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**TUESDAY, MARCH 12, 2024 - 1:30 PM**  
**REGULAR BOARD MEETING**  
**GROWTH PUBLIC SCHOOL BOARD OF DIRECTORS**  
**9320 TECH CENTER DR, SACRAMENTO, CA 95826**  
**ROOM 206**

**Instructions for Presentations to the Board by Parents and Citizens**

1. Agendas are available to all audience members at the meeting.
2. "Request to Speak" cards are available to all audience members who wish to speak on any agenda items or under the general category of "Opening Items: Public Comment." Public Comment is set aside for members of the audience to raise issues that are not specifically on the agenda. However, due to public meeting laws which preclude any action being taken on any item not appearing on the posted agenda, the Board can only listen to your issue, not respond or take action. These presentations are limited to no more than 15 minutes total and 3 minutes per person. The Board may give direction to staff to respond to your concern.
3. You may also complete a "Request to Speak" card to address the Board on Agenda items. With regard to such agenda items, you may specify that agenda items on your "Request to Speak" card and you will be given an opportunity to speak for up to 3 minutes when the board discusses that item.
4. When addressing the Board, speakers are requested to state their name and address and adhere to the limits set forth.
5. Any public records relating to an agenda item for an open session of the Board which are distributed to all, or majority of all, of the Board members shall be available for public inspection at 9320 Tech Center Drive, Sacramento, CA 95826.
6. In compliance with the Americans with Disabilities Act (ADA) and upon request, Growth Public Schools may furnish reasonable auxiliary aids and services to qualified individuals with disabilities. Individuals who require appropriate alternative modification of the agenda in order participate in Board meetings are invited to contact the school at (916) 394-5007.
7. Members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.
8. If you have questions or need any assistance in participating in the Growth Public Schools Board meeting, please contact Audria Johnson at [info@growthps.org](mailto:info@growthps.org) or (916) 394-5007.

**1. PRELIMINARY**

**A. Call to Order**

Meeting was called to order by the Board Chair at

**B. Establishment of Quorum**

Board Members	Present/Absent
Dwight Taylor	
Stacey Scarborough	
Herinder Pegany	
Bryan Adams	
Laurie Menchaca	

Also present:

<b>C. Approval of Agenda</b>		<b>Action:</b>												
<b>Motion:</b>	<b>Second:</b>													
<b>Vote:</b>	<table border="1"> <thead> <tr> <th>Board Members</th> <th>Vote</th> </tr> </thead> <tbody> <tr> <td>Dwight Taylor</td> <td></td> </tr> <tr> <td>Stacey Scarborough</td> <td></td> </tr> <tr> <td>Herinder Pegany</td> <td></td> </tr> <tr> <td>Bryan Adams</td> <td></td> </tr> <tr> <td>Laurie Menchaca</td> <td></td> </tr> </tbody> </table>		Board Members	Vote	Dwight Taylor		Stacey Scarborough		Herinder Pegany		Bryan Adams		Laurie Menchaca	
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## 2. COMMUNICATIONS

**PRESENTATION ON AGENDA ITEMS** - Public comment will be allowed on agenda items prior to Board action. Three minutes per agenda item will be allotted.

## 3. CONSENT AGENDA

All matters listed under the consent agenda are considered by the Board to be routine and will be approved/enacted by the Board in one motion in the form listed below. Unless specifically requested by a Board member for further discussion or removed from the agenda, there will be no discussion of these items prior to the Board votes on them. The director recommends approval of all consent items.

- A. Minutes from January 30, 2024 Board Meeting
- B. Suicide Prevention Policy
- C. Education of Foster and Mobile Youth Policy
- D. Education of Homeless Children and Youth Policy
- E. Student Freedom of Speech and Expression Policy
- F. 2024-2025 School Calendar

## 4. INFORMATION ITEMS

- A. Executive Director Update
- B. Financial Presentation

5. DISCUSSION/ACTION ITEMS

<b>7.A. Approve 2<sup>nd</sup> Interim Report</b>		<b>Action:</b>												
<b>Motion:</b>	<b>Second:</b>													
<b>Vote:</b>	<table border="1"> <thead> <tr> <th>Board Members</th> <th>Vote</th> </tr> </thead> <tbody> <tr> <td>Dwight Taylor</td> <td></td> </tr> <tr> <td>Stacey Scarborough</td> <td></td> </tr> <tr> <td>Herinder Pegany</td> <td></td> </tr> <tr> <td>Bryan Adams</td> <td></td> </tr> <tr> <td>Laurie Menchaca</td> <td></td> </tr> </tbody> </table>		Board Members	Vote	Dwight Taylor		Stacey Scarborough		Herinder Pegany		Bryan Adams		Laurie Menchaca	
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Bryan Adams														
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<b>7.B. Discussion and Potential Action on the Resolutions for the Sale of Receivables to Grow Schools</b>		<b>Action:</b>												
<b>Motion:</b>	<b>Second:</b>													
<b>Vote:</b>	<table border="1"> <thead> <tr> <th>Board Members</th> <th>Vote</th> </tr> </thead> <tbody> <tr> <td>Dwight Taylor</td> <td></td> </tr> <tr> <td>Stacey Scarborough</td> <td></td> </tr> <tr> <td>Herinder Pegany</td> <td></td> </tr> <tr> <td>Bryan Adams</td> <td></td> </tr> <tr> <td>Laurie Menchaca</td> <td></td> </tr> </tbody> </table>		Board Members	Vote	Dwight Taylor		Stacey Scarborough		Herinder Pegany		Bryan Adams		Laurie Menchaca	
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<b>7.C. Approve Student and Family Handbook</b>		<b>Action:</b>
<b>Motion:</b>	<b>Second:</b>	

**Vote:**

Board Members	Vote
Dwight Taylor	
Stacey Scarborough	
Herinder Pegany	
Bryan Adams	
Laurie Menchaca	

**7.D. Approval to Authorize Executive Director to Submit Charter Renewal Petition to SCUSD**

**Action:**

**Motion:**

**Second:**

**Vote:**

Board Members	Vote
Dwight Taylor	
Stacey Scarborough	
Herinder Pegany	
Bryan Adams	
Laurie Menchaca	

