




**Kid Street Charter School**

Charter School and After School Program for T/K–6th Grades

"Teach to the heart, and the mind will follow!"



# Charter Renewal Petition 2025-2030

Application to the Santa Rosa City Schools' Board of Directors for a five year renewal of the charter for the Kid Street Charter School. This application is requested by the Board of Directors of Kid Street Charter School located at 709 Davis Street, Santa Rosa, California, 95401. (707) 525-9223.

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## Executive Summary

Kid Street Charter School, home of the Owls, has been serving the Santa Rosa community for nearly 25 years with a commitment to providing holistic education for students in the elementary gradespans and nurturing the whole child. With a small, close-knit community of less than 120 students, Kid Street prides itself on its motto: "Teach to the Heart and the Mind will Follow."

**Educational Approach:** At Kid Street, education is not just about academics; it's about fostering a love for learning, positive behavior, and emotional development. Our school's holistic educational model ensures that each student receives individualized attention and support to meet their unique needs. With small class sizes, a 1:1 tutoring program, and a focus on Common Core Standards, Kid Street aims to equip students with the skills they need to succeed in today's challenging and ever-changing world.



**Curriculum and Enrichment:** The curriculum at Kid Street is designed to engage students in STEAM (Science, Technology, Engineering, Arts, and Math) subjects, encouraging inquiry, problem-solving, and critical thinking. Through hands-on explorations and creative activities such as drama, sports, dance, and gardening, students are provided with a well-rounded education that extends beyond the classroom.

**After School and Intervention Programs:** Kid Street goes above and beyond to support its students outside of traditional school hours. The after-school program offers a safe and nurturing environment for students to explore new hobbies and receive academic support. Additionally, Kid Street's intervention programs provide

individualized instruction and enrichment opportunities to ensure that every student reaches their full potential. For example, we were so proud of our students' terrific performance in the production of 101 Dalmatians.



**Community Support:** Kid Street understands the importance of meeting students' basic needs to facilitate learning. From providing free healthy meals to offering clothing, school supplies, and individual counseling, the school goes the extra mile to support its students and families. Through partnerships with organizations like The Redwood Food Bank, Star of the Valley Church, Assistance League of Sonoma County, Welfare League, and First Presbyterian Church of Santa Rosa, Kid Street ensures that every child has access to the resources they need to thrive.

**Last Charter Term:** During the last charter term, which was marked by the challenges of the COVID-19 pandemic, we are proud of the continued development of our programs and successes, which included the following:

1. During the pandemic, we identified a critical need for a more comprehensive assessment system, leading us to adopt the MAPS Growth program. Over the past four years, we have utilized this data to meticulously track student progress. More importantly, MAPS Growth has become an integral tool for motivating students to engage in self-reflection regarding their own learning.

This program encourages the development of a growth mindset by highlighting individual progress and potential. Students are inspired to set personal academic goals, which helps them to strive for and achieve new levels of success. By integrating MAP Growth into our educational framework, we have created a supportive environment where students are empowered to take charge of their learning journey, fostering resilience and a strong sense of accomplishment. Through consistent data analysis and goal-setting practices, we ensure that each student is given the opportunity to reach their full academic potential.

2. Over the past few years, we have made substantial improvements to our intervention program. We provide targeted, explicit instruction using evidence-based programs designed to precisely identify and address students' needs and areas for improvement. For over five years, we have successfully implemented Lexia and Power Up to enhance reading skills and fluency.

Each year, we have increased the fidelity and effectiveness of these programs. Additionally, we utilize MAP Accelerator, in partnership with Khan Academy, to further support our students' learning.

Our commitment to student success extends to training volunteers who work weekly with struggling students through programs like Sight Word Busters. This initiative ensures that students receive the individualized attention they need to thrive. By continually refining our approach and integrating innovative tools, we have created a robust and dynamic intervention program that is responsive to the evolving needs of our students.

3. We have fully implemented a comprehensive Social Emotional Learning (SEL) program that incorporates trauma-informed practices, recognizing the profound impact these initiatives have on the overall well-being and academic success of our students. Our SEL program is designed to address the holistic needs of each child, fostering emotional intelligence, resilience, and a sense of belonging within the school community

All our teachers have received advanced training in Responsive Classroom, a research-based and evidence-based approach that emphasizes the importance of creating safe, engaging, and joyful classrooms. This training equips teachers with the skills and strategies needed to build strong, positive relationships with their students, manage classroom behavior effectively, and promote a supportive learning environment. By embedding these practices into our daily routines, we ensure that every student feels valued, understood, and motivated to learn.

In addition to these classroom strategies, we have established robust counseling services through partnerships with community organizations. These collaborations enable us to provide students with access to professional mental health support, addressing issues such as anxiety, depression, and trauma. Our counselors work closely with students to develop coping strategies, build self-esteem, and navigate personal challenges, ensuring that they are emotionally equipped to succeed academically.

Our commitment to social-emotional learning extends beyond the individual student. We strive to create a school culture that prioritizes well-being, empathy, and mutual respect. By integrating SEL into every aspect of our educational framework, we empower students to develop essential life skills such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

4. Our arts program has significantly expanded to include theater, dance and movement, poetry, and visual arts. We collaborate with the broader community to offer these programs. Notably, we partner with the Luther Burbank Center for the Arts and California Poets in the Schools. Additionally, we directly employ diverse artists, such as a painter who uses her mouth to create art, teaching our students the importance of inclusivity.
5. Over the past few challenging years, we have emphasized the importance of building strong relationships. We have implemented a tutoring program that provides students with valuable intergenerational connections, benefiting them both academically and emotionally. Our efforts to actively recruit, train, and retain these dedicated volunteers have profoundly impacted our students' lives, offering them consistent support and mentorship.

In addition to our tutoring program, we have prioritized the inclusion of instructional aides in our classrooms. These caring and dynamic individuals contribute significantly to the positive atmosphere and overall climate at Kid Street Charter School. Their presence not only enhances the learning experience but also fosters a supportive and nurturing environment for all students.

As educators, we understand that having one special person in a child's life can make all the difference. Such individuals can be pivotal in helping students succeed and reach their full potential. Recognizing this, we have placed great emphasis on the recruitment and retention of passionate and committed people, alongside the implementation of effective programs. By focusing on building a team of dedicated volunteers and instructional aides, we have created a supportive community that is our greatest asset, ensuring that our students have the resources and relationships they need to thrive.



While the COVID-19 pandemic was highly disruptive to students' learning over the past several years, we are proud of the stability we provided to our students during that time through our

close partnerships with families and approach to learning that nurtures and meets the individual needs of each student; we are pleased to see our student’s academic gains over the last year in particular, for example, as demonstrated by our NWEA MAP assessment data in math and reading, the majority of Kid Street students academic progress of one year or more during the 2023-24 school year:

**Majority of Students Made One Year of Academic Progress or More (2023-24)**



Mathematics	✓
Reading	✓
Language Usage	✓

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In short, Kid Street Charter School stands as a beacon of hope and opportunity for the Santa Rosa community, and particularly, socioeconomically disadvantaged families. Through our dedication to holistic education, individualized support, and community engagement, Kid Street is not just a school but a vital asset that empowers socioeconomically disadvantaged students to reach their full potential.

As a small charter school with a large impact extends far beyond the classroom, shaping the future leaders of tomorrow, we respectfully request a five-year renewal to continue our important work of serving the children of our community.



## Affirmations and Declaration

As the authorized lead petitioner, I, Kathleen Mallamo, hereby certify that the information submitted in this renewal charter petition for the California public charter school named Kid Street Charter School (the “Charter School”), located within the boundaries of Santa Rosa City Schools District (the “District”) is true to the best of my knowledge and belief. The Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

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

- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973 (“Section 504”), Title II of the Americans with Disabilities Act of 1990 (“ADA”) and the Individuals with Disabilities Education Improvement Act of 2004 (“IDEA”).
- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- The Charter School shall ensure that teachers in the Charter School hold the Commission on Teacher Credentialing (“CTC”) certificate, permit, or other document required for the teacher’s certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. 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. [Ref. Education Code Sections 47605(l)(1) and 47605.4(a)]
- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(e)(3)]
- The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]
- The Charter School shall adhere to each of the conditions in Education Code Section 47605(e)(4)(A)-(D), including: (A) not discouraging a student from enrolling or seeking to

enroll in the Charter School for any reason; (B) not requesting a student's records or requiring a parent, guardian, or student to submit the student's records before enrollment; (C) not encouraging a student currently attending the Charter School to disenroll or transfer to another school for any reason; and (D) providing a copy of the California Department of Education ("CDE") notice regarding the requirements in Education Code Section 47605(e)(4)(A)-(D) to a parent/guardian or student if the student is 18 years of age or older: (i) when a parent/guardian or student inquires about enrollment, (ii) before conducting an enrollment lottery, or (iii) before disenrollment of a student. [Ref. Education Code Section 47605(e)(4)(A)-(D)]

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

- The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]

# Charter Renewal Criteria

## EVIDENCE OF MEETING CHARTER RENEWAL CRITERIA

### Introduction

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

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

The three performance categories are as follows:

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

Due to the suspension of the Dashboard during the pandemic, the 2022 Dashboard only displays the then-current year performance data for the 2021-22 school year (also known as “Status”), i.e., not growth over the prior year Status (also known as “Change”). Because performance levels (or colors) can only be reported where “Status” and “Change” data exists for a given year, the 2022 Dashboard does not report performance levels (colors) at all. Instead, the 2022 Dashboard displays one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for each state indicator based on 2021–22 school year data. The 2023 Dashboard is the first Dashboard since the 2019 Dashboard to present color performance levels that display “Status” and “Change” data.

A charter school’s renewal tier is determined by their Dashboard data for the two consecutive years preceding renewal. Under criteria one, a charter school with all blue and green performance levels will be designated as “high” and a charter school with all orange and red performance levels will be designated as “low.” Under criteria two, a charter school

performing above the state average based on the "status" for academic measurements (with a majority of qualified subgroups performing above the state average as well) will be designated as "high performing" whereas a charter school performing at or below the state average based on the "status" for academic measurements (with a majority of qualified subgroups performing below the state average as well) will be designated as "low performing." A charter school that does not fall within any of the foregoing categorizations is designated as "middle performing."

Based on the "status" data as compared between the 2022 Dashboard and the 2023 Dashboard, Kid Street qualifies as a "middle performing" charter school. A charter school cannot be placed into the "high performing" or "low performing" tier unless they have at least performance levels for at least two measurements of academic performance for at least two subgroups and is instead categorized as a "middle performing" charter school. (Section 47607(b)(5).) Kid Street has only one performance level for one subgroup on the 2022 and 2023 Dashboards and therefore qualifies as a middle performing charter school for purposes of renewal. This status is confirmed by the CDE's data report:

1146 49402536116958 6116958 ES DF Kid Street Learning Center Charter Santa Rosa City Schools Sonoma Elementary Schools (Public) Middle Performing

### **Dashboard Performance Renewal Criteria – Middle Performing**

Education Code Section 47607.2(b) states:

- (1) For all charter schools for which [high- and low-performing categories] do not apply, the chartering authority shall consider the schoolwide performance and performance of all subgroups of pupils served by the charter school on the state indicators included in the [Dashboard] and the performance of the charter school on the local indicators included in the [Dashboard].
- (2) The chartering authority shall provide greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal.

"Measurements of academic performance" are defined in statute as "statewide assessments in the California Assessment of Student Performance and Progress system, or any successor system, the English Language Proficiency Assessments for California, or any successor system, and the college and career readiness indicator." (Education Code Section 47607(c)(3)).

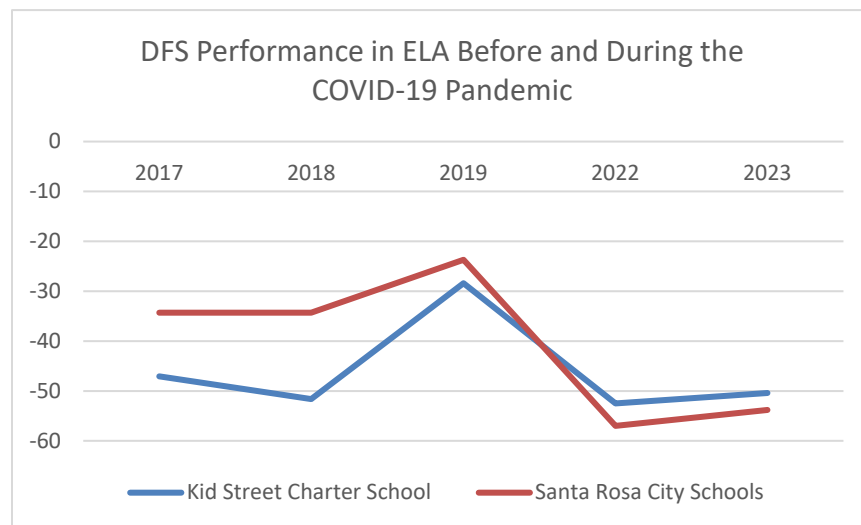
## Charter School Dashboard State and Local Indicators (2023)

The following chart(s) reflect the Charter School’s 2023 Dashboard performance indicators.

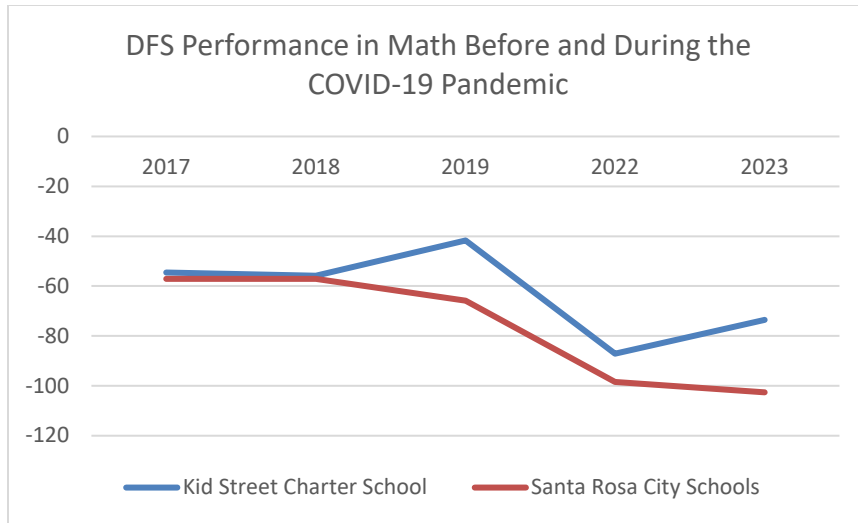
	Kid Street	District	State
<b>ELA</b>	Orange	Yellow	Orange
<b>Math</b>	Yellow	Orange	Orange
<b>Chronic Absenteeism</b>	Orange	Yellow	Yellow
<b>Suspension Rate</b>	Green	Red	Orange

<b>Basics: Teachers, Instructional Materials, Facilities</b>	Standard Met
<b>Implementation of Academic Standards</b>	Standard Met
<b>Local Climate Survey</b>	Standard Met
<b>Access to a Broad Course of Study</b>	Standard Met

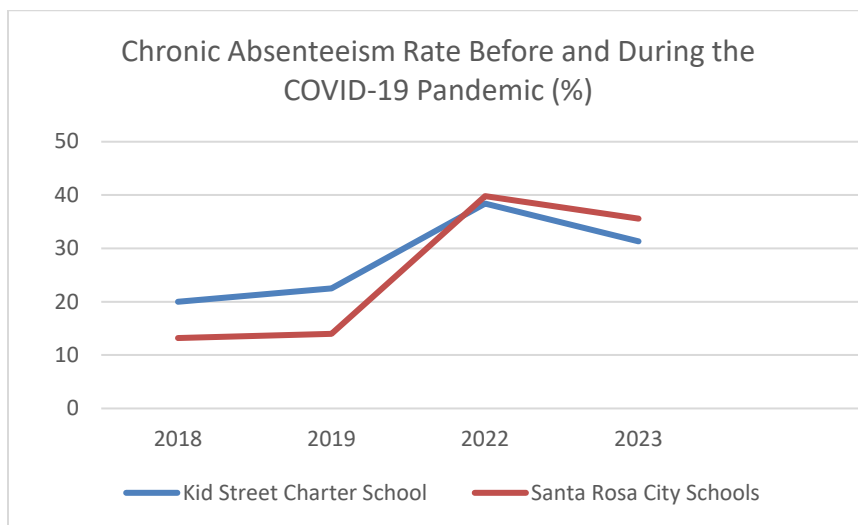
As demonstrated by its Dashboard performance levels, Kid Street is performing at the same or higher performance level as the State on academic measures and above the State performance level on the suspension rate indicator. While Kid Street’s performance level on chronic absenteeism is orange, versus the State’s yellow indicator, as indicated in the chart below, Kid Street’s performance is similar to the District and is recovering relative to the higher levels of chronic absenteeism during the pandemic.



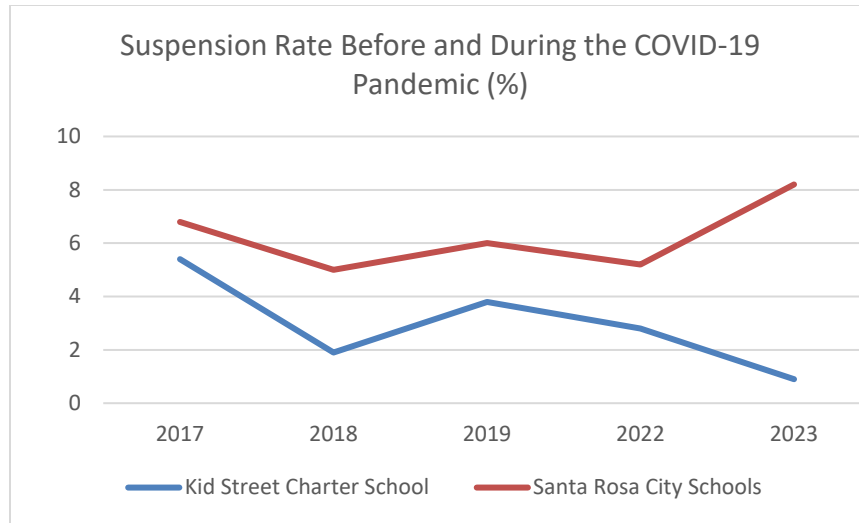
As indicated by the above, Kid Street is performing on par with the District in performance on CAASPP ELA as measured by distance-from-standard (“DFS”) and has experienced the same pandemic-era decline as the District and a similar post-pandemic upward trajectory.



Kid Street’s trajectory in math is similar to its experience in ELA, i.e., pandemic era decline followed by post-pandemic recovery, similar to the District’s experience.



Kid Street’s chronic absenteeism rate also closely tracks that of the District, i.e., growth in chronic absenteeism during the pandemic and subsequent recovery.



Kid Street is pleased to report a downward trend in its suspension rate, which dropped below 1% during the 2022-23 school year.

**Measurements of Academic Performance – Verified Data**

The law also requires middle performing charter schools to provide data showing measurable increases in academic achievement, via verified data:

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

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

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

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

“Verified data” is defined in statute as “data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced.” (Education Code Section 47607.2(c)(1).) In November 2020, the California State Board of Education (“SBE”) approved the criteria to define “verified data” and the list of valid and reliable assessments and measures of postsecondary outcomes as required by Education Code Section 47607.2. From the SBE-approved list of reliable assessments, the Charter School currently utilizes NWEA MAP to meet the verified data requirement.

## Student Annual Progress – Verified Data

Kid Street utilizes the NWEA Measures of Academic Progress (“MAP”) assessment program as its source of verified data, a verified data source approved by the State Board of Education (“SBE”). Per the SBE’s guidelines issued as of May 2023, “[t]o demonstrate one year of growth, a school can contextualize the average gains made by groups of students over the course of the year relative to NWEA school norms and summarize that normative growth using the NWEA Conditional Growth Index (CGI) metric... A CGI range of -0.2 to 0.2 (or greater) could be used as an approximation of one year’s growth (or more) in a subject, as the overall average growth of students would be generally consistent with the amount of growth observed by students in the same grade and subject with the same starting achievement level receiving a similar amount of instructional exposure.”

Separately from CGI, Kid Street also reports the “percentage of growth met metric,” which is “the sum of the observed growth value for all students in the class divided by the sum of the projected growth value for all students in the class... This percentage shows the proportion of the overall RIT growth projections achieved by the group of students. 100% indicates that, as a group, the students' growth was equal to the growth projection. This can be considered an average performance.” (See [https://connection.nwea.org/s/article/overall-rit-explained?language=en\\_US](https://connection.nwea.org/s/article/overall-rit-explained?language=en_US).)

### Percentage of Students<sup>1</sup> With a CGI of -0.2 or Greater (One Year’s Progress or More)

2022-23 School Year

	Math	Reading	Language Usage
1 <sup>st</sup>	68%	NA	NA
2 <sup>nd</sup>	100%	80%	NA
3 <sup>rd</sup>	30%	80%	50%
4 <sup>th</sup>	38%	38%	30%
5 <sup>th</sup>	14%	7%	50%
6 <sup>th</sup>	66%	58%	50%

### Percentage of Projected Growth Met

2022-23 School Year

	Math	Reading	Language Usage
1 <sup>st</sup>	107%	NA	NA
2 <sup>nd</sup>	150%	140%	NA
3 <sup>rd</sup>	61%	113%	98%

<sup>1</sup> This data includes students who participated on the MAP test in the fall and spring.

4 <sup>th</sup>	81%	69%	66%
5 <sup>th</sup>	-4%	-71%	31%
6 <sup>th</sup>	127%	157%	89%

**Percentage of Students With a CGI of -0.2 or Greater  
(One Year's Progress or More)**

2023-24 School Year

	Math	Reading	Language Usage
1 <sup>st</sup>	47%	58%	N/A
2 <sup>nd</sup>	65%	60%	NA
3 <sup>rd</sup>	13%	50%	38%
4 <sup>th</sup>	100%	44%	100%
5 <sup>th</sup>	66%	55%	55%
6 <sup>th</sup>	100%	36%	63%

**Percentage of Projected Growth Met**

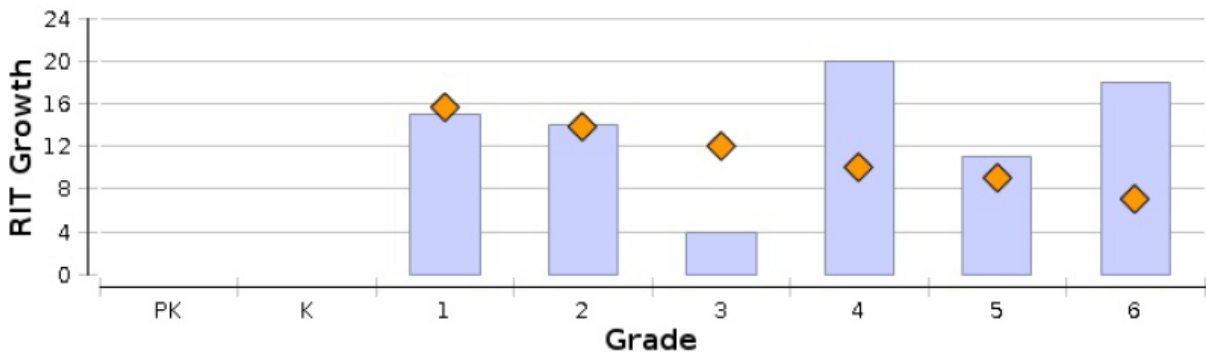
2023-24 School Year

	Math	Reading	Language Usage
1 <sup>st</sup>	91%	107%	N/A
2 <sup>nd</sup>	99%	95%	N/A
3 <sup>rd</sup>	35%	101%	56%
4 <sup>th</sup>	180%	104%	170%
5 <sup>th</sup>	121%	35%	119%
6 <sup>th</sup>	226%	98%	150%

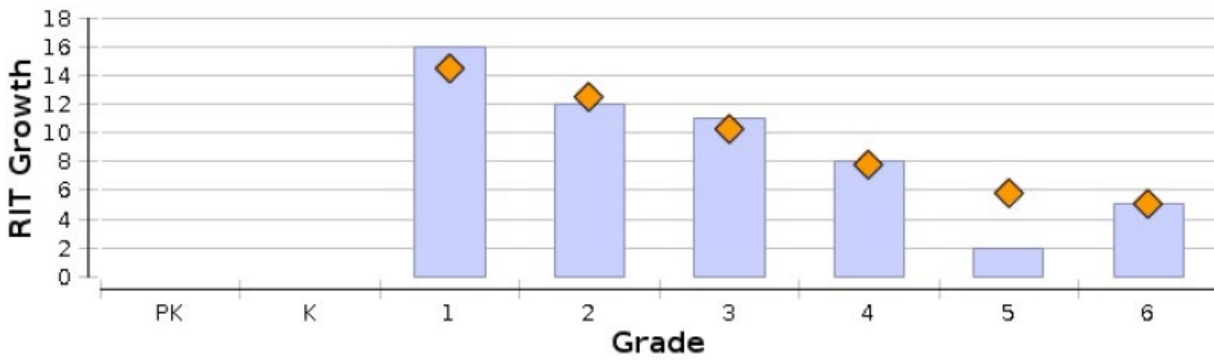
On a schoolwide basis, it is clear that the across all subjects, the majority of students are making annual progress in line or above projections:



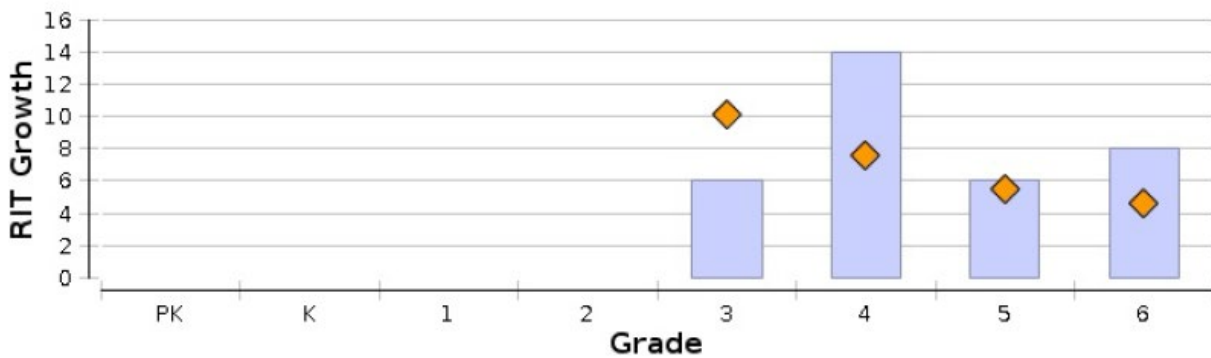
**Math**

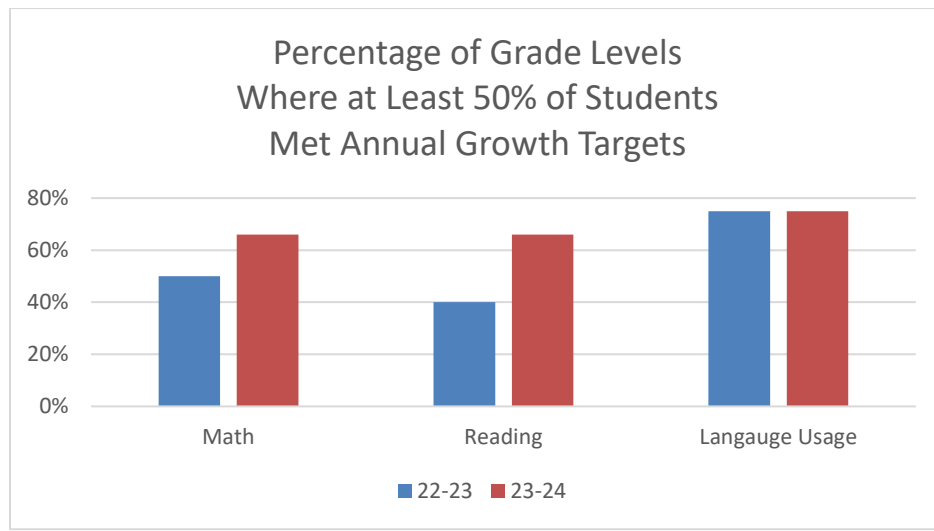


**Reading**



**Language Usage**





The above verified data demonstrates that coming out of the pandemic years, as students regained normalcy in classroom learning, in each grade level, students on average experienced high rates of growth in math, reading, and language usage as measured by the percentage of projected growth met; in many cases, that growth exceeded 100%. Although CGI performance indicates that most students experienced growth of one-year or more in the 2022-23 school year in one or more subjects, the average growth metrics demonstrates that all in all, students made meaningful progress during a challenging time, and in some cases, exceeding growth targets. The 2023-24 school year demonstrated further growth over the prior year, with even more students achieving one year of growth or more across subjects. Paired with the Dashboard and CAASPP results displayed above, it is evident that Kid Street is on the path to returning to pre-pandemic performance, and growth from there. But, critically Kid Street has provided a stable, nurturing, and supportive environment for students during a turbulent era and has served their best interests.

