighborhood in 2014. The current facility is located at 6221 E. 17th Street, Oakland, CA 94621. The facility provides 12,000 square feet of space, and includes

eight classrooms and a multi-purpose room. It is located along major transportation routes and parking is available for teachers. AIAHS has invested nearly \$500,000 in facilities upgrades to meet the needs of our students.

Ninety-eight percent of AIAHS students are Oakland residents.

Continuing Charter School

For the 2021-2026 charter term, AIAHS will operate from its current facility in Oakland. In accordance with Education Code Section 47605(a)(5)(A)(i) (as amended pursuant to AB 1505), prior to submitting a renewal petition to AUSD, AIAHS requested approval from OUSD to continue operating in its facilities within OUSD boundaries. Because the request was denied, in accordance with Education Code Section 47605(a)(5)(A)(ii), AIAHS is submitting a request for renewal of its charter petition pursuant to Section 47607 to Oakland Unified School District, where the Charter School is located.

Pursuant to Education Code Section 47605(a)(5)(E), upon approval of its renewal by OUSD, AIAHS shall be regarded as a “continuing charter school.” AIAHS shall comply with all applicable requirements that a “continuing charter school” must comply with in accordance with AB 1505 and SB 98.

Accomplishments

AIAHS has remained true to its original vision and education plan. Over the past five years since its last charter renewal, there have been many accomplishments worth noting:

- Western Association of Schools and Colleges (WASC) accreditation in 2018-2019 for a six-year term through June 30, 2025
- Strengthened alternative assessments including use of Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP), writing assessments and portfolio development as part of our Dashboard Alternative School Status (DASS).
- Strengthened career pathways through multi-year grant from California Pathways Trust as a part of a consortium of alternative schools through Alameda County Office of Education
- Secured additional grant funding annually to provide more supports and opportunities for youth, including academic intervention, college and career preparation, and real-world skill and leadership development in order to meet the needs of an alternative school population
- Secured K12 Strong Workforce Program multi-year funding beginning in the 2020-2021 school year through an Alameda County Office of Education consortium of alternative schools to develop career pathways and readiness skills
- Successful implementation of thirty social enterprise projects including participation in ~~two~~ a youth-led candidate forum, community block parties, art exhibits and murals, mentorship programs

- Developed a Newcomer program for students enrolling in AIAHS who have been in the United States for less than three years. This program provides additional levels of support to students who are classified as English Learners.

AIAHS’s core strength continues to be its success with students who were previously unsuccessful in traditional schools, supporting them to complete a University of California A-G curriculum and continue on to post-secondary education and viable career options. AIAHS has accomplished this by focusing on a strong school culture and opportunities that cultivate youth ownership and leadership, an emphasis on relationship building, a focus on academic support and rigor, and real-world learning opportunities that are relevant to the students we serve.

Perhaps the best way to capture the work at AIAHS, though, is in the words of the students, staff, and parents who have made this school the source of their hopes and inspiration.

“I came here because this school is different from other, normal high schools. AIAHS showed me that I can be a leader and actually make changes in the school if I feel like we need changes. This school showed me that I have a voice and the coaches can hear me ... AIAHS has helped me change into a better person and a person who can lead.”
 -Alumna, Class of 2018

“Something different from this school and others is that this school is small. Teachers pay more attention to students since there aren’t too many people who attend the school. Something I appreciate is that teachers check in with students when they need help.”
 -Senior Student, Class of 2021

Academic Program Components and Improvements

Literacy

More than half of our students are English Learners (EL), and many enter AIAHS without grade level reading or writing skills, making access to college and careers that pay living wages especially difficult without intentional and personalized instruction. In 2017 we experienced an influx of “newcomer” students who have lived in the United States less than three years. Given this reality, literacy development is not just a core school-wide goal; ensuring our students can read, write and speak in English is an equity issue. AIAHS uses a writing rubric and has conducted school-wide writing assessments to inform the Humanities team on specific areas for intervention. This team meets regularly to share strategies and lessons with one another in order to support student learning.

Instructional Improvement

Through our partnership with the Reach Institute for School Leadership, AIAHS improved job-embedded coaching that includes:

- Self-, peer- coach- assessment based on the California Standards for the Teaching Profession (CSTP) with emphasis on above elements
- Individualized professional development plans based on assessment
- Formative assessment cycles with a coach or in Professional Learning Community teams
 - Pre-conference, observe, post-conference

- Analyzing student work
- Analyzing assessment results
- Backwards planning instruction

The support received through the Reach Institute has improved the quality and depth of professional development for our academic coaches (teachers). Academic coaches participate in a minimum of ten (10) professional development days each academic year. AIA is committed to the continued investment in the development of our academic coaches, which is included in our strategic planning.

Professional development also includes trainings in lesson planning, unit planning, differentiation and scaffolding, and social justice curriculum in order to meet the unique needs of our student population.

Additionally, our academic coaches receive training on youth development, restorative justice practices and trauma-informed practices. Our trauma-informed practices trainings focus on the reality our students are living, including growing in generational poverty and living in high-crime neighborhoods where personal safety is always top of mind. Unfortunately for our students, many have witnessed extreme violence first hand, divorce, family separation, emotional and physical abuse; as such, understanding how to effectively teach students who are managing emotional stress is critical to ensuring their success.

Our academic coaches also receive intentional professional development in Positive Behavioral Intervention and Supports, and Response to Intervention strategies, including de-escalation strategies and behavior response training.

Mathematics

As a result of data analysis in math skill achievement, AIAHS has invested additional resources to strengthen the math program, and now provides math instruction in smaller class sizes provided that allows for more differentiated instruction.

Data Analysis

Given the small student population at AIAHS and the fact that the majority of students enter below grade level, AIAHS focuses intensely on value added assessment measures to drive instructional program improvement. AIAHS has implemented the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) assessment since 2008. AIAHS has implemented use of additional assessment measures including writing assessments and California State University (CSU) placement tests. In 2020, AIAHS began using the National Student Clearinghouse to better understand the success of our students after they graduate from AIAHS.

All of these data taken together allow AIAHS to respond quickly and efficiently to gaps in instruction and to understand the longitudinal success of our intervention efforts.

College Preparation

As mentioned above, many AIAHS students enter below grade level and without the credits necessary to guarantee acceptance to the UC or CSU. However, once students graduate from

AIAHS, they meet either UC A-G requirements or have successfully completed their Alternate Graduation Path, which typically leads to career pathway programs at local community colleges.

AIAHS's success in preparing students for college over the last renewal period is detailed below.

Parent and Student Feedback

Parent and student feedback is gathered on annual basis with the exception of 2019-20 because of the rapid transitioned to distance learning. In our 2018-19 survey data, overwhelmingly, both parents and students shared positive feedback feelings about the school and its offerings. Some highlights follow:

- 70% of students surveyed report feeling safe on the AIAHS campus; 90% of parents surveyed report feeling that the school is a safe space for their students
- 80% of students surveyed report that they feel they at least one adult at AIAHS that they can trust and talk to; 96% of parents surveyed report feeling their students are supported at school
- 62.5% of students surveyed report feeling that they have opportunities to participate in leadership at AIAHS
- 92.5% of parents surveyed reported feeling satisfied with family engagement opportunities

One parent shared that she values that AIAHS “gives students life lessons when they are caught doing something they aren’t supposed to.” Another parent of a senior commented “My son is prepared to go to college, strengthen his knowledge, and pursue a career.” Her son was accepted to St. Mary’s College of California and received a highly competitive scholarship from the Oakland Rotary Club.

Supplemental Programs and Services

In order to achieve our mission of developing youth who would otherwise fall through the cracks into productive, empowered adults, AIAHS has consistently invested in making comprehensive supports and opportunities available to our youth. A summary of our support programs follows:

College Advising

AIAHS employs a full-time College and Career Coordinator who works with all students to educate them on A-G requirements, course sequencing, graduation plans, and every step of the college admission process. The College and Career Coordinator also teaches a Transitions to Effective Citizenship class, an elective course that is required for all seniors to support post-high school planning and college readiness.

Internship

Students are required to complete 60-80 hours in an internship, depending on their graduation pathway (UC/CSU or Alternate). Prior to internship placement, students receive career counseling and assessment services and support in resume development, support in interview skills, and assistance in identifying a career aligned internship placement. Internship hours are completed with local employers, so students receive real-world skill development in how to be successful in the workforce.

Career Pathway Development

Through dual enrollment agreements with local community colleges, such as Diablo Valley College, AIAHS offers career pathways in multi-media. AIAHS continues to develop pathway options for students under our K12 Strong Workforce Program grant through the Alameda County Office of Education. As part of the pathway, students participate in group projects, including sound engineering, art production, mentoring programs, youth leadership, and other activities based on youth input.

Restorative Justice and Youth Court

AIAHS employs a full-time Restorative Justice Coordinator. AIAHS is committed to a restorative justice approach and provides training for all staff on restorative justice methods. The Restorative Justice Coordinator provides the necessary support structure for youth and adults. In addition to supporting youth learning and accountability to restore culture when harm has been done to an individual or the community, the Restorative Justice Coordinator provides counseling and guidance, case management, home visits, and a range of other supports. Students who have violated the school's code of conduct and admit to having committed a mistake are referred to Youth Court where a jury of their peers decides on appropriate consequences after a hearing.

Supportive Features of the AIAHS Educational Program

Extra Academic Support

Given that the majority of our youth face significant academic challenges, AIAHS provides afterschool academic support through which students can access core academic help in the form of one-on-one and small group instruction and tutoring. During this extra hour after school, students receive additional instruction and support in areas such as, computer basics, SAT preparation, and the college and financial aid application process. Academic support and individual tutoring is provided to all participants between 3:30 and 4:30 p.m. four days per week. Staff from the Student Services team manages the academic support schedule, and organizes workshops and other programs to support academic skill development and college readiness. All AIAHS academic coaches (teachers) rotate coverage to support academic intervention during after school time.

Enterprise Learning

Enterprise Learning is a developmental approach to education that integrates youth development practices, constructivism, and in-depth college preparatory learning. Enterprise Learning emphasizes social enterprise project creation and performance as a tool to enhance personal efficacy, reading, writing, public speaking, and the ability to take social action. This approach is thematic across all components of Alternatives in Action. In order to make connections across instructional concepts, students work on project-based initiatives that are co-facilitated by youth staff and are charged with developing a real-world social enterprise project that positively impacts the greater community.

The Executive Team/Youth Staff Program

The Executive Team or E-Team is the name of our youth staff program. It is a career pathway strategy that provides youth with intensive training and development in fundamental skills to enter into a career as a Youth Development Practitioner or Educator. Youth who participate in this course are invited to apply to become Youth Coaches. They receive a stipend and elective credit for their work. Several of our alums have been hired by area youth development organizations.

Family Orientation and Engagement

Parent participation and involvement has been a striking achievement for AIAHS. Research indicates that parent participation in schools decreases dramatically in high school with some studies citing participation as low as 10 percent. Yet, high school success and college entrance are correlated with continued parental involvement. In recognition of this correlation, AIAHS strongly encourages participation by parents/family members in key activities². AIAHS intentionally works to orient new students and families as part of our focus on community building. To this end, AIAHS holds parent/guardian meetings at the time of enrollment, and youth led conferencing for parents at the end of the first quarter. On average, there has been over 80 percent attendance at both of these events over the last five years. Parents, students, and staff report that their participation gave them a clear picture of our school's focus, expectations, and culture, and helped them to feel immediately connected to our community. Ongoing family engagement is nurtured through our parent participation in school governance and continual family outreach. The parent representatives (2) to the Board of Directors provides input and guidance on family engagement strategies including topics for bi-monthly workshops, program feedback on communication, and priorities for student success. Past workshops have included topics such as introduction to college readiness, financial aid for college, guidance for applying for the Deferred Action for Childhood Arrivals (DACA), tools for parenting adolescence, and more.

Alternatives in Action High School's Leadership Team

Phung Lai, Executive Director

Phung Lai is an educator and educational leader in the Bay Area for over 20 years. She has extensive experience in various Oakland non-profit organizations, AmeriCorps programs, and in multiple K-12 charter and district schools, including Oakland Unified School District (OUSD) and Kern County Superintendent of Schools (KCSOS) where she implemented mentoring services in over 20 schools and local community based organizations as part of the California Endowment's Building Healthy Communities/Youth statewide mentoring program. During this time, she collaborated with OUSD, Fresno Unified School District, Merced City and County School Districts, Sacramento City Unified School District, and Del Norte County Unified School District working with school administrators, staff and students. Throughout Phung's career, she served on the leadership team for three charter schools as a mentor, teacher, and school administrator. She is also an endorsed trainer with the California School-Age Consortium (CalSAC).

Phung values time with family and friends, enjoys sports, and loves learning and trying new things.

Sierra Thai-Binh, Assistant Director

Sierra is very excited to join the AIA community as Assistant Director. She is especially thrilled to join this team because she is back working in her hometown of Oakland at a school that is founded on and embodies the best principles of youth empowerment and social justice.

Sierra's most recent position was with Seneca Center Family of Agencies as an Unconditional Education Coach. As a UE Coach, she coordinated the implementation of multi-tiered interventions

² Sanders, Mavis G; Epstein, Joyce L. and Connors-Todros 1999. Center for Research on the Education of Students Placed At Risk. Report No. 32

at partner schools including Positive Behavior Intervention and Support (PBIS), Reading and Social Skills Interventions, Special Education services, and Community/Family engagement. Prior to her work with Seneca she worked as faculty member and instructional coach for Reach Institute for School leadership and worked as a teacher and then administrator in San Jose for over ten years.

Sierra looks forward to bringing her knowledge, experience, humor, and unconditional care to the staff, students, and families of Alternatives in Action.

Edgar Alvarado, College and Career Coordinator

Edgar Alvarado is a queer Latinx aspiring educator from Oakland. He graduated from Alternatives in Action High School in 2014 and attended UC Santa Cruz to pursue his bachelor's degree. His own experience as a first generation and low-income student motivated him to help others from similar backgrounds. He is passionate about combating the racial inequities that exist for Black and Brown youth when pursuing higher education. He graduated from UC Santa Cruz in 2018, with a bachelor's degree in Latinos and Latin American studies. He has since moved back to Oakland and has worked closely with youth in an after-school program and as a tutor inside the classroom. In November 2019, Edgar became the College and Career Coordinator at Alternatives in Action High School.

Kenia Rodriguez, Health and Wellness Coordinator

Kenia Rodriguez was born in Vallejo, California. Kenia was a teacher at Alternatives in Action High School for six years before going on to pursue a Master's in Child and Adolescent Psychology: Prevention and Treatment. She feels fortunate enough to come back to the school which she loves and is really enjoying being a part of the community because everyone has a genuine love for the work they do.

Jason Richard, Restorative Justice Coordinator

An Oakland native with a degree in Psychology from Clark Atlanta University, Jason has served as a Berkeley YMCA camp counselor and sports coach. He also created sports programming at Chabot Elementary. After taking a break from working in education for a year Jason found himself interviewing at AIA. In fact, part of the interview process was speaking directly with students, who were interviewing him! At that point he knew where he wanted to be.

Niku Shah, School Counselor

Niku Shah is an associate marriage and family therapist, with a passion and interest in working with young people. Niku was born in San Francisco, and grew up in the Bay Area. All of Niku's family is originally from South Asia (mix of present-day Gujarat, India and Karachi, Pakistan). They received a bachelor's degree from UC Berkeley and a Master's degree in Integral Counseling Psychology from the California Institute of Integral Studies. Niku has worked as a paraeducator in a middle school and as a therapist in an elementary school. Niku loves to take long walks in Redwood Regional Park, underneath the tall trees, and also loves to cook (having been a bread baker in a former life, Niku still finds dipping their hands in dough to be very therapeutic).

AIAHS Has Been Faithful to its Charter

As is demonstrated throughout this charter petition, AIAHS remains true to the mission and values articulated by its founding youth in 2001 and refined by their successors.

Charter Renewal Criteria

Evidence of Meeting Charter Renewal Criteria Pursuant to:

- **Education Code Section 47607(c)(7) (DASS School)**

Education Code Section 47607(c)(7) states:

Paragraph (2) and subdivisions (a) and (b) of Section 47607.2 shall not apply to a charter school that is eligible for alternate methods for calculating the state and local indicators pursuant to subdivision (d) of Section 52064.5. In determining whether to grant a charter renewal for such a charter school, the chartering authority shall consider, in addition to the charter school's performance on the state and local indicators included in the [Dashboard], the charter school's performance on alternative metrics applicable to the charter school based on the pupil population served. The chartering authority shall meet with the charter school during the first year of the charter school's term to mutually agree to discuss alternative metrics to be considered pursuant to this paragraph and shall notify the charter school of the alternative metrics to be used within 30 days of this meeting. The chartering authority may deny a charter renewal pursuant to this paragraph only upon making written findings, setting forth specific facts to support the findings, that the closure of the charter school is in the best interest of pupils.

The new charter renewal criteria became effective law on July 1, 2020. AIAHS and AUSD could not go backwards in time to have a discussion about which alternative metrics would be reviewed at the time of charter renewal. The data below is presented to provide OUSD a snapshot of AIAHS's performance in a variety of metrics over the course of the most recent charter period. AIAHS is making gains and closing the Charter School is certainly not in the best interest of students.

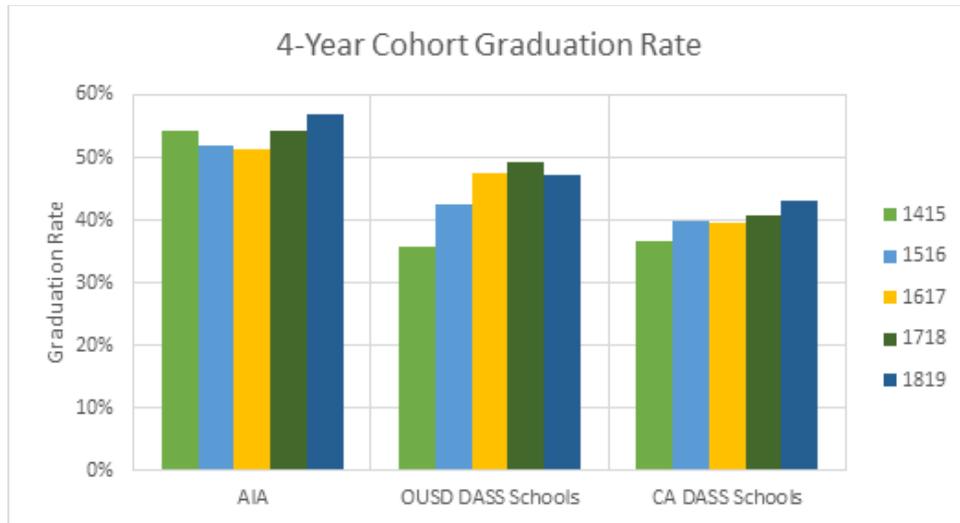
College Preparation

Alternatives in Action's core strength continues to be success with students who were previously unsuccessful in traditional schools, supporting them to complete an A-G curriculum and to pursue post-secondary education.

Many students enter AIA below grade level and without the credits necessary to guarantee acceptance at a UC or CSU, so meeting A-G requirements by graduation is a priority. It is important to compare AIA's program, combining a focus on unsuccessful and underserved students and college preparation, to schools that serve similar populations. Our comparisons center around Dashboard Alternative School Status (DASS) schools in Oakland Unified School District (OUSD) and across the state.

AIA's 4-year cohort graduation rate has been consistently higher than the OUSD DASS school average from 2014-15 through 2018-19. For the Class of 2019 cohort, AIA had a 57% graduation rate compared to 47% at district DASS schools and 43% DASS schools statewide.

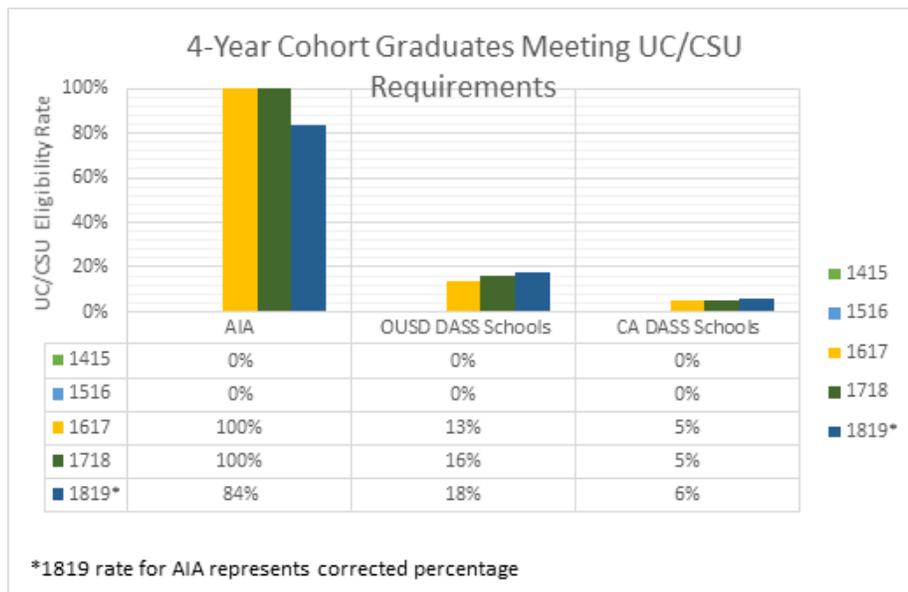
4-Year Cohort Graduation Rate: 2014-15 to 2018-19



Source: CDE downloadable data files – Four-Year Adjusted Cohort Graduation Rate (ACGR) and Outcome Data

Of those graduates, **AIA’s students are far more prepared** to apply to a UC or CSU than students at the comparison schools. In the last three years, over 83% of AIA cohort graduates have met UC/CSU requirements each year. Only 18% of students at OUSD DASS schools are UC/CSU eligible and the eligibility rate is only 6% statewide for DASS schools.

4-Year Cohort UC/CSU Eligibility Rate: 2014-15 to 2018-19

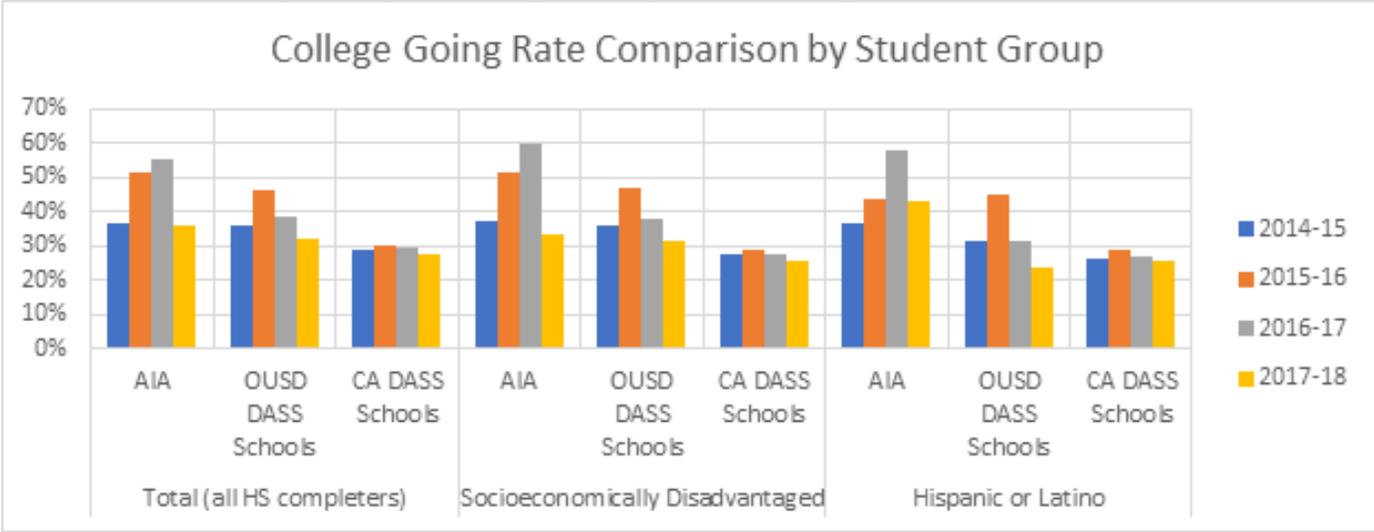


Source: CDE downloadable data files – Four-Year Adjusted Cohort Graduation Rate (ACGR) and Outcome Data & school records for A-G completion

Through AIA’s college readiness program, all seniors are required to apply to at least one college and are assisted through individual counseling, parent workshops and college tours to understand the

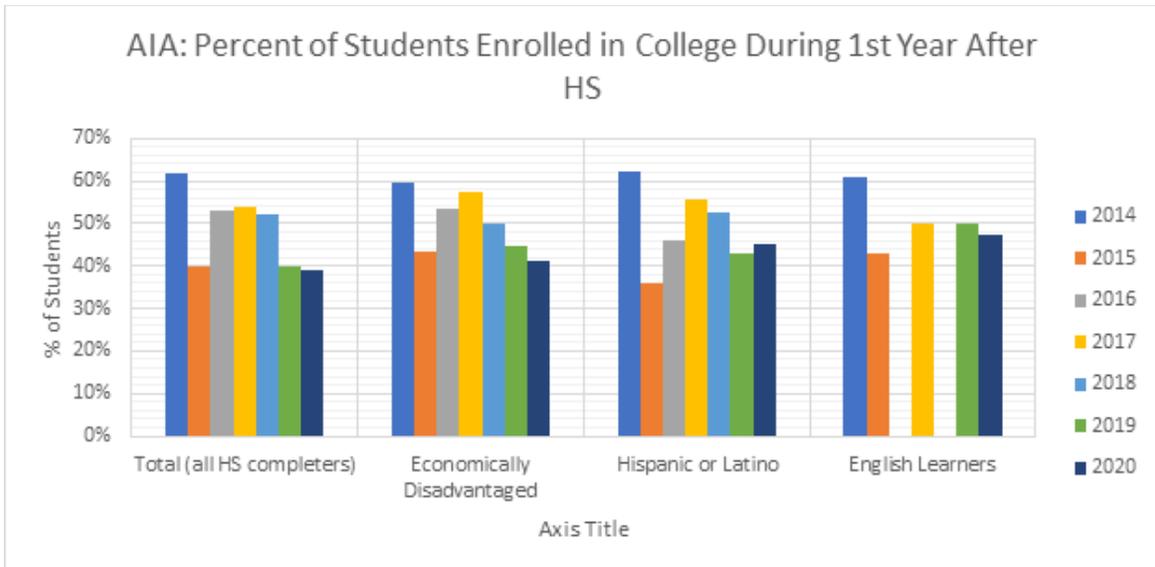
admissions and financial aid procedures. **The majority of AIA students graduate with the requirements necessary to apply to a UC or CSU**, so the students have many options for their post-secondary education. AIA’s college going rate (CGR) has exceeded the OUSD and statewide DASS school average almost every year. **The school’s success with socioeconomically disadvantaged and Hispanic or Latino students is even more impressive when compared to the same student groups at district DASS schools or DASS schools statewide.**

College Going Rate Comparison by Student Group: 2014-15 to 2017-18



Source: CDE downloadable data files – College-Going rate (CGR) Data

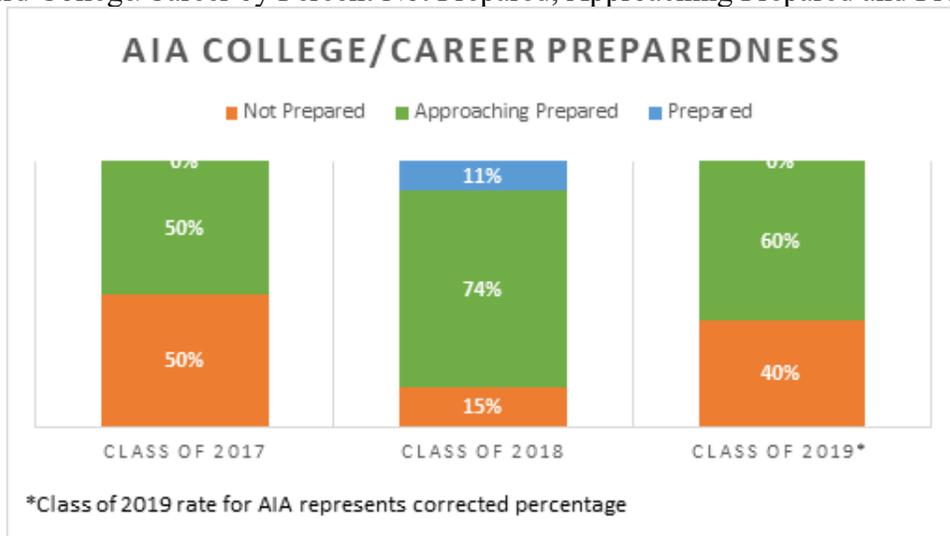
Although California only reports the CGR through the class of 2018, AIA contracted with National Student Clearinghouse (NSC) to get more recent data on college enrollment for its graduates. Based on NSC’s reports, the percent of AIA students who enrolled in college during the first year after high school continued to hover around 40% for the class of 2019 and 2020. **The percentage who enrolled in college was even higher for economically disadvantaged students, Hispanic or Latino students, and English learners.**



Source: National Student Clearinghouse StudentTracker Reports

Since the Smarter Balanced (SB) assessments are a key factor in the Dashboard College/Career indicator calculation, and many of AIA’s students enter below grade level, AIA’s College/Career “Prepared” percentage does lag behind the state average, which includes results from all high schools – traditional and DASS. A much larger percentage of students are “Approaching Prepared” at AIA based on the A-G completion criteria.

2019 Dashboard College/Career by Percent Not Prepared, Approaching Prepared and Prepared



Source: CA School Dashboard and school records of A-G completion

Student Achievement as Measured by Statewide Testing

Many students enter AIA below grade level and credit deficient, so achieving parity with the state average on state tests is challenging. AIA’s Smarter Balanced (SB) Distance from Standard (DFS) on

the Dashboard English Language Arts/Literacy (ELA) and math indicators is below the state average schoolwide and for significant student groups. The state average includes all K-12 schools in the state – traditional and DASS.

2018 and 2019 Dashboard ELA and Math Academic Indicators:
Distance from Standard compared to State

		All Students		Socioeconomically Disadvantaged		Hispanic or Latino	
		2018	2019	2018	2019	2018	2019
ELA	AIA	-132.5	-153.6	-132.5	-153.1	-131.4	-154.1
	CA State Average	-6.0	-3.0	-34.7	-30.5	-31.3	-27.1
Math	AIA	-225.6	-237.5	-225.6	-237.0	-216.4	-242.3
	CA State Average	-36.4	-33.5	-67.4	-63.7	-65.8	-62.2

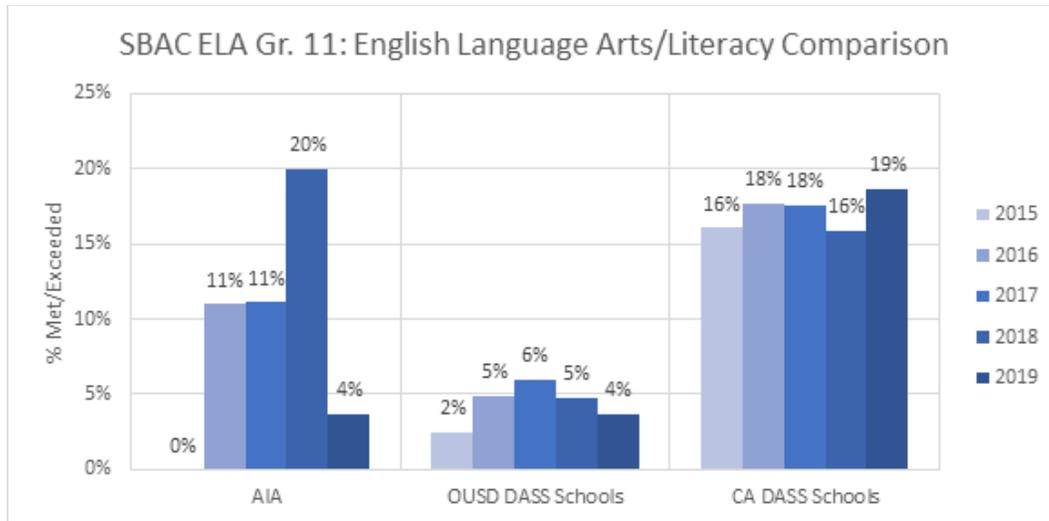
Source: CA School Dashboard

The following analysis of Smarter Balanced data demonstrates **AIA is performing similar to or better than the average of all Oakland DASS schools**. The Oakland USD DASS schools included in the comparisons are:

- Community Day High
- Community Day Middle
- Civicorps Corpsmember Academy
- Oakland International High School
- Ralph J. Bunche High
- Rudsdale Continuation
- Dewey Academy
- Independent Study, Sojourner Truth

The percentage of AIA students meeting or exceeding the standard on the SB ELA assessment grew 20 percentage points from 0% in 2015 to 20% in 2018, before taking a dip to 4% in 2019. AIA’s performance from 2016 to 2018 was well above the comparison school average each year.

Smarter Balanced English Language Arts/Literacy Growth: Grade 11, 2015-2019



Source: DataQuest Research Files

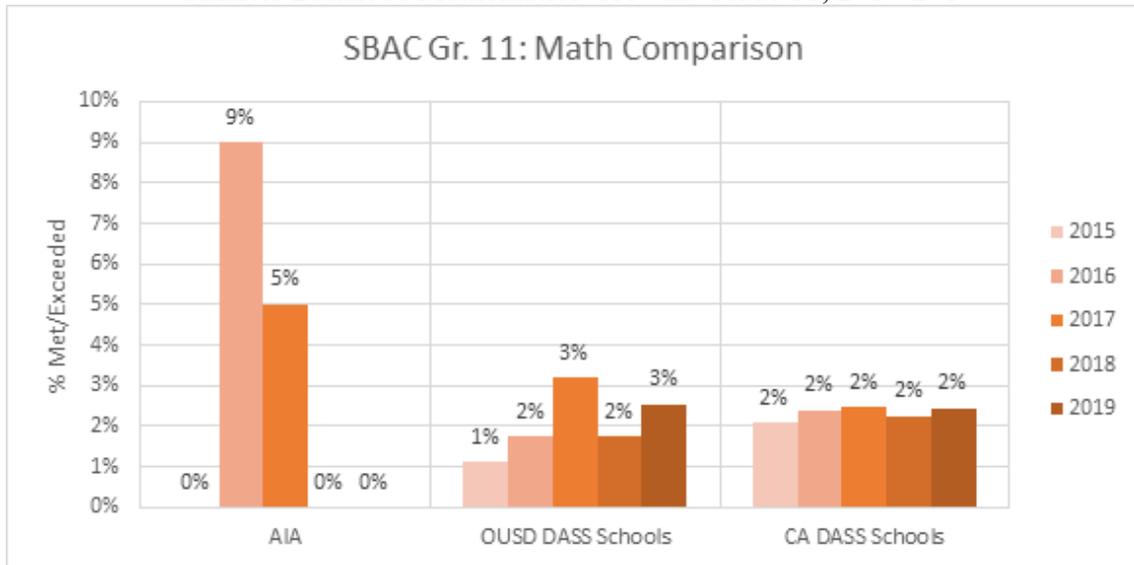
SBAC English Language Arts/Literacy: AIA, OUSD DASS Schools, and State DASS Schools

SBAC Grade 11 English Language Arts/Literacy						
	2015	2016	2017	2018	2019	Change from 2015 to 2019
AIA	0%	11%	11%	20%	4%	4
OUSD DASS Schools	2%	5%	6%	5%	4%	3
Community Day	*	*	*	*	*	
Community Day High	*	*	*	*	*	
Dewey Academy	0%	0%	5%	10%	0%	0
Independent Study, Sojourner Truth	12%	18%	31%	25%	17%	5
Oakland International High	3%	0%	0%	0%	0%	-3
Ralph J. Bunche High	3%	9%	3%	7%	12%	9
Rudsdale Continuation	0%	0%		0%	0%	0
CA DASS Schools	16%	18%	18%	16%	19%	3

Source: DataQuest Research Files

SB Math performance at AIA has had its ups and downs over the last five years, but at its height in 2016 and 2017, AIA exceeded the average of OUSD DASS schools and DASS schools statewide. Similar to many of the local DASS schools, AIA has experienced challenges getting students to meet the standard in math.

Smarter Balanced Mathematics Growth: Grade 11, 2015-2019



Source: DataQuest Research Files

SBAC Mathematics: AIA, OUSD DASS Schools, and State DASS Schools

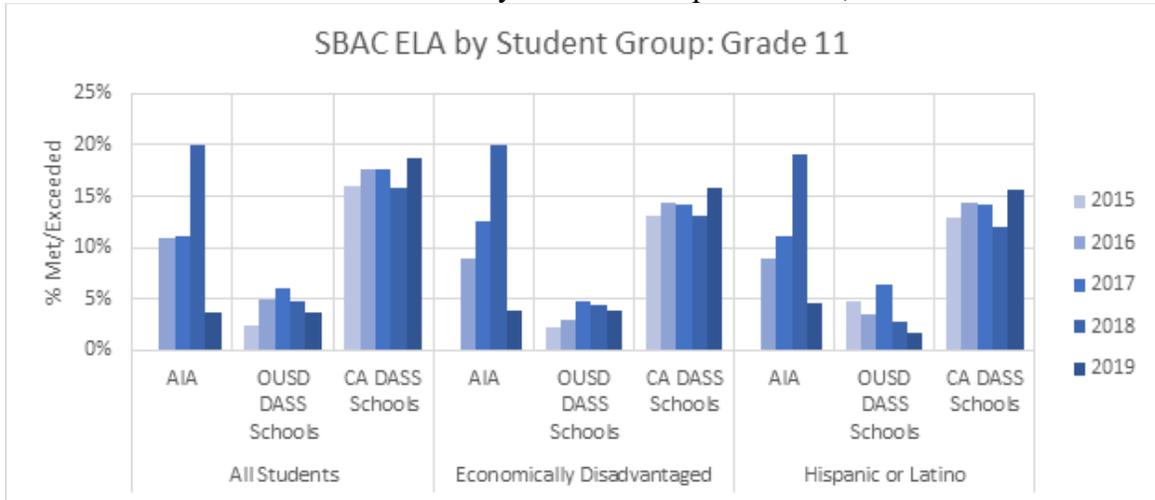
SBAC Grade 11 Mathematics						
	2015	2016	2017	2018	2019	Change from 2015 to 2019
AIA	0%	9%	5%	0%	0%	0
OUSD DASS Schools	1%	2%	3%	2%	3%	2
Community Day	*	*	*	*	*	
Community Day High	*	*	*	*	*	
Dewey Academy	0%	0%	0%	0%	0%	0
Independent Study, Sojourner Truth	0%	2%	8%	*	0%	0
Oakland International High	3%	4%	3%	3%	6%	3
Ralph J. Bunche High	0%	0%	3%	*	0%	0
Rudsdale Continuation	0%	0%	*	0%	0%	0
State DASS Schools	2%	2%	2%	2%	2%	0

Source: DataQuest Research Files

Since 93% of AIA students qualify for free or reduced lunch and 91% are Hispanic or Latino, the breakdown of SB scores by student group for AIA is roughly the same as the schoolwide average. But for the district and state DASS school averages, performance for the economically disadvantaged and Hispanic or Latino student groups is generally not as strong as the schoolwide averages. Broken out by student group, **AIA students are often outperforming the OUSD**

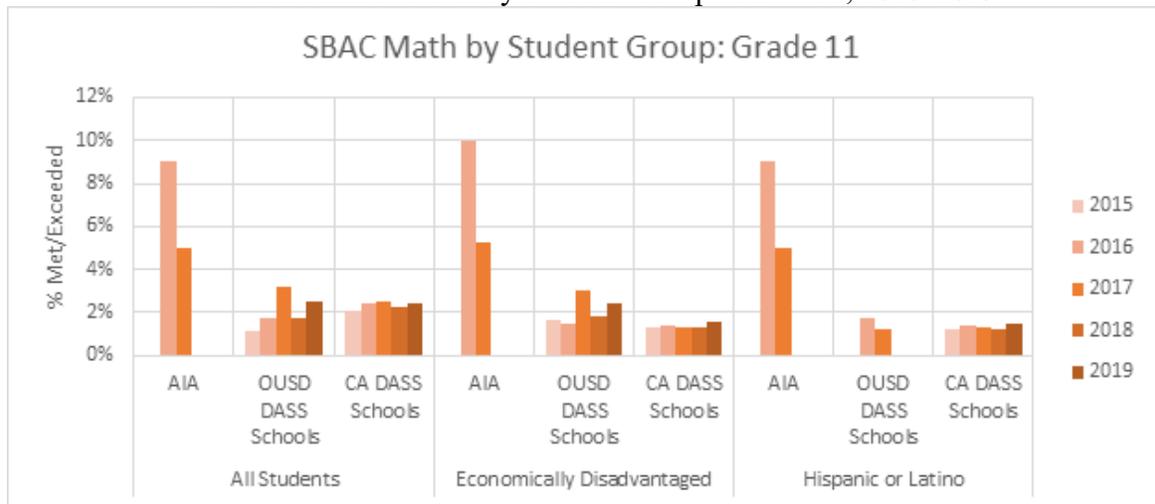
DASS school average, particularly for economically disadvantaged and Hispanic or Latino students in ELA.

Smarter Balanced ELA by Student Group: Grade 11, 2015-2019



Source: DataQuest Research Files

Smarter Balanced Math by Student Group: Grade 11, 2015-2019



Source: DataQuest Research Files

SBAC ELA and Math for Economically Disadvantaged Students:
AIA, OUSD DASS Schools, and CA DASS Schools

SBAC Grade 11: Economically Disadvantaged Student Group										
	English Language Arts/Literacy					Mathematics				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
AIA	0%	9%	12%	20%	4%	0%	10%	5%	0%	0%
OUSD DASS Schools	2%	3%	5%	4%	4%	2%	2%	3%	2%	2%
Civicorps Corpmember Academy	*	*	*	*	*	*	*	*	*	*
Community Day	*	*	*	*	*	*	*	*	*	*
Community Day High	*	*	*	*	*	*	*	*	*	*
Dewey Academy	0%	0%	3%	11%	0%	0%	0%	0%	0%	0%
Independent Study, Sojourner Truth	11%	10%	29%	25%	22%	0%	0%	5%	*	0%
Oakland International High	2%	0%	0%	0%	0%	4%	4%	4%	3%	5%
Ralph J. Bunche High	3%	11%	4%	*	13%	0%	0%	3%	*	0%
Rudsdale Continuation	0%	0%	*	0%	0%	0%	0%	*	0%	0%
State DASS Schools	13%	14%	14%	13%	16%	1%	1%	1%	1%	2%

Source: DataQuest Research Files

SBAC ELA and Math for Hispanic or Latino Students:
AIA, OUSD DASS Schools, and CA DASS Schools

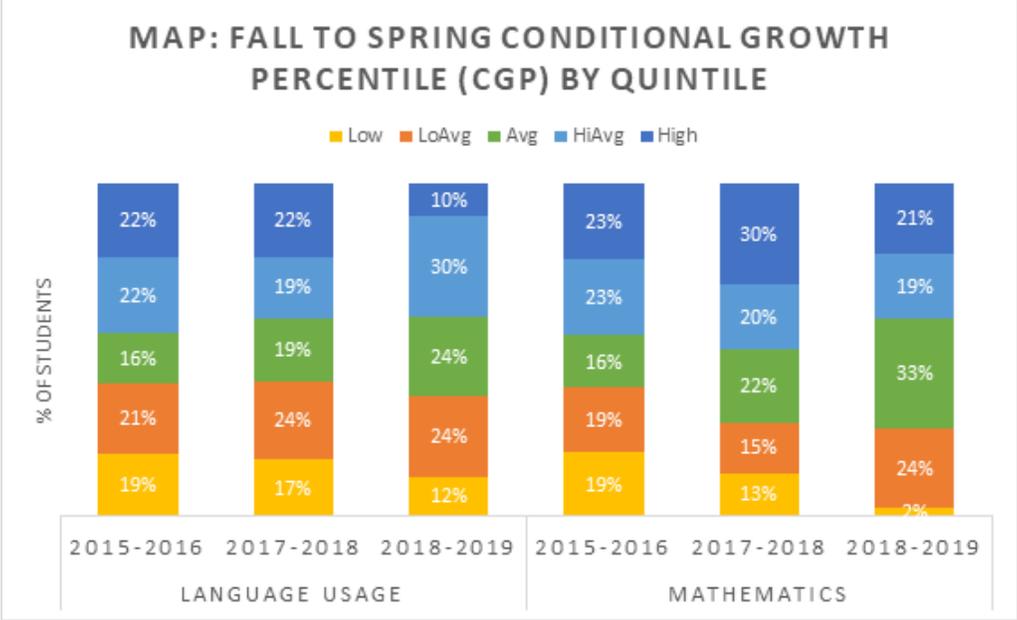
SBAC Grade 11: Hispanic or Latino Student Group										
	English Language Arts/Literacy					Mathematics				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
AIA	0%	9%	11%	19%	5%	0%	9%	5%	0%	0%
OUSD DASS Schools	5%	3%	6%	3%	2%	0%	2%	1%	0%	0%
Civicorps Corpmember Academy	*	*	*	*	*	*	*	*	*	*
Community Day	*	*	*	*	*	*	*	*	*	*
Community Day High	*	*	*	*	*	*	*	*	*	*
Dewey Academy	0%	0%	0%	20%	0%	0%	0%	0%	0%	0%
Independent Study, Sojourner Truth	21%	8%	28%	*	11%	0%	0%	6%	*	0%
Oakland International High	5%	0%	0%	0%	0%	0%	4%	0%	0%	0%
Ralph J. Bunche High	*	22%	*	*	*	*	0%	*	*	*
Rudsdale Continuation	0%	0%	*	0%	0%	0%	0%	*	0%	0%
State DASS Schools	13%	14%	14%	12%	16%	1%	1%	1%	1%	1%

Source: DataQuest Research Files

Value Added Measures

Given that state testing in ELA and math only occurs in grade 11 for high schools and the majority of AIA students enter below grade level, the school focuses on the use of Value Added Assessment measures as a key driver of instructional program improvement. AIA administers NWEA Measures of Academic Progress (MAP) assessments twice a year (Fall and Spring) in Language Usage and Mathematics to all students in grades 9 and 10.

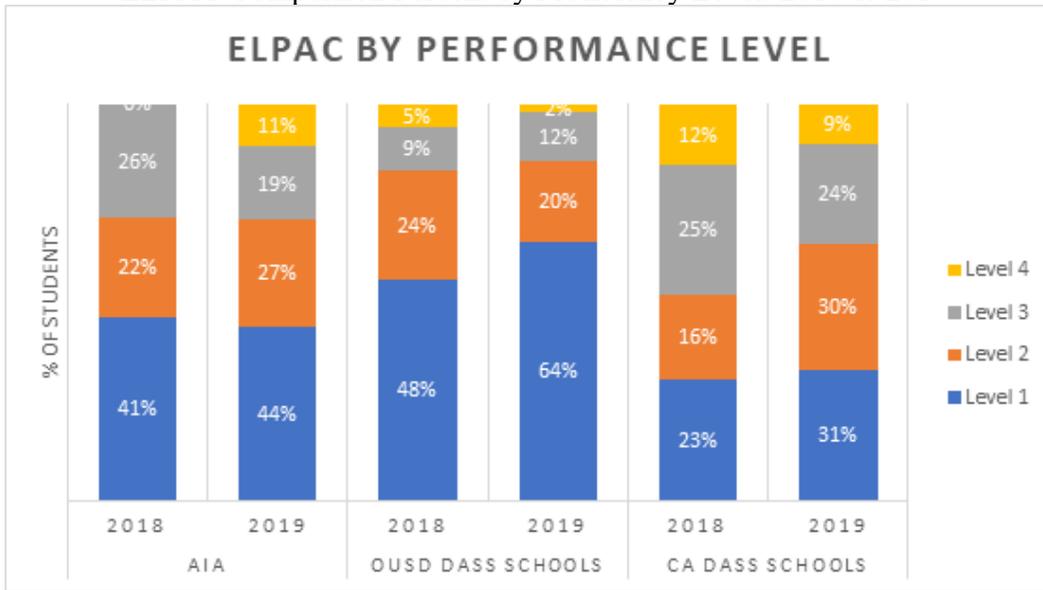
Based on each student’s Fall score, MAP identifies an expected growth target for the Spring per subject. Student growth from Fall to Spring is evaluated against the target to determine whether the students met the growth target – approximately 50th conditional growth percentile (CGP) or Avg level – or exceeded the growth target at the HiAvg or High levels. In both subjects, **AIA shows a growing percentage of students in the Avg, HiAvg, or High categories** of the CGP from 2015-16 through 2018-19. Also noteworthy is the **decrease in the percentage of students in the Low category** of the CGP. Bottom line, more students at AIA are making the annual growth necessary on MAP to move towards grade level performance.



English Learner Progress

Over half of AIA students are English learners (ELs), so we closely monitor progress on the English Language Proficiency Assessments for California (ELPAC) introduced in 2018. **A larger percentage of AIA English learners are scoring in the top two levels of the ELPAC than ELs at district DASS schools,** and we’ve seen progress from 2018 to 2019.