**7.E. Approve FY2023 Form 990**

**Action:**

**Motion:**

**Second:**

**Vote:**

Board Members	Vote
Dwight Taylor	
Stacey Scarborough	
Herinder Pegany	
Bryan Adams	
Laurie Menchaca	

**7.F. Approve Auditor Selection**

**Action:**

<b>Motion:</b>	<b>Second:</b>												
<b>Vote:</b> <table border="1" style="margin: 10px auto; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; padding: 5px;">Board Members</th> <th style="width: 50%; padding: 5px;">Vote</th> </tr> </thead> <tbody> <tr><td style="padding: 5px;">Dwight Taylor</td><td style="padding: 5px;"></td></tr> <tr><td style="padding: 5px;">Stacey Scarborough</td><td style="padding: 5px;"></td></tr> <tr><td style="padding: 5px;">Herinder Pegany</td><td style="padding: 5px;"></td></tr> <tr><td style="padding: 5px;">Bryan Adams</td><td style="padding: 5px;"></td></tr> <tr><td style="padding: 5px;">Laurie Menchaca</td><td style="padding: 5px;"></td></tr> </tbody> </table>		Board Members	Vote	Dwight Taylor		Stacey Scarborough		Herinder Pegany		Bryan Adams		Laurie Menchaca	
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<b>7.G. Approve New Board Member - Sharon Johnson</b>		<b>Action:</b>											
<b>Motion:</b>	<b>Second:</b>												
<b>Vote:</b> <table border="1" style="margin: 10px auto; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; padding: 5px;">Board Members</th> <th style="width: 50%; padding: 5px;">Vote</th> </tr> </thead> <tbody> <tr><td style="padding: 5px;">Dwight Taylor</td><td style="padding: 5px;"></td></tr> <tr><td style="padding: 5px;">Stacey Scarborough</td><td style="padding: 5px;"></td></tr> <tr><td style="padding: 5px;">Herinder Pegany</td><td style="padding: 5px;"></td></tr> <tr><td style="padding: 5px;">Bryan Adams</td><td style="padding: 5px;"></td></tr> <tr><td style="padding: 5px;">Laurie Menchaca</td><td style="padding: 5px;"></td></tr> </tbody> </table>		Board Members	Vote	Dwight Taylor		Stacey Scarborough		Herinder Pegany		Bryan Adams		Laurie Menchaca	
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## 6. ADJOURNMENT

Meeting was adjourned by the
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**Growth Public Schools  
Board of Directors' Meeting Minutes**

**Date and Time**

January 30, 2024 | 1:30 pm

**Location**

9320 Tech Center Drive  
Sacramento, CA 95826

Public Comment: This agenda is limited to no more than 15 minutes' total and 3 minutes per person. Provisions of the Brown Act (Government Code Section 54954.2(a) and .3) preclude any action being taken on any item not appearing on the posted agenda.

REASONABLE ACCOMMODATION WILL BE PROVIDED FOR ANY INDIVIDUAL WITH A DISABILITY: Pursuant to the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, any individual with a disability who requires reasonable accommodation to attend or participate in this committee meeting may request assistance by contacting Audria Johnson at 916-394-5007 or [info@growthps.org](mailto:info@growthps.org)

**I. Opening Items**

Time that the meeting was convened: 1:30 pm

Name of presiding officer: Herinder Pegany

**A. Call the Meeting to Order**

Herinder Pegany called the meeting of the board of directors of Growth Public Schools to order on Tuesday, January 30, 2024 @ 1:31 pm.

**B. Attendance, Establishment of Quorum, Approval of Agenda**

**Board Member Attendance**

- Dwight Taylor Sr: Present
- Stacey Scarborough: Present
- Herinder Pegany: Present
- Bryan Adams: Not Present
- Laurie Menchaca: Not Present

**Board Members Present via Teleconference**

- All members participated via Zoom conference meeting

**Non-Voting Members Present**

- Audria Johnson, Executive Director

**Guests Present**

- David Richards, Founder
- Sam Leonard, Business Manager, EdTec
- Devonna Abbott, GPS Principal
- Sharon Johnson, Guest

### **Approval of Agenda**

Dwight Taylor Sr. made a motion to approve the order of the agenda.

Seconded: Stacey Scarborough

Herinder Pegany: Aye

Dwight Taylor Sr.: Aye

Bryan Adams: Not Present

Stacey Scarborough: Aye

Laurie Menchaca: Not Present

The board **VOTED** unanimously to approve the motion.

Time Carried: 1:34 pm

### **II. Communications**

#### **A. Public Comment**

No public comment on items on the agenda.

### **III. Consent Agenda**

- A. Minutes from December 12, 2023 Regular Meeting, December 27, 2023 Special Board Meeting, and January 12, 2024 Special Board Meeting

### **IV. Closed Session**

- A. Section 54956.9: Conference With Legal Counsel – Anticipated Litigation – One Case

### **V. Return from Closed Session and Disclose Any Action Taken**

No Action Taken

### **VI. Information Items**

- A. Executive Director Update
  - a. Audria Johnson introduced prospective new board member Sharon Johnson; shared a reminder about Form 700.
- B. Financial Presentation
  - a. Sam Leonard shared 2023-24 budget updates, including December actuals, and shared information from the Governor's January budget proposal.
- C. Brown Act Training
  - a. Sam Leonard provided Brown Act training to the board.

### **V. Discussion/ Action Items**

**A. Discuss Mid-Year LCAP Review**

No Action Taken

**B. Approve SARC Report**

Stacey Scarborough made a motion to approve the 2023-24 School Accountability Report Card.  
Seconded: Dwight Taylor Sr.

Dwight Taylor Sr.: Aye  
Stacey Scarborough: Aye  
Herinder Pegany: Aye  
Bryan Adams: Not Present  
Laurie Menchaca: Not Present

The board **VOTED** unanimously to approve the motion.  
Time Carried: 3:02 pm

**C. Comprehensive School Safety Plan**

Dwight Taylor Sr. made a motion to approve the election of the new board officers.  
Seconded: Stacey Scarborough

Dwight Taylor Sr.: Aye  
Stacey Scarborough: Aye  
Herinder Pegany: Aye  
Bryan Adams: Not Present  
Laurie Menchaca: Not Present

The board **VOTED** unanimously to approve the motion.  
Time Carried: 3:04 pm

**V. Adjournment**

The meeting was adjourned at 3:05 pm

Respectfully Submitted,



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Audria Johnson  
Executive Director  
Growth Public Schools (GPS)

01 / 30 / 2024

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Date





## **SUICIDE PREVENTION POLICY**

The Board of Directors of Growth Public Schools (“GPS” or the “Charter School”) recognizes that suicide is a major cause of death among youth and should be taken seriously. To attempt to reduce suicidal behavior and its impact on students and families, the Board of Directors has developed prevention strategies and intervention procedures.