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A charter petition renewed pursuant to Section 47607.2(b) (middle performing) shall be granted a renewal term of 5 years. **As clearly demonstrated by the evidence above, the Charter School meets this renewal criterion, and should be granted a renewal term of 5 years.**

## Element A: 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.*

*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)(i).)*

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### Summary

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Kid Street Charter School serves students in the TK-6<sup>th</sup> grade spans. The program is designed to serve youth in the West Santa Rosa neighborhood surrounding our facility on Davis Street. We also serve students from other areas of the city, recruiting those who are not functioning well in a conventional school setting and who are interested in trying our method of education. Our school operates from 7:30 a.m. to 6:00 p.m., Monday through Friday, subject to the changes in state law providing that middle school classes will not begin before 8:00 a.m. Kid Street Charter School will operate at least 175 days each academic year and will meet or exceed the minimum number of instructional minutes required by law.

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### Mission Statement

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The Mission of Kid Street, in partnership with the community, is to provide a rigorous and enriching educational program in which every child realizes their full potential.

We strive to meet each student’s unique physical, psychological, and emotional needs as they strive for academic excellence using 21<sup>st</sup> Century skills and tools.

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### Enrollment

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Year	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Enrollment	54	70	91	94	116

Year	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
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<b>Enrollment</b>	<b>134</b>	<b>116</b>	<b>113</b>	<b>88</b>	<b>95</b>
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<b>Year</b>	<b>2022-2023</b>	<b>2023-2024</b>
<b>Enrollment</b>	<b>108</b>	<b>116</b>

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***Curriculum and Instructional Program***

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Kid Street’s curriculum is based on and will adhere to the California Content Standards and the Common Core State Standards (“CCSS”), Next Generation Science Standards (“NGSS”), History-Social Science Framework, and English Language Development (“ELD”) Standards. (“State Standards”). The State Standards provide clear and consistent expectations regarding what students are to learn during their K-12 education. Just as importantly, Kid Street’s curriculum will provide students opportunities to learn the fundamental truths of life and the foundational requirements to be an educated person. In order to learn effectively and retain information, children need to have meaningful learning experiences which engage their curiosity and imagination. To serve that need, Kid Street’s curriculum is used as a vehicle to support students in their mastery of the State Standards. Through the curriculum, students experience and understand the connection between school life and the real world. Students learn that all actions have consequences and that we do not live in isolation but in relationships with all people and all things. Powerful learning depends on a rigorous curriculum that is interdisciplinary and thematic; teaching is intentionally connected to personal experiences, and students are consistently engaged in activities that foster higher order thinking skills. The curriculum is balanced toward mainstream core knowledge and also celebrates the cultural richness that embodies 21<sup>st</sup> century American citizenship and engagement with the world. It is our goal that the Kid Street curriculum creates a space for students to question their place in the world, to become engaged in their communities, and to help strive for social justice. We value innovation and the room to make mistakes and grow. Our faculty are certified in Makers Education.

<b>Subject/Area</b>	<b>Curriculum</b>
<b>Mathematics</b>	<b>EnVision</b>
<b>English Language Arts</b>	<b>Amplify</b>
<b>Science</b>	<b>Project Lead the Way</b>
<b>Science</b>	<b>TWIGS</b>
<b>Science</b>	<b>Mystery Sciene</b>
<b>Social Sciences</b>	<b>TCI Alive!</b>
<b>Social Emotional Growth</b>	<b>ToolBox by Dovetail</b>
<b>Social Emotional Growth</b>	<b>Responsive Classroom</b>

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## ***INTERVENTION PROGRAM***

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At Kid Street, our comprehensive intervention program is designed to meet the diverse needs of our students through a structured Response to Intervention (“RTI”) framework. Our RTI pyramid is divided into four levels: Challenge, Benchmark, Strategic, and Intensive interventions, each tailored to provide the appropriate level of support based on student performance and needs.

The Challenge level focuses on providing enrichment opportunities for students who exceed grade-level expectations. These students are given advanced assignments and projects that challenge their critical thinking and problem-solving skills.

Students performing at grade level are supported through our Benchmark interventions. These students receive high-quality, standards-based instruction designed to maintain and deepen their understanding of core subjects. Regular assessments ensure that these students continue to meet grade-level expectations.

Strategic interventions are for students who demonstrate a need for additional support to meet grade-level standards. These students receive targeted small-group instruction and supplemental materials to address specific skill gaps. Progress is closely monitored to ensure that students are making adequate progress.

Students requiring the most support are placed in our Intensive intervention level. This level provides individualized instruction and closely monitored progress. We use various tools to assess and support these students, including MAP Growth reading fluency lessons, Khan Academy extensions based on MAP Growth data, Lexia progress monitoring, and specialized literacy intensification lessons with our reading teacher. These programs are implemented with fidelity to ensure consistent and effective support.

To accurately identify student levels and needs, we use a combination of assessments, including MAP Growth and ESGI (Educational Software for Guiding Instruction). These assessments provide valuable data on student performance, allowing us to tailor interventions appropriately.

Our commitment to high-quality education extends to our educators, who are continually improving their skills through professional development. Our teachers stay abreast of the latest evidence-supported teaching techniques to enhance their instructional methods. Currently, a team of our teachers is participating in the Literacy Fellowship through the Sonoma County Office of Education, focusing on improving reading instruction.

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### ***Enrichment Program***

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We believe that offering enrichment opportunities stand to raise self-awareness and esteem, improve attendance and academic progress, increase the student’s potential for graduating from high school and going on to college, and generally, inspires, enlivens, and invigorates students. Our enrichment program is described above in the Executive Summary.

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### ***Appropriate and Effective Use of Technology***

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Kid Street Charter currently has a one-to-one device ratio. Each student has an assigned Chromebook. In addition to digital curriculum components, such as TCI Alive! and Lexia Core 5, students use their Chromebooks for a wide variety of purposes that complement instruction. We have, a Promethean Board in every classroom (interactive white board.). The above tools, along with traditional technology tools such as calculators, digital microscopes, and document cameras are used as part of the Charter School’s pathway to developing critical 21<sup>st</sup> Century Thinkers.

Technology is used effectively for the following purposes:

- Analyze, reason, and evaluate
- Engage in problem solving
- Collaborate with others
- Think critically and creatively
- Communicate clearly and accurately
- Make real-world applications
- Reflect on learning

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### ***Creative Expression***

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We utilize drama, the arts, and other means to facilitate creative expression, including as described in the Executive Summary,

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### ***Physical Health***

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Kid Street Charter School provides physical education programming for each grade level. Physical Education is taught by credentialed classroom teachers. Classroom teachers design their Physical Education lessons using the state standards for each age level that they instruct.

Kid Street proctors the 5<sup>th</sup> grade and 7<sup>th</sup> grade state mandated Physical Fitness Test (FITNESSGRAM) annually.

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### ***Special Education Students***

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Kid Street recognizes its responsibility to enroll and support students with disabilities who can benefit from its programs and who otherwise qualify for enrollment and pledges to work in cooperation with SRCS to ensure that a free and appropriate education is provided to all students with exceptional needs. Kid Street will comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to IDEA, Section 504, ADA and any other civil rights enforced by the U.S. Department of Education Office of Civil Rights (“OCR”). Furthermore, Kid Street will comply with AB 602, SRCS guidelines, and all California laws pertaining to special education students.

Kid Street shall be, by default, a public school of SRCS for purposes of special education, pursuant to Education Code Section 47641(b). However, Kid Street reserves the right to make written verifiable assurances that it may become an independent local educational agency (LEA) and join a special education local plan area (SELPA) pursuant to Education Code Section 47641(a) either on its own or with a grouping of charter school LEAs as a consortium. A change in LEA status or SELPA membership shall not require a material revision of this charter.

So long as Kid Street operates as a public school of 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. 1413, SRCS will provide special education services for students enrolled in the Charter School to the extent required by law. Specifically, the authorizer will (A) serve children with disabilities in the same manner as it serves children with disabilities in its other schools; and/or (B) provide Kid Street with an equitable share of state and federal special education funding to support special education instruction or designated instructed and services to students enrolled in the charter school. Kid Street reserves the right to contract with agencies and vendors outside the authorizer when appropriate to secure special education services, including administrative support services.

Kid Street anticipates that a Memorandum of Understanding (“MOU”) will be developed between the school and SRCS, which shall delineate the respective responsibilities of Kid Street and SRCS with regard to the funding and delivery of special education and related services. Per Federal Law, all students with disabilities will be fully integrated into the programs of Kid Street, with the necessary materials, services, and equipment to support their learning. The Charter School will ensure that any student with a disability attending Kid Street is properly identified, assessed and provided with necessary services and supports.

Kid Street will meet all the requirements mandated within a student's Individual Education Plan ("IEP"). The Charter School will seek to include all special needs students with non-disabled peers to the maximum extent appropriate according to their IEP. However, if the student's needs as documented on the IEP require a program other than inclusion, the Charter School will work with SRCS to provide an appropriate placement and services.

Kid Street will work with SRCS to make time and facilities available to meet the needs of the student's IEP. Kid Street will actively participate in all aspects of the IEP to enable the student to be successful, including the appropriate individual tutoring schedule and classroom modifications, strategies, and techniques. The Charter School will make available student's work products for analysis and evaluation of progress and will participate in the IEP reviews conducted by SRCS, where applicable.

If a parent or faculty member feels the student's educational needs are not being met, they may request a reassessment or a review of the IEP by the IEP team at any time during the year via written notice to Kid Street, which will then forward such written notice to SRCS within two school days. The Charter School will encourage open communication between the parents and the SRCS for any items related to the special education services. Students at Kid Street who have IEP's will continue to attend the Charter School, unless the IEP recommends otherwise.

In order to comply with Child Find requirements as specified by law, Kid Street will establish a referral and assessment process that brings together the parent/guardian, student, and school personnel to address any problems that interfere with a student's success at the Charter School. This process will entail search and serve, a Student Study Team, referral, assessment and IEP review.

### **Search and Serve**

Upon the commencement of Kid Street's school year, all students will be evaluated as a means of class placement. No assessment or evaluation will be used for admission purposes. Through collaboration between the faculty and Principal, Kid Street will work to identify any students, who do not currently have an IEP but may be in need of a pre-referral intervention plan. Principal and faculty will then convene the Student Study Team for that student.

Students possibly in need of special education can be screened from already available data (i.e. school tests, teacher observations, grades, etc.) regarding the student's progress or lack of progress within the general program.

For students who are identified as needing interventions, a Student Study Team composed of the student, the student's parent or guardian, the Principal, and a Kid Street faculty member will be responsible for identifying the student's needs and developing a plan to enable that student to be successful, including, but not limited to, the appropriate individual tutoring schedule, classroom modifications, strategies and techniques to enhance that student's ability to be successful. If the Student Study Team finds that the pre-intervention plan is not sufficient

to meet the student's needs, they will recommend that student for a formal special education assessment. Kid Street may also choose to refer a student for services through the provisions of a Section 504 Plan, if appropriate.

Parents will be informed that special education and related services are provided at no cost to them.

### **Interim and Initial Placements of New Charter School Students**

If a student enrolls at Kid Street with an existing IEP, Kid Street will notify SRCS within 5 days of being aware of the IEP. An IEP meeting will be convened within 30 days to review the existing IEP, discuss the student's present levels of performance and needs, and offer an appropriate placement and services. Prior to such meeting and pending agreement on a new IEP, Kid Street shall work with SRCS to implement the existing IEP at Kid Street or as otherwise agreed by the parent/guardian.

### **Referral for Assessment**

The referral process is a formal, ongoing review of information related to students who are suspected of having special needs and show potential signs of needing special education and related services. Kid Street's internal method for referral for assessment will be the Student Study Team. The parent of any student suspected of needing or qualifying for special education services may also make a referral for an evaluation. Any such referrals will be responded to in writing by Kid Street within 15 days. Kid Street will notify SRCS of the assessment request within 5 days of receipt. Parents will be informed via the Special Education Manager that special education and related services are provided at no cost to them.

If Kid Street, in collaboration with SRCS, concludes that an assessment is appropriate, the parent will receive a written Assessment Plan within 15 days. The parent will be given at least 15 days to provide written consent to the Assessment Plan. Assessments will be done only upon receipt of written parent permission. The assessment will be completed and an IEP meeting held within 60 days of receipt of the parent's written consent for assessment.

### **Assessment**

The Special Education case manager will be responsible for gathering all pertinent information and sharing such information with SRCS. Information gathered will be used as tools to determine the student's disability, eligibility for services, and determining the nature and extent of required services. Assessment procedures will be conducted in the student's primary language, and an interpreter will be provided if needed. The types of assessments that may be used for determining eligibility for specialized instruction and services will include, but not limited to:

- Individual testing;

- Teacher observations;
- Interviews;
- Review of school records, reports, and work samples; and
- Parent input.

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

### **Development and Implementation of IEP**

Every student who is assessed by the Charter School will have an IEP that documents assessment results and eligibility determination for special education services.

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

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

- The parent or guardian of the student for whom the IEP was developed;
- The Student, if appropriate
- The Principal;
- At least one special education teacher;
- A General Education teacher who is familiar with the curriculum appropriate to that student, if the student is, or may be, participating in the general education environment;
- A SRCS Special Education Representative
- If the child was recently assessed, the individual who conducted the assessment or who is qualified to interpret the assessment results;

Others familiar with the student may be invited as needed. Kid Street views the parent as a key stakeholder in these meetings and will make every effort to accommodate parents' schedules and needs so that they will be able to participate effectively on the IEP team. The Charter School will provide an interpreter if necessary to ensure that all parents and/or guardians understand and can participate in the IEP process. If a parent cannot attend the IEP meeting,

the Charter School will ensure his/her participation using other methods, such as conferencing by telephone or meeting at the parent's home.

A copy of the IEP will be given to the parent in accordance with state laws and SRCS policies. Upon the parent or guardian's written consent, the IEP will be implemented by Kid Street, in cooperation with SRCS.

Upon the parent or guardian's written consent, the IEP will be implemented by Kid Street. The IEP will include all required components and be written on SRCS forms.

The student's IEP will include the following:

- A statement of the student's present levels of academic achievement and functional performance;
- The rationale for placement decisions;
- The services the student will receive and the means for delivering those services;
- A description of when services will begin, how often the student will receive them, who will provide them, and where they will be delivered;
- Measurable annual goals and short-term objectives focusing on the student's current level of performance;
- A description of how the student's progress toward meeting the annual goals will be measured and monitored and when reports will be provided; and
- Accommodations necessary to measure the academic achievement and functional performance of the pupil on state and district assessments;
- For students 16 years of age and older, measurable postsecondary goals related to training, education, employment and independent living skills, along with transition services needed to assist the student in reaching those goals.

IEP meetings will be held according to the following schedule:

- Yearly to review the student's progress and make any necessary changes;
- Every three years to review the results of a mandatory comprehensive reevaluation of the student's progress;
- After the student has received a formal assessment or reassessment;
- When a parent or teacher feels that the student has demonstrated significant educational growth or a lack of anticipated progress (consistent with state and federal law, IEP meetings will be held within 30 days of a parent's request);
- When an Individual Transition Plan is (ITP) required at the appropriate age;
- When Kid Street seeks to suspend or remove the student for a period of 10 days or more for the same behavior, in order to determine if the student's misconduct was a manifestation of his/her disability.

## **IEP Review**

The IEP team will formally review the student's IEP at least once a year to determine how the IEP is meeting his/her needs. In accordance with IDEA regulations, the IEP team will also conduct a formal review of the IEP once every three years, in which the student is reassessed and the IEP is reviewed as part of an overall comprehensive reevaluation of the student's progress.

If a parent or faculty member feels the student's educational needs are not being met, they may request a reassessment or a review of the IEP by the IEP team at any time during the year via written notice to the Charter School. Once the request is received, Kid Street will have thirty days, not including school vacations greater than five days, to hold the IEP meeting.

Unless otherwise specified on the student's IEP, parents will be informed three times a year (which is the same frequency as progress is reported to all students and parents) of the student's progress toward meeting annual goals and whether the student is expected to meet his/her annual goals.

## **Staffing**

Although SRCS will hold ultimate responsibility for providing Special Education services (so long as Kid Street operates as a school of the authorizer for purposes of special education), Kid Street is committed to assuring all IEPs are properly implemented and all students requiring services are adequately taken care of.

## **Procedural Safeguards**

Parents or guardians of students with IEPs at Kid Street must give written consent for the evaluation and placement of their child, be included in the decision-making process when change in placement, is under consideration, and be invited, along with teachers, to conferences and meetings to develop their child's IEP.

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

The Charter School will provide the parent with a written Notice of Procedural Safeguards, which will include information on the procedure to initiate both formal and informal dispute resolutions, at least once per year. Kid Street will utilize the Notice of Procedural Safeguards used by SRCS.

## **Dispute Resolution<sup>2</sup>**

In the event that a parent/guardian files a request for a due process hearing or request for mediation, SRCS and Kid Street shall work together to defend the case, so long as the Charter School operates as a school of the authorizer for special education purposes. In the event that SRCS determines that legal representation is needed, Kid Street agrees that it shall be jointly represented by legal counsel of SRCS choosing.

So long as the Charter School operates as a school of the authorizer for special education purposes, SRCS may initiate a due process hearing or request for mediation with respect to a student enrolled in Kid Street if the authorizer determines such action is legally necessary or advisable. Kid Street agrees to cooperate fully with SRCS in such a proceeding.

So long as Kid Street operates as a school of the District for purposes of special education, Kid Street understands that SRCS shall have sole discretion to settle any matter in mediation or due process. SRCS 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.

## **Complaint Procedures**

Parents or guardians also have the right to file a complaint with SRCS and/or California State Department of Education if they believe that the Charter School has violated federal or state laws or regulations governing special education.

## **Special Education Strategies for Instruction and Services**

Kid Street will comply with the federal mandate of the “least restrictive environment”, meaning that the Charter School will make every attempt to educate special education students along with their non-disabled peers. Kid Street will mainstream all of its students as much as is appropriate according to each individual IEP, offering a comprehensive inclusion program that includes specialized individual tutoring through Kid Street’s extended day and year. Each student’s IEP requires different kinds of modifications for instruction and services, therefore the educational strategies of the IEP will be built around the student’s needs and how these fit within the general educational program of the Charter School. The instruction outlined in each student’s IEP will be delivered by personnel qualified to do so.

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<sup>2</sup> In the event that Kid Street opts to operate as an LEA in a SELPA other than SRCS, Kid Street reserves the right to make alternate arrangements for legal representation in and resolution of legal disputes pertaining to special education.

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## **Section 504**

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

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

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

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives the 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 Principal will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

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### **Meeting the Needs of English Learners**

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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 in a California public school (on enrollment forms).

#### **English Language Proficiency Assessment**

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

#### **The ELPAC consists of two separate assessments:**

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

- Summative Assessment (“SA”)
 

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

Both the ELPAC SA and IA are assessments administered in the following grade spans: K, 1, 2, 3–5, 6. In kindergarten and grade 1, all domains are administered individually. In grades 2–6, the test is administered in groups, exclusive of speaking, which is administered individually. The ELPAC IA and SA will be administered via a computer-based platform, while the ELPAC Writing Domain for Kindergarten through 2<sup>nd</sup> grade will continue to be administered as a paper-pencil test.

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

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

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

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

Reclassification Procedures

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

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the ELPAC.
- Participation of the pupil’s classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil’s curriculum mastery.

- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents' opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Comparison of the pupil's performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

### **Strategies for English Learner Instruction and Intervention**

Kid Street's ELD program provides both designated and integrated ELD instruction, and employs EL instructional strategies that include, but are not limited to, the following:

- **Differentiated Instruction:** A strategy that involves adjusting teaching methods and materials to meet the unique needs of individual learners. English language learners may require additional support, such as extra time, visuals, or simplified language.
- **Language Modeling:** Teachers use language modeling by explicitly modeling language patterns, providing examples, and giving students opportunities to practice. This can help students understand and use English language structures correctly.
- **Vocabulary Instruction:** Vocabulary instruction is essential for English language learners to understand and communicate effectively. Teachers use a variety of strategies, such as pre-teaching vocabulary, using graphic organizers, and using context clues.
- **Collaborative Learning:** Collaborative learning involves working in groups to accomplish tasks. This strategy helps English language learners practice their language skills in a supportive environment.
- **Scaffolding:** Scaffolding involves providing support to students as they learn new concepts or skills. Teachers use scaffolding by breaking down complex tasks into smaller, more manageable parts and providing support as needed.
- **6. Cultural Competency:** Teachers develop cultural competency by learning about the cultural backgrounds of their English language learners. This helps teachers understand their students' perspectives and create a more inclusive learning environment.

### **Monitoring and Evaluation of Program Effectiveness**

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

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

- Monitoring parental program choice options.
- Monitoring availability of adequate resources.

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### ***Supporting the Needs of All Learners***

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#### **Plan for Students who are Achieving Below Grade Level**

Students who are academically low achieving will be identified by Charter School teachers through ongoing progress and attendance reports, placement tests, course assessments, standardized test results, and parent and student observation. The Charter School will utilize strategies to improve student success such as curriculum modification, parent education, and advisory mentorship.

The Charter School will identify students who are performing below or above grade level, or those students otherwise having issues that are impacting the Student academically and utilize a Student Success Team (“SST”) process to develop a plan to address their individual needs. Once students are identified, parents are notified and brought into the process and participate at all stages of the process outlined below.

An SST uses a systematic problem-solving approach to assist students with concerns that are interfering with success. The SST clarifies problems and concerns; develops strategies and organizes resources; provides a system for school accountability; and serves to assist and counsel the parent, teacher and student. An SST is a general education function. All students can benefit from an SST, including but not limited to, those students achieving below or above grade level, students who have experienced emotional trauma, or have behavioral, or language concerns.

Anyone who has a concern for a student can refer that student to SST for consideration. Anyone who is connected with that student can be included in the SST to provide information to share about the student’s strengths, concerns and strategies that have been used in the past. These people will include, but are not limited to, teachers, parents, counselors, doctors, administration, social workers and law enforcement.