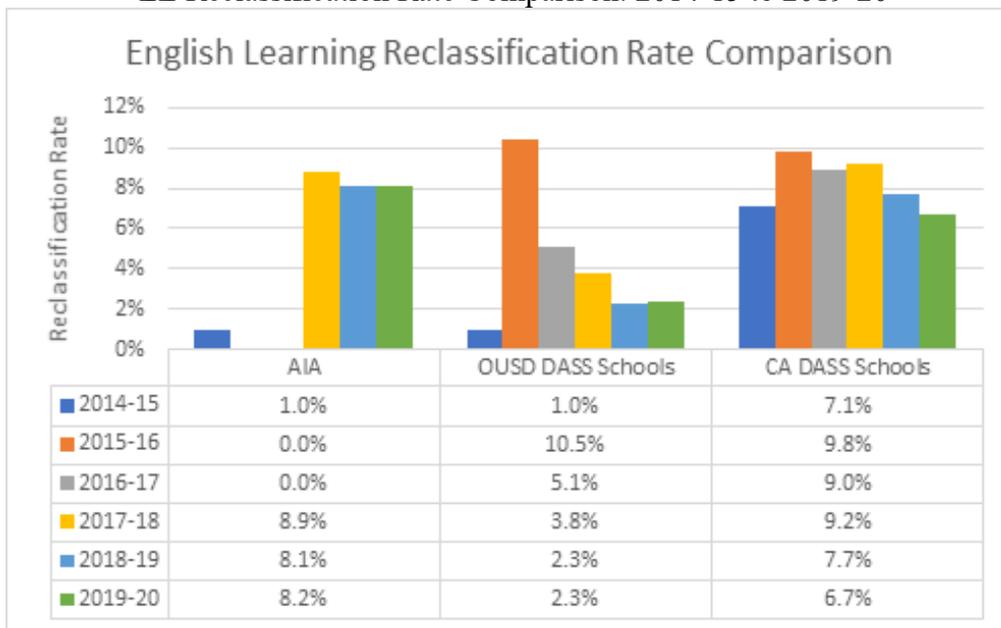
ELPAC Comparison Percent by Proficiency Level: 2018 & 2019



Source: DataQuest Research Files

The EL reclassification rate at AIA has also been consistently higher than at district DASS schools from 2017-18 through 2019-20. AIA’s reclassification rate has been steadily over 8% for the past three years, compared to approximately 2-4% at district DASS schools.

EL Reclassification Rate Comparison: 2014-15 to 2019-20

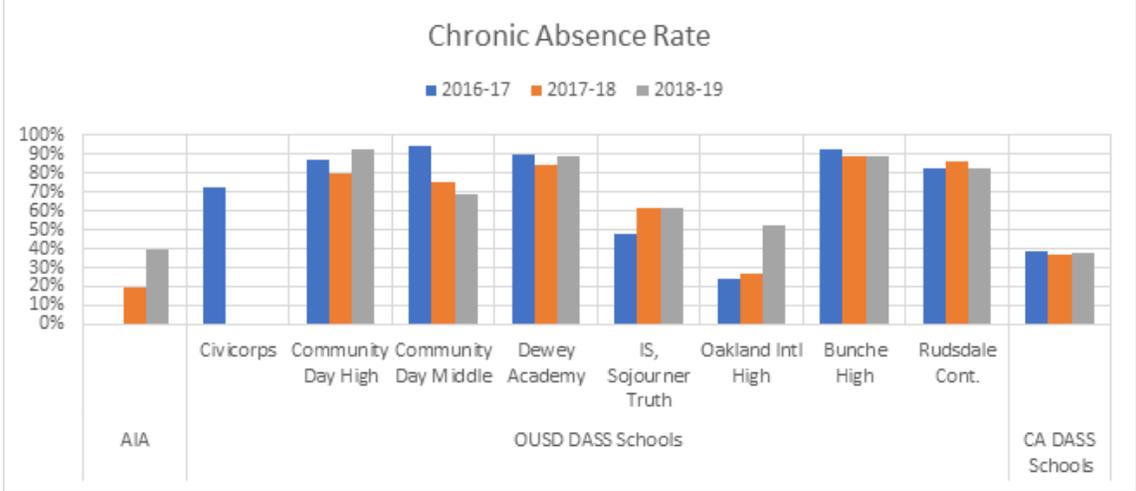


Source: CDE downloadable data files – English Learner (EL) Data – EL Reclassification Data

Academic Engagement

AIA also has much stronger academic engagement from students than most district DASS schools. Even AIA’s high of 40% in 2018-19 is much lower than comparison schools, where the chronic absence rate ranged from 52% to 92%. Attendance is critical to learning and growth, and AIA continues to improve its methods of engaging students.

Chronic Absenteeism Rate Comparison: 2016-17 to 2018-19



Ultimately, AIA’s focus on engagement and ensuring all students complete the criteria they need to attend college is paying off in post-secondary outcomes for its students.

Conclusion

In accordance with Education Code Section 47607(c)(7), the default outcome is for the chartering authority to approve a charter renewal petition for a DASS school. The chartering authority can only deny a charter renewal if it makes written findings, setting forth specific facts to support the findings, that the closure of the charter school is in the best interest of pupils.

As demonstrated by the data above, AIAHS has prepared students to meet UC/CSU application requirements, successfully engaged students in a manner that encourages their regular attendance, ensured English Learners are making progress toward reclassification, and consistently outperformed district and state DASS school in graduation rates.

Thus, AIAHS requests a 5-year renewal term, from July 1, 2021 to June 30, 2026.

Element 1 – Educational Program

“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.” – Ed. Code § 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.” – Ed. Code § 47605(c)(5)(A)(ii)

“If the proposed charter school will serve high school pupils, the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A to G” admissions criteria may be considered to meet college entrance requirements.” – Ed. Code § 47605(c)(5)(A)(iii)

Local Control Accountability Plan (LCAP)

Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Office of Charter Schools on or before July 1, in accordance with Education Code section 47604.33. In accordance with Education Code section 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(c)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time, including but not limited to the following:

- A review of the progress towards the goals included in the charter, an assessment of the effectiveness of specific actions toward achieving those goals, and a description of the changes to the specific actions the charter school will make as a result of the review and assessment.
- Listing and description of the expenditures for the fiscal year in implementing the specific actions included in the charter as a result of the reviews and assessments, classified using the California School Accounting Manual.
- To the extent practicable, data shall be reported in a manner consistent with how information is reported on the California School Dashboard.

Charter School shall comply with all other requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School ‘shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the local control and accountability plan and annual update...’ (Ed. Code § 47606.5(d))

Western Association of Schools and Colleges (WASC) Accreditation

If Charter School serves students in grades 9-12, Charter School shall obtain Western Association of Schools and Colleges (WASC) accreditation before Charter School graduates its first class of students.

Mathematics Placement Policy

If Charter School serves ninth grade, Charter School shall comply with the requirements of Education Code section 51224.7 with respect to implementing a fair, objective and transparent mathematics placement policy for pupils entering the ninth grade.

Student Enrollment and Grade Levels Served

For the term of the Charter, Charter School projects the following grade levels and enrollment:

Grade Level	Year 1	Year 2	Year 3	Year 4	Year 5
TK	n/a	n/a	n/a	n/a	n/a
K	n/a	n/a	n/a	n/a	n/a
1	n/a	n/a	n/a	n/a	n/a
2	n/a	n/a	n/a	n/a	n/a
3	n/a	n/a	n/a	n/a	n/a
4	n/a	n/a	n/a	n/a	n/a
5	n/a	n/a	n/a	n/a	n/a
6	n/a	n/a	n/a	n/a	n/a
7	n/a	n/a	n/a	n/a	n/a
8	n/a	n/a	n/a	n/a	n/a
9	33	32	36	38	38
10	48	50	50	50	50
11	48	50	50	50	50
12	46	48	48	48	48
Other	n/a	n/a	n/a	n/a	n/a
Total	175	180	184	186	186

Maximum enrollment of school during the upcoming charter term: 200

Charter School acknowledges that it is the position of the District that any deviation from the grade levels listed above shall be considered a material revision of the Charter under Education Code section 47607(a). Further, any increase in enrollment exceeding either 5% OR 20 students of the total enrollment, shall be considered a material revision of the Charter, and any decrease in enrollment exceeding 10% AND 20 students below the projected enrollment for a given year shall also be considered a material revision of the Charter.

General Information

Contact Person: Phung Lai, Executive Director

Contact & School Site Address: 6221 E. 17th St., Oakland, CA 94621

Phone Number: (510) 285-6290

Term of this Charter: July 1, 2021 to June 30, 2026

Grade Configuration: 9, 10, 11, 12

Mission and Vision

Vision: We envision generations of young adults inspired and prepared to transform their lives and their communities.

Mission: Alternatives in Action inspires Bay Area youth to realize their leadership potential and prepares them for college, career, and community life through dynamic educational, skill-building, and real-world experiences. Our schools, programs, and partnerships provide innovative opportunities and support that help children and youth succeed and ultimately become contributing adults.

Expected Results

AIAHS students will succeed in post-secondary education (primarily four-year universities, ultimately, but also including community college associate degrees and vocational degrees at community colleges), enter into productive and meaningful careers and will contribute positively to their communities.

Population Served

AIAHS is open to all high school age youth. Special emphasis is placed on serving youth who have been unsuccessful or unchallenged in traditional school. AIAHS conducts targeted recruitment to outreach to students who are most at risk including partnerships with the Transition Center of the Juvenile Justice Center, East Bay Asian Youth Center (EBAYC), East Bay Agency for Children (EBAC), and Youth Alive! which operates a case management program for system-involved youth, and the East Bay Asian Local Development Corporation (EBALDC) that operates subsidized housing and resident programs. AIAHS provides a meaningful education to youth who are disengaged with education through youth-adult collaboration, real and dramatic experience as a central part of their education, and advocacy and leadership on behalf of youth and their communities.

The AIAHS mission requires building students' capacities towards the school-wide outcomes through:

- Staff who are skilled as teachers, but also as relationship builders, youth developers, and community builders.
- Curriculum that is thematic, emphasizes depth over coverage, engages students' interests, and builds academic/personal capacities.
- A community that emphasizes rigorous and meaningful post-high school options, both directly through support for meeting the requirements for attending college and by building the capacities

(such as personal responsibility, respect, community building, and motivation) necessary to become successful professionals.

Neither AIAHS students nor staff members come to AIAHS with these skills and capacity wholly in place, and AIAHS seeks to build these skills over time.

A recent assessment conducted of AIAHS students demonstrates AIAHS affinity to the priorities embedded in the Local Control Funding Formula. Over 75% of our students over the last three years meet the eligibility criteria to qualify for DASS status as described in the introduction. Race, ethnicity and free and reduced lunch rate information is located in the **Shifts in Demographics** section below.

Age and Grade Range

AIAHS serves high school youth in grades 9 through 12, which usually means youth between the ages of 14 and 19. However, AIAHS will admit any youth who has been promoted from the eighth grade and will allow youth to continue to be enrolled until they earn a diploma or turn 22 years old, consistent with the conditions for continuous enrollment and progress towards a diploma set forth in state law.

Geographic Area Served

AIAHS does not determine admissions by geographic area and any resident of California can attend AIAHS. However, the focus of AIAHS’s recruitment efforts is on Alameda, Oakland, and other East Bay communities.

Shifts in Demographics

The AIAHS student body is comprised of low-income students, Latinx, English Learners (EL), and African Americans, and students with disabilities.

Enrollment	2015-16	2016-17	2017-18	2018-19	2019-20
Total Enrollment	165	171	183	202	171
Demographics					
% White	0.6%	0.6%	1.6%	1%	1.2%
% Black	5.5%	5.8%	6%	5.9%	4.7%
% Hispanic	92.7%	93%	72.1%	83.2%	91.8%
% Asian / Pacific Islander	0%	0%	0.5%	0%	0%
% Mixed / No Response	0.6%	0%	19.7%	9.4%	1.2%
% Other	0.6%	0.6%	0%	1%	1.2%
Special education					
% Students with Disabilities (IEP and 504)	9.1%	9.9%	9.8%	13.4%	7%
Other					
% Free and Reduced Lunch Status	94.5%	98.2%	99.5%	96%	95.9%

% English Learners	53.3%	46.2%	47%	48.5%	56.7%
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Another feature of the shift in AIAHS’s demographics is the higher number of students coming to AIAHS below grade level. In 2020-2021, 85% of students’ in grades 9 through 12 entered below grade level in either Math, English Language Arts, or both, as evidenced by assessment scores. Ninety percent of students entering after their freshman year enter below grade level as evidenced by transcript analysis.

Community Interest

The AIAHS model has proven to be a lifeline for students at risk of dropping out or who have experienced struggles, academically and otherwise, in a traditional school setting. Our student population is made up of overwhelming socioeconomically disadvantaged children of color, more than half of whom are English Learners. Additionally, many of our students struggle with competing priorities in their lives, such as children of their own to care for. AIAHS serves a critical community need by providing an educational option wherein youth can pursue their academic interests with support from staff and teachers (academic coaches) who take a personal interest in their success. Opposed to a continuation school model that emphasizes rapid credit recovery to simply meet the minimum requirements for receiving a high school diploma, AIAHS considers the *entirety* of our students’ academic goals – not just earning a diploma, but positioning themselves to be successful beyond high school, in a four-year university, community college or career technical education pathway. AIAHS provides this environment for our students.

Once students are enrolled in AIAHS, they and their families meet with AIAHS staff to review transcripts, set expectations, and get an initial and personalized orientation to the program. Based primarily on data gathered from these meetings, AIAHS has learned that, while students come to AIAHS for a variety of reasons, most have been unsuccessful in some facet of traditional schooling and hope to turn their education and life around. AIAHS welcomes students who were unsuccessful or unchallenged in traditional schools, providing an environment in which they can change their own lives as they change the community around them. This meeting is a critical component to our high-touch approach to serving our students because it sets the tone for what they can expect from AIAHS staff, primarily that AIAHS is dedicated to ensuring their success. Over time, 85 percent of AIAHS graduates have gone on to higher education, despite the fact that approximately 90 percent were below grade level upon entrance.

Our initial meetings with students and families has revealed a variety of motivations for seeking our enrollment at AIAHS, including:

- Our intentionally small school and small class sizes that allow for personalized learning and relationship building between students and academic coaches, and parents and school staff.
- The latitude our program affords students in empowering them to take control of their education.
- A non-judgmental school atmosphere that encourages students to refocus their efforts at achieving their educational goals regardless of their past experiences or performance at traditional schools.

- Multiple opportunities to achieve their individual educational goals and the internal supports that help them get back on track with progress toward graduation; for many of our students, AIAHS is their last chance to succeed before attending adult school, continuation school, or dropping out altogether.
- Families feel seen, heard and safe as evidenced by family survey data.
- Career pathway programs that serve the needs of students who desire immediate entry into the skilled workforce. Our Newcomer Program, which serves students who have been in the US for three years or less. AIAHS implemented this program in 2017 when we experienced a dramatic increase in the number of students who had recently arrived in the United States. In response, we have attracted more newcomers, increased our bilingual staff to meet needs of newcomer families, ensured a safe space for students who are adjusting to a new life in the United States. Because this is a specialized approach, students and their families have reported feeling supported and understood as it relates to their unique needs, which could not necessarily be addressed at the high schools in the area their students would otherwise attend
- Intentional outreach to African American families in surrounding neighborhoods.
- High-touch approach with personalized learning plans

The positive feedback we receive from our students and parents reflects the desire in our community to have alternate options for students to achieve their educational goals. AIAHS is not a one-size-fits-all solution, rather we are hyper-conscious of the realities in which our students live and the experiences they bring to their educational journey; leveraging our students' unique perspectives and encouraging their academic and social-emotion growth without judgement, sets AIAHS apart.

What it Means to Be an Educated Person in the 21st Century

AIAHS's vision is that an educated person in the 21st century must be a powerful and effective citizen. The AIAHS community believes that effective citizens know what they think; know what they feel; know what they believe; and have the skills necessary to take meaningful action in the world. To this end, AIAHS will help students:

- develop strong written and verbal communication skills to share ideas and information and read to comprehend, critically analyze, and transform information;
- apply mathematical and scientific principles to solve real-world problems;
- think critically and creatively to approach, grapple with and resolve complex issues in a solutions-oriented mindset;
- develop a global perspective and understanding of the world;
- gain technological fluency, using and applying technology in their everyday lives;

- grow their leadership skills that show personal and social responsibility;
- develop the ability to work independently and in teams;
- understand in their own ability to use their voices to bring positive change to their communities and the world.

How Learning Best Occurs

“When students engage in productive activity, their learning becomes part of a social exchange, benefiting other people as well as themselves. Education becomes less egocentric. It also becomes less abstract, as the consequences of students' actions become more immediate. This can provide new motivation for students in American high schools....” Dr. David Stern, University of California, Berkeley

At AIAHS, we believe that learning best occurs when:

- Learning is made relevant to young people’s lives through real, meaningful experiences and culturally-informed curriculum
- Learning is grounded in caring relationships
- Youth have influence over their school and education
- Learning emphasizes depth of thinking over breadth of coverage
- Learning is holistic, encompassing intellectual, emotional, civic, and social development
- Learning is supported through instructional delivery that is incorporates trauma-informed practices
- Learning is grounded in a growth mindset

AIAHS uses “Enterprise Learning,” a developmental approach that integrates youth development practices, experiential education, and in-depth college preparatory learning. Enterprise learning emphasizes performance and project development as a tool to enhance personal efficacy, reading, writing, public speaking, and the ability to take social action. AIAHS provides a powerful alternative to a traditional school environment by integrating small, group-based learning driven by youth interests with a focus on academic skill building.

Instructional strategies that provide Enterprise Learning opportunities include the following:

- Opportunities for youth choice/personalization
- Attention to group process and collaborative learning (group forming, deconstruction, reconstruction, high performance, and reflection)
- Identified public performances

- Authentic assessments of youth learning including a clear process for developing learning plans and Presentations of Learning (POL)
- Youth ownership and leadership at multiple levels, including social action projects that address issues of importance to the external community
- Rigorous intellectual development that focuses on habits of mind as opposed to primarily information retention
- Multiple age and ability level groupings that provide opportunities for cascading leadership and peer coaching

Learning Environment

The learning environment at AIAHS is critical for changing the behaviors of adults and youth. It is designed to shift attention from the environment as a sense of place - a schoolhouse - to a sense of ever-present learning opportunities. The learning environment for AIAHS includes our classrooms as well as opportunities in the larger Alameda, Oakland, and Bay Area communities, including:

- Internships at local businesses throughout the Bay Area
- Collaborations with local government and non-profit organizations
- Community-based social enterprise projects
- Field trips, meetings, and conferences

Curriculum & Instructional Delivery

All AIAHS courses include school wide outcomes, multimodal teaching and learning strategies, and opportunities for individual student choice (i.e. selecting assessment methods for a particular assignment from a menu), peer and self-review, and projects that apply the learning in a real-world context. All courses have a school approved syllabus which includes Course Overview/Outline, Highly Leveraged/Power standards, Methods of Instruction, Major Assessments, and Grading Policy. All academic coaches (teachers) also maintain a curriculum binder with backwards mapped, planned daily or weekly lesson plans.

The core of the AIAHS program is the Humanities, with a special emphasis on reading, writing, public speaking, social justice, and action. AIAHS has developed subject specific outcomes that integrate the Common Core State Standards (“CCSS”), California’s eight state priorities, AIAHS’s school wide outcomes, and the requirements of the University of California/California State University A-G requirements. All curriculum is aligned to all applicable state content standards, including, but not limited to the CCSS, Next Generation Science Standards (“NGSS”), English Language Development Standards, History-Social Science Framework, and all other applicable standards and frameworks (hereinafter, collectively, “State Standards”).

Humanities

The *Humanities curriculum*, which is inclusive of English Language Arts and Social Science, has been redesigned over the last charter term. In order to best serve our EL students and those needing further literacy skill development, all students are assessed at the beginning of the year using CORE Reading Maze Comprehension Test to help identify which students will receive more intensive intervention.

Coaches collaborate annually to design a Humanities Arc that is appropriately developmental in approach. This Arc lays out the major goals for each grade level so that students will receive a well-rounded humanities education over their four years at AIAHS.

Major Goals aligned to the Arc:

- 9th Grade: Community Building and Orientation to Culture
- 10th Grade: Intensive Skill Building
- 11th Grade: Declaring a Path and Community Impact
- 12th Grade: Readiness to go out into the world

The Arc addresses State Standards, essential reading and writing skills, public speaking, historical thinking, essential questions, signature assignments and projects, and Habits of the Heart. The Arc is revisited annually by coaches and directors. In addition to the literature and texts outlined in the Arc, Humanities coaches also have access to, and regularly use, curriculum designed by Teachers Curriculum Institute, and Facing History and Ourselves. Below is a table detailing the curriculum and focus of the Humanities.

Standards Focus	9th and 10th Grades	11th and 12th Grades
Reading	<p>Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. (R1)*</p> <p>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. (R2)</p>	<p>Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. (R8)</p> <p>Read and comprehend complex literary and informational texts independently and proficiently. (R10)</p>
Writing	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (W4)</p>	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (W1)</p>

	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (W5)	Draw evidence from literary and or informational texts to support analysis, reflection, and research. (W9)
Language	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L1) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L2)	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. (L6)
Speaking and Listening	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. (SL1)	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. (SL4)
Curriculum	Coach developed from multiple sources including Teacher's Curriculum Institute <i>History Alive!</i> Zinn's <i>A Young People's History of the United States</i> , <i>Rethinking Globalization</i> , Prentice Hall <i>Economics</i> . Central texts include: <i>A House on Mango Street</i> , <i>Always Running</i> , <i>Our America</i> , <i>Things Fall Apart</i> , <i>Night</i> , <i>Krik Krak</i> , <i>The Great Gatsby</i> , <i>Malcolm X</i> , <i>Narrative of the Life of Frederick Douglas</i> , <i>And the Earth Did Not Devour Him</i> , <i>Parable of the Sower</i> , <i>The Alchemist</i> .	
Instructional Methods	<ul style="list-style-type: none"> -Culturally relevant curriculum to increase engagement -Small group, partner, whole class and individual work opportunities -Differentiation through varied groupings, independent reading, multiple level challenge tasks and assessments -Project based learning is placed throughout the courses so students experience a variety of modalities -Focus is placed on developing critical reading, writing and speaking skills and practices, not on memorizing content 	

*Common Core Anchor Standard Number

Mathematics

The Mathematics curriculum is a comprehensive mathematics program. Math and science coaches design internal assessment to determine students' starting points so that they are placed in the appropriate math classes. The Math and Science departments have also selected focus areas to enforce in all classes. Coaches share and collaborate on their year scope and sequence so that courses build upon each other. They hold monthly meetings where they identify math needs and choose a basic skill to re-enforce in all math/science classes. The Math/Science coaches also share best practices on a variety of teaching methods during these meetings. A specific focus on CCSS alignment has shifted math

curriculum to include new material from *Engage NY*, the *Interactive Mathematics Program*, and other sources. Below is the Math Instructional Arc detailing the common core focus in mathematics developed over the last year. Coaches have observed that student confidence in math and willingness to learn has increased as a result of these efforts.

Math Instructional Arc

Grade	9	10	11	12
Focus Standards for Mathematical Practice	Students will attend to detail and precision in mathematics. Students will recognize, and make use of structure while solving mathematics problems.	Students will reason abstractly and quantitatively. Students will persevere in solving problems.	Students will be able to use mathematical tools effectively to solve problems and to model real world problems.	Students will be able to construct mathematical arguments and critique the reasoning of others. Students will look for and make sense of repeated reasoning.
Curriculum	Coach developed and adapted from College Preparatory Mathematics, EngageNY, the Interactive Mathematics Program, Henri Picciotto’s <i>Geometry Labs</i> , and Kendall Hunt’s <i>Discovering Mathematics</i>			
Instructional Methods	<ul style="list-style-type: none"> -Across courses there is an emphasis on small group and pair work with occasional whole class and individual instruction when necessary. -Differentiation is provided through varied groupings, multiple level challenge tasks and assessments, and the use of manipulatives. -Project based learning is placed throughout the courses so students experience a variety of modalities and practice math in real world contexts. -Focus is placed on developing mathematical skills and practices, not on memorizing content. 			

Science

The *Science Curriculum* is broken into two science classes: Biology and Chemistry. Both are taught as lab sciences with an average of one lab per week. There are textbooks for each class (*Chemistry: Concepts and Applications* published by Glencoe McGraw-Hill, *Biology* Dragonfly Edition published by Pearson Prentice Hall) that are used as supplemental reading material and reference tools, which are aligned to the Next Generation Science Standards. In addition, educational readings and videos are used from a variety of sources, including other textbooks (ranging from middle school to college level), non-fiction books, newspaper articles, and online educational references. Additional resources are used, such as EL Achieve, which enables our English Language Learners to access the content at a language level that is appropriate for each student. In addition, we have committed to implementing new lab equipment for both classes as funding allows. Our Science Department focuses on bringing in community-based organizations for our students to collaborate with, such as the building of a garden with Oakland Leaf

Foundation, and partnering with scientists in the community from such places as Lawrence of Hall of Science. Students, in collaboration with the Oakland Leaf Foundation, built a community healing garden on the school grounds. Students grow traditional medicinal “healing” plants and aromatics. A mural was also painted at the location of the garden as part of this collaboration.

Electives

The *Electives curriculum* includes subjects such as 3D Art, Child Development, Sound Recording Studio, Legal Studies, Sociology of Education, Poetry, and Drama. These courses offer many real-world opportunities and links to career skills. Most of the elective academic coaches are currently practitioners in their fields.

AIAHS coaches are given latitude to adjust and refine their curriculum based on the needs and interests of their youth, but curriculum remains geared towards the school-wide outcomes. Coaches have stayed abreast of changes with regard to Common Core State Standards and consider all applicable State Standards when adopting materials and use supplemental materials for scaffolding and advanced levels. Voluntary feedback from recent graduates helps AIAHS modify current curriculum offerings to ensure it can best support students for a successful college and/or career experience after graduating from AIAHS.

Required Courses

The regular course of study at AIAHS exceeds the academic requirements of the UC/CSU A-G system. Students can decide to pursue an Alternate Graduation Pathway (described under **Graduation Requirements** below) if at the end of their first semester of their eleventh grade year, they present to an Administrative Panel, including the Director of AIAHS, an alternate course of study in alignment with their post-high school plans. Below is the detailed list of courses and unit requirements for the traditional graduation path:

- A. Social Science (within the Humanities Arc) (25 Units) course selections include:
 - World Studies (10 Units)
 - Modern World History, Culture, and Geography (10 units)
 - US History, Culture, and Geography (10 units)
 - US Government (5 units)
 - Honors US History, Culture, and Geography (10 units)
 - Honors US Government (5 units)

- B. English (within Humanities Arc) (40 units) course selections include:
 - English 1 (10 units)
 - English 2 (10 units)
 - English 3 (10 units)
 - Honors English: American Literature of Social Change (10)
 - English 4 (10 units)
 - Honors English: Literature and Composition (10 units)

- C. Mathematics (30 units) course selections include:

- Algebra (10 units)
- Geometry (10 units)
- Algebra II (10 units)
- Pre-Calculus (10 units)

D. Laboratory Science (20 units) course selections include:

- Earth Science (10 units)
- Biology (10 units)
- Chemistry (10 units)
- Physics (10 units)
- Environmental Science (10 units)

E. Consecutive Language other than English (20 units) Course selections include:

- Spanish 1 (10 units)
- Spanish 2 (10 units)

F. Visual and Performing Arts (10 units) course selections include:

- Drama (5 units)
- Painting (5 units)
- Sculpture and 3D Design (5 units)

G. Academic Electives (10 units) course selections may include:

- Economics (5 units) or Honors Macroeconomics (5 units)
- Political Science (5 units)
- Sociology (5 units)
- Child Psychology (5 units)
- Transitions to Effective Citizenry (Includes Senior Project) (5 units ~ Seniors Only)

H. Elective Units (75 units)

- Effective Citizenship
- Leadership
- Math Preparation
- Pre-Algebra
- Professional Readiness
- Life Skills
- English Fundamentals
- Social Emotional Learning (SEL)
- Career Preparation
- Courses listed in A-G that exceed required units
- Individualized courses of study as approved by the Director

I. Internship/Community Service Hours Requirement

- 60 hours total by graduation date and/or 15 hours per year that student is enrolled

J. Final Presentation of Learning and Panel Review for Approval of Graduation

Graduation Requirements

Requirements to receive a high school diploma from AIAHS include completing all graduation requirements as outlined above, which exceed UC/CSU requirements, or through the Alternative Graduation Pathway.

The Alternate Graduation Pathway is an option available to students beginning their 11th grade year. Students who choose this path are allowed to graduate from AIAHS having met the California State Requirements, and must take additional coursework that aligns with their career aspirations, and complete a longer internship requirement. All 11th graders are provided with a series of workshop modules in their first semester that include career assessments and exploration, transcript analysis, and research into career aligned courses through the Peralta Colleges or other institutions of higher learning. At the end of the first semester, 11th graders declare their post-high school plan and students who intend to pursue the Alternate Graduation Pathway present their plan to an Administrative Panel. Generally speaking, students choosing the Alternative Graduation Pathway have an express interest in entering the workforce quickly upon graduation. AIA students typically have competing responsibilities (family, children of their own, etc.) that have made traditional education pathways difficult to achieve; our students seek out AIA because of our understanding of their unique circumstances and our flexibility in helping them meet their goals. Our dual enrollment agreements with our local community colleges help facilitate the efficient transition from high school to college courses in career pathways that will position students for entry into a skilled trade in the workforce. The Alternative Graduation Pathway must be approved by the AIAHS Director. An example of an Alternative Graduation Pathway plan is included in the Appendices.

AIAHS students create a personal learning plan and portfolio each year. This is one of the core assessments of their growth throughout their years at AIAHS. Portfolios are an authentic method of assessing student learning. A portfolio includes a creative About Me artifact and reflection, a Learning Plan with clear goals articulated, and a purposeful collection of highly leveraged student work that exhibits the student's efforts, progress, and achievement across the curriculum. Portfolios provide an opportunity for youth to collect and exhibit the evidence that they have achieved the required outcomes for their courses and that they have achieved the goals articulated in their learning plans.

As students progress, they assemble the evidence of their academic and personal progress into their portfolios. After the first quarter, youth present their portfolios to their families and their parents or guardians who grade their portfolios based on a rubric. Parents are given the opportunity to give both positive and critical feedback to their youth on all aspects of their portfolio. At the end of each year, students present to panels made up of community members, parents, and staff to demonstrate that they have achieved their goals, completed high quality work, and grown personally. These Presentations of Learning require work to meet the real-world standard created by a panel of community members from all different fields of work. In each class, coaches work with youth to prepare students to showcase their portfolio pieces.

Because of the unique, diverse needs of AIAHS youth, AIAHS has developed special programs and/or courses of study consistent with the provisions of its charter. Examples of specialized programs and/or courses of study currently include, but are not limited to:

- Afterschool academic support programs in the hour immediately following the school day
- Concurrent enrollment with Peralta Colleges and University of California College Preparation Program (UCCP)
- Supplemental online programs for students needing credit recovery or for students who are exceeding and benefit from more challenging academic material

Specialized programs and/or courses of study within the AIAHS program may have individual application procedures, prerequisites, and participation requirements. AIAHS recognizes that youth will need differing amounts of time and levels of support to meet these academic requirements. AIAHS creates specialized programs to support and challenge each youth to meet or exceed the AIAHS academic requirements.

The History and English programs are integrated and contain a social justice framework. These courses arc by grade level, connecting each year to deepen understanding. Career pathways can be selected through electives and are supported through Extended Day programming that allows students to explore and develop leadership skills through internships. A grant through the Alameda County Office of Education supports AIAHS in strengthening effective sequencing that will allow students to obtain a certificate in a pathway through relevant work-based learning experiences.

- Elective sociology courses and the Youth Leadership classes reinforce a leadership approach to training students to work with other students to lead program activities and complete college courses that provide internships with Bay Area community organizations that serve the elementary and middle students across the street from AIAHS.
- Science, technology, engineering, and math careers can be explored through our multimedia pathway that provides opportunities for our students to practice their multimedia skills during schoolwide events. Our students work with cohorts of elementary students to create sound programs. Advanced coursework in sound engineering has been articulated to earn community college credit through local community colleges, such as Diablo Valley College.

Curriculum Development

Curriculum development across all core academic classes is developed using the Understanding By Design (“UBD”) model. UBD is covered extensively through the Reach Institute and reinforced throughout the year in one-on-one supervision and classroom observations. Annually, academic coaches are consulted to design and update curriculum to ensure relevancy and alignment to current State Standards. The goal here is to ensure curriculum is relevant to the lived experiences of our students and to reflect current events. Academic coaches are given latitude to apply their expertise in responding to the unique needs and life experiences of their students. Curriculum development is

embedded as part of the professional development experiences that our academic coaches are afforded each year.

Instructional Strategies

AIAHS is focused on the holistic development of youth. In order to create an environment in which youth can grow into effective citizens, AIAHS seeks to develop the developmental outcomes listed below in all youth across the program and curriculum. Through its practices and authentic assessment measures, AIAHS endeavors to continuously improve its ability to help young people develop these capacities.

Thinking: Habits of the Mind

- *Perspective:* Youth will understand multiple perspectives and be able to seek out, critique, defend and value differing points of view.
- *Supposition:* Youth put forward a point of view based on current understanding of the world. Youth are aware of the assumptions and limitations of their own perspectives.
- *Connection:* Youth will identify the connections between their concepts, thoughts, feelings and actions, constructing their own “big picture” understanding of the world. Youth will understand how their course content has meaning in the real world.
- *Meta-cognition:* Youth will understand not just what they learn, but how and why they learn, and the growth in their learning abilities over time.

Feeling: Habits of the Heart

- *Responsibility:* Staff and students will hold themselves and others personally accountable for the achievement of their goals, the success of their projects, and the success of their education. In AIAHS this responsibility is described in the often repeated idea that “there is no it or they, there is only us.” Success or failure is in each individual or group’s hands, not the responsibility of some other youth or coach.
- *Relationships:* Interpersonal exchanges, expectations, accountability, and respect are a priority. In order to do great work in the world, we must know and be known by other people.
- *Respect:* Staff and students will demonstrate respect for one another in our work and our actions.
- *Rigor:* Staff and students of AIAHS will apply strenuous effort towards the attainment of the personal and community goals embodied in their endeavors at AIAHS. Learning for each member should be a stretch and goals should always be set beyond the realm of comfortable attainment.
- *Risk:* Without risking failure, learners (which include both youth and adults) cannot truly become daring leaders.

- *Realness*: Staff and students of AIAHS are their authentic selves, and that they commit themselves to genuine work in the community.
- *Resilience*: Staff and students of AIAHS have the strength to overcome challenges.

Acting: Habits of the Hand

The Habits of the Hand are core to our academic program and directly reflect the CCSS including:

- *Critical Reading*: Coaches assist students to evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text (ELA Reading Comprehension Standard 2.8).
- *Persuasive Writing*: Coaches work with students to write persuasive compositions which: a) structure ideas and arguments in a sustained and logical fashion, b) use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy), c) clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and expressions of commonly accepted beliefs and logical reasoning, and d) address readers' concerns, counterclaims, biases, and expectations (ELA Writing Application Standard 2.4).
- *Persuasive Speaking*: Coaches provide opportunities for students to deliver persuasive arguments (including evaluation and analysis of problems and solutions and causes and effects) which: a) structure ideas and arguments in a coherent, logical fashion, b) use rhetorical devices to support assertions (e.g., by appeal to logic through reasoning; by appeal to emotion or ethical belief; by use of personal anecdote, case study, or analogy), c) clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning, and d) anticipate and address the listener's concerns and counterarguments (ELA Speaking Application Standard 2.5).

These measures of student development are measured through authentic assessments, such as Presentations of Learning. The Habits are also included in curriculum development and classroom assessment. Additional detail is provided in the Appendices.

Students with Special Needs

Response to Intervention

AIAHS is committed to providing high quality education to all students in a learning environment that is relational and developmental in approach. Because our focus is to work with students who have struggled in their traditional school settings, we have invested significant attention and resources to support our Response to Intervention (“RTI”) strategies.

At Tier 1, coaches implement general education and school culture intervention strategies, and monitor the impact of these interventions on students’ improved academic performance:

- Math and English pre-assessment to support correct course placement and academic support services
- Training and systems to support data driven instruction and progress monitoring
- Training and structures to support differentiating instruction within the general education program including groupings and assignment modification
- Training and development of all staff on youth development, group development, and restorative justice
- Dedicated Student Services, Restorative Justice, and Family Engagement staffing
- Small class sizes (an average of 1:25)
- Individual orientation meetings with all students and parents to review school culture expectations and develop relationships with student and family – AIA Pact (included in the Appendices)
- Structured community-building activities such as an over-night retreat for all students, community-wide meetings at least monthly, new student breakfasts and more
- Leadership Teams for all students to support individual goal-setting, consistent review of academic progress and authentic assessment through the Presentation of Learning process
- Dedicated staff to support restorative justice implementation and family communication
- Extended Day Program focused on building youth development outcomes and academic supports; EDP staff provide space and structure to support homework assistance
- Clear attendance and participation structures and systems

At Tier 2, additional interventions are implemented to address the needs of students who are identified as needing supports beyond what is provided in the general education program and include:

- The Coordination of Service Team manages referral process for additional support for students based on academics, attendance, and behavior needs
- Academic coaches are available to provide tutoring and academic intervention afterschool as part of EDP
- Small group literacy intervention with Barton curriculum
- English Language support through the Edge program
- Parent conferences and home visits

Tier 3, interventions are determined by monitoring the response to previous interventions. Case

management services are provided to ensure that students have a clear support plan. Additional supports can include:

- Increased parent/guardian meetings and communication
- Participation in on-site services including anger management groups, counseling and gender-based groups
- Referrals to off-site services including substance abuse treatment, housing and more

Students who continue to struggle after these more intensive interventions are referred for a comprehensive evaluation and considered for eligibility for special education services under the Individuals with Disabilities Education Improvement Act of 2004 (“IDEA”).

Plan for Serving Students with Disabilities

A. 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 of the Rehabilitation Act (“Section 504”), the Americans with Disabilities Act (“ADA”) and the Individuals with Disabilities Education Improvement Act (“IDEA”).

The Charter School intends to be its own local educational agency (“LEA”) and shall apply directly for membership in a Special Education Local Plan Area (“SELPA”) in conformity with Education Code Section 47641(a). The Charter School shall consider membership in the El Dorado County Charter SELPA.

In the event the Charter School seeks membership in a different state-approved SELPA, the Charter School shall provide notice to OUSD, the SELPA, and the California Department of Education before June 30th of the year before services are to commence.

Upon acceptance in a SELPA, the Charter School shall provide the District evidence of membership. The Charter School’s application and acceptance as an independent LEA member of a SELPA shall not be considered a material revision to this charter. As an LEA member of the SELPA, the Charter School shall receive state and federal revenues directly, in accordance with the SELPA’s allocation plan.

In the event that the Charter School does not gain membership in a SELPA for its first year of operation, it shall by default be categorized as a “school of the district” for special education purposes pursuant to Education Code Section 47641(b), and shall seek membership in a SELPA to commence in year two of operation.

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

B. Section 504 of the Rehabilitation Act

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

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

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

for special education per the IDEA, a referral for assessment under the IDEA shall be made by the 504 team.

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

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

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

C. Services for Students under the IDEA as an LEA pursuant to Education Code Section 47641(a)

The following description regarding how special education and related services shall be provided and funded is being proposed by the Charter School for the sole purpose of providing a reasonably comprehensive description of the special education program in the Charter Petition, and is not binding on the District. The specific manner in which special education and related services shall be provided and funded shall be set forth in a Memorandum of Understanding (“MOU”), delineating the respective responsibilities of the Charter School and the SELPA. A copy of the MOU shall be presented to OUSD upon execution.

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 pupil records.

The Charter School agrees to promptly respond to all District or SELPA inquiries, to comply with reasonable District or SELPA directives, and to allow the District or SELPA access to Charter School 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 District or 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 is 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 pupil 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 Assistant Director and/or the Charter School designated representative with appropriate administrative authority as required by the IDEA; the student's special education teacher; the student's general education teacher if the student is or may be in a 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 pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time the 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 pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until the 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 his/her disability or due to the student's request for, or actual need for, special education services.

Parent/Guardian Concerns and Complaints

The Charter School shall 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.

D. Services for Students under the "IDEA" as a Public School of the District Pursuant to Education Code Section 47641(b)

*The following description regarding how special education and related services will be provided and funded is being proposed by the Charter School for the sole purpose of providing a reasonably comprehensive description of the special education program in the Charter Petition, and is not binding on the District. The specific manner in which special education and related services will be provided and funded shall be set forth in a Memorandum of Understanding (“MOU”), delineating the respective responsibilities of the Charter School and the District, which MOU shall be executed at least six (6) months prior to the commencement of operation, or as otherwise agreed upon by the parties. The following provisions are meant to summarize the Charter School Petitioner’s understanding of the manner in which special education instruction and related services shall be provided by the Charter School and the District. **The language that follows is not meant to unilaterally bind the District, or to preclude alternative arrangements between the District and the Charter School as agreed upon in a MOU:***

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

As a public school of the District, solely for purposes of providing special education and related services under the IDEA pursuant to Education Code Section 47641(b), in accordance with Education Code Section 47646 and 20 U.S.C. Section 1413, the Charter School seeks services from the District for special education students enrolled in the Charter School in the same manner as is provided to students in other District schools. The Charter School will follow the District and 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 pupil records. The Charter School will comply with District protocol as to the delineation of duties between the District central office and the local school site in providing special education instruction and related services to identified pupils. An annual meeting between the Charter School and the District to review special education policies, procedures, protocols, and forms of the District and the SELPA and District protocol, will ensure that the Charter School and the District have an ongoing mutual understanding of District protocol and will facilitate ongoing compliance.

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

The District shall be designated the Local Educational Agency (“LEA”) serving Charter School students. Accordingly, the Charter School shall be deemed a public school of the District pursuant to

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

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

Staffing

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

It is the Charter School’s understanding that the District will be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists unless the District directs the Charter School that current District practice is for the individual school sites to hire site special education staff or the District and the Charter School agree that the Charter School must hire on-site special education staff. In that instance, the Charter School shall ensure that all special education staff hired by the Charter School is qualified pursuant to District and SELPA policies, as well as meet all legal requirements. The District may review the qualifications of all special education staff hired by the Charter School (with the agreement of the District) and may require pre-approval by the District of all hires to ensure consistency with District and SELPA policies. The District 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 District policies as they apply to all District schools for responding to implementation of special education services. The Charter School will adopt and implement District policies relating to notification of the District for all special education issues and referrals.

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

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 will implement District and SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education only after the resources of the general education program have been considered, and where appropriate, utilized.

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

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

The Charter School will follow District 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 District will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with the District's general practice and procedure and applicable law. The Charter School shall work in collaboration with the District to obtain parent/guardian consent to assess Charter School students. The Charter School shall not conduct special education assessments unless directed by the District.

IEP Meetings

It is the Charter School's understanding that the District shall arrange and notice the necessary IEP meetings. IEP team membership shall be in compliance with state and federal law. The Charter School shall be responsible for having the following individuals in attendance at the IEP meetings or as otherwise agreed upon by the District and Charter School: the Assistant Director and/or the Charter School designated representative with appropriate administrative authority as required by the IDEA; the student's special education teacher; the student's general education teacher if the student is or may be in a 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. It is the Charter School's understanding that the District 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 of 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 District's IEP process. Programs, services and placements shall be provided to all eligible Charter School students in accordance with the policies, procedures and requirements of the District and of the SELPA and State and Federal law.

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

IEP Implementation

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

Interim and Initial Placements of New Charter School Students

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

Non-Public Placements/Non-Public Agencies

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

Non-discrimination

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

Parent/Guardian Concerns and Complaints

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

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

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

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

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

Due Process Hearings

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

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

SELPA Representation

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

Funding

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

Retention of Special Education Funds by the District

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

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

The Parties acknowledge that the District may be required to pay for or provide Charter School students with placements at locations other than at the Charter School's school site in order to provide them with a free appropriate public education. Such placements could include, without limitation, programs or services in other District schools, in other public school districts within the SELPA, in a County Office of Education program, in a non-public school, at home, at a hospital, or in a residential program. When such programs or services are provided at District expense, the District shall be entitled to receive from the Charter School the pro rata share of all funding received for such student, including, without limitation, all ADA funds, based on the number of instructional days or minutes per day that the student is not at the Charter School site.

Contribution to Encroachment

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

English Learners

AIAHS is committed to serving youth who have not been successful in traditional school settings including English Learners. The Charter School will meet all applicable legal requirements for English Learners ("EL"), including long-term English Learners or English Learners at risk of becoming long-term English Learners, as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

Home Language Survey

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

The goal of the EL program is to utilize high quality instructional programs and services for English Learners that allow them, as quickly as possible, to achieve at the same challenging grade level standards as native-English-speaking students. Alternatives in Action High School will meet all requirements of federal and state law to provide equal access to the curriculum for English Learners. The Charter School is dedicated to providing these students with an exceptional education, transitioning them into English proficiency as soon as possible. However, the Charter School also recognizes the importance of valuing students' native languages, and will reinforce an appreciation for the cultures, customs, and languages of all its students through the Charter School's core curriculum as it focuses on building lifelong learners and community engagement.

Assessment

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

The ELPAC consists of two separate assessments:

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

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

All parents or guardians of students classified as English Learners will be notified in writing

indicating EL placement and supports to be provided to their child. Parents are also notified of their right to waive services. The Charter School will translate materials as needed to ensure that parents/guardians of EL students understand all communications and are involved in all processes related to the English Language Development of their child. Students who are identified upon assessment and/or enrollment as needing additional support because of their ELPAC classification are assigned to one or more of the following programmatic interventions.

Strategies for English Learner Instruction and Intervention

Hiring well qualified academic coaches who incorporate a variety of English Language Development (“ELD”) strategies is the foundation for the EL plan. Examples of teaching strategies utilized to support EL students include:

- hands on learning,
- scaffolding,
- heterogeneous grouping,
- activities that incorporate multiple intelligences,
- differentiation,
- visual aids,
- and graphic organizers.

All EL students are integrated into regular classes with native English speakers. These classes feature small class size and modifications from well qualified academic coaches (teachers) as appropriate. All academic coaches are trained in Constructed Meaning curriculum (*EL Achieve*) and receive training in strategies specific to delivering instruction to English Learners as part of their professional development.

To ensure we are appropriately and comprehensively serving our growing population of English Learners, literacy and English language development strategies have been the focus of professional development. The teaching staff and administration work together to examine student writing samples and NWEA scores. Staff uses the New Teacher Center’s guide *Six Key Strategies for Secondary Teachers of English Language Learners*. Based on self-analysis and classroom observations, academic coaches have focused professional development activities on vocabulary development. All students complete a major writing assessment during the first quarter, which is evaluated by the SAT writing rubric. The analysis of this data identifies key areas for skill development. All full-time academic coaches are part of a critical inquiry group involved in cycles of analyzing the data, and sharing strategies and lessons with one another to support student learning.

Program Placement Options for English Learners

ELPAC Level	Level of Fluency	Program Placement
Level 1	Beginning Stage	ELD Newcomer Cohort; translated materials, alternate assignments and ELD strategies to support comprehension; Individual Tutoring and/or small group homework assistance

Level 2	Somewhat Developed	ELD Newcomer Cohort; translated materials, alternate assignments and ELD strategies to support comprehension; Individual Tutoring and/or small group homework assistance
Level 3	Moderately Developed	English Mainstream Classroom with ELD strategies to support as needed; Individual Tutoring and/or small group homework assistance
Level 4	Well Developed	English Mainstream Classroom with ELD strategies to support as needed; Individual Tutoring and/or small group homework assistance, as needed

Other Program Courses and Supports

Literacy Development Intervention

This course is taught by a credentialed English and CLAD certified instructor in a small group setting utilizing the Barton Reading and Spelling Program. Barton is approved by the California Department of Education as a literacy support program. The program is designed to raise phonemic awareness. It helps students with breaking apart sounds, blending sounds and decoding. This enables them to become better readers and therefore access the curriculum in all of their classes. It also helps with spelling.

Edge Course

This course is for English Learners who have a ELPAC Level 1 or 2. Students with these proficiency levels are placed in a small intervention class with a credentialed teacher trained in using Edge either during or after school. Edge is a core Reading/Language Arts curriculum designed for high school students who are reading below grade level. These students typically include striving readers, students with special needs, students at risk of dropping out of school, and English learners. Created specifically to accelerate student’s reading and academic achievement, Edge is a standards-based, multi-level program. Reading levels, lexile ranges, and standards coverage are provided in the chart below. Based upon the recent California adoption of Common Core, Edge Levels A-B have been correlated to the Common Core 9-10 ELA standards and Levels B-C have been correlated to the Common Core 11-12 ELA standards. Edge Level C meets California’s university approved A-G credit requirements.

Reclaiming English

This course is for students who have failed an English class in the past. As the title implies, it is an opportunity for students to build their skills and confidence as they develop proficiency in English

Language. At the beginning of the class, students are given a written assessment, a reading assessment and this information is paired with MAP data to determine English Language development needs. In this class, English Learners are supported by embedded instructional strategies such as graphic organizers, sentence stems, visual representations of subject matter, pair-shares and structured discussions. The instructor meets with students quarterly to review and discuss their progress. Peer teaching and strategic groupings are used to support English Learners.

Afterschool Tutoring

Each Academic Coach assesses all EL students in their classes, and targets those who need individual support for after-school tutoring. Four days a week, Academic Coaches who are certified to work with English Learners, are available for tutoring, in both Humanities and Math/Sciences.

Monitoring Progress and Reclassification

Norm Referenced Test

The Charter School uses the NWEA MAP assessment each school year. The MAP is a computer-based adaptive test that helps the Charter School to determine our students’ skill levels in Reading, Mathematics, and Language Usage. Students are tested in September and staff analyze the results. They then use the data to inform their instruction of English Learners. The students are tested again in May to show growth. If students are not showing adequate growth and meeting their growth targets they are referred to Literacy intervention or afterschool tutoring.

ELPAC

Each year when we receive the ELPAC scores for our English Learners, staff analyzes the results looking for growth from the previous year. If there is not adequate growth, students are referred to Literacy intervention or after school tutoring. The staff is informed of the scores and uses this data to inform instruction.

EL Reclassification Criteria

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

Criteria	Minimum Requirements
Assessment of Language Proficiency	ELPAC (Overall) Level 4, Well Developed
Comparison of Performance in Basic Skills	NWEA MAP Assessment Grades and academic progress
Teacher Evaluation of Student Performance	Score of 1,000 on Scholastic Reading Inventory Test and evaluation of confidence, oral, reading, and writing skills
Parent and Student Opinion	Parent and Student Conference

Steps to Reclassification

In order to be reclassified, students must:

- Have an overall ELPAC Level 4 (Well Developed)
- Have NWEA MAP assessment results indicating average or above in Reading and/or Language Usage
- Maintain GPA (Grade Point Average) of 2.0 or higher
- Have their parents consulted for their opinion and approval of the process.
- Have their parents notified in writing once a student is reclassified

Follow up on Reclassified Students

An annual review and conference with all reclassified students, the Assistant Director, and academic coach (teacher), must take place in addition to school wide tracking of students' progress that is done for all students. The students are monitored for four years to ensure academic progress and success.