In compliance with Education Code section 215, this policy has been developed in consultation with GPS and community stakeholders, GPS school-employed mental health professionals (e.g., school counselors, psychologists, social workers, nurses), administrators, other school staff members, parents/guardians/caregivers, students, local health agencies and professionals, the county mental health plan, law enforcement, and community organizations in planning, implementing, and evaluating GPS’s strategies for suicide prevention and intervention. GPS must work in conjunction with local government agencies, community-based organizations, and other community supports to identify additional resources.

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, GPS shall appoint an individual (or team) to serve as the suicide prevention point of contact for GPS. The suicide prevention point of contact for GPS and the Principal shall ensure proper coordination and consultation with the county mental health plan if a referral is made for mental health or related services on behalf of a student who is a Medi-Cal beneficiary. This policy shall be reviewed and revised as indicated, at least annually in conjunction with the previously mentioned community stakeholders.

### **Suicide Prevention Crisis Team**

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, GPS created an in-house Suicide Prevention Crisis Team (“SPCT”) consisting of administrators, mental health professionals, relevant staff, and parents.

GPS designates the following administrators to act as the primary and secondary suicide prevention liaisons to lead the SPCT:

1. Student Support Services Coordinator
2. Principal

The functions of the SPCT are to:

- Review mental health related school policies and procedures;

- Provide annual updates on school and district data and trends;
- Review and revise school prevention policies;
- Review and select general and specialized mental health and suicide prevention training;
- Review and oversee staff, parent/guardian, and student trainings;
- Ensuring the suicide prevention policy, protocols, and resources are posted on the district and school websites;
- Collaborate with community mental health organizations,
- Identify resources and agencies that provide evidence-based or evidence-informed treatment,
- Help inform and build skills among law enforcement and other relevant partners, and
- Collaborate to build community response.

### **Staff Development**

GPS, along with its partners, has carefully reviewed available staff training to ensure it promotes the mental health model of suicide prevention and does not encourage the use of the stress model to explain suicide.

Training shall be provided for all school staff members. It may also be provided, when appropriate, for other adults on campus (such as substitutes and intermittent staff, volunteers, interns, tutors, coaches, and afterschool staff). Training shall include the following:

1. All suicide prevention trainings shall be offered under the direction of mental health professionals (e.g., school counselors, school psychologists, other public entity professionals, such as psychologists or social workers) who have received advanced training specific to suicide. Charter School has collaborated with [Insert Names of One Or More County and/or Community Mental Health Agencies] to review the training materials and content to ensure it is evidence-based, evidence-informed, and aligned with best practices.
2. Staff training may be adjusted year-to-year based on previous professional development activities and emerging best practices.
3. Charter School shall ensure that training is available for new hires during the school year.
4. At least annually, all staff shall receive training on the risk factors and warning signs of suicide, suicide prevention, intervention, referral, and postvention.
5. At a minimum, all staff shall participate in training on the core components of suicide prevention (identification of suicide risk factors and warning signs, prevention, intervention, referral, and postvention) at the beginning of their employment or annually. Core components of the general suicide prevention training shall include:
  - a. Suicide risk factors, warning signs, and protective factors.
  - b. How to talk with a student about thoughts of suicide.

- c. How to respond appropriately to the youth who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and an immediate referral for a suicide risk assessment.
  - d. Emphasis on immediately referring (same day) any student who is identified to be at risk of suicide for assessment while staying under constant monitoring by staff member.
  - e. Emphasis on reducing stigma associated with mental illness and that early prevention and intervention can drastically reduce the risk of suicide.
  - f. Reviewing the data annually to look for any patterns or trends of the prevalence or occurrence of suicide ideation, attempts, or death. Data from the California School Climate, Health, and Learning Survey (Cal-SCHLS) should also be analyzed to identify school climate deficits and drive program development. See the Cal-SCHLS Web site at <http://cal-schls.wested.org/>.
  - g. Information regarding groups of students judged by the school, and available research, to be at elevated risk for suicide. These groups include, but are not limited to, the following:
    - i. Youth affected by suicide.
    - ii. Youth with a history of suicide ideation or attempts.
    - iii. Youth with disabilities, mental illness, or substance abuse disorders.
    - iv. Lesbian, gay, bisexual, transgender, or questioning youth.
    - v. Youth experiencing homelessness or in out-of-home settings, such as foster care.
    - vi. Youth who have suffered traumatic experiences.
6. In addition to initial orientations to the core components of suicide prevention, ongoing annual staff professional development for all staff may include the following components:
- a. The impact of traumatic stress on emotional and mental health.
  - b. Common misconceptions about suicide.
  - c. Charter School and community suicide prevention resources.
  - d. Appropriate messaging about suicide (correct terminology, safe messaging guidelines).
  - e. The factors associated with suicide (risk factors, warning signs, protective factors).
  - f. How to identify youth who may be at risk of suicide.
  - g. Appropriate ways to interact with a youth who is demonstrating emotional distress or is suicidal. Specifically, how to talk with a student about their thoughts of suicide and (based on GPS guidelines) how to respond to such thinking; how to talk with a student about thoughts of suicide and appropriately respond and provide support based on GPS guidelines.
  - h. Charter School-approved procedures for responding to suicide risk (including multi-tiered systems of support and referrals). Such procedures should emphasize that the suicidal student should be constantly supervised until a suicide risk assessment is completed.
  - i. Charter School-approved procedures for responding to the aftermath of suicidal behavior (suicidal behavior postvention).
  - j. Responding after a suicide occurs (suicide postvention).
  - k. Resources regarding youth suicide prevention.

- l. Emphasis on stigma reduction and the fact that early prevention and intervention can drastically reduce the risk of suicide.
- m. Emphasis that any student who is identified to be at risk of suicide is to be immediately referred (same day) for assessment while being constantly monitored by a staff member.