After implementation of a SST plan and follow up, if the same challenges continues, revisions to the plan will be discussed, or if necessary, a referral for special education or Section 504 assessment might be deemed necessary by the SST.

#### **Plan for Students who are Academically High Achieving**

Students who are academically high achieving will be identified by teachers of the Charter School through ongoing progress and attendance reports, placement tests, course tests, standardized test results, and parent and teacher observation. High achievers are able to access

supplemental instruction under the supervision and coordination of well-qualified, credentialed teacher.

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### ***Professional Development***

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In order to maintain a high standard for academic program, our teachers assess themselves and work together collaboratively to improve teaching each school year. Teachers use a rubric that was developed at Kid Street and based on the California Standards for the Teaching Profession. After completing a self-evaluation, the teachers and the administrator then observe each teacher and look for areas that the teacher has identified as an area for improvement. This provides a way for the faculty to work as a team that supports one another in the striving to provide the best curriculum program possible. Likewise, our teachers maintain high professional development standards. In 2013, Kid Street implemented a Professional Learning Community program (PLC). Educators meet with the director to explore educational data, goals, and programming.

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### **Independent Study**

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Subject to family need and operational capacity, Kid Street may provide long-term and short-term independent study options to its students.

To the extent Kid Street provides independent study and homeschool options, it shall comply with all requirements necessary to maintain its status as a classroom-based charter school. Thus, Kid Street will under no circumstances enroll more than 20% of its total enrollment into a full time independent study/homeschool program ("ISP"), and shall not allow more than 20% of its gross average daily attendance ("ADA") to constitute nonclassroom-based ADA. Within allowable limits, each grade level teacher may be responsible for additional independent study students, who are in the same grade level, or one or more teachers may be responsible for overseeing the program as an adjunct duty.

Teachers with ISP duties will meet with ISP students and their parents to determine goals, instruction and curriculum, and assessment of student progress. Students in ISP will be held to the same standards and expectations as students in the classroom-based education program.

Students who are enrolled into ISP will have access to extracurricular programs, after-school intervention, field trips, books, and any resources available to site-based students. These services include a facility staffed by credentialed personnel, ongoing tutoring on site and regular meetings to review assignments and assign new materials. Parents will be provided with materials for lessons that reinforce concepts through approximately weekly meetings with the teachers. ISP students will be included in the CAASPP testing process and will be required to attend school during testing periods.

In addition to complying with all the laws that apply to charter schools in California in general, Kid Street shall comply with all specific laws and regulations applicable to charter school independent study programs, including Education Code Sections 51744 et seq. and California Code of Regulations, Title 5, Sections 11700 et seq. As such, the provision of education through independent study shall be governed by an independent study policy adopted by the Kid Street Board and implemented in accordance with individual work and master agreements for each student.

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### **Annual Goals and Actions to Achieve State Priorities**

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

## Element B: Measurable Pupil Outcomes

*“The measurable pupil outcomes identified for use by the charter school. ‘Pupil outcomes,’ for purposes of this part, means the extent to which all pupils of the 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 groups of pupils 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).*

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### *Measurable Goals of the Educational Program*

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#### **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: [Optional: list current student subgroups]. The metrics associated with these goals help the Charter School to ensure that these specific subgroups are making satisfactory progress, and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula.

The current LCAP is on file with the District and is also available on our website at [https://www.kstreet.org/files/ugd/34f37d\\_ea8fa3acfc0048e2893036e5b409a9ee.pdf](https://www.kstreet.org/files/ugd/34f37d_ea8fa3acfc0048e2893036e5b409a9ee.pdf) and/or in the Appendix. 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. The Charter School shall submit the LCAP to the District and County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

The 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 its administrative offices.

## Element C: Methods of Assessment

*\*“The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.” (Ed. Code § 47605(c)(5)(C).)*

Kid Street shall adhere to all state testing requirements that are applicable to charter schools. Kid Street will be utilizing diverse assessments that are aligned with the curriculum and instructional program, compliant with state expectations. They will be administered according to the assessment cycle below.

<b>Assessment</b>	<b>Description</b>	<b>Assessment Schedule</b>
State required tests	CASSPP, PFT, ELPAC, CAST, CAA	Annually, as available
Placement exams	ELPAC, Math and English Diagnostics	Annually, as available
School Designed Assessments	Tests, Quizzes, Projects	Ad-hoc, weekly, bi-weekly, monthly
Summative Assessments	Common Core aligned final examinations	Each Trimester

The Charter School is required to prepare a SARC. The Charter School complies with this requirement and uses the CDE pre-populated template to share the various demographic, assessment, staffing, and funding data with its parents and community. This report is approved by the Charter School’s Governing Board on an annual basis and posted on the Charter School's website.

## Element D: School 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).)*

The Charter School is a directly funded independent charter school and will be operated by a California non-profit public benefit corporation, Kid Street Learning Center, Inc., pursuant to California law.

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

The Charter School is governed by a governing board. The number of members on this board is determined by the provisions of the Bylaws. The Santa Rosa School District Board has the right, but not the obligation, to appoint one person to serve on the Kid Street governing board. The member, if any is so appointed by the District has full voting rights and is not required to be a participating parent in the Charter School. In the past, parents have been members of the Board of Directors. All other members of the Kid Street governing board are duly elected community members. At this time, the Kid Street Board of Directors is looking into recruiting parents to be serve as member on the Board. Only one participating parent per family may be elected to serve on the governing board of the Kid Street. The participating parents, by majority vote, elect governing board members annually to serve on a voluntary basis. One member of each participating family has the right to one vote per open position for governing board members.

All meetings of the Charter School’s governing board are public and conducted in accordance with the Brown Act. All members of the Charter School are encouraged to attend and actively participate. . A copy of the Board Meeting Agenda is posted publicly at least 72 hours before the scheduled meeting. If Santa Rosa City Schools requests, we have Board Meeting minutes available. Decisions of the Charter School’s governing board are based on a majority vote. Kid Street welcomes Santa Rosa City Schools, and has enjoyed site visits from the superintendent, liaisons, and Board Members.

The Charter School has adopted a Conflict of Interest Code that complies with the Political Reform Act, Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1, and Corporations Code conflict of interest rules, and which shall be updated with any charter school-specific conflict of interest laws or regulations. As required, the Conflict of Interest Code will be submitted to the County Board of Supervisors for approval.

## **Parent Involvement in Governance**

In addition to maintaining parent participants on the Board, parents will be strongly encouraged to volunteer each academic year to the Charter School. The Principal shall maintain a comprehensive list of volunteer opportunities including but not limited to the following: volunteering in the classroom/school (including at-home assistance); tutoring, attending parent-teacher conferences; attendance at charter school Board meetings; participation in the planning of, or attendance at, fundraising or academic/arts events; or, other activities. No child will be excluded from the Charter School or school activities due to the failure of his or her parent or legal guardian to volunteer.

## Element E: Employee Qualifications

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

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### ***Equal Employment Opportunity***

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Kid School acknowledges and agrees that all persons are entitled to equal employment opportunity. Kid Street does 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.

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### **Qualifications**

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The Charter School seeks to select, hire, and support individuals who will maximize student achievement for all students.

#### **All Employees**

The Charter School will employ staff that has knowledge or expertise in the guiding philosophy of the Charter School and expects all staff to have:

- A clearly articulated philosophy of education, teaching and learning aligned with the Charter School’s educational philosophy and mission
- Demonstrated they are life-long learners
- Experience collaborating with others
- Strong interpersonal communication skills with both adults and children
- Demonstrated perseverance, achievement and responsibility
- An inquiry-minded approach to education

#### **Executive Director/Principal**

The qualifications for the Executive Director/Principal may include (but are not limited to) the following:

- B.A. or B.S. degree required
- Three years of administrative experience, broad, varied and increasingly responsible experience with budgeting, computer information systems, and organizational procedures. Charter school experience desirable.

- Knowledge of principles, methods and procedures related to purchasing, operation, safety, computer networking programs, food service, budgeting and accounting, electronic data processing techniques and methods, purchasing and inventory control systems; Knowledge of principles, methods, techniques and strategies of organization, management and supervision;
- Knowledge of law, policies and regulations pertaining to youth and employee records;
- Ability to apply empirical principles and procedures in work performed; preparation of financial and statistical documents and reports; Analyze student achievement data, draw logical conclusions and prepare comprehensive reports; Establish and maintain cooperative relationships with all partners; Deal effectively and graciously with situations requiring tact and judgment; Exercise patience, common sense, and good humor to thrive within the pressures, competing priorities and demands of a school office environment

## **Teachers**

Teaching educators shall hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment.

As required under Education Code Section 48000(g)(4), and subject to any future amendments, all teachers who are first assigned to a transitional kindergarten classroom after July 1, 2015 must possess at least one of the following:

- At least 24 units in early childhood education, or childhood development, or both.
- As determined by the Charter School, professional experience in a classroom setting with preschool age children that is comparable to 24 units of early childhood education, or childhood development.
- A child development teacher permit, or an early childhood education specialist credential, issued by the Commission on Teacher Credentialing.

Teachers will be responsible for overseeing the students' academic progress and for monitoring grading and matriculation decisions as specified in the Charter School's policies. They also need to have knowledge of assessment strategies and the desire to use data to drive their teaching and ensure continuous improvement of student learning.

Teachers at the Charter School exercise autonomy, creativity, and collaboration to help build a strong program. They share leadership in all aspects of the program—in the classroom and beyond it, working with professionals and volunteers—to help children grow in their academic understanding and alertness, their physical fitness, and their positive attitudes toward themselves and the people around them. In addition to holding a valid certificate, qualifications include:

- Ability and commitment to working collegially with staff, parents, volunteers, etc.
- Ability and commitment to support and lead in a learning environment that integrates curriculum in in-depth studies that may include field trips and vigorous activity.
- Ability and commitment to model and support collaboration, respect, and academic curiosity.
- Ability and commitment to teach the California State Standards.
- Availability for extensive summer training
- CLAD or similar certification

The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. Teachers 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. Prospective staff members will have an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in an instructional capacity.

### **Classified Staff**

All classified non-instructional staff will possess a high school degree or higher (preferably an associates’ degree or bachelor’s degree) and possess experience and expertise appropriate for their position within the Charter School as outlined in the Charter School’s staffing plan, job descriptions, and adopted personnel policies.

Staff will be provided professional development opportunities when necessary to ensure that they remain abreast of all relevant changes in laws or other operational requirements.

## **Element F: Health and Safety of Pupils and Staff**

*“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) For all schools, the development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (K), inclusive, of paragraph (2) of subdivision (a) of Section 32282. For schools serving pupils in any of grades 7 to 12, inclusive, the development of a school safety plan shall also include the safety topic listed in subparagraph (L) 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.” (Education Code Section 47605(c)(5)(F))*

The Kid Street Charter School has adopted and implemented a comprehensive set of health, safety and risk management policies. These policies have been developed in consultation with the school’s insurance carriers and include the following:

### **Procedures for Background Checks**

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

### **Role of Staff as Mandated Child Abuse Reporters**

All employees will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the District. The Charter School shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

### **Tuberculosis Risk Assessment and Examination**

Employees, and volunteers who have frequent or prolonged contact with students, will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and

working with students, and for employees at least once each four years thereafter, as required by Education Code Section 49406.

### **Immunizations**

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

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

### **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; per AB 1651 (2023), the Charter School shall store emergency epinephrine auto-injectors in an accessible location upon need for emergency use and include that location in annual notices required by law. To the extent the Charter School maintains a stock of albuterol inhalers to respond to respiratory distress in students, the Charter School shall comply with the requirements of Education Code Section 49414.7, including with respect to training, notices, and the stocking of albuterol inhalers.

### **Vision, Hearing, and Scoliosis**

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

### **Diabetes**

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

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

1. A description of type 2 diabetes.

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

### **Suicide Prevention Policy**

The Charter School shall maintain a policy on student suicide prevention in accordance with Education Code Section 215. The Charter School shall review, at minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Pursuant to AB 58 (2021-22), the Charter School will also review and update its suicide prevention policy by January 1, 2025 to incorporate best practices identified by the California Department of Education's model policy, as revised.

### **Prevention of Human Trafficking**

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

### **Menstrual Products**

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

### **All Gender Restrooms**

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

designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

### **School Meals**

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

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

### **Recess**

As of the 2024-25 school year and except where a field trip or other educational program is taking place, if the Charter School provides recess, to the extent required by Education Code Section 49056, the Charter School shall provide supervised and unstructured recess, distinct from physical education courses and mealtimes, of at least 30 minutes on regular instructional days and at least 15 minutes on early release days. The Charter School shall not restrict a student's recess unless there is an immediate threat to the physical safety of the student or one or more of their peers.

### **California Healthy Youth Act**

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

### **Mental Health Education**

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

### **Mental Health Information**

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

online to students through social media, internet websites, portals, and learning platforms at the beginning of each school year.

### **School Safety Plan**

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

- child abuse reporting procedures
- routine and emergency disaster procedures
- policies for students who committed an act under Education Code Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- a discrimination and harassment policy consistent with Education Code Section 200
- provisions of any schoolwide dress code that prohibits students from wearing "gang-related apparel," if applicable
- procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- a safe and orderly environment conducive to learning
- the rules and procedures on school discipline adopted pursuant to Education Code Sections 35291, 35291.5, 47605, and 47605.6
- procedures for conducting tactical responses to criminal incidents
- procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a schoolbus serving the school

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

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

## **Workplace Violence Prevention Plan**

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

## **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.

## **Facility Safety**

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

## **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.

### **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.

### **Homicide Threats**

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

### **Gun Safety Notice**

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

### **Athletic Programs**

The Charter School shall comply with all applicable laws related to health and safety policies and procedures surrounding athletic programs at charter schools, including but not limited to providing information to athletes regarding sudden cardiac arrest and annually providing each athlete an Opioid Factsheet for Patients.

In the event the Charter School participates in any interscholastic athletic programs, it shall comply with all applicable requirements, including, but not limited to, adopting a written emergency action plan for sudden cardiac arrest or other medical emergencies related to athletic programs, and acquiring at least one automated external defibrillator. Further, Charter School's emergency action plan shall describe the location of emergency medical equipment and include a description of the manner and frequency at which the procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, including concussion and

heat illness will be rehearsed. By July 1, 2024, coach training shall include recognition of the signs and symptoms of and responding to concussions, heat illness, and cardiac arrest.

### **Transportation Services**

Effective July 1, 2025, the Charter School shall comply with the requirements of Education Code Section 39875(c), if applicable, relating to background checks and testing for individuals providing transportation services for students.

## Element G: Student Population Balance

*“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. Upon renewal, for a charter school not deemed to be a local educational agency for purposes of special education pursuant to Section 47641, the chartering authority may consider the effect of school placements made by the chartering authority in providing a free and appropriate public education as required by the federal Individuals with Disabilities Education Act (Public Law 101-476), on the balance of pupils with disabilities at the charter school.” (Education Code Section 47605(c)(5)(G).)*

Currently, the area we serve, Eighth and Davis, and Southwest Santa Rosa, is home to approximately 4,500 children from low-income families. We serve children who are Hispanic, Caucasian, African American, Native American, Filipino, Pacific Islander, and Hawaiian, as well as English Learners and special education students. Because our population is fluid, we serve a wide variety of clients from our neighborhood, and the population of the larger area nearby. Our neighborhood is multi-ethnic, and represented by a diverse racial population.

Kid Street implement a student recruiting strategy that includes but is not necessarily limited to the following elements or strategies to ensure a student population balance among students that is reflective of the general population residing within the territorial jurisdiction of the District:

- An enrollment process that is scheduled and adopted to include a recruitment timeline that allows for a broad-based recruiting and application process.
- The development of promotional and informational material that appeals to all of the various racial and ethnic groups represented in the District, as well as special education students and English learners. All major marketing materials and enrollment packets will be translated into Spanish as needed.
- Student recruitment efforts may include, but are not limited to, direct mail, print advertising, and informational meetings directed toward targeted student populations to recruit students from the various racial and ethnic groups represented in the District, as well as special education students and English learners.
- The Charter School shall maintain an accurate accounting of the ethnic, racial, special education, and English learner students enrolled in the Charter School.

### ***Advertising and Promotional Plan***

The Charter School will launch a thoughtful marketing and outreach campaign to ensure that a broad cross section of the community is aware of the opportunity to attend the Charter School and ensure that the Charter School's balance of racial and ethnic pupils, special education pupils, and English learner pupils among its students is reflective of the general population residing within the territorial jurisdiction of the District.

### **Internet**

The Charter School will maintain a website that describes the academic program of the Charter School and its admission procedures, and which provides information that is pertinent to the recruitment of a diverse student body, including the specific subgroups identified above. In addition to Kid Street's website, the Charter School will include information on social networking sites like Facebook that is also designed to recruit and enroll a diverse student body.

### **General Public Outreach**

The Charter School intends to participate in a variety of public events by hosting booths and also post recruitment and enrollment materials in a variety of public places, including public libraries, local museums, information booths. Kid Street also intends to conduct outreach to parents of school-aged children through local athletic leagues.

## Element H: Admissions Requirements

*“Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (e).”* Education Code Section 47605(c)(5)(H).

The Charter School will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition or discriminate against any student based upon any of the characteristics listed in Education Code Section 220.

The Charter School shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state, unless required by Education Code Section 51747.3. In accordance with Education Code Sections 49011 and 47605(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

In accordance with Education Code Section 47605(e)(4)(A), the Charter School shall not discourage a 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), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(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.

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

1. Student enrollment form
2. Proof of Immunization
3. Home Language Survey

4. Completion of Emergency Medical Information Form
5. Proof of minimum age requirements
6. Release of records<sup>3</sup>

### **Public Random Drawing**

Applications will be accepted during a publicly advertised open enrollment period each year for enrollment in the following school year. Following the open enrollment period each year, applications shall 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 (or “lottery”) to determine admission for the impacted grade level, with the exception of existing students, who are guaranteed admission in the following school year. Admission preferences in the case of a public random drawing shall be given to the following students in the following order:

1. Siblings of students admitted to or attending the Charter School
3. Children of Charter School teachers and staff
4. Residents of the District
5. All other applicants

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

The 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 all applicants who qualify for the first preference category, and shall continue with that preference category until all vacancies within that grade level have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above.

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a wait list according to their draw

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<sup>3</sup> In accordance with Education Code Section 47605(e)(4)(B), the Charter School shall not request a pupil’s records or require a parent, guardian, or pupil to submit the pupil’s records to the Charter School before enrollment.

in the lottery. 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 waitlist carry over to the following school year.

Public random drawing rules, deadlines, dates, and times will be communicated in the application form and on the Charter School's website. Public notice for the date and time of the public random drawing will also be posted once the application deadline has passed. The Charter School will also inform all applicants and interested parties of the rules to be followed during the public random drawing process via mail or email at least two weeks prior to the lottery date.

The Charter School will conduct the lottery in the spring for enrollment in fall of that year.

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### ***McKinney-Vento Homeless Assistance Act***

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Kid Street adheres to the provisions of the McKinney-Vento Homeless Assistance Act and ensures 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. Kid Street shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that the school is open to enroll and provide services for all students.

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### **Non-Discrimination**

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Kid Street does 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. Kid Street 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. Kid Street 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.

## Element I: 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.”* Education Code Section 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).

Kid Street Charter School shall annually contract for a financial audit to be conducted separately from the District’s audit. The Charter School’s audit shall be paid for from the Charter School’s budget. The audit shall be conducted by a certified public accountant with experience in public school finance. The audit shall be in accordance with Generally Accepted Accounting Principles issued by the American Institute of Certified Public Accountants. 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 report shall be forwarded to the District, the State Controller, the Sonoma County Superintendent of Schools, and the State Department of Education by December 15 of each year. Audit exceptions and deficiencies shall be resolved to the satisfaction of the District. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (“EAAP”) in accordance with applicable law.

Kid Street has developed and regularly updates a comprehensive fiscal plan, establishing a sound financial management system, and has established an appropriate set of fiscal management policies for the school to the satisfaction of the Santa Rosa City School Board’s chief financial officer.

## Element J: Pupil Suspension or Expulsion

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

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

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

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

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

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

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

## **Policy**

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

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

The Charter School administration shall ensure that students and their parents/guardians<sup>4</sup> 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 Executive Director's 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.

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<sup>4</sup> The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.

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

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

## **Procedures**

### **A. Grounds for Suspension and Expulsion of Students**

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

### **B. Enumerated Offenses**

1. Discretionary Suspension Offenses. Students may be suspended when it is determined the student:
  - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
  - b) Willfully used force or violence upon the person of another, except self-defense.

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

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

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

q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 8, inclusive.

r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 4 to 8, inclusive.

s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 8, inclusive.

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

- 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
  - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
  - ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
  - iii. Causing a reasonable student to experience substantial interference with their academic performance.
  - iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
  
- 2) “Electronic Act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
  - i. A message, text, sound, video, or image.
  - ii. A post on a social network Internet Web site including, but not limited to:
    - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in 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.

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

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

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

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

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

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.
- p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a

crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 8, inclusive.
- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 4 to 8, inclusive.
- s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 8, inclusive.
- t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

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

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who

exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

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

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

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

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

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

ii. A post on a social network Internet Web site including, but not limited to:

(a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in 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.

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

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

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

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

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.

b) Brandished a knife at another person.

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

d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section

288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.

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

The Charter School will use the following definitions:

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

### **C. Suspension Procedure**

Suspensions shall be initiated according to the following procedures:

#### **1. Conference**

Suspension shall be preceded, if possible, by a conference conducted by the Executive Director or 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 Executive Director or designee.

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

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. The conference shall be held as soon as the student is physically able to return to school for the conference. Penalties shall not 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.

## **2. Notice to Parents/Guardians**

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

## **3. Suspension Time Limits/Recommendation for 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 Executive Director or designee, the student and the student's parent/guardian shall be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student and the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference.

This determination will be made by the Executive 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.

## **4. Homework Assignments During Suspension**

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 8, inclusive, who has

been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

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

#### **D. Authority to Expel**

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

A student may be expelled either by the neutral and impartial Charter School Board of Directors following a hearing before it or by the Charter School 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 who are certificated and neither a teacher of the student nor a member of the Charter School 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.

#### **E. Expulsion Procedures**

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Executive 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 Family Educational Rights and Privacy Act ("FERPA")) unless the student makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

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

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

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

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

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) days' notice of their scheduled testimony; (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent/guardian, or legal counsel; and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the 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.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the 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.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the 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.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

## **G. Record of Hearing**

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

#### **H. Presentation of Evidence**

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

#### **I. Expulsion Decision**

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the 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.

#### **J. Written Notice to Expel**

The Executive 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 the Charter School.

The Executive 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.

#### **K. Disciplinary Records**

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

#### **L. No Right to Appeal**

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

#### **M. Expelled Students/Alternative Education**

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

#### **N. Rehabilitation Plans**

Students who are expelled from the Charter School 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 the Charter School for readmission.

#### **O. Readmission or Admission of Previously Expelled Student**

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board of Directors following a meeting with the Executive Director or designee and the student and student's parent/guardian 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 Executive Director or designee shall make a recommendation to the Board of Directors following the meeting regarding the Executive 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 the Charter School's capacity at the time the student seeks readmission or admission to the Charter School.

#### **P. Notice to Teachers**

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

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

##### **1. Notification of SELPA**

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

##### **2. Services During Suspension**

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

##### **3. Procedural Safeguards/Manifestation Determination**

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

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

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

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

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

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

#### **4. Due Process Appeals**

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of

the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

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

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian, or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

## **5. Special Circumstances**

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

The Executive 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:

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

## **6. Interim Alternative Educational Setting**

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

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

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

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

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

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

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

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

## **Element K: State Teachers' Retirement System and Social Security**

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

The classified staff at Kid Street Charter School is participating in the Social Security program. Certificated staff participates in the State Teachers' Retirement System.

## **Element L: Public School Attendance Alternative**

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

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

## **Element M: Employee Rights to Leave the District to Work at the Charter or Return to the District**

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

No employee of Santa Rosa City Schools is required to work at Kid Street Charter School. Any employee who so desires shall be considered for employment through an open application process and, if hired, shall enter into a contractual agreement with the governing Board of Kid Street Charter School, which shall have the authority to hire and terminate the position of teacher, in accordance with the agreement executed between Kid Street Charter School Board of Directors and the teacher. Any right of the employee to return to the regular employ of the School District must be secured through an agreement reached with the District prior to employment by the Charter School.

Any rights which shall accrue to such District staff members will be based solely upon District policies and/or collective bargaining agreements.

## **Element N: Resolution of Disputes**

*“The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter.” (Education Code Section 47605©(5)(N).)*

The Kid Street Learning Center Charter School’s Board of Directors has adopted policies and processes for airing and resolving internal and external disputes. The Santa Rosa School District agrees to refer all complaints to the school’s director for resolution in accordance with the school’s policies. All concerned parties including teachers, parents, board members of Kid Street, school committee members and staff will be provided with a copy of the school’s policies and dispute resolution process. Each participant in the school agrees to work within the guidelines of the policy.

In the event of a dispute between Kid Street Charter School and the District concerning provisions of the charter, the parties agree to meet and seek mutual agreement. If no agreement is reached, the Santa Rosa School District Board of Education will make the final decision. Kid Street Charter School retains full rights to seek redress under the law.

In accordance with the District’s policies and State Regulation, Kid Street Learning Center Charter School understands that if the District finds reasonable cause to revoke this charter, the Kid Street Board will be given reasonable time to respond and take corrective action prior to the revocation of the charter.