The Extended Day Program offers a diversity of opportunities for students to continue language development through project-based learning opportunities that students select based on interest. English Learners are encouraged to participate in all extracurricular activities. At no time are students excluded from curricular and extracurricular activities based on an inability to speak and understand the language of instruction, and EL students are not assigned to special education because of their lack of English proficiency. Parents whose English proficiency is limited will receive notices and information from the school in their native language to the extent possible in order to encourage participation in the school.

Plan for Serving Low Achieving Students

AIAHS's comprehensive education program emphasizes differentiated instruction and focuses on students who have struggled academically in other environments. The elements intended to be most effective for these students are the high expectations of its coherent curriculum, the extended learning opportunities which are aligned to the classroom curriculum, and a teacher corps that utilizes data more intensively and effectively to deliver differentiated instruction. Academic Coaches **use formal and informal assessment to determine areas of learning that require remediation or different placement in a course.**

AIAHS uses a structured method of analyzing assessment data that leads to specific action plans and goals. The primary tool for identifying academic intervention needs is through the MAP testing process at the beginning of the year. Assessment reports allow for comprehensive individual analysis of skill deficits as well as group identification of skill needs by grade level and specific classes. Through this analysis, coaches identify youth for intervention support within the classroom setting as well as through the afterschool academic support hour. Response to Intervention supports are used (details referenced above). Coaches integrate skill recovery strategies targeting the skill needs highlighted through the MAP reports and the SRI data, in addition to course and academic coach observations and referrals. In addition, based on the MAP skills assessments and SRI data, the Assistant Director reviews students

class schedules to ensure the class level is appropriate for the student given the level of skills reflected in the assessments.

Tier 1 Support

- Scaffolding within the classroom

Tier 1 Support

- Referral to academic support hour or academic coach office hours

Tier 3 Support

- Pull-out or push-in strategies based on students' individual circumstances as determined by academic coaches and/or grades and assessment data

One staff meeting each month will be devoted to the review of student assessments/grades and determining which students need remediation and intervention. Proficiency levels on the standards-based assessments will drive these individual student instructional decisions.

Plan For Serving High Achieving Students

Students who are performing above grade level are encouraged to take a more rigorous course of study such as the honors seminar for English, college preparatory electives instead of general electives and to concurrently enroll in community college classes. The type of internship and rigor expected to be demonstrated in portfolios and Presentations of Learning provide an opportunity for students to deeply dive into areas of personal and career interests.

College and Career Preparation

AIAHS employs a full time College and Career Counselor. The vast majority of students are not on the college track when they arrive at AIAHS and most are below grade level. Our goal is to prepare 100% of our students for college admission and completion, and for meaningful careers.

Transitions to Effective Citizenship is required for every senior. This class supports each student in creating and achieving their post-high school plans by assisting them to research career and college goals. Students receive personal counseling and assistance in applying to college, as well as seeking and applying for financial aid. Students also receive assistance in preparing for their SAT and ACT tests during their senior year.

Every student is also required to participate in forty hours at a meaningful internship. In order to help students prepare for these internships, students are taught resume writing and interviewing skills. Before attending their internship, students will also attend and participate in mock interviews put on by outside community members. All juniors take the PSAT and meet to review their scores and set up their College Board account. In addition, AIAHS conducts College Information Night for senior and junior parents, where parents learn how to support their student in graduation and help them stay on track for attending a four-year university. An annual Financial Aid Workshop is also provided where seniors and their

parents can receive help filling out their FAFSA. A financial aid representative from CSU East Bay is in attendance to help students and parents meet one-on-one with their particular financial aid questions.

Representatives from various colleges visit to speak to the senior class. These have included representatives from various state and private universities. Various college visits to Stanford, UC Berkeley, San Francisco State, Saint Mary's College and the College of Alameda College Fair are arranged annually.

The college counselor assists students in writing their college and scholarship essays and is currently working to help students be better prepared for the SAT, ACT, and college placement exams.

Transferability of Courses/Parent Notification

In 2019, AIAHS' WASC accreditation was renewed for six years. AIAHS maintains an A-G approved course list for the purposes of eligibility for admissions to the University of California and the California State University systems. With WASC accreditation and UC/CSU course approval, students' coursework is recognized by other public high schools as transferable and by the admissions committees of the UC/CSU system as eligible to meet college entrance requirements.

Students and parents are notified of the WASC accreditation and A-G course approval during their initial meeting with AIAHS staff after enrollment to ensure they are aware about the transferability of courses to other public high schools and of the eligibility of courses to meet college entrance requirements.

Professional Development

Alternatives in Action operates a multi-faceted performance management system to ensure clear organizational expectations for staff, staff development, and regular evaluations. The components of the performance management system include:

- Performance Management Plans ("PMPs"): PMPs are created at the beginning of each program year based on the organization's plan. In the PMP, specific targets for student achievement, best practices for classroom management, parent communication, and other staff expectations are detailed with benchmarks and timelines.
- Learning Plans: Each staff member has a learning plan that includes professional development goals and activities. For academic coaches, learning plans are developed with targets based on the California Standards of the Teaching Profession (CSTPs) and classroom observations.
- Job-Embedded Coaching: AIAHS management provides formal observation through the Formative Evaluation of Teachers process. Job-embedded coaching also includes opportunities for peer-to-peer observation and feedback.
- Formal Training: All staff participate in regular formal training based on specific program goals. These include youth development, classroom management, CCSS, differentiated instruction, curriculum development and more.

AIAHS implements usable, accessible, and varied strategies to help academic coaches grow and continuously improve. Academic coaches now receive at least six observations and three quarterly conferences from an instructional lead, who provides ongoing formative assessment of academic coaches' practice based on the CSTP. Academic coaches also complete a summative evaluation of their work by video recording a five-part lesson plan that is scored by an outside evaluator.

Professional Development topics at AIAHS may include, but are not limited to, the following topics in the future:

- Training in implementing CCSS
- Using science and engineering as an integrating context for learning
- Differentiation
- RTI;
- Project-based and inquiry-based learning
- Inclusion and serving the needs of special education students
- Technology integration
- Serving students with special needs
- 504 accommodations
- Using assessment data to inform instruction and developing educational programs
- Student goal setting
- Teaching writing strategies and comprehension

Goals and Actions To Be Achieved in the Eight State Priorities

Pursuant to Education Code Section 47605(c)(5)(A)(ii), a reasonably comprehensive description of the Charter School's annual goals, both schoolwide and for each subgroup of pupils, to be achieved in the Eight State Priorities, and specific annual actions to achieve those goals, can be found in the section "Goals, Actions, and Measurable Outcomes Aligned with the Eight State Priorities" in Elements 2 and 3 below.

Element 2 (Measurable Pupil Outcomes) and Element 3 (Method of Measuring Pupil Outcomes)

“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the 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 schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school.” – Ed. Code § 47605(c)(5)(B)

“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.” – Ed. Code § 47605(c)(5)(C)

Increases in Student Academic Achievement, Overall and by Subgroup

In accordance with Education Code section 47605(c)(5)(B), Charter School’s pupil outcomes will be set related to increases in pupil academic achievement both schoolwide and for all numerically significant subgroups of pupils served by the charter school, as that term is defined in paragraph (4) of subdivision (c) of section 47607. The pupil outcomes shall align with state priorities, as described in subdivision (d) of section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school. Charter School’s LCAP goals will serve as the goals for this section unless Charter School’s LCAP goals do not include increases in student academic achievement by subgroup, in which case such goals should be included below.

Charter School hereby grants authority to the State of California to provide a copy of aggregated (by school, numerically significant subgroups, etc.) test results directly to the District. Test results for the prior year, if not provided directly to the District by the State in a timely manner, will be provided by the Charter School to the District, upon request, no later than September 1 of each year.

Additional Measurable Pupil Outcomes

Collective MPOs

Charter School sets the following targets for Measurable Pupil Outcomes related to school culture and climate.

Collective MPOs for Elementary Schools

1. Annually, at least 60% of families complete a school survey that includes questions about school safety, satisfaction with academic instruction, and voice in school decision-making.

MPO	Target (%)
2. Each year, at least _____ percent of families positively rate school safety.	N/A
3. Each year, at least _____ percent of families positively rate academic instruction.	N/A
4. Each year, at least _____ percent of families positively rate their voice in school decision-making and/or opportunity for feedback.	N/A

Collective MPOs for Middle and High Schools	
1. Annually, at least 70% of students complete a school survey that includes questions about school safety, satisfaction with academic instruction, and voice in school decision-making.	
MPO	Target (%)
2. Each year, at least 75% percent of students positively rate school safety.	80%
3. Each year, at least 70% percent of students positively rate academic instruction.	80%
4. Each year, at least 70% percent of students positively rate their voice in school decision-making and/or opportunity for feedback.	75%
5. Each year, at least 80% of seniors will graduate.	80%
6. Each year, at least 40% of students will be enrolled in a career pathway course.	40%

Application of Education Code section 47607.3

Under Education Code section 47607.3, if Charter School meets certain criteria outlined in section 47607.3(a), the following shall apply:

- Depending on circumstances specified in section 47607.3, either the county superintendent of schools or the chartering authority shall provide technical assistance to the charter school using an evaluation rubric adopted by the State Board.

- The entity providing technical assistance may request assistance from the California Collaborative for Educational Excellence, which may, after consulting with the Superintendent and with the approval of the State Board, provide advice and assistance to the charter school.
- The chartering authority shall consider for revocation any charter school to which the California Collaborative for Educational Excellence has provided advice and assistance, and has made findings that: 1) the charter school has failed, or is unable, to implement the recommendations of the California Collaborative for Educational Excellence; or 2) that the inadequate performance of the charter school, based upon the evaluation rubric, is so persistent or so acute so as to require revocation of the charter.

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), a reasonably comprehensive description of the Charter School’s annual goals, actions and measurable outcomes, both schoolwide and for each subgroup of pupils, in and aligned with the Eight State Priorities as described in Education Code Section 52060(d), can be found in the Charter School’s Local Control and Accountability Plan (“LCAP”). Each of these goals addresses the unique needs of all students attending the Charter School, including our numerically significant student subgroups.

The current LCAP is on file with the District and is also available in the Appendices. The Charter School shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. The Charter School reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter term through the annual LCAP update. AIAHS shall submit the LCAP to the District and the Alameda County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.

Eight State Priorities

State Priority #1 – Conditions for Learning: Basic Services	
<i>The degree to which teachers are appropriately assigned (E.C. §44258.9) and (A) fully credentialed, and (B) every pupil has sufficient access to standards-aligned instructional materials (E.C. §60119), and (C) the school facilities are maintained in good repair (E.C. §17002(d))</i>	
Person(s) Responsible: Executive Director, Assistant Director, Instructional Coaches	
Sub-priority A – Fully-Credentialed Teachers	
Goal to Achieve Priority	<ul style="list-style-type: none"> - AIA recruit, hire, and train credentialed academic coaches, assign them appropriately and ensure that they are credentialed for their subject areas - 100% of academic coaches (teachers) will hold a valid CA Teaching Credential with appropriate English learner authorization as defined by the CA Commission on Teacher Credentialing

Actions to Achieve Goal	<ul style="list-style-type: none"> - All teaching candidates will undergo a rigorous hiring process, which includes paper screening, interviews, performance tasks, curricular and teaching materials review, teaching demonstration, credential check, and reference checks - Compensation and working conditions will be competitive with other public schools and reviewed annually by the AIA Board of Directors - Annually, 100% of academic coaches will participate in at least 10 days of professional development and trainings in CA CCSS implementation, differentiation, Response to Intervention, serving students with special needs, 504 accommodations, and other identified areas of need, to advance individual practice and institutional goals - Annually, 100% of teaching staff will develop Performance Management Plans (PMPs) that include specific targets for student achievement, best practices for classroom management, parent communication, and other expectations that are detailed with benchmarks and timelines 				
Measurable Outcome	100% academic coaches will hold the appropriate credential for the subject area they are teaching				
	100% of academic coaches will participate in scheduled professional development				
	Year 1 80% of academic coaches will meet 80% or more of the goals in their PMP	Year 2 85% of academic coaches will meet 80% or more of the goals in their PMP	Year 3 85% of academic coaches will meet 80% or more of the goals in their PMP	Year 4 90% of academic coaches will meet 80% or more of the goals in their PMP	Year 5 90% of academic coaches will meet 80% or more of the goals in their PMP
Methods of Measurement	Initial and annual verification of teacher credential as reported by the CA Commission on Teacher Credentialing; professional development calendar and rosters will evidence participation by academic coaches in professional development activities; completed annual academic coach-developed, individual Professional Management Plans; annual School Accountability Report Card				
Sub-priority B – Access to Standards-Aligned Instructional Materials					
Goal to Achieve Priority	100% of pupils will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition.				
Actions to Achieve Goal	AIA Leadership selects instructional materials that are aligned to CCSS and with our charter petition.				

Measurable Outcome	100% of pupils will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition.
Methods of Measurement	- Academic coaches will complete an annual assessment of curricular scope and sequence, including materials, making adjustments as needed to ensure continued innovation and alignment with the CCSS
Sub-priority C – School Facilities	
Goal to Achieve Priority	Students will learn in an educationally appropriate, clean and safe school facility
Actions to Achieve Goal	- Implement tenant improvements as needed - Daily general cleaning by custodial staff will maintain campus cleanliness - Facility inspections will screen for safety - Annual review and update of School Safety Plan in collaboration with stakeholders and local emergency services
Measurable Outcome	Responses on annual school community surveys will show satisfaction with campus cleanliness and safety.
Methods of Measurement	Verbally-reported cleanliness/repair reports; annual school community survey results
State Priority #2 – Conditions for Learning: Implementation of Common Core State Standards	
<i>Implementation of State Standards (including CCSS and ELD), including how EL students will be enabled to gain academic content knowledge and English language proficiency.</i>	
Person(s) Responsible: Assistant Director, Instructional Coaches, Academic Coaches	
Goals to Achieve Priority	AIA curriculum is fully aligned to the CCSS, designed to support English Learners and other subgroups in accessing and mastering the curriculum and CCSS; EL students will achieve academic gains in alignment with growth targets; EL students will gain English language proficiency through the implementation of the ELD curriculum and related instructional strategies
Actions to Achieve Goal	- Target identified students with individual and small group instruction utilizing literacy development curriculum - Academic Coaches will have professional development annually, before, during, and after the school year, which will include dedicated days for understanding and implementing the CCSS and ELD standards, deepening knowledge on language acquisition, and developing instructional strategies for supporting English Learners and other subgroups of students - Academic Coaches will have CLAD certification - Students will be assessed through multiple strategies for EL needs and placed in appropriate program supports based on EL designation

	<ul style="list-style-type: none"> - Monitoring of student progress towards growth targets and EL reclassification is implemented consistent with state guidelines - Maintain academic hour after school four days per week - Identify school-wide writing focus after analyzing fall writing assessment data and incorporate evidence of these practices in instructional observations and coaching 				
Measurable Outcome	Annually, 100% of students will gain academic content knowledge through the implementation of the CCSS and ELD standards				
	2021-22 5% of EL students will be reclassified as Fluent English Proficient annually	2022-23 5% of EL students in will be reclassified as Fluent English Proficient annually	2023-24 7% of EL students in will be reclassified as Fluent English Proficient annually	2024-25 9% of EL students in will be reclassified as Fluent English Proficient annually	2025-26 11% of EL students in will be reclassified as Fluent English Proficient annually
	2021-22 50% of Newcomers students grow at least one proficiency level from fall to spring	2022-23 55% of Newcomers students grow at least one proficiency level from fall to spring	2023-24 65% of Newcomers students grow at least one proficiency level from fall to spring	2024-25 70% of Newcomers students grow at least one proficiency level from fall to spring	2025-26 75% of Newcomers students grow at least one proficiency level from fall to spring
Methods of Measurement	Reading Inventory (SRI) diagnostic literacy assessment three times per year for all students; EL student performance on the CAASPP statewide assessments; ELPAC assessments; internal formative and summative assessments; Academic Coach assessments; ELD reclassification documentation; EDGE Inside the USA assessment				
<p>State Priority #3 – Engagement: Parent Involvement <i>Parental involvement and family engagement, including efforts to seek parent input for making decisions for school, and how the school will promote parental participation in programs for unduplicated pupils and individuals with exceptional needs.</i> Person(s) Responsible: Assistant Director, Academic Coaches, Parents</p>					
Goal to Achieve Priority	AIA families will: <ul style="list-style-type: none"> - View themselves as integral to AIA’s work and success - Understand grade-level proficiency standards, and ways they can support their child(ren) - Have opportunities to provide input on key decisions - Report high satisfaction with the Charter School’s program on annual Parent Surveys - Attend monthly parent meetings to hear about upcoming schoolwide initiatives and provide feedback on existing and planned programs - Hold workshops that address topics that parents have expressed a desire for - Attend Portfolio Night 				

	<ul style="list-style-type: none"> - Understand the Parent Communication System and how to reach their students’ teachers and other school staff, including the Assistant Director and Executive Director - Parent participation in ELAC - Frequent communication with parents/guardians of students identified as special education
Actions to Achieve Goal	<ul style="list-style-type: none"> - Maintain Parent Advisory roles (2 parent advisors) to the Board of Directors - Maintain the ELAC schedule, meeting regularly and ensuring compliance with all requirements - Provide training and development for parents to function effectively in governance roles - Maintain Parent Coach position at 0.5 FTE - Hold family orientation, parent/student conferences and other activities to support family engagement in student learning - Ensure all communication to families is in primary language(s) - Administer surveys to parents, students, and academic coaches annually to assess satisfaction with program and get feedback on program improvements - Provide training on web-based student performance system (Schoology), discipline procedures and other school systems, and parent communication system (Parent Square) - Provide workshops and activities on A-G, college options, financial aid and other topics identified by the Parent Advisors - Academic Coaches will provide, at minimum, monthly communication to parents regarding student progress - Resource Specialist using various methods of communication to engage and inform parents/guardians on special education matters that relate to their students - Quarterly meetings with the Resource Specialist for parents and students with IEPs
Measurable Outcome	<ul style="list-style-type: none"> - Two parents serve in an advisory capacity to the Board of Directors, providing regular updates at every Board meeting - Twenty parents are engaged in volunteer opportunities annually - Annually, a minimum of 90% of respondents to parent survey will report satisfaction with Communication, Family Engagement, Governance, Academic Program, College & Career Readiness - Parent/family input on the AIA Local Control Accountability Plan
Methods of Measurement	<ul style="list-style-type: none"> - Regular meetings schedule for the ELAC - Parent attendance at planned workshops - Evidence of parent usage of communication system(s) - Materials that are translated into Spanish - Parent attendance at Portfolio Night - Documentation of quarterly IEP meetings with families/Resource Specialist - At least 65% of families will complete the annual parent survey - Annual parent/family input on the AIA Local Control Accountability Plan as evidenced by participation during public hearing

State Priority #4 – Pupil Outcomes: Pupil Achievement

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

- a. Statewide Assessments*

- b. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education
- c. Percentage of ELs who make progress toward English language proficiency as measured by the English Language Proficiency Assessments for California
- d. EL reclassification rate
- e. Percentage of pupils who have passed an AP exam with a score of 3 or higher
- f. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness

Person(s) Responsible: Academic Coaches, Instructional Coaches, Assistant Director, Executive Director

Sub-priority A – CAASPP

Goal to Achieve Priority	All students will show progress toward achieving Standard Met or above on the CAASPP in the areas of English Language Arts/Literacy and Mathematics				
Actions to Achieve Goal	<ul style="list-style-type: none"> - Provide professional development activities to ensure classroom and extended day instruction maximizes student learning, including external opportunities, and summer staff retreat to strengthen instructional strategies - Implement schoolwide literacy strategy to support reading growth - Utilize data from NWEA/MAP assessment, writing rubric, formative assessment, and prior state assessments to target academic intervention based on student needs - Structure additional academic supports including individual and small group instruction to support literacy development, tutoring, extended day program homework assistance - Orient families to assessment goals and results, student progress and their support roles in academic achievement of their families - Evaluate and ensure CCSS aligned instructional materials annually - Maintain PLC for Project Based Learning - Instructional coaches will complete at least 3 formal observation cycles and at least 8 informal inquiry-based coaching cycles of each academic coach to support effective instruction throughout the year and academic coaches will grow in at least one step in a minimum of two categories in on the CSTP 				
Measurable Outcome	All students who have completed two or more academic years at AIAHS will make consistent progress toward achieving Standard Met on the SBAC assessments in English Language Arts/Literacy and Mathematics				
	ELA 2021-22 Schoolwide: 20% FRPM: 20% EL: 19% AA: 35% Hispanic: 20%	ELA 2022-23 Schoolwide: 22% FRPM: 22% EL: 21% AA: 35% Hispanic: 22%	ELA 2023-24 Schoolwide: 24% FRPM: 24% EL: 23% AA: 35% Hispanic: 24%	ELA 2024-25 Schoolwide: 25% FRPM: 25% EL: 24% AA: 38% Hispanic: 25%	ELA 2025-26 Schoolwide: 25% FRPM: 25% EL: 24% AA: 40% Hispanic: 25%

	Math 2021-22 Schoolwide: 15% FRPM: 15% EL: 10% AA: 30% Hispanic: 15%	Math 2022-23 Schoolwide: 17% FRPM: 17% EL: 17% AA: 30% Hispanic: 17%	Math 2023-24 Schoolwide: 20% FRPM: 20% EL: 20% AA: 32% Hispanic: 20%	Math 2024-25 Schoolwide: 22% FRPM: 22% EL: 22% AA: 35% Hispanic: 22%	Math 2025-26 Schoolwide: 25% FRPM: 25% EL: 25% AA: 37% Hispanic: 25%
Methods of Measurement	CAASPP score reports; evidence of student learning as demonstrated in internal assessments; academic coach observations; pre- and post-unit test results; unit assessments; assignment and project rubrics				
Sub-priority B – CSU/UC Requirements, Career Technical Education					
Goal to Achieve Priority	Students will meet the UC/CSU academic requirements for admission or enroll in one of three available career technical education program pathways				
Actions to Achieve Goal	<ul style="list-style-type: none"> • Maintain A-G approval of all relevant courses • Supervise and evaluate academic coaches for adherence to stated course goals • Provide students with individual counseling to ensure progress on A-G requirements • Maintain dual and concurrent enrollment agreements with local community colleges in career technical education program pathways 				
Measurable Outcome	Percentage of students meeting UC/CSU academic requirements for admission, as indicated in their post-high school plan				
	2021-22 Schoolwide: 75% FRPM: 75% EL: 70% AA: 80% Hispanic: 75%	2022-23 Schoolwide: 75% FRPM: 75% EL: 70% AA: 80% Hispanic: 75%	2023-24 Schoolwide: 75% FRPM: 75% EL: 70% AA: 80% Hispanic: 75%	2024-25 Schoolwide: 75% FRPM: 75% EL: 70% AA: 80% Hispanic: 75%	2025-26 Schoolwide: 75% FRPM: 75% EL: 70% AA: 80% Hispanic: 75%
	Percentage of students enrolled in a career technical education program pathway, as indicated in their post-high school plan				
	2021-22 Schoolwide: 25% FRPM: 25% EL: 75% AA: 20% Hispanic: 75%	2022-23 Schoolwide: 25% FRPM: 25% EL: 75% AA: 20% Hispanic: 75%	2023-24 Schoolwide: 25% FRPM: 25% EL: 75% AA: 20% Hispanic: 75%	2024-25 Schoolwide: 25% FRPM: 25% EL: 75% AA: 20% Hispanic: 75%	2025-26 Schoolwide: 25% FRPM: 25% EL: 75% AA: 20% Hispanic: 75%

Methods of Measurement	Student grades and transcripts; completed post-high school plans; career technical education program pathway enrollment; UC/CSU course approval documentation
Sub-priority C – EL Growth	
Goal to Achieve Priority	EL students will advance at least one performance level on the ELPAC each academic year
Actions to Achieve Goal	<ul style="list-style-type: none"> • EL students are placed within appropriate program support based on ELPAC results, NWEA/MAP and academic coach monitoring • Provide differentiated supports, including individual, small group and general classroom strategies • All Academic Coaches will use ELD instructional strategies
Measurable Outcome	<ul style="list-style-type: none"> • 50% of EL students will advance at least one performance level on the ELPAC each academic year
Methods of Measurement	ELPAC Score Reports
Sub-priority D – EL Reclassification Rate	
Goal to Achieve	EL students will be reclassified as Fluent English Proficient annually
Actions to Achieve Goal	<ul style="list-style-type: none"> • Track progress of all EL students and follow reclassification procedures including monitoring after reclassification to ensure continued academic progress • EL students are placed within appropriate program support based on ELPAC results, NWEA/MAP and academic coach monitoring • Provide differentiated supports, including individual, small group and general classroom strategies • All Academic Coaches will use ELD instructional strategies
Measurable Outcome	30% of EL students will be reclassified as fluent English proficient within four years of attending AIAHS
Methods of Measurement	Analysis and review of ELPAC results and CAASPP scores; EL reclassification documentation
Sub-priority E – AP Exams – Not Applicable	
Sub-priority F – College Preparedness	
Goal to Achieve Priority	AIAHS graduates are prepared to be successful in college and careers, and be contributing members and leaders in their communities

Actions to Achieve Goal	AIA College and Career Coordinator will meet with students in grades 9-12 and provide academic counseling as well as monitor progress toward college readiness				
Measurable Outcome	All students in twelfth grade will complete the Transitions to Effective Citizenship course and receive college advising and application assistance				
	All students in eleventh grade will complete a post-high school plan				
	Percentage of students by subgroup who apply to a 4-year college:				
	2021-22 Schoolwide: 80% FRPM: 80% EL: 75% AA: 80% Hispanic: 80%	2022-23 Schoolwide: 80% FRPM: 80% EL: 75% AA: 80% Hispanic: 80%	2023-24 Schoolwide: 80% FRPM: 80% EL: AA: Hispanic: 80%	2024-25 Schoolwide: 80% FRPM: 80% EL: AA: Hispanic: 80%	2025-26 Schoolwide: 80% FRPM: 80% EL: AA: Hispanic: 80%
	Percentage of students accepted to a 4-year college:				
	2021-22 Schoolwide: 75% FRPM: 75% EL: 70% AA: 80% Hispanic: 75%	2022-23 Schoolwide: 75% FRPM: 75% EL: 70% AA: 80% Hispanic: 75%	2023-24 Schoolwide: 75% FRPM: 75% EL: 70% AA: 80% Hispanic: 75%	2024-25 Schoolwide: 75% FRPM: 75% EL: 70% AA: 80% Hispanic: 75%	2025-26 Schoolwide: 75% FRPM: 75% EL: 70% AA: 80% Hispanic: 75%
	Percentage of students who enroll in a 4-year college:				
	2021-22 Schoolwide: 60% FRPM: 60% EL: 55% AA: 75% Hispanic: 60%	2022-23 Schoolwide: 60% FRPM: 60% EL: 55% AA: 75% Hispanic: 60%	2023-24 Schoolwide: 60% FRPM: 60% EL: 55% AA: 75% Hispanic: 60%	2024-25 Schoolwide: 60% FRPM: 60% EL: 55% AA: 75% Hispanic: 60%	2025-26 Schoolwide: 60% FRPM: 60% EL: 55% AA: 75% Hispanic: 60%
	Percentage of students who enroll in a community college:				
	2021-22 Schoolwide: 40% FRPM: 40% EL: 45% AA: 25%	2022-23 Schoolwide: 40% FRPM: 40% EL: 45% AA: 25%	2023-24 Schoolwide: 40% FRPM: 40% EL: 45% AA: 25%	2024-25 Schoolwide: 40% FRPM: 40% EL: 45% AA: 25%	2025-26 Schoolwide: 40% FRPM: 40% EL: 45% AA: 25%

Hispanic: 40%	Hispanic: 40%	Hispanic: 40%	Hispanic: 40%	Hispanic: 40%
Percentage of students who complete the FAFSA:				
2021-22 Schoolwide: 100% FRPM: 100% EL: 100% AA: 100% Hispanic: 100%	2022-23 Schoolwide: 100% FRPM: 100% EL: 100% AA: 100% Hispanic: 100%	2023-24 Schoolwide: 100% FRPM: 100% EL: 100% AA: 100% Hispanic: 100%	2024-25 Schoolwide: 100% FRPM: 100% EL: 100% AA: 100% Hispanic: 100%	2025-26 Schoolwide: 100% FRPM: 100% EL: 100% AA: 100% Hispanic: 100%
Percentage of students who complete a community college course through concurrent enrollment:				
2021-22 Schoolwide: 15% FRPM: 15% EL: 12% AA: 50% Hispanic: 15%	2022-23 Schoolwide: 15% FRPM: 15% EL: 12% AA: 50% Hispanic: 15%	2023-24 Schoolwide: 15% FRPM: 15% EL: 12% AA: 50% Hispanic: 15%	2024-25 Schoolwide: 15% FRPM: 15% EL: 12% AA: 50% Hispanic: 15%	2025-26 Schoolwide: 15% FRPM: 15% EL: 12% AA: 50% Hispanic: 15%
Percentage of students who are enrolled in career pathways:				
2021-22 Schoolwide: 60% FRPM: 60% EL: 55% AA: 25% Hispanic: 60%	2022-23 Schoolwide: 60% FRPM: 60% EL: 55% AA: 25% Hispanic: 60%	2023-24 Schoolwide: 60% FRPM: 60% EL: 55% AA: 25% Hispanic: 60%	2024-25 Schoolwide: 60% FRPM: 60% EL: 55% AA: 25% Hispanic: 60%	2025-26 Schoolwide: 60% FRPM: 60% EL: 55% AA: 25% Hispanic: 60%
Percentage of students who complete career pathways:				
2021-22 Schoolwide: 20% FRPM: 20% EL: 15% AA: 20% Hispanic: 20%	2022-23 Schoolwide: 20% FRPM: 20% EL: 15% AA: 20% Hispanic: 20%	2023-24 Schoolwide: 20% FRPM: 20% EL: 15% AA: 20% Hispanic: 20%	2024-25 Schoolwide: 20% FRPM: 20% EL: 15% AA: 20% Hispanic: 20%	2025-26 Schoolwide: 20% FRPM: 20% EL: 15% AA: 20% Hispanic: 20%

Methods of Measurement	College acceptance rates; financial aid award information; 4-year and community college enrollment rates; concurrent enrollment and concurrent enrollment completion rates; career pathway enrollment and completion rates
State Priority #5 – Engagement: Student Engagement <i>Pupil engagement, as measured by all of the following, as applicable:</i> <ol style="list-style-type: none"> School attendance rates Chronic absenteeism rates Middle school dropout rates (EC §52052.1(a)(3)) High school dropout rates High school graduation rates Person(s) Responsible: Executive Director, Assistant Director, Instructional Coaches, Academic Coaches	
Sub-priority A – School Attendance	
Goal to Achieve	AIAHS will maintain a 90% annual ADA rate
Actions to Achieve Goal	AIAHS will provide a safe and engaging learning environment for all students and their families, including all students in subgroups
Measurable Outcome	Annual Average Daily Attendance will be at least 90%
Methods of Measurement	Monthly, quarterly, and annual ADA reports; California School Dashboard
Sub-priority B – Chronic Absenteeism	
Goal to Achieve Priority	Percentage of students missing 10% or more of school will be less than 10% annually
Actions to Achieve Goal	<ul style="list-style-type: none"> Ensure phone, written and in-person communication is progressive to address chronic absenteeism Letters will be sent home with students who have had 3 unexcused absences Parent conferences will be held when students are sent home Home visits will be conducted as needed and Administrative Hearings will be held for serious absenteeism Leadership Team will call parents monthly to review attendance and academic progress
Measurable Outcome	Percentage of students missing 10% or more of school will be less than 10% annually

Methods of Measurement	Reports from student information system on absences; California School Dashboard; academic coach observations
Sub-priority C – Middle School Dropout Rates – Not Applicable	
Sub-priority D – High School Dropout Rates	
Goal to Achieve Priority	AIAHS students will complete high school at AIAHS or another high school within five years
Actions to Achieve Goal	<ul style="list-style-type: none"> • AIAHS will monitor all high school students for attendance and satisfactory progress toward meeting graduation requirements • AIAHS will provide a continuum of supports to ensure high-risk students maintain school engagement including individual intervention plans • AIAHS will track the transfer of exiting students to ensure they are reenrolled in another accredited high school
Measurable Outcome	AIAHS will maintain a high school dropout rate of less than 20%
Methods of Measurement	Student re-enrollment documentation as verified by the student information system and CALPADS; advisory reports
Sub-priority E – High School Graduation Rates	
Goal to Achieve Priority	Students entering AIAHS after eighth grade promotion from a WASC accredited school will graduate from AIAHS or another high school within five years
Actions to Achieve Goal	<ul style="list-style-type: none"> • AIAHS will monitor all high school students to support completion of all required courses for graduation • AIAHS will track the transfer of exiting AIAHS students to ensure they are reenrolled in another accredited high school
Measurable Outcome	70% of AIAHS students will graduate from high school within five years of enrolling
Methods of Measurement	Student cohort records; alternate graduation plans; transfer documentation; California School Dashboard
<p>State Priority #6 – Engagement: School Climate <i>School climate, as measured by all of the following, as applicable:</i></p> <ol style="list-style-type: none"> <i>Pupil suspension rates</i> <i>Pupil expulsion rates</i> <i>Other local measures, including surveys of pupils, parents and teachers on the sense of safety and school connectedness</i> <p>Person(s) Responsible: Executive Director, Assistant Director, Instructional Coaches, Academic Coaches, Parents</p>	

Goal to Achieve Priority	Students will attend school regularly, feel safe, connected, and engaged. AIAHS will develop personal qualities necessary to be successful at AIAHS and to attend and graduate from college. AIAHS will ensure the safety of all students and staff by adhering to the school safety plan.
Actions to Achieve Goal	<ul style="list-style-type: none"> - AIAHS will maintain clear disciplinary procedures, including the process for expulsion - AIAHS will continue to implement schoolwide restorative justice strategies to promote a positive school culture - All staff will continue to receive training and development in youth development, restorative justice, de-escalation strategies and school disciplinary procedures - Train staff annually on CPR/First Aid and school safety procedures - Conduct monthly drills for earthquake, fire and other emergency situations - Provide training to students, parents and academic coaches in the effective and safe use of the internet
Measurable Outcome	<ul style="list-style-type: none"> • AIAHS will maintain an annual suspension rate of less than 2% - AIAHS will maintain an annual expulsion rate of less than 1% - AIAHS students and staff will adhere to the School Safety Plan
Methods of Measurement	Annual School Accountability Report Card, CALPADS Reports, California School Dashboard, Annual School Community Survey, annual school safety plan

State Priority #7 – Conditions for Learning: Course Access

The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FPRM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs. “Broad course of study” includes the following, as applicable:

Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and others as prescribed by the governing board. (E.C. §51210)

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

Person(s) Responsible: Executive Director, Assistant Director

Goal to Achieve Priority	AIAHS students, including all student subgroups, unduplicated students, and students with exceptional needs, will have full, broad access to the academic and educational program as outlined in the school’s Charter
Actions to Achieve Goal	<ul style="list-style-type: none"> - Review and update course offerings annually - Update academic supports and interventions annually based on student needs - Conduct regular review of student achievement data - Provide professional development to maximize learning and provide access to multiple instructional/learning delivery systems
Measurable Outcome	Annually, 100% of students, including all student subgroups, unduplicated students, and students with exceptional needs, will have full, broad access to the academic and educational program as outlined in the school’s Charter

Methods of Measurement	Course schedules; formative and summative needs assessments; qualitative and quantitative student achievement data; professional development annual calendar
State Priority #8 – Pupil Outcomes: English Language Arts, Mathematics, History / Social Science, Science, Visual and Performing Arts, Foreign Language(s) <i>Pupil outcomes, if available, in the subject areas described in #7 above, as applicable</i> Person(s) Responsible: Academic Coaches, Assistant Director	
Goal	<i>English:</i> Students will demonstrate grade level proficiency in English Language Arts/Literacy
	<i>Mathematics:</i> Students will demonstrate grade level proficiency in Mathematics
	<i>Social Sciences:</i> Students will demonstrate grade level skills and content knowledge in history, civics, and social science
	<i>Science:</i> Students demonstrate grade level skills and content knowledge in science
	<i>Visual and Performing Arts:</i> AIAHS will offer VAPA courses and support students to complete required A-G and graduation required courses
	<i>Physical Education:</i> Students required to take the CA Physical Fitness Test will pass
	<i>Foreign Languages:</i> AIAHS course offerings will include foreign language courses to meet graduation requirements
	<i>Applied Arts:</i> not applicable
	<i>Career Technical Education:</i> Students will complete career technical education pathways as identified in their post-high school plans
Actions to Achieve Goal	<i>English:</i> Reading Intervention program to assist at-risk students and students performing below grade level proficiency; AIAHS Academic Coaches, Resource Specialist, and tutors to support instruction and student learning; Professional development for staff on EL strategies and literacy development; Schoolwide writing rubric implementation to assess progress on literacy

	<p><i>Mathematics:</i> Use of diagnostic testing upon enrollment to place students in appropriate courses; AIAHS Math Coaches and tutors provide one-on-one and small group tutoring to assist students performing below grade level proficiency and to support instruction and student learning</p> <p><i>Social Sciences:</i> Direct instruction using multiple sources of resource materials and project-based learning strategies to support students' ability to understand political systems, world events, etc. from multiple perspectives</p> <p><i>Science:</i> Direct instruction with an integrated approach for science using the Next Generation Science Standards; strategies included in an integrated approach are: non-fiction texts, mini research projects and labs, computer-based information (articles, videos), field trip experiences, and hands-on science projects</p> <p><i>Visual and Performing Arts:</i> Provide academic counseling to students to monitor progress toward VAPA requirements; AIAHS students will have visual and performing arts course options above the VAPA required coursework</p> <p><i>Physical Education:</i> Required physical education activities and/or courses each year; AIAHS will administer the California Physical Fitness Test in grade nine</p> <p><i>Foreign Languages:</i> Provide academic counseling to ensure students are completing required foreign language courses; counsel students interested in a foreign language that is not offered at AIAH to enroll under concurrent enrollment agreement with local community college</p> <p><i>Applied Arts:</i> not applicable</p> <p><i>Career Technical Education:</i> Provide multiple career technical education pathways that articulate to local community college career education pathways; maintain dual and concurrent enrollment agreements with local community colleges</p>
Measurable Outcome	<ul style="list-style-type: none"> • CAASPP assessments and internal benchmark assessments will indicate growth over the prior year • Increase over the prior year of all students scoring proficient or above on CAASPP assessments • Increase over the prior year of all students earning a passing grade of C or above in their English, math, science, and history/social sciences course • Increase over the prior year of students in identified subgroups scoring basic, proficient or advanced on interim assessments • Increase over the prior year of students progressing in language proficiency
Methods of Measurement	<p>CAASPP score reports; evidence of student learning as demonstrated in internal assessments; academic coach observations; student work; pre- and post-unit test results; benchmark assessments; assignment and project rubrics; California School Dashboard; Physical Fitness Test</p>

State Mandated Assessment

As required by Education Code §47605(d)(1), AIAHS will “conduct the pupil assessments required pursuant to [Education Code] Section 60605.” Data from standardized tests will be used to inform instruction, develop learning plans, and identify youth in need of additional support.

Results of standardized tests are required to be reported by AIAHS annually. One of the formats for such reporting is the School Accountability Report Card (“SARC”). 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.. AIAHS affirms that it shall provide all legally required information and reports to the District in accordance with all applicable timelines. To the extent that there is information that the District has, but that AIAHS does not have that AIAHS needs in order to meet its obligations, the District shall provide the same to AIAHS in a reasonably timely manner upon request.

AIAHS coordinates and implements all state mandated assessments directly and provides any necessary information to the District. Test results for the prior year, if not provided directly to the District by the State, will be provided to the District by the charter school no later than September 1st of each year.

AIAHS is a continuously improving school. Its comprehensive assessment program includes:

- CAASPP SBAC for ELA and Mathematics
- California Science Test (“CAST”)
- NWEA MAP
- ELPAC
- Presentations of Learning
- Portfolio Night
- School wide Writing Assessments
- CSU Placement Tests for 11th and 12th Graders
- In class assessments

Students are assessed in each of the core academic areas by a combination of ongoing, authentic assessments, traditional assessments, and standardized tests. AIAHS uses common rubrics for assessment of learning plans, portfolios, and Presentations of Learning, writing, public speaking, debate, leadership, collaborative work, enterprise projects, social analysis, and effective participation. A detailed description of on-going assessments is found above in the section on the School-Wide Action Plan. Additional measures used to assess student achievement include:

- Attendance records
- Written reports
- Ongoing academic coach evaluation of student work

Youth and their parents receive regular communication on academic progress, including:

- 24-hour online access to Schoology Grade and Attendance system
- Report cards
- Youth-led conferences with parents
- Public performances and exhibitions
- Portfolio presentations
- Schoology (Learning Management System)
- Coach-to-Parent contact via Google Spreadsheets

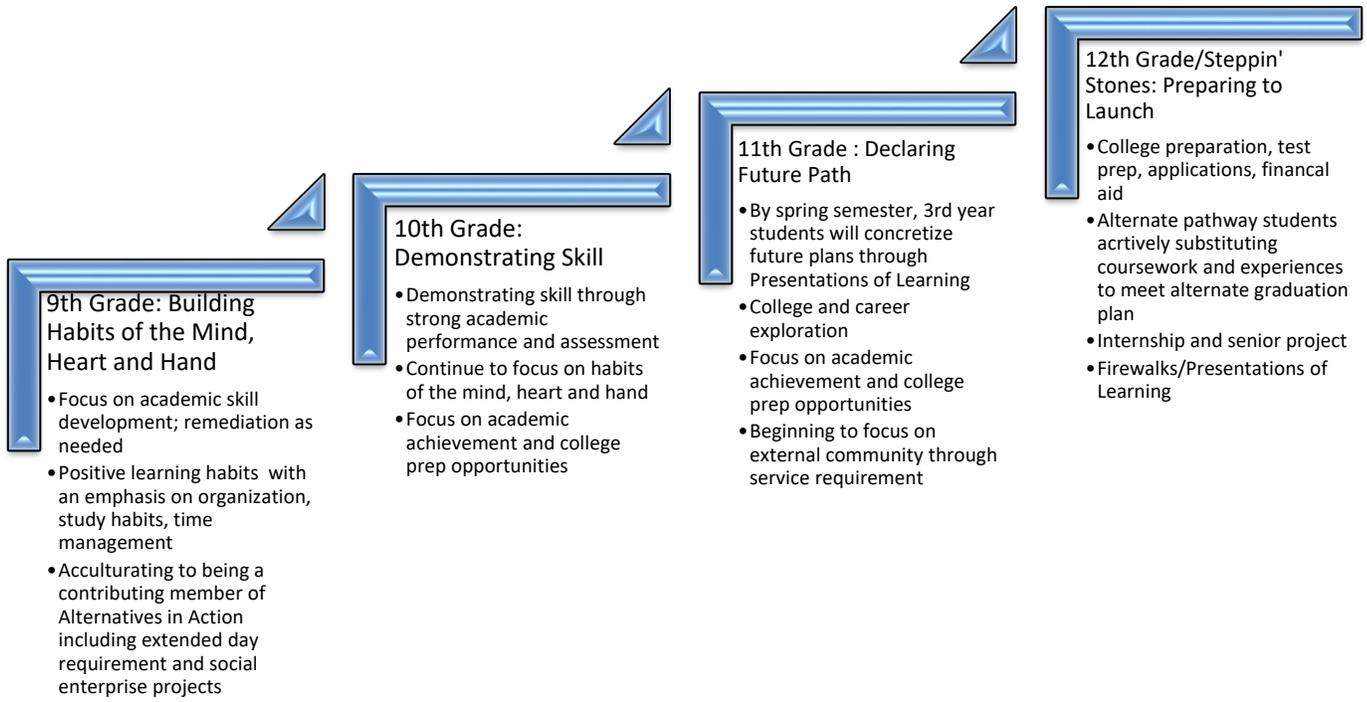
Assessing Progress toward Graduation

Graduation progress is assessed using a variety of measures, selected to be appropriate for the subject matter and student:

- Academic review and counseling with transcript analysis for grade promotion or retention
- Satisfactory completion of course requirements based on transcript evaluation
- Completion of internship requirement
- Senior Presentation of Learning – an oral defense of each senior’s portfolio evaluated based on a specially designed rubric

AIAHS has created Developmentally Appropriate Benchmarks that need to be achieved at each grade level. Benchmarks assist staff in focusing specific tasks that need to be achieved at each grade level in

support of preparing youth not only for graduation but for college, career, and community readiness.



Graduation Requirements for High School Students & Coursework Required for Application to the University of California or California State University Systems

Alternatives in Action High School’s graduation requirements are designed to ensure that, upon graduation, students meet entry requirements for the University of California and California State University systems. AIAHS’s graduation requirements will meet or exceed the UC/CSU A-G admissions requirements presented below.

Table: A-G UC/CSU Subject Area Requirements –AIAHS Graduation Requirements

A-G Subject Area	Years Required for UC/CSU	Years Required for AIAHS Graduation
A. History / Social Science	2	2.5
B. English / Composition & Literature	4	4
C. Mathematics	3	3
D. Laboratory Science	2	2

E. Foreign Language	2	2
F. Visual & Performing Arts	1	1
G. College Prep Electives	1	4

Assessing Overall School Performance

To evaluate overall school performance, AIAHS compiles and analyzes the data from individual student assessments including the CAASPP SBAC and NWEA – MAP scores. In addition, AIAHS collects and publishes information on some or all of the following measures, as appropriate:

- Rubric scores demonstrating longitudinal growth in qualitative skills through Presentations of Learning and Portfolio Night
- Attendance rate
- Graduation rate (the percentage of youth who ultimately meet graduation requirements without respect to the length of their enrollment in AIAHS)
- Dropout rate (the percentage of youth who leave AIAHS and do not enroll in other programs that lead to a high school diploma)
- Drop out recovery rate (the percentage of students who return to school after dropping out by enrolling in AIAHS) and make academic progress
- College admissions and enrollment
- Student and parent satisfaction surveys

AIAHS will maintain sufficient staff and systems including technology, required to ensure timely reporting necessary to comply with the law and to meet all reasonable inquiries from District and other authorized reporting agencies.

Element 4 (Governance)

“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.” – Ed. Code § 47605(c)(5)(D)

Operation by or as a Nonprofit Public Benefit Corporation

As an independent charter school, Charter School, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Charter School. Charter School shall comply with the provisions of Education Code section 47604(b)(1) and shall not operate as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization. A for-profit educational management organization and a for-profit charter management organization are entities that manage or operate a charter school.

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Charter School amend the bylaws to change the number of governing board members, Charter School shall provide a copy of the amended bylaws to the OUSD Office of Charter Schools (“OCS”) within 30 days of adoption.

Charter School will respond to Public Records Act requests in a timely manner and in compliance with the California Public Records Act (Government Code section 6250 et seq.).

Indemnification of District

Charter School through this Charter agrees to defend, and indemnify and hold harmless the District, its officers, directors, employees, attorneys, agents, representatives, volunteers, successors and assigns (collectively hereinafter “District” and “District Personnel”) from and against any and all actions, suits, claims, demands, losses, costs, penalties, obligations, errors, omissions, or liabilities that may be asserted or claimed by any person, firm or entity arising out of, or in connection with, Charter School’s performance under this Agreement or the Charter, the condition or use of its facilities, or any acts, errors, negligence, omissions or intentional acts by Charter School, its Governing Board, administrators, employees, agents, representatives, volunteers, successors and assigns.

Governing Board Operation

Charter School shall follow Education Code section 47604.1, and comply with the Ralph M. Brown Act (Government Code section 54950 et seq.); the California Public Records Act (Government Code section 6250 et seq.); Government Code section 1090 et seq.; and the Political Reform Act (Government Code section 81000 et seq.) Charter School shall also comply with the provisions of Education Code section 47604.1(c) with respect to the location of its meetings, and broadcasting its meetings on a two-way teleconference where required.

Charter School shall publicly post all governing board meeting agendas in accordance with the Brown Act. Charter School shall keep accurate records of all governing board meetings, whether they were

canceled, rescheduled, or held, and make board meeting documents, including board meeting minutes, available to the public either upon request or by posting on the charter school's website.

The District reserves the right, but is not obligated, to appoint a single representative of the District's choosing to the Charter School governing board pursuant to Education Code section 47604(c).

Required Notifications to the District

Charter School shall notify OCS in writing of any citations or notices of workplace hazards; investigations by outside regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g. loss of IRS 501(c)(3) status), or other formal complaints or notices, regarding any aspect of Charter School's operations, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify OCS in writing of any internal investigations within one week of commencing investigation. Charter School shall notify OCS within 24 hours of any dire emergency or serious threat to the health and safety of students or staff. This 24-hour notification applies to any allegations of serious misconduct related to student safety or child abuse by any student or adult that occurred on campus.

Charter School Records

Upon receiving a records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 15. Charter School shall comply with the requirements of Education Code section 49060 et seq., regarding rights to access student records, and Education Code section 49069.3 and 49069.5 regarding transfer of records for youth in foster care.

Charter School acknowledges that pursuant to Article XVI section 8.5(e) of the California Constitution, sections 2(e), 6, and 8 of Proposition 98, and sections 33126.1(b), 35256(c), and 35258 of the Education Code require schools, including Charter School to provide certain information in certain formats in certain ways to the general public and specifically to parents of students at Charter School and of the District. Charter School further acknowledges that it has the obligation to provide all of such information to the District that is required by these referenced authorities in a timely manner so that the District may meet its obligations under those authorities as well. To the extent that there is information that the District has, but that Charter School does not have that Charter School needs in order to meet its obligations, the District shall provide the same to Charter School in a reasonably timely manner upon request under Education Code section 47604.3.

Charter School in accordance with Education Code section 47604.3, shall promptly respond to all reasonable inquiries from the District, including but not limited to, inquiries regarding financial records, and shall consult with the District as needed regarding any such inquiries. Charter School acknowledges that it is subject to audit by District. If the District seeks an audit of Charter School, the District shall assume all costs of such audit. This obligation for the District to pay for an audit only applies if the audit requested is specifically requested by the District and is not otherwise required to be completed by Charter School by law or charter provisions.