### **Specialized Professional Development for School-based Mental Health Staff (Screening and/or Assessment)**

Additional professional development in suicide risk assessment (SRA) and crisis intervention is provided to designated student mental health professionals, including but not limited to school counselors, psychologists, social workers, administrators, and nurses employed by Charter School. Training for these staff is specific to conducting SRAs, intervening during a crisis, de-escalating situations, interventions specific to preventing suicide, making referrals, safety planning, and re-entry.

Specialized Professional Training for targeted School-based mental health staff includes the following components:

- Best practices and skill building on how to conduct an effective suicide risk screening/SRA using an evidence-based, Charter-approved tool; Patient Health Questionnaire 9 (PHQ-9) Depression Scale; BSS Beck Scale for Suicide Ideation ; National Institute of Mental Health (NIMH)'s Ask Suicide-Screening Questions (ASQ) Toolkit; and the Adolescent Suicide Assessment Protocol – 20.
- Best practices on approaching and talking with a student about their thoughts of suicide and how to respond to such thinking, based on district guidelines and protocols.
- Best practices on how to talk with a student about thoughts of suicide and appropriately respond and provide support based on district guidelines and protocols.
- Best practices on follow up with parents/caregivers.
- Best practices on re-entry.

### **Virtual Screenings for Suicide Risk**

Virtual suicide prevention efforts include checking in with all students, promoting access to school and community-based resources that support mental wellbeing and those that address mental illness and give specific guidance on suicide prevention.

Charter School has established a protocol for assigning school staff to connect with students during distance learning and school closures. In the event of a school closure, Charter School has determined a process and protocols to establish daily or regular contact with all students. Staff understand that any concern about a student's emotional wellbeing and/or safety must be communicated to the appropriate school staff, according to Charter School protocols.

Charter School has determined a process and protocols for school-based mental health professionals to establish regular contact with high-risk students, students who are on their caseloads, and those who are identified by staff as demonstrating need. When connecting with students, staff are directed to begin each conversation by identifying the location of the student and the availability of parents or caregivers. This practice allows for the staff member to ensure the safety of the student, particularly if they have expressed suicidal thoughts.

### **Employee Qualifications and Scope of Services**

Employees of GPS must act only within the authorization and scope of their credential or license. While it is expected that school professionals are able to identify suicide risk factors and warning signs, and to prevent the immediate risk of a suicidal behavior, treatment of suicidal ideation is typically beyond the scope of services offered in the school setting. In addition, treatment of the mental health challenges often associated with suicidal thinking typically requires mental health resources beyond what schools are able to provide.

### **Parents, Guardians, and Caregivers Participation and Education**

1. Parents/guardians/caregivers may be included in suicide prevention efforts. At a minimum, the Charter School shall share this Policy with parents/guardians/caregivers by notifying them where a complete copy of the policy is available.

This Suicide Prevention Policy shall be easily accessible and prominently displayed on the GPS Web page and included in the student/parent handbook.

2. Parents/guardians/caregivers should be invited to provide input on the development and implementation of this policy.
3. Charter School shall establish and widely disseminate a referral process to all parents/guardians/caregivers/families, so they are aware of how to respond to a crisis and are knowledgeable about protocols and school, community-based, and crisis resources.
4. Community-based organizations that provide evidence-based suicide-specific treatments shall be highlighted on the Charter School's website with treatment referral options marked accordingly.
5. Staff autoreplies during vacations or absences shall include links to resources and phone/text numbers so parents and students have information readily available.
6. All parents/guardians/caregivers may have access to suicide prevention training that addresses the following:
  - a. Suicide risk factors, warning signs, and protective factors.
  - b. How to talk with a student about thoughts of suicide.  
How to respond appropriately to the student who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and referral for an immediate suicide risk assessment.

- c. Charter School's referral processes and how they or their children can reach out for help, etc.
7. Parents/guardians/caregivers are reminded that the Family Educational Rights and Privacy Act ("FERPA") generally protects the confidentiality of student records, which may sometimes include counseling or crisis intervention records. However, FERPA's health or safety emergency provision permits the disclosure of personally identifiable information from a student's education records, to appropriate parties, in order to address a health or safety emergency when the disclosure is necessary to protect the health or safety of the student or other individuals.

### **Student Participation and Education**

Messaging about suicide has an effect on suicidal thinking and behaviors. Consequently, GPS along with its partners has carefully reviewed and will continue to review all materials and resources used in awareness efforts to ensure they align with best practices for safe messaging about suicide. Suicide prevention strategies may include, but not be limited to, efforts to promote a positive school climate that enhances students' feelings of connectedness with GPS and is characterized by caring staff and harmonious interrelationships among students.

GPS's instructional and student support program shall promote the healthy mental, emotional, and social development of students including, but not limited to, the development of problem-solving skills, coping skills, and resilience. The instruction shall not use the stress model to explain suicide.

GPS's instructional curriculum may include information about suicide prevention, as appropriate or needed. If suicide prevention is included in the Charter School's instructional curriculum, it shall consider the grade level and age of the students and be delivered and discussed in a manner that is sensitive to the needs of young students. Under the supervision of an appropriately trained individual acting within the scope of her/his credential or license, students shall:

1. Receive developmentally appropriate, student-centered education about the warning signs of mental health challenges and emotional distress. The content of the education may include:
  - a. Coping strategies for dealing with stress and trauma.
  - b. How to recognize behaviors (warning signs) and life issues (risk factors) associated with suicide and mental health issues in oneself and others.
  - c. Help-seeking strategies for oneself and others, including how to engage school-based and community resources and refer peers for help.
  - d. Emphasis on reducing the stigma associated with mental illness and the fact that early prevention and intervention can drastically reduce the risk of suicide.
2. Receive developmentally appropriate guidance regarding GPS's suicide prevention, intervention, and referral procedures.

Student-focused suicide prevention education can be incorporated into classroom curricula (e.g., health classes, orientation classes, science, and physical education).

GPS will support the creation and implementation of programs and/or activities on campus that raise awareness about mental wellness and suicide prevention.