## **Element O: Procedures for Charter School Closure**

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

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

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

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

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

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

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, the Charter School will prepare final financial records. The Charter School will also have an independent audit completed within six months after closure.

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

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

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

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

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

## Miscellaneous Charter Provisions

Financial Statements: *“The petitioner or petitioners also shall be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cashflow and financial projections for the first three years of operation.”* Education Code Section 47605(h).

Attached, in the appendix, 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.

Administrative Services: *“The manner in which administrative services of the charter school are to be provided.”* Education Code Section 47605(h).

The Charter School will contract with a qualified vendor to provide business services, which will include, but not be limited to: accounting, fiscal oversight, payroll, payroll tax accounting, purchasing, accounts payable and receivable, budget development, budget revisions, monthly and annual financial reporting, multi-year projections, cash flow projections, monitoring of budget to actual revenues and expenditures on a monthly basis.

Facilities: *“The facilities to be used 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).

The Charter School intends to continue to operate at the same facilities as in its prior charter term: 709 Davis St, Santa Rosa.

Potential Civil Liability Effects: *“Potential civil liability effects, if any, upon the charter school and upon the school district.”* Education Code Section 47605(h).

The Charter School shall be operated by a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d). The specific purposes for which the corporation is organized are for the operation of a California public charter school for educational services in accordance with the Education Code Section 47600, et seq.

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.

4870-2863-4015, v. 3

## Appendix A: LCAP

# Kid Street



## Charter School

### LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Kid Street Learning Center Charter School

CDS Code: 49709126116958

School Year: 2024-25

LEA contact information:

Kathleen Mallamo

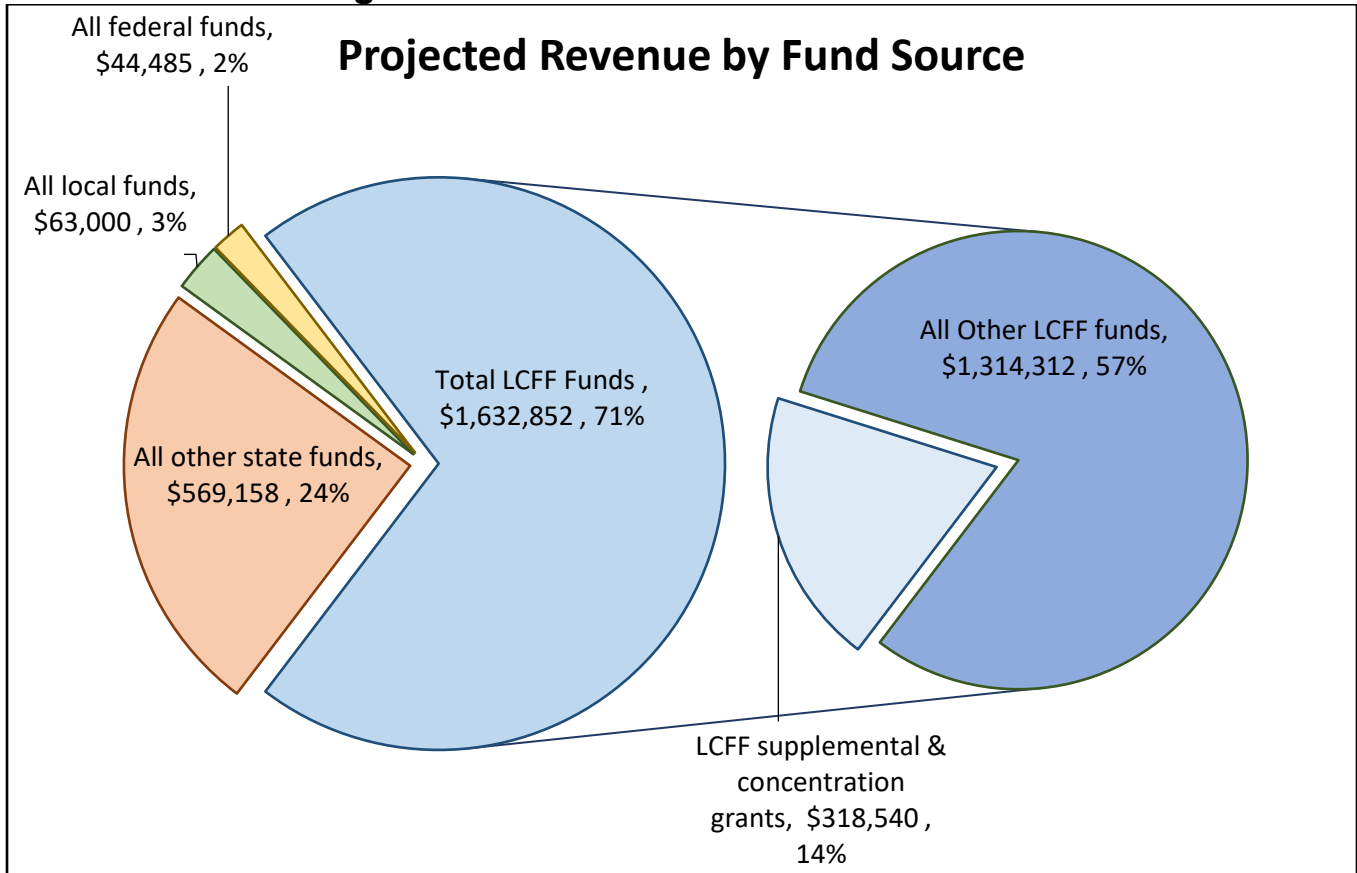
Executive Director

[kathleenm@kstreet.org](mailto:kathleenm@kstreet.org)

707.525.9223

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

## Budget Overview for the 2024-25 School Year

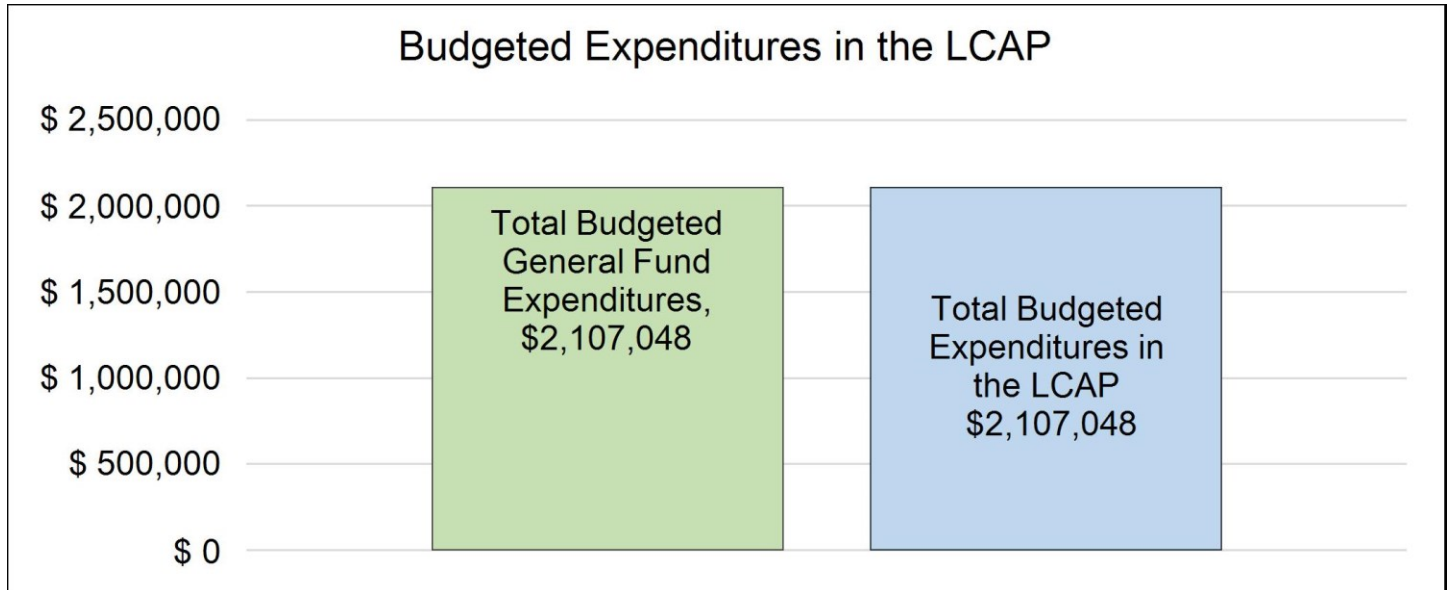


This chart shows the total general purpose revenue Kid Street Learning Center Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Kid Street Learning Center Charter School is \$2,309,495, of which \$1,632,852 is Local Control Funding Formula (LCFF), \$569,158 is other state funds, \$63,000 is local funds, and \$44,485 is federal funds. Of the \$1,632,852 in LCFF Funds, \$318,540 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Kid Street Learning Center Charter School plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

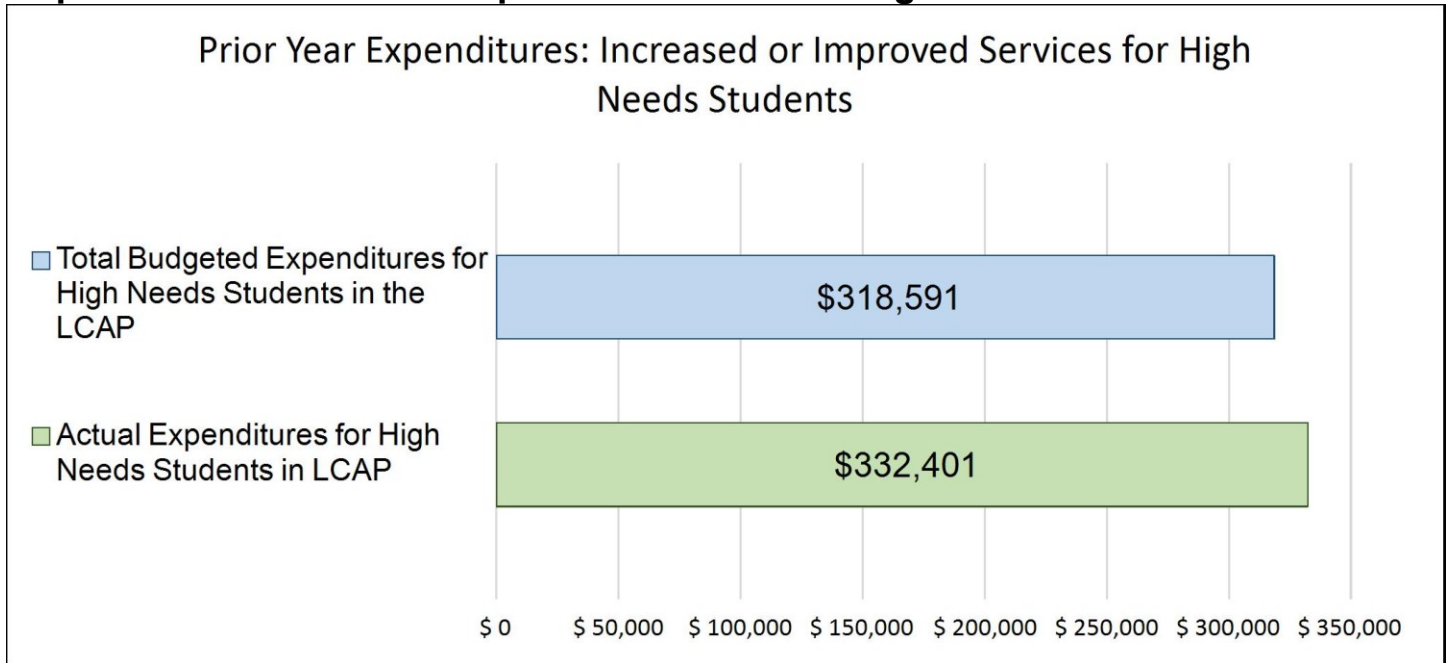
The text description of the above chart is as follows: Kid Street Learning Center Charter School plans to spend \$2,107,048 for the 2024-25 school year. Of that amount, \$2,107,048 is tied to actions/services in the LCAP and \$0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

## Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Kid Street Learning Center Charter School is projecting it will receive \$318,540 based on the enrollment of foster youth, English learner, and low-income students. Kid Street Learning Center Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Kid Street Learning Center Charter School plans to spend \$361,674 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2023-24



This chart compares what Kid Street Learning Center Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Kid Street Learning Center Charter School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Kid Street Learning Center Charter School's LCAP budgeted \$318,591 for planned actions to increase or improve services for high needs students. Kid Street Learning Center Charter School actually spent \$332,401 for actions to increase or improve services for high needs students in 2023-24.

**Kid Street**



**Charter School**

## 2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Kid Street Learning Center Charter School	Kathleen Mallamo Executive Director	kathleenm@kstreet.org 707.525.9223

# Goals and Actions

## Goal

Goal #	Description
1	Students will be actively engaged in their education

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance rate	91%	88%	90.6%	92%	95%
Chronic absenteeism rate	22.8%	38.4	38.6	25%	15%
Suspension rate	0%	3%	3%	3%	2%
Expulsion rate	0%	0%	0%	0%	0%
Rate of Teachers certified in Maker's Education	71%	71%	57%	57%	57%
Rate of students with 4 or more off campus authentic experiences a year	100%	44%	100%	100%	100%
Rate of students receiving free logo wear	0%	100%	100%	100%	100%
Rate of faculty trained in Responsive Classroom	50%	50%	88%	100%	100%
Rate of teachers using morning Circle	43%	100%	100%	100%	100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Rate of Teachers trained in Toolbox	86%	100%	100%	100%	100%
Rate of students with access to free after school program	100%	100%	100%	100%	100%
Rate of families participating in free Summer Camp/School	44%%	52%	70%	N/A	75%
Rate of 4-6 graders who believe that their school ALWAYS wants them to do well	95%	65%	75%	N/A	90%
Rate of 4-6 graders who believe that there is an adult at their school who they can ALWAYS go to for help	80%	73%	70%	N/A	90%

## Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

There were no substantive differences in our planned and implemented actions.

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

Kid Street maintained planned expenditures for Actions, including increasing extended day programming.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Our attendance metrics show that the actions related to school pride and attendance were effective. Our PBIS metrics were not as high as hoped for, and we will be making some changes in our actions, as noted below.

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

The next phase of our attendance improvement program has actions that are lower cost through the next 3 years and more relationship based than incentive focused. We see this as a natural progression from external motivators to developing more intrinsic motivation to come to school on time.

Due to lower metric results than hoped for with our SEL focused metrics, such as the PBIS survey, we will be changing Action 1.2 to include consultation with a behaviorist throughout the school year. Adding a behaviorist consultant to Kid Street Charter's counseling, SEL curriculum, and professional development for teachers will be highly beneficial. A behaviorist can provide evidence-based strategies to manage classroom behaviors effectively, ensuring a more conducive learning environment. Their expertise will enhance the SEL curriculum by integrating techniques that promote positive behavioral changes and emotional regulation among students. Additionally, their insights during professional development sessions will equip teachers with practical tools to address behavioral challenges, ultimately fostering a more supportive and productive educational experience for both students and staff. Another change within the SEL action will be to add another classroom is Fly Five curriculum adoption.

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

# Goals and Actions

## Goal

Goal #	Description
2	Students will achieve academic excellence

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Rate of students meeting ELA standards as measured by CAASPP	n/a	25%	25%	N/A	35%
Rate of students meeting MATH standards as measured by CAASPP	n/a	13%	21%	N/A	30%
English Language Learner reclassification rate	25%	7%	7%	8%	15%
Rate of teachers appropriately assigned	100%	100%	100%	100%	100%
Rate of students with ELA (English Language Arts) CCSS (Common Core State Standards) aligned curriculum	100%	100%	100%	100%	100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Rate of students with MATH CCSS aligned curriculum	100%	100%	100%	100%	100%
Rate of students with NGSS (New Generation Science Standards) aligned curriculum	57%	100%	100%	100%	100%
Rate of 5th grade students meeting Science standards as measured by CAASPP	n/a	8%	7%	N/A	25%
Percentage of 2nd graders in 61st-100th percentile in Map Growth Math Spring assessment.	47%	50%	67%	50%	70%
Percentage of 3rd graders in 61st -100th percentile in Map Growth Math Spring assessment.	8%	15%	20%	6%	30%
Percentage of 4th graders in 61st -100th percentile in Map Growth Math Spring assessment.	18%	7%	39%	33%	40%
Percentage of 5th graders in 61st -100th percentile in Map	20%	0%	0%	50%	20%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Growth Math Spring assessment.					
Percentage of 6th graders in 61st -100th percentile in Map Growth Math Spring assessment.	29%	33%	17%	45%	30%
Percentage of 2nd graders in 61st-100th percentile in Map Growth Reading Spring assessment.	20%	25%	54%	25%	50%
Percentage of 3rd graders in 61st-100th percentile in Map Growth Reading Spring assessment.	16%	15%	60%	19%	65%
Percentage of 4th graders in 61st-100th percentile in Map Growth Reading Spring assessment.	13%	7%	23%	44%	20%
Percentage of 5th graders in 61st-100th percentile in Map Growth Reading Spring assessment.	23%	8%	13%	64%	20%
Percentage of 6th graders in 61st-100th percentile in Map Growth Reading Spring assessment.	34%	25%	42%	18%	45%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Rate of students receiving general education academic Intervention services	13%	18%	25%	16%	25%
Percentage of 1st graders in 61st-100th percentile in Map Growth Reading Spring assessment.	not tested this year	not tested this year	26%	32%	30%
Percentage of 1st graders in 61st-100th percentile in Map Growth Math Spring assessment.	not tested this year	not tested this year	35%	32%	40%

## Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

There were no substantive differences in the planned and implemented actions.

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

Kid Street maintained planned expenditures for Actions.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

In general, we are pleased of the effectiveness of our actions to meet this goal. If grouping of the Map Growth metrics into one category of actions; Intervention and curriculum, we see that we met most of our desired 3-year outcomes.

---

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

We will continue to use the same metrics as before, especially the Maps Growth metrics, as they give us real time data that is easily interpreted, shared, and used to make instructional decisions. Furthermore, it is used in goal setting for students and faculty, and guides the specifics within the curriculum actions (2.1 through -2.4) made each year. The professional development action includes our effective educator funds and will specifically support our primary teachers in their literacy fellowships through our office of education in the 2024-2025 school year.

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

# Goals and Actions

## Goal

Goal #	Description
3	Students will have basic needs met in order to be ready for learning

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Rate parents/guardians reporting that the campus is well maintained, safe, and clean on annual survey	90%	n/a	75%	N/A	100%
Rate of families receiving Brown Bag support	47%	15%	20%	25%	50%
Rate of students receiving Kids' Kloset support	75%	80%	75%	134%	75%
Rate of students with access to filtered water throughout the day	100%	100%	100%	100%	100%
Rate of students offered a free, healthy lunch incorporating salad bar daily	100%	100%	100%	100%	100%

## Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

There were no substantive differences in planned and implemented actions.

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

Kid Street maintained planned expenditures for Action, including increasing facility maintenance.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The actions were effective in making progress towards this Goal.

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

The metrics of this goal have been updated to reflect the use of our PBIS survey, which includes an Institutional Environment category that allows for us to measure how our caring adults rate specific climate related areas, such as facilities, safety, and environment. Within our Safety Action, we have added a new volunteer management system to track volunteers and their credentialed, which correlates to a new metric to measure the percentage of volunteers being processed in this system. Also, the metric to measure the effectiveness of Kids' Kloset has been updated to the number of visits instead of the rate of students.

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

# Goals and Actions

## Goal

Goal #	Description
4	Guardians will be engaged in school events and be informed of their child's progress

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Rate of guardians attending Back to School night and other campus events	n/a	80%	85%	90%	100%
Rate of guardians helping with school fundraisers	25%	30%	40%	22%	30%
Rate of guardians receiving information regarding school events/news through information systems	100%	100%	100%	100%	100%

## Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

There were no substantive differences in planned and implemented actions.

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

Kid Street maintained planned expenditures for Actions.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The actions were effective in making progress to this Goal as measured through PBIS metrics, attendance at campus events, and the percentage of caring adults with access to, and noted interactions with our information systems such as One Call, Class Dojo, and personal interactions.

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

As the result of educational partner engagement, the metrics that we are using to track this goal will be changed to allow for targeted tracking. The new metrics are: Percentage of students who had at least one caring adult attend STEAM night, PBIS mean score for guardians "I feel welcome at my school", PBIS mean score for guardians "I am actively involved in activities at my child's school" , and Rate of guardians receiving information regarding school events/news through information systems.

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

# Goals and Actions

## Goal

Goal #	Description
5	Students will have access to high quality technology tools on a daily basis

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
One to one device ratio for grades Tk-6	100%	100%	100%	100%	100%
Classrooms with updated Promethean Boards	100%	100%	100%	100%	100%

## Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

There were no substantive differences.

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

Kid Street maintained planned expenditures for Action, including increasing investment in devices.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The actions were effective in meeting this goal.

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

One change will be the added action of maintaining high internet speed and Cybersecurity measures to ensure safe and reliable browsing. This change will strengthen this Goal by specifically calling attention to Cybersecurity issues and measures as Malware attacks becomes more advanced and, unfortunately, more common.

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

# Instructions

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

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

## Goals and Actions

### Goal(s)

#### Description:

Copy and paste verbatim from the 2023–24 LCAP.

#### Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

#### Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

#### Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the “Measuring and Reporting Results” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

### Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

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

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

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

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

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

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

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

California Department of Education  
November 2023

# Kid Street



## Charter School

### Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Kid Street Learning Center Charter School	Kathleen Mallamo Executive Director	kathleenm@kstreet.org 707.525.9223

### Plan Summary [2024-25]

#### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Kid Street is a TK-6th grade independent S.T.E.A.M. focused charter school authorized by Santa Rosa City Schools since 1999. We currently serve 108 students. Kid Street is located in historical Railroad Square in a vintage 1923 building. The students’ demographics are as follows: Homeless= 5% Foster=3% Low Income= 61% ELL= 9%. Our focus is on the whole child and the family. We offer Arts Education, Social Emotional Learning programming, Maker’s Education and a challenging, effective evidence based assessment and curricula program.

Extra support is given to students and their families through the following programs: Academic Intervention, Social Emotional Learning, a free After School and STEAM Summer Program, free homemade and healthy food, Kids' Klostet Clothing, and assistance with navigating resources within the community.

We believe that every child can be successful and have a bright future when given the proper support and encouragement.

## Reflections: Annual Performance

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

As we look back on the 2023-2024 academic year, it is both a privilege and a necessity to reflect on the progress Kid Street Charter School has made, as evidenced by the California School Dashboard. This year has been a testament to the resilience, dedication, and collaborative spirit of our students, staff, and community. The data presented in the dashboard serves not only as a marker of our achievements but also as a guide for our continuous journey towards educational excellence.

### Academic Performance

Our academic performance metrics reveal a narrative of both success and areas for growth. The overall improvement in English Language Arts (ELA) and Mathematics scores is particularly noteworthy. Our targeted interventions, such as our volunteer tutoring program, the Lexia and Power Up programs, the Maps Growth Accelerator program, and differentiated instruction strategies, have clearly had a positive impact. The increase in the percentage of students meeting or exceeding the state standards in Math is a reflection of the hard work of our dedicated teaching staff.

However, while we celebrate these gains, the dashboard also highlights the persistent achievement gaps among different student subgroups. Our Hispanic students continue to lag behind their peers, putting our LEA in Additional Targeted Support and Improvement for the subgroup in the areas of academic achievement and Chronic Absenteeism. This underscores the need for more tailored support and resources to ensure that all students have the opportunity to succeed. Moving forward, we will intensify our focus on engagement strategies, Social Emotional support, and targeted intervention. Three of our teachers will be joining the Sonoma County Office of Education Literacy Fellowship in 2024-2025, which we believe will have a positive impact in academic achievement, specifically reading. Likewise, 3 of our teachers are currently working towards their National Board Certification, which highlights their commitment.

### Student Engagement and School Climate

The California School Dashboard also provides insights into student engagement and school climate, areas where Kid Street Charter School has shown remarkable progress. Our chronic absenteeism rate has significantly decreased, a testament to the efficacy of our attendance initiatives. The introduction of attendance recognition and the strengthening of our family engagement efforts have played crucial roles in this achievement. These initiatives have not only improved attendance but have also fostered a stronger sense of community within our school.

Moreover, our suspension rates have declined, reflecting a more positive school climate. The implementation of social-emotional learning programs such as Responsive Classroom has been instrumental in this regard. Our local climate surveys show room for growth in building stronger partnerships with caring adults in the area of teaching and learning, and for a need to minimize behavior problems in the classroom that distract from learning.

### Looking Ahead

Reflecting on our progress, it is clear that Kid Street Charter School has made significant strides, yet there is always room for improvement. The California School Dashboard provides a comprehensive overview of our performance and serves as a valuable tool for identifying areas where we need to direct our efforts.

Moving forward, we will continue to build on our successes by fostering a culture of continuous improvement. This involves not only addressing the academic needs of our students, but also nurturing their social and emotional well-being. Our commitment to equity and inclusion will remain at the forefront of our efforts, ensuring that every student has the support and opportunities they need to thrive.