Non-Profit Public Benefit Corporation

AIAHS is a directly funded independent charter school, operated by Alternatives in Action, a California non-profit public benefit corporation, pursuant to California law. AIA complies with all applicable federal, state and local laws. It retains its own legal counsel when necessary. It also purchases and maintains as necessary general liability, property, workers' compensation, and unemployment insurance policies.

AIAHS operates 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 AIAHS. Pursuant to Education Code Section 47604(d), the District shall not be liable for the debts and obligations of AIAHS, operated by a California non-profit public benefit corporation, or for claims arising from the performance of acts, errors, or omissions by AIAHS, as long as the District has complied with all oversight responsibilities required by law.

Attached in the Appendices please find the AIA Articles of Incorporation, Bylaws, Conflict of Interest Code, and 2020-21 Board roster.

AIA Board of Directors

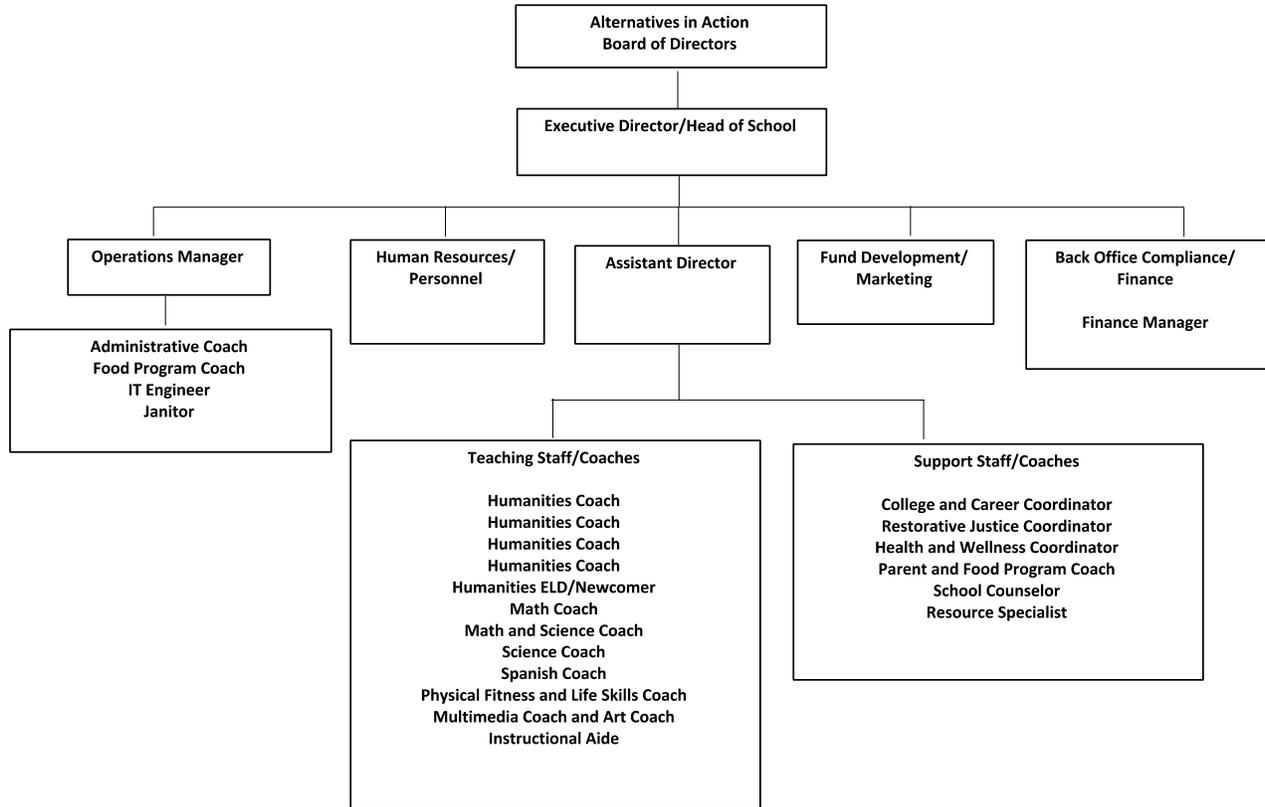
AIAHS is governed by the AIA Board of Directors in accordance with the California Charter Schools Act, Nonprofit Public Benefit Corporation Law, and its adopted Bylaws, which shall be consistent with the terms of this charter. The AIA Board of Directors consists of a minimum of five (5) and a maximum of twenty (20) directors. All directors are designated by the existing AIA Board of Directors. All directors are to be designated at AIA's annual meeting of the Board of Directors. OUSD may assign one representative to the AIA Board of Directors in accordance with Education Code Section 47604(c). If the District chooses to do so, the Board shall appoint a director to ensure that the Board is maintained with an odd number of directors.

Each director shall hold office unless otherwise removed from office in accordance with the bylaws for a term of three (3) years and until a successor director has been appointed as described in the Bylaws.

Members of the AIA Board of Directors represent a diversity of skills and experience including educators, lawyers, business owners, marketing and development experts. A description of the current Board of Directors' expertise is included in table below.

Organizational Chart

Organizational Chart 2020-2021



Alternatives in Action Board of Directors, Areas of Expertise

	Finance	Nonprofit	Leadership	Community Organizing	Marketing	Pedagogy	Strategic Partnerships
Katharine Earhart, Chairperson	x		x				
Aileen Thorne, Treasurer	x						
Crystal Cheng, Secretary	x	x					
Asia Laigo, Staff Rep.		x	x			x	
Tracey Moore, Member		x		x			
Abigail Edelman, Member					x		

Gena Kurzfeld, Member						x	
Max Aggrey, Member			x				x

Roles and Responsibilities

The AIA Board of Directors is fully responsible for the operation and fiscal affairs of AIAHS including, but not limited to, the following:

- Hire, supervise, evaluate, discipline, and dismissal of the Executive Director
- Approve contractual agreements above \$15,000
- Approve and monitor the implementation of general policies of the Charter School. This includes effective human resource policies for career growth and compensation of the staff
- Approve and monitor the AIAHS annual budget and budget revisions
- Maintain and provide oversight of Fiscal Policies and Procedures including but not limited to contracting with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices
- Establish operational committees as needed
- Regularly measure progress of schoolwide academic achievement
- Engage parents and the community in school related programs
- Execute all applicable responsibilities provided for in the California Corporations Code
- Engage in ongoing strategic planning
- Approve the school calendar in April and schedule of Board meetings in June annually for the coming year
- Review requests for out-of-state or overnight field trips for students and staff
- Participate in the dispute resolution procedure and complaint procedures when necessary
- Approve charter amendments as necessary and submit requests for material revisions as necessary to the District for consideration
- Approve annual independent fiscal audit
- Appoint an administrative panel or act as a hearing body and take action on recommended student expulsions in accordance with AIAHS’s policy

- Support AIAHS in maintaining an open and diverse culture with a lens on Diversity, Equity and Inclusion, within both educational and operational activities

The Board 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 audit, and the adoption of Board policies. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

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

Compliance with Applicable Law

The AIA Board of Directors shall operate in accordance with applicable provisions of California law, including the Brown Act (Gov. Code Sections 54950 *et seq.*), Education Code Section 47604.1(c), and Public Records Act (Gov. Code Sections 6250 *et seq.*).

AIA has adopted a Conflict of Interest Code that complies with the Political Reform Act, Corporations Code conflict of interest rules, and Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1, and which shall be updated with any charter school-specific conflict of interest laws or regulations.

Board Training

The AIA Board of Directors attend an annual in-service retreat for the purposes of training individual board and committee members on their responsibilities with topics to include, at minimum, conflicts of interest, the Brown Act, and fiscal compliance.

School Site Leadership

The AIA Executive Director and the AIAHS Assistant Director manage the day-to-day operations of AIAHS. As detailed in their job descriptions, the Executive Director manages the business and operations of the Charter School; the AIAHS Assistant Director manages the instructional program and staff.

Executive Director

The Executive Director is responsible for overall management of Alternatives in Action under the supervision of the Board of Directors. The Executive Director shall perform assigned tasks as directed by the Board of Directors to ensure fidelity of the vision and mission of the organization. These tasks may include, but are not limited to, the following:

- Hire, manage, evaluate, and recommend for dismissal if needed, the Assistant Director in consultation with the Board of Directors
- Ensure fidelity of school annual plan with overall vision and mission
- Monitor progress on school performance
- Communicate and report to the Board of Directors
- Oversee school finances to ensure financial stability
- Ensure compliance with all applicable state and federal laws and help secure local grants
- Establish and maintain a system to handle organizational tasks purchasing, budgets, and timetables
- Present independent fiscal audit to the Board of Directors and, after review by the Board of Directors, submit audit to the District Board of Education and the County Superintendent of Schools, the State Controller and the California Department of Education
- Ensure implementation of LCAP and Charter with annual review and reporting

AIAHS Assistant Director

The AIAHS Assistant Director is the educational leader of AIAHS. The AIAHS Assistant Director ensures that the curriculum is implemented in order to maximize student-learning experiences. The AIAHS Assistant Director reports to the Executive Director and s/he is responsible for the orderly operation of AIAHS and the supervision of all employees in AIAHS.

The AIAHS Assistant Director shall perform assigned tasks as directed by the Executive Director and shall be 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
- Interview and recommend school employee hiring, promotion, discipline, and/or dismissal to Executive Director
- Supervise and evaluate school academic coaches and staff
- Participate in and develop a school wide professional development plan
- Communicate with parents, recruit new families and students, and assure families of academic growth
- Take responsible steps to secure full and regular attendance at school of the students enrolled in accordance with policies established by the Board of Directors
- Complete and submit required documents as requested or required by the charter and/or Charter School Board of Directors and/or the District
- Manage the budget of AIAHS and review all 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, academic coaches records, academic coaches credentialing information, and contemporaneous attendance logs
- Hire qualified substitute academic coaches as needed
- Ensure the security of the Charter School facilities
- Promote the Charter School in the community and promote positive public relations and interact effectively with media

- Attend meetings with the Operations Manager on fiscal oversight issues as requested by the Executive Director
- Develop the school annual performance report, the SARC, and the LCAP
- Manage student discipline, and as necessary participate in the suspension and expulsion process;
- Participate in IEP meetings as necessary

Parent Involvement in Governance

There are two parents who serve in advisory roles to the Board of Directors, wherein they:

- Act as liaisons between the parents and the Board
- Represent the voices and perspectives of AIAHS parents
- Attend all Board meetings to provide updates/reports

English Learner Advisory Committee

- An advisory committee made up of parents and school site staff who evaluate EL programs and provide feedback to Charter School leadership on adjustments that might be needed

Element 5 (Employee Qualifications)

“The qualifications to be met by individuals to be employed by the charter school.” – Ed. Code § 47605(c)(5)(E)

Equal Employment Opportunity and Nondiscrimination

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment. Charter School further acknowledges that it shall not retaliate against any employee for engaging in protected activity, exercising a protected right, or initiating or pursuing any claim, proceeding, charge or complaint based upon an allegation of discrimination.

Teacher Credentialing Requirements

Charter School shall adhere to all State and federal requirements that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers meet applicable state requirements for certificated employment, including the provisions of Education Code section 47605(1). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

Reporting Educator Misconduct to the California Commission on Teacher Credentialing

Charter School shall comply with Education Code section 44030.5 with respect to reporting the change in employment status to the California Commission on Teacher Credentialing where the change of employment status is a result of an allegation of misconduct, or while an allegation of misconduct is pending, and with Education Code section 44939.5 regarding the reporting of egregious misconduct.

Employment of Felons

The Charter School shall comply with the provisions of Education Code section 44830.1 and 45122.1 with respect to the submission of fingerprints to the Department of Justice and the employment of persons convicted of violent or serious felonies.

Minimum Qualifications

AIAHS ensures that all staff meet the minimum qualifications associated with their role in the organization.

Executive Director

The Executive Director is responsible for overall management of Alternatives in Action under the supervision of the Board of Directors. The Executive Director shall perform assigned tasks as directed by the Board of Directors to ensure fidelity of the vision and mission of the organization. A description of the Executive Director's duties is provided above in Element 4.

The qualifications of the Executive Director include, but are not limited to:

- Administrative credential achieved or in process; experience in school leadership and administration
- California teaching credential and a minimum of 5 years direct teaching experience
- Brings 5+ years of experience as a senior organizational leader in a youth or educational setting
- Has experience in program evaluation and leading data driven program quality improvement strategies
- Has excellent verbal and written communication skills
- Flexible and enjoys working in a diverse, entrepreneurial, fast-paced environment with passionate, talented and committee people
- Has demonstrated experience and cultural fluency working with the key communities we serve (African-American and Latino); bilingual (Spanish-English) preferred
- Values education and learning, and holds a Masters in a related field (preferred)
- Has the ability to take initiative, work independently and collaboratively as needed
- Has change management expertise
- Experience in developing educational and/or youth development programs
- Knowledge of educational trends and an understanding of project-based learning strategies
- Experience in at least two of the following program areas credit recovery, EL programs, career readiness and college prep strategies
- Computer proficiency in Microsoft Office Suite, knowledge of School Data systems

Assistant Director

The Assistant Director is the leader of AIAHS. The Assistant Director ensures that the curriculum is implemented in order to maximize student-learning experiences. The Assistant Director reports to the Executive Director and s/he is responsible for the orderly operation of AIAHS and the supervision of all employees in AIAHS.

The Assistant Director shall perform assigned tasks as directed by the Executive Director and shall be required to undertake some or all of the tasks detailed below. A description of the Assistant Director's duties is provided above in Element 4.

The qualifications of the Assistant Director include, but are not limited to:

- Administrative credential achieved or in process; experience in school leadership and administration
- California teaching credential and a minimum of 5 years direct teaching experience
- Minimum of 3 years formal staff management experience
- Experience working with California content standards and adapting the to a progressive youth-centered curriculum approach that emphasizes depth in learning
- Experience in developing educational and/or youth development programs

- Knowledge of educational trends and an understanding of project-based learning strategies
- Experience in at least two of the following program areas credit recovery, EL programs, career readiness and college prep strategies
- Bilingual, Spanish/English preferred

Academic Coaches (Teachers) Qualifications

AIAHS will ensure that all academic coaches hold the Commission on Teacher Credentialing certificate, permit, or other document required for the academic coach’s certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated academic coaches, in the same manner as a governing board of a school district. Teachers employed by charter schools during the 2019–20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher’s certificated assignment. In addition, all AIAHS teachers shall have English Learner Authorization in compliance with all applicable requirements of the Commission on Teacher Credentialing. AIAHS reserves the right to evaluate the expertise of each staff member and accordingly assign each person to student groups, curriculum, subjects, enterprises, coaching or mentoring assignments, consistent with AIAHS policy, as it deems in the best interests of the students.

Non-Instructional Staff Qualifications

All AIAHS employees will meet specific qualifications for employment as outlined in the respective job descriptions. In addition, AIAHS employees will be evaluated for their ability to work effectively with youth. Skills and personal qualities identified by youth that facilitate learning relationships include real-world experience, flexibility, resilience, empathy, confidence in themselves and others, and listening and speaking skills. Alternatives in Action ensures that all staff meet the minimum qualifications for their respective position. A summary of the minimum qualifications for non-academic positions are provided below:

College and Career Counselor

- Bachelor of Arts degree in education/social work or related field preferred; MA/PPSC preferred
- At least 2 years experience teaching or mentoring high-school age students in college and/or career readiness programs; experience in youth development and/or educational programs; passion for working with youth within a social justice framework
- Demonstrated awareness of college services and entrance requirements
- Demonstrated ability to facilitate youth towards the achievement of outcomes
- Experience in program development and coordination
- Excellent communication, facilitation, organization, writing, and team-building skills
- Demonstrated ability to develop and implement curricula, lesson plans and to keep detailed records
- Ability to manage multiple projects, work independently and as a team-member
- Experience working with diverse groups and communities
- Flexibility, sense of humor, strong commitment to collaboration, self-reflection, and resourcefulness
- Bilingual Spanish preferred

Health and Wellness Coordinator:

- Bachelor of Arts degree; related advanced degrees preferred, but not required.
- Bilingual Spanish required
- Minimum of 2 years experience in education
- Experience in alternative, youth development, and/or experiential learning settings.
- Experience and/or strong interest in community development.
- Ability to work in a youth friendly, collaborative, student centered environment.
- Ability to use authority, set boundaries, and hold high standards with you.
- Strong advocacy skills for youth and families as well as for self.
- Experience working with diverse groups, learners, and communities.

Restorative Justice Coordinator:

- Minimum 2 years experience in education and/or youth development setting
- Bachelor's degree required
- Bilingual Spanish/English preferred; extensive experience providing culturally responsive services to Latino and other communities of color
- Experience in alternative, youth development, and/or experiential learning settings.
- Experience and/or strong interest in community development.
- Ability to work in a youth friendly, collaborative, student centered environment.
- Ability to use authority, set boundaries, and hold high standards with youth.

Operations Manager

- Associates degree or equivalent experience
- At least 2 years experience providing support to Senior Management at a high level and some experience in assisting in Human Resources
- Advanced user in Microsoft Office Suite
- Knowledge of standard office administrative practices and procedures
- Must have high level of interpersonal skills to handle sensitive and confidential situations
- Position continually requires demonstrated poise, tact and diplomacy
- Requires consistent attention to detail in composing, typing and proofing materials, establishing priorities and meeting deadlines
- Must be able to work in a fast-paced environment with the ability to juggle multiple competing tasks and demands

Element 6 (Health and Safety)

“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.*
- (ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.*
- (iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.” – Ed. Code § 47605(c)(5)(F)*

Site Safety Plan

Charter School shall develop a school safety plan, which shall include the following topics set forth in Education Code section 32282(a)(2), and which shall be updated by March 1 every year:

- (A) Child abuse reporting procedures;
- (B) Disaster procedures, routine and emergency, including adaptations for pupils with disabilities;
- (C) Policies pursuant to subdivision (d) of Section 48915 for pupils who committed an act listed in subdivision (c) of Section 48915 and other school-designated serious acts that would lead to suspension, expulsion, or mandatory expulsion recommendations;
- (D) Procedures to notify teachers of dangerous pupils pursuant to Section 49079;
- (E) A discrimination and harassment policy consistent with the prohibition against discrimination set forth in Education Code section 200;
- (F) The provisions of any schoolwide dress code, pursuant to Education Code section 35183 that prohibits pupils from wearing “gang-related apparel,” if the school has adopted that type of a dress code;
- (G) Procedures for safe ingress and egress of pupils, parents, and school employees to and from school;
- (H) A safe and orderly environment conducive to learning at the school;
- (I) The rules and procedures on school discipline adopted pursuant to Education Code sections 35291, 35291.5, 47605, and 47605.6;
- (J) Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on school campuses and at school-related functions. The procedures to prepare for active shooters or other armed assailants shall be based on the specific needs and context of each school and community.

Pupil Safety

Immunizations, Health Examinations, and Health Screenings

Charter School shall comply with all federal and state legal requirements related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

Suicide Prevention Policy (Grades 7-12)

Charter School shall adopt, at a regularly scheduled meeting, a policy on pupil suicide prevention in Grades 7 through 12 inclusive, that meets the requirements of Education Code section 215, if it serves any of those grade levels. The policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts and shall, at a minimum, address procedures relating to suicide prevention, intervention, and postvention, and shall specifically address the needs of high-risk groups, including, but not limited to, all of the following: Youth bereaved by suicide; Youth with disabilities, mental illness, or substance use disorders; Youth experiencing homelessness or in out-of-home settings, such as foster care; and lesbian, gay, bisexual, transgender, or questioning youth.

Employee Training

Charter School shall ensure that all staff members receive annual training on Charter School's health, safety, and emergency procedures, including but not limited to training on blood borne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff. Charter School shall also ensure that its employees receive the required sexual harassment training under Govt. Code 12950.1.

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year, in accordance with the requirements of Education Code section 44691.

Employee Screening Requirements

Criminal Background Clearances and Fingerprinting

Charter School shall comply with all requirements of Education Code sections 44237, 44830.1 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of school site services and/or any contact with students and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records.

Tuberculosis Screening

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, in accordance with Education Code section 49406. Charter School shall maintain TB clearance records and certifications on file.

In order to provide safety for all students and staff, the Charter School maintains and implements full health and safety policies and procedures and risk management policies at its school site in consultation with its insurance carriers and risk management experts. The following is a summary of the health and safety policies of the Charter School:

Medication in School

The Charter School will adhere to Education Code Section 49423 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.

Prevention of Human Trafficking

The Charter School shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 9 through 12 of human trafficking prevention resources.

Feminine Hygiene Products

The Charter School will stock at least 50% of its restrooms with feminine hygiene products, and shall not charge students for these products, pursuant to Education Code Section 35292.6.

Nutritionally Adequate Free or Reduced-Price Meal

The Charter School shall provide each needy student, as defined in Education Code Section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code Section 49553(a), during each schoolday.

California Healthy Youth Act

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

Bloodborne Pathogens

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

Drug-, Alcohol-, and Smoke-Free Environment

The Charter School shall function as a drug-, alcohol-, and smoke-free environment.

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 develop a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School’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 pupils at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired. The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code Section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at the schoolsite and in public areas at the schoolsite that are accessible to, and commonly frequented by, pupils.

Bullying Prevention

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

Element 7 (Balance of Racial/Ethnic, Special Education, and English Learner Students)

“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.” – Ed. Code § 47605(c)(5)(G)

Seeking a Diverse Student Population

AIAHS will continue to strive to achieve a balance of racial and ethnic students, special education students, and English Learners, that is reflective of the general population residing within the territorial jurisdiction of the District. As is evident from the data on student demographics above in Element 1, AIAHS’s recruiting methods and message have historically produced a more balanced community of students and families from different socio-economic, linguistic, racial and ethnic groups, as well as a range of prior school experiences. AIAHS will continue to engage in a variety of means and strategies to maintain a socio-economically, racially, and ethnically diverse student population. A description of recruitment strategies is provided in the section below.

OUSD vs. AIAHS Student Demographics (2019-2020 CDE Data)

	Asian	Hispanic or Latino	African American	White (not Hispanic)	Multiple or No Response	Low Income (F/RP Meal Eligible)	EL	Students with Disabilities
AIAHS	0%	91.8%	4.7%	1.2%	1.2%	95.9%	56.7%	7.0%
OUSD	11.8%	47.1%	22.4%	10.3%	6.4%	72.7%	31.3%	12.9%

Recruitment

The primary method for achieving a diverse student population will continue to be recruiting intensively from areas in the proximity of the school, particularly Alameda and Oakland. Outreach efforts include school district open enrollment activities, community meetings, contact with neighborhood groups, and direct personal recruiting. Brochures and other written materials, in various languages as needed, will be distributed.

AIAHS has focused outreach and recruitment efforts in order to attract a student population that is closely reflective of the Seminary neighborhood of East Oakland. We recruit at middle schools in surrounding neighborhoods such as Greenleaf Elementary School and Roots International Academy (no longer open); engage with community organizations and attend community events with local churches and agencies such as St. Bernard’s Church, Acts Full Gospel, Rainbow Recreation Center, and East Oakland Youth Development Center (EOYDC). We maintain contact with the EBALDC (East Bay Asian Local Development Corporation) housing authority for referrals; conduct door-to-door outreach in the Seminary neighborhood; place informational fliers in multiple languages at neighborhood laundromats, churches and the Rainbow Rec Community Center.

Our outreach and recruitment are successful through family and organization recommendations. Many of our families are referred to us by other current families as an option for youth who are in need of additional supports. Counselors at both district and charter high schools, such as Urban Promise Academy, Fremont High School, Castlemont High School, ARISE High School, and Oakland Unity High School refer students to AIAHS as well as through our partners with probation officers with the juvenile justice system, and other youth programs such as East Bay Agency for Children and Youth Alive!

Alternatives in Action also participates in the Oakland Enrolls application and enrollment process.

Element 8 (Admissions Policies and Procedures)

“Admission policies and procedures, consistent with subdivision (e) [of Education Code section 47605].” – Ed. Code § 47605(c)(5)(H)

Documentation of Admissions and Enrollment Processes

Upon request, Charter School will notify the District in writing of the application deadline and proposed lottery date. Charter School will ensure that all application materials will reference these dates as well as provide complete information regarding application procedures, key dates, and admissions preferences and requirements consistent with approved charter.

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter, and a record of all written communications with parents related to admissions. These records shall be made available to the District upon request.

As indicated in the affirmations included at the beginning of this petition, Charter School shall comply with all requirements related to admissions preferences found in Education Code section 47605(e)(2)(B).

AIAHS will continue to be nonsectarian in its programs, admission policies, employment practices, and all other operations. No tuition will be charged to attend AIAHS. No student will be discriminated against on the basis of any of the characteristics listed in Education Code Section 220.

The Charter School shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. Admission to AIAHS will not be determined by place of residence of the student or the student’s parent/guardian within the state. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. AIAHS will not enroll any student who is over the age of 19 unless he or she has been continuously enrolled in public school and has been making satisfactory progress towards award of a high school diploma. AIAHS will have discretion to deny enrollment to any student who has been expelled from another charter school or non-charter public school of any district, including Oakland Unified School District. 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.

Homeless and Foster Youth

Charter School shall adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School is open to enroll and provide services for all students, and provides a contact number for access to additional information regarding enrollment. Charter School shall comply with all applicable provisions of Education Code sections 48850 – 48859 with respect to foster children and homeless youth.

Non-Discrimination

Charter School shall not require a parent/legal guardian/student to provide information regarding a student's disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

Charter School shall not request or require submission of a student's IEP, 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

As indicated in the affirmations included at the beginning of this petition, pursuant to Education Code section 47605(e)(4)(A), Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason.

Similarly, in accordance with Section 47605(e)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(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.

Parent Engagement

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours or attend an orientation event, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of their child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because their parent cannot, has not, or will not provide volunteer service to Charter School.

Application

Interested families submit applications during the publicly advertised application period each year. Parents and students have opportunities to review specific graduation requirements and other unique program features during the application period.

The Charter School's management team will establish the application period each year, which will not be less than ten (10) weeks, and will give reasonable notice to potential applicant families. By December 1 of each year, AIAHS will notify the District in writing of the application deadline and proposed lottery date. AIAHS will ensure that all application materials will reference these dates as well as provide complete information regarding application procedures, key dates, and admissions preferences and requirements consistent with the approved charter.

Public Random Drawing (Lottery)

Applications are accepted during the publicly advertised application period. At the end of the application period, applications will be counted to determine whether any grade level has received more applications than availability. In the event that this happens, the Charter School will hold a public random drawing to determine the admission for the impacted grade level, with the exception of existing students, who are guaranteed admission for the following school year.

To promote the goals of the AIAHS program, admission preferences in the case of a lottery will be given to the following students in the order stated below. A student's admission preference will be determined on the date of the scheduled public random drawing.

1. Siblings of students admitted to or attending the Charter School
2. Students who reside in Oakland Unified School District
3. 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).

Families will be informed of the date, time, and location of the public random drawing. The Board of Directors will take all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces are pulled in order of grade level by the designated lottery official (appointed by the Executive Director). Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place on the same day in a single location. Lotteries will be conducted in ascending order beginning with 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 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 priority applicants in a category than there are remaining spaces, a public random drawing will be held from among that preference category until 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.

All applicants who are not admitted will be placed on a waiting list, by grade level, according to their draw in the lottery. Students will be admitted from the waiting list, as spaces become available. This

wait list will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will a wait list carry over to the following school year.

Spaces of students who are admitted, but do not complete the enrollment process within one month of the lottery, will be released to the waiting list. Spaces that become available between the close of the application period and the start of the following academic year will be assigned in order of the waitlist.

Enrollment Procedures

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
4. Completion of Emergency Medical Information Form
5. Proof of minimum age requirements
6. Release of records³

³ The Charter School shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the Charter School before enrollment.

Element 9 (Independent Financial Audits)

“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.” – Ed. Code § 47605(c)(5)(I)

An annual independent financial audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605(c)(5)(I) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law, 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 School Board will select an independent auditor through a request for proposal format. 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, and to the California Department of Education no later than December 15 of each year. The Executive Director, along with the audit committee, if any, will review any audit exceptions or deficiencies and report to the Charter School Board of Directors with recommendations on how to resolve them. The AIA Board of Directors 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. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (“EAAP”) in accordance with applicable law.

The independent financial audit of the Charter School is a public record to be provided to the public upon request.

Element 10 (Procedures by which Pupils Can Be Suspended or Expelled)

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

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

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

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

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

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays 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 foster child or youth or a homeless child or youth, the pupil’s educational rights holder, and shall inform the pupil, the pupil’s parent or guardian, or the pupil’s educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil’s parent, guardian, or educational rights holder 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).” – Ed. Code § 47605(c)(5)(J)

Student Due Process Protections

Charter School’s student discipline procedures, at a minimum, shall comply with federal and state constitutional procedural and substantive due process requirements as follows:

(i) For suspensions of fewer than 10 days, Charter School shall 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, Charter School shall provide both of the following:

(I) Timely, written notice of the charges against the pupil and an explanation of the pupil’s basic rights.

(II) 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) No pupil shall be involuntarily removed by 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 schooldays 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 foster child or youth or a homeless child or youth, the pupil’s educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil’s parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until 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).

As indicated in the affirmations included at the beginning of this petition, pursuant to Education Code section 47605(e)(4)(C), Charter School shall not encourage a pupil currently attending the charter school to disenroll from the charter school or transfer to another school for any reason. (Note: This shall not apply to actions taken by Charter School pursuant to legally permissible expulsion procedures.)

Required Notifications

As indicated in the affirmations included at the beginning of this petition, Charter School shall comply with notification requirements included in Education Code section 47605(e)(3) for any pupil who is expelled or leaves Charter School without graduating or completing the school year for any reason, and, upon request, will provide the District with the student’s last known contact information.

Compliance with OCS Student Discipline Guidelines

Charter School shall comply with the District’s “Disciplinary and Expulsion Documentation Requirements Policy,” posted on the Student Discipline page of the OUSD Office of Charter Schools website, whose terms are incorporated by reference as if set forth expressly in this Charter. The purpose of this policy is to outline the notification requirements to families and to the Office of Charter Schools.

Philosophy Toward Discipline

AIAHS prepares youth to be responsible citizens who contribute to their community within the Charter School and beyond, and who develop qualities of caring and self-discipline. The Charter School will work with students and families to provide a safe school environment that provides students with the opportunity for a quality education.

In order to maintain an environment that will prepare students for responsible citizenship, AIAHS board has approved policies and procedures for student discipline that provide students and parents with a clear set of expectations regarding student behavior. The process for addressing violations of the behavioral agreements is consistent with the mission and philosophy of AIAHS, in that it includes youth leadership and considerations of social justice integrated into the instructional program. The student discipline policy reflects AIAHS’s commitment to a restorative justice approach as a strategy towards developing community and personal learning and responsibility.

For behavioral issues that do not rise to the level of suspension or expulsion AIAHS implements a democratic peer judicial process. The structure, procedures, and specific role of peer discipline have evolved over time, as determined with student leadership and the school management team. The peer discipline process includes appropriate due process protections. The current peer judicial structure is Youth Court, where students learn about the judicial system and take leadership in their school community. Our restorative justice efforts for the entire school community are lead by our full-time Restorative Justice Coordinator.

Behavior that presents an immediate threat to the safety of school staff, youth, or others will be addressed by on-site staff, acting within their delegated authority to eliminate the threat by taking whatever steps may be necessary and appropriate, including removing the student from the site and/or requesting assistance from local law enforcement.

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 AIAHS. In creating this policy, Alternatives in Action has reviewed Education Code Section 48900 *et seq.* which describe the offenses for which students at non-charter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions, and involuntary removal. The language that follows is largely consistent with the language of Education Code Section 48900 *et seq.* AIA 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 or expulsion.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This shall serve as AIAHS'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. AIAHS 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 Student Handbook which will clearly describe discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of this Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

AIAHS administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this Policy and its Procedures are available upon request at the AIAHS 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 AIAHS has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 (“IDEIA”) or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (“Section 504”) is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. AIAHS will follow all applicable federal and state laws including, but not limited to, the applicable provisions of the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom AIAHS 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 or, if the student is a foster child or youth or a homeless child or youth, the student’s educational rights holder, and shall inform the student, the student’s parent/guardian, or educational rights holder of the basis for which the student is being involuntarily removed and the student’s parent/guardian, or educational rights holder’s right to request a hearing to challenge the involuntary removal. If a student’s parent, guardian, or educational rights holder 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, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below.

Procedures

Grounds for Suspension and Expulsion of Students

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

Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended when it is determined the student:

1. Caused, attempted to cause, or threatened to cause physical injury to another person.
2. Willfully used force or violence upon the person of another, except self-defense.

3. Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
5. Committed or attempted to commit robbery or extortion.
6. Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
7. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
8. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
11. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
12. Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
13. 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.
14. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
15. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

16. Engaged in, or attempted to engage in hazing. For the purposes of this 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.
17. 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.
18. 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 9 to 12, inclusive.
19. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This section shall apply to students in any of grades 9 to 12, inclusive.
20. 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 9 to 12, inclusive.
21. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

- a) “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 AIAHS.
- b) “Electronic Act” means the creation or transmission originated on or off the schoolsite, 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, 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 subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious 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 policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in

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

(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.

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

22. A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a 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).

23. 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 Assistant Director or designee’s concurrence.

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

1. Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Assistant Director or designee’s concurrence.
2. Brandished a knife at another person.
3. Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, *et seq.*
4. Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

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

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

2. Willfully used force or violence upon the person of another, except self-defense.
3. Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
5. Committed or attempted to commit robbery or extortion.
6. Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
7. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
8. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
11. Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
12. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
13. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
14. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

15. Engaged in, or attempted to engage in hazing. For the purposes of this 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.
16. Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
17. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 9 to 12, inclusive.
18. Caused, attempted to cause, threatened, to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This provision shall apply to students in any of grades 9 to 12, inclusive.
19. Intentionally harassed, threatened or intimidated a school personnel or volunteers and/or 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 9 to 12, inclusive.
20. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - a) “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 AIAHS.
- b) "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 subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious 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 policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual

recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(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.

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

21. A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a 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).

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

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

1. 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 students had obtained written permission to possess the item from a certificated school employee, with the Assistant Director or designee’s concurrence.
2. Brandished a knife at another person.
3. Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, *et seq.*
4. Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a fire arm 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.

The Charter School will use the following definitions:

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

Suspension Procedure

Suspensions shall be initiated according to the following procedures:

A. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Assistant Director or the Assistant Director’s designee with the student and the student’s parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Assistant Director or designee.

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

At the conference, the 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 his or her 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. No penalties may be imposed on a student for failure of the student’s parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student’s parent/guardian at the conference.

B. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student as well as the date when the student may return to school following the suspension. In addition, the notice may also state the time when the student may return to school. 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.

C. Suspension Time Limits/Recommendation for Expulsion

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

This determination will be made by the Assistant Director or designee upon either of the following: 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.

D. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

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

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 AIAHS Board of Directors following a hearing before it or by AIAHS Board of Directors upon the recommendation of a neutral and impartial Administrative Panel, to be assigned by the Board of Directors as needed. The Administrative Panel shall consist of at least three (3) members and neither a teacher of the student nor a member of AIAHS Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

Expulsion Procedures

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

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

- A. The date and place of the expulsion hearing.
- B. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based.
- C. A copy of AIAHS's disciplinary rules which relate to the alleged violation.
- D. Notification of the student's or parent/guardian's obligation to provide information about the student's status at AIAHS to any other school district or school to which the student seeks enrollment.
- E. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor.
- F. The right to inspect and obtain copies of all documents to be used at the hearing.
- G. The opportunity to confront and question all witnesses who testify at the hearing.

- H. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

AIAHS 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 that shall be examined only by AIAHS or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

- A. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of 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.
- B. AIAHS must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
- C. At the discretion of the entity conducting the expulsion 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.
- D. 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.
- E. 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.
- F. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.
- G. If one or both of the support persons is also a witness, AIAHS must present evidence that the witness' presence is both desired by the witness and will be helpful to AIAHS. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the

presiding officer from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.

- H. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
- I. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in 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.
- J. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Hearing

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

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board 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 his or her testimony heard in a session closed to the public.

Expulsion Decision

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

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

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

Written Notice to Expel

The Assistant Director or designee, following a decision of the Board of Directors to expel, shall send written notice of the decision to expel, including the Board of Directors' adopted findings of fact, to the student and student's parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with AIAHS.

The Assistant Director or designee shall send a copy of the written notice of the decision to expel to the chartering authority. This notice shall include the following: (a) The student's name, and (b) The specific expellable offense committed by the student.

Disciplinary Records

AIAHS shall maintain records of all student suspensions and expulsions at AIAHS. Such records shall be made available to the chartering authority upon request.

No Right to Appeal

The student shall have no right of appeal from expulsion from AIAHS as the AIA Board of Directors' decision to expel shall be final.

Expelled Students/Alternative Education

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. AIAHS 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.

Rehabilitation Plans

Students who are expelled from AIAHS shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors 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 AIAHS for readmission.

Readmission or Admission of Previously Expelled Student

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

Notice to Teachers

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

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

A. Notification of District/SELPA

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

B. Services During Suspension

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

C. Procedural Safeguards/Manifestation Determination

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

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

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

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

1. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that AIAHS had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
2. 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
3. Return the child to the placement from which the child was removed, unless the parent/guardian and AIAHS agree to a change of placement as part of the modification of the behavioral intervention plan.

If AIAHS, 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 AIAHS may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

D. Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or AIAHS 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 AIAHS, 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 and AIAHS 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.

E. Special Circumstances

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

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

1. 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;
2. 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
3. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

F. Interim Alternative Educational Setting

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

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

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

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

1. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
2. The parent/guardian has requested an evaluation of the child.
3. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If AIAHS 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 IDEIA-eligible children with disabilities, including the right to stay-put.

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

AIAHS 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)

“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” – Ed. Code § 47605(c)(5)(K)

AIAHS employees are covered for retirement purposes through federal social security and a 403(b) retirement plan that is matched by AIA. In addition, AIA offers all of its eligible employees the opportunity to make unmatched voluntary contributions to the 403(b) retirement plan.

AIA will make all employer contributions as required for federal social security, worker compensation, unemployment, and disability insurance.

Element 12 (Pupil Attendance Alternatives)

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

Pupils who choose not to attend the Charter School may choose to attend other public schools in their district of residence or pursue inter-district transfers in accordance with existing enrollment and transfer policies of the District. Parents or guardians of each pupil enrolled in the Charter School shall be informed that the pupil has no right to admission in a particular school of any local educational agency (LEA) (or program of any LEA) as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the District.

No student will be required to attend AIAHS.

Element 13 (Employee Rights of Return)

“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.” – Ed. Code § 47605(c)(5)(M)

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically and explicitly granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School, if any, will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

No person may be required to work at the Charter School. Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to the Charter School. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

Element 14 (Dispute Resolution)

“The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter.” – Ed. Code § 47605(c)(5)(N)

Procedures for Complaints against Charter School

Charter School will establish complaint procedures that address both complaints against the Charter School alleging discrimination or violations of law and complaints regarding other areas. Charter School will not, at any time, refer such complaints to the District for handling.

The complaint procedures will include the clear information with respect to the response timeline of the school, whether the school’s response will be in writing, the party identified to respond to complaints, the party identified and charged with making final decisions regarding complaints, and whether the final decision will be issued in writing. The procedures will also identify an impartial and neutral ombudsperson for situations in which the school leader is the subject person of the complaint or the ombudsperson has a perceived bias. If the complainant requests an alternate ombudsperson, Charter School shall have a procedure for reviewing the request and responding to the complainant with the findings of the review, and either (a) identifying an alternate ombudsperson, or (b) providing a rationale for why an alternate ombudsperson is not necessary. The complaint procedures will be clearly articulated in the school’s student and family handbook or distributed widely.

Charter School will designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section 504 of the Rehabilitation Act of 1973 (Section 504) including any investigation of any complaint filed with Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Charter School will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

Charter School shall comply with the requirements of Education Code section 221.61 with respect to posting information regarding the filing complaints under Title IX, including but not limited to the following: 1) the name and contact information of the Title IX coordinator; 2) the rights of the pupil and the public and the responsibilities of the Charter School under Title IX; 3) a description of how to file a complaint under Title IX, including an explanation of the statute of limitations, how the complaint will be investigated and how the complainant may further pursue the complaint; and a link to the United States Department of Education Office for Civil rights complaint form.

Charter School will implement specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.

Complaints by Students and Employees

Charter School will adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action, which would be prohibited by Title IX, or Section 504.

The Charter School also maintains a Uniform Complaint Policy and Procedures as required by state law. Parents, students, Board members, volunteers, and staff at the Charter School shall be provided with a copy of the Charter School's policies and internal dispute resolution process.

Disputes between the District and the Charter School

The staff and Governing Board members of Charter School agree to attempt to resolve all disputes between the District and Charter School regarding this charter pursuant to the terms of this section. Both will refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

Any controversy or claim arising out of or relating to the charter agreement between the District and Charter School, except any controversy or claim that in any way related to revocation of this charter, shall be handled first through an informal process in accordance with the procedures set forth below.

(1) Any controversy or claim arising out of or relating to the Charter, except any controversy or claim that in any way related to revocation of the Charter, must be put in writing ("Written Notification") by the party asserting the existence of such dispute. If the substance of a dispute is a matter that could result in the taking of appropriate action, including, but not limited to, revocation of the charter in accordance with Education Code section 47607(f), the matter will be addressed at the District's discretion in accordance with that provision of law and any regulations pertaining thereto. The Written Notification must identify the nature of the dispute and all supporting facts known to the party giving the Written Notification. The Written Notification may be tendered by personal delivery, mail, or electronic mail. The Written Notification, and all subsequent notifications under this procedure, shall be deemed received (a) if personally delivered, or sent by electronic mail, upon date of delivery to the address of the person to receive such notice if received by the District by 5:00 PM; (b) if by mail, two (2) business days after deposit in the U.S. Mail. All written notices shall be addressed as follows:

To Alternatives in Action, c/o Executive Director:
6221 E. 17th Street
Oakland, California 94621

To Director, Office of Charter Schools:
1000 Broadway, 3rd Floor, Suite 300
Oakland, CA 94607

(2) A written response ("Written Response") shall be tendered to the party providing the Written Notification within twenty (20) business days from the date of receipt of the Written Notification. The Written Response shall state the responding party's position on all issues stated in the Written Notification and set forth all facts which the responding party believes supports its position. The Written Response may be tendered by personal delivery, mail, or electronic mail.

The parties agree to schedule a conference to discuss the claim or controversy (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party.

(3) If the controversy, claim, or dispute is not resolved by mutual agreement at the Issue Conference, then either party may request that the matter be resolved by mediation. Each party shall bear its own costs and expenses associated with the mediation. The mediator’s fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 60 calendar days from the date of the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the controversy or claim at dispute. If no agreement on a mediator is reached within 30 days after a request to mediate, the parties will use the processes and procedures of the American Arbitration Association (“AAA”) to have an arbitrator appointed.

(4) If the mediation is not successful, the parties agree that each party has exhausted its administrative remedies and shall have any such recourse available by law.

Element 15 (Closure Procedures)

“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.”

– Ed. Code § 47605(c)(5)(O)

Closure Action

The decision to close Charter School must be documented in a “Closure Action.” A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(h)) or non-renewed by the OUSD Board of Education, and the Charter has exhausted any appeals procedures the Charter pursued; the governing board of Charter School votes to close Charter School; the Charter lapses or is surrendered; or the Charter School ceases to serve students for at least six consecutive months.

Closure Procedures

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure - Requirements and Recommendations” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the OUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The OUSD Office of Charter Schools (OCS). Charter School shall provide OCS with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the OCS with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to OCS.
3. Alameda County Office of Education (ACOE). Charter School shall send written notification of the Closure Action to ACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to OCS.

4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to OCS.
5. The retirement systems in which Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and ACOE of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of this notification and correspondence to OCS.
6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to OCS.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to OCS.
8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification to OCS.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence
4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record, which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to OCS.

Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring student records to receiving schools shall be in accordance with OUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to OCS in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be submitted to OCS in accordance with District procedures.

4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with OCS for the delivery of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to OCS the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to OCS and the designee a spreadsheet of personnel records of all active and inactive employees, that includes dates of employment, role, salary, and any other information necessary for employment verification. Both Charter School and the designee, individually and separately, shall inform OCS immediately upon the transfer of Charter School's employee records to the designee.
7. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
8. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

After receiving notification of closure, the CDE may notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of Local Control Funding Formula and select apportionments, start up grants, or other liabilities. The CDE may ask the County Office of Education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final "closeout audit" within six months after the closure of Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit, if so permitted by the California Department of Education, California State Controller, and/or the State Superintendent of Public Instruction.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any

liability or debt incurred by Charter School will be the responsibility of Charter School and not OUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds or other special education funding will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budget
2. Local control and accountability plan and annual updates
3. Interim financial reports
4. Second interim financial reports
5. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. If Charter School chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.

4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for closure of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide OUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

1. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
2. Make final federal tax payments (employee taxes, etc.)
3. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including, but not limited to, final tax returns and forms (e.g. Form 990 and related Schedules).

This Element 15 shall survive the revocation, nonrenewal, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

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

ADDITIONAL PROVISIONS

Facilities

Prior to occupancy or use of any school site or facility, Charter School shall provide OCS with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Prior to occupancy or use of any school site or facility, Charter School shall provide documentation to OCS that the facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located. This requirement shall also apply, upon request by the District, to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, or notices issued by the authorized building and safety agency or the District. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and provide such documentation to OCS upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

Hold Harmless/Indemnification Provision

Charter School, through this Charter agrees to defend, indemnify, and hold harmless OUSD, its officers, directors, agents, representatives, employees, attorneys, volunteers, successors and assigns (collectively hereinafter “District” and “District Personnel”) from and against any and all actions, suits, claims, demands, losses, costs, penalties, obligations, errors, omissions, or liabilities including but not limited to attorneys’ fees that may be asserted or claimed by any person, firm or entity arising out of, or in connection with, Charter School’s performance under this Agreement or the Charter, the condition or use of its facilities, or any acts, errors, negligence, omissions or intentional acts by Charter School, its Governing Board, administrators, employees, agents, representatives, volunteers, successors and assigns. Moreover, Charter School agrees to indemnify, defend, and hold harmless OUSD and the OUSD Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School’s vendors, contractors, partners or sponsors.

Fiscal Matters

District Oversight Costs

The District may charge for the actual costs of supervisory oversight of Charter School not to exceed 1% of the Charter School’s revenue, or the District may charge for the actual costs of supervisory oversight

of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum supervisory oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including, but not limited to, licensing and permit requirements as well as requirements related to protection of health and safety. Charter School shall notify all parties with whom it enters into a contract that the District is a separately legal entity and is not responsible for performing any of the Charter School's obligations under the contract, including payment for services.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Audit and Inspection of Records

The District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School's books, records, data, processes and procedures through the Office of Charter Schools, or in coordination with FCMAT, or in coordination with a mutually agreed upon third party. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of school financial information,
- Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School's enrollment process, suspension and expulsion procedures, and parent involvement practices,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 business days notice to Charter School. In extreme circumstances when 30 business days notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hours notice.

In addition, if an allegation of waste, fraud, or abuse of power related to Charter School operations is received by the District, Charter School shall be expected to cooperate with any investigation undertaken by the Office of Charter Schools.

Data and Information Reporting

Charter School shall provide the following data elements to OCS, according to a data reporting calendar that will be published by OCS prior to September 1 of each school year:

- Fall Census Day enrollment spreadsheet
- Reports required by Education Code section 47604.33:
 - Preliminary budget
 - Local control and accountability plan
 - First interim financial report
 - Second interim financial report
 - Final unaudited report
- Other audit-related, attendance, and/or enrollment information and reports:
 - Annual independent audit report (Ed. Code § 47605(m))
 - Independent Auditor Selection Form (Ed. Code § 41020(f)(1))
 - 20 day attendance report (Ed. Code § 47652(a))
 - Monthly attendance reports
 - Monthly student exit reports (Ed. Code § 47605(e)(3))
- Information/documentation related to Charter School's facilities, SELPA, student/family handbook, and governing board (including membership, bylaws, and specified policies),

Additionally, Charter School shall notify OCS in writing in a timely manner of changes to leadership at the Charter School, the Charter Management Organization, and the governing board.

Term of the Charter

The AIAHS charter term will begin July 1, 2016 and end on June 30, 2021.

Facilities

Governing Law: The facilities to be utilized by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate. Education Code Section 47605(h).

AIAHS is located at 6221 E.17th Street, Oakland, CA 94621, a private facility leased by AIA for use by AIAHS. The current lease is included in the Appendices.

Administrative Services

Governing Law: The manner in which administrative services of the charter school are to be provided. Education Code Section 47605(h).

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

Potential Civil Liability Effects

Governing Law: Potential civil liability effects, if any, upon the charter school and upon the school district. Education Code Section 47605(h).

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

Pursuant to Education Code Section 47604(d), an authority that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. The Charter School shall work diligently to assist the 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 corporate bylaws of the Charter School shall provide for indemnification of the Charter School's Board, officers, agents, and employees, and the Charter School will purchase general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

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

Budgets

Governing Law: The petitioner or petitioners also shall be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. Education Code Section 47605(h).

Attached in the Appendices please find the following documents:

- Budget narrative
- A projected budget
- Financial projections and cash flow for three years of operation

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

BYLAWS
OF
ALTERNATIVES IN ACTION
(A California Nonprofit Public Benefit Corporation)

ARTICLE I

Office

Section 1. Principal Executive Office

The principal executive office for the transaction of business of the Corporation is hereby fixed and located at 6221 E. 17th Street, Oakland, CA 94621. The Board of Directors may change the location of the office. Any such change shall be noted on these Bylaws by the Secretary, opposite this section, or this section may be amended to state the new location.

Section 2. Other Offices

Other offices may at any time be established at any place or places where the Corporation is qualified to conduct its activities, as specified by the Board of Directors.

ARTICLE II

Membership

Section 1. Statutory Membership

The corporation shall not have any members within the meaning of Section 5056 of the California Corporations Code.