Charter School maintains a list of current student trainings and is available upon request. Charter School has shared school-based supports and self-reporting procedures, so students are able to seek help if they are experiencing thoughts of suicide or if they recognize signs with peers. Although confidentiality and privacy are important, students should understand safety is a priority and if there is a risk of suicide, school staff are required to report. Charter-based mental health professionals are legally and ethically required to report suicide risk. **When reporting suicidal ideation or an attempt, school staff must maintain confidentiality and only share information limited to the risk or attempt.**

Charter School shall establish and widely disseminate a referral process to all students, so they know how to access support through school, community-based, and crisis services. Students shall be encouraged to notify a staff member when they are experiencing emotional distress or suicidal ideation, or when they have knowledge or concerns of another student's emotional distress, suicidal ideation, or attempt.

### **Intervention and Emergency Procedures**

Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify the primary designated suicide prevention liaison. If this primary suicide prevention liaison is unavailable, the staff shall promptly notify the secondary suicide prevention liaison.

The suicide prevention liaison shall immediately notify the Principal or designee, who shall then notify the student's parent/guardian as soon as possible if appropriate and in the best interest of the student. Determination of notification to parents/guardians/caregivers should follow a formal initial assessment to ensure that the student is not endangered by parental notification.

The suicide prevention liaison shall also refer the student to mental health resources at GPS or in the community.

When a student is in imminent danger (has access to a gun, is on a rooftop, or in other unsafe conditions), a call shall be made to 911. The call shall NOT be made in the presence of the student and the student shall not be left unsupervised. Staff shall NOT physically restrain or block an exit.

When a suicide attempt or threat is reported on campus or at a school-related activity, the suicide prevention liaison shall, at a minimum:

1. Ensure the student's physical safety by one or more of the following, as appropriate:
  - a. Securing immediate medical treatment if a suicide attempt has occurred.
  - b. Securing law enforcement and/or other emergency assistance if a suicidal act is being actively threatened.
  - c. Keeping the student under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene.

- d. Remaining calm, keeping in mind the student is overwhelmed, confused, and emotionally distressed.
  - e. Moving all other students out of the immediate area.
  - f. Not sending the student away or leaving him/her alone, even to go to the restroom.
  - g. Providing comfort to the student, listening and allowing the student to talk and being comfortable with moments of silence.
  - h. Promising privacy and help, but not promising confidentiality.
2. Document the incident in writing as soon as feasible.
3. Follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed and coordinate and consult with the county mental health plan if a referral is made for mental health or related services on behalf of a student who is a Medi-Cal beneficiary. **Determination of notification to parents/guardians/caregivers should follow a formal initial assessment to ensure that the student is not endangered by parental notification.**
4. After a referral is made, GPS shall verify with the parent/guardian that the follow up treatment has been accessed. Parents/guardians will be required to provide documentation of care for the student. If parents/guardians refuse or neglect to access treatment for a student who has been identified to be at risk for suicide or in emotional distress, the suicide prevention liaisons shall meet with the parent to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build understanding of care. If follow up care is still not provided, GPS may contact Child Protective Services.
5. Provide access to counselors or other appropriate personnel to listen to and support students and staff who are directly or indirectly involved with the incident at GPS.
6. Provide an opportunity for all who respond to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

In the event a suicide occurs or is attempted on the GPS campus, the suicide prevention liaison shall follow the crisis intervention procedures contained in GPS's safety plan. After consultation with the Principal or designee and the student's parent/guardian about facts that may be divulged in accordance with the laws governing confidentiality of student record information, the Principal or designee may provide students, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. GPS staff may receive assistance from GPS counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with students.

In the event a suicide occurs or is attempted off the GPS campus and unrelated to school activities, the Principal or designee shall take the following steps to support the student:

1. Contact the parent/guardian and offer support to the family.
2. Discuss with the family how they would like GPS to respond to the attempt while minimizing widespread rumors among teachers, staff, and students.



3. Obtain permission from the parent/guardian to share information to ensure the facts regarding the crisis are correct.
4. The suicide prevention liaisons shall handle any media requests.
5. Provide care and determine appropriate support to affected students.
6. Offer to the student and parent/guardian steps for re-integration to school. Re-integration may include obtaining a written release from the parent/guardian to speak with any health care providers; conferring with the student and parent/guardian about any specific requests on how to handle the situation; informing the student's teachers about possible days of absences; allowing accommodations for make-up work (being understanding that missed assignments may add stress to the student); appropriate staff maintaining ongoing contact with the student to monitor the student's actions and mood; and working with the parent/guardian to involve the student in an aftercare plan; providing parent's/guardians/caregivers/families local emergency numbers for after school and weekend emergency contacts.

### **Supporting Students during or after a Mental Health Crisis**

Students shall be encouraged through the education program and in GPS activities to notify a teacher, the Principal, another GPS administrator, psychologist, GPS counselor, suicide prevention liaisons, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions. GPS staff should treat each report seriously, calmly, and with active listening and support. Staff should be non-judgmental to students and discuss with the student and the student's parent/guardian about additional resources to support the student.

### **Responding After a Suicide Death (Postvention)**

A death by suicide in the school community (whether by a student or staff member) can have devastating consequences on the school community, including students and staff. GPS shall follow the below action plan for responding to a suicide death, which incorporates both immediate and long-term steps and objectives:

The suicide prevention liaison shall:

1. Coordinate with the Principal to conduct an initial meeting of the Suicide Prevention Crisis Team to:
  - a. Confirm death and cause.
  - b. Identify a staff member to contact the deceased's family (within 24 hours).
  - c. Enact the Suicide Postvention Response.
  - d. Notify all staff members (ideally in-person or via phone, not via e-mail or mass notification).