## Reflections: Technical Assistance

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

N/A

## Comprehensive Support and Improvement

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

### ***Schools Identified***

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

N/A

### ***Support for Identified Schools***

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

N/A

### ***Monitoring and Evaluating Effectiveness***

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

N/A

# Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
All Guardians	A PBIS School Climate Survey was conducted in May 2024 in the areas of : Teaching and Learning, School Safety, Interpersonal Relationships, Institutional Environment and Parental Involvement.
All School Personnel	A PBIS School Climate Survey was conducted in May 2024 in the areas of : Staff Connectedness, Structure of Learning, School Safety, Physical Environment, Peer/Adult Relationships, and Parental Involvement.
4-6 grade students	A PBIS School Climate Survey was conducted in May 2024 which guides the students through 11 different statements that allow for us to catch a glimpse into how they feel about themselves, their school, and their learning experiences.
Faculty	Professional Learning Community meetings throughout the year with embedded goal setting and reflection.

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

The overall mean score for the PBIS families survey was 3.32. This increased from a mean score of 2.93 from the 2022-2023 school year. Lower than expected scores were shown in teaching and learning. This drew attention to improvements that are needed in curriculum and delivery in ELA and Math. Goal 2

The overall mean score for the PBIS school personnel survey was 3.5, down from 3.6 from the 2022-2023 school year. Lower than expected scores were shown in Peer/Adult relations, with a focus on students' lack of respect with adults and other students. This drew attention to improvements needed in Social Emotional Learning. Goal 1

The overall mean score for the PBIS Elementary student survey was 2.71; slightly down from the previous year. Lower than expected scores were shown in student interpersonal relationships and student behavior in class. This drew attention to improvements needed in student behavior support, specifically moving from one on one counseling to behaviorist support for all teachers and students. Goal 1

Professional Learning Community (PLC) meetings provided feedback regarding curriculum, professional development, and improving teaching strategies. Specific attention was paid to Additional Targeted Support and Improvements for the Hispanic student group. The latter is addressed in Actions 1.2 and 2.7.

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
1	Students will be actively engaged in their education	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

We recognize that there are various reasons why a student might not attend school or may be disengaged even when present. This goal was established to address the diverse factors that affect attendance and learning motivation. Motivation is key! By meeting basic needs, addressing social and emotional well-being, and offering a highly engaging curriculum, we can foster this motivation and help our students succeed. This goal embodies our school motto: "Teach to the Heart and the Mind Will Follow."

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Attendance rate	95.4%			98%	
1.2	Chronic absenteeism rate	15.7%			5%	
1.3	Suspension rate	7.4%			1%	
1.4	Expulsion rate	0%			0%	
1.5	Rate of Teachers certified in Maker's Education	57%			86%	
1.6	Rate of students with 4 or more off campus	100%			100%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	authentic experiences a year					
1.7	Classrooms with at least 2 Artist residents	100%			100%	
1.8	Rate of students participating in STEAM clubs	36%			50%	
1.9	Rate of teachers using morning Circle	100%			100%	
1.10	Rate of Classrooms Using Fly Five	14%			71%	
1.11	Rate of students with access to free after school program	99%			100%	
1.12	Rate of families participating in STEAM Summer School	82%			85%	
1.13	Mean score for PBIS survey 4-6 graders, "I like school"	2.3			3	
1.14	Mean score for PBIS survey 4-6 graders, "My school wants me to do well"	3			3.5	
1.15	Mean score for PBIS survey 4-6 graders, "Students in my class behave so that teachers can teach"	1.87			2.5	

# Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Attendance, School Pride	School Pride Program and Incentives: Attendance Improvement program (Attendance awards and awareness program), Achievement awards for academic and SEL achievements, and Logo Wear.	\$1,000.00	No
1.2	Social and Emotional Learning Support	Social Emotional Program: Behaviorist consultation and trainings, counseling, SEL curriculum, Professional Development in SEL programs.	\$18,000.00	Yes
1.3	Art Program	Art Program: Theater Improvements, Classroom art supplies and materials, Luther Burbank Center for the Arts Artist residents, Poetry program, A Theater for Children classes, performance costs for plays and recitals	\$17,738.00	No

Action #	Title	Description	Total Funds	Contributing
1.4	Authentic Learning	Authentic Learning Program: Off campus fieldtrips and engagement opportunities on campus involving community organizations that do outreach at schools	\$7,000.00	Yes
1.5	ASES	After School Program: Staff, supplies, educational materials, marketing, food and facilities.	\$203,483.00	No
1.6	Health	Physical Education Program: equipment, playground needs, curriculum for teachers	\$1,000.00	No
1.7	STEM enrichment	Robotics, Girls Who Code, other STEM club costs	\$3,000.00	Yes
1.8	Makers' program	Makers' Program: Professional Development for faculty, materials and supplies, campus Maker events	\$1,000.00	No

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
2	Students will achieve academic excellence	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

At Kid Street Charter, we believe that all students can succeed. We utilize evidence-based, reliable data to track student achievement, monitoring progress for each grade level year after year. This data informs our academic curriculum decisions in ELA, math, and science, ensuring that our educational strategies are effective and responsive to our students' needs.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Rate of students meeting ELA standards as measured by CAASPP	24.53% in 2022-2023			40%	
2.2	Rate of students meeting MATH standards as measured by CAASPP	20.75% in 2022-23			35%	
2.3	English Language Learner reclassification rate	8%			10%	
2.4	Rate of teachers appropriately assigned	100%			100%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.5	Rate of students with ELA (English Language Arts) CCSS (Common Core State Standards) aligned curriculum	100%			100%	
2.6	Rate of students with MATH CCSS aligned curriculum	100%			100%	
2.7	Rate of students with NGSS (New Generation Science Standards) aligned curriculum	100%			100%	
2.8	Rate of 5th grade students meeting Science standards as measured by CAASPP	6.67% in 2022-23			25%	
2.9	Percentage of 1st graders in 61st-100th percentile in Map Growth Math Spring assessment.	32%			40%	
2.10	Percentage of 2nd graders in 61st-100th percentile in Map Growth Math Spring assessment.	50%			40%	
2.11	Percentage of 3rd graders in 61st -100th percentile in Map Growth Math Spring assessment.	6%			40%	
2.12	Percentage of 4th graders in 61st -100th percentile in Map Growth Math Spring assessment.	33%			40%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.13	Percentage of 5th graders in 61st -100th percentile in Map Growth Math Spring assessment.	50%			40%	
2.14	Percentage of 6th graders in 61st -100th percentile in Map Growth Math Spring assessment.	45%			40%	
2.15	Percentage of 1st graders in 61st-100th percentile in Map Growth Reading Spring assessment.	32%			50%	
2.16	Percentage of 2nd graders in 61st-100th percentile in Map Growth Reading Spring assessment.	25%			50%	
2.17	Percentage of 3rd graders in 61st-100th percentile in Map Growth Reading Spring assessment.	19%			50%	
2.18	Percentage of 4th graders in 61st-100th percentile in Map Growth Reading Spring assessment.	44%			50%	
2.19	Percentage of 5th graders in 61st-100th percentile in Map Growth Reading Spring assessment.	64%			50%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.20	Percentage of 6th graders in 61st-100th percentile in Map Growth Reading Spring assessment.	18%			50%	
2.21	Rate of students receiving general education academic Intervention services	16%			20%	

## Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Science	New Generation Science Standards (NGSS) Aligned Curriculum, School wide Project Lead the Way	\$2,000.00	No

Action #	Title	Description	Total Funds	Contributing
<b>2.2</b>	English Language Arts	ELA CCSS aligned curriculum, Lexia	\$14,000.00	Yes
<b>2.3</b>	Math	Math CCSS aligned curriculum: EnVision Math, manipulatives, Reflex Math	\$2,100.00	Yes
<b>2.4</b>	Social Studies	Social Studies curriculum: Current events periodicals, TCI curriculum for 5-6	\$2,000.00	No
<b>2.5</b>	Intervention	Intervention program: Reading Interventionist Teacher .8, curriculum and supplies, Summer School program, NWEA MAPS growth assessments, Instructional Aides	\$368,485.00	Yes
<b>2.6</b>	Highly Qualified Teachers	Retaining Highly Qualified Teachers Program: Salaries, Health Benefits, Retirement Benefits, substitute teachers, increase in salary schedule, food and drinks for meeting, incentives such as Kid Street merchandise	\$630,421.00	No
<b>2.7</b>	Professional Development	Professional Development Program: Trainings, conferences, and workshops for teachers, staff, and administration.	\$25,000.00	No
<b>2.8</b>	Administration	Maintain Quality Administration: Administration salaries, Conferences and travel for administrator and /or Board members.	\$204,403.00	No
<b>2.9</b>	Instructional Materials and supplies, Miscellaneous	On-going instructional materials: classroom supplies, paper, supplies, books, planners, Teachers Pay Teachers	\$8,400.00	No
<b>2.10</b>	Special Education	Special education: facilities, supplies, materials, curriculum, specifically for the Sondag Program by Orton Gillingham in partnership with SRCS	\$7,000.00	No

Action #	Title	Description	Total Funds	Contributing

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
3	Students will have basic needs met in order to be ready for learning	Broad Goal

State Priorities addressed by this goal.

<p>Priority 1: Basic (Conditions of Learning)</p> <p>Priority 2: State Standards (Conditions of Learning)</p> <p>Priority 3: Parental Involvement (Engagement)</p> <p>Priority 4: Pupil Achievement (Pupil Outcomes)</p> <p>Priority 5: Pupil Engagement (Engagement)</p> <p>Priority 6: School Climate (Engagement)</p>
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An explanation of why the LEA has developed this goal.

Since Kid Street was chartered in 1999, we have been committed to providing basic services to our students. These basic services are free and readily available to our kids and our families. It is important that the students are safe, have a well maintained campus, are well-fed with healthy food and clean water, and have high quality clothing available to them when needed. The programs reviewed annually through this goal include: Kids' Kloset, our fantastic homemade food program, and Brown Bag when needed.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Families/guardians PBIS "Institutional Environment" mean score	3.43			3.8	
3.2	Rate of volunteers fully processed through the volunteer management system	0%			100%	
3.4	Numbers of student visits to Kids' Kloset to receive shoes or clothing	236			200	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.5	Rate of students with access to filtered water throughout the day	100%			100%	
3.7	Rate of students offered a free, healthy lunch incorporating salad bar daily	100%			100%	

## Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Facilities	Facilities: Facilities Cleaning Service, Lease, maintenance and repairs to grounds and building, service to building such as plumbing, Custodial supplies, handyman services, HVAC	\$210,802.00	No

Action #	Title	Description	Total Funds	Contributing
<b>3.2</b>	Safety	Student Safety: Fingerprinting, Alarm Service, Patrol service, Volentas volunteer management system	\$8,000.00	Yes
<b>3.3</b>	Environment	Quality Learning Environment: Replace furniture and equipment as needed	\$3,000.00	No
<b>3.4</b>	Food Program	Food program: Kitchen Manager and assistant, Food, Salad Bar program, Water delivery for water coolers, School Van gas maintenance, and registration	\$118,313.00	Yes
<b>3.5</b>	Groceries and Clothing	Provide basis needs for students and families in need: Brown Bag food program for the week-ends, Kids' Klost Clothing program	\$1,500.00	Yes
<b>3.6</b>	School business	Maintain School business Operations. Audit, Tax and Legal services, Insurance, Fees from Authorizing District and County Office of Education, Office supplies and ongoing expenses (paper products, copier, printing, telephone, postage), Depreciation Expense	\$215,203.00	No

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
4	Guardians will be engaged in school events and be informed of their child’s progress	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

At Kid Street Charter School, the involvement of students' caring adults in educational events is crucial for fostering a supportive and thriving learning environment. When parents, guardians, and family members actively participate in school activities, it reinforces the value of education and demonstrates a commitment to the students' academic and personal growth. This engagement helps build a strong school community where students feel supported and motivated, knowing that their efforts are valued both at home and at school. Additionally, active involvement from caring adults allows for better communication and collaboration with teachers, ensuring that the unique needs and strengths of each student are recognized and addressed. By being present at events and participating in the educational process, these adults play a vital role in creating a nurturing atmosphere that encourages students to reach their full potential.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Percentage of students who had at least one caring adult attend STEAM night	69%			80%	
4.2	PBIS mean score for guardians "I feel welcome at my school"	3.78			3.9	
4.3	PBIS mean score for guardians "I am actively involved in activities at my child's school"	3.11			3.5	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.4	Rate of guardians receiving information regarding school events/news through information systems	100%			100%	

## Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Communication	Communication Program: One Call, Web-site, Constant Contact, Aeries Student Information System, Student Information System Professional Development, Outreach and Advertising materials to keep parents and community informed of school programs.	\$16,000.00	No

Action #	Title	Description	Total Funds	Contributing
<b>4.2</b>	Campus Events	Involvement program: Campus events, Fundraising costs, Food and drinks for parenting classes and meetings	\$3,000.00	No
<b>4.3</b>	Family Resources	Resource assistance: Materials for the resource center	\$200.00	No

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
5	Students will have access to high quality technology tools on a daily basis	Maintenance of Progress Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Our school motto and vision emphasize that our students will become modern learners who not only understand the value of digital resources but also navigate their use with ease, maintaining a healthy and balanced approach.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	One to one device ratio for grades Tk-6	100%			100%	
5.2	Classrooms with updated Promethean Boards	86%			100%	
5.3	Percentage of devices with reliable, high speed internet with filters on campus	100%			100%	

# Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Internet	Internet Access: Maintain Wireless access for all students, SCOE consortium	\$5,000.00	No
5.2	Devices and maintenance	Equipment program: Maintain 1 to 1 device ratio, charging carts, equipment installation and set-up, repairs, replacements, Project Lead the Way tech costs	\$10,000.00	No

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$318,540	\$30,849

## Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
24.236%	0.000%	\$0.00	24.236%

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

## Required Descriptions

### LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	<p><b>Action:</b> Social and Emotional Learning Support</p> <p><b>Need:</b> Extra social emotional support and behaviorist consultations for the teachers with students who need extra support; especially low income and Foster Youth.</p> <p><b>Scope:</b></p>	Students may need extra behavioral support if coming to school from a household that struggles financially. All students can use this extra support, and they learn to navigate the world around them and be their best selves.	Access to counseling, PBIS metrics by 4-6 graders, suspension rate, chronic absenteeism rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.4	<p><b>Action:</b> Authentic Learning</p> <p><b>Need:</b> Authentic learning experiences can be expensive. Foster youth and low income students may not have access to high quality learning experiences off campus that may be to museums, places in nature, or otherwise enriching experiences</p> <p><b>Scope:</b> LEA-wide</p>	These funds provide these enrichment opportunities to those that do not have access to them outside of school, but also enrich the lives of all students.	Rate of field trips
1.7	<p><b>Action:</b> STEM enrichment</p> <p><b>Need:</b> STEM clubs require supplies that are usually quite expensive, such as Robots, computers, and software.</p> <p><b>Scope:</b> LEA-wide</p>	These clubs offer the opportunity for unduplicated students to have hands on, high quality STEM experiences at school and after school, all students benefit from this access to study.	Rate of students participating in STEM clubs
2.2	<p><b>Action:</b> English Language Arts</p> <p><b>Need:</b> General education intervention services for Multilingual students are needed to ensure that they are meeting standards</p>	This one on one or small group support, sometimes in the form of Lexia Club, pinpoints areas for growth and targeted instruction is then possible. This is needed for many other students besides students that speak more than one language.	Rate of students receiving intervention services, Maps Growth metrics, reclassification rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p><b>Scope:</b> LEA-wide</p>		
<p><b>2.3</b></p>	<p><b>Action:</b> Math</p> <p><b>Need:</b> Students from low income backgrounds sometimes do not have the home support available to practice math facts or otherwise receive support in math skill building due the sometimes overwhelming responsibilities of the families trying to work enough to support their loved ones in such a high-cost area to live.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Extra support, high quality curriculum, and individualized programs such as Reflex fill the gaps for not only low income students, but all students.</p>	<p>Maps Growth metrics and CAASPP metrics</p>
<p><b>2.5</b></p>	<p><b>Action:</b> Intervention</p> <p><b>Need:</b> Unduplicated students are scoring lower on assessments in both Math and ELA.</p> <p><b>Scope:</b> LEA-wide</p>	<p>These needs are met through intervention, tutoring, summer school, and instructional aides.</p>	<p>Maps Growth, and CAASPP</p>
<p><b>3.2</b></p>	<p><b>Action:</b> Safety</p> <p><b>Need:</b></p>		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<b>Scope:</b> LEA-wide		
<b>3.4</b>	<b>Action:</b> Food Program  <b>Need:</b>  <b>Scope:</b> LEA-wide		
<b>3.5</b>	<b>Action:</b> Groceries and Clothing  <b>Need:</b>  <b>Scope:</b> LEA-wide		

**Limited Actions**

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
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For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

The majority of the student population is unduplicated; low income, English learner or foster youth students. Services are being offered as school-wide considering that the majority of students have high or special needs falling within basic, social/emotional or academic intervention needs. The increase in funding for English Language Learner, Low Income and Foster Youth will address the targeted groups in a school-wide basis to provide a coherent, holistic, supportive, and enriching academic program.

**Additional Concentration Grant Funding**

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

Kid Street will utilize the additional concentration grant add-on funding to increase hours for Instructional Aides providing direct services to Unduplicated Pupils.

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		Transitional Kindergarten/Kindergarten combination class- 1 to 22 1st grade 1 to 22 2nd grade 1 to 22 3rd grade 1 to 22 4th grade 1 to 12 5th grade .2 to 14 6th grade .5 to 17
Staff-to-student ratio of certificated staff providing direct services to students		Transitional Kindergarten/Kindergarten combination class- 1 to 22 1st grade 1 to 22 2nd grade 1 to 22 3rd grade 1 to 22 4th grade 1 to 12 5th grade 1 to 14 6th grade 1 to 17

# 2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$1,314,312	318,540	24.236%	0.000%	24.236%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$1,430,405.00	\$569,158.00	\$63,000.00	\$44,485.00	\$2,107,048.00	\$1,457,494.00	\$649,554.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Attendance, School Pride	All	No					\$0.00	\$1,000.00	\$1,000.00				\$1,000.00	
1	1.2	Social and Emotional Learning Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$18,000.00	\$9,000.00	\$9,000.00			\$18,000.00	
1	1.3	Art Program	All	No					\$0.00	\$17,738.00		\$17,738.00			\$17,738.00	
1	1.4	Authentic Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$7,000.00	\$7,000.00				\$7,000.00	
1	1.5	ASES	All	No					\$188,793.00	\$14,690.00		\$203,483.00			\$203,483.00	
1	1.6	Health	All	No					\$0.00	\$1,000.00	\$1,000.00				\$1,000.00	
1	1.7	STEM enrichment	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$0.00	\$3,000.00	\$3,000.00				\$3,000.00	
1	1.8	Makers' program	All	No					\$0.00	\$1,000.00	\$1,000.00				\$1,000.00	
2	2.1	Science	All	No					\$0.00	\$2,000.00	\$2,000.00				\$2,000.00	
2	2.2	English Language Arts	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	\$0.00	\$14,000.00	\$14,000.00				\$14,000.00	
2	2.3	Math	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$0.00	\$2,100.00	\$2,100.00				\$2,100.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.4	Social Studies	All	No			Specific Schools: LEA		\$0.00	\$2,000.00	\$2,000.00				\$2,000.00	
2	2.5	Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$343,821.00	\$24,664.00	\$198,761.00	\$125,239.00		\$44,485.00	\$368,485.00	
2	2.6	Highly Qualified Teachers	All	No					\$629,021.00	\$1,400.00	\$630,421.00				\$630,421.00	
2	2.7	Professional Development	All	No					\$0.00	\$25,000.00		\$25,000.00			\$25,000.00	
2	2.8	Administration	All	No					\$204,403.00	\$0.00	\$204,403.00				\$204,403.00	
2	2.9	Instructional Materials and supplies, Miscellaneous	All	No					\$0.00	\$8,400.00	\$8,400.00				\$8,400.00	
2	2.10	Special Education	Students with Disabilities	No			All Schools		\$0.00	\$7,000.00	\$7,000.00				\$7,000.00	
3	3.1	Facilities	All	No					\$13,143.00	\$197,659.00	\$107,480.00	\$103,322.00			\$210,802.00	
3	3.2	Safety	Foster Youth	Yes	LEA-wide	Foster Youth	All Schools	Ongoing	\$0.00	\$8,000.00	\$8,000.00				\$8,000.00	
3	3.3	Environment	All	No					\$0.00	\$3,000.00	\$3,000.00				\$3,000.00	
3	3.4	Food Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$78,313.00	\$40,000.00	\$118,313.00				\$118,313.00	
3	3.5	Groceries and Clothing	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$1,500.00	\$1,500.00				\$1,500.00	
3	3.6	School business	All	No					\$0.00	\$215,203.00	\$66,827.00	\$85,376.00	\$63,000.00		\$215,203.00	
4	4.1	Communication	All	No					\$0.00	\$16,000.00	\$16,000.00				\$16,000.00	
4	4.2	Campus Events	All	No					\$0.00	\$3,000.00	\$3,000.00				\$3,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
4	4.3	Family Resources	All	No					\$0.00	\$200.00	\$200.00				\$200.00	
5	5.1	Internet	All	No			Specific Schools: LEA		\$0.00	\$5,000.00	\$5,000.00				\$5,000.00	
5	5.2	Devices and maintenance	All	No			Specific Schools: LEA		\$0.00	\$10,000.00	\$10,000.00				\$10,000.00	

# 2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$1,314,312	318,540	24.236%	0.000%	24.236%	\$361,674.00	0.000%	27.518 %	<b>Total:</b>	\$361,674.00
								<b>LEA-wide Total:</b>	\$361,674.00
								<b>Limited Total:</b>	\$0.00
								<b>Schoolwide Total:</b>	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Social and Emotional Learning Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$9,000.00	
1	1.4	Authentic Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$7,000.00	
1	1.7	STEM enrichment	Yes	LEA-wide	Low Income	All Schools	\$3,000.00	
2	2.2	English Language Arts	Yes	LEA-wide	English Learners	All Schools	\$14,000.00	
2	2.3	Math	Yes	LEA-wide	Low Income	All Schools	\$2,100.00	
2	2.5	Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$198,761.00	
3	3.2	Safety	Yes	LEA-wide	Foster Youth	All Schools	\$8,000.00	
3	3.4	Food Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$118,313.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.5	Groceries and Clothing	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,500.00	

# 2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$2,001,600.00	\$2,039,326.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Attendance, School Pride	No	\$10,000.00	\$10,085.00
1	1.2	Social and Emotional Learning Support	Yes	\$14,000.00	\$3,571.00
1	1.3	Art Program	No	\$15,000.00	\$11,966.00
1	1.4	Authentic Learning	Yes	\$7,000.00	\$13,325.00
1	1.5	ASES	No	\$271,310.00	\$331,829.00
1	1.6	Health	No	\$1,000.00	\$1,555.00
1	1.7	STEM enrichment	Yes	\$3,000.00	\$0
1	1.8	Makers' program	No	\$1,000.00	\$525.00
2	2.1	Science	No	\$2,000.00	\$3,232.00
2	2.2	English Language Arts	Yes	\$14,000.00	\$21,442.00
2	2.3	Math	Yes	\$2,100.00	\$9,729.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.4	Social Studies	No	\$2,000.00	\$2,390.00
2	2.5	Intervention	Yes	\$235,005.00	\$187,142.00
2	2.6	Highly Qualified Teachers	No	\$601,317.00	\$629,231.00
2	2.7	Professional Development	No	\$15,000.00	\$11,569.00
2	2.8	Administration	No	\$189,478.00	\$183,779.00
2	2.9	Instructional Materials and supplies, Miscellaneous	No	\$37,100.00	\$10,649.00
2	2.10	Special Education	No	\$7,000.00	\$1,643.00
2	2.11	Kindergarten Success Program	Yes	\$18,000.00	\$17,943.00
3	3.1	Facilities	No	\$196,125.00	\$235,692.00
3	3.2	Safety	Yes	\$6,000.00	\$13,414.00
3	3.3	Environment	No	\$22,000.00	\$16,407.00
3	3.4	Food Program	Yes	\$117,978.00	\$108,785.00
3	3.5	Groceries and Clothing	Yes	\$6,000.00	\$1,535.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.6	School business	No	\$174,287.00	\$142,085.00
4	4.1	Communication	No	\$15,700.00	\$20,717.00
4	4.2	Campus Events	No	\$3,000.00	\$655.00
4	4.3	Family Resources	No	\$200.00	\$268.00
5	5.1	Internet	No	\$5,000.00	\$5,000.00
5	5.2	Devices and maintenance	No	\$10,000.00	\$43,163.00

# 2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$280,290.00	\$318,591.00	\$332,401.00	(\$13,810.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Social and Emotional Learning Support	Yes	\$14,000.00	\$3,571.00		
1	1.4	Authentic Learning	Yes	\$7,000.00	\$13,325.00		
1	1.7	STEM enrichment	Yes	\$3,000.00	\$0		
2	2.2	English Language Arts	Yes	\$14,000.00	\$21,442.00		
2	2.3	Math	Yes	\$2,100.00	\$9,729.00		
2	2.5	Intervention	Yes	\$130,513.00	\$142,657.00		
2	2.11	Kindergarten Success Program	Yes	\$18,000.00	\$17,943		
3	3.2	Safety	Yes	\$6,000.00	\$13,414.00		
3	3.4	Food Program	Yes	\$117,978.00	\$108,785.00		
3	3.5	Groceries and Clothing	Yes	\$6,000.00	\$1,535.00		

# 2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$1,152,571.00	\$280,290.00	0.00%	24.319%	\$332,401.00	0.000%	28.840%	\$0.00	0.000%

# Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

## Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
    - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

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

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

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

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

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

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

# Plan Summary

## Purpose

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

## Requirements and Instructions

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

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

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

### Reflections: Annual Performance

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

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

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

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

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

### Reflections: Technical Assistance

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

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

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

**Comprehensive Support and Improvement**

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

*Schools Identified*

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

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

*Support for Identified Schools*

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

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

*Monitoring and Evaluating Effectiveness*

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

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

# Engaging Educational Partners

## Purpose

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

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

## Requirements

**School districts and COEs:** *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

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

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

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

**Charter schools:** *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

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

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

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

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

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

## Instructions

### Respond to the prompts as follows:

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

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

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

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

### Complete the table as follows:

#### Educational Partners

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

#### Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

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

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

**Requirement to Address the LCFF State Priorities**

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

Respond to the following prompts, as applicable:

**Focus Goal(s)**

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

**Description**

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

**Type of Goal**

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

**State Priorities addressed by this goal.**

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

**An explanation of why the LEA has developed this goal.**

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

## Broad Goal

### Description

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

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

### Type of Goal

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

### State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

**Maintenance of Progress Goal**

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

**Measuring and Reporting Results:**

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
  - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
  - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

#### Metric #

- Enter the metric number.