ARTICLE III

Board of Directors

Section 1. Powers

Subject to the provisions and limitations of the California Nonprofit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised by or under the direction of the Board of Directors. The Board of Directors may delegate the management of day-to-day operation of the business of the corporation to a management company committee (however composed), or other person, 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 of Directors.

Section 2. Number of Directors

The authorized number of directors the corporation shall not be less than five (5) nor more than twenty (20) until changed by amendment of the Bylaws. The exact number of directors shall be fixed from time to time, within the limits specified in this Section 2, by the Board of Directors. All directors shall have full voting rights, including any representative appointed by the chartering authority as consistent with Education Code Section 47604(c). If the chartering authority designates a representative to serve on the Board of Directors, the Board of Directors may appoint an additional director to ensure an odd number of Board members. All directors, except for the representative designated by the chartering authority, shall be appointed by the existing Board of Directors.

Section 3. Restriction on Interested Persons as Directors

No persons serving on the Board of Directors may be interested persons. An interested person is (a) any person currently being compensated by the Corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. The Board may adopt other policies circumscribing potential conflicts of interest.

Section 4. Election and Term of Office

The Directors, except for the representative appointed by the charter authorizer, shall be designated at each annual meeting of the Board of Directors, but, if any such annual meeting is not held or the directors are not elected at the meeting, the directors may be elected at any meeting of the Board. Each director, including a director elected to fill a vacancy, shall hold office until the expiration of the term for which elected and until a successor has been elected and qualified.

Each director shall hold office unless otherwise removed from office in accordance with these bylaws for 3 years and until a successor director has been designated and qualified. A director may serve consecutive terms.

Section 5. Events Causing Vacancies.

A vacancy on the Board of Directors shall occur in the event of: (i) the death, resignation, or removal of any director; (ii) the declaration by the resolution of the Board of Directors of a vacancy in the office of a director who has been declared of unsound mind by a final order of court, or convicted of a felony, or has been found by a final order of judgment of any court to have breached any duty under Sections 5230-38 of the California Corporations Code dealing with standards of conduct for a director (iii) at the discretion of the Board of Directors, the unexcused absence at three (3) consecutive meetings of the Board of Directors; (iv) an increase in the authorized number of directors; or (v) the failure of the directors, at any annual or other meeting of directors at which any director or directors are elected, to elect the full authorized number of directors to be voted for at that meeting.

Section 6. Removal of Directors

The Board of Directors, by affirmative vote of a majority of the directors, then in office, may remove any director, except for the representative appointed by the chartering authority, with or without cause, at any regular or special meeting, provided that notice of that meeting and such removal are given in compliance with the provisions of the Ralph M. Brown Act (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code) as said chapter may be modified by subsequent legislation ("Brown Act"). The representative appointed by the chartering authority may be removed without cause by the chartering authority or with the written consent of the chartering authority. Any vacancy caused by the removal of a director shall be filled as provided in Section 7.

Section 7. Vacancies Filled by Board

Vacancies on the Board of Directors, except for a vacancy in the seat of the representative appointed by the chartering authority, may be filled by approval of the Board of Directors or, if the number of directors then in office is less than a quorum (a) the affirmative vote of a majority of the directors then in office at a regular or special meeting of the Board, or (b) by a sole remaining director. A vacancy in the seat of the representative of the chartering authority shall be filled by the chartering authority.

Section 8. Resignation of Directors

Any director may resign effective upon giving written notice to the Chairperson of the Board (if there is such an officer appointed), the President, the Secretary or the Board of Directors of the corporation, unless the notice specifies a later time for the effectiveness of the resignation. If the resignation is effective at a future time, the successor may be elected to take the office when the resignation becomes effective. Unless the California Attorney General is first notified, no director may resign when the corporation would then be left without a duly elected director or directors in charge of its affairs.

Section 9. No Vacancy on Reduction of Number of Directors

No reduction of the authorized number of directors shall have the effect of removing any director prior to the expiration of the director's term of office.

Section 10. Place of Meetings

Meetings of the Board of Directors may be held at the principal executive office of the Corporation unless the Board of Directors designates another location in accordance with these bylaws. The Board of Directors may also designate that a meeting be held at any place within the physical boundaries of the county in which that charter school or schools are located. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act, California Government Code Sections 54950, *et seq.*, as said chapter may be modified by subsequent legislation. A two-way teleconference location shall be established at each schoolsite and each resource center.

Section 8. Annual Meeting.

The Board of Directors shall hold a regular meeting on the third Wednesday of September of each year, unless the Board fixes another date, for the purpose of electing

directors and appointment officers of the corporation, and for the transaction of other business. This meeting shall be held at a time, date, and place as noticed by the Board of Directors in accordance with the Brown Act.

Section 9. Other Regular Meetings.

Other regular meetings of the Board of Directors shall be held at such times as are 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. Such regular meetings shall be held at a time, date, and place as noticed by the Board of Directors in accordance with the Brown Act.

Section 10. Special Meetings.

Special meetings of the Board of Directors for any purposed may be called at any time by the Chairperson of the Board (if there is such an officer appointed), or a majority of the Board of Directors. If a Chairperson of the Board has not been elected, then the Vice-Chairperson is authorized to call a special meeting in place of the Chairperson of the Board. The party calling a special meeting shall determine the place, date, and time thereof.

In accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four (24) hours' notice is given to the public through the posting of an agenda. Directors shall also receive at least twenty-four (24) hours' notice of the special meeting, in the following manner:

- 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.

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 11 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 are complied with:

- a. At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the physical boundaries of the county in which Alternatives in Action High School is located;
- b. All votes taken during a teleconference meeting shall be by roll call;
- c. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
- d. All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public 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 12. Action at a Meeting: Quorum and Required Vote.

Presence of a majority of the directors then in office at a meeting of the Board of Directors constitutes a quorum for the transaction of business, except as otherwise provided in these Bylaws. Every act done or decision made by a majority of the directors present at a meeting duly held at which a quorum is present shall be regarded as the act of the Board of Directors, unless a greater number is required by the Articles of Incorporation, these Bylaws, or the California Nonprofit Corporation Law. A meeting at which a quorum is initially present may continue to transact business notwithstanding the withdrawal of directors, if any action taken is approved by at least a majority of the required quorum for such meeting, subject to any applicable requirements for approval by a greater number or a disinterested majority. Should there be less than a majority of the directors present at the inception of any meeting, the meeting shall be adjourned. Directors may not vote by proxy. The vote or abstention of each Board member present for each action taken shall be publicly reported.

Section 13. Adjourned Meeting and Notice.

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

Section 14. Compensation and Reimbursement.

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.

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

Section 15. Non-Liability of Directors.

No director shall be personally liable for the debts, liabilities, or other obligations of the Corporation.

Section 16. Compliance with Laws Governing Student Records.

Alternatives in Action High School and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

ARTICLE IV

Committees

Section 1. Committees of the Board

The Board of Directors may, by resolution adopted by a majority of the directors then in office, provided that a quorum is present, designate 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. The Board may designate one or more directors as alternate members of any committee, who may replace any absent member at any meeting of the committee. The appointment of members or alternate members of a committee requires the vote of a majority of the directors then in office, provided that a quorum is present. Any such committee, to the extent provided in the resolution of the Board of Directors or in these Bylaws, shall have all the authority of the Board of Directors, except that no committee, regardless of Board resolution, may:

- a. Fill vacancies on the Board of Directors or in any committee that has the authority 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 repealable.
- d. Appoint any other committees of the Board of Directors or the members of such committees.

Section 2. Committees That Include Other Than Board Members

The Board of Directors may, by resolution, designate one or more committees whose members need not be composed entirely of Board members. Such committees shall not have the authority of the Board, but their information and opinions may be relied upon by the Board of Directors, and by Board committees having delegated authority, when it is based on the professional or expert competence of its non-Director members.

Section 3. Meetings and Actions of Committees

Meetings and actions of all committees shall be governed by, held and taken in accordance with, the provisions of Article III and Article IV, as applicable, of these Bylaws, concerning meetings and actions of directors, with such changes in the context of those Bylaws as are necessary to substitute the committee and its members for the Board of Directors and its members, except that the time for regular meetings of committees may be determined either by resolution of the Board of Directors or by resolution of the committee. Special meetings of committees may also be called by resolution of the Board of Directors. Notice of special meetings of committees shall also be given to any and all alternate members, who shall have the right to attend all meetings of the committee and shall be filed with the corporate records. The Board of Directors may adopt rules not inconsistent with the provisions of these Bylaws for the government of any 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.

ARTICLE V

Officers

Section 1. Officers.

The officers of the corporation shall consist of the President, the Secretary, and the Treasurer, and each of them shall be appointed by the Board of Directors. The corporation may also have a Chairperson of the Board, and a Vice-Chairperson of the Board, and such other officers as may be appointed by the Board of Directors, or with authorization from the Board of Directors by the President or some other officer. Any two or more offices may be held by the same person except that neither the Secretary nor the Treasurer may serve concurrently as either the President or the Chairperson of the Board. The Board of Directors may appoint, and may empower the President or other officer to appoint, such other officers as the activities of the corporation may require, each of whom shall have such authority and perform such duties as are provided in these Bylaws or as the Board of Directors may from time to time determine.

All officers of the corporation shall hold office from the date appointed to the date of the next succeeding annual meeting of the Board of Directors, and until the successors to such officers are elected and qualified; provided that all officers, as well as any other employee or agent of the corporation, may subject to any claim for breach of contract based on any contractual arrangements between any such person and the corporation, be removed at any time at the pleasure of the Board of Directors, or, except in the case of an officer chosen by the Board of Directors, by any officer upon whom such power of removal may be conferred by the Board of Directors, and upon the removal, resignation, death, or incapacity of any officer, the Board of Directors or the President or another officer in cases where the President or other officer has been vested by the Board of Directors with power to appoint, may declare such office vacant and fill such vacancy.

Any officer may resign at any time by giving written notice to the Board of Directors, the President, or the Secretary of the Corporation, without prejudice, however, to the rights, if any, of the corporation under any contract to which such officers is a party. Any resignation shall take effect on the date of the receipt of such notice or at any later time

specified in the resignation; and, unless otherwise specified in the resignation, the acceptance of the resignation shall not be necessary to make it effective.

Section 2. Duties of the Chairperson of the Board.

The Chairperson of the Board (if there is such an officer appointed) shall, when present, preside at all meetings of the Board of Directors and shall perform all the duties commonly incident to that office. The Chairperson of the Board shall perform such other duties as the Board of Directors may from time to time determine.

Section 3. Duties of the President.

The President, also known as the Executive Director, shall be the general manager and chief executive officer of the corporation and shall supervise, direct, and control the Corporation's activities, affairs and officers as fully described in any applicable employment contract, agreement, or job specification. The President shall have authority to execute in the name of the corporation all bonds, contracts, deeds, leases, and other written instruments to be executed by the corporation, unless otherwise required by law. The President shall perform such other duties as the Board of Directors may from time to time determine.

Section 4. Duties of the Vice-Chairperson of the Board.

The Vice-Chairperson (if there be such officers appointed) shall preside at Board of Directors meetings and assume and perform the duties of the Chairperson of the Board in the absence or disability of the Chairperson, or whenever the office of the Chairperson of the Board is vacant. In the absence of a Vice-Chairperson, the Board of Directors may designate another Board member to preside at Board of Directors meetings. The Vice Chairperson of the Board shall have such titles, perform such other duties, and have such other powers as the Board of Directors or the Chairperson shall designate from time to time.

Section 5. Duties of the Secretary.

The Secretary shall record or cause to be recorded, and shall keep or cause to be kept, at the principal executive office and such other place as the Board of Directors may order, a book of minutes or actions taken at all meetings of directors and committees, with the time and place that the meeting was held; whether the meeting was regular or special, or emergency, and, if special or emergency, how authorized; the notice given; the names of the directors present at such 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 the meetings of the Board of Directors and of the committees of this corporation required by these Bylaws or by law to be given, shall keep the seal of the corporation (if any) in safe custody, and shall have such other powers and perform such other duties as may be prescribed by the Board of Directors or by these Bylaws.

Section 6. Duties of the Treasurer.

The Treasurer shall keep and maintain, or cause to be kept and maintained, adequate and correct accounts of the properties and business transactions of the corporation, including accounts and assets, liabilities, receipts, disbursements, gains, losses, capital retained earnings, and other matters customarily included in financial statements. The Treasurer 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 Treasurer 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, Chairperson of the Board, if any, and the Board, when requested, an account of all transactions as Treasurer 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.

ARTICLE VI

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 this Corporation's directors have a material financial interest). Pursuant to Education Code section 47604.1 (effective Jan. 1, 2020), notwithstanding Article 4 (commencing with Section 1090) of Chapter 1 of Division 4 of Title 1 of the Government Code, an employee of a charter school shall not be disqualified from serving as a member of the governing body of the charter school because of that employee's employment status. A member of the governing body of a charter school who is also an employee of the charter school shall abstain from voting on, or influencing or attempting to influence another member of the governing body regarding, all matters uniquely affecting that member's employment.

ARTICLE VII

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 Corporation's Conflict of Interest Code have been fulfilled.

ARTICLE VIII

Indemnification of Directors, Officers, Employees,

and other Agents of the Corporation; Purchase of Liability Insurance

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.

Section 2. 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 IX

Execution of Corporation Instruments,

Section 1. Execution of Corporate Instruments.

The Board of Directors may, in its discretion, determine the method and designate the signatory officer or officers or other person or persons to execute any corporation instrument or document or to sign the corporate name without limitation, except when otherwise provided by law, and such execution or signature shall be binding upon the corporation.

Unless otherwise specifically determined by the Board of Directors or otherwise required by law, formal contract of the corporation promissory notes deeds of trust, mortgages and other evidences of indebtedness or the corporation, and other corporate instruments or documents, and certificates or share or stock owned by the corporation, shall be executed, signed or endorsed by the Chairperson of the Board (if there is such an officer appointed) or the President or any Vice-President and the Secretary or Treasurer of any Assistant Secretary or Assistant Treasurer.

All checks and drafts drawn on banks or other depositories on funds to the credit of the corporation or in special accounts of the corporation shall be signed by such person or persons as the Board of Directors shall authorize to do so.

ARTICLE X

Required Reports

Section 1. Annual Report to Directors.

The corporation shall provide to the directors no later than 120 days after the close of its fiscal year, an annual report containing the following information in appropriate detail:

- (1) The assets and liabilities, including the trust funds, of the corporation as of the end of the fiscal year.
- (2) The principal changes in assets and liabilities, including the trust funds, during the fiscal year.
- (3) The revenue or receipts of the corporation, both unrestricted and restricted to particular purposes, for the fiscal year.
- (4) The expenses or disbursements of the corporation, for both general and restricted purposes, during the fiscal year.
- (5) Any information required under these bylaws.
- (6) An independent accountant's report, or, if there is no such report, the certificate of an authorized officer of the corporation that such statements were prepared without audit from the books and records of the corporation.

Section 2. Annual Statement of Certain Transaction and Indemnifications.

The Corporation will comply with Corporations Code section 6322.

ARTICLE XI

Maintenance and Inspection of Corporate Records

Section 1. Maintenance and Inspection of Articles and Bylaws.

The corporation shall keep at its principal office in California, the original copy of its Articles of Incorporation and Bylaws as amended to date, which shall be open to inspection by the directors at all reasonable times during office hours.

Section 2. Maintenance and Inspection of Other Corporate Records.

The accounting books, records, and minutes of proceedings of the Board of Directors and any committees of the corporation shall be kept at such place or places designated by the Board of Directors, or, in the absence of such designation, at the principal executive office of the corporation. The minutes shall be kept in written or typed form, and the accounting books and records shall be kept either in written or typed form or in any other form capable of being converted into written, typed or printed form.

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

ARTICLE XII
Bylaw Amendments

Section 1. Bylaws Amendments.

The Board of Directors may adopt, amend or repeal any of these Bylaws by a majority vote of the directors present at a meeting duly held at which a quorum is present, except that no amendment shall change any provisions of the Charter of any charter school operated as or by the Corporation or make any provisions of these Bylaws inconsistent with the Charter or Charters, the Corporation's Articles of Incorporation, or any laws.

ARTICLE XIII
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

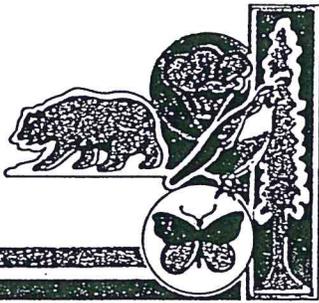
I certify that I am the duly elected and acting Secretary of Alternatives in Action, a California nonprofit public benefit corporation; that these bylaws, consisting of 14 pages, are the bylaws of the Corporation as adopted by the Board of Directors on [REDACTED]; and that these bylaws have not been amended or modified since that date.

Executed on [REDACTED] at [REDACTED], California.

[REDACTED]
Crystal Cheng, Secretary

DRAFT

1894076



State
of
California
SECRETARY OF STATE'S OFFICE

CORPORATION DIVISION

I, *TONY MILLER*, Acting Secretary of State of the State of California, hereby certify:

That the annexed transcript has been compared with the corporate record on file in this office, of which it purports to be a copy, and that same is full, true and correct.

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

JUL 27 1994



Tony Miller
Acting Secretary of State

1894076

ENDORSED
FILED

In the office of the Secretary of State
of the State of California

ARTICLES OF INCORPORATION
OF
ALTERNATIVES IN ACTION

JUL 27 1994

TONY MILLER
Acting Secretary of State

I

The name of the corporation is ALTERNATIVES IN ACTION (herein called the "Corporation").

II

A. This 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.

B. The public and charitable purpose for which this Corporation is formed are to operate a private, non-profit organization to improve the quality of life in contemporary society through community building activities which serve educational and social service settings for children, youth and families.

III

The name and address in the State of California of this Corporation's initial agent for service of process is Leslie Medine, 658 Brooklyn Street, Oakland, California 94606.

IV

A. This corporation is organized exclusively for educational and charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code, as may be amended from time to time (the "Code").

B. No substantial part of the activities of this Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, nor shall this Corporation participate or intervene in any political campaign (including publishing or distribution of statements) on behalf of (or in opposition to) any candidate for public office.

V

The property of this Corporation is irrevocably dedicated to charitable purposes and no part of the net income or assets of this Corporation shall ever inure to the benefit of any director, officer, or member thereof or to the benefit of any private person. Upon the dissolution or winding up of the Corporation, its assets remaining after payment, or provision of payment, of all debts and liabilities of this Corporation shall be distributed to a nonprofit fund, foundation, or corporation which is organization and operated exclusively for charitable purposes and which has established its tax-exempt status under Internal Revenue Code Section 501(c)(3) of the Code.

7/26/94

Date

Leslie Medine
Sole Incorporator

Leslie Medine
Name of Incorporator (type or print)

ALTERNATIVES IN ACTION

CONFLICT OF INTEREST CODE

I. ADOPTION

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

II. DEFINITION OF TERMS

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

III. DESIGNATED EMPLOYEES

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

IV. STATEMENT OF ECONOMIC INTERESTS: FILING

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

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

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

V. DISQUALIFICATION

No designated employee shall make, participate in making, or try to use his/her official position to

influence any Charter School decision which he/she knows or has reason to know will have a reasonably foreseeable material financial effect, distinguishable from its effect on the public generally, on the official or a member of his or her immediate family.

VI. MANNER OF DISQUALIFICATION

A. Non-Governing Board Member Designated Employees

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

B. Governing Board Member Designated Employees

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).

EXHIBIT A

Designated Positions

<u>Designated Position</u>	<u>Assigned Disclosure Category</u>
Members of the Governing Board	1, 2
Executive Director	1, 2
Assistant Director	1, 2
Finance Manager	1, 2

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

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

EXHIBIT B

Disclosure Categories

Category 1

Designated positions assigned to this category must report:

- a) Interests in real property that are located in whole or in part within a two-mile radius:
 - of any school district that has authorized an Alternatives in Action charter school, or
 - of any facility utilized by an Alternatives in Action charter school, or
 - of a proposed site for an Alternatives in Action facility.
- b) Investments and business positions in business entities, and sources of income (including gifts, loans, and travel payments) of the type that engage in the purchase or sale of real property or are engaged in building construction or design.

Category 2

Designated positions assigned to this category must report:

- a. Investments and business positions in business entities and sources of income (including receipt of gifts, loans, and travel payments) that are contractors engaged in the performance of work or services, or sources that manufacture, sell, repair, rent or distribute school supplies, books, materials, school furnishings or equipment of the type to be utilized by Alternatives in Action.

Category 3

Designated positions assigned to this category must report:

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

Alternatives in Action Board of Directors Roster
2020 – 2021
(Revised 8/28/20)

<p>Board Chairperson Katharine.earhart@gmail.com Seated 09/13/2016</p>	<p>Board Secretary Crystal Cheng crystalcheng@gmail.com Seated: 09/2015</p>	<p>Board Member Abigail Edelman abbyedelman@gmail.com Seated 09/2018</p>
<p>Board Member Vice Chairperson Tracey Moore tracey.michelle.edwards@gmail.com Seated 09/2017</p>	<p>Board Treasurer Aileen Throne aileen.s.throne@gmail.com Seated: 11/6/2019</p>	<p>Board Member Gena Kurzfeld gkurzfeld@gmail.com Seated 01/22/2020</p>
<p>Board Member Max Aggrey maggrey@google.com Seated 06/2020</p>	<p>Board Staff Representative Asia Laigo alaigo@alternativesinaction.org Seated: 11/7/2018 Humanities Coach</p>	<p>Staff Representative Phung Lai, Executive Director plai@alternativesinaction.org</p>
<p>Youth Advisor [Student 1] [Student 2] [Student 3]</p>	<p>Parent Advisor Maria Garcia TBD</p>	<p>Staff Representative Sierra Thai-Binh, Assistant Director sthaibinh@alternativesinaction.org</p>

Katharine Earhart*Chairperson*

Katharine seeks to close the opportunity and achievement gap for young people in Oakland. She is a partner and co-founder of Fairlight Advisors, an investment advisory firm serving the needs of nonprofits, foundations and endowments. Previously, Katharine held sales leadership roles in BlackRock's iShares Unit as well as a variety of leadership roles within the financial services sector including FinTech, Asset Management and Brokerage Firms. She holds other nonprofit board positions in youth development and education. She is a graduate of University of California, Los Angeles, a San Francisco native, and current resident of Oakland.

Aileen Throne*Treasurer*

Aileen is a technology and finance executive with more than 20 years of business and industry experience analyzing the sustainability of business models. Aileen is known for her strong analytical and risk management work with various multi-national corporations and middle market enterprises on their capital structure needs. Her background includes serving as a Senior Financial Executive at two leading global financial groups and an interim CFO at a start-up. Aileen has earned her reputation as a thoughtful, solutions oriented financial leader with direct contributions on the revenue growth of her financial group's technology portfolio from \$30MM to \$230MM in less than 5-years. Aileen has directly impacted her clients, business partners and investors with her broad expertise of the tech industry and her ability to balance risk and reward on strategic decisions. Aileen excels at impactful and timely advice, promoting collaboration and fostering diversity in viewpoints.

Crystal Cheng*Secretary*

Crystal Cheng builds solutions to address customer's challenges as a Senior Product Manager at Scout RFP, a Workday Company. Prior to Scout RFP, Crystal was a Product Manager at Opportunity Fund, the largest non-profit small business lender in the United States. She helped to build out integrations and partnership with Lending Club to expand the lending footprint from California to 48 states and modernized the lending operations at Opportunity Fund. In addition, she recently graduated with her Master of Business Administration degree with University of California Berkeley, Haas.

Crystal has been involved with Alternatives in Action since 2016 and a dedicated advocate of the co-creation with youth model. She believes that education cannot be a one-size fits all model and thinks that Alternatives in Action High School plays a critical role in the community by bringing a different approach and perspective to youth development and engagement.

Asia Laigo*Staff Representative*

Born and raised in the Bay Area Asia Laigo is an alumna of Alternatives in Action High school (then Bay Area School of Enterprise), Asia has served as the Staff Representative for the Board since 2018. She currently teaches 9th grade Humanities and develops the schoolwide Leadership curriculum. After graduating high school in 2012, Asia went on to the University of San Francisco (USF) and pursued a Bachelor of Arts in Sociology. In December 2015, Asia graduated from USF with Honors. After graduating a position opened up at AIAHS for a humanities teaching position. She accepted and began teaching during the Spring semester of 2016 and she has been working for AIAHS ever since. She earned her Single Subject English credential from The Reach Institute for School Leadership in June 2018. In addition to full time teaching Asia is also working towards a certification in The Fundamentals of Herbal Medicine.

Abigail Edelman*Board Member*

Abigail has over 15 years of marketing experience for mission drive technology companies. She has focused her local philanthropy work on youth empowerment in undeserved Oakland communities, where she has also been a long time resident. She has worked with Reading Partners, BUILD and now Alternatives in Action, where she has served on the board for 3 years. Abigail holds a BA from George Washington University in International Affairs and Anthropology and an MBA from the Thunderbird School of Global Management.

Max Aggrey*Board Member*

Max is a Strategic Partnership Development Manager at Google, leading 3p technology partnerships for the company's Demand Side Platform (Display & Video 360) and Ad Server (Campaign Manager). He is a founding member of Google's BGN@P (Black Googler Network within Partnerships) employee resource group, and is an Ally for several other employee resource groups promoting and supporting a diverse workforce.

Max serves as the current Vice President of the Alpha Chapter Alumni Association for Alpha Phi Alpha Fraternity. He has been a member of the alumni association since 2011 and a member of the fraternity since 2008. In 2013 - 2014, Max served as a member of the Young Leadership Council for the Boys and Girls Harbor, a non-profit in Harlem, NYC committed to empowering young people through a rigorous academic education, enriched by the arts.

Max graduated from the College of Agriculture and Life Sciences at Cornell University (Ithaca, NY) in 2011, majoring in Social Influence and Information Technology in the Communications department, as well as Entrepreneurship in the Applied Economics and Management department. He is the active alumni Secretary for his high school class at St. Albans School based in Washington, DC. At St. Albans, Max served as Class President for 2 years, Vice President for 1 year, co-editor of the literary magazine "Gyre", a two-sport varsity letterman, and played in the school's orchestra.

Tracey Edwards Moore*Board Member*

Originally from Detroit Michigan, I grew up in a family who believed in education, community service and civic engagement. As a youngster, my father and paternal grandmother were key influencers in my life as I watched and often tagged-along on community projects, city government organizing efforts, campaigning and ministry work. These experiences would serve to shape my desire for service and servant leadership and are some of my fondest memories. As an adult, I've intentionally sought out opportunities to leverage my experience, academic collateral abilities and influence for maximum impact. When I was introduced to Alternatives in Action I knew I had found a great opportunity to leverage my experience in leadership studies, organizational management and diversity, equity and inclusion content building work to advance the lives of young people. Indeed, my mission aligned with AIAs mission. For my part, I bring a plethora of professional experience from working in the brokerage field, city government, church leadership, the tech industry and currently social impact advisory. It's with great pride and commitment that I serve as a member of the AIA board. I believe in the power of young people. I believe their voices matter and that creating opportunities to elevate their voices in meaningful ways will make a difference and make them and us better for the experience.



Comments/ questions in the right hand column.

Alternatives in Action Fiscal Policies & Procedures

The Board of Directors for Alternatives in Action have a fiduciary duty to ensure that the assets of a charitable nonprofit are used in accordance with funding regulations and donors' intent, and in support of the charitable mission. We are a nonprofit organization committed to protecting and using our assets for our nonprofit mission.

Separation of Roles

Alternatives in Action makes every effort to separate the fiduciary roles within every transaction. These roles are broken down by a person who has “custody” of any funds either by opening the mail or making the bank deposits, the “authorizer” who approves transactions and invoices, the “enterer” who inputs all data to submit to Edtec, Edtec who processes and prints the checks, the “signer” who signs the checks and the “monitor” who reviews and approves all transactions. Of all of these 6 steps that are required for each transaction, there need to be at least 3 different staff members playing these various roles within each transaction.

Budget Development and Oversight Calendar and Responsibilities

AIA will develop and monitor its budget in accord with the annual budget development and monitoring calendar as specified below.

January – February

- The Executive Director works with EdTec to review the proposed state budget for the upcoming fiscal year, potential grant funding, and fee schedules to identify the likely range of revenues for the upcoming academic/fiscal year (July 1 - June 30).
- The Executive Director reviews and prepares a set of proposed budget development principles for committee and board review and approval.
- The Executive Director and Program Directors develop a rough planning budget for upcoming academic year, including projected enrollment and any proposed staffing changes.
- The Executive Director and EdTec along with the Program Directors and board committees engage in on-going monitoring and revision of current budget.

March - April

- The Executive Director and EdTec prepares a formal budget for the upcoming academic/funding year. The program and administrative budgets, as well as an organizational budget, are submitted as preliminary to the appropriate board committees with the finance committee having first approval and the full Board of Directors approval thereafter.
- The Board of Directors reviews and formally adopt preliminary budgets

for the upcoming academic/funding year before April 15 to allow hiring of staff for the following academic year.

- The Executive Director and EdTec along with the Program Directors and Board engages in on-going monitoring and revision of current budget.
- The AIA Finance Committee and the AIA staff lead, act on behalf of the AIA Audit Committee and solicit bids for the annual audit and selects an auditor.

May - June

- The Executive Director and EdTec reviews revenue projections subsequent to the state's May revision budget figures, decisions on grant applications and enrollment status. The Executive Director and Program Directors fine-tune the upcoming academic/funding year budgets to accommodate any changes. The Executive Director, EdTec and Program Directors review and finalize the proposed budget for the upcoming academic/funding year and forwards to the AIA Board of Directors.
- Executive Director, EdTec and the Board engage in on-going monitoring and revision of their current program budgets.

July - September

- Books for prior academic/funding year are closed, all transactions are posted, and records assembled for audit.
- The AIA budget is reviewed following adoption of the state budget and necessary adjustments are made by the AIA High School Director(s) and the Executive Director, and submitted to the Board for review and approval.
- The Executive Director, EdTec and Program Directors ensure the timely preparation and submission of the approved budget to the chartering district in July, as required by state law and regulation.
- Independent auditor performs audit of the just-closed academic/funding year and prepares audit report for submission to the Audit Committee.

October - December

- At the end of the first full week of school, the AIA High School Program Director reviews AIA High School's actual attendance figures and notifies the Board if actual attendance is below budget projections. If needed, AIA High School's budget is again revised by the Program Director, Executive Director and Board to match likely revenues.

- With the Executive Director, Program Directors review revenue projections for AIA High School regarding decisions on grant applications, enrollment and other factors. Program Directors fine-tune the budgets to accommodate any changes. Proposed budget adjustments are forwarded to the board program and finance committees and full AIA Board for approval, as needed.
- A copy of the audit is reviewed by the Board's Audit Committee. Executive Director, Program Directors, and board program committees address any audit exceptions or adverse findings. The audit report and any follow-up plans are submitted to AUSD, as the charter-granting agency, and, as required by state law, to the Alameda County Office of Education, the State Controller's Office, and the California Department of Education.
- The Executive Director and EdTec review current year actual versus budgeted revenues and expenditures after the second and fifth months of the school year (or more often) and reports to the board program committees.
- The Executive Director and EdTec engage in on-going monitoring and revision of current budget.

Attendance Accounting

The AIA High School Program Director will establish and maintain an appropriate attendance accounting system to record the number of days students are actually in attendance at the school and engaged in the activities required of them by the school. The annual audit will review actual attendance accounting records and practices to ensure compliance. The attendance accounting practices will be in conformance with the California Charter Schools Act and the California Administrative Code sections defining Charter School Average Daily Attendance.

Non-classroom based study must be pre-arranged by the student's adult guardian and the school and the adult guardian will be required to complete and submit documentation of engagement in instructional activity to the school on forms prepared by the school.

Annual Financial Audit

The AIA Board will annually appoint an audit committee by October 1. Any persons with expenditure authorization or recording responsibilities within AIA may not serve on the committee. The committee shall annually contract for the services of an independent certified public accountant to perform an annual fiscal audit. The audit shall include, but not be limited to (1) an audit of the accuracy of the organization's financial statements, (2) an audit of AIA High School's attendance accounting and revenue claims practices, and (3) an audit of the organization's internal controls practices. The audit shall be conducted in accordance with generally accepted auditing standards and the standards applicable to financial audits contained in the *Government Auditing Standards*, issued by the Comptroller General of the United States; and any applicable state requirements. The auditor may be contracted to perform the audit of

AIA High School separate from the audit of some or all other AIA activities, at the discretion of the AIA Board. A copy of the audit shall be provided to the Charter Authorizer, Alameda County Office of Education, State Controller's Office and the California Department of Education by December 15th following the close of each academic year.

Bank deposits

The Operations Manager is responsible for receiving checks and cash and making accurate bank deposits, as well as maintaining records of these transactions.

Checks:

1. When checks are received, they must be date-stamped with the date received. These can come by mail, or drop off at the administrative office from site staff.
2. Make at least 1 copy of each check. If it is a check from a foundation or grant, an additional copy of the check and all backup documentation should be given to Fund Development.
3. Endorse each check with the endorsement stamp for the appropriate checking account.
4. Prepare the bank deposit slip in duplicate. Use the top white copy for the deposit for the bank and attach all checks and cash with paperclip/rubber band to the deposit. Save the yellow copy for later steps.
5. Deposits are made at the Bank of Marin; make sure to receive a receipt from the bank teller after deposit is made.
6. After making the deposit, pull the yellow duplicate copy of the deposit slip and copy it along with the bank receipt.
7. Submit and complete deposit cover sheet to Edtec.
8. Staple together the original bank receipt and the yellow copy of the deposit slip to the other copies of the checks that were deposited. File in the file for deposits.
9. Money orders and cashiers' checks are treated the same as checks.
10. If only a few checks are received and your deposit total is under \$5,000.00, hold them 1 – 2 days to see if more checks will come in. Do not hold checks over the weekend. All money should be deposited by Friday each week.

Cash:

1. When cash is received, make sure that the person giving the cash has counted it and written the amount on the envelope.
2. Count the cash with the other person present to verify the amount.
3. Complete a Cash Receipt form and itemize the denominations of the cash received, including bills and coins. Write at the top of the form what the cash is for, i.e. donation, an event, etc., and then both of you sign the form.
4. Make two copies of the cash receipt form.
5. When completing the deposit slip, enter the amount of cash in the designated area of the slip. Continue the deposit procedure.
6. Staple together the original bank receipt and the yellow copy of the deposit slip to a copy of the checks that were deposited. File in the bookkeeper's file for deposits.

7. Staple the copies of the receipt and deposit slip to the other copies of the checks and file.

Bank Reconciliations

Monitoring allows us to uncover errors in our process. If our records and the bank records do not agree, more often than not it is our records that are wrong. Monitoring also assists us in identifying discrepancies between our accounting records and our banking records that suggest theft or fraud, checks signed by unauthorized signers, and identity theft.

1. The bank statements are received electronically online and reconciled by Edtec.

Credit Cards

The Operations Manager is responsible for distributing and collecting credit card statements from all credit card holders. The Operations Manager will take first glance at ensuring all backup documentation is included and will notify the cardholder with any requests for missing documentation.

Credit cards are to be used responsibly. A receipt should be attained for each credit card purchase. Monthly statements are sent to us by our bank for credit card activity for the previous month. Each credit card holder is responsible for collecting their receipts and must reconcile their own statement with the receipts. Following are details for reconciling credit card statements:

1. The statements will show activity from around the 29th to the 27th of each month. Reconcile the receipts for the credit card activity on the statements. If you have receipts for future statements, hold on to those until that statement arrives.
2. After making a purchase, code the receipt according to the Chart of Accounts codes that appear on the back of the Expense Reimbursement and Check Request forms.
3. Match the receipts to the line item on the statement and write the account code next to item in the merchant name column.
4. If you happen to lose a receipt under \$100, attach a memo to the statement saying what the receipt was for, how much it was and the account it should be coded to. **A receipt is required for all receipts for purchases over \$100.** If someone cannot locate a receipt over this amount, they need to contact the vendor/store where the item was purchased for a duplicate.
5. When the credit card statement is ready to be turned in, it is turned in to the Operations Manager, who forwards them to the Executive Director for a final review.
6. The Operations Manager will forward the statements to EdTec for entry into the financial database until it is time to process the payment and final approval by the Executive Director.
7. Once payment is processed, Edtec
8. Cardholders can call to find out their credit availability or to report a lost or stolen card by calling (800) 819-4249 and follow the prompts.
9. In the event a card is lost or stolen, the employee should notify the Executive Director immediately.

10. Only the Executive Director has the authority to order credit cards for staff and set staff credit limits.

Check Requests

Staff can turn in check requests for: future events; payment of a bill; purchase of equipment.

1. The requesting staff must fill out a check request form in order to submit for payment for an outside vendor or service, event, or equipment purchase.
2. The Check request form must be filled out in its entirety including but not limited to, class, GL code, amount to be paid, description of service, the intended payee and the address to mail the check.
3. All associated invoices and receipts need to be attached to the check request form as backup documentation. Without this the payment cannot be made.
4. All payments for check requests are generally approved and paid out on a net 30-day calendar (pending cash flow availability).
5. All check request forms have to be approved and signed by the Program Director before any payments can be made.
6. Check request forms need to be turned in to the Administrative offices with all signatures and backup documentation attached.
7. The Operations Manager will review all check request forms and ensure their accuracy prior to forwarding to the EdTec for final payment submission and approval by the Executive Director.
8. Once reviewed and approved by the Executive Director, EdTec will enter the invoice into the financial management database until it is time to process the payment.
9. Once payment is processed, Edtec sends it to the address listed on the check request form.

Expense Reimbursements

Expense reimbursements repay staff for work-related expenses they have made.

1. An expense reimbursements form is to be filled out anytime an employee has made a purchase on behalf of the organization with his or her own money.
2. The expense reimbursement form must be filled out in its entirety including but not limited to, class, GL code, amount to be paid, description of service and the intended payee.
3. All associated invoices and receipts need to be attached to the expense reimbursement form as backup documentation. Without this backup documentation the reimbursement cannot be made.
4. Expense reimbursement requests are due no later than 5:00pm Monday to the Administrative offices in order to be submitted to EdTec by end of day Tuesday of the same week. Most checks will be mailed the following Tuesday afternoon.
5. The Operations Manager will review all expense reimbursement forms and ensure their accuracy prior to forwarding to EdTec for final payment submission and approval by the Executive Director.
6. Once reviewed and approved by the Executive Director, EdTec will enter the request into the financial management database.

7. Once check registers are approved, EdTec will mail checks out to addresses listed on the expense reimbursement form.

Payroll Checks

While the majority of staff participate in direct deposit, a few staff members still receive “live” checks. Once those checks are received, they are listed on a Payroll Sign-out form by the employee’s name. Each employee must pick up and sign for his or her own check unless written consent has been given for someone else to pick up his or her payroll check. Employees have access to an online payroll system to print and view payroll stubs and tax forms.

Payroll Processing

1. Payroll is processed twice monthly by pay periods – 1st through 15th, which is paid out on the 15th of each month and the 16th through 30th/31st of the month, which is paid out the last day of the month.
2. Pay day is the 15th and the last day of the month, unless these dates fall on the weekend; if they fall on a Saturday, pay will be distributed on Friday; if they fall on a Sunday, pay will be distributed on Monday.
3. Salaried employees need to submit their online time sheet through the paylocity portal at the end of the pay period
4. Hourly non-exempt staff are required to sign in each day to the online time clock through our payroll providers website at www.paylocity.com . Staff are required to sign in and out each day for the beginning and ending of their shift and for any lunch breaks where applicable.
5. All supervisors need to log into Paylocity at the end of the payroll period and approve their staffs time sheets for that period.
6. The Executive Director logs in to the system and ensures that all staff have approved their time sheets. If there are missing approvals, the Executive Director will contact supervisors directly.
7. After final review, the Executive Director will approve payroll submissions to EdTec for entry into the payroll system. EdTec will print the payroll report and give to the Executive Director for final review and approval.
8. On the day before payday, we receive all “live” checks that are not direct deposited.
9. “Live” checks must be picked up and signed for by the employee, unless they are unable to do so, at which time they may designate someone in writing or via email.
10. All reports are placed in the current payroll files and a copy of the payroll report is placed in the Payroll Quarterly binders.

Contracting Procedures

A written contract administration system will be maintained that ensures that all contractors, including consultants, perform in accordance with the terms, conditions and specifications of their contracts/written agreements. The system will include the following measures:

- Maintaining a copy of a signed contract, agreement, or purchase order for services to be performed and the rationale and procedure used for selecting a particular contractor;
- For all contracts in excess of \$10,000, contract or agreements conditions will include the conditions under which the contract may be terminated, including the basis for settlement;
- Procedures to ensure that contracts are given only to contractors and consultants possessing the ability to perform successfully under the terms and conditions of the proposed contract (e.g., contracts and consultants will be selected based on demonstrated competence, qualifications, experience and reasonableness of costs; consideration will be given to contractor integrity, compliance with public policy, record of past performance, and financial and technical resources);
- Provisions to ensure that individuals do not participate in the selection or award of a contract when they have conflicts of interest;
- Records are maintained of the services performed, including the date the service was performed and the purpose of the service, and ensuring that the services are consistent with those described in the signed contract and performed in a satisfactory manner; and
- Procedures are in place for ensuring that payments are made only after the service is performed.
- Contractors for Alternatives in Action will not hold email addresses associated with Alternatives in Action.

Document Retention & Destruction Policy

Background

As a non-profit organization, Alternatives in Action is committed to following the applicable laws, rules and regulations related to its tax-exempt status. Alternatives in Action follows best practice guidelines in the destruction of business records and documents and turns intentional document destruction into a process that must be carefully monitored. Non-profit organizations are required to have in place written mandatory document retention and periodic destruction policy. Policies such as this will eliminate accidental or innocent destruction. In addition, it is important for administrative personnel to know the length of time records should be retained to be in compliance.

Policy Guidelines

The Board of Directors of Alternatives in Action recognizes the following minimum requirements for the organization's document retention and destruction policy. Administrative staff will be oriented to the specific time requirements to retain and destroy documentation as published by the National Council of Non-Profit Associations, 2017.

Type of Document	Minimum requirement
Accounts Payable ledgers & schedules	7 years
Audit Reports	Permanently
Bank Reconciliations	2 years

Bank Statements	3 years
Checks (for important payments & purchases)	Permanently
Contracts, notes and leases (expired)	7 years
Contracts (still in effect)	Permanently
Correspondence (general)	2 years
Correspondence (legal & important matters)	Permanently
Correspondence (with customers & vendors)	2 years
Deeds, mortgages, and bills sale	Permanently
Depreciation Schedules	Permanently
Duplicate deposit slips	2 years
Employment applications	3 years
Year End Financial Statements	Permanently
Insurance Policies (expired)	3 years
Insurance records, current accident reports, claims, policies, etc.	Permanently
Internal audit reports	3 years
Inventories of products, materials, and supplies	7 years
Invoices (to customers, from vendors)	7 years
Minute books, by laws and charter	Permanently
Patents and related Papers	Permanently
Payroll records and summaries	7 years
Personnel files (terminated employees)	7 years
Retirement and pension records	Permanently
Tax returns and worksheets	Permanently
Timesheets	7 years
Trademark registration & copyrights	Permanently
Withholding tax statements	7years

Alternatives in Action High School Financial Reporting

Funding is received through the California Department of Education via direct deposit for average daily attendance (ADA) directed financial support to Alternatives in Action High School. There are several reports throughout the year that are required to stay in compliance with the funding received. These reports determine the eligibility for funds received. These reports include the Budget Report, 1st Interim Report, 2nd Interim Report and Unaudited Actuals report. The Director of Operations & Finance and Bookkeeper, will produce and submit to the charter granting agency any and all fiscal reports that may be required by state or federal, or mandated by the terms of the school's charter or operating agreement with the chartering agency. These include, but are not limited to, budget and expenditure reports, attendance reports, enrollment and other data reports required by the California Basic Education Data System, and other related data. This includes the yearly organizational audit and its review and approval. Prior to submission, these reports require approval from both the Finance Committee and the Board of Directors.

Property and Liability Insurance & Director & Officers Insurance

The Executive Director along with the Operations Manager shall ensure that the organization retains appropriate property and liability insurance coverage for all AIA programs as well as for the agencies Directors & Officers. Property insurance shall be obtained and shall address business casualty needs, including flood, fire, earthquake, and other hazards with replacement cost coverage for all assets listed in the organization's Property Inventory and consumables. Insurance coverage shall be in amounts consistent with the terms of AIA's operating agreement and other program-related requirements.

Other Financial Protocols

- Checks can only be signed by the designated persons listed on the bank account:
 - Executive Director
 - Board Treasurer or designee
- Checks issued over \$5,000 must have two signatures
- Checks are void after 90 days
- The Executive Director of Alternatives in Action has the authority to make any changes to the board approved organizational budget for changes equal to and less than 9% of the overall organizational operation budget.
- Any change on the organizational budget greater than 9% and equal to or less than 19% of the overall board approved organizational operation budget requires approval from the Alternatives in Action Finance Committee.
- Any change in the organizational budget greater than 19% of the overall board approved organizational operation budget requires full Board approval.
- The Alternatives in Action Executive Director is the only entity legally able to enter into contract and has the authority to approve contracts \$25,000 and under. Contracts \$25,001 and over require full Board of Directors approval.

Alternatives in Action Budget Assumptions for Charter Renewal

The attached budget projection is based on conservative estimates of the actual revenues and expenses associated with Alternatives in Action’s (AIA) program as described in the charter renewal for the period of FY22 – FY26. Information used to create the projections are based on the school’s historical financial data, rates published by the state of California and federal government, and future estimates.

I. Revenues

Enrollment & Attendance Assumptions

Grade Level	2021-22 Year 1	2022-23 Year 2	2023-24 Year 3	2024-25 Year 4	2025-26 Year 5
9-12 Enrollment	175	180	184	186	186
9-12 Attendance %	93.5%	93.5%	93.5%	93.5%	93.5%
9-12 ADA	163.63	168.30	172.04	173.91	173.91

The average daily attendance is projected at 93.5% for all years. At full enrollment in FY25, the school is projected to have an ADA of 173.91

AIA’s unduplicated pupil percentage has been projected using FY20 CALPADS data. AIA submitted an unduplicated percentage of 96.5% via its CALPADS Fall 1.17 report and that percentage carries forward in the budget projection years.

Local Control Funding Formula

AIA is using the Local Control Funding Formula to drive the general-purpose entitlements. The table below shows the schedule of AIA’s LCFF target funding from FY22 through FY26 and the total general-purpose entitlement generated each year. The rates in this table are based on assumptions from FCMAT’s most recent LCFF calculator. FCMAT does not provide estimates for all 5 years of the projection so we assume no COLA increases in the years not provided by FCMAT.

LCFF Assumptions	2021-22 Year 1	2022-23 Year 2	2023-24 Year 3	2024-25 Year 4	2025-26 Year 5
COLA (including one-time augmentation)	0.00%	0.00%	0.00%	0.00%	0.00%
Target LCFF for AIA per ADA	12,447	12,449	12,451	12,452	12,452
Total LCFF Entitlement	2,036,774	2,095,161	2,141,983	2,165,498	2,165,598

Special Education Revenue

AIA operates as an independent Local Education Agency (LEA) member in North Region SELPA. The school provides its students with special education services through a contract with Seneca and exclusively receives State special education funding. Funding is budgeted at a rate of \$660 per P-2 ADA. AIA does not receive ERMHS funding.

Other Federal Revenue

AIA will serve a school lunch, in compliance with the National School Lunch Program. AIA will receive reimbursements for the cost of meals served to students that qualify for free or reduced pricing. All meals served at the school include the required nutritional components. Expected reimbursements for FY22 are \$36K and increase in future years based on increased enrollment.

Other State Revenue

AIA will serve a school lunch, in compliance with the National School Lunch Program. AIA will receive reimbursements for the cost of meals served to students that qualify for free or reduced pricing. All meals served at the school include the required nutritional components. Expected reimbursements for FY22 are \$2K and increase in future years based on increased enrollment.

State Lottery revenues for FY22 are set at a rate of \$199 per ADA based on School Services of California projections. This rate remains consistent for the subsequent years of the budget projection with no COLA growth included.

Finally, Mandated Cost Reimbursements are projected at \$47 per prior year 9-12 ADA for FY21-22. The projections also come from the most recent School Services of California projections. There are no one-time funds projected in any of the five years of the renewal budget.

Other Local Revenue

The school receives the Strong Workforce Grant for FY21 through FY23. AIA is expecting to re-apply to the grant program in subsequent fiscal years, but potential future year revenues have not been included in the budget.

Lastly, AIA has budgeted \$10K for fundraising and grants from FY22-FY26. Historically, the school has raised between \$5-\$13K.

II. Expenses

At a high level, expense assumptions are based on AIA’s programmatic structure and historical data, and some expenses increase based on enrollment growth or projected cost increases.

Salaries and Benefits

Historically, AIA salary increases are about 3% but since we are not projecting any increases to LCCFF COLA, we are conservative with the assumptions for salary increases and current projections include a 1% salary increase for all certificated and classified employees. AIA offers health benefits for all full-time staff members. The maximum expected cost of health benefits per employee is conservatively estimated at \$5,785 per employee in 2021-22 and grows at 6.5% each year. The school does not participate in CalSTRS and instead offers 403(b) employer contributions. Workers’ Compensation Insurance is budgeted at 0.8% of payroll.

A summary of the school’s staffing is included in the table below:

Category	2021-22 Year 1	2022-23 Year 2	2023-24 Year 3	2024-25 Year 4	2025-26 Year 5
1100 – Certificated Teachers	7.5	7.5	7.5	7.5	7.5
1148 – Special Education Teachers	1.0	1.0	1.0	1.0	1.0
1300 – Certificated Administrators	3.0	3.0	3.0	3.0	3.0
2100 – Classified Instructional Aides	4.0	4.0	4.0	4.0	4.0
2200 – Classified Support Salaries	2.0	2.0	2.0	2.0	2.0
2400 – Classified Clerical & Office	2.25	2.25	2.25	2.25	2.25
2900- Classified Other Salaries	2.0	2.0	2.0	2.0	2.0

The school currently operates on a full staffing model and does not anticipate the need to hire additional staff to meet full enrollment in FY25.