2. Coordinate an all-staff meeting, to include:
  - a. Notification (if not already conducted) to staff about suicide death.
  - b. Emotional support and resources available to staff.
  - c. Notification to students about suicide death and the availability of support services (if this is the protocol that is decided by administration).
  - d. Share information that is relevant and that which you have permission to disclose.
3. Prepare staff to respond to needs of students regarding the following:
  - a. Review of protocols for referring students for support/assessment.
  - b. Talking points for staff to notify students.
  - c. Resources available to students (on and off campus).
4. Identify students significantly affected by suicide death and other students at risk of imitative behavior, and refer them to a school-based mental health professional.
5. Identify students affected by suicide death but not at risk of imitative behavior.
6. Communicate with the larger school community about the suicide death. Staff shall not share explicit, graphic, or dramatic content, including the manner of death.
7. Consider funeral arrangements for family and school community.
8. Respond to memorial requests in respectful and non-harmful manner; responses should be handled in a thoughtful way and their impact on other students should be considered.
9. Identify media spokesperson if needed.
10. Ensure that all communications, documents, materials related to messaging about suicide avoid discussing details about method of suicide, avoid oversimplifying (i.e. identifying singular cause of suicide), avoid sensational language, and only includes clear, respectful, people-first language that encourages an environment free of stigma. As part of safe messaging for suicide, we use specific terminology when referring to actions related to suicide or suicidal behavior:

Use	Do Not Use
<b>“Died by suicide”</b> <b>or</b> <b>“Took their own life”</b>	<b>“Committed suicide”</b> <b>Note:</b> Use of the word “commit” can imply crime/sin
<b>“Attempted suicide”</b>	<b>“Successful” or “unsuccessful”</b> <b>Note:</b> There is no success, or lack of success, when dealing with suicide

11. Include long-term suicide postvention responses:

- a. Consider important dates (i.e., anniversary of death, deceased birthday, graduation, or other significant event) and how these will be addressed.
- b. Support siblings, close friends, teachers, and/or students of the deceased.
- c. Consider long-term memorials and how they may impact students who are emotionally vulnerable and at risk of suicide.

**Student Identification Cards**

Charter School will include the telephone numbers on all student identification cards:

- National Suicide Prevention Lifeline/Suicide Crisis Lifeline:
  - Call or Text “988”
  - Call 1-800-273-8255
- National Domestic Violence Hotline: Call 1-800-799-7233
- Crisis Text Line: Text “HOME” to 741741
- Teen Line: Text “TEEN” to 839863
- Trevor Project: Text “START” to 678678
- Trans Lifeline: 1-877-565-8860

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## **EDUCATION FOR FOSTER AND MOBILE YOUTH POLICY**

### **Introduction**

The Governing Board of Growth Public Schools (“GPS” or the “Charter School”) recognizes that Foster and Mobile Youth may face significant barriers to achieving academic success due to their family circumstances, disruption to their educational program, and their emotional, social, and other health needs. To enable such students to achieve state and charter school academic standards, the Charter School shall provide them with full access to the Charter School’s educational program and implement strategies identified as required by law and necessary for the improvement of the academic achievement of foster youth in the Charter School’s local control and accountability plan (“LCAP”).

### **Definitions**

- “*Foster youth*” means any of the following:
  1. A child who has been removed from their home pursuant to Section 309 of the California Welfare and Institutions Code (“WIC”).
  2. A child who is the subject of a petition filed pursuant to WIC section 300 or 602 (whether or not the child has been removed from the child’s home by juvenile court).
  3. A child who is the subject of a petition filed pursuant WIC section 602, has been removed from the child’s home by the juvenile court, and is in foster care.
  4. A nonminor under the transition jurisdiction of the juvenile court, as described in WIC section 450, who satisfies all of the following criteria:
    - a. The nonminor has attained 18 years of age while under an order of foster care placement by the juvenile court.
    - b. The nonminor is in foster care under the placement and care responsibility of the county welfare department, county probation department, Indian tribe, consortium of tribes, or tribal organization.
    - c. The nonminor is participating in a transitional independent living case plan.
  5. A dependent child of the court of an Indian tribe, consortium of tribes, or tribal organization who is the subject of a petition filed in the tribal court.<sup>1</sup>
  6. A child who is the subject of a voluntary placement agreement, as defined in WIC section 11400.

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<sup>1</sup> The Charter School shall not require an Indian tribe or tribal court representative to certify that any student is a dependent of an Indian tribe, consortium of tribes, or tribal organization.

- “*Former juvenile court school student*” means a student who, upon completion of the student’s second year of high school, transfers from a juvenile court school to the Charter School, excluding a school district operated by the Division of Juvenile Justice of the Department of Corrections and Rehabilitation, from a juvenile court school.
- “*Child of a military family*” refers to a student who resides in the household of an active duty military member.
- “*Currently Migratory Child*” refers to a child who, within the last 12-months, has moved with a parent, guardian, or other person having custody to the Charter School from another Local Educational Agency (“LEA”), either within California or from another state, so that the child or a member of the child’s immediate family might secure temporary or seasonal employment in an agricultural or fishing activity, and whose parents or guardians have been informed of the child’s eligibility for migrant education services. This includes a child who, without the parent/guardian, has continued to migrate annually to secure temporary or seasonal employment in an agricultural or fishing activity.
- “*Newcomer pupil*” is a person aged 3 to 21 years, who was not born in any of the 50 United States, the District of Columbia, or the Commonwealth of Puerto Rico, and has not been attending one or more schools in any one or more of the 50 United States, the District of Columbia, or the Commonwealth of Puerto Rico, for more than three (3) full academic years.
- “*Educational Rights Holder*” (“ERH”) means a parent, guardian, or responsible adult appointed by a court to make educational decisions for a minor pursuant to WIC sections 319, 361 or 726, or a person holding the right to make educational decisions for the student pursuant to Education Code section 56055.
- “*School of origin*” means the school that the foster youth attended when permanently housed or the school in which the foster youth was last enrolled. If the school the foster youth attended when permanently housed is different from the school in which the student was last enrolled, or if there is some other school that the foster youth attended within the immediately preceding 15 months, the Charter School liaison for foster youth, in consultation with and with the agreement of the foster youth and the ERH for the youth, shall determine, in the best interests of the foster youth, the school that shall be deemed the school of origin. For a foster youth who is an individual with exceptional needs as defined in Education Code section 56026, “school” as used in the definition of “school of origin” includes a placement in a nonpublic, nonsectarian school as defined in Education Code section 56034, subject to the requirements of Education Code section 56325.
- “*Best interests*” means that, in making educational and school placement decisions for a foster youth, consideration is given to, among other factors, the opportunity to be educated in the least restrictive educational program and the foster youth’s access to academic resources, services, and extracurricular and enrichment activities that are available to all Charter School students.

- “*Partial coursework satisfactorily completed*” includes any portion of an individual course, even if the pupil did not complete the entire course.

Within this Policy, foster youth, former juvenile court school students, a child of a military family, a currently migratory child, and a newcomer pupil will be referred to collectively as “Foster and Mobile Youth.”