#### Metric

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

#### Baseline

- Enter the baseline when completing the LCAP for 2024–25.
  - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
  - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
  - Indicate the school year to which the baseline data applies.
  - The baseline data must remain unchanged throughout the three-year LCAP.
    - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

### Year 1 Outcome

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

### Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

### Target for Year 3 Outcome

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

### Current Difference from Baseline

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

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

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

**Goal Analysis:**

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

**Actions:**

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

## Total Funds

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

## Contributing

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

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

## Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
  - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
  - Professional development for teachers.
  - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

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

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

### Purpose

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

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

### Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

**LEA-wide and Schoolwide Actions**

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

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

**For School Districts Only**

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

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

**Requirements and Instructions**

Complete the tables as follows:

**Total Projected LCFF Supplemental and/or Concentration Grants**

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

**Projected Additional 15 percent LCFF Concentration Grant**

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

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

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

**LCFF Carryover — Percentage**

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

### LCFF Carryover — Dollar

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

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

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

## Required Descriptions:

### LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

### Identified Need(s)

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

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

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

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

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

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

### **Metric(s) to Monitor Effectiveness**

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

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

### **Limited Actions**

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

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

Complete the table as follows:

### **Identified Need(s)**

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

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

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

### **Metric(s) to Monitor Effectiveness**

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

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

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

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

### **Additional Concentration Grant Funding**

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

- The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
  - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

## Action Tables

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

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

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

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

## Total Planned Expenditures Table

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

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If “Yes” is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
  - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

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

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

## Contributing Actions Table

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

## Annual Update Table

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

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

## Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

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

## LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

## Calculations in the Action Tables

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

### Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
  - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

### **Contributing Actions Annual Update Table**

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

### **LCFF Carryover Table**

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.  
  
The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education  
November 2023

## Appendix B: Budget Documents

# **Kid Street Learning Center**

**Budget Narrative 2024/25**

**Presented by:**



# Kid Street Learning Center

## Budget Narrative 2024/25

### Enrollment and Demographics

Kid Street Learning Center’s (the School) financial forecast is based on 130 enrolled students during 2024/25 school year. The attendance rate is expected to be 93%, consistent with historical averages as well as other charter schools within the State. The attendance rate will yield an average daily attendance (ADA) of 120.9.

The demographics of the school are anticipated to remain similar to preceding years, with a forecast 70% single year unduplicated rate, maintaining annual rolling three-year averages near 70%. The School’s LCFF calculation used this rate for calculating the supplemental and concentration grant funds.

### Enrollment and ADA

<b>Grade</b>	<b>2023-24</b>	<b>2024-25</b>	<b>2025-26</b>
TK-3	79	86	86
4-6	35	44	44
7-8	-	-	-
<b>Total</b>	<b>114</b>	<b>130</b>	<b>130</b>
Attendance Rate	93%	93%	93%
<b>ADA</b>	<b>106.63</b>	<b>120.9</b>	<b>120.9</b>

### Revenue

#### Local Control Funding Formula:

As referenced above, the ADA and unduplicated count are the driving factors in the School’s forecast LCFF calculation. To calculate this estimated amount, a FCMAT calculator (version v45.a) was used, adjusted for the Governor’s May Revise Budget Proposal. The following are the assumptions that were used in the School’s calculation:

	<b>2023-24</b>	<b>2024-25</b>	<b>2025-26</b>
<b>LCFF COLA</b>	8.22%	1.07%	2.93%
<b>Funding per ADA</b>	\$ 13,291	\$ 13,506	\$ 13,851
<b>Annual LCFF Funding</b>	<b>\$ 1,495,683</b>	<b>\$ 1,632,852</b>	<b>\$ 1,713,177</b>
<b>Components of LCFF Funding</b>			
<b>LCFF State Aid</b>	\$ 700,358	\$ 793,434	\$ 829,225
<b>Education Protection Account</b>	\$ 22,344	\$ 34,220	\$ 60,173
<b>In Lieu of Property Taxes</b>	\$ 710,159	\$ 805,198	\$ 823,779

The portion from in lieu of property taxes is \$6,153 per ADA in each year of the projection. The Economic Protection Account (EPA) funds are budgeted based on the LCFF calculator. Changes in the rates of in lieu funding or EPA will be offset by changes to state aid.

Federal Revenue:

The School has requested federal funds through the Consolidated Application and Reporting System (CARS), including Title I, Title II, and Title IV.

Federal funds have not been inflated in future years (a COLA increase of 0%) to be conservative.

Other State Revenue:

Mandate Cost Reimbursement – Since the School will serve up to grade 6, \$19.85 (K-8) per prior year ADA has been included in the forecast for Mandate funds.

Lottery – Lottery funding is based upon a projection of \$237 per ADA. Lottery funds are mainly allocated for general purpose use (\$170) with approximately 28% of the funds restricted for instructional materials (\$67).

After School Education & Safety grant (ASES) – The School has forecast ASES funding at a fixed \$203,483.

Expanded Learning Opportunities Program (ELOP) – The School has forecast annual funding at \$100,000 aligned with budgeted expenses.

Arts, Music & Instructional Materials Grant (AMG-Prop 28) – For 2024/25 the School has budgeted \$17,738 AMG revenue to support eligible programs.

Educator Effectiveness Block Grant (EEBG) – For 2024/25 the School has budgeted \$23,434 EEBG revenue to support eligible programs.

Learning Recovery Emergency Block Grant (LREBG) – For 2024/25 the School has budgeted \$25,239 LREBG revenue to support eligible programs.

Other State funds have not been inflated in future years (a COLA increase of 0%) to be conservative.

**Expenses**

Personnel Expenses:

As with nearly all public schools in the State, the School’s personnel costs represent the bulk of its annual expenditures. Salaries are forecast including COLA and minimum wage increases.

Benefits offered to staff include STRS for certificated staff and health and welfare for full-time employees. The employer STRS contributions rates are consistent with current estimates beginning with 19.10% in 2022/23. The health and welfare benefits are based on an annual employer cost of \$112,000 and increases each year of the projection with inflation.

Books and Supplies:

Books and supplies include approved curriculum and materials. Budgeted costs are consistent with the prior year or increased for material replacements.

Professional/Consulting Services:

This section of the forecast covers costs for outsourced professional services. Professional costs include services such as auditing, legal, professional development and consulting. The business/accounting services include budgeting, accounts payable, accounting, financial reporting, and other compliance reporting provided by Charter Impact.

District oversight fee budgets the oversight fee (1%).

Facilities:

The School has entered a facility use agreement budgeted at \$137,762 and increasing annually by 3%, as well as repairs and maintenance costs for site maintenance.

Operations and Housekeeping:

The School has budgeted for housekeeping costs such as utilities, janitorial, insurance, dues and memberships, and telecommunications. All these amounts have been estimated consistent with prior year realized expenses.

**Fund Balance**

The 2024/25 budget anticipates a positive ending fund balance of \$2,401,029, 114% of annual expenses.

**Cash Flow**

The attached budget provides the 2024/25 monthly cash flow. The School is forecast to end the year with \$2,489,236 118% of annual expenses. The School forecasts to maintain accumulated funds necessary to overcome potential delays in cash receipts from governmental sources as well as economic uncertainty.

# Kid Street Learning Center

## Multi-Year Forecast

Revised 6/14/2024



		2024-25	2025-26	2026-27
		Budget	Forecast	Forecast
<b>Assumptions</b>				
	LCFF COLA	1.07%	2.93%	3.08%
	Non-LCFF Revenue COLA	n/a	0.00%	0.00%
	Expense COLA	3.33%	3.10%	2.86%
	Enrollment	130.00	133.00	140.00
	Average Daily Attendance	120.90	123.69	130.20
<b>Revenues</b>				
<b>State Aid - Revenue Limit</b>				
8011	LCFF State Aid	\$ 793,434	\$ 829,225	\$ 882,602
8012	Education Protection Account	34,221	60,173	91,999
8019	State Aid - Prior Year	-	-	-
8096	In Lieu of Property Taxes	805,198	823,779	867,136
		<u>1,632,852</u>	<u>1,713,177</u>	<u>1,841,737</u>
<b>Federal Revenue</b>				
8181	Special Education - Entitlement	-	-	-
8182	Special Education - Discretionary	-	-	-
8220	Federal Child Nutrition	-	-	-
8290	Title I, Part A - Basic Low Income	30,825	31,536	33,196
8291	Title II, Part A - Teacher Quality	3,660	3,744	3,942
8293	Title III - Limited English	-	-	-
8294	Title V, Part B - PCSG	-	-	-
8295	Charter Facility Incentive Grant	-	-	-
8296	Other Federal Revenue	10,000	10,000	10,000
8299	Prior Year Federal Revenue	-	-	-
		<u>44,485</u>	<u>45,281</u>	<u>47,138</u>
<b>Other State Revenue</b>				
8311	State Special Education	-	-	-
8520	Child Nutrition	-	-	-
8545	School Facilities (SB740)	103,322	106,421	109,614
8550	Mandated Cost	2,139	2,332	2,481
8560	State Lottery	30,104	30,799	32,420
8598	Prior Year Revenue	-	-	-
8599	Other State Revenue	433,593	378,959	355,527
		<u>569,158</u>	<u>518,511</u>	<u>500,042</u>
<b>Other Local Revenue</b>				
8634	Food Service Sales	-	-	-
8650	Lease and Rental Income	-	-	-
8660	Interest Revenue	48,000	49,108	51,692
8689	Other Fees and Contracts	-	-	-
8698	ASB Fundraising	-	-	-
8699	School Fundraising	15,000	15,346	16,154
8980	Contributions, Unrestricted	-	-	-
8990	Contributions, Restricted	-	-	-
		<u>63,000</u>	<u>64,454</u>	<u>67,846</u>
<b>Total Revenue</b>		<b>\$ 2,309,495</b>	<b>\$ 2,341,423</b>	<b>\$ 2,456,763</b>
<b>Expenses</b>				
<b>Certificated Salaries</b>				
1100	Teachers' Salaries	571,350	589,062	605,909

1170	Teachers' Substitute Hours	3,600	3,712	3,818
1175	Teachers' Extra Duty/Stipends	24,000	24,744	25,452
1200	Pupil Support Salaries	-	-	-
1300	Administrators' Salaries	102,000	105,162	108,170
1900	Other Certificated Salaries	-	-	-
		<u>700,950</u>	<u>722,679</u>	<u>743,348</u>
<b>Classified Salaries</b>				
2100	Instructional Salaries	171,440	176,755	181,810
2200	Support Salaries	71,500	73,717	75,825
2300	Classified Administrators' Salaries	-	-	-
2400	Clerical and Office Staff Salaries	58,000	59,798	61,508
2900	Other Classified Salaries	144,000	148,464	152,710
		<u>444,940</u>	<u>458,733</u>	<u>471,853</u>
<b>Benefits</b>				
3101	STRS	133,881	138,032	141,979
3202	PERS	-	-	-
3301	OASDI	27,586	28,441	29,255
3311	Medicare	16,615	17,130	17,620
3401	Health and Welfare	112,000	115,472	118,774
3501	State Unemployment	5,478	5,485	5,492
3601	Workers' Compensation	16,042	16,540	17,013
3901	Other Benefits	-	-	-
		<u>311,604</u>	<u>321,101</u>	<u>330,134</u>
<b>Books and Supplies</b>				
4100	Textbooks and Core Curricula	13,100	13,818	14,961
4200	Books and Other Materials	-	-	-
4302	School Supplies	53,900	56,853	61,557
4305	Software	19,000	20,041	21,699
4310	Office Expense	36,000	37,973	41,114
4311	Business Meals	1,400	1,443	1,485
4312	School Fundraising	-	-	-
4400	Noncapitalized Equipment	13,000	13,403	13,786
4700	Food Services	41,500	43,774	47,396
		<u>177,900</u>	<u>187,305</u>	<u>201,998</u>
<b>Subagreement Services</b>				
5101	Nursing	-	-	-
5102	Special Education	4,000	4,219	4,568
5103	Substitute Teacher	-	-	-
5104	Transportation	10,000	10,548	11,421
5105	Security	2,400	2,532	2,741
5106	Other Educational Consultants	35,000	36,085	37,117
		<u>51,400</u>	<u>53,384</u>	<u>55,847</u>
<b>Operations and Housekeeping</b>				
5201	Auto and Travel	7,000	7,384	7,994
5300	Dues & Memberships	5,000	5,155	5,582
5400	Insurance	23,532	24,821	26,875
5501	Utilities	-	-	-
5502	Janitorial Services	20,000	20,620	22,326
5516	Miscellaneous Expense	-	-	-
5531	ASB Fundraising Expense	-	-	-
5900	Communications	6,000	6,186	6,698
5901	Postage and Shipping	1,200	1,237	1,340
		<u>62,732</u>	<u>65,403</u>	<u>70,814</u>
<b>Facilities, Repairs and Other Leases</b>				
5601	Rent	137,762	141,895	146,152
5602	Additional Rent	-	-	-

5603	Equipment Leases	12,000	12,658	13,705
5604	Other Leases	-	-	-
5605	Real/Personal Property Taxes	-	-	-
5610	Repairs and Maintenance	12,000	12,658	13,705
		<u>161,762</u>	<u>167,210</u>	<u>173,561</u>
<b>Professional/Consulting Services</b>				
5801	IT	18,000	18,986	20,557
5802	Audit & Taxes	16,000	16,496	16,968
5803	Legal	6,000	6,186	6,363
5804	Professional Development	28,000	28,868	29,694
5805	General Consulting	2,400	2,474	2,545
5806	Special Activities/Field Trips	13,500	14,240	15,418
5807	Bank Charges	420	433	445
5808	Printing	-	-	-
5809	Other taxes and fees	3,600	3,712	3,818
5810	Payroll Service Fee	6,000	6,186	6,363
5811	Management Fee	66,950	69,025	71,000
5812	District Oversight Fee	16,329	17,132	18,417
5813	County Fees	5,000	5,274	5,710
5814	SPED Encroachment	-	-	-
5815	Public Relations/Recruitment	5,000	5,155	5,302
		<u>187,199</u>	<u>194,167</u>	<u>202,600</u>
<b>Depreciation</b>				
6900	Depreciation Expense	8,561	6,968	6,968
		<u>8,561</u>	<u>6,968</u>	<u>6,968</u>
<b>Interest</b>				
7438	Interest Expense	-	-	-
		<u>-</u>	<u>-</u>	<u>-</u>
<b>Total Expenses</b>		<b>\$ 2,107,047</b>	<b>\$ 2,176,950</b>	<b>\$ 2,257,124</b>
<b>Surplus (Deficit)</b>		<b>\$ 202,448</b>	<b>\$ 164,473</b>	<b>\$ 199,639</b>
Fund Balance, Beginning of Year		#REF!	#REF!	#REF!
<b>Fund Balance, End of Year</b>		<b>#REF!</b>	<b>#REF!</b>	<b>#REF!</b>
		<b>#REF!</b>	<b>#REF!</b>	<b>#REF!</b>
<b>Cash Flow Adjustments</b>				
	Surplus (Deficit)	202,448	164,473	199,639
<b>Cash Flows From Operating Activities</b>				
	Depreciation/Amortization	8,561	6,968	6,968
	Public Funding Receivables	(90,928)	(36,832)	(42,193)
	Grants and Contributions Rec.	-	-	-
	Due To/From Related Parties	-	-	-
	Prepaid Expenses	-	-	-
	Other Assets	-	-	-
	Accounts Payable	1,558	(64)	425
	Accrued Expenses	-	-	-
	Deferred Revenue	(103,305)	(48,671)	(25,239)
<b>Cash Flows From Investing Activities</b>				
	Purchases of Prop. And Equip.	(54,632)	-	-
	Notes Receivable	-	-	-
<b>Cash Flows From Financing Activities</b>				
	Proceeds from Factoring	-	-	-
	Payments on Factoring	-	-	-
	Capital Lease, net	-	-	-

	Proceeds(Payments) on Debt	-	-	-
Total Change in Cash	(36,297)	85,873	139,600	
Cash, Beginning of Year	#REF!	#REF!	#REF!	
<b>Cash, End of Year</b>	<b>#REF!</b>	<b>#REF!</b>	<b>#REF!</b>	



5812 District Oversight Fee	-	900	1,394	1,474	1,388	1,388	1,474	1,388	1,920	1,624	1,344	1,344	1,494	17,132
5813 County Fees	439	439	439	439	439	439	439	439	439	439	439	439	-	5,274
5814 SPED Encroachment	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5815 Public Relations/Recruitment	430	430	430	430	430	430	430	430	430	430	430	430	-	5,155
<b>Depreciation</b>	<b>13,566</b>	<b>14,466</b>	<b>14,960</b>	<b>15,040</b>	<b>14,955</b>	<b>14,955</b>	<b>15,040</b>	<b>19,701</b>	<b>20,233</b>	<b>19,937</b>	<b>14,910</b>	<b>14,910</b>	<b>1,494</b>	<b>194,167</b>
6900 Depreciation Expense	581	581	581	581	581	581	581	581	581	581	581	581	-	6,968
<b>Interest</b>	<b>581</b>	<b>581</b>	<b>581</b>	<b>581</b>	<b>581</b>	<b>581</b>	<b>581</b>	<b>581</b>	<b>581</b>	<b>581</b>	<b>581</b>	<b>581</b>	<b>-</b>	<b>6,968</b>
7438 Interest Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Expenses</b>	<b>63,486</b>	<b>200,782</b>	<b>201,276</b>	<b>201,357</b>	<b>201,271</b>	<b>201,271</b>	<b>202,454</b>	<b>206,840</b>	<b>206,824</b>	<b>206,253</b>	<b>201,226</b>	<b>82,416</b>	<b>1,494</b>	<b>2,176,950</b>
<b>Monthly Surplus (Deficit)</b>	<b>(59,393)</b>	<b>(105,970)</b>	<b>(48,217)</b>	<b>(47,865)</b>	<b>189,682</b>	<b>(42,989)</b>	<b>12,383</b>	<b>(62,211)</b>	<b>(206)</b>	<b>75,389</b>	<b>(34,488)</b>	<b>56,029</b>	<b>235,298</b>	<b>167,441</b>
<b>Cash Flow Adjustments</b>	<b>(59,393)</b>	<b>(105,970)</b>	<b>(48,217)</b>	<b>(47,865)</b>	<b>189,682</b>	<b>(42,989)</b>	<b>12,383</b>	<b>(62,211)</b>	<b>(206)</b>	<b>75,389</b>	<b>(34,488)</b>	<b>56,029</b>	<b>235,298</b>	<b>167,441</b>
Monthly Surplus (Deficit)	(59,393)	(105,970)	(48,217)	(47,865)	189,682	(42,989)	12,383	(62,211)	(206)	75,389	(34,488)	56,029	235,298	167,441
Cash flows from operating activities														
Depreciation/Amortization	581	581	581	581	581	581	581	581	581	581	581	581	-	6,968
Public Funding Receivables	155,817	-	-	-	25,830	18,451	-	-	-	-	-	-	(236,792)	(36,694)
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable	(1,558)	-	-	-	-	-	-	-	-	-	-	-	1,494	(64)
Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Deferred Revenue	-	-	-	(12,168)	-	-	(12,168)	-	-	(12,168)	-	(12,168)	-	(48,671)
Cash flows from investing activities														
Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Cash flows from financing activities														
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Capital Lease, net	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Change in Cash</b>	<b>95,446</b>	<b>(105,389)</b>	<b>(47,636)</b>	<b>(59,452)</b>	<b>216,093</b>	<b>(23,958)</b>	<b>796</b>	<b>(61,630)</b>	<b>374</b>	<b>63,802</b>	<b>(33,908)</b>	<b>44,441</b>		
Cash, Beginning of Month	2,490,515	2,585,961	2,480,572	2,432,935	2,373,483	2,589,576	2,565,618	2,566,415	2,504,784	2,505,159	2,568,961	2,535,053		
<b>Cash, End of Month</b>	<b>2,585,961</b>	<b>2,480,572</b>	<b>2,432,935</b>	<b>2,373,483</b>	<b>2,589,576</b>	<b>2,565,618</b>	<b>2,566,415</b>	<b>2,504,784</b>	<b>2,505,159</b>	<b>2,568,961</b>	<b>2,535,053</b>	<b>2,579,495</b>		