Books & Supplies

AIA is budgeting \$89K for Books and Supplies in 2021-22, or about \$543 per student. Books & Supplies largely increase based on current year ADA. A summary of the major expenses is as follows:

- \$73/CY ADA for Materials & Supplies
- \$127/CY ADA for Instructional Materials & Supplies
- \$278/CY ADA for Student Food Services

Services and Operating Expenses

AIA is budgeting \$788,852 in Services & Other Operating Expenses in 2021-22 with some line items increasing by 3% in future years.

AIA has budgeted its rent based upon assumptions provided through its lease with St. Bernard's Church of Oakland. AIA's lease expires in FY24 and is therefore projecting a 5% increase starting in FY25 to account for a new lease rate.

General Liability Insurance is projected at \$196 per student in FY22 based on current agreements with their insurance provider. Rates increase at 3% per year.

AIA has budgeted 1% of LCFF revenues for oversight to its authorizer.

AIA plans to continue to use its back-office service provider, EdTec, to support financial and operational needs of the school. Services include accounts payable, accounts receivable, accounting, budgeting and finance, payroll, and student data management. The cost for these services is forecasted at a rate of \$100K in FY22 a 2.5% increase in future years.

Other significant service and operating expenses categories include:

- Non-Instructional Consultants for HR, Administrative Services, and Strategic Initiatives: \$47K per year
- Field Trip Expenses: \$20K in FY22 increasing by enrollment
- Special Education Contract Instructors: \$240,350 in FY22 increasing at 4.5% each year

Contingencies and Reserves

The school is projecting an ending FY21 fund balance of 80% of its yearly expense, of which 30% is fixed assets. By having a positive operating income in all five out years, AIA will grow its fund balance to 85% of its yearly expenses by the end of the fifth year. AIA has taken a conservative approach to the budgeted expenses. If the state revenues increase above current projections, or if prospective grant money materializes, additional spending will be considered in future years.

Cash Flow

The cash flow forecast assumes all State revenue is received the month after it is distributed. The cash flow also assumes the FY21 deferral schedule continues in the budget projection years.

In Lieu of Property Tax revenue, disbursed via the District, is projected to be received according to Ed Code 47635. Timing of all other revenue and expenses have been projected according to past receipt or expenditure trends.

A small number of expenses are projected to accrue based on historic trends in invoicing. Public revenue will be accrued based on amounts owed according to CDE certified exhibits. Accrued revenue will be reflected in the cash forecast in the year it is expected, according to reasonable and historic assumptions regarding disbursement/collection.

Alternatives In Action
Multi-year Projection
Renewal Budget FY22 through FY26

	Year 1 2021-22	Year 2 2022-23	Year 3 2023-24	Year 4 2024-25	Year 5 2025-26
SUMMARY					
Revenue					
LCFF Entitlement	2,036,774	2,095,161	2,141,983	2,165,498	2,165,598
Federal Revenue	152,347	154,126	155,474	156,336	156,586
Other State Revenues	202,690	206,845	211,397	214,126	213,844
Local Revenues	44,335	22,832	-	-	-
Fundraising and Grants	10,000	10,000	10,000	10,000	10,000
Total Revenue	2,446,146	2,488,964	2,518,854	2,545,960	2,546,028
Expenses					
Compensation and Benefits	1,405,535	1,426,791	1,448,736	1,471,406	1,494,843
Books and Supplies	88,884	91,038	92,761	93,622	93,622
Services and Other Operating Expenditures	788,852	806,731	824,996	848,148	866,741
Depreciation	102,094	102,094	102,094	71,695	45,192
Other Outflows	1,534	975	52	-	-
Total Expenses	2,386,899	2,427,630	2,468,638	2,484,871	2,500,399
Operating Income	59,248	61,334	50,216	61,089	45,629
Fund Balance					
Beginning Balance (Unaudited)	1,839,039	1,898,287	1,959,621	2,009,837	2,070,926
Audit Adjustment					
Beginning Balance (Audited)	1,839,039	1,898,287	1,959,621	2,009,837	2,070,926
Operating Income	59,248	61,334	50,216	61,089	45,629
Ending Fund Balance	1,898,287	1,959,621	2,009,837	2,070,926	2,116,555
Total Revenue Per ADA	14,950	14,789	14,641	14,640	14,640
Total Expenses Per ADA	14,588	14,424	14,349	14,288	14,378
Operating Income Per ADA	362	364	292	351	262
Fund Balance as a % of Expenses	80%	81%	81%	83%	85%

Alternatives In Action
Multi-year Projection
Renewal Budget FY22 through FY26

	Year 1	Year 2	Year 3	Year 4	Year 5
	2021-22	2022-23	2023-24	2024-25	2025-26
Key Assumptions					
Enrollment Breakdown					
9	33	32	36	38	38
10	48	50	50	50	50
11	48	50	50	50	50
12	46	48	48	48	48
Total Enrolled	175	180	184	186	186
ADA %					
9-12	93.5%	93.5%	93.5%	93.5%	93.5%
Average ADA %	93.5%	93.5%	93.5%	93.5%	93.5%
ADA					
9-12	164	168	172	174	174
Total ADA	164	168	172	174	174
Demographic Information					
CALPADS Enrollment (for unduplicated % calc)	175	180	184	186	186
# Unduplicated (CALPADS)	169	174	178	180	180
# Free & Reduced Lunch (CALPADS)	173	178	182	184	184
# ELL (CALPADS)	85	87	89	90	90
New Students	7	5	4	2	-
School Information					
FTE's	21.8	21.8	21.8	21.8	21.8
Teachers	9	9	9	9	9
Certificated Pay Increases	1%	1%	1%	1%	1%
Classified Pay Increases	1%	1%	1%	1%	1%
# of school days	-	-	-	-	-
Default Expense Inflation Rate		0%	0%	0%	0%

Alternatives In Action
Multi-year Projection
Renewal Budget FY22 through FY26

	Year 1	Year 2	Year 3	Year 4	Year 5
	2021-22	2022-23	2023-24	2024-25	2025-26
REVENUE					
LCFF Entitlement					
8011 Charter Schools General Purpose Entitlement - State Aid	1,340,203	1,378,687	1,409,588	1,425,142	1,425,242
8012 Education Protection Account Entitlement	192,284	197,778	202,173	204,370	204,370
8096 Charter Schools in Lieu of Property Taxes	504,287	518,696	530,222	535,985	535,985
SUBTOTAL - LCFF Entitlement	2,036,774	2,095,161	2,141,983	2,165,498	2,165,598
Federal Revenue					
8181 Special Education - Entitlement	21,000	21,875	22,500	23,000	23,250
8220 Child Nutrition Programs	36,440	37,344	38,067	38,429	38,429
8291 Title I	75,748	75,748	75,748	75,748	75,748
8292 Title II	9,159	9,159	9,159	9,159	9,159
8294 Title IV	10,000	10,000	10,000	10,000	10,000
SUBTOTAL - Federal Revenue	152,347	154,126	155,474	156,336	156,586
Other State Revenue					
8381 Special Education - Entitlement (State	98,751	101,482	104,993	107,135	108,304
8520 Child Nutrition - State	2,278	2,334	2,379	2,402	2,402
8545 School Facilities Apportionments	60,379	60,379	60,379	60,379	60,379
8550 Mandated Cost Reimbursements	7,274	7,669	7,888	8,064	8,151
8560 State Lottery Revenue	34,009	34,981	35,758	36,147	34,608
SUBTOTAL - Other State Revenue	202,690	206,845	211,397	214,126	213,844
Local Revenue					
8699 All Other Local Revenue	44,335	22,832	-	-	-
SUBTOTAL - Local Revenue	44,335	22,832	-	-	-
Fundraising and Grants					
8803 Fundraising	10,000	10,000	10,000	10,000	10,000
SUBTOTAL - Fundraising and Grants	10,000	10,000	10,000	10,000	10,000
TOTAL REVENUE	2,446,146	2,488,964	2,518,854	2,545,960	2,546,028

Alternatives In Action
Multi-year Projection
Renewal Budget FY22 through FY26

	Year 1	Year 2	Year 3	Year 4	Year 5
	2021-22	2022-23	2023-24	2024-25	2025-26
EXPENSES					
Compensation & Benefits					
Certificated Salaries					
1100 Teachers Salaries	422,231	426,453	430,717	435,025	439,375
1148 Teacher - Special Ed	53,530	54,065	54,606	55,152	55,704
1300 Certificated Supervisor & Administrator Salaries	264,620	267,266	269,939	272,638	275,365
SUBTOTAL - Certificated Salaries	740,381	747,784	755,262	762,815	770,443
Classified Salaries					
2100 Classified Instructional Aide Salaries	158,671	160,258	161,860	163,479	165,114
2200 Classified Support Salaries	94,756	95,704	96,661	97,627	98,604
2400 Classified Clerical & Office Salaries	97,162	98,134	99,115	100,106	101,107
2900 Classified Other Salaries	67,371	68,045	68,725	69,412	70,107
SUBTOTAL - Classified Salaries	417,960	422,140	426,361	430,625	434,931
Employee Benefits					
3300 OASDI-Medicare-Alternative	88,613	89,499	90,394	91,298	92,211
3400 Health & Welfare Benefits	133,045	141,692	150,903	160,711	171,157
3500 Unemployment Insurance	11,640	11,640	11,640	11,640	11,640
3600 Workers Comp Insurance	9,267	9,359	9,453	9,548	9,643
3900 Other Employee Benefits	4,629	4,676	4,722	4,770	4,817
SUBTOTAL - Employee Benefits	247,194	256,867	267,112	277,967	289,469
Books & Supplies					
4100 Approved Textbooks & Core Curricula Materials	8,999	9,257	9,462	9,565	9,565
4300 Materials & Supplies	2,945	3,029	3,097	3,130	3,130
4325 Instructional Materials & Supplies	20,780	21,374	21,849	22,087	22,087
4330 Office Supplies	5,000	5,000	5,000	5,000	5,000
4410 Classroom Furniture, Equipment & Supplies	3,109	3,198	3,269	3,304	3,304
4710 Student Food Services	45,550	46,680	47,584	48,036	48,036
4720 Other Food	2,500	2,500	2,500	2,500	2,500
SUBTOTAL - Books and Supplies	88,884	91,038	92,761	93,622	93,622

Alternatives In Action
Multi-year Projection
Renewal Budget FY22 through FY26

	Year 1	Year 2	Year 3	Year 4	Year 5
	2021-22	2022-23	2023-24	2024-25	2025-26
Services & Other Operating Expenses					
5210 Conference Fees	2,500	2,500	2,500	2,500	2,500
5215 Travel - Mileage, Parking, Tolls	1,000	1,000	1,000	1,000	1,000
5220 Travel and Lodging	1,000	1,000	1,000	1,000	1,000
5225 Travel - Meals & Entertainment	500	500	500	500	500
5300 Dues & Memberships	14,000	14,000	14,000	14,000	14,000
5400 Insurance	34,261	35,289	36,347	37,438	38,561
5510 Utilities - Gas and Electric	9,270	9,548	9,835	10,130	10,433
5515 Janitorial, Gardening Services & Supplies	5,000	5,000	5,000	5,000	5,000
5520 Security	8,000	8,000	8,000	8,000	8,000
5525 Utilities - Waste	20,600	21,218	21,855	22,510	23,185
5530 Utilities - Water	9,270	9,548	9,835	10,130	10,433
5610 Rent	94,712	94,712	94,712	99,448	99,448
5615 Repairs and Maintenance - Building	10,000	10,000	10,000	10,000	10,000
5616 Repairs and Maintenance - Computers	1,000	1,000	1,000	1,000	1,000
5803 Accounting Fees	18,360	18,727	19,102	19,484	19,873
5809 Banking Fees	726	726	726	726	726
5812 Business Services	100,000	102,500	105,063	107,689	110,381
5815 Consultants - Instructional	5,000	5,100	5,202	5,306	5,412
5820 Consultants - Admin	9,000	9,000	9,000	9,000	9,000
5821 Consultants- HR	25,000	25,000	25,000	25,000	25,000
5824 District Oversight Fees	20,367	20,951	21,420	21,655	21,656
5830 Field Trips Expenses	20,000	20,600	21,218	21,855	22,510
5833 Fines and Penalties	116	116	116	116	116
5836 Fingerprinting	330	330	330	330	330
5839 Fundraising Expenses	5,000	5,000	5,000	5,000	5,000
5841 Party Expense	5,000	5,000	5,000	5,000	5,000
5845 Legal Fees	15,000	15,000	15,000	15,000	15,000
5846 Loan and Financing Fees	500	500	500	500	500
5851 Marketing and Student Recruiting	7,500	7,500	7,500	7,500	7,500
5854 Consultants- Strategic Initiatives	13,329	13,329	13,329	13,329	13,329
5857 Payroll Fees	3,240	3,240	3,240	3,240	3,240
5860 Printing and Reproduction	8,000	8,000	8,000	8,000	8,000
5863 Professional Development	14,000	14,000	14,000	14,000	14,000
5869 Special Education Contract Instructors	240,350	251,166	262,468	274,279	286,622
5874 Sports	5,000	5,000	5,000	5,000	5,000
5875 Staff Recruiting	300	300	300	300	300

Alternatives In Action
Multi-year Projection
Renewal Budget FY22 through FY26

	Year 1	Year 2	Year 3	Year 4	Year 5
	2021-22	2022-23	2023-24	2024-25	2025-26
5877 Student Activities	9,000	9,000	9,000	9,000	9,000
5878 Student Assessment	8,509	8,752	8,946	9,043	9,043
5881 Student Information System	16,363	16,830	17,204	17,391	17,391
5884 Substitutes	9,000	9,000	9,000	9,000	9,000
5887 Technology Services	2,000	2,000	2,000	2,000	2,000
5910 Communications - Internet / Website Fees	7,500	7,500	7,500	7,500	7,500
5915 Postage and Delivery	1,750	1,750	1,750	1,750	1,750
5920 Communications - Telephone & Fax	7,500	7,500	7,500	7,500	7,500
SUBTOTAL - Services & Other Operating Exp.	788,852	806,731	824,996	848,148	866,741
Depreciation Expense					
6900 Depreciation	102,094	102,094	102,094	71,695	45,192
SUBTOTAL - Depreciation Expense	102,094	102,094	102,094	71,695	45,192
Other Outflows					
7438 Long term debt - Interest	1,534	975	52	-	-
SUBTOTAL - Other Outflows	1,534	975	52	-	-
TOTAL EXPENSES	2,386,899	2,427,630	2,468,638	2,484,871	2,500,399

Alternatives In Action
Monthly Cash Forecast
Renewal Budget FY22 through FY26

	2021-22 Forecast												Forecast	Remaining Balance
	Jul Forecast	Aug Forecast	Sep Forecast	Oct Forecast	Nov Forecast	Dec Forecast	Jan Forecast	Feb Forecast	Mar Forecast	Apr Forecast	May Forecast	Jun Forecast		
Beginning Cash	857,676	929,091	1,034,380	1,029,927	1,143,759	1,201,135	1,165,137	1,203,950	1,195,141	1,097,934	1,064,153	980,873		
REVENUE														
LCFF Entitlement	-	63,563	92,260	219,871	152,668	152,668	200,739	152,668	98,523	146,785	60,901	60,901	2,036,774	635,226
Federal Revenue	-	-	3,037	3,037	26,763	3,037	3,037	26,763	3,037	13,537	26,763	3,037	152,347	40,300
Other State Revenue	5,120	5,120	9,406	9,406	9,406	16,679	39,595	12,242	1,717	1,717	24,876	190	202,690	67,217
Other Local Revenue	-	-	-	-	-	-	-	-	-	-	-	-	44,335	44,335
Fundraising & Grants	-	-	-	-	-	-	1,667	1,667	1,667	1,667	1,667	1,667	10,000	-
TOTAL REVENUE	5,120	68,683	104,702	232,313	188,837	172,384	245,038	193,341	104,944	163,706	114,207	65,794	2,446,147	787,078
EXPENSES														
Certificated Salaries	22,052	65,716	65,211	65,211	65,211	65,463	65,211	65,211	65,211	65,211	65,211	65,463	740,381	-
Classified Salaries	18,114	36,350	36,350	36,350	36,350	36,350	36,350	36,350	36,350	36,350	36,350	36,350	417,960	-
Employee Benefits	28,306	20,754	24,205	20,713	20,131	20,151	24,787	20,713	20,713	19,262	19,262	8,196	247,194	-
Books & Supplies	-	227	8,866	8,866	8,866	8,866	8,866	8,866	8,866	8,866	8,866	8,866	88,884	-
Services & Other Operating Expenses	52,054	66,730	60,512	60,512	60,512	69,692	63,150	63,150	63,150	59,938	59,938	89,485	788,852	20,029
Capital Outlay & Depreciation	8,508	8,508	8,508	8,508	8,508	8,508	8,508	8,508	8,508	8,508	8,508	8,508	102,094	-
Other Outflows	-	-	-	204	196	187	179	170	162	154	145	137	1,534	-
TOTAL EXPENSES	129,033	198,284	203,651	200,363	199,773	209,217	207,050	202,968	202,959	198,288	198,279	217,004	2,386,899	20,029
Operating Cash inflow (Outflow)	(123,914)	(129,601)	(98,949)	31,950	(10,936)	(36,833)	37,987	(9,627)	(98,016)	(34,582)	(84,072)	(151,209)	59,248	767,049
Revenues - Prior Year Accruals	232,749	223,925	83,531	81,031	67,469	-	-	-	-	-	-	-	-	-
Fixed Assets	8,508	8,508	8,508	8,508	8,508	8,508	8,508	8,508	8,508	8,508	8,508	8,508	8,508	-
Expenses - Prior Year Accruals	(19,167)	-	-	-	-	-	-	-	-	-	-	-	-	-
Summerholdback for Teachers	(26,762)	2,457	2,457	2,457	2,457	2,457	2,457	2,457	2,457	2,457	2,457	2,457	2,457	-
Loans Payable (Long Term)	-	-	-	(10,114)	(10,122)	(10,131)	(10,139)	(10,148)	(10,156)	(10,164)	(10,173)	(10,181)	-	-
Ending Cash	929,091	1,034,380	1,029,927	1,143,759	1,201,135	1,165,137	1,203,950	1,195,141	1,097,934	1,064,153	980,873	830,447		

Alternatives In Action
Monthly Cash Forecast
Renewal Budget FY22 through FY26

	2022-23 Forecast												Forecast	Remaining Balance
	Jul Forecast	Aug Forecast	Sep Forecast	Oct Forecast	Nov Forecast	Dec Forecast	Jan Forecast	Feb Forecast	Mar Forecast	Apr Forecast	May Forecast	Jun Forecast		
Beginning Cash	830,447	906,961	1,017,032	1,027,720	1,128,069	1,205,600	1,174,457	1,217,918	1,219,967	1,129,454	1,104,693	1,026,426		
REVENUE														
LCFF Entitlement	-	67,016	97,274	185,945	160,972	160,972	209,044	160,973	100,639	150,686	60,793	60,793	2,095,161	680,052
Federal Revenue	-	-	3,112	3,112	26,839	3,112	3,112	26,839	3,112	14,050	26,839	3,112	154,126	40,888
Other State Revenue	4,938	4,938	9,082	9,082	9,082	16,751	39,272	18,131	9,628	9,628	33,225	9,628	206,845	33,460
Other Local Revenue	-	-	-	-	-	-	-	-	-	-	-	-	22,832	22,832
Fundraising & Grants	-	-	-	-	-	-	1,667	1,667	1,667	1,667	1,667	1,667	10,000	-
TOTAL REVENUE	4,938	71,954	109,468	198,139	196,893	180,836	253,094	207,609	115,046	176,031	122,524	75,200	2,488,964	777,232
EXPENSES														
Certificated Salaries	22,272	66,373	65,863	65,863	65,863	66,118	65,863	65,863	65,863	65,863	65,863	66,118	747,784	-
Classified Salaries	18,295	36,713	36,713	36,713	36,713	36,713	36,713	36,713	36,713	36,713	36,713	36,713	422,140	-
Employee Benefits	29,803	21,565	25,016	21,524	20,942	20,963	25,598	21,524	21,524	20,065	20,065	8,278	256,867	-
Books & Supplies	-	227	9,081	9,081	9,081	9,081	9,081	9,081	9,081	9,081	9,081	9,081	91,038	-
Services & Other Operating Expenses	52,882	68,299	61,904	61,904	61,904	71,267	64,542	64,542	64,542	61,234	61,234	91,548	806,731	20,930
Capital Outlay & Depreciation	8,508	8,508	8,508	8,508	8,508	8,508	8,508	8,508	8,508	8,508	8,508	8,508	102,094	-
Other Outflows	128	120	111	103	94	86	77	69	60	51	43	34	975	-
TOTAL EXPENSES	131,889	201,805	207,196	203,695	203,105	212,736	210,382	206,300	206,291	201,515	201,506	220,280	2,427,630	20,930
Operating Cash inflow (Outflow)	(126,951)	(129,851)	(97,728)	(5,556)	(6,212)	(31,900)	42,712	1,309	(91,245)	(25,484)	(78,982)	(145,080)	61,334	756,302
Revenues - Prior Year Accruals	252,207	239,130	107,634	105,131	82,977	-	-	-	-	-	-	-	-	-
Fixed Assets	8,508	8,508	8,508	8,508	8,508	8,508	8,508	8,508	8,508	8,508	8,508	8,508	8,508	-
Expenses - Prior Year Accruals	(20,029)	-	-	-	-	-	-	-	-	-	-	-	-	-
Summerholdback for Teachers	(27,030)	2,482	2,482	2,482	2,482	2,482	2,482	2,482	2,482	2,482	2,482	2,482	2,482	-
Loans Payable (Long Term)	(10,190)	(10,198)	(10,207)	(10,215)	(10,224)	(10,232)	(10,241)	(10,250)	(10,258)	(10,267)	(10,275)	(10,284)	-	-
Ending Cash	906,961	1,017,032	1,027,720	1,128,069	1,205,600	1,174,457	1,217,918	1,219,967	1,129,454	1,104,693	1,026,426	882,052		

Alternatives In Action
Monthly Cash Forecast
Renewal Budget FY22 through FY26

	2023-24 Forecast												Forecast	Remaining Balance
	Jul Forecast	Aug Forecast	Sep Forecast	Oct Forecast	Nov Forecast	Dec Forecast	Jan Forecast	Feb Forecast	Mar Forecast	Apr Forecast	May Forecast	Jun Forecast		
Beginning Cash	882,052	954,678	1,053,272	1,063,657	1,221,077	1,310,566	1,291,238	1,347,856	1,362,089	1,280,955	1,265,883	1,196,157		
REVENUE														
LCFF Entitlement	-	68,947	100,069	235,793	165,601	165,601	215,045	165,601	102,705	152,642	61,672	61,672	2,141,983	646,635
Federal Revenue	-	-	3,172	3,172	26,899	3,172	3,172	26,899	3,172	14,422	26,899	3,172	155,474	41,321
Other State Revenue	5,074	5,074	9,332	9,332	9,332	17,220	39,521	18,779	10,034	10,034	33,874	10,034	211,397	33,759
Other Local Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising & Grants	-	-	-	-	-	-	1,667	1,667	1,667	1,667	1,667	1,667	10,000	-
TOTAL REVENUE	5,074	74,021	112,573	248,297	201,831	185,993	259,405	212,945	117,578	178,765	124,111	76,545	2,518,854	721,715
EXPENSES														
Certificated Salaries	22,495	67,037	66,522	66,522	66,522	66,779	66,522	66,522	66,522	66,522	66,522	66,779	755,262	-
Classified Salaries	18,478	37,080	37,080	37,080	37,080	37,080	37,080	37,080	37,080	37,080	37,080	37,080	426,361	-
Employee Benefits	31,394	22,424	25,875	22,383	21,801	21,822	26,457	22,383	22,383	20,915	20,915	8,360	267,112	-
Books & Supplies	-	227	9,253	9,253	9,253	9,253	9,253	9,253	9,253	9,253	9,253	9,253	92,761	-
Services & Other Operating Expenses	53,687	69,880	63,343	63,343	63,343	72,894	65,981	65,981	65,981	62,573	62,573	93,544	824,996	21,872
Capital Outlay & Depreciation	8,508	8,508	8,508	8,508	8,508	8,508	8,508	8,508	8,508	8,508	8,508	8,508	102,094	-
Other Outflows	26	17	9	-	-	-	-	-	-	-	-	-	52	-
TOTAL EXPENSES	134,588	205,174	210,590	207,089	206,507	216,336	213,801	209,727	209,727	204,851	204,851	223,525	2,468,638	21,872
Operating Cash inflow (Outflow)	(129,514)	(131,153)	(98,017)	41,208	(4,675)	(30,343)	45,604	3,218	(92,149)	(26,086)	(80,740)	(146,980)	50,216	699,843
Revenues - Prior Year Accruals	252,155	229,033	107,697	105,197	83,151	-	-	-	-	-	-	-	-	-
Fixed Assets	8,508	8,508	8,508	8,508	8,508	8,508	8,508	8,508	8,508	8,508	8,508	8,508	8,508	-
Expenses - Prior Year Accruals	(20,930)	-	-	-	-	-	-	-	-	-	-	-	-	-
Summerholdback for Teachers	(27,300)	2,507	2,507	2,507	2,507	2,507	2,507	2,507	2,507	2,507	2,507	2,507	2,507	-
Loans Payable (Long Term)	(10,292)	(10,301)	(10,309)	-	-	-	-	-	-	-	-	-	-	-
Ending Cash	954,678	1,053,272	1,063,657	1,221,077	1,310,566	1,291,238	1,347,856	1,362,089	1,280,955	1,265,883	1,196,157	1,060,191		

LEASE AGREEMENT

This Lease Agreement ("Lease") is entered into as of March 1, 2014, by and between The Roman Catholic Welfare Corporation of Oakland, a California nonprofit religious corporation ("Lessor"), Alternatives in Action ("Lessee"), a California non-profit public benefit corporation.

It is agreed between the parties hereto as follows:

1. DESCRIPTION OF PREMISES – FEASABILITY PERIOD:

(a) Lessor leases to Lessee and Lessee leases from Lessor, on the terms and conditions set forth herein, the premises commonly known as the St. Bernard School, 6221 E. 17th Street, Oakland, CA ("the Premises") and its surrounding parking areas, including space located behind the building, and shared use of the Hall, all as more particularly described and depicted in Exhibit A. Additionally, the lot space currently housed on the Whittier campus will be leased in a phased move as described in Exhibit B. (Tenant shall maintain Right of First Refusal for the purpose of renting the building commonly known as the Convent).

(b) Inspection and Right of Refusal:

(i) Right to Rescind. Based on the information disclosed to it as a result of any inspection(s) it conducts or causes to be conducted, Lessee shall have the right, in its sole discretion, to rescind and terminate this Lease Agreement, without liability or obligation on its part. Notice of such rescission and termination shall be provided to Lessor by Lessee no later than May 31, 2014. TERM: The term of the Lease (the "Term") shall be for 10 Years beginning April 1, 2014 (the "Commencement Date") and ending June 30, 2024 (the "Expiration Date") with an option to extend the lease at that time for an additional 10 years beginning July 1, 2024 and ending June 30, 2034, unless this Lease is terminated sooner as provided herein. (Please refer to provisions for renewal outlined in section 23 "Renewal of Lease")

2. TERM AND HOLDING OVER:

(a) TERM: The term of the Lease (the "Term") shall be for 10 Years beginning April 1, 2014 (the "Commencement Date") and ending June 30, 2024 (the "Expiration Date") with an option to extend the lease at that time for an additional 10 years beginning July 1, 2024 and ending June 30, 2034, unless this Lease is terminated sooner as provided herein

(b) In the event that Lessee or its successor(s) in interest hold over beyond the original Expiration Date, or the Expiration as extended by any addendum to this Lease, such holding over shall be deemed a monthly tenancy upon the same terms and conditions as contained in this Lease (including any and all additional terms as may be added hereafter) upon the then-current monthly rental amount.

3. RENT: Lessee will be granted full access to premises beginning April 16, 2014 to begin tenant improvements. Thereafter, beginning May 1, 2014, Lessee shall pay rent in the amount of \$2,730.00 due and payable in advance on the first day of each calendar month until July 1, 2014 when the rent goes into full payment of \$5,460.00 and remains at this

price during the Term for the premises outlined in Exhibit A. Beginning July 1, 2014, Lessee shall pay rent in the amount of \$500.00 due and payable in advance on the first day of each calendar month until July 1, 2015 when the rent goes into full payment of \$1,000.00 and remains at this price during the initial term of July 1, 2015-July 1, 2016 for the premises outlined in Exhibit B. Beginning July 1, 2016, when Lessee will enter into negotiations to acquire full space of the lot outlined in Exhibit B if the remainder of the premises in Exhibit B becomes available. At that time pending negotiations, Lessee shall pay rent in the amount of \$2,000.00 and remains at this price during the Term for the premises outlined in Exhibit B. For any rent that is not paid when due, a late fee of Twenty Dollars (\$20.00) per day shall accrue for every day that rent is late. Lessee shall be in immediate breach of this Lease if rent is delinquent after the 5th day of the month. All monthly rent, additional charges, or other consideration due from Lessee to Lessor shall be deemed to be "rent" for the purposes of this Lease. Lessee's covenant to pay rent is independent of every other covenant set forth in this Lease. On the anniversary of this lease, the rent will increase by the Consumer Price Index cost of living increase from the previous year for the San Francisco Bay Area or 3% whichever is higher.

4. USE: Lessee shall use and occupy the Premises for a Charter High School grades 9-12 known heretofore as Alternatives in Action High School formerly known as Bay Area School of Enterprise 9BASE), Administrative offices and infant and toddler day care. Lessor represents that the Premises lawfully may be used for such purposes. Lessee shall have authorization to use the premises for uses "reasonably incidental thereto." The list of owner's furniture is attached as Exhibit C herein.
5. UTILITIES: (a) Lessee shall provide and pay for all utilities during the term of the Lease including (i) sewer; (ii) water; (iii) gas; (iv) electricity; and (v) garbage, which shall be in Lessee's name only. Lessee shall pay for all such utilities immediately upon demand. The alarm system will be maintained by the Lessee.

(b) Lessee shall establish in its name only, and pay for, other utilities including phone, burglar security, internet and other services as Lessee desires. Lessee's failure to make payment to any utility provider for any utilities established in Lessee's name shall be a default under the terms of this Lease.
6. INTERRUPTION OF UTILITY SERVICES: No failure on the part of Lessor, its agents or contractors to provide, or any stoppage of, the utility services referred to in Section 5(a) resulting from any cause whatsoever shall make Lessor liable in any respect to any person, property or business, or be construed as an eviction of Lessee, or entitle Lessee to any reduction of rent or other relief (including Lease termination) from Lessee's obligations under this Lease.
7. CARE AND MAINTENANCE OF PREMISES: Lessee acknowledges that subject to the inspection provisions of Section 1, the Premises are in good working order, condition and repair. Unless otherwise indicated Lessee shall, at its sole cost and expense and at all times, maintain and repair the Premises in good and safe condition, including plate glass, electric, plumbing and any other systems or equipment used on the Premises and shall surrender the same, upon the Expiration Date or any earlier termination of this Lease, in as good condition as received, normal wear and tear excepted. Lessee shall also maintain and repair in good

and clean condition such portions adjacent to the Premises, such as sidewalks, driveways, lawns and shrubbery and all shared common areas. In addition, Lessee at its sole cost and expense shall hire a contractor for periodical maintenance and repair of the buildings internal sump pump system. Also, said system should be monitored along with the burglary and fire prevention system. Lessor shall consider the roof as Lessor's maintenance obligation and Lessor will be responsible for maintaining that the building complies with all waterproofing and structural integrity of the premises as outlined in section 1.

8 DEDICATED SPACE / SHARED SPACE:

(a) **Dedicated Space:** Lessee shall have the exclusive use of the leased and dedicated space described and depicted more specifically at Exhibit A for the sole purpose of operating a California public charter school, infant and toddler day care center and all uses (including but not limited to administrative office operations, parking, non-profit fundraising and other related events) incidental thereto.

(b) **Shared Space:** Lessee shall have the right to joint use of the following areas ("shared space") as described and depicted more specifically at Exhibit A.

Coordinating Shared Space: Use of the shared facilities will be scheduled and coordinated with the designee from St. Bernard's Catholic Church, Oakland Ca. Lessee will notify the designee of St. Bernard's Catholic Church as far in advance as possible with any requests for use of the shared space outside of normal business operating hours.

9 ORDINANCES AND STATUTES: Lessee shall comply with all statutes, Codes and ordinances as well as all requirements of all municipal, State and federal authorities now in force, or which may hereafter be in force, pertaining to the Premises, occasioned by or affecting the use thereof by Lessee.

10 ASSIGNMENT AND SUBLETTING: Lessee agrees and covenants not to encumber, assign or sublet all or any part of the leased premises without the prior written consent of the Lessor, which consent shall not be unreasonably withheld. No encumbrance or sublet shall in any way relieve Lessee from any obligations hereunder for the payment of rents or the performance of the conditions, covenants and provisions of this Lease. In no event shall Lessee assign or sublet all or any portion of the leased premises for any uses other than those specified in this Lease or for uses reasonably similar thereto.

11 ENTRY AND INSPECTION: Lessor shall retain, and Lessee shall provide Lessor with, duplicate keys and combination lock codes to all doors of the Premises. Lessor and its, members, directors, trustees, officers, agents, employees, contractors and successors and assigns shall have the right to enter the Premises at any time: (i) without prior notice in the event of an emergency; (ii) upon reasonable prior notice within the last six (6) months of the Term of this Lease to place upon the Premises any usual "To Let" or "For Lease" signs and to permit persons desiring to lease the Premises to inspect the same; and (iii) upon reasonable prior notice to inspect the Premises during the Term or any renewal period, to confirm that Lessee is complying with all of its covenants and obligations under this Lease, to make repairs or carry out any and all maintenance in and about the Premises, to make repairs or alterations to areas adjacent to the Premises, and to repair and service utility lines.

12 INDEMNIFICATION OF LESSOR:

(a) To the fullest extent permitted by law, Lessee shall, and hereby agrees to, protect, defend, indemnify and hold harmless Lessor and its affiliated entities, including The Roman Catholic Bishop of Oakland, a California corporation sole ("Corporation Sole"), and their respective, members, directors, trustees, officers, agents, employees, contractors and successors and assigns (individually, an "Indemnatee") from and against all claim, loss, cost, liability, damage or expense (individually a "Claim") of any kind and nature whatsoever (including any loss of or damage to any property and any injury to or death of any person) arising from: (i) any cause which may arise from the use of the Premises or activities in and about the Premises by Lessee, its agents, employees, representatives, contractors, guests, visitors or invitees; (ii) any default by Lessee under this Lease; (iii) any failure on Lessee's part to timely execute and deliver any document or certificate required; (iv) Lessee's failure to timely vacate the Premises upon the Expiration Date or any earlier termination of this Lease; and/or (v) any environmental damages arising from hazardous materials in or about the Premises due to any act or omission of Lessee or its agents, employees, representatives, contractors, guests, visitors or invitees, or any violation of environmental regulations due to Lessee's use of the Premises.

(b) If any action or proceeding is commenced against Lessor or Corporation Sole or their respective members, directors, trustees, officers, agents, employees, contractors or successors or assigns by reason of any Claim, Lessee, upon notice from Lessor, shall defend the same at Lessee's expense by counsel reasonably satisfactory to Lessor. Lessee's indemnity shall include reasonable attorneys' fees, investigation costs, and all other reasonable costs and expenses incurred by each Indemnatee in connection with the investigation or defense of any matter. If any action or proceeding is commenced by or against Lessee or relating to this Lease or to the Premises to which any Indemnatee is made a party, Lessee shall pay all costs and expenses, including attorneys' fees and court costs, incurred by or imposed upon each Indemnity, provided that such action or proceeding did not arise from the willful misconduct or negligent acts or omissions of Indemnity, and does not seek a declaration of Lessor's or Lessee's rights and obligations under this Lease.

(c) The provisions of this Section 11 shall survive the termination of this Lease with respect to any Claim based on circumstances occurring before such termination.

13 EXCULPATION OF LESSOR: Lessee hereby waives all Claims against each Indemnatee for damage to any property or injury to, or death of, any person in and about the Premises arising at any time and from any cause whatsoever. Without limiting the generality of the foregoing, an Indemnatee shall not be liable for any injury or damage to persons or property resulting from the condition or design of, or any defects in, buildings on the Premises or such buildings' mechanical systems or equipment which may exist or occur or from any fire, explosion, falling plaster, steam, gas, electricity, water, rain, flood, snow, or leaks from any part of the Premises or from the pipes, appliances, plumbing works, roof, or subsurface of any floor or ceiling, or from the street or any other place, or by dampness or by any other similar cause. Lessee, for itself and its agents, employees, representatives, contractors, guests, visitors or invitees, expressly assumes all risks of

injury or damage to person or property, whether proximate or remote, resulting from the condition of the Premises and any part thereof.

14 INSURANCE:

(a) Lessee shall maintain, at its cost, the following insurance at all times during the Term of this Lease: (i) "All Risk" insurance insuring any Lessee improvements, Lessee's interest in the Premises and all property located in the Premises, including furniture, equipment, fittings, installations, fixtures, supplies and any other personal property, Leasehold improvements and alterations, in an amount equal to the full replacement value, it being understood that no lack or inadequacy of insurance by Lessee shall in any event make any Indemnitee subject to any claim by virtue of any theft of or loss or damage to any uninsured or inadequately insured property; (ii) commercial general liability and automobile liability insurance covering bodily injury, death, property damage, and contractual liability with a combined single limit of no less than Five Million Dollars (\$5,000,000.00) per occurrence, which shall be primary and non-contributing with any insurance in effect for Lessor or Corporation Sole; (iii) Worker's Compensation and Employer's Liability insurance in amounts not less than any statutory minimum; (iv) Builder's Risk insurance on an "All Risk" basis (including collapse) on a completed value (non-reporting) form for full replacement value covering all work, materials and equipment in or about the Premises in the event Lessee performs any repairs or any alterations in or about the Premises; (v) Lessee's "Special Form Coverage" insurance for the replacement cost value of the Premises; and (vi) any other form or forms of insurance or any changes or endorsements to the insurance required herein as Lessor may reasonably require, from time to time.

(b) Lessee shall have the right to include the insurance required under Section 13(a) under Lessee's policies of "blanket insurance," provided that (i) no other loss which may also be insured by such blanket insurance shall affect the insurance coverage required under Section 13(a) and (ii) Lessee delivers to Lessor a certificate specifically stating that Lessor and Corporation Sole are named as additional insured under such insurance coverage.

(c) All insurance required under Section 13(a) shall: (i) be issued by a responsible insurance company or companies authorized to do business in California; (ii) be in a form reasonably satisfactory to Lessor; (iii) designate Lessor and Corporation Sole as additional insured; (iv) contain a waiver of subrogation endorsement, in form and amount as required by the California Labor Code; and (v) contain an agreement by the insurers that the policies will not be invalidated as they affect the interests of Lessor and Corporation Sole by reason of any breach of such policies, and that the insurers shall notify Lessor and Corporation Sole in writing not less than thirty (30) days before any material change, reduction in coverage, cancellation, including cancellation for nonpayment of premium, or any other termination or change. Prior to the use of the Premises, Lessee shall deliver copies of the required policies, certificates of insurance and endorsements to Lessor and Arthur J. Gallagher & Co, P.O. Box 7443, San Francisco, CA 94120.

- 15 TAXES AND ASSESSMENTS: Each party agrees to take any and all steps necessary to maintain and obtain for the Premises the welfare exemption provided in Section 214 of the California Revenue and Taxation Code. If, however, through no fault of Lessor, such exemption cannot be obtained for any taxable year during the Term, Lessee will be responsible for all taxes and assessments.
- 16 DESTRUCTION OF PREMISES: (want to tighten the language and clearly define this) In the event of a partial destruction of the Premises during the Term hereof, from any cause whatsoever, Lessor shall forthwith repair the same, provided that such repairs can be made within sixty (60) days under existing governmental laws and regulations, but such partial destruction shall not terminate this Lease, except that Lessee shall be entitled to a proportionate reduction of rent while such repairs are being made, based upon the extent to which the making of such repairs shall interfere with Lessee's use of the Premises as determined by Lessor. If such repairs cannot be made within said sixty (60) days, Lessor, at its option, may make the same within a reasonable time, this Lease continuing in effect with the rent proportionately reduced as set forth above, and in the event that Lessor shall not elect to make such repairs which cannot be made within sixty (60) days, this Lease may be terminated at the option of either party. In the event that the building in which the Premises may be situated is destroyed to an extent of not less than one-third (1/3) of the replacement costs thereof, Lessor may elect to terminate this Lease whether the Premises be injured or not. A total destruction of the building in which the Premises may be situated shall automatically terminate this Lease.
17. LESSEE'S DEFAULT:
- (a) In addition to any events specified as a default elsewhere in this Lease, the following shall constitute a default under this Lease: (i) Lessee's failure to pay rent when due; (ii) Lessee's failure to perform any other covenants or conditions under this Lease, and (iii) Lessee's abandonment or vacation of the Premises. However, Lessor shall not commence any action to terminate Lessee's right of possession as a consequence of a default until any period of grace with respect thereto has elapsed; provided, that any such grace period shall be in lieu of and not in addition to the period during which Lessee may cure such default following the delivery of notice pursuant to California Code of Civil Procedure Section 1161 (or any successor or similar statute).
- (b) Subject to the limitation expressed in Section 16(a), Lessee shall have a period of thirty (30) business days from the date of written notice from Lessor within which to cure any default in the payment of any monetary obligations of Lessee under this Lease. Lessee shall have a period of sixty (60) days from the date of written notice from Lessor within which to cure any other default under this Lease which is capable of being cured; provided, however, that with respect to any default which cannot reasonably be cured within sixty (60) days, Lessee shall not be in default if Lessee commences to cure within the fourteen (14) days following Lessor's notice and thereafter diligently prosecutes the same to completion.
- (c) There shall be no period of grace with respect to any default by Lessee which is not capable of being cured. Lessor and Lessee stipulate that the following defaults are not capable of being cured by Lessee: (i) any default which is specified in this Lease as

being incurable; (ii) any unauthorized sale, assignment, mortgage, pledge, hypothecation, encumbrance or other transfer of this Lease or any interest herein, or any unauthorized subletting of all or any portion of the Premises; (iii) the commission of waste by Lessee; (iv) if the Premises become abandoned; (v) if any petition is filed by or against Lessee or any guarantor of this Lease under the Bankruptcy Code, or similar law or statute, which, in the case of an involuntary proceeding, is not permanently discharged, dismissed, stayed, or vacated, as the case may be, within thirty (30) days of commencement, or if any order for relief shall be entered against Lessee or any guarantor of this Lease in any such proceedings; (vi) if Lessee or any guarantor of this Lease becomes insolvent or makes a transfer in fraud of creditors or makes an assignment for the benefit of creditors; (vii) if a receiver, custodian, or trustee is appointed for the Premises or for all or substantially all of the assets of Lessee or of any guarantor of this Lease, which appointment is not vacated within sixty (60) days following the date of such appointment; and (viii) any other default which is recognized under California law as being incurable.

18. LESSOR'S REMEDIES ON DEFAULT:

(a) If Lessee fails to cure a default, or in the event of a default that is not capable of being cured by Lessee, Lessor shall have the rights and remedies described in subsections (1), (2), and (3) below, in addition to any other rights and remedies available to Lessor at law or in equity.

(1) Lessor shall have all rights and remedies provided by California Civil Code Section 1951.2 (or any successor or similar statute), which includes the right to recover from the Lessee: (i) the worth at the time of award of the unpaid rent that had been earned at the time of termination of this Lease; (ii) the worth at the time of award of the amount by which the unpaid rent that would have been earned from the time of termination of this Lease until the time of award exceeds the amount of such rental loss that Lessee proves could have been reasonably avoided; (iii) subject to Section 1951.2(c), the worth at the time of award of the amount by which the unpaid rent for the balance of the Term after the time of award exceeds the amount of such rental loss that Lessee proves could be reasonably avoided; and (iv) any other amount necessary to compensate Lessor for all the detriment proximately caused by Lessee's failure to perform its obligations under the Lease or which in the ordinary course of things would be likely to result from such failure. The "worth at the time of award" shall be computed according to California Civil Code Section 1951.2(b).

(2) Lessor shall have rights and remedies provided by California Civil Code Section 1951.4 (or any successor or similar statute), which allows Lessor to continue this Lease in effect and to enforce all of its rights and remedies under this Lease, including the right to recover rent as it becomes due, for so long as Lessor does not terminate Lessee's right to possession. Acts of maintenance or preservation, efforts to relet the Premises, or the appointment of a receiver upon the Lessor's initiative to protect its interest under this Lease shall not constitute a termination of Lessee's right to possession.

(3) Lessor shall have the right, but not the obligation, to make any payment or perform any act on Lessee's part as may be required to cure Lessee's default in whole or in part, without waiving Lessor's rights based upon such default by Lessee and without releasing Lessee from any of its obligations.

(b) All sums so paid and all costs incurred by Lessor, together with the interest thereon from the date of such payment or the incurrence of such cost by Lessor, whichever occurs first, shall be paid to Lessor on demand as rent.

19. ATTORNEY'S FEES: If any action is brought for recovery of the Premises, or for any sum due hereunder, or because of any act which may arise out of the possession of the Premises, by either party, the prevailing party shall be entitled to all costs incurred in connection with such action, including attorney fees and costs.

20. SECURITY DEPOSIT: Lessee shall deposit with Lessor on the signing of this Lease the sum of Twenty Thousand Dollars (\$20,000) less the initial Five thousand (\$5,000) good faith deposit as security for the performance of Lessee's obligations under this Lease, including without limitation the surrender of possession of the Premises to Lessor as provided under this Lease. If Lessor uses any part of the deposit to cure any default of Lessee, Lessee shall on demand deposit with Lessor the amount so applied so that the Lessor shall have full deposit on hand at all times during the Term of this Lease.

21. NOTICES: Any notice which either party may, or is required to give, shall be given by mailing the same, postage prepaid, including but not limited to messenger, FedEx and e-mails with receipt acknowledged by the addressee to Lessee at the Premises, or Lessor at the address specified in Section 22 below, or at such other places as may be designated in writing by the parties from time to time.

22. ALTERATIONS:

(a) Lessee shall not make any alterations in or about the Premises without prior written consent of Lessor, which shall not be unreasonably withheld. However, Lessor shall not be deemed unreasonable for refusing to consent to any alterations that: (i) are visible from the exterior of any buildings on the Premises; (ii) affect any part of the structure of the Premises; (iii) affect the mechanical, electrical, or plumbing systems of the Premises; (iv) are prohibited by any underlying ground lease, mortgage or deed of trust; (v) would render, in Lessor's opinion, the Premises more difficult to Lease to third parties following the termination of this Lease; or (vi) adversely affect the Church in any way.

(b) All alterations or physical additions made in or about the Premises by or on behalf of Lessee shall be and remain Lessor's property (except for Lessee's furniture, personal property and movable trade fixtures), and shall not be removed without Lessor's written consent. If premises are repurposed after the Lessee lease term, new tenant or Lessor will pay the unamortized amount of tenant improvements payable to Lessee.

23. RENEWAL OF LEASE: Lessee shall have the option to renew the lease for a period of 10 years from commencement date. Lessee has the option at varying points to terminate the lease throughout the lease term. These options will align with charter renewal dates

and Alternatives in Action's strategic plan. At these time periods, Lessor and Lessee have the option to terminate this lease or any renewal of it with written notification of its intention not to renew the lease. Should Lessee intend to request a renewal of this Lease, Lessee shall notify Lessor in writing by July 1, 2023, and send a copy of such request to Chancellor, Diocese of Oakland, 2121 Harrison Street, Oakland, CA 94612. Lessor shall respond to such request within thirty (30) days. Notwithstanding anything to the contrary herein, Lessor will have the right to void any of the above lease or extension options in the event the Catholic Diocese of Oakland opts to reopen the Premises as a parochial school.

- 24. DUTY TO SURRENDER/HOLDOVER: Upon the termination of this Lease, Lessee, at its sole cost and expense, shall peacefully vacate and surrender the Premises to Lessor in good working order, condition and repair, broom clean and in the same condition as upon the Commencement Date, or as the Premises may thereafter have been altered by Lessor or Lessee (with Lessor's consent), normal wear and tear excepted.
- 25. GOVERNING LAW: This Lease shall be governed and construed under the laws of the State of California.
- 26. WAIVER: No fault of Lessor to enforce any term of this Lease shall be deemed to be a waiver by Lessor.
- 27. COMMUNICATION MEETINGS: It is agreeable with Lessor and Lessee they will calendar monthly meetings to communicate any and all differences.