### **Foster and Mobile Youth Liaison**

In order to help facilitate the enrollment, placement, and transfer of Foster and Mobile Youth to the Charter School, the Governing Board shall designate a Foster and Mobile Youth liaison. The Governing Board designates the following position as the Charter School’s liaison for Foster and Mobile Youth:

Jeanette Rowe, Dean of Culture  
916-394-5007

The Foster and Mobile Youth Liaison shall be responsible for the following:

1. Ensure and facilitate the proper educational placement, enrollment in the Charter School, and checkout from the Charter School of foster youth.
2. Ensure proper transfer of credits, records, and grades when foster youth transfer to or from the Charter School.
3. When a foster youth is enrolling in the Charter School, the Foster and Mobile Youth Liaison shall contact the school last attended by the student within two (2) business days to obtain all academic and other records. The last school attended by the foster youth shall provide all required records to the new school regardless of any outstanding fees, fines, textbooks, or other items or moneys owed to the school last attended. When a foster youth is transferring to a new school, the Foster and Mobile Youth Liaison shall provide the student’s records to the new school within two (2) business days of receiving the new school’s request, regardless of any outstanding fees, fines, textbooks, or other items or moneys owed to the Charter School.
4. When required by law, notify the foster youth’s ERH, attorney, county social worker, and the appropriate representative of the county child welfare agency, and an Indian child’s ERH, tribal social worker and if applicable, county social worker of the student’s expulsion or involuntary removal, and, at least ten (10) calendar days preceding the date of the following:
  - a. An expulsion hearing for a discretionary act under the Charter School’s charter.
  - b. Any meeting to extend a suspension until an expulsion decision is rendered if the decision to recommend expulsion is a discretionary act under the Charter School’s charter. The foster youth’s ERH, attorney, county social worker, an

Indian child's ERH, tribal social worker and if applicable, county social worker, and the agency representative will be invited to participate.

- c. A manifestation determination meeting prior to a change in the foster youth's placement if the change in placement is due to an act for which the recommendation for expulsion is discretionary and the student is a student with a disability under state and federal special education laws. The foster youth's ERH, attorney, county social worker, an Indian child's ERH, tribal social worker and if applicable, county social worker, and the agency representative will be invited to participate.
5. As needed, make appropriate referrals to ensure that students in foster care receive necessary special education services and services under Section 504 of the federal Rehabilitation Act of 1973.
6. As needed, ensure that students in foster care receive appropriate school-based services, such as counseling and health services, supplemental instruction, and after-school services.
7. Develop protocols and procedures for creating awareness for Charter School staff, including but not limited to principals, deans, and attendance clerks, of the requirements for the proper enrollment, placement, and transfer of foster youth.
8. Collaborate with the county placing agency, social services, probation officers, juvenile court officers, and other appropriate agencies to help coordinate services for the Charter School's foster youth.
9. Monitor the educational progress of foster youth and provide reports to the Executive Director or designee and the Governing Board based on indicators identified in the Charter School's local control and accountability plan.

This Policy does not grant the Foster and Mobile Youth Liaison authority that supersedes the authority granted under state and federal law to a parent or legal guardian retaining educational rights, a responsible person appointed by the court to represent the child pursuant to WIC sections 319, 361 or 726, a surrogate parent, or a foster parent exercising authority under Education Code section 56055. The role of the Foster and Mobile Youth Liaison is advisory with respect to placement options and determination of the school of origin.

### **School Stability and Enrollment**

The Charter School will work with foster youth and their ERH to ensure that each foster youth is placed in the least restrictive educational programs and has access to the academic resources, services, and extracurricular and enrichment activities that are available to all students, including, but not limited to, interscholastic sports. All decisions regarding a foster youth's education and placement will be based on the best interest of the child and shall consider, among other factors, educational stability and the opportunity to be educated in the least restrictive educational setting

necessary to achieve academic progress.

Foster youth, currently migratory children, and children of military families have the right to remain in their school of origin if it is in their best interest. The Charter School will immediately enroll a foster youth, a currently migratory child, or child of a military family seeking reenrollment in the Charter School as their school of origin.

A foster youth, currently migratory child, or child of a military family who seeks to transfer to the Charter School will be immediately enrolled (subject to the Charter School's capacity, if the Charter School is not the student's school of origin, and pursuant to the procedures stated in the Charter School's charter and Board policy) even if the student has outstanding fees, fines, textbooks, or other items or monies due to the school last attended or is unable to meet normal enrollment documentation or school uniform requirements (e.g. producing medical records or academic records from a previous school).

At the initial detention or placement, or any subsequent change in placement, a foster youth may continue in their school of origin for the duration of the court's jurisdiction. A currently migratory child or child of a military family may continue in their school of origin as long as the student meets the definition of a currently migratory child or child of a military family as described above. Foster youth, currently migratory children, and children of military families have the right to remain in their school of origin following the termination of the court's jurisdiction or termination of the child's status as a currently migratory child or child of a military family, as follows:

1. For students in Kindergarten through eighth grade, inclusive, the student will be allowed to continue in the school of origin through the duration of the academic year in which the student's status changed.
2. For students enrolled in high school, the student will be allowed to continue in the school of origin through graduation.

If the foster youth, currently migratory child or child of a military family is transitioning between school grade levels, the youth shall be allowed to continue in the district of origin in the same attendance area to provide the youth the benefit of matriculating with their peers in accordance with the established feeder patterns of school districts. A student who is transitioning to a middle school or high school shall be allowed to enroll in the school designated for matriculation in another school district.

The Foster and Mobile Youth Liaison may, in consultation with and with the agreement of the foster youth and the ERH for the foster youth, recommend that the foster youth's right to attend the school of origin be waived and the student be enrolled in any district school that the student would otherwise be eligible to attend as a resident of the school district or in the Charter School consistent with current enrollment procedures. All decisions shall be made in accordance with the foster youth's best interests.

Prior to making any recommendation to move a foster youth from their school of origin, the Foster and Mobile Youth Liaison shall provide the foster youth and the foster youth's ERH with a written explanation of the basis for the recommendation and how the recommendation serves the foster



youth's best interests.

If any dispute arises regarding a foster youth's request to remain in the Charter School as the foster youth's school of origin, the foster youth has the right to remain in the Charter School pending resolution of the dispute. The dispute shall be resolved in accordance with the existing Charter School dispute resolution process.