# Kid Street Learning Center

## Monthly Cash Flow/Forecast FY25-26

Revised 6/14/2024

ADA = 130.20



	Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Year-End Accruals	Annual Forecast
<b>LCFF State Aid</b>	0.0%	5.0%	5.0%	9.0%	9.0%	9.0%	9.0%	9.0%	20.0%	20.0%	20.0%	20.0%	20.0%	
<b>New School/New Grade Apportionment</b>	0.0%	0.0%	0.0%	37.0%	0.0%	0.0%	18.0%	0.0%	n/a	n/a	n/a	n/a	n/a	
<b>In Lieu of Property Taxes</b>	0.0%	6.0%	12.0%	8.0%	8.0%	8.0%	8.0%	8.0%	33.3%	16.7%	16.7%	16.7%	16.7%	
<b>New School In Lieu of Property Taxes</b>	0.0%	0.0%	0.0%	26.0%	8.0%	8.0%	8.0%	8.0%	n/a	n/a	n/a	n/a	n/a	
<b>Special Education</b>	0.0%	5.0%	5.0%	9.0%	9.0%	9.0%	9.0%	9.0%	20.0%	20.0%	20.0%	20.0%	20.0%	
<b>Revenues</b>														
<b>State Aid - Revenue Limit</b>														
LCFF - New Grade	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LCFF - Continuing Charters	-	41,924	41,924	75,462	75,462	75,462	75,462	75,462	84,289	84,289	84,289	84,289	84,289	882,602
8011 LCFF State Aid	-	41,924	41,924	75,462	75,462	75,462	75,462	75,462	84,289	84,289	84,289	84,289	84,289	882,602
8012 Education Protection Account	-	-	-	8,555	-	-	8,555	-	-	28,019	-	-	-	91,999
8019 State Aid - Prior Years	-	-	-	-	-	-	-	-	-	-	-	-	-	46,889
8096 In Lieu of Property Taxes	-	52,028	104,056	69,371	69,371	69,371	69,371	69,371	121,399	60,700	60,700	60,700	60,700	867,136
	-	93,952	145,980	153,389	144,833	144,833	153,389	144,833	205,688	173,007	144,988	144,988	191,857	1,841,737
<b>Federal Revenue</b>														
8181 Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8182 Special Education - Discretionary	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8220 Federal Child Nutrition	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8290 Title I, Part A - Basic Low Income	-	-	8,299	-	-	8,299	-	-	8,299	-	-	-	8,299	33,196
8291 Title II, Part A - Teacher Quality	-	-	985	-	-	985	-	-	985	2,956	-	-	(1,971)	3,942
8293 Title III - Limited English	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8294 Title V, Part B - PCSG	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8295 Charter Facility Incentive Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8296 Other Federal Revenue	-	-	-	-	-	2,500	-	-	-	7,500	-	-	-	10,000
8299 Prior Year Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	-	9,284	-	-	11,784	-	-	9,284	10,456	-	-	6,328	47,138
<b>Other State Revenue</b>														
8311 State Special Education	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8520 Child Nutrition	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8545 School Facilities (SB740)	-	-	-	-	-	-	54,807	-	-	-	27,403	-	27,403	109,614
8550 Mandated Cost	-	-	-	-	-	2,332	-	-	-	-	-	-	-	149
8560 State Lottery	-	-	-	-	-	-	8,886	-	-	8,886	-	-	-	17,772
8598 Prior Year Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8599 Other State Revenue	-	-	-	-	231,093	-	-	-	-	88,882	-	-	-	35,553
	-	-	-	-	231,093	2,332	63,693	-	-	97,768	27,403	-	80,878	503,167
<b>Other Local Revenue</b>														
8634 Food Service Sales	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8650 Lease and Rental Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8660 Interest Revenue	4,308	4,308	4,308	4,308	4,308	4,308	4,308	4,308	4,308	4,308	4,308	4,308	-	51,692
8689 Other Fees and Contracts	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8698 ASB Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8699 School Fundraising	-	808	808	2,100	1,777	1,777	1,777	1,777	1,777	1,777	1,777	-	-	16,154
8980 Contributions, Unrestricted	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8990 Contributions, Restricted	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	4,308	5,115	5,115	6,408	6,085	6,085	6,085	6,085	6,085	6,085	6,085	4,308	-	67,846
<b>Total Revenue</b>	<b>4,308</b>	<b>99,067</b>	<b>160,380</b>	<b>159,796</b>	<b>382,011</b>	<b>165,034</b>	<b>223,166</b>	<b>150,918</b>	<b>221,057</b>	<b>287,316</b>	<b>178,476</b>	<b>149,296</b>	<b>279,063</b>	<b>2,459,888</b>
<b>Expenses</b>														
<b>Certificated Salaries</b>														
1100 Teachers' Salaries	-	60,591	60,591	60,591	60,591	60,591	60,591	60,591	60,591	60,591	60,591	-	-	605,909
1170 Teachers' Substitute Hours	-	382	382	382	382	382	382	382	382	382	382	-	-	3,818
1175 Teachers' Extra Duty/Stipends	-	2,545	2,545	2,545	2,545	2,545	2,545	2,545	2,545	2,545	2,545	-	-	25,452
1200 Pupil Support Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1300 Administrators' Salaries	-	9,834	9,834	9,834	9,834	9,834	9,834	9,834	9,834	9,834	9,834	9,834	-	108,170
1900 Other Certificated Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	73,351	73,351	73,351	73,351	73,351	73,351	73,351	73,351	73,351	73,351	9,834	-	743,348
<b>Classified Salaries</b>														
2100 Instructional Salaries	-	18,181	18,181	18,181	18,181	18,181	18,181	18,181	18,181	18,181	18,181	-	-	181,810
2200 Support Salaries	-	7,582	7,582	7,582	7,582	7,582	7,582	7,582	7,582	7,582	7,582	-	-	75,825
2300 Classified Administrators' Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2400 Clerical and Office Staff Salaries	-	5,592	5,592	5,592	5,592	5,592	5,592	5,592	5,592	5,592	5,592	5,592	-	61,508
2900 Other Classified Salaries	-	15,271	15,271	15,271	15,271	15,271	15,271	15,271	15,271	15,271	15,271	-	-	152,710
	-	46,626	46,626	46,626	46,626	46,626	46,626	46,626	46,626	46,626	46,626	5,592	-	471,853
<b>Benefits</b>														
3101 STRS	-	14,010	14,010	14,010	14,010	14,010	14,010	14,010	14,010	14,010	14,010	1,878	-	141,979
3202 PERS	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3301 OASDI	-	2,891	2,891	2,891	2,891	2,891	2,891	2,891	2,891	2,891	2,891	347	-	29,255
3311 Medicare	-	1,740	1,740	1,740	1,740	1,740	1,740	1,740	1,740	1,740	1,740	224	-	17,620
3401 Health and Welfare	9,898	9,898	9,898	9,898	9,898	9,898	9,898	9,898	9,898	9,898	9,898	9,898	-	118,774
3501 State Unemployment	275	275	275	275	275	275	1,373	1,098	549	275	275	275	-	5,492
3601 Workers' Compensation	-	1,680	1,680	1,680	1,680	1,680	1,680	1,680	1,680	1,680	1,680	216	-	17,013
3901 Other Benefits	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	10,172	30,493	30,493	30,493	30,493	30,493	31,591	31,317	30,767	30,493	30,493	12,837	-	330,134
<b>Books and Supplies</b>														
4100 Textbooks and Core Curricula Mater	1,247	1,247	1,247	1,247	1,247	1,247	1,247	1,247	1,247	1,247	1,247	1,247	-	14,961
4200 Books and Other Reference Materia	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4302 School Supplies	5,130	5,130	5,130	5,130	5,130	5,130	5,130	5,130	5,130	5,130	5,130	5,130	-	61,557
4305 Software	1,808	1,808	1,808	1,808	1,808	1,808	1,808	1,808	1,808	1,808	1,808	1,808	-	21,699
4310 Office Expense	3,426	3,426	3,426	3,426	3,426	3,426	3,426	3,426	3,426	3,426	3,426	3,426	-	41,114
4311 Business Meals	124	124	124	124	124	124	124	124	124	124	124	124	-	1,485
4312 School Fundraising Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4400 Noncapitalized Equipment	1,149	1,149	1,149	1,149	1,149	1,149	1,149	1,149	1,149	1,149	1,149	1,149	-	13,786
4700 Food Services	3,950	3,950	3,950	3,950	3,950	3,950	3,950	3,950	3,950	3,950	3,950	3,950	-	47,396
	16,833	16,833	16,833	16,833	16,833	16,833	16,833	16,833	16,833	16,833	16,833	16,833	-	201,998
<b>Subagreement Services</b>														
5101 Nursing	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5102 Special Education	381	381	381	381	381	381	381	381	381	381	381	381	-	4,568
5103 Substitute Teacher	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5104 Transportation	952	952	952	952	952	952	952	952	952	952	952	952	-	11,421
5105 Security	228	228	228	228	228	228	228	228	228	228	228	228	-	2,741
5106 Other Educational Consultants	3,093	3,093	3,093	3,093	3,093	3,093	3,093	3,093	3,093	3,093	3,093	3,093	-	37,117

	4,654	4,654	4,654	4,654	4,654	4,654	4,654	4,654	4,654	4,654	4,654	4,654	-	55,847
<b>Operations and Housekeeping</b>														
5201 Auto and Travel	666	666	666	666	666	666	666	666	666	666	666	666	-	7,994
5300 Dues & Memberships	465	465	465	465	465	465	465	465	465	465	465	465	-	5,582
5400 Insurance	2,240	2,240	2,240	2,240	2,240	2,240	2,240	2,240	2,240	2,240	2,240	2,240	-	26,875
5501 Utilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5502 Janitorial Services	1,861	1,861	1,861	1,861	1,861	1,861	1,861	1,861	1,861	1,861	1,861	1,861	-	22,326
5516 Miscellaneous Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5531 ASB Fundraising Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5900 Communications	558	558	558	558	558	558	558	558	558	558	558	558	-	6,698
5901 Postage and Shipping	112	112	112	112	112	112	112	112	112	112	112	112	-	1,340
	5,901	5,901	5,901	5,901	5,901	5,901	5,901	5,901	5,901	5,901	5,901	5,901	-	70,814
<b>Facilities, Repairs and Other Leases</b>														
5601 Rent	12,179	12,179	12,179	12,179	12,179	12,179	12,179	12,179	12,179	12,179	12,179	12,179	-	146,152
5602 Additional Rent	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5603 Equipment Leases	1,142	1,142	1,142	1,142	1,142	1,142	1,142	1,142	1,142	1,142	1,142	1,142	-	13,705
5604 Other Leases	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5605 Real/Personal Property Taxes	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5610 Repairs and Maintenance	1,142	1,142	1,142	1,142	1,142	1,142	1,142	1,142	1,142	1,142	1,142	1,142	-	13,705
	14,463	14,463	14,463	14,463	14,463	14,463	14,463	14,463	14,463	14,463	14,463	14,463	-	173,561
<b>Professional/Consulting Services</b>														
5801 IT	1,713	1,713	1,713	1,713	1,713	1,713	1,713	1,713	1,713	1,713	1,713	1,713	-	20,557
5802 Audit & Taxes	1,414	1,414	1,414	1,414	1,414	1,414	1,414	1,414	1,414	1,414	1,414	1,414	-	16,968
5803 Legal	530	530	530	530	530	530	530	530	530	530	530	530	-	6,363
5804 Professional Development	2,474	2,474	2,474	2,474	2,474	2,474	2,474	2,474	2,474	2,474	2,474	2,474	-	29,694
5805 General Consulting	212	212	212	212	212	212	212	212	212	212	212	212	-	2,545
5806 Special Activities/Field Trips	-	-	-	-	-	-	-	5,139	5,139	5,139	-	-	-	15,418
5807 Bank Charges	37	37	37	37	37	37	37	37	37	37	37	37	-	445
5808 Printing	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5809 Other taxes and fees	318	318	318	318	318	318	318	318	318	318	318	318	-	3,818
5810 Payroll Service Fee	530	530	530	530	530	530	530	530	530	530	530	530	-	6,363
5811 Management Fee	5,917	5,917	5,917	5,917	5,917	5,917	5,917	5,917	5,917	5,917	5,917	5,917	-	71,000
5812 District Oversight Fee	-	940	1,460	1,534	1,448	1,448	1,534	1,448	2,057	1,730	1,450	1,450	1,919	18,417
5813 County Fees	476	476	476	476	476	476	476	476	476	476	476	476	-	5,710
5814 SPED Encroachment	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5815 Public Relations/Recruitment	442	442	442	442	442	442	442	442	442	442	442	442	-	5,302
	14,064	15,003	15,524	15,598	15,512	15,512	15,598	20,651	21,260	20,933	15,514	15,514	1,919	202,600
<b>Depreciation</b>														
6900 Depreciation Expense	581	581	581	581	581	581	581	581	581	581	581	581	-	6,968
	581	581	581	581	581	581	581	581	581	581	581	581	-	6,968
<b>Interest</b>														
7438 Interest Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Expenses</b>	<b>66,669</b>	<b>207,906</b>	<b>208,426</b>	<b>208,500</b>	<b>208,415</b>	<b>208,415</b>	<b>209,599</b>	<b>214,378</b>	<b>214,437</b>	<b>213,836</b>	<b>208,416</b>	<b>86,208</b>	<b>1,919</b>	<b>2,257,124</b>
<b>Monthly Surplus (Deficit)</b>	<b>(62,361)</b>	<b>(108,839)</b>	<b>(48,047)</b>	<b>(48,704)</b>	<b>173,596</b>	<b>(43,380)</b>	<b>13,567</b>	<b>(63,460)</b>	<b>6,619</b>	<b>73,480</b>	<b>(29,940)</b>	<b>63,087</b>	<b>277,144</b>	<b>202,764</b>
<b>Cash Flow Adjustments</b>														
Monthly Surplus (Deficit)	(62,361)	(108,839)	(48,047)	(48,704)	173,596	(43,380)	13,567	(63,460)	6,619	73,480	(29,940)	63,087	277,144	202,764
Cash flows from operating activities														
Depreciation/Amortization	581	581	581	581	581	581	581	581	581	581	581	581	-	6,968
Public Funding Receivables	149,395	26,605	16,884	-	-	-	43,908	-	-	-	-	-	(279,063)	(42,271)
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable	(1,494)	-	-	-	-	-	-	-	-	-	-	-	1,919	425
Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Deferred Revenue	-	-	-	(6,310)	-	-	(6,310)	-	-	(6,310)	-	(6,310)	-	(25,239)
Cash flows from investing activities														
Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Cash flows from financing activities														
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Capital Lease, net	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Change in Cash</b>	<b>86,121</b>	<b>(81,653)</b>	<b>(30,582)</b>	<b>(54,433)</b>	<b>174,177</b>	<b>(42,800)</b>	<b>51,746</b>	<b>(62,879)</b>	<b>7,200</b>	<b>67,751</b>	<b>(29,360)</b>	<b>57,358</b>		
Cash, Beginning of Month	2,579,495	2,665,616	2,583,963	2,553,381	2,498,948	2,673,124	2,630,324	2,682,070	2,619,191	2,626,391	2,694,143	2,664,783		
<b>Cash, End of Month</b>	<b>2,665,616</b>	<b>2,583,963</b>	<b>2,553,381</b>	<b>2,498,948</b>	<b>2,673,124</b>	<b>2,630,324</b>	<b>2,682,070</b>	<b>2,619,191</b>	<b>2,626,391</b>	<b>2,694,143</b>	<b>2,664,783</b>	<b>2,722,141</b>		



5502	Janitorial Services	1,914	1,914	1,914	1,914	1,914	1,914	1,914	1,914	1,914	1,914	1,914	-	22,967
5516	Miscellaneous Expense	-	-	-	-	-	-	-	-	-	-	-	-	-
5531	ASB Fundraising Expense	-	-	-	-	-	-	-	-	-	-	-	-	1,378
5900	Communications	574	574	574	574	574	574	574	574	574	574	574	-	6,890
5901	Postage and Shipping	115	115	115	115	115	115	115	115	115	115	115	-	-
		<u>6,071</u>	<u>6,071</u>	<u>6,071</u>	<u>6,071</u>	<u>6,071</u>	<u>6,071</u>	<u>6,071</u>	<u>6,071</u>	<u>6,071</u>	<u>6,071</u>	<u>6,071</u>	-	<u>72,847</u>
<b>Facilities, Repairs and Other Leases</b>														
5601	Rent	12,545	12,545	12,545	12,545	12,545	12,545	12,545	12,545	12,545	12,545	12,545	-	150,536
5602	Additional Rent	-	-	-	-	-	-	-	-	-	-	-	-	-
5603	Equipment Leases	1,175	1,175	1,175	1,175	1,175	1,175	1,175	1,175	1,175	1,175	1,175	-	14,098
5604	Other Leases	-	-	-	-	-	-	-	-	-	-	-	-	-
5605	Real/Personal Property Taxes	-	-	-	-	-	-	-	-	-	-	-	-	-
5610	Repairs and Maintenance	1,175	1,175	1,175	1,175	1,175	1,175	1,175	1,175	1,175	1,175	1,175	-	14,098
		<u>14,894</u>	<u>14,894</u>	<u>14,894</u>	<u>14,894</u>	<u>14,894</u>	<u>14,894</u>	<u>14,894</u>	<u>14,894</u>	<u>14,894</u>	<u>14,894</u>	<u>14,894</u>	-	<u>178,732</u>
<b>Professional/Consulting Services</b>														
5801	IT	1,762	1,762	1,762	1,762	1,762	1,762	1,762	1,762	1,762	1,762	1,762	-	21,147
5802	Audit & Taxes	1,455	1,455	1,455	1,455	1,455	1,455	1,455	1,455	1,455	1,455	1,455	-	17,455
5803	Legal	545	545	545	545	545	545	545	545	545	545	545	-	6,546
5804	Professional Development	2,545	2,545	2,545	2,545	2,545	2,545	2,545	2,545	2,545	2,545	2,545	-	30,546
5805	General Consulting	218	218	218	218	218	218	218	218	218	218	218	-	2,618
5806	Special Activities/Field Trips	-	-	-	-	-	-	5,287	5,287	5,287	-	-	-	15,860
5807	Bank Charges	38	38	38	38	38	38	38	38	38	38	38	-	458
5808	Printing	-	-	-	-	-	-	-	-	-	-	-	-	-
5809	Other taxes and fees	327	327	327	327	327	327	327	327	327	327	327	-	3,927
5810	Payroll Service Fee	545	545	545	545	545	545	545	545	545	545	545	-	6,546
5811	Management Fee	6,086	6,086	6,086	6,086	6,086	6,086	6,086	6,086	6,086	6,086	6,086	-	73,037
5812	District Oversight Fee	-	976	1,496	1,600	1,514	1,514	1,600	1,514	2,035	1,708	1,428	2,213	19,025
5813	County Fees	490	490	490	490	490	490	490	490	490	490	490	-	5,874
5814	SPED Encroachment	-	-	-	-	-	-	-	-	-	-	-	-	-
5815	Public Relations/Recruitment	455	455	455	455	455	455	455	455	455	455	455	-	5,455
		<u>14,467</u>	<u>15,444</u>	<u>15,964</u>	<u>16,067</u>	<u>15,982</u>	<u>15,982</u>	<u>16,067</u>	<u>21,268</u>	<u>21,789</u>	<u>21,462</u>	<u>15,895</u>	<u>2,213</u>	<u>208,494</u>
<b>Depreciation</b>														
6900	Depreciation Expense	581	581	581	581	581	581	581	581	581	581	581	-	6,968
		<u>581</u>	<u>581</u>	<u>581</u>	<u>581</u>	<u>581</u>	<u>581</u>	<u>581</u>	<u>581</u>	<u>581</u>	<u>581</u>	<u>581</u>	-	<u>6,968</u>
<b>Interest</b>														
7438	Interest Expense	-	-	-	-	-	-	-	-	-	-	-	-	-
		<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
<b>Total Expenses</b>														
		<u>68,574</u>	<u>213,874</u>	<u>214,395</u>	<u>214,498</u>	<u>214,412</u>	<u>214,412</u>	<u>215,598</u>	<u>220,524</u>	<u>220,494</u>	<u>219,893</u>	<u>214,326</u>	<u>88,610</u>	<u>2,213</u>
		<u>68,574</u>	<u>213,874</u>	<u>214,395</u>	<u>214,498</u>	<u>214,412</u>	<u>214,412</u>	<u>215,598</u>	<u>220,524</u>	<u>220,494</u>	<u>219,893</u>	<u>214,326</u>	<u>88,610</u>	<u>2,213</u>
<b>Monthly Surplus (Deficit)</b>														
		<u>(64,266)</u>	<u>(111,143)</u>	<u>(50,351)</u>	<u>(48,107)</u>	<u>176,509</u>	<u>(42,783)</u>	<u>15,808</u>	<u>(63,011)</u>	<u>(1,669)</u>	<u>66,083</u>	<u>(37,258)</u>	<u>58,455</u>	<u>307,580</u>
		<u>(64,266)</u>	<u>(111,143)</u>	<u>(50,351)</u>	<u>(48,107)</u>	<u>176,509</u>	<u>(42,783)</u>	<u>15,808</u>	<u>(63,011)</u>	<u>(1,669)</u>	<u>66,083</u>	<u>(37,258)</u>	<u>58,455</u>	<u>307,580</u>
<b>Cash Flow Adjustments</b>														
<b>Monthly Surplus (Deficit)</b>														
<b>Cash flows from operating activities</b>														
	Depreciation/Amortization	581	581	581	581	581	581	581	581	581	581	581	-	6,968
	Public Funding Receivables	191,857	27,403	17,772	-	-	-	42,030	-	-	-	-	(309,792)	(30,729)
	Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-
	Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-
	Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-
	Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-
	Accounts Payable	(1,919)	-	-	-	-	-	-	-	-	-	-	2,213	294
	Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-
	Deferred Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Cash flows from investing activities</b>														
	Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-
	Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Cash flows from financing activities</b>														
	Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-
	Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-
	Capital Lease, net	-	-	-	-	-	-	-	-	-	-	-	-	-
	Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Change in Cash</b>														
		<u>126,253</u>	<u>(83,159)</u>	<u>(31,998)</u>	<u>(47,526)</u>	<u>177,089</u>	<u>(42,202)</u>	<u>58,419</u>	<u>(62,430)</u>	<u>(1,088)</u>	<u>66,664</u>	<u>(36,678)</u>	<u>59,035</u>	
<b>Cash, Beginning of Month</b>														
		<u>2,722,141</u>	<u>2,848,394</u>	<u>2,765,235</u>	<u>2,733,237</u>	<u>2,685,711</u>	<u>2,862,801</u>	<u>2,820,599</u>	<u>2,879,017</u>	<u>2,816,587</u>	<u>2,815,499</u>	<u>2,882,163</u>	<u>2,845,485</u>	
<b>Cash, End of Month</b>														
		<u>2,848,394</u>	<u>2,765,235</u>	<u>2,733,237</u>	<u>2,685,711</u>	<u>2,862,801</u>	<u>2,820,599</u>	<u>2,879,017</u>	<u>2,816,587</u>	<u>2,815,499</u>	<u>2,882,163</u>	<u>2,845,485</u>	<u>2,904,520</u>	

## Appendix C: Articles of Incorporation, Bylaws, and Conflict of Interest Code

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In the Office of the Secretary of State  
of the State of California

APR 22 2002

1864270

**CERTIFICATE OF AMENDMENT OF ARTICLES OF INCORPORATION**

*Bill Jones*  
BILL JONES, Secretary of State

The undersigned certify that:

1. They are the **President** and the **Secretary**, respectively, of KID STREET THEATRE, INC., a California corporation.

2. Article *One* of the Articles of Incorporation of this corporation is amended to read as follows:

One: The name of the corporation is Kid Street Learning Center, Inc.

3. The foregoing amendment of Articles of Incorporation has been duly approved by the board of directors.

4. The corporation has no members.

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

*William Hatcher*  
\_\_\_\_\_  
William Hatcher, President 4/16/02  
Date

*Philippe Daniel*  
\_\_\_\_\_  
Philippe Daniel, Secretary 4/16/02  
Date

1864270

FILED  
In the office of the Secretary of State  
of the State of California

AUG 6 1993

ARTICLES OF INCORPORATION OF  
KID STREET THEATRE, INC.

A California Nonprofit Public Benefit Corporation

MARCH FONG EU, Secretary of State

1 One: The name of the Corporation is Kid Street Theatre, Inc.

2 Two: (a) This Corporation is a nonprofit public benefit  
3 corporation and is not organized for private gain of any person.  
4 It is organized under the Nonprofit Public Benefit Corporation  
5 Law for charitable purposes.  
6

7 (b) The specific purpose of this corporation is to  
8 serve youth at risk, children without homes and other disregarded  
9 children in our community, to provide a safe place for children  
10 and their families to discover acceptance, empowerment, hope and  
11 caring, to build self-esteem, confidence, and self-expression  
12 through the educational vehicle of theater arts in the hope of  
13 providing a better future for our children, within the meaning of  
14 Section 501(c)(3) of the Internal Revenue Code of 1954 or the  
15 corresponding provision of any future United States Internal  
16 Revenue Law. Notwithstanding any other provision of these  
17 articles this Corporation shall not, except to insubstantial  
18 degree engage in any activities or exercise any powers that are  
19 not in furtherance of the purposes of this Corporation, and the  
20 Corporation shall not carry on any other activities not permitted  
21 to be carried on (a) by a Corporation exempt from Federal Income  
22 Tax Law under Section 501(c)(3) of the Internal Code of 1954 or  
23 the corresponding provision of any future United States Internal  
24 Revenue Law, or (b) by a Corporation, contributions to which are  
25 deductible under Section 107(c)(2) of the Internal Revenue Code  
26 of 1954 with the corresponding provision of any future United  
27 States Internal Revenue Law.  
28

1 Three: The name and address in California of the Corporation's  
2 initial agent for service of process is

3 DANIEL B. BECK, ESQ.  
4 BECK LAW OFFICES  
5 111 Santa Rosa Avenue, Suite 444  
6 Santa Rosa, CA 95404

7 Four: (a) No substantial part of the activities of this  
8 Corporation shall consist of lobbying or propaganda, or otherwise  
9 attempting to influence legislation, except as provided in  
10 Section 501(h) of the Internal Revenue Code of 1986, and this  
11 Corporation shall not participate in or intervene in (including  
12 publishing or distributing statements) any political campaign on  
13 behalf of or in opposition to any candidate for public office.

14 (b) All Corporate property is irrevocably dedicated to  
15 the purposes set forth in Article Two above. No part of the net  
16 earnings of this Corporation shall inure to the benefit of any of  
17 its directors, trustees, officers, private shareholders or  
18 members, or to individuals.

19 (c) On the winding up and dissolution of this Corpora-  
20 tion, after paying or adequately providing for the debts, obliga-  
21 tions, and liabilities of the Corporation, the remaining assets  
22 of this Corporation shall be distributed to such organization (or  
23 organizations) organized and operated exclusively for charitable  
24 and educational purposes which has established its tax-exempt  
25 status under Section 501(c)(3) of the Internal Revenue Code of  
26 1954 (or the corresponding provision of any future United States  
27 Internal Revenue Law) and/or which has established its tax-exempt  
28 status under Section 23701d of the California Revenue and Taxa-

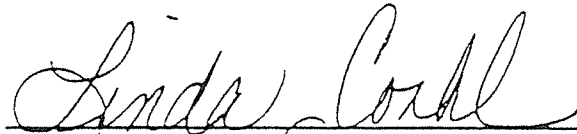
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1 tion Code (or the corresponding Section of any future California  
2 Revenue and Tax Law).

3 Five: The name of the existing Unincorporated Association now  
4 being incorporated by the filing of these articles is Kid Street  
5 Theatre.

6 Dated: July 1, 1993

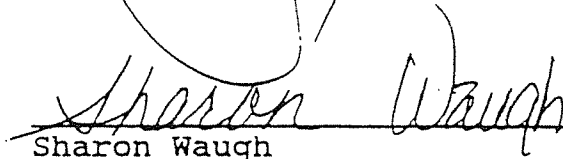
7 INCORPORATORS

8 

9 Linda Conklin

10 

11 Michael A. Fraga

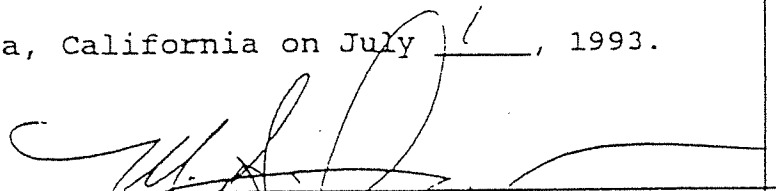
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13 Sharon Waugh  
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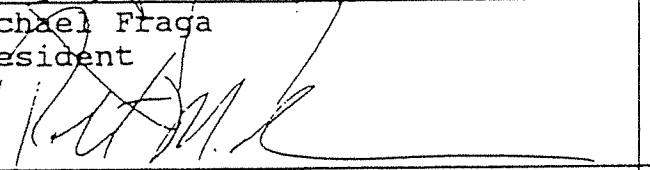
DECLARATION

Michael A. Fraga and Robert Brown declare under penalty or perjury under the Laws of California that they are the President and Vice-President respectively of Kid Street Theatre referred to in the Articles of Incorporation to which this declaration is attached that that Association has duly authorized and approved in accordance with its rules and procedures its Incorporation by means of those articles.

Executed at Santa Rosa, California on July 1, 1993.