Lessor:
The Roman Catholic Welfare Corporation of
Oakland

Lessee:
Alternatives in Action

By *Dr. Barbara Bray*
Its PRESIDENT

By *[Signature]*
Its _____

By *[Signature]*
Its _____

By *[Signature]*
Its Secretary

APPROVED:

By *[Signature]*
Pastor _____

EXHIBIT A

BUILDING PLAN – 6221 E. 17th Street Oakland CA

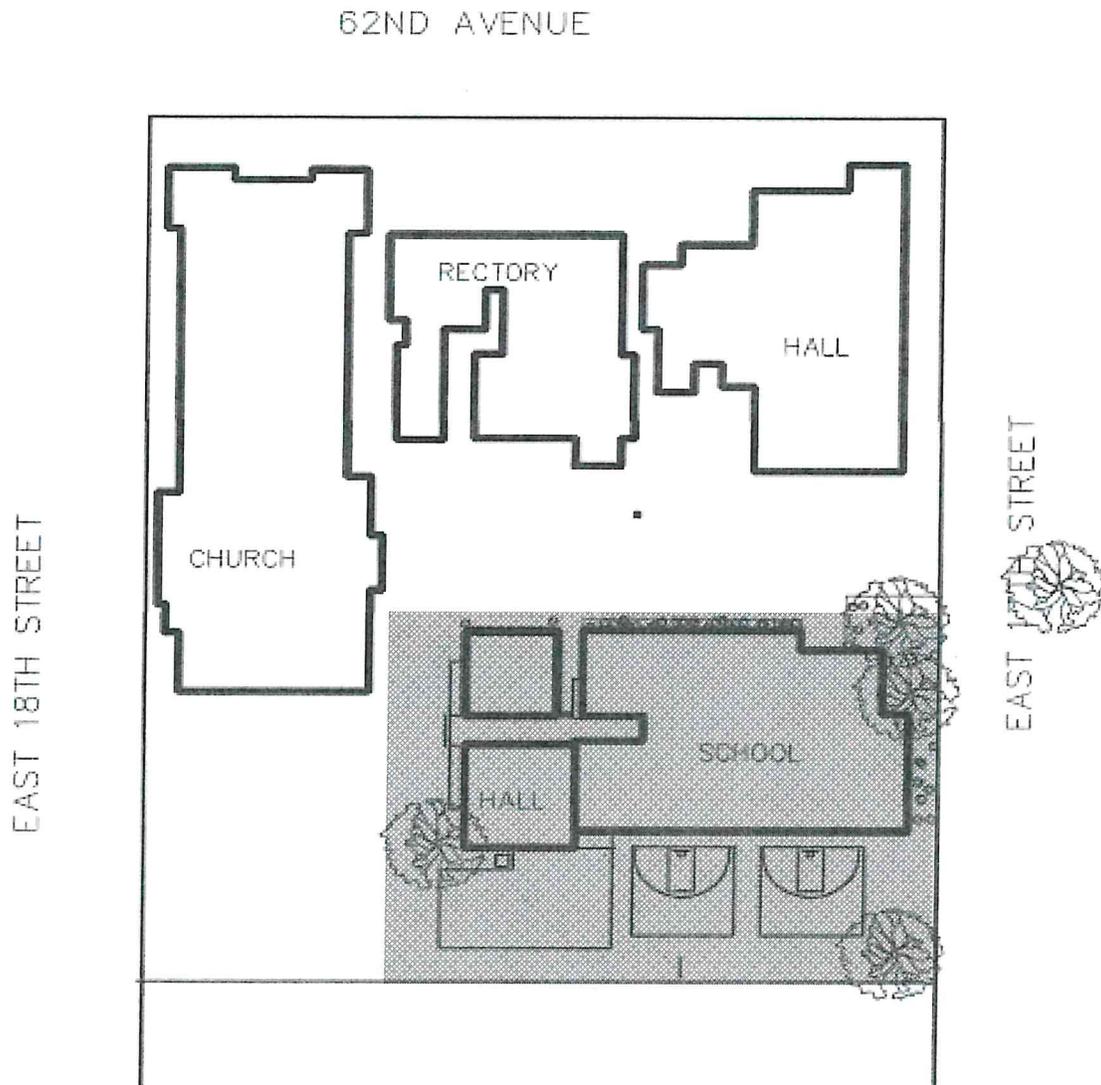


EXHIBIT B

BUILDING PLAN – Lot Space

Phase 1 - July 1, 2014 – July 1, 2017 (left half of lot)

Phase 2 - July 1, 2016 – Remainder of lease (full lot space-pending negotiations)

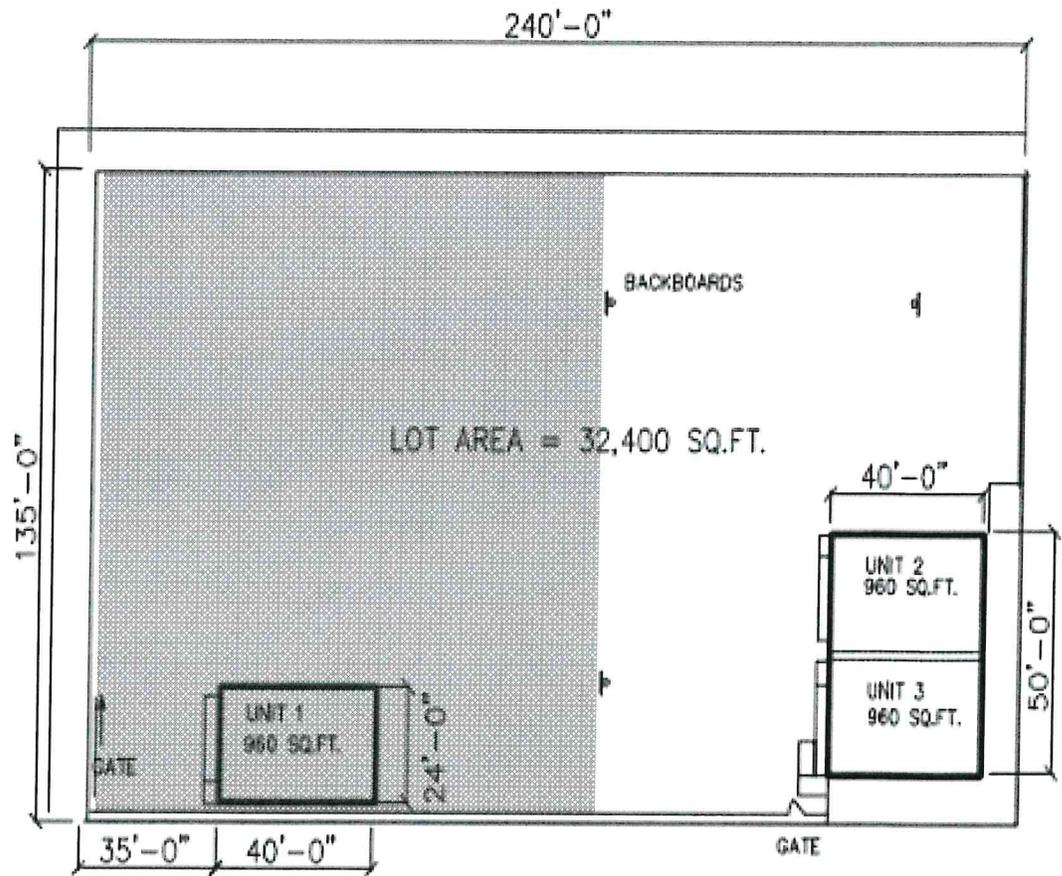


EXHIBIT C
INVENTORY OF OWNERS FURNITURE

RETURN THIS
 AFFIDAVIT TO
 LESSOR

AFFIDAVIT FOR EXECUTION BY QUALIFYING INSTITUTIONAL LESSEES

NAME OF QUALIFYING LESSEE INSTITUTION
 ALTERNATIVES IN ACTION
 MAILING ADDRESS
 3666 GRAND AVENUE, SUITE A
 CITY, STATE, ZIP CODE
 OAKLAND, CA 94610

- Check the type of qualifying exclusive use of the property
- PUBLIC SCHOOL STATE UNIVERSITY NONPROFIT COLLEGE
 COMMUNITY COLLEGE UNIVERSITY OF CALIFORNIA
 STATE COLLEGE CHURCH

NAME OF LESSOR
 ROMAN CATHOLIC WELFARE CORPORATION
 MAILING ADDRESS
 2121 HARRISON STREET
 CITY, STATE, ZIP CODE
 OAKLAND, CA 94607

COMMENCEMENT DATE OF LEASE DATE PROPERTY PUT TO EXEMPT USE
 4/1/14 4/1/14

PLEASE ATTACH A COPY OF THE LEASE AGREEMENT

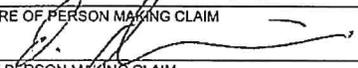
The following property is leased as of January 1 of this year. If personal property is being leased, indicate the type, make, model, serial number, etc. Attach a separate listing if necessary.

PROPERTY TYPE (REAL OR PERSONAL)	PROPERTY DESCRIPTION
real	
	CHARTER SCHOOL FACILITY USING 100% OF PROPERTY AT 6221 E 17TH STREET AND
	100% OF APN # 338-3217-18-2 AND 38-3216-1-1
	THE SCHOOL ALSO USES THE HALL ON PARCEL #38-3217-3-1 AS A CAFETERIA AT LUNCH TIMES

- Yes No The property described herein, or a portion thereof, is used by a church for parking purposes.
 If Yes, is the congregation of the church, religious denomination, or sect greater than 500 members? Yes No
 If Yes, the property or portion thereof so used is not eligible for exemption.
- Yes No The property, or a portion thereof, is a student bookstore that generates unrelated business taxable income as defined in section 512 of the Internal Revenue Code.
 If Yes, a copy of the institution's most recent tax return filed with the Internal Revenue Service must accompany this affidavit.
 Property taxes are determined by establishing a ratio of the unrelated business taxable income to the bookstore's gross income.

CERTIFICATION

I understand that the lessor has filed for a property tax exemption on the above property leased to this institution, and that any benefit from the exemption must go to this institution by way of a reduction in rental payments or a refund in an amount equal to the reduction in taxes. I certify (or declare) under penalty of perjury under the laws of the State of California that the foregoing and all information hereon, including any accompanying statements or documents, is true and correct to the best of my knowledge and belief.

SIGNATURE OF PERSON MAKING CLAIM 	DATE 2/12/18
NAME OF PERSON MAKING CLAIM Oriana Obligacion	TITLE Director of ops: finance
EMAIL ADDRESS obligacion@alternativesinaction.org	DAYTIME TELEPHONE (510) 285-6290

THIS DOCUMENT IS SUBJECT TO PUBLIC INSPECTION





School Calendar 2020-2021

Learning Day M-Th: 8:30am – 2:05pm

Learning Day Fri: 11:00am – 3:00pm

August

27*	28*	29*	30*	31*
3*	4*	5*	6*	7*
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

September

	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

October

			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

November

2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

December

	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

January

				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

February

1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26

March

1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

April

			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

May

3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

*AIAHS staff PD

August

6 – All School Community Meeting via Zoom (6 – 7pm)
10 – First Day of School
14, 21, 28 – Modified Day

September

7 – Labor Day (No School)
25 – No School (Staff Professional Development)
28 – No School
4, 11, 18 – Modified Day

October

7-8 – No School (Staff Professional Development)
9 – Quarter 1 Ends/No School (Staff Professional Development)
12 – No School (Indigenous People's Day)
15 – Family Portfolio Night (6 – 8pm)
30 – No School
2, 16, 23 – Modified Day

November

23-27, 30 – Thanksgiving Break (No School)
6, 13, 20 – Modified Day

December

14-17 – Semester 1 Finals
18 – Semester 1 Ends
21-25, 28-31 – Winter Break (No School)
4, 11, 18 – Modified Day

January

1 – Winter Break (No School)
4 – Semester 2 Begins
18 – Martin Luther King, Jr Day (No School)
8, 15, 22, 29 – Modified Day

February

12 – No School
15 – President's Day (No School)
5, 19, 26 – Modified Day

March

5 – Quarter 3 Ends/ No School (Staff Professional Development)
11 – Family Portfolio Night (6-8 pm)
29-31 – Spring Break (No School)
12, 19, 26 – Modified Day

April

1-2 – Spring Break (No School)
9, 16, 23, 30 – Modified Day

May

10 – Senior Cut Off Day
11-13 – Senior Firewalks
17-20 – Semester 2 Finals
26 – Presentations of Learning
27 – AIAHS "Base" Day
28 – Last Day of School, Semester 2 Ends & Senior Graduation
31 – Memorial Day (No School)
7, 14, 21, 28 – Modified Day

**Alternatives in Action High School
Bell Schedule 2020-2021
(Distance Learning)**

Monday	Tuesday	Wednesday	Thursday	Friday
8:30-9:40 Block A	8:30-9:40 Block B	8:30-9:40 Block A	8:30-9:40 Block B	8:30-10:30 Staff PD
9:40-9:50 Break	9:40-9:50 Break	9:40-9:50 Break	9:40-9:50 Break	
9:50-11:00 Block C	9:50-11:00 Block D	9:50-11:00 Block C	9:50-11:00 Block D	10:30-11:00 Break
11:00-11:45 Lunch	11:00-11:45 Lunch	11:00-11:45 Lunch	11:00-11:45 Lunch	11:00-12:00 Leadership
11:45-12:55 Block E	11:45-12:55 Block F	11:45-12:55 Block E	11:45-12:55 Block F	12:00 – 12:30 Lunch
12:55-1:05 Break	12:55-1:05 Break	12:55-1:05 Break	12:55-1:05 Break	12:30 – 3:30 Independent Work Time
1:05-2:05 Leadership	1:05 – 2:05 Academic/SEL Support	1:05-2:05 Leadership	1:05-2:05 Academic/SEL Support	Academic/SEL Support
2:05-2:15 Break	2:05-2:15 Break	2:05-2:15 Break	2:05-2:15 Break	Office Hours
2:15-4:15 Staff Collaboration	2:15-4:15 Office Hours	2:15-4:15 Staff Collaboration	2:15-4:15 Office Hours	Staff Collaboration Time
		COST		3:30-4:15 School-Home Communication



PACT

Expectations of Students and Staff:

Alternatives in Action was founded upon youth ownership and choice. Each student chooses to be at our high school and upholds the culture of our school through the following agreements.

Youth and Staff agree to:

- **Be respectful** of all youth and adults including not yelling or arguing with community members.
- **Use professional language**, no cursing, derogatory or racist comments.
- **Attend classes** every day and arrive at each class on time.
- **Stay in each class** for the duration of the block (with the exception of approved bathroom usage and approved passes).
- **Be on task in class**, complete assignments, and seek academic support when necessary.
- **Uphold the learning environment** in the classroom. Do not use electronic devices such as phones, music players, and smart watches at any point during class time except when approved by coach for specific instructional purposes.
- **Exercise academic integrity**, including not cheating or plagiarizing.
- **Respect property** including cleaning up after themselves, not vandalizing property etc.
- **Uphold a safe environment** for all Alternatives in Action members, by following education codes and policies, including no theft, threats, violence, weapons, use of drugs or alcohol, etc.

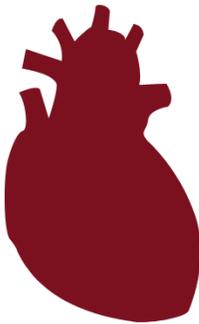


Expected School-wide Learner Results



Habits of the Mind

- Perspective
- Supposition
- Connection
- Meta-cognition



Habits of the Heart

- Relationships
- Rigor
- Risk
- Responsibility
- Respect
- Resilience
- Realness



Habits of the Hand

- Critical Reading
- Persuasive Writing
- Persuasive Speaking
- Problem-solving
- Meaningful Project Work



Alternatives in Action High School

PREPARING YOUTH FOR COLLEGE, CAREER AND COMMUNITY

ALTERNATIVE GRADUATION PATHWAY

Qualifications

- Students will be identified at the end of 1st Semester of Junior Year
- 40+ Credits behind on classes based on the A-G and AIA graduation requirements.

The Alternative Graduation Program at Alternatives in Action High School is a rigorous graduation program set in place for students who have a clear understanding of their own career pathway. This is a career pathway that requires an alternative set of standards and classes other than those of the University of California's A-G requirements. Students on the alternative graduation path will be held to graduation requirements set forth by the California State Minimum Course Requirements and those in the Alternatives in Action High School Charter. In addition to these core graduation requirements, students must take a minimum of one class at their local community college that are related to their career pathway. In the same year students must complete 60 hours of an internship paid or unpaid in their related career field. This internship must be found and set up by the student, with the support of the College and Career Coordinator. For a student to be accepted to and graduate from the Alternatives in Action High School Alternative Graduation Path, each of the following steps below must be completed.

Step One:

Students must have a meeting with the College and Career Coordinator to find out if they and their career plans are a good match for the Alternative Graduation Plan. This meeting must be held before the end of their junior year.

Step Two:

A parent meeting must be held to go over the criteria for the Alternative Graduation Plan with the College and Career Coordinator.

Step Three:

Students must write a two-page proposal of their Alternative Graduation Plan. This proposal must include the class they will take at their local community college and where they will complete their year long internship. Students must also make a 5-minute power point presentation to go along with their two-page proposal. While working on their proposal and presentation, drafts must be presented to the College and Career Coordinator.

Step Four:

Student must make a panel presentation of their written proposal and power point. This panel will include but not limited to an Administrator for the Alternatives in Action High School, the College and Career Coordinator, and one AIAHS Youth representative. In order for the student

to be able to move forward in their alternative graduation plan, all panel members must approve of the presented plan.

Step Five:

If the panel presentation is approved the student will meet with the College and Career Coordinator to set up and sign the student’s Alternative Pathway Graduation Contract. If at any time a student fails to meet the requirements laid out in this contract, they will no longer be a part of the Alternative Graduation Plan. The student will then have to meet all original Alternatives in Action High School graduation requirements.

Requirements for Graduation:

1. Must complete, the State’s minimum requirements for graduation
*Alternate Graduation Pathway and AIAHS Graduation Requirements are compared below.
2. Students who choose the alternative pathway will be required to complete 60 hours in an internship.
3. Students must enroll and complete no less than one class, which can include a Certificated Program at a community college or Vocational Training Program, approved by the AIAHS Co-Director.
4. Complete a senior project related to their program and training.
5. Give a panel presentation (oral examination) and review of their senior project.

Graduation Course Requirements to Receive a High School Diploma

a-g Subject Area	Current AIAHS Graduation Requirements ¹	AIAHS Alternative Graduation Requirements ²
a – Social Studies/Science (History)	25 Units World History US History Government	30 Units World History US History Government Economics
b - English	40 Units	30 Units
c - Mathematics	30 Units Algebra Geometry Algebra 2 ³	20 Units (including Algebra 1)

¹ All A-G courses must be UC-CSU certified to meet the AIAHS Graduation Requirements. The current minimum graduation requirements meet the eligibility criteria of the UC CSU (excluding SAT scores). Students must earn a C or better in All A-G courses to meet the graduation requirements

² Students in the Alternative Graduation Pathway Program will meet or exceed the CA State Minimum Course Requirements and will accrue credits when they successfully complete the course.

³ A grade of C or better in Algebra 2 validates Algebra. A grade of C or better in Trigonometry or Pre-Calculus validates all math requirements.

d - Science (w/Lab)	20 Units Biology Chemistry	20 Units (including Biology or Physical Sciences)
e - Foreign Language	20 Units⁴	10 Units Foreign Language Or VAPA
f - Visual and Performing Arts (VAPA)	10 Units⁵	
g - Academic Elective	10 Units Economics Transitions	10 Units Transitions
Other Electives	75 Units⁶	60 Units
Total	230 Units Total POL for each year attended AIAHS 60 Internship Hours Requirement	180 Units Total POL for each year attended AIAHS 60 Internship Hours Requirement Complete Community College Course

⁴ Must be consecutive (i.e. Spanish 1 & 2). Completion of a higher level course validates any lower courses (i.e. Completion of Spanish 2 validates Spanish 1).

⁵ Must be in the same discipline and part of a sequence (i.e. Drama and Advanced Drama).

⁶ Includes all A-G coursework that exceeds the minimum requirement. Charter Schools are not required to mandate PE as a separate course so long as the PE framework is incorporated into the curricula.

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[California School Dashboard](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Alternatives in Action High School	Phung Lai, Head of School	plai@alternativesinaction.org

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Alternatives in Action High School (AIAHS) is a public charter school located in the Seminary neighborhood of East Oakland that serves 180 youth from grades 9-12. Alternatives in Action High School envisions generations of young adults inspired and prepared to take meaningful action that positively transforms their lives and their communities. AIAHS recognizes the leadership potential in its youth, the majority of whom have been unsuccessful in previous school settings, and strives to prepare these youth for college, career, and community. AIAHS utilizes relational and developmentally-informed approaches toward engaging youth. The student population of AIAHS is 99% youth of color (72% Latino, 20.5 mixed/other and 6% Black) and 97% who qualify for free or reduced lunch. In addition, over 85% would be the first in their family to attend college, over 90% enter below grade-level based on transcript review and assessment data, and nearly half of our school population (47%) are designated English Language Learners (ELL). Of our ELL population many come to us as long-term ELLs. We have also seen a rising population of Newcomers at our school. This year we had a cohort of 16 Newcomers who have newly arrived in the U.S. and come with very limited or no English language skills. AIAHS is a single site charter school with a 98% “unduplicated pupil” count.

While we have been a designated ASAM school (now in DASS process), our approach to working with youth who are at risk of dropping out of school differs from continuation school models. AIAHS is the first youth-initiated charter high school in the country and provides an environment where youth take ownership of their learning and partner with caring adults to transform their lives as they change the community around them. In order to effectively prepare all of our youth for success in college, career, and community, we offer specialized programs to meet the needs of our youth, including a Newcomer program that emphasizes language development, UC A-G courses for all, and three career technical education pathways. Alternatives in Action High School uses relationship-based learning to nurture leadership in diverse young people in order to prepare them for success in college, career, and community.

LCAP Highlights

Identify and briefly summarize the key features of this year’s LCAP.

In order to achieve our school's vision to prepare youth for success in college, career, and community, we incorporated data from state and local assessments as well as meaningful feedback from staff, youth, and family stakeholders to identify critical areas of focus for school improvement. Through this process we identified the following areas of focus for 2019-20:

1. Bolstering tier 1 academic supports to increase academic literacy and academic performance for all students. Implementation of academic tracking and intervention system.
2. Development of math department including investing in CCSS aligned updated curricular materials and intervention.
3. Continuing to increase college and career preparation and events, particularly in the 11th grade
4. Implementation of tiered behavior response system and increased support and professional development for Restorative Justice Coordinator
5. Data-driven inquiry and coaching cycles for instructional coaches that focus on improved outcomes for youth on school-wide measures of literacy, writing, and numeracy.

Key LCAP actions to support these areas are:

1. Implementing academic support system from beginning of school year and dedicating PD time to student success plans and aligned instructional strategies.
2. Recruitment and development of math teachers. Research on math curricula and purchasing of new math materials.
3. Partnership between College and Career Coordinator and 11th grade Humanities teacher. Hosting a minimum of two college-going culture events.
4. Restorative Justice Coordinator will facilitate PD and will support with coaching on teacher use of tiered system.
5. Instructional coaching for all teachers as provided by the instructional administrative leader.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

We saw an increase in graduation rate as reported on the CA Dashboard from 51.4% to 88.9%.

While we did not meet our target, we saw growth across the board in our local school-wide writing assessment.

This year we also completed our WASC self-study and site visit and were granted a full six year term (with a one-day mid-cycle visit). The WASC process brought the staff together to explore data and to align our LCAP and WASC action plans toward greater student achievement.

We saw improvement in the quality of parent engagement at the school. Our parent coach offered a more diverse range of ways for parents to get involved. We also offered affinity group meetings.

We created a tiered behavior response system that we will implement in 19-20.

We also increased opportunities for relationship building through our addition of social emotional learning classes to the schedule twice weekly.

We are retaining a high percentage of staff into the 19-20 school year.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

Our area of greatest need academically is in our Math program. We have struggled to hire and retain qualified math teachers and as a result we have seen declining scores on the Math SBAC assessment. We understand that math education is crucial to our ability to prepare youth for success in college and career. As part of our WASC action plan for school improvement we have outlined steps for recruitment and retention of math teachers.

Another area of need is to bring back literacy intervention work. We had attempted to offer a literacy workshop class as opposed to pullout intervention but as we compare the data, the results were better with the intervention model. We know that we are not seeing the progress in reading achievement that is needed for students to be college ready, so we plan to align around tier 1 literacy strategies as well as provide tier 2 and 3 supports.

Another area of need is in our school culture and climate. We had a rise in suspensions in 18-19 and we aim to reduce this number in 19-20 by improving our restorative practices and providing extra training and support for the restorative justice coach. We will also have an administrator holding some responsibility for the culture and climate of the school. We will be bringing back the Sociology class that was a crucial space for youth leadership development and school culture in earlier years of the school. This will also address the declining number of students reporting that they feel they have ample opportunities to develop as leaders.

Based on the CA Dashboard, we need to improve the preparation for college. We need to focus professional development on data drive improvement so that we see larger gains in reading and numeracy so that youth graduate ready to succeed in college.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

Because our school is relatively homogenous, it is difficult to analyze results by sub populations. Almost all of our students fall in the category of “economically disadvantaged” and our ethnic and racial subgroups are too small to meaningfully analyze.

Comprehensive Support and Improvement

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

Schools Identified

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

Alternatives in Action High School

Support for Identified Schools

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

Through assessment data, surveys and stakeholder feedback, the school identified areas of need aligned with the LCAP. Using student performance data, plans were created towards meeting our goals and outcomes.

Monitoring and Evaluating Effectiveness

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

We will share the plan with staff and meet quarterly to review the CSI plan to hold accountability and ensure implementation. We will use pre and post data to evaluate the effectiveness of the CSI plan.

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

Increase student achievement for ALL students to have the skills necessary to be prepared for college and career.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2

Local Priorities: None

Annual Measurable Outcomes

Expected

Actual

ELPAC: 50% of EL students increasing at least 1 proficiency level	Data pending
Writing Assessment: 65% of students with .5 growth or above	53% of students grew .5 points or more on the rubric
SRI (all students): 55% of students meeting growth target	38% met growth target
CAASPP: % of students at proficiency in English and Math ELA: 20% Standard Met, 35% Nearly Met Math: 15% Standard met, 20% Nearly Met	Data pending
Inside the USA (for Newcomers): 85% of Newcomer students grow at least one proficiency level	46.7%

Expected

Actual

Growth on California Standards for the Teaching Profession for Academic Coaches
Academic coaches will grow a minimum of one level (or maintain applying or above) on at least 3 of the six standards of the CSTP

We did not assess teacher growth from fall to spring in 2018-2019

Presentations of Learning
% Of students who complete Presentations of Learning > 80% will describe meaningful project based learning in their key learnings from the year as measured by the POL rubric

80% of students described meaningful project based learning in their presentations of learning

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned
 Actions/Services

Actual
 Actions/Services

Budgeted
 Expenditures

Estimated Actual
 Expenditures

Action 1. Professional development:
 1.1 Implement comprehensive professional development plan to ensure effective instructional practice using learning plans and formative assessment strategies
 1.2 Strengthen common core alignment in curricular arc including focus on power standards and develop aligned benchmark assessments across the disciplines.
 1.3 Provide external PD to support focus on Project Based Learning (PBL) during summer and 3x per year to support coaches in implementing project based learning in all classes (Metrics- All instructional coaches will attend PBL training and will document at least one meaningful project over the school year. In end of year Presentations of Learning 90%

1.1 Co-director of Instruction developed and implemented weekly professional development for all instructional staff that was responsive to student data and assessment of teacher need for improvement based upon observational cycles and teacher professional learning plans. The focus of professional learning was on checks for understanding and using formative data as well as a push for project based learning.

 1.2 As part of WASC self-study, staff team revised curricular arc. Staff were required to submit unit plans and weekly lesson plans that explicitly addressed power standards.

Reported in Goal 1, Action 2

\$79,497.98: Co-Director (0.7FTE)

 \$8145: Edmentum/Online learning

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>of students will describe at least one meaningful project-based learning experience in their portfolio presentation)</p> <p>1.4 Co-director of instruction will complete at least 3 formal observation cycles and at least 8 informal inquiry-based coaching cycles of each academic coach to support effective instruction throughout the year and academic coaches will grow in at least one step in a minimum of two categories on the CSTP.</p> <p>1.5 Digital Learning platform: minimum of three core teachers using Google classroom. Our plan also includes expanding our blended learning offerings through either Edmentum or Edgenuity.</p>	<p>1.3 We provided two trainings with an external facilitator to support growth in PBL. All coaches did at least one project. We formed a professional learning community focused on PBL as part of our spring action plan.</p> <p>1.4 Co-director of instruction completed at least two formal observation cycles for each teacher and held monthly walk throughs but we did not use the CSTP data to measure growth.</p> <p>1.5 We expanded our blended learning by having two teachers use Google classroom as an integrated part of the learning environment. We also used blended learning through Edmentum in math and Spanish classes. This year all 11th grade students completed their presentations of learning on Google slides as part of our efforts to increase integration of technology and 21st century skills.</p>		

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Action 2: Tier 2 and 3 Academic Support Development</p> <p>2.1 Target identified students with individual and small group instruction utilizing literacy development curriculum</p>	<p>We restructured our literacy intervention to occur within a literacy workshop class. We offered one section of literacy workshop for 20 students.</p> <p>We increased the LTEL support by offering two literacy workshop classes specific for</p>	<p>\$243,937.78</p>	<p>\$66,974.61: ELD Coach (1.0 FTE)</p> <p>\$15,617.33 Literacy</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Increase number of LTEL students served in Tier 2 class.</p> <p>Increase number of youth served in literacy intervention from 10 to 20 youth.</p> <p>Administer Reading Inventory (SRI) diagnostic literacy assessment 3x per year for all students</p> <p>Provide in-school and after school tutoring and homework assistance through extended day program</p> <p>2.2 Create stronger bridge between academic day classes and tutoring and enrichment in the extended day program</p> <ul style="list-style-type: none"> ● Develop a plan in the beginning of the school year to integrate school-wide academic goals into extended day tutoring time and establish a team including academic coaches, school leadership, extended day leadership, and extended day coaches to meet twice monthly to assess program needs. ● At least 20 youth regularly participate in homework time resulting in fewer course failures for 9th grade students. <p>2.3 Identify school-wide writing focus after analyzing the fall 2018 writing assessment data and incorporate evidence of these practices in instructional observations and coaching.</p>	<p>LTEL students</p> <p>We administered the SRI in fall, winter, and spring across all grade levels (9-12)</p> <p>All academic staff offered at least two days of afterschool tutoring and we created systems to increase amount of students accessing academic tutoring supports.</p> <p>2.2 Increased communication between day and extended day programs. Co-director and EDP coordinator met regularly to coordinate.</p> <p>Average of 15 youth accessed tutoring daily with increased numbers around the end of each quarter or when major assessments were due.</p> <p>2.3 Staff analyzed writing assessment data and decided to focus on teaching content and structure across the disciplines. We had two PD sessions dedicated to this and instructional lead gave feedback on writing instruction during observation cycles.</p> <p>2.4 We increased supports and progress monitoring of EL students through our ELD program classes. We monitored progress of reclassified students through our COST process as well as our academic advising.</p>		<p>Coach (0.2FTE)</p> <p>\$42,085.19: Instructional Coach (0.6FTE)</p> <p>\$16,000 Additional administrative supports</p>

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

2.4 Track progress of all EL students and follow reclassification procedures including monitoring after reclassification to ensure continued academic progress

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Overall we were able to implement most actions included in our action plan for 2018-2019; however, some of our actions yielded stronger results than others. As a result of our collaborative efforts in WASC, we began to look at data more as a team and have improved on our use of data to inform action plans. We expanded our use of the SRI assessment to include 12th grade students so that we could have greater awareness of our students needs and progress around literacy for all grade levels.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Overall we saw improved alignment in professional development. Through our WASC process we realigned around our school-wide learner outcomes and we were also able to increase the quantity and quality of project based learning experiences across the disciplines. While we did not meet our goal school-wide for writing growth, we did improve from last year and we saw more consistent results across grade levels as a result of our collaborative effort. Given the requirements of submitting weekly CCSS aligned lesson plans we were effective in improving standards based instruction. Students were using technology more consistently across classrooms given our use of blended learning. Students demonstrated their learning from meaningful projects in their annual presentations of learning.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Our estimated actual expenditures were less than our budgeted expenditures because we provided most of the teacher professional development with our Co-Director. We folded in a literacy workshop class into an existing teacher's course load, instead of adding an additional staff.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Because we had challenges around finding qualified math teachers, we were unable to offer a math intervention program in 2018-2019. Instead we used resources to provide in-person tutors for all students completing math work online. We also shifted our reading intervention model to better suit student schedules. We did meet our goal of reaching 20 students with the tier two reading support. Instead of using a pullout model, we scheduled them in a class for reading support. We plan to increase literacy intervention and PD for 19-20.

Goal 2

Develop student leadership and engagement to improve student learning.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 5, 6

Local Priorities: none

Annual Measurable Outcomes

Expected

Actual

Student Survey: % of students who report:

- Feeling safe on campus
- Having one adult that they can talk to when they have a problem
- Feeling that they have leadership opportunities

Safety: 86%

Support: 79%

Safety: 70.31%

Support: 79.69%

Leadership: 62.5%

Expected

Actual

Leadership: 85%	
Parent Survey: % of parents who report: <ul style="list-style-type: none"> - Feeling that the school is safe - Feeling that their student is supported Safety: 93% Support: 90%	Safety: 90.12% Support: 96.35
Parent Survey: 80 % of parents who report being satisfied with the after school program quality	92.9%
Parent survey: 85% of parents reporting satisfaction with family engagement program at AIAHS	92.59%
Attendance: % of students missing more than 10% of school: 15%	19.88%
Suspension and Expulsion rates will be below the norm for comparable schools <ul style="list-style-type: none"> - 6% of students suspended - 0% of students expelled 	9.6% suspended -0% expelled
Cohort Graduation Rate: % of graduation rate: 55%	pending
Cohort Retention Rate: % of students included in cohort retention rate that graduate: 22%	pending

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Action 1. Restorative Justice:</p> <p>1.1 Orient students and families to school expectations and disciplinary procedures within new student orientation interviews, parent orientation interviews, and student retreat. Hold 2 orientation sessions to differentiate new families vs. returning families to ensure adequate understanding of school norms and expectations.</p> <p>1.2 Assess and revise restorative justice school-wide strategies for 2017-18. Revisit structures to support implementation of school-wide RJ practices in the classroom and schoolwide. Create classroom toolkit for teachers to use.</p> <p>1.3 Train all adults working with AIAHS on principles of restorative justice, restorative justice strategies and implementation procedures at AIAHS. Reinforce systems and tools for classroom management Ground all staff on RJ strategies and provide consistent coaching towards building positive classroom culture; Revise classroom observation tool to include coaching of positive classroom culture strategies with an RJ lens.</p> <p>1.4 With support of Seneca, implement phase one of a school-wide PBIS model.</p> <p>1.5 Maintain a Restorative Justice Coach to support campus coverage, restorative justice wrap-arounds and disciplinary</p>	<p>1.1 We held two orientation events, one for returning families and one for new families. We made contact with all new families to go over expectations and the PACT. We held our annual overnight student retreat to support positive school culture building.</p> <p>1.2 We partnered with Seneca to provide some training on Positive Behavior Intervention Supports and through this work we were able to revisit and revise some of the RJ practices and created a toolkit for teachers. We did some initial inquiry around the toolkit and will further refine the tool based on teacher feedback.</p> <p>1.3 All adults participated in professional development focused on RJ and teachers received feedback based on observations. We still need to include RJ specific indicators in the observational walkthrough tool.</p> <p>1.4 We rolled out phase one of PBIS in partnership with Seneca.</p> <p>1.5 We maintained a full-time RJ coach and provided clinical support for him We added a care manager position and also had a part-time clinician on-site to provide mental health related services for students</p>	<p>\$145,639.25</p>	<p>\$47,658.24: Restorative Justice Coordinator (0.9FTE)</p> <p>\$51,804.28: Care Manager (0.75FTE)</p> <p>\$11,780.91: Co-Director (0.1FTE)</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>issues. Increased training and one on one coaching for RJ Coach Position.</p> <p>Add 1.0FTE Care Manager Position</p>			

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2018-19 Actions/Services	[Add actual actions/services here]	[Add budgeted expenditures here]	[Add estimated actual expenditures here]
<p>2.1 Train all adults working with AIAHS on youth development framework with special focus on physical/emotional safety and youth voice and influence; focus on strengthening project-based learning</p> <p>2.2 Review and revise youth leadership structures within AIAHS. Maintain Youth Leadership Council and create a structured plan on expectations and goals for consistent youth participation for the year.</p> <p>2.3 Ensure youth representation on the Advisory Board for the Board of Directors of Alternatives in Action. Identify 2 youth and train youth to commit to serve on the Advisory Board for the Board of Directors of Alternatives in Action.</p>	<p>2.1 All adults have participated in youth development training as well as PD on social emotional learning and project based learning.</p> <p>2.2 Youth Leadership council was offered as a structured class that met twice a week. YLC hosted several school-wide events and activities over the course of the year.</p> <p>2.3 Two youth representatives attended meetings of the AIA Governing Committee</p>	<p>Reported in Goal 2 Action 1</p>	<p>\$15,210: Youth Retreat</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Action 3: Community Building:</p> <p>3.1 Secure overnight retreat with at least 70% student attendance (73% in 17-18); ensure 15% participate in September Saturday make-up for youth who did not participate in overnight (10% students in 17-18); organize spring semester orientation for new students</p> <p>3.2 Add 2 weekly meetings times per week for Leadership and Social Emotional Learning classes; continue to hold monthly community wide meetings to support team-building and cultural celebrations.</p> <p>3.3. Continue to hold semester new student breakfast and orientations</p> <p>3.4 Increase teacher-parent communication in Leadership classes</p>	<p>3.1 We had 76% of enrolled students attend the overnight retreat which is an increase from 17-18. We held a Saturday make-up retreat attended by 14 students (7% of school). We did not offer a spring retreat for newly enrolled students.</p> <p>3.2 We increased time in Leadership classes to 3x a week. We offered a wide variety of Social Emotional Learning classes that met twice weekly. We Held quarterly community wide meetings to build culture and celebrate successes. We did not hold a community meeting every month.</p> <p>3.3 We did not hold new student breakfasts in the 18-19 school year.</p> <p>3.4 We offered time in staff meetings for teachers to make phone calls home in order to increase parent and family communication in Leadership.</p>	<p>\$17,500 Other costs reported in Goal 2, Action 1</p>	<p>Reported in Goal 2, Action 1</p>

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>4.1 Maintain Coordination of Services Team (COST) structure to identify students in need of additional supports, manage referrals, coordinate and track services and increased interventions. Maintain academic coach to participate in COST meetings.</p>	<p>4.1 Maintained Coordination of Services Team (COST) structure to identify students in need of additional supports, manage referrals, coordinate and track services and increased interventions. Held weekly meetings and had two academic coaches on the COST team.</p>	<p>\$178,284</p>	<p>Special Education program contract including EHRMS: \$192,840</p> <p>\$5,295.36: RJ</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>4.2 Increase Special Education Services from 0.6FTE to 1.0FTE. Increase SPED resources into the general education program to support school wide learning accommodations.</p> <p>4.3 Maintain a F/T Student Services Coordinator (SSC) to manage restorative justice program and COST process.</p> <p>4.4 Through COST and SSC, broker student services and link families to community resources including mental & primary health, social services, legal supports and basic needs.</p> <p>4.5 Through COST and SSC, provide intervention plans and case management to highest risk youth.</p>	<p>4.2 We increased our SpEd services by bringing our resource provider from .6FTE to 1.0FTE and we added EHRMS services on site.</p> <p>4.3 We collapsed the roles of Restorative Justice Coach and Student Services Coordinator. We had one full time Restorative Justice Coach who coordinated students services, discipline, RJ, and COST.</p> <p>4.4 Leveraged community partnerships with La Clinica and Youth Alive to provide wrap around services for youth and families</p> <p>4.5 Through COST and SSC, provided intervention plans and case management to highest risk youth.</p>		<p>Coordinator (0.1FTE)</p> <p>\$23,561.81: Co-Director (0.2FTE)</p>

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>5.1 Provide introductory career pathway classes in the EDP and school day including Media Studies, Community and Media and Sound 101, Intro to Child Development, Mentoring, and E-Team, Intro to Youth Development;</p>	<p>5.1 Provided introductory career pathway classes in the EDP and school day including Media Studies, Community and Media and Sound 101, Intro to Child Development, Mentoring, and E-Team, Intro to Youth Development</p>	<p>\$151,070.51</p>	<p>\$67,293.12: EDP Coordinator (1.0 FTE)</p> <p>\$29,539.73: EDP Coach (1.0FTE)</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>target at least 80% of new enrollments.</p> <p>5.2 Assess and strengthen leadership and social emotional skill-development through implementation and analysis of the Developmental Assets Profile for students participating in EDP and completing the community impact projects model</p>	5.2 We did not implement the DAP in 18-19		<p>\$38,955.67: EDP Coach (0.8FTE)</p> <p>\$15,682.50: ECEC Director (0.2FTE)</p>

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Fitness & Wellness:</p> <p>6.1 Maintain opportunities for students to participate in Friday sports activities and nutrition programming</p> <p>6.2 Continue to participate in charter soccer league and offer Physical Education program in partnership with Rainbow Recreation</p> <p>6.3 Maintain healthy breakfast, snack and lunch program</p>	<p>6.1 We offered sports conditioning afterschool</p> <p>We maintained a co-ed soccer team that competed in both fall and spring in a charter school soccer league. We offered a PS class and dance class during the school day.</p> <p>6.3 We offered healthy breakfast and lunch through our food program (contracted with Revolution Foods)</p>	\$79,523.57 Other costs reported in Goal 2, Action 5 and Goal 5, Action 1	<p>\$9,738.92: EDP Coach (0.2FTE)</p> <p>\$40,728.67: Food Program Costs</p> <p>\$16,304.36: PE Coach</p> <p>\$18,874.49: Food Program Coordinator (0.5FTE)</p>

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Parent Communication:</p> <p>7.1 Train staff and teachers to use new</p>	7.1 Trained staff and teachers to use new student information system as an additional way to communicate		\$3774.90: Parent Coach (0.1FTE)

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>student information system as an additional way to communicate with parents.</p> <p>7.2 Implement digital newsletter for parents. Use parent communication app to send out reminders and updates on the school and for use as a platform for school news.</p> <p>7.3 Ensure phone, written and in-person communication is progressive to address chronic absenteeism; letters will be sent home when students have had 3 unexcused absences; parent conferences will be held when students are sent home; home visits will be conducted as needed and Administrative Hearings will be held for serious absenteeism</p> <p>7.4 Leadership Teams will call parents monthly to review attendance and academic progress.</p>	<p>with parents. All staff know how to create posts and send messages through Parent Square.</p> <p>7.2 We sent reminders, updates, school news and celebrations through the Parent Square app. We launched a parent newsletter that was distributed at the end of each semester.</p> <p>7.3 We used phone calls home and home visits as our primary approaches to chronic absenteeism. We did not hold administrative hearings to review cases of chronic absenteeism.</p> <p>7.4 Leadership coaches called parents quarterly to review attendance and academic progress.</p>		<p>\$699: Parent Square</p>

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

AIAHS serves a high percentage of students who qualify for Free and Reduced Lunch (97% 2017-18). In addition, over 74% of our youth are impacted by at least one high needs category according to the Dashboard Alternative School Status (DASS) program, which includes the following

categories: recovered dropout, pregnant or parenting, ward of the court, expelled, suspended, retained at least one grade, truancy, homeless, and credit deficiency. As a result of these outside pressures on students that can negatively impact their ability to be academically focused at school, it is imperative that AIAHS provide a supportive culture that addresses the needs of high risk students to develop strong intrapersonal and interpersonal skills.

In order to retain and serve our youth, we have implemented services that extend beyond academics. Some important levers to implementing our plan have been the use of our parent coach to engage families, our restorative practices to address issues of safety and school culture, and our behavioral support services through case management and mental health counseling.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

As a result of our actions, high percentages of both students and parents expressed feeling that they (or their students) feel supported at this school. We were better able to serve our students with special needs because we increased the FTE of our resource provider from .6 to 1.0FTE.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We added a physical fitness coach to teach PE.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Based on our analysis of our 2018-2019 outcomes for goal 2, we will be implementing the tiered behavior response system in 19-20 with professional development for all staff to support implementation. We also know that we need to do more to decrease our rates of chronic absenteeism. We plan to implement the SARB & SART processes in fall of 19-20. We are restructuring extended day program for 19-20.

Goal 3

AIAHS graduates are prepared to be successful in college and careers, and to be contributing members and leaders in their community.

State and/or Local Priorities addressed by this goal:

State Priorities: 4, 5, 7

Local Priorities: None

Annual Measurable Outcomes

Expected

Actual

College acceptance: 75% of students who apply to a 4-year college	54% of students applied to a 4-year college
College acceptance: 65 % of students accepted to a 4-year college	80% of students who applied to four year colleges were accepted
College enrollment: 45% of students who enroll in a 4-year college	64.7% of students accepted to four year colleges enrolled (26.8% of all seniors)
Community College enrollment: 45% of students who enroll	73% of students who enroll
Financial Aid: 95% of students who apply for the FAFSA	100% of students who apply for the FAFSA
Concurrent Enrollment: 8% of students who complete a community college course	20% completed a community college course
Career Pathway: 60 % of students enrolled in career pathways	48.3% of students enrolled in career pathways
Career Pathway Completion: % of students who complete career pathway	2.8% of students completed all requirements of career pathway
Alternate Graduation: - 10% of Juniors who complete alternate graduation plans 10% of Seniors who graduate through the alternate graduation path	44% of juniors completed alternate graduation plans 37% of seniors graduated through the alternate graduation path

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Action 1. Academic Readiness &	1.1 Maintained 1.0 FTE college and career	\$148,959.62	\$56,981: College and

<p>Counseling:</p> <p>1.1 Maintain a F/T College & Career Coordinator position.</p> <p>1.2 Ensure all youth have access to A-G courses and academic supports.</p> <p>1.3 Provide all students with individual counseling to ensure progress towards graduation. Meetings will focus on developing a post high school plan for either university-bound or career bound readiness. College and Career Coordinator will meet with families and students beginning in the summer and throughout the year.</p> <p>1.4 Implement workshop series with 11th graders in the fall semester to complete and present post-high plan for approval at the end of the semester.</p> <p>1.5 Offer spring 11th Grade Transitions class to support implementation of post-high plan. including career exploration internships</p> <p>1.6 Offer fall Seniors Transitions Class focused on College exploration, College application and post high school planning.</p> <p>1.7 College and Career Counselor (CCC) will provide career exploration opportunities, college visits, transcript analysis (including A-G reviews) SAT prep, credit recovery options, parent workshops and internship placements</p>	<p>coordinator</p> <p>1.2 Ensured all youth have access to full suite of A-G courses</p> <p>1.3 Provided all students with individual transcript review in Leadership classes to ensure progress towards graduation. College and Career Coordinator met with 12th grade students and families throughout the year.</p> <p>1.4 Implemented workshop series with 11th graders in the fall and spring semesters. All 11th graders completed and presented a post-high school plan as part of their presentation of learning.</p> <p>1.5 Implemented Transitions class for all juniors in spring semester. All juniors created post-high school plans and completed resume for a career prep workshop with mock-interview.</p> <p>1.6 Offered fall Seniors Transitions Class focused on College exploration, College application and post high school planning.</p> <p>1.7 College and Career Counselor (CCC) provided career exploration opportunities, college visits, transcript analysis (including A-G reviews) SAT prep, credit recovery options, parent workshops and internship placements opportunities aligned with career goals.</p>		<p>Career Coordinator (1.0FTE)</p> <p>\$58,904.52: Co-Director (0.5FTE)</p> <p>\$1500: Events and Supplies</p>
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opportunities aligned with career goals.



Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Action 2: Financial Aid</p> <p>2.1 Maintain efforts to educate parents/students on financial aid and scholarship opportunities through workshops and parent/student conferences.</p> <p>2.2 90% of students will complete FAFSA.</p>	<p>2.1 Held FAFSA and Dream Act workshops to educate families and provided in-school support one on one with staff members to help students complete FAFSA.</p> <p>2.2 100% of seniors completed FAFSA</p>	<p>Reported in Goal 3, Action 1</p>	<p>Reported in Goal 3, Action 1</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Action 3. Career Pathways:</p> <p>3.1 Review career pathways pilot to assess revisions to program design and modify as needed in 2018-19 (including student placement, curriculum design and supports).</p> <p>3.2 Introductory Career Pathways courses in Education and Multi-Media will be taken by 9th and 10th graders in 18-19 through the EDP program; ensure at least 70% (80% in 2017-2018) of</p>	<p>3.1 We mostly kept the career pathways program the same in 18-19. As a result, we saw more students successfully complete the capstone classes.</p> <p>3.2 44% of ninth grade students completed an intro course</p> <p>3.3 We offered three articulated capstone courses for career pathways.</p> <p>3.4 70% of students enrolled in a capstone class successfully completed</p>	<p>Reported in Goal 3, Action 1</p>	<p>Reported in Goal 3, Action 1</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>students successfully complete introductory courses.</p> <p>3.3 Maintain Career Pathway capstone articulation for all pathways courses</p> <p>3.4 Ensure successful completion of 60% of student enrolled in a capstone courses.</p>			

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Action 4. Internship Program</p> <p>4.1 Juniors will have access to internship readiness training Spring 2019 semester</p> <p>4.2 In 2018-19, 50% of rising seniors will complete internships before the start of their 12th grade year; the remainder will complete internships in fall 2018</p> <p>4.3 75% of juniors will have an internship/Field practicum placement and complete their requirements before the start of fall 2019</p> <p>4.4 Staff will develop internships based on career pathway (Field Practicum) or other post-high school plan</p>	<p>4.1 Juniors completed career readiness workshops including interview preparation and resume writing.</p> <p>4.2 At the beginning of the 2018-2019 school year, 32% of seniors had already completed their internship hours.</p> <p>4.3 Data pending as juniors are completing internship hours over the summer of 2019.</p> <p>4.4 With the closure of our Early Childhood Education Center, we have limited internships in career pathway fields. We will need to continue to develop these in the 2019-2020 school year.</p>	<p>Reported in Goal 3, Action 1</p>	<p>Reported in Goal 3, Action 1</p>

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Action 5. Transitions Class</p> <p>5.1 Prepare 11th & 12th grade youth for career and post-high school life through semester long Transitions class including monitoring and supporting of post-high school plans, Senior Portfolio, financial literacy and life skills and continued internship opportunities for students tied to career goals</p>	<p>5.1 Prepared 11th & 12th grade youth for career and post-high school life through semester long Transitions class including monitoring and supporting of post-high school plans, Senior Portfolio, financial literacy and life skills and continued internship opportunities for students tied to career goals. 11th grade transitions focused more heavily on career with some college exploration while 12th grade transitions focused more heavily on the college admissions process and financial literacy particularly as related to funding college.</p>	<p>Reported in Goal 3, Action 1</p>	<p>Reported in Goal 3, Action 1</p>

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Action 6. University or Career Bound Pathway:</p> <p>6.1 Juniors will have the option to choose either a University or Career Bound pathway at the end of the fall semester.</p> <p>6.2 Juniors will develop a post high school plan and present plan to a panel with supports and accountability to get them into their desired career field.</p> <p>6.3 All seniors will receive individual and small group support to ensure they are making progress on their progress</p>	<p>6.1 Juniors chose their graduation pathway during spring semester.</p> <p>6.2 Juniors presented their post-high school plans to an authentic public audience during presentations of learning. They received feedback and evaluation from community panel judges.</p> <p>6.3 All seniors received individual and small group support to monitor progress towards graduation and post high school plans.</p> <p>6.4 Secured internship placements with Spanish speaking supervisors and supports (la clinica, Univision) for newcomer students</p>	<p>Reported in Goal 3, Action 1</p>	<p>Reported in Goal 3, Action 1</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
towards graduation and post high school plans. 6.4 Develop a pathway for newcomers with supports for internship and career bound options			

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We are proud of the work we have done to increase student options for their lives after high school. We have implemented a plan that encourages four year colleges while also helping youth develop meaningful plans for community college and career focused pathways. With the expansion of our alternate graduation pathway, we are seeing more youth take advantage of opportunities for concurrent enrollment and more students are pursuing community college. Our full-time College and Career Coordinator and the 11th and 12th grade Humanities teachers have collaborated to boost the college-going and career-driven culture at our school. We know that a next step for this work is to be able to follow up with alumni and ensure that they are continuing on their chosen paths.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

We were successful in having all seniors apply for financial aid and we successfully expanded our college and career readiness to 11th graders. We are seeing a drop in the number of seniors who are interested in attending four year colleges. We anticipated this as we have seen a rising number of students select the alternate graduation pathway. We did have several students who applied to four year school who were not accepted, so we aim to improve in this area for next year. While our percent of youth enrolling in four year colleges has dropped, our percent enrolling in the community colleges has risen and 100% of our graduates are enrolled in post-secondary education. Overall we feel that we have been successful in supporting youth in understanding post-high school options and making informed and purposeful choices about their futures.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences in this section.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We recognize the need for greater support around career internships, placement and student education and support for success. We will also start working with families sooner to educate them about the college admissions and finance process. We will work one on one to ensure a greater percent of those who apply to four year colleges are accepted to at least one college. We will be restructuring some of the career pathways work in order to accommodate student interest. We will focus on the Multimedia pathway only.