If the Charter School operates an intersession program, Charter School shall grant priority access to foster youths. Notwithstanding any other law, if the foster youth will be moving during an intersession period, the pupil's educational rights holder, or Indian custodian in the case of an Indian child, shall determine which school the pupil attends for the intersession period, if applicable. "Intersession program" means an expanded learning program offered by the Charter School on nonschooldays, including, but not limited to, summer school. "Indian custodian" is as the term is defined in Section 1903 of Title 25 of the United States Code.

### **Transportation**

The Charter School shall not be responsible for providing transportation to allow a foster youth to attend school, unless there is an agreement with a local child welfare agency that the Charter School assumes part or all of the transportation costs in accordance with Section 6312(c)(5) of Title 20 of the United States Code, or unless required by federal law. The Charter School is not prohibited from providing transportation, at its discretion, to allow a foster youth to attend school.

In accordance with Section 6312(c)(5) of Title 20 of the United States Code, the Charter School shall collaborate with local child welfare agencies to develop and implement clear written procedures to address the transportation needs of foster youth to maintain them in their school of origin, when it is in the best interest of the youth.

For any student who has an individualized education program ("IEP"), the student's IEP team will determine if the student requires special education transportation as a related service regardless of the student's status.

### **Effect of Absences on Grades**

The grades of a foster youth shall not be lowered for any absence from the Charter School that is due to either of the following circumstances:

1. A decision by a court or placement agency to change the student's placement, in which case the student's grades shall be calculated as of the date the student left school.
2. A verified court appearance or related court-ordered activity.

### **Transfer of Coursework and Credits**

The Charter School shall accept coursework satisfactorily completed by a Foster and Mobile Youth

while attending another public school<sup>2</sup>, a juvenile court school, a charter school, a school in a country other than the United States, or a nonpublic, nonsectarian school or agency even if the student did not complete the entire course and shall issue that student full or partial credit for the coursework completed. The credits accepted pursuant to this paragraph shall be applied for enrollment purposes to the same or equivalent course, if applicable, as the coursework completed in the prior public school, juvenile court school, charter school, school in a country other than the United States, or nonpublic, nonsectarian school. For purposes of the official transcript, the credits accepted pursuant to this paragraph shall be added to the credits earned from the same or equivalent course for purposes of calculating the total credits earned for the course but shall separately identify the school and local educational agency in which the credits were earned.

If a Foster and Mobile Youth transfers in or out of Charter School, Charter School shall issue the full and partial credits on an official transcript for the pupil and shall ensure the transcript includes all of the following:

1. All full and partial credits and grades earned based on any measure of full or partial coursework being satisfactorily completed, including a determination of the days of enrollment or seat time, or both, if applicable, at a school of that local educational agency or a prior local educational agency, or any other public school, juvenile court school, charter school, school in a country other than the United States, or nonpublic, nonsectarian school.
2. The credits and grades for each school and local educational agency listed separately so it is clear where they were earned.
3. A complete record of the pupil's seat time, including both period attendance and days of enrollment.

If Charter School has knowledge that the transcript from the transferring local educational agency may not include certain credits or grades for the pupil, it shall contact the prior local educational agency within two business days to request that the prior local educational agency issue full or partial credits pursuant to this paragraph. The prior local educational agency shall issue appropriate credits and provide all academic and other records to Charter School within two business days of the request.

If the Foster and Mobile Youth did not complete the entire course, the student shall be issued partial credit for the coursework completed and shall not be required to retake the portion of the course that the student completed at another school unless the Charter School, in consultation with the student's ERH, finds that the student is reasonably able to complete the requirements in time to graduate from high school. Whenever partial credit is issued to a Foster and Mobile Youth in any particular course, the student shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course.

In no event shall the Charter School prevent a Foster and Mobile Youth from taking or retaking a course to meet the eligibility requirements for admission to the California State University or the University of California.

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<sup>2</sup> For purposes of coursework completed by a student who is a child of a military family, "public school" includes schools operated by the United States Department of Defense.

### **Eligibility for Extracurricular Activities**

A student who is in foster care whose residence changes pursuant to a court order or decision of a child welfare worker shall be immediately deemed to meet all residency requirements for participation in interscholastic sports or other extracurricular activities.

### **Waiver of Fees for Afterschool Programs**

The Charter School shall not charge any student who the Charter School knows is in foster care any family fees associated with an After-School Education and Safety (“ASES”) Program operated by the Charter School.

### **Student Records**

When the Charter School receives a transfer request and/or student records request for the educational information and records of a foster youth from a new LEA, the Charter School shall provide these student records within two (2) business days. The Charter School shall compile the complete educational record of the student, including but not limited to a determination of seat time, full or partial credits earned, current classes and grades, immunization and other records, and, if applicable, a copy of the student’s special education records including assessments, IEPs, and/or 504 plans. All requests for student records will be shared with the Foster and Mobile Youth Liaison, who shall be aware of the specific educational recordkeeping needs of Foster and Mobile Youth.

In accordance with the Charter School’s Educational Records and Student Information Policy, under limited circumstances, the Charter School may disclose student records or personally identifiable information contained in those records to certain requesting parties including but not limited to a foster family agency and state and local authorities within a juvenile justice system, without parental consent.

### **Complaints of Noncompliance**

Complaints of noncompliance with this Policy shall be governed by the Charter School’s Uniform Complaint Procedures. A copy of the Uniform Complaint Policy and Procedures is available upon request at the main office.



## **EDUCATION FOR HOMELESS CHILDREN AND YOUTH POLICY**

The Growth Public Schools (“GPS” or the “Charter School”) Governing Board desires to ensure that homeless children and youth are provided with equal access to its educational program, have an opportunity to meet the same challenging State academic standards, are provided a free and appropriate public education, are not stigmatized or segregated on the basis of their status as homeless, and to establish safeguards that protect homeless students from discrimination on the basis of their homelessness.

### **Definition of Homeless Children and Youth**

The term “*homeless children and youth*” means individuals who lack a fixed, regular and adequate nighttime residence and includes children and youth who (42 U.S.C. § 11434a):

1. Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
2. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings;
3. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and/or
4. Migratory children and unaccompanied youth (youth not in the physical custody of a parent or guardian) may be considered homeless if they meet the above definition of “homeless.”

Homeless