Michael Fraga  
President

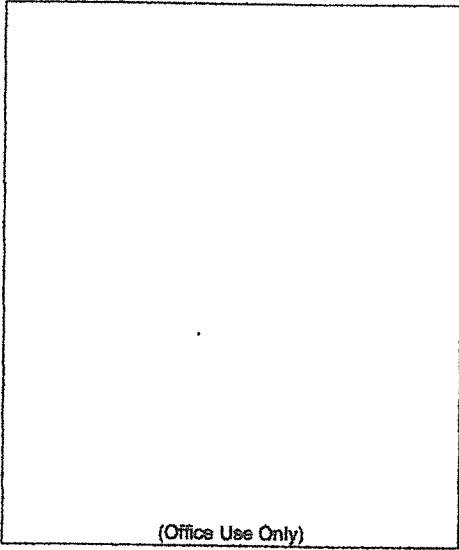


Robert Brown  
Vice-President

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State of California  
 Bill Jones  
 Secretary of State



STATEMENT OF FACTS  
 ROSTER OF PUBLIC AGENCIES FILING  
 (Government Code Section 53051)

Instructions:

1. Complete and mail to: Secretary of State,  
 P.O. Box 944225, Sacramento, CA 94244-2250 (916) 653-3984
2. A street address must be given as the official mailing address or as  
 the address of the presiding officer.
3. Complete addresses as required.
4. If you need additional space, please include information on an 8½ X 11 page.

New Filing  Update

Legal name of Public Agency: KID STREET LEARNING CENTER

Nature of Update: CHANGE OF LEGAL NAME.

County: SONOMA

Official Mailing Address: 709 DAVIS STREET, SANTA ROSA, CA 95401

Name and Address of each member of the governing board:

Chairman, President or other Presiding Officer (Indicate Title): PRESIDENT

Name: WILLIAM HATCHER Address: 709 DAVIS ST, SANTA ROSA 95401

Secretary or Clerk (Indicate Title): SECRETARY

Name: PHILIPPE DANIEL Address: P.O. BOX 6784 SANTA ROSA 95406

BOARD Members:

Name: MICHAEL MUSSON Address: P.O. BOX 6784 SANTA ROSA 95406

Name: RITA RUNYAN Address: " " " " "

Name: TERRY GALAZZO Address: " " " " "

Name: MARLENE BALLAINE Address: P.O. BOX 6784 SANTA ROSA 95406

Name: \_\_\_\_\_ Address: \_\_\_\_\_

Date: 5/28/2002

Signature

William W. Hatcher, Jr.  
 Typed Name and Title

ENDORSED - FILED  
in the office of the Secretary of State  
of the State of California

CERTIFICATE OF AMENDMENT OF ARTICLES OF INCORPORATION APR 22 2002

BILL JONES, Secretary of State

The undersigned certify that:

1. They are the President and the Secretary, respectively, of KID STREET THEATRE, INC., a California corporation.

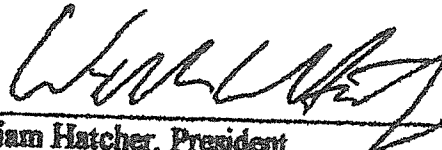
2. Article One of the Articles of Incorporation of this corporation is amended to read as follows:

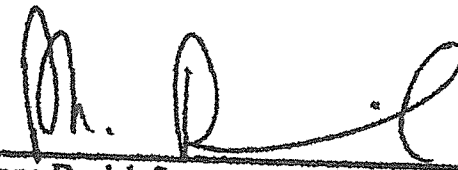
One: The name of the corporation is Kid Street Learning Center, Inc.

3. The foregoing amendment of Articles of Incorporation has been duly approved by the board of directors.

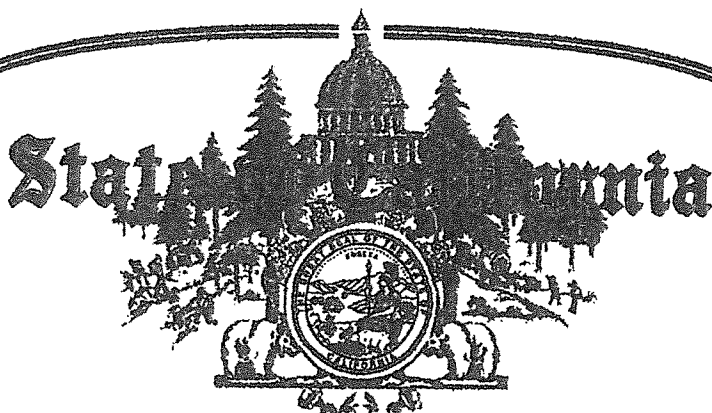
4. The corporation has no members.

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

  
\_\_\_\_\_  
William Hatcher, President 4/16/02  
Date

  
\_\_\_\_\_  
Philippe Daniel, Secretary 4/16/02  
Date





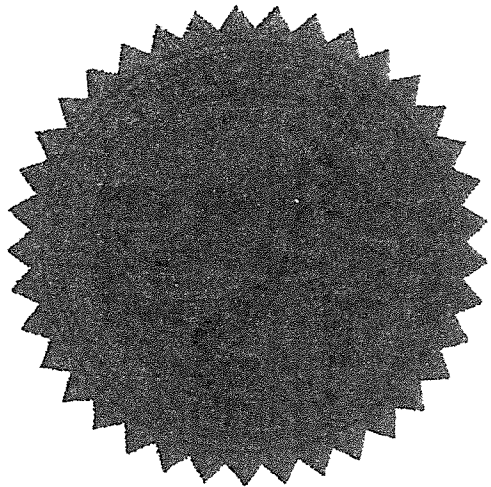
**SECRETARY OF STATE**

I, *BILL JONES*, Secretary of State of the State of California, hereby certify:

That the attached transcript of  1  page(s) has been compared with the record on file in this office, of which it purports to be a copy, and that it is full, true and correct.

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

MAY 14 2002



*Bill Jones*  
Secretary of State

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As Adopted**

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## **ARTICLE 1 Offices**

### **1.1 Section A - Principal Office**

The principal office for the transaction of the business of the Corporation (principal executive office) is located in the County of Sonoma, State of California.

### **1.2 Section B - Principal Office Change of Address**

The Board of Directors may change the principal office of the Corporation from one location to another by majority vote of the Board. Any such change shall be noted by the Secretary in these Bylaws, but shall not be considered an amendment of these Bylaws, unless such change is a move outside of the County of Sonoma, State of California, in which case, Article I, Section A must be amended to reflect the change of county and name such county.

### **1.3 Section C - Other Offices**

The Corporation may also have offices at such other places within the County of Sonoma as its business may require and as the Board of Directors may, from time to time, designate.

## **ARTICLE 2 Purposes and Mission**

The purposes of this organization are as follows:

1. The Mission of Kid Street Learning Center, in partnership with the community, is to provide a rigorous and enriching educational program in which every child realizes their full potential.
2. We work to meet each student's unique physical, psychological, and emotional needs as they strive for academic excellence using 21st Century skills and tools.

This Corporation is organized exclusively for educational purposes.

## **ARTICLE 3 Fiscal Year**

The fiscal year of the Corporation shall be from July 1 through June 30.

## **ARTICLE 4 Nonpartisan Activities**

The Corporation has been formed under the California Nonprofit Benefit Corporation Law for the purposes described above, and it shall be nonprofit and nonpartisan.

No substantial part of the activities of the Corporation shall consist of the publication or dissemination of materials with the purpose of attempting to influence legislation.

The Corporation shall not participate or intervene in any political campaign on behalf of any candidate or public office, or for or against any cause or measure being submitted to the people for a vote.

The Corporation shall not engage in any activities or exercise any powers that are not in furtherance of the purposes described above.

## **ARTICLE 5 Dedication of Assets**

The properties and assets of this nonprofit Corporation are irrevocably dedicated to charitable purposes. No part of the net earnings, properties, or assets of the Corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or any member or Director of this Corporation. On liquidation or dissolution, all properties and assets and obligations shall be distributed and paid over to an organization (or organizations) organized and operated exclusively for charitable and educational purposes which has established its tax-exempt status under Section 501(c)(3) of the Internal Revenue Code of 1954 (or the corresponding provision of any future United States Internal Revenue Law) and/or which has established its tax-exempt status under Section 23701d of the California Revenue and Taxation Code (or corresponding Section of any future California Revenue and Tax Law).

## **ARTICLE 6 Members**

### 6.1 Section A - Members Prohibited

The Corporation shall not have members.

### 6.2 Section B - Effect of Prohibition

Pursuant to the Nonprofit Benefit Corporation Law of the State of California, any action which would otherwise require approval of a majority of all members or approval of a majority of all members or approval by the members, shall require the approval of the Board of Directors. Furthermore, all rights which would otherwise be vested in the members under law shall vest in the Directors of this Corporation.

## **ARTICLE 7 Directors**

### 7.1 Section A - Powers and Duties

#### 1. General Corporate Powers

Subject to the provisions of the California Nonprofit Public Benefit Corporation Law and any limitations in the Articles of Incorporation and these Bylaws relating to action required by the members, the business 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.

## 2. Specific Powers

Without prejudice to these general powers, and subject to the same limitations, the Directors shall have the power to:

- a. Select and remove all officers, agents, and employees of the Corporation; prescribe any powers or duties for them that are consistent with the law, with the Articles of Incorporation, and with these Bylaws; and fix their compensation;
- b. Borrow money and incur indebtedness on behalf of the Corporation and caused and delivered for the Corporation's purpose, in the Corporate name, promissory notes, bonds, debenture, deeds or trust, mortgages, pledges, hypothecations, and other debt and securities; and,
- c. Have all the powers a Nonprofit Public Benefit Corporation has under law.

## 3. Directors' Duties

The Board of Directors shall be responsible for the management of the business affairs of the Corporation. The Directors shall have the following duties:

- a. Perform any and all duties imposed on them collectively or individually by law, by the Articles of this Incorporation, or by these Bylaws;
- b. Make final approval of all programs, projects and budgets of this Corporation;
- c. Continuously monitor and evaluate the fiscal transactions and program activities of the Corporation;
- d. Hire and retain such staff as may be necessary for the achievement of the purposes, mission and goals of the Corporation;
- e. Appoint and remove, employ and discharge, and except as otherwise provided in these Bylaws. Prescribe the duties and fix the compensation, if any, of all officers, agents and employees of this Corporation; and,
- f. Supervise all officers, agents and employees of the Corporation to assure that their duties are performed properly.

The only individual who is directly responsible to the Board of Directors is the Executive Director, and any implementation of the Board policy is directed through the Executive Director. Board Members shall not be involved in the day-to-day management of the Corporation. The

procedures by which personnel matters shall be administered are clearly articulated in the Corporation's employee handbook.

## 7.2 Section B - Number and Qualifications of the Board of Directors

The authorized number of Directors shall be no less than five (5) and not be more than nine (9) Directors unless changed by the amendment of these Bylaws. The exact number of directors shall be fixed, within those limits, by a resolution adopted by the Board of Directors. Collectively, the Directors shall be known as the Board of Directors (or, the "Board").

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.

## 7.3 Section C - Terms of Office of the Board of Directors

The terms of office of the Directors shall be two (2) years. Each director shall hold office unless otherwise removed from office in accordance with these Bylaws and until a successor director has been designated and qualified. Directors may serve consecutive terms, the number of which shall be determined by the Board of Directors, but shall not exceed in length twenty-five (25) years.

## 7.4 Section D - Nomination and Election of Directors

Parents of students enrolled in Kid Street Learning Center Charter School, by majority vote, elect governing board members, except for the representative designated by the chartering authority, to serve on a voluntary basis. One member of each family has the right to one vote for each vacant Board seat. Only one parent per family may be elected to serve on the Board of Directors. The representative of the chartering authority shall be designated by the chartering authority.

## 7.5 Section E - Assumption of Office

Newly-elected members of the Board of Directors shall take their seats as of the first meeting following their election.

## 7.6 Section F - Compensation and Reimbursement

1. No Director may receive compensation by the Corporation for any services rendered to it except that they may receive the reimbursement of expenses determined to be just and reasonable as to the Corporation pursuant to prior

approval by the Board. Expense reports shall be submitted to the Chair of the Board for review and approval.

#### 7.7 Section G - Board Vacancies

1. Events Causing Vacancies. A vacancy in the board shall exist upon:
  - a. A director's death, resignation, or removal.
  - b. A director being declared of unsound mind by a final court order, being found guilty by final order of any felony, and/or to have breached a duty under Sections 5230 through 5238 of the California Nonprofit Public Benefit Corporation Law.
  - c. The authorized number of Directors being increased.
2. Resignations. A Director may resign by giving notice to the Chair, President, the Secretary, or the Board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the Board of Directors may elect a successor to take office as of the date when the resignation becomes effective. The Board of Directors will elect a successor in accordance with Article VII, Section G, 5.
3. Changes in Number of Directors. No reduction in the authorized number of Directors shall have the effect of removing a Director before his/her term of office expires.
4. Removal Without Cause. Any director, except for the representative designated by the chartering authority, may be removed by or with the written consent of the parents. The representative designated by the chartering authority may be removed without cause by the chartering authority or with the written consent of the chartering authority.
5. Appointment of New Board Member. In the event of a mid-term vacancy, the Board of Directors, no later than the first regular meeting of the Board of Directors or within ninety (90) days from the effective date of the vacancy, may fill the vacancy by a majority vote of the Directors then in office.

### **ARTICLE 8 Meetings of the Board of Directors.**

#### 8.1 Section A - Meeting Place

The Board shall hold meetings at the principal office of the Corporation unless the Board of Directors designates another location in accordance with these Bylaws. The Board of Directors may also designate that a meeting be held at any place within the physical boundaries of the county in which the charter school is 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 (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"). A two-way teleconference location shall be established at the

schoolsite. The Board shall designate the place for meetings in the meeting notice.

## 8.2 Section B - Meeting Time

The Directors shall hold regular meetings on such day and time as the Board may designate, at least six months of every calendar year. The Secretary of the Corporation shall notice regular meetings in accordance with Article 8, Section D.

## 8.3 Section C – Meetings; Annual Meetings

All meetings of the Board of Directors and its committees shall be called, noticed, and held in compliance with the provisions of the Brown Act. The Board of Directors shall meet annually for the purpose of organization, election of officers, adoption of the regular Board meeting schedule, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as noticed by the Board of Directors in accordance with the Brown Act.

## 8.4 Section D - Regular Meetings

The Board shall adopt a regular Board meeting schedule at the annual Board meeting. The regular Board meeting schedule may be revised as necessary by the Board of Directors. At least 72 hours before a regular meeting, the Board of Directors, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting. The Chair shall have the authority to reschedule a regular meeting as necessary to establish a quorum of directors.

## 8.5 Section E – Special Meetings

Special meetings of the Board may be called by the Chair, if there is such an officer, or by a majority of the Board of Directors. If a Chair has not been elected then the Vice-Chair is authorized to call a special meeting in place of the Chair. The party calling a special meeting shall determine the place, date, and time thereof. 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, the place, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

#### 8.6 Section F - Board Meeting Minutes

Minutes shall be kept of each meeting.

#### 8.7 Section G – Quorum

A majority of the members of the Board of Directors currently in office constitutes a quorum of the Board for transaction of business, except to adjourn. See Section I - Adjournment. Every decision made by a majority of the Directors present at a meeting shall be the official act of the Board. A meeting at which a quorum is initially present may continue to transact business notwithstanding the withdrawal of enough Directors to leave less than a quorum, if the action is approved by at least a majority of the required quorum for that meeting. Directors may not vote by proxy. The vote or abstention of each Board member present for each action taken shall be publicly reported.

#### 8.8 Section H - Teleconference Meetings<sup>1</sup>

Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

- a. At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the physical boundaries of the county in which that charter school or schools are located;
- b. All votes taken during a teleconference meeting shall be by roll call;
- c. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;

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<sup>1</sup> Pursuant to Government Code Section 54953, the Corporation may use teleconferencing without complying with the requirements of paragraphs (a), (c), and (d) if the Corporation complies with the requirements of Section 54953(e).

- d. All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public, shall be listed on the agenda, and members of the public shall be provided with an opportunity to address the Board of Directors directly at each teleconference location<sup>2</sup>;
- e. Members of the public must be able to hear what is said during the meeting; and
- f. Members of the public attending a meeting conducted via teleconference need not give their name as a condition to attendance at the meeting<sup>3</sup>.

#### 8.9 Section I – Adjournment

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

#### 8.10 Section J - Non-Liability of Directors

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

#### 8.11 Section K – Compliance with Laws Governing Student Records

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

### **ARTICLE 9 Rights of Inspection**

Each Director has the right at any reasonable time to inspect and copy any corporate books, records, or documents of any kind and to inspect the physical properties of the Corporation. The procedure will be established by the Board. 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

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<sup>2</sup> 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.

right to copy and make extracts of documents as permitted by California and federal law.

## **ARTICLE 10 Committees**

### 10.1 Section A - Committees

The Board, by resolution adopted by a majority of the directors then in office, may create one or more committees of the Board, each consisting of two or more directors, to serve at the pleasure of the Board. Only committees comprised solely of directors may exercise delegated authority of the Board. Appointments to committees of the Board of Directors shall be by majority vote of the directors then in office. Any such committee shall have all the authority of the Board, to the extent provided in the Board of Directors' resolution, except with respect to:

1. The approval of any action for which the California Nonprofit Public Benefit Corporation Law also requires approval of Directors;
2. The filling of vacancies on the Board or any committee;
3. The amendment or repeal of Bylaws or the adoption of new Bylaws;
4. The amendment or repeal of any resolution of the Board;
5. Amending the Articles of Incorporation;
6. Voluntarily dissolving the Corporation;
7. Creating any other committees of the Board of Directors or appointing the members of committees of the Board.

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

### 10.2 Section B – Meetings and Action of Committees

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

## **ARTICLE 11**

### **Officers of the Board**

#### 11.1 Election of Officers

The Directors shall elect a President, Chair, Vice-Chair, , Secretary, and Treasurer at the regular October or November meeting and whenever these offices are vacant. The officers, in addition to the corporate duties set forth in this Article VIII, shall also have administrative duties as set forth in any applicable contract for employment or job specification. Any number of 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 Chair.

#### 11.2 Identification of Officers and Duties

President. The President, also known as the Principal and Executive Director, is the general manager and chief executive officer of the Corporation and has, subject to the control of the Board, general supervision, direction, and control of the business and officers of the Corporation. The President has the general powers and duties of management usually vested in the office of the President and General Manager of a corporation, and such other powers and duties as may be prescribed by law, by the Articles of Incorporation, by these Bylaws, or by the Board.

The President shall, in the name of the Corporation, execute such deeds, mortgages, bonds, contracts and other instruments which may be authorized by the Board.

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

Vice-Chair. In the absence of disability of the Chair, the Vice-Chair designated by the Board shall perform all duties of the Chair and, when so acting, shall have all powers of, and be subject to, all the restrictions upon the Chair. The Vice-Chair shall have such other powers and perform such other duties as from time to time may be prescribed for him/her by the Chair or by the Board.

Secretary. The Secretary shall attend to the following:

- a. Book of Minutes. The Secretary shall keep or cause to be kept, at the principal executive office or such other place as the Board of Directors may direct, a book of minutes of all meetings and actions of the Board and its committees, with the time and place of holding, whether regular or special and, if special, how authorized, the notice given, the names of those present at such meetings, the number of Board Members present at meetings, the vote or abstention of each

Board member present for each action taken, and the proceedings at such meetings.

- b. Notices, Seals, and Other Duties. The Secretary shall give, or cause to be given, notice of all meetings of the Board of Directors required by the Bylaws to be given. He/she shall keep the seal of the Corporation in safe custody. The Secretary shall certify all duly executed documents as authorized by law and these Bylaws. He/she shall make available to any Director or to his or her duly appointed representative, the records of the Corporation for inspection and copying during normal business hours and upon at least forty-eight (48) hours' notice. The Secretary shall have other powers and perform other duties as may be prescribed by the Board of Directors or the Bylaws.

Treasurer. The Treasurer shall attend to the following:

- a. Book of Account. The Treasurer will keep and maintain adequate and correct books and records of accounts of the properties and business transactions of the Corporation, including accounts of its assets, liabilities, receipts, disbursements, gains, losses, capital, retained earnings, and other matters customarily included in financial statements; will render to the Chair and Board of Directors at each monthly meeting written account of the transactions of the Corporation for the prior month and of the financial condition of the Corporation; and will have other powers and perform such other duties as may be prescribed by the Board of Directors.
  
- b. Deposit and Disbursement of Money and Valuables. The Treasurer will work with the President to receive, and give receipt for, monies due and payable to the Corporation; will deposit all money and other valuables in the name and to the credit of the Corporation with such depositories as may be designated by the Board of Directors; will disburse or cause to be disbursed, the funds of the Corporation as may be directed by the Board of Directors, taking proper vouchers for such disbursements; will render to the President and Directors whenever they request it, an account of the financial condition of the Corporation; and will have other powers and perform such other duties as may be prescribed by the Board of Directors.

### 11.3 Section B - Removal and Resignation

Without prejudice to the rights of any officer under an employment contract, any officer may be removed, either with or without cause, by the Board at any time. Any officer may resign at any time by giving notice to the Board. The resignation shall take effect upon receipt of the notice or any later time specified therein and the acceptance of the resignation shall not be necessary to make it effective.

## **ARTICLE 12**

### **Indemnification of Directors, Officers, Employees and Other Agents**

#### 12.1 Section A - 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.

#### 12.2 Section B - Contractual Rights of Nondirectors and Nonofficers

Nothing contained in this Article shall affect any right to indemnification to which persons other than Directors and officers of this Corporation, or any subsidiary hereof, may be entitled by contract or otherwise.

#### 12.3 Section C – Insurance

The Board of Directors may adopt a resolution authorizing the purchase and maintenance of insurance on behalf of any agent of the Corporation against any liability asserted against or incurred by the agent in such capacity or arising out of the agent's status as such, whether or not this Corporation would have the power to indemnify the agent against that liability under the provisions of this section.

#### Section D-Fiduciaries of Corporate Employee Benefit Plan

This Article does not apply to any proceeding against any trustee, investment manager, or other fiduciary of any employee benefit plan in that person's capacity as such, even though that person may also be an agent of the Corporation as defined in Section A of this Article. Nothing contained in this Article shall limit any right to indemnification to which such a trustee, investment manager, or other fiduciary may be entitled by contract or otherwise, which shall be enforceable to the extent permitted by law.

### **ARTICLE 13 Other Provisions**

#### 13.1 Section A- Endorsement of Documents; Contracts

Subject to the provisions of applicable law, any note, mortgage, evidence of indebtedness, contract, conveyance, or other instrument in writing, any assignment or endorsement thereof executed or entered into between the Corporation and any other person, when signed by the President of the Corporation, shall be valid and binding on the Corporation. Any such instruments may be signed by any other person or persons and in such manner as from time to time shall be determined by the Board, and, unless so authorized by the Board, no officer, agent, or employee shall have any power or engagement to pledge its credit or to render it liable for any purpose of amount.

### 13.2 Section B - Representation of Shares of other Corporations

The President or any other officer or officers authorized by the Board are each authorized to vote, represent, and exercise on behalf of the Corporation or corporations standing in the name of the Corporation. The authority herein granted may be exercised either by any such officer in person or by any other person authorized to do so by proxy or power of attorney duly executed by said officer.

### 13.3 Section C - Construction and Definitions

Unless the context otherwise requires, the general procedures, rules of construction, and definitions contained in the General Provisions of the California Nonprofit Corporation Law and in the California Nonprofit Public Benefit Corporation Law shall govern the construction of these Bylaws. Additionally:

1. Gender. Whenever the pronoun "he" or "she" appears anywhere within these Bylaws and/or in any action of the Board with general application, the same shall be taken to include the masculine gender, the feminine gender, and the neuter gender, without prejudice to anyone.

### 13.4 Section D-Amendments

The Board of Directors may adopt, amend or repeal any of these Bylaws by a majority vote of the directors present at a meeting duly held at which a quorum is present, except that no amendment shall change any provisions of any charter governing any charter school operated as or by the Corporation or make any provisions of these Bylaws inconsistent with such charter, the Corporation's articles of incorporation, or any laws. The notice sent to the Board Members shall include a copy of the proposed amendments.

BYLAWS OF KID STREET LEARNING CENTER, INC AS ADOPTED ON MAY 24, 1993.

AMENDMENTS-APPROVED- OCTOBER 13, 1997.

AMENDMENTS - APPROVED - AUGUST 19, 1998.

AMENDMENTS - APPROVED – May 17, 2017

# **KID STREET LEARNING CENTER, INC.**

## **CONFLICT OF INTEREST CODE**

### **I. ADOPTION**

In compliance with the Political Reform Act of 1974, California Government Code Section 87100, *et seq.*, Kid Street Learning Center Inc. hereby adopts this Conflict of Interest Code (“Code”), which shall apply to all governing board members and all other designated employees of Kid Street Learning Center Inc. (“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 Principal and Executive Director, who shall record the employee's disqualification. In the case of Principal and Executive Director, this determination and disclosure shall be made in writing to the Board of Directors.

### **B. Governing Board Member Designated Employees**

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

**EXHIBIT A**

Designated Positions

<u>Designated Position</u>	<u>Assigned Disclosure Category</u>
Members of the Governing Board	1, 2
Principal and Executive Director	1, 2
Treasurer	1, 2
Consultants/New Positions	*

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

The Principal and 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 Principal and Executive Director’s determination is a public record and shall be retained for public inspection in the same manner and location as this conflict of interest code (Govt. Code § 81008).

## **EXHIBIT B**

### **Disclosure Categories**

#### **Category 1**

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

#### **Category 2**

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

#### **Category 3**

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

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