Goal 4

To build capacity for parents to partner with AIAHS in order to strengthen support for student success.

State and/or Local Priorities addressed by this goal:

State Priorities: 3

Local Priorities: none

Annual Measurable Outcomes

Expected

Actual

Engagement: 90% of parents/family members who attend at least 1 educational event

85.6% of parents/families attended at least 1 educational event

Engagement: % of parents who respond to parent survey and report:

- 84% Satisfaction with communication
- 85% Satisfaction with family engagement program
- 70% Satisfaction with parent involvement in governance

Engagement: % of parents who respond to parent survey and report:

- 96.3% **Satisfaction with communication**
- 92.59% **Satisfaction with family engagement program**
- 89.87% **Satisfaction with parent involvement in governance**

Expected

Actual

<p>Education: % of parents who report:</p> <ul style="list-style-type: none"> - 92% Satisfaction with academic program - 92% Satisfaction with college and career readiness 	<p>Education: % of parents who report:</p> <p>94.89% Satisfaction with academic program</p> <p>96.32% Satisfaction with college and career readiness</p>
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Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Action 1. Governance:</p> <p>1.1 Maintain parent representative(s) as Advisory Members to the Alternatives in Action High School Governing Committee as outlined in non-profit bylaws.</p> <p>1.2 Maintain the Parent Advisory Committee meeting structure monthly during the academic year</p> <p>1.3 Maintain the DELAC/ELAC schedule, meeting regularly and ensuring compliance with all requirements</p> <p>1.4 Provide training & development for parents to function effectively in governance roles</p>	<p>1.1 We maintained a parent representative to the Alternatives in Action High School Governing Committee as outlined in bylaws.</p> <p>1.2 We held monthly Parent Advisory Committee meetings.</p> <p>1.3 We maintained the DELAC/ELAC schedule and met monthly.</p> <p>1.4 We informally trained the parent representative for her role on the governing committee.</p> <p>1.5 We maintained a .5FTE parent coach who coordinated parent outreach and engagement and drove monthly meetings.</p>	<p>\$90,466.12</p>	<p>\$15,099.60: Parent Coach (0.4FTE)</p> <p>\$19,787.44: Administrative Coordinator (0.2FTE)</p> <p>\$11,780.91: Co-Director (0.1FTE)</p> <p>\$2,500: Parent program food and supplies</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.5 Maintain Parent Coach position at .5 FTE			

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Action 2. Family Outreach:</p> <p>2.1 Provide regular outreach for family engagement opportunities including use of robocalls, letters, personal phone calls, emails, flyers, and home visits; Ensure monthly Leadership Team Coach communication to parents regarding student progress</p> <p>2.2 Hold family orientation, parent/student conferences and other activities to support family engagement in student learning</p> <p>2.3 Ensure all communication to families is in primary language(s)</p> <p>2.4 Administer surveys to parents, students, and academic coaches annually to assess satisfaction with program and get feedback on program improvements</p> <p>2.5 Engage 20 parents in volunteer</p>	<p>2.1 Provided regular outreach for family engagement opportunities including use of robocalls, letters, personal phone calls, emails, flyers, and home visits. Leadership Team Coaches called home quarterly to communicate progress.</p> <p>2.2 Held family orientation and semesterly portfolio nights to engage families in student learning.</p> <p>2.3 Relying on the translate feature on Parent Square and Spanish-speaking staff, we ensured parents received information in primary language.</p> <p>2.4 Administered surveys to parents and students to assess satisfaction with program and get feedback on program improvements</p> <p>2.5 Engaged 16 parents in volunteer opportunities.</p> <p>2.6 Offered five English classes for parents, series of six mental health awareness workshops, a computer class, and workshop on immigration rights.</p>	<p>Reported in Goal 4, Action 1</p>	<p>Reported in Goal 4, Action 1</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>opportunities</p> <p>2.6 Provide monthly activities and workshops to parents based on identified needs</p>			

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Action 3. Family Education:</p> <p>3.1 Orient families to assessment goals and results, student progress and their support roles in academic achievement of their families</p> <p>3.2 Provide training on web-based student performance system (PowerSchool), discipline procedures and other school systems, and parent communication system (Parent Square)</p> <p>3.3 Provide workshops and activities on A-G, college options, financial aid and other topics identified by Parent Advisory Committee</p>	<p>3.1 Parents in the Parent Advisory Committee meetings received information on understanding assessments, particularly SRI. During Portfolio nights, parents/supportive adults learned how they can support their student in achieving academic goals. Some teachers communicated SRI score reports to families with an explanation of what they mean.</p> <p>3.2 Parent coach trained families on using PowerSchool and Parent Square technologies.</p> <p>3.3 There were parent workshops of financial aid and college access.</p>	<p>Reported in Goal 4, Action 1</p>	<p>Reported in Goal 4, Action 1</p>

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Overall we were successful in engaging parents in support of student learning. We were able to follow through with our planned actions around parent engagement and we believe that the quality of parent engagement improved in the 18-19 school year.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

While we did not quite meet our goal around families attending at least one educational event, we did see a significant increase in this area. Last year we had 71% of families attending at least on educational event and in 18-19 we reached over 85%. Other than the goal around parents attending at least one event, we exceeded all of our other goals in this area, which centered around parent satisfaction. What we learn from this is that parents feel satisfied with our school programs, however we understand a need to increase the amount of parents actively engaging with the school.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We projected to increase our parent engagement and budgeted for outreach and workshops for our parents. Our parent coach was able to partner with local organizations to provide workshops to our families at no cost.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We do not anticipate any major changes to this goal, just continuing to improve upon what we are doing.

Goal 5

Ensure that all students have access to basic services.

State and/or Local Priorities addressed by this goal:

State Priorities: 1

Local Priorities: none

Annual Measurable Outcomes

Expected

Actual

Hiring: 90% of academic coaches credentialed

91% of academic coaches held valid teaching credentials

Youth and Parent Survey: 90% of youth and 95% of parents who report that materials and technology is satisfactory and above

Youth and Parent Survey: 84% of youth and 93.3% of parents who report that materials and technology is satisfactory and above

Stakeholder feedback: 85% of students and 90% of parents who report that facility is clean and functional

Stakeholder feedback: 76% of students and 93.82% of parents who report that facility is clean and functional

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Action 1. Hiring & Retention: 1.1 Conduct rigorous hiring process to ensure all academic staff are appropriately credentialed with appropriate English learner authorization as defined by the California Commission on Teacher Credentialing 1.2 Maintain partnership with the Reach Institute for School Leadership to support credentialing and Induction for Academic Coaches 1.3 Provide support for adult coaches to	1.1 Conducted rigorous hiring process to ensure academic staff are appropriately credentialed with appropriate English learner authorization as defined by the California Commission on Teacher Credentialing. When a credentialed teacher was not available (Spanish) we used an online learning platform with a CA credentialed teacher and also provided an in person tutor (non-credentialed) to support student success. 1.2 Three teachers cleared their credentials through the Reach induction program and one teacher participated as an induction coach. 1.3 Supported the multi-media coach in	\$625,463.09	\$34,070.56: Co-Director (0.3FTE) \$20,750: Teacher credentialing program \$46,170.70: Administrative Coordinator (0.7FTE) \$70,898.63: Humanities Coach \$62,469.32: Art Coach

Planned
Actions/Services

become credentialed in career technical education.

1.4 Retain 70% of all staff; 65% of academic coaches; to ensure a highly qualified teaching staff in core academic classes

Actual
Actions/Services

earning his CTE credential
1.4 For the 19-20 school year we will retain 68% of staff overall and 75% of academic coaches

Budgeted
Expenditures

Estimated Actual
Expenditures

\$70,779.42: Science Coach

\$30,955.31: Math Coach

\$9,617.39: Math Coach

\$63,486.55: Humanities Coach

\$68,545.92: Humanities Coach

\$11,240.70: Multimedia Coach

\$31,036.37: Humanities Coach

Conferences and Travel:
\$19,010

Administrative overhead supports and audit:
\$85,862

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Action 2. Update instructional materials and curriculum as needed:</p> <p>2.1 Identify and purchase novels, textbooks and software to support curriculum implementation</p> <ul style="list-style-type: none"> Expand services through Edmentum Supplement novel sets for 17-18 year based on June inventory purchase math intervention program <p>Renew online history alive (TCI) curriculum, Aleks Math Intervention subscription, and SRI subscription</p>	<p>2.1 We replaced novels as needed based on 17-18 inventory. We contracted with Edmentum to have access to a full suite of online curricular materials. We renewed and expanded subscriptions to TCI History Alive curricula for Humanities coaches. We renewed our subscription to the SRI. We did not renew our subscription to the Aleks intervention and math program.</p>	<p>\$68,850</p>	<p>\$66,166: Edmentum</p> <p>\$894: TCI</p> <p>\$996: Houghton and Mifflin (SRI)</p> <p>\$800: Other book purchases</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Action 3. Update school technology:</p> <p>3.1 Maintain current technology and purchase computer replacements, software, other tech materials as needed</p> <p>3.2 Purchase additional chrome cart</p>	<p>3.1 Maintained current technology and purchased computer replacements, software, other tech materials as needed</p> <p>3.2 Purchased additional chrome cart</p>	<p>\$7,500</p>	<p>\$5,620.35: Tech Coordinator (0.2FTE)</p>

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Action 4. Maintain a safe and clean campus: 4.1 Maintain appropriate custodial supports 4.2 Train staff and youth on facility expectations and safety protocols including monthly drills 4.3 Ensure all staff are CPR/First Aid 4.4 Ensure all staff have completed child abuse mandated reporting training	4.1 Maintained full time custodian 4.2 Updated emergency procedures and practiced safety drills. 4.3 All staff completed CPR/First Aid training 4.4 All staff completed the mandated reporter training.	\$109,500	\$41,481.55: Custodian \$31,120: Security System, Utilities and Refuse Additional Administrative Supports: \$52,000

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Implement facility improvements: 5.1 Maintain urban garden 5.4 Install two additional portables	5.1 Maintained urban garden 5.2 Installed one oversized portable that included two classrooms and two office spaces.	\$140,000	\$122,305.45: Portables \$15,066: Loan repayment \$5,000: Additional administrative supports

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

AIAHS made strides in increasing basic services for youth by continuing to support academic coaches in clearing their credentials, and investing in curricular materials and improving the blended learning offerings at the school.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Overall we successfully implemented our action plans regarding basic services, particularly in terms of continuing to invest in the credentialing process for our coaches and expanding access to current, common-core aligned curricula. We did meet our retention goal for academic coaches and we hope to continue to retain our highly qualified teachers by increasing access to curricular materials and coaching supports.

Based on parent and student surveys, we notice a discrepancy between student satisfaction with the facilities and technology as compared to their parents and guardians. Our goal is to continue to increase the access to technology so that eventually we meet a 1:1 ration of chrome books to students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences in this section.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

While we met our goal of adding additional classroom spaces, we are going to scale back in 19-20 because of impact to budget and the impact of having students split across the street. We also have hired additional credentialed staff and will not need to rely on blended learning in 19-20 as we found that tis was not the optimal learning environment for our youth.

Stakeholder Engagement

LCAP Year: **2018-19**

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

AIAHS leadership engaged parents, staff, students, and board members in the planning process for the LCAP annual review and analysis. The LCAP involvement process was part of our yearly Continuous Improvement Cycle, described as follows:

Each year AIAHS creates a School Wide Action Plan that is based on a model of continuous cycles of improvement. This cycle is renewed each spring as the AIAHS staff and leadership team evaluate progress towards school wide learning results (called “Youth Outcomes” at AIAHS) and revise the schoolwide goals. This process has been followed each year since 2006. We refer to this cycle as the “AIAHS Continuous Improvement Cycle” in which stakeholders diagnose, plan, take action, and evaluate results. The annual process is unfolds as follows:

Early-Spring: Leadership team conducts an initial review/strategic planning process based on early evidence. This process includes a board review as part of the annual evaluation and budget approval process that occurs between February and June of each year.

Late-Spring: Youth Leaders through the Introduction to Education class are engaged in review of recommendations and develop and implement a survey of their peers to gather input emphasizing culture, environment and support for student learning. Similarly, these youth develop a parent survey and distributed with parent feedback reviewed at the Parent Advisory Committee (PAC) in order to deepen understanding of the results. The Board of Directors holds its annual retreat to develop organizational priorities for the coming year based on staff, youth and parent input.

Early-Summer: During the week immediately following the end of school year, staff conduct a final evaluation of the school’s progress towards goals and results including review of the year’s expected annual measurable outcomes. Based on stakeholder input and final review of data, the LCAP is revised and submitted to the Board of Directors for approval at its final meeting of the year.

Summer: The School Leadership work to revise the subsequent year’s action plan. During the month before school begins, staff work to refine the schoolwide action plan and develop the plans for program implementation to achieve the goals.

Early-Fall: Youth and parents are oriented to school wide priorities during orientation activities. The PAC and youth leadership groups develop specific plans to support school-wide priorities.

Winter: Staff meet for a mid-year retreat, review the action plan, and refocus on any needed program improvements in preparation for the second semester.

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

Each year we incorporate stakeholder feedback into our strategic planning. For the 2019-2020 school year, we are responding to feedback from youth that informed us that they have been dissatisfied with opportunities for leadership development. Since this is core

to our mission as a school we have adjusted to focus on this for next year. Some changes we are making are to have a staff member who is responsible for school Climate and Culture and this staff member will also teach the Sociology class and support with the structure of our Leadership class that meets 3 times/week. We will also ensure that we hold our annual overnight all school retreat and will commit to holding orientation breakfasts for new students who come after the launch of the year.

Staff have given feedback that they would like more content-specific PD, so we plan to make funds available to support off-site professional development experiences for staff so that they can continue to grow and share the learnings with their colleagues. We believe that investment in staff PD will also support greater academic achievement for our students.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 1

Increase student achievement for ALL students to have the skills necessary to be prepared for college and career.

State and/or Local Priorities addressed by this goal:

State Priorities: 1,2

Local Priorities: none

Identified Need:

With the goal of preparing all students for success in college, career, and community, Alternatives in Action High School needs to provide a trauma-informed, developmentally responsive environment for youth to thrive both academically and socially. Because we serve youth who have experienced marginalization in other types of schools, we know that we need to resource our school to meet academic needs that have otherwise been unfulfilled in other academic settings. In order to achieve this goal and meet our students' needs, we need to continue development of a strong RTI model that provides global supports in classrooms as well as pull out and push in supports and interventions. We also need to support academic coaches in maintaining positive relationships that are leveraged toward academic achievement for all youth on both local and state measures.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2018-19	2019-20	2020-21
ELPAC	pending	pending	pending	pending

Metrics/Indicators	Baseline	2018-19	2019-20	2020-21
Writing Assessment: % of students with .5 growth or above	64%	53% of students grew .5 points or more on the rubric	60%	65%
SRI (all students): % of students meeting growth target	48%	38% met growth target	45%	50%
CAASPP: % of students at proficiency in English and Math	ELA: 12% Standard Met 33% Standard Nearly Met Math: 5% Standard Met (target for 2016-2017: ELA: 8% Standard Met, 20% Nearly Met Math: 5% Standard Met, 15% Nearly Met)	Data pending	ELA: 15% Standard Met 35% Standard Nearly Met Math: 5% Standard Met 5% Nearly met	ELA: 20% Standard Met 40% Standard Nearly Met Math: 10% Standard Met 10% Nearly met
Inside the USA (for Newcomers)	80% of Newcomers students grew at least one proficiency level from fall to spring as measured on the EDGE Inside the USA assessment	46.7%	50%	55%
Growth on California Standards for the Teaching Profession for Academic Coaches	Pending evaluation in 2018-19	n/a	Academic coaches will grow a minimum of one level (or maintain applying or above) on at least 3 of the six standards of the CSTP	Academic coaches will grow a minimum of one level (or maintain applying or above) on at least 3 of the six standards of the CSTP
Project Based Learning Across curriculum	75% of teachers will show evidence of implementing PBL in their unit plans	n/a	75% of teachers will include meaningful PBL in unit plans	80%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

all

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

AIAHS

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

All students

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

AIAHS

Actions/Services

Select from New, Modified, or Unchanged for 2019-20

Modified

Select from New, Modified, or Unchanged for 2020-21

N/A

Select from New, Modified, or Unchanged for 2021-22

N/A

2019-20 Actions/Services

Action 1. Professional Development
1.1 Implement comprehensive professional development plan to ensure effective instructional practice using learning plans and

2020-21 Actions/Services

[Not required for charter schools]

2021-22 Actions/Services

[Not required for charter schools]

2019-20 Actions/Services

2020-21 Actions/Services

2021-22 Actions/Services

formative assessment strategies

1.2 Strengthen common core alignment in curricular arc including focus on power standards and develop aligned benchmark assessments across the disciplines.

1.3 Maintain PLC for Project Based Learning and provide staff-wide PD on PBL as evidenced in teacher unit plans.

1.4 Instructional coaches will complete at least 3 formal observation cycles and at least 8 informal inquiry-based coaching cycles of each academic coach to support effective instruction throughout the year and academic coaches will grow in at least one step in a minimum of two categories on the CSTP.

1.5 Identify and implement school-wide literacy strategy to support reading growth (SRI, SBAC, ELPAC)

1.6 Provide external PD opportunities for staff

1.7 Provide summer staff retreat and professional development to strengthen instructional strategies

Budgeted Expenditures

Year	2019-20	2020-21	2021-22
Amount	\$105,000	n/a	n/a
Source	LCFF, Government Funds, Local Funds	n/a	n/a

Year	2019-20	2020-21	2021-22
Budget Reference	8011, 8012, 8096	n/a	n/a

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	AIAHS

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2019-20	Select from New, Modified, or Unchanged for 2020-21	Select from New, Modified, or Unchanged for 2021-22
Modified	Not required for charter schools	Not required for charter schools

2019-20 Actions/Services	2020-21 Actions/Services	2021-22 Actions/Services
Action 2: Tier 2 and 3 Academic Supports 2.1 Target identified students with individual	Not required for charter schools	Not required for charter schools

2019-20 Actions/Services

2020-21 Actions/Services

2021-22 Actions/Services

and small group instruction utilizing literacy development curriculum
 2.2 Administer Reading Inventory (SRI) diagnostic literacy assessment 3x per year for all students
 2.3 Maintain academic hour after school four days/week
 2.4 Identify school-wide writing focus after analyzing the fall 2018 writing assessment data and incorporate evidence of these practices in instructional observations and coaching.
 2.5 Track progress of all EL students and follow reclassification procedures including monitoring after reclassification to ensure continued academic progress

Budgeted Expenditures

Year	2019-20	2020-21	2021-22
Amount	\$87,765	n/a	n/a
Source	State Aid, EPA, In Lieu, Other Local Rev	n/a	n/a
Budget Reference	8011, 8012, 8096, Local Rev	n/a	n/a

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified

Goal 2

Develop student leadership and engagement to improve student learning.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 5, 6

Local Priorities: none

Identified Need:

AIAHS serves a high percentage of students who qualify for Free and Reduced Lunch (97% 2017-18). In addition, over 74% of our youth are impacted by at least one high needs category according to the Dashboard Alternative School Status (DASS) program, which includes the following categories: recovered dropout, pregnant or parenting, ward of the court, expelled, suspended, retained at least one grade, truancy, homeless, and credit deficiency. As a result of these outside pressures on students that can negatively impact their ability to be academically focused at school, it is imperative that AIAHS provide a supportive culture that addresses the needs of high risk students to develop strong intrapersonal and interpersonal skills.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2018-19	2019-20	2020-21
Student Survey: % of students who report: <ul style="list-style-type: none">- Feeling safe on campus- Having one adult that they can talk to when they have a problem	Safety: 68% Support: 76% Leadership: 62%	Safety: 70.3% Support: 79.69% Leadership: 62.5%	Safety: 75% Support: 84% Leadership: 70%	Safety: 80% Support: 90% Leadership: 75%

Metrics/Indicators	Baseline	2018-19	2019-20	2020-21
- Feeling that they have leadership opportunities				
Parent Survey: % of parents who report: <ul style="list-style-type: none"> - Feeling that the school is safe - Feeling that their student is supported 	Safety: 83% Support: 88%	Safety: 90.12% Support: 96.35%	Safety: 93% Support: 96%	Safety: 95% Support: 96%
Parent survey: % of parents reporting satisfaction with family engagement program at AIAHS	73%	92.6%	95%	95%
Attendance: % of students missing more than 10% of school	26%	19.88	17%	15%
Suspension and Expulsion rates will be below the norm for comparable schools <ul style="list-style-type: none"> - % of students suspended - % of students expelled 	Suspended: 16% Expelled: 1%	9.6%	7%	5%

Metrics/Indicators	Baseline	2018-19	2019-20	2020-21
One Year Graduation Rate	88%	pending	90%	90%

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

AIAHS

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2019-20

Modified

Select from New, Modified, or Unchanged for 2020-21

Not required for charter schools

Select from New, Modified, or Unchanged for 2021-22

Not required for charter schools

2019-20 Actions/Services

Action 1. **Restorative Justice:**

1.1 Orient students and families to school

2020-21 Actions/Services

Not required for charter schools

2021-22 Actions/Services

Not required for charter schools

2019-20 Actions/Services

expectations and disciplinary procedures within new student orientation interviews, parent orientation interviews, and student retreat. Hold 2 orientation sessions to differentiate new families vs. returning families to ensure adequate understanding of school norms and expectations.

1.2 Assess and revise restorative justice school-wide strategies for 2019-2020. Revisit structures to support implementation of school-wide RJ practices in the classroom and schoolwide. Create classroom toolkit for teachers to use.

1.3 Train all adults working with AIAHS on principles of restorative justice, restorative justice strategies and implementation procedures at AIAHS. Reinforce systems and tools for classroom management Ground all staff on RJ strategies and provide consistent coaching towards building positive classroom culture; Revise classroom observation tool to include coaching of positive classroom culture strategies with an RJ lens.

1.4 Continue to implement school wide PBIS and increase supports for tier 2 and 3.

1.5 Maintain fulltime RJ Coordinator and provide year-long Unconditional Education coaching and support

1.4 Restructure position for 1.0FTE Health and Wellness Coordinator and add .5 FTE Clinical Counselor

2020-21 Actions/Services

2021-22 Actions/Services

Budgeted Expenditures

Year	2019-20	2020-21	2021-22
Amount	\$126,598	n/a	n/a
Source	State Aid, In-Lieu, Title 1	n/a	n/a
Budget Reference	8011, 8012, 8096, 8290	n/a	n/a

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

all

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

AIAHS

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2019-20

Select from New, Modified, or Unchanged for 2020-21

Select from New, Modified, or Unchanged for 2021-22

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Select from New, Modified, or Unchanged for 2020-21

Not required for charter schools

Select from New, Modified, or Unchanged for 2021-22

Not required for charter schools

2019-20 Actions/Services

2.1 Train all adults working with AIAHS on youth development framework with special focus on physical/emotional safety and youth voice and influence; focus on strengthening project-based learning

2.2 Review and revise youth leadership structures within AIAHS. Maintain Youth Leadership Council and create a structured plan on expectations and goals for consistent youth participation for the year.

2.3 Ensure youth representation on the Advisory Board for the Board of Directors of Alternatives in Action. Identify 2 youth and train youth to commit to serve on the Advisory Board for the Board of Directors of Alternatives in Action.

2020-21 Actions/Services

Not required for charter schools

2021-22 Actions/Services

Not required for charter schools

Budgeted Expenditures

Year	2019-20	2020-21	2021-22
Amount	Reported in Goal 2, Action 1	N/A	N/A
Source	See above	N/A	N/A

Year	2019-20	2020-21	2021-22
Budget Reference	See above	N/A	N/A

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	AIAHS

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2019-20	Select from New, Modified, or Unchanged for 2020-21	Select from New, Modified, or Unchanged for 2021-22
Unchanged	Not required for charter schools	Not required for charter schools

2019-20 Actions/Services	2020-21 Actions/Services	2021-22 Actions/Services
Action 3: Community Building: 3.1 Secure overnight retreat with at least 70%	Not required for charter schools	Not required for charter schools

2019-20 Actions/Services

student attendance (73% in 17-18); ensure 15% participate in September Saturday make-up for youth who did not participate in overnight (10% students in 17-18); organize spring semester orientation for new students

3.2 Maintain 3 weekly meetings times per week for Leadership and Social Emotional Learning classes; continue to hold monthly community wide meetings to support team-building and cultural celebrations.

3.3. Continue to hold semester new student breakfast and orientations

3.4 Increase teacher-parent communication in Leadership classes

2020-21 Actions/Services

2021-22 Actions/Services

Budgeted Expenditures

Year	2019-20	2020-21	2021-22
Amount	\$15,500	N/A	N/A
Source	In-lieu	N/A	N/A
Budget Reference	8096	N/A	N/A

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

AIAHS

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2019-20

Modified

Select from New, Modified, or Unchanged for 2020-21

Not required for charter schools

Select from New, Modified, or Unchanged for 2021-22

Not required for charter schools

2019-20 Actions/Services

4.1 Maintain Coordination of Services Team (COST) structure to identify students in need of additional supports, manage referrals, coordinate and track services and increased interventions. Maintain academic coach to participate in COST meetings.

4.6 Maintain Special Education Services from 0.6FTE to 1.0FTE. Increase SPED resources into the general education program to support school wide learning accommodations.

2020-21 Actions/Services

Not required for charter schools

2021-22 Actions/Services

Not required for charter schools

2019-20 Actions/Services

2020-21 Actions/Services

2021-22 Actions/Services

- 4.7 Maintain a F/T Student Services Coordinator (SSC) to manage restorative justice program and COST process.
- 4.8 Through COST and SSC, broker student services and link families to community resources including mental & primary health, social services, legal supports and basic needs.
- 4.9 Through COST and SSC, provide intervention plans and case management to highest risk youth.

Budgeted Expenditures

Year	2019-20	2020-21	2021-22
Amount	\$320,000	N/A	N/A
Source	State Aide, StateRev, Special Education	N/A	N/A
Budget Reference	8011, State Rev Special Ed	N/A	N/A

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

AIAHS

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2019-20

Select from New, Modified, or Unchanged for 2020-21

Select from New, Modified, or Unchanged for 2021-22

Modified

Not required for charter schools

Not required for charter schools

2019-20 Actions/Services

5.1 Provide introductory career pathway classes during school day including Media Studies, Community and Media and Sound 101 for Multimedia pathway. target at least 30% of students will be enrolled in Multimedia Pathway

2020-21 Actions/Services

Not required for charter schools

2021-22 Actions/Services

Not required for charter schools

Budgeted Expenditures

Year	2019-20	2020-21	2021-22
Amount	\$32,688	N/A	N/A

Year	2019-20	2020-21	2021-22
Source	In Lieu Property Tax, Other State Rev	N/A	N/A
Budget Reference	8096, Local Rev	N/A	N/A

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

AIAHS

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Select from New, Modified, or Unchanged for 2020-21

Not required for charter schools

Select from New, Modified, or Unchanged for 2021-22

Not required for charter schools

2019-20 Actions/Services

2020-21 Actions/Services

2021-22 Actions/Services

2019-20 Actions/Services

2020-21 Actions/Services

2021-22 Actions/Services

Fitness & Wellness:

6.3 Maintain opportunities for students to participate in Friday sports activities and nutrition programming

6.4 Continue to participate in charter soccer league and offer Physical Education program in partnership with Rainbow Recreation

Maintain healthy breakfast, snack and lunch program

Not required for charter schools

Not required for charter schools

Budgeted Expenditures

Year	2019-20	2020-21	2021-22
Amount	\$101,170 Other costs reported in Goal 2, Action 5 and Goal 5, Action 1	N/A	N/A
Source	In Lieu, Other State Rev (Prop 98 – Child Nutrition)	N/A	N/A
Budget Reference	See above	N/A	N/A

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

AIAHS

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2019-20

Select from New, Modified, or Unchanged for 2020-21

Select from New, Modified, or Unchanged for 2021-22

Unchanged

Not required for charter schools

Not required for charter schools

2019-20 Actions/Services

Parent Communication:

7.4 Train staff and teachers to use new student information system as an additional way to communicate with parents.

7.5 Implement digital newsletter for parents. Use parent communication app to send out reminders and updates on the school and for use as a platform for school news.

7.6 Ensure phone, written and in-person communication is progressive to address chronic absenteeism; letters will be sent home when students have had 3

2020-21 Actions/Services

Not required for charter schools

2021-22 Actions/Services

Not required for charter schools

2019-20 Actions/Services

2020-21 Actions/Services

2021-22 Actions/Services

unexcused absences; parent conferences will be held when students are sent home; home visits will be conducted as needed and Administrative Hearings will be held for serious absenteeism

7.4 Leadership Teams will call parents monthly to review attendance and academic progress.

Budgeted Expenditures

Year	2019-20	2020-21	2021-22
Amount	Reported in Goal 2, Action 1 and Goal 5, Action 1	N/A	N/A
Source	See above	N/A	N/A
Budget Reference	See above	N/A	N/A

(Select from New Goal, Modified Goal, or Unchanged Goal)

[Add selection here]

Goal 3

AIHS graduates are prepared to be successful in college and careers, and to be contributing members and leaders in their community.

State and/or Local Priorities addressed by this goal:

State Priorities: 4,5,7

Local Priorities: [List Local Priorities here]

Identified Need:

The vast majority of students who come to AIAHS are not on the college track when they arrive and do not have clear goals for their lives upon leaving high school. They need to be exposed to career opportunities, the value and benefits of post- secondary education in order to make informed and empowered decisions about their futures and to work toward breaking the cycle of poverty.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2018-19	2019-20	2020-21
College acceptance: % of students who apply to a 4-year college	71%	54%	60%	70%
College acceptance: % of students accepted to a 4-year college	40% (of all students)	80% (students who applied to 4-year colleges were accepted)	90%	95%
College enrollment: % of students who enroll in a 4-year college	28%	26.8% of all students (64.7% of those accepted)	30% of all students (75%% of those accepted)	30% of all students (75%% of those accepted)
Community College enrollment: % of students who enroll	72%	73%	70%	70%

Metrics/Indicators	Baseline	2018-19	2019-20	2020-21
Financial Aid: % of students who apply for the FAFSA	96%	100%	100%	100%
Concurrent Enrollment: % of students who complete a community college course	2%	20%	20%	20%
Career Pathway: % of students enrolled in career pathways	38%	48%	30%	30%
Career Pathway Completion: % of students who complete career pathway	2.8%	2.8%	5%	5%
Alternate Graduation: - % of Juniors who complete alternate graduation plans % of Seniors who graduate through the alternate	6% Juniors who complete alternate graduation plans 0% of Seniors who graduate through the alternate	44% Juniors who complete alternate graduation plans 37% of seniors graduated on Alt Grad	35% Juniors who complete alternate graduation plans 35% of seniors graduated on Alt Grad	35% Juniors who complete alternate graduation plans 35% of seniors graduated on Alt Grad

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

AIAHS

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Select from New, Modified, or Unchanged for 2020-21

Not required for charter schools

Select from New, Modified, or Unchanged for 2021-22

Not required for charter schools

2019-20 Actions/Services

[Action 1. **Academic Readiness & Counseling:**

1.8 Maintain a F/T College & Career Coordinator position.

1.9 Ensure all youth have access to A-G courses and academic supports.

1.10 Provide all students with individual counseling to ensure progress towards graduation. Meetings will focus on

2020-21 Actions/Services

Not required for charter schools

2021-22 Actions/Services

Not required for charter schools

2019-20 Actions/Services

2020-21 Actions/Services

2021-22 Actions/Services

developing a post high school plan for either university-bound or career bound readiness. College and Career Coordinator will meet with families and students beginning in the summer and throughout the year.

1.11 Implement workshop series with 11th graders in the fall semester to complete and present post-high plan for approval at the end of the semester.

1.12 Offer spring 11th Grade Transitions class to support implementation of post-high plan. including career exploration internships

1.13 Offer fall Seniors Transitions Class focused on College exploration, College application and post high school planning.

1.14 College and Career Counselor (CCC) will provide career exploration opportunities, college visits, transcript analysis (including A-G reviews) SAT prep, credit recovery options, parent workshops and internship placements opportunities aligned with career goals.

Budgeted Expenditures

Year	2019-20	2020-21	2021-22
Amount	\$57,420	N/A	N/A

Year	2019-20	2020-21	2021-22
Source	Local Rev	N/A	N/A
Budget Reference	See above	N/A	N/A

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

AIAHS

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2019-20

Modified

Select from New, Modified, or Unchanged for 2020-21

Not required for charter schools

Select from New, Modified, or Unchanged for 2021-22

Not required for charter schools

2019-20 Actions/Services

2020-21 Actions/Services

2021-22 Actions/Services

2019-20 Actions/Services

2020-21 Actions/Services

2021-22 Actions/Services

Action 2: **Financial Aid**

2.1 Maintain efforts to educate parents/students on financial aid and scholarship opportunities through workshops and parent/student conferences.

2.2 Support students and families in completing FAFSA and Dream Act applications

Not required for charter schools

Not required for charter schools

Budgeted Expenditures

Year	2019-20	2020-21	2021-22
Amount	Reported in Goal 3, Action 1	N/A	N/A
Source	See above	N/A	N/A
Budget Reference	See above	N/A	N/A

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

AIAHS

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2019-20

Modified

Select from New, Modified, or Unchanged for 2020-21

Not required for charter schools

Select from New, Modified, or Unchanged for 2021-22

Not required for charter schools

2019-20 Actions/Services

Action 3. **Career Pathways:**

3.4 Maintain Multimedia Pathway including intro courses, capstone, and internship.

3.5 Maintain Career Pathway capstone articulation for all pathways courses

3.4 Ensure successful completion of 60% of student enrolled in a capstone courses.

2020-21 Actions/Services

Not required for charter schools

2021-22 Actions/Services

Not required for charter schools

Budgeted Expenditures

Year	2019-20	2020-21	2021-22
------	---------	---------	---------

Amount	Reported in Goal 3, Action 1	N/A	N/A
--------	------------------------------	-----	-----

Year	2019-20	2020-21	2021-22
Source	See above	N/A	N/A
Budget Reference	See above	N/A	N/A

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

AIAHS

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2019-20

Modified

Select from New, Modified, or Unchanged for 2020-21

Not required for charter schools

Select from New, Modified, or Unchanged for 2021-22

Not required for charter schools

2019-20 Actions/Services

2020-21 Actions/Services

2021-22 Actions/Services

2019-20 Actions/Services

2020-21 Actions/Services

2021-22 Actions/Services

Action 4. Internship Program

4.1 Juniors will have access to internship readiness training Spring semester

4.2 In 50% of rising seniors will complete internships before the start of their 12t h grade year; the remainder will complete internships in fall

Not required for charter schools

Not required for charter schools

Budgeted Expenditures

Year	2019-20	2020-21	2021-22
Amount	Reported in Goal 3, Action 1	N/A	N/A
Source	See above	N/A	N/A
Budget Reference	See above	N/A	N/A

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

AIAHS

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Select from New, Modified, or Unchanged for 2020-21

Not required for charter schools

Select from New, Modified, or Unchanged for 2021-22

Not required for charter schools

2019-20 Actions/Services**Action 5. Transitions Class**

5.1 Prepare 11th & 12th grade youth for career and post-high school life through semester long Transitions class including monitoring and supporting of post-high school plans, Senior Portfolio, financial literacy and life skills and continued internship opportunities for students tied to career goals

2020-21 Actions/Services

Not required for charter schools

2021-22 Actions/Services

Not required for charter schools

Budgeted Expenditures

Year	2019-20	2020-21	2021-22
Amount	Reported in Goal 3, Action 1	N/A	N/A
Source	See above	N/A	N/A
Budget	See above	N/A	N/A

Year	2019-20	2020-21	2021-22
Reference			

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	AIAHS

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2019-20	Select from New, Modified, or Unchanged for 2020-21	Select from New, Modified, or Unchanged for 2021-22
Unchanged	Not required for charter schools	Not required for charter schools

2019-20 Actions/Services	2020-21 Actions/Services	2021-22 Actions/Services
Action 6. University or Career Bound Pathway:	Not required for charter schools	Not required for charter schools

2019-20 Actions/Services

2020-21 Actions/Services

2021-22 Actions/Services

6.4 Juniors will have the option to choose either a University or Career Bound pathway at the end of the fall semester.

6.5 Juniors will develop a post high school plan and present plan to a panel with supports and accountability to get them into their desired career field.

6.6 All seniors will receive individual and small group support to ensure they are making progress on their progress towards graduation and post high school plans.

6.4 Develop a pathway for newcomers with supports for internship and career bound options

Budgeted Expenditures

Year	2019-20	2020-21	2021-22
Amount	Reported in Goal 3, Action 1	N/A	N/A
Source	See above	N/A	N/A
Budget Reference	See above	N/A	N/A

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 4

To build capacity for parents to partner with AIAHS in order to strengthen support for student success.

State and/or Local Priorities addressed by this goal:

State Priorities: 3

Local Priorities: [List Local Priorities here]

Identified Need:

The majority of our parents are monolingual Spanish-speaking and have limited tools to navigate the school system and guide their students in post-high school decision-making. While parents are represented in school leadership and engaged in educational activities with their youth, more is needed to ensure a stronger partnership with AIAHS and our families. Families also want to receive more timely information about their student's progress.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2018-19	2019-20	2020-21
Engagement: % of parents/family members who attend at least 1 educational event	84%	85.6%	90%	90%
Engagement: % of parents who respond to parent survey and report: <ul style="list-style-type: none"> - Satisfaction with communication - Satisfaction 	Communication: 82% Family Engagement: 73% Governance: 72%	Communication: 96.3% Family Engagement: 92.59% Governance: 89.87%	Communication: 95% Family Engagement: 95% Governance: 90%	Communication: 95% Family Engagement: 95% Governance: 90%

Metrics/Indicators	Baseline	2018-19	2019-20	2020-21
with family engagement program Satisfaction with parent involvement in governance				
Education: % of parents who report: - Satisfaction with academic program - Satisfaction with college and career readiness	Academic Program: 93% College & Career Readiness: 92%	Academic Program: 94.89% College & Career Readiness: 96.32%	Academic Program: 95% College & Career Readiness: 95%	Academic Program: 95% College & Career Readiness: 95%

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

AIAHS

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Select from New, Modified, or Unchanged for 2020-21

Not required for charter schools

Select from New, Modified, or Unchanged for 2021-22

Not required for charter schools

2019-20 Actions/Services**Action 1. Governance:**

1.5 Maintain parent representative(s) as Advisory Members to the Alternatives in Action High School Governing Committee as outlined in non-profit bylaws.

1.6 Maintain the Parent Advisory Committee meeting structure monthly during the academic year

1.7 Maintain the DELAC/ELAC schedule, meeting regularly and ensuring compliance with all requirements

1.8 Provide training & development for parents to function effectively in governance roles

1.5 Maintain Parent Coach position at .5 FTE

2020-21 Actions/Services

Not required for charter schools

2021-22 Actions/Services

Not required for charter schools

Budgeted Expenditures

Year	2019-20	2020-21	2021-22
Amount	\$32,500	N/A	N/A
Source	State Aid, In Lieu	N/A	N/A
Budget Reference	8011, 8096	N/A	N/A

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

AIAHS

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Select from New, Modified, or Unchanged for 2020-21

Not required for charter schools

Select from New, Modified, or Unchanged for 2021-22

Not required for charter schools

2019-20 Actions/Services

Action 2. **Family Outreach:**

2.1 Provide regular outreach for family engagement opportunities including use of robocalls, letters, personal phone calls, emails, flyers, and home visits; Ensure monthly Leadership Team Coach communication to parents regarding student progress

2.2 Hold family orientation, parent/student conferences and other activities to support family engagement in student learning

2.7 Ensure all communication to families is in primary language(s)

2.4 Administer surveys to parents, students, and academic coaches annually to assess satisfaction with program and get feedback on program improvements

2.5 Engage 20 parents in volunteer opportunities

2.6 Provide monthly activities and workshops to parents based on identified needs

2020-21 Actions/Services

Not required for charter schools

2021-22 Actions/Services

Not required for charter schools

Budgeted Expenditures

Year	2019-20	2020-21	2021-22
Amount	Reported in Goal 4, Action 1	N/A	N/A
Source	See above	N/A	N/A
Budget Reference	See above	N/A	N/A

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

AIAHS

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Not required for charter schools

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Not required for charter schools

Actions/Services

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Select from New, Modified, or Unchanged for 2020-21

Not required for charter schools

Select from New, Modified, or Unchanged for 2021-22

Not required for charter schools

2019-20 Actions/Services

2020-21 Actions/Services

2021-22 Actions/Services

Action 3. Family Education:

3.1 Orient families to assessment goals and results, student progress and their support roles in academic achievement of their families

3.3 Provide training on web-based student performance system (PowerSchool), discipline procedures and other school systems, and parent communication system (Parent Square)

3.5 Provide workshops and activities on A-G, college options, financial aid and other topics identified by Parent Advisory Committee

[Describe the 2020-21 action/service here]

[Describe the 2021-22 action/service here]

Budgeted Expenditures

Year	2019-20	2020-21	2021-22
Amount	Reported in Goal 4, Action 1	N/A	N/A
Source	See above	N/A	N/A
Budget Reference	See above	N/A	N/A

(Select from New Goal, Modified Goal, or Unchanged Goal)

[Add selection here]

Goal 5

Ensure that all students have access to basic services.

State and/or Local Priorities addressed by this goal:

State Priorities: 1

Local Priorities: none

Identified Need:

[Add text here]

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2018-19	2019-20	2020-21
Hiring: % of academic coaches credentialed	78%	91%	95%	95%
Youth and Parent Survey: % of youth and % of parents who report that materials and technology is satisfactory and above	Youth: 86% Parents: 93%	Youth: 84% Parents: 93.3%	Youth:90% Parents: 95%	Youth:95% Parents: 95%
Stakeholder feedback: % of students and % of parents who report that facility is clean	Youth: 78% Parents: 87%	Youth: 76% Parents: 93.8%	Youth: 80% Parents: 95%	Youth: 90% Parents: 95%

Metrics/Indicators	Baseline	2018-19	2019-20	2020-21
and functional				

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

AIAHS

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Not required for charter schools

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Not required for charter schools

Actions/Services

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Select from New, Modified, or Unchanged for 2020-21

Not required for charter schools

Select from New, Modified, or Unchanged for 2021-22

Not required for charter schools

2019-20 Actions/Services

Action 1. **Hiring & Retention:**

1.4 Conduct rigorous hiring process to ensure

2020-21 Actions/Services

Not required for charter schools

2021-22 Actions/Services

Not required for charter schools

2019-20 Actions/Services

2020-21 Actions/Services

2021-22 Actions/Services

<p>all academic staff are appropriately credentialed with appropriate English learner authorization as defined by the California Commission on Teacher Credentialing</p> <p>1.5 Maintain partnership with the Reach Institute for School Leadership to support credentialing and Induction for Academic Coaches</p> <p>1.6 Provide support for adult coaches to become credentialed in career technical education.</p> <p>Retain 70% of all staff; 65% of academic coaches; to ensure a highly qualified teaching staff in core academic classes</p>		
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Budgeted Expenditures

Year	2019-20	2020-21	2021-22
Amount	\$662,214.86	N/A	N/A
Source	State Aid, EPA, In Lieu, Local Rev	N/A	N/A
Budget Reference	9011, 8012, 8096, Other State Rev, Local Rev	N/A	N/A

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

AIAHS

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2019-20

Modified

Select from New, Modified, or Unchanged for 2020-21

Not required for charter schools

Select from New, Modified, or Unchanged for 2021-22

Not required for charter schools

2019-20 Actions/Services

Action 2. Update instructional materials and curriculum as needed:

2.1 Identify and purchase novels, textbooks and software to support curriculum implementation

- Supplement novel sets for based on June inventory
- purchase math intervention program
- adopt a new Math curriculum

Renew online history alive (TCI) curriculum, Aleks Math Intervention subscription, and SRI

2020-21 Actions/Services

Not required for charter schools

2021-22 Actions/Services

Not required for charter schools

2019-20 Actions/Services

2020-21 Actions/Services

2021-22 Actions/Services

subscription

Budgeted Expenditures

Year	2019-20	2020-21	2021-22
Amount	\$69,000	N/A	N/A
Source	In Lieu	N/A	N/A
Budget Reference	8096	N/A	N/A

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

AIAHS

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2019-20

Modified

Select from New, Modified, or Unchanged for 2020-21

Not required for charter schools

Select from New, Modified, or Unchanged for 2021-22

Not required for charter schools

2019-20 Actions/Services

Action 3. **Update school technology:**

3.1 Maintain current technology and purchase computer replacements, software, other tech materials as needed

2020-21 Actions/Services

Not required for charter schools

2021-22 Actions/Services

Not required for charter schools

Budgeted Expenditures

Year	2019-20	2020-21	2021-22
Amount	\$3,000	N/A	N/A
Source	Local Rev, Other State Rev	N/A	N/A
Budget Reference	See above	N/A	N/A

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

AIAHS

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Select from New, Modified, or Unchanged for 2020-21

Not required for charter schools

Select from New, Modified, or Unchanged for 2021-22

Not required for charter schools

2019-20 Actions/Services

Action 4. **Maintain a safe and clean campus:**

4.1 Maintain appropriate custodial supports

4.4 Train staff and youth on facility expectations and safety protocols including monthly drills

4.5 Ensure all staff are CPR/First Aid

Ensure all staff have completed child abuse mandated reporting training

2020-21 Actions/Services

Not required for charter schools

2021-22 Actions/Services

Not required for charter schools

Budgeted Expenditures

Year	2019-20	2020-21	2021-22
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Year	2019-20	2020-21	2021-22
Amount	\$85,000	N/A	N/A
Source	In lieu	N/A	N/A
Budget Reference	8096	N/A	N/A

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

AIAHS

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2019-20

Modified

Select from New, Modified, or Unchanged for 2020-21

Not required for charter schools

Select from New, Modified, or Unchanged for 2021-22

Not required for charter schools

2019-20 Actions/Services

2020-21 Actions/Services

2021-22 Actions/Services

Implement facility improvements:

5.1 Maintain urban garden

Not required for charter schools

Not required for charter schools

Budgeted Expenditures

Year	2019-20	2020-21	2021-22
Amount	\$25,000	N/A	N/A
Source	Other State Rev (SB740)	N/A	N/A
Budget Reference	See above	N/A	N/A

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ [Add amount here]

[Add percentage here] %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Over 95% of our students are unduplicated pupils therefore there are not significant differences in the unduplicated pupils and the entire student population at the high school. We are looking at our subgroup performance and we are addressing the subgroup differential outcomes. We have increased resources for English Language Learners by resourcing supports for both Newcomers and LTEL student. We also maintain a 1.0 FTE RSP for students with special needs in order to ensure that they are receiving high quality serviced and necessary accommodations.

Because our school serves almost exclusively students and families living who are economically under-resourced (97% FRL), our school-wide initiatives and program preparing youth for college, career, and community are intended to help young people break the cycle of poverty. School-wide services include:

- Career pathways
- Access to rigorous A-G curriculum
- COST and SST
- Quality adult coaches
- Student retreat to build culture and healthy relationships
- Healthy meal program
- Sports and wellness
- College and career counseling
- Internship opportunities
- Increased access to technology
- Access to credit recovery
- Family engagement

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

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

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under *EC* Section 52064.5.

Comprehensive Support and Improvement

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the California School Dashboard, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, enter “Limited to Unduplicated Student Group(s)”.

For charter schools and single-school school districts, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may

be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the “Demonstration of Increased or Improved Services for Unduplicated Students” table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or district wide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or district wide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- C. The percentage of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California (ELPAC);
- D. The English learner reclassification rate;
- E. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- F. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;

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

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. A broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

(1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:

(A) enrolled less than 31 days

(B) enrolled at least 31 days but did not attend at least one day

(C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:

(i) are enrolled in a Non-Public School

(ii) receive instruction through a home or hospital instructional setting

(iii) are attending a community college full-time.

(2) The number of students who meet the enrollment requirements.

(3) Divide (1) by (2).

(b) “High school dropout rate” shall be calculated as follows:

(1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(c) “High school graduation rate” shall be calculated as follows:

(1) For a 4-Year Cohort Graduation Rate:

(A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.

(B) The total number of students in the cohort.

(C) Divide (1) by (2).

(2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:

(A) The number of students who either graduated as grade 11 students or who earned any of the following:

(i) a regular high school diploma

(ii) a High School Equivalency Certificate

(iii) an adult education diploma

(iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.

(B) The number of students in the DASS graduation cohort.

(C) Divide (1) by (2).

(d) "Suspension rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(e) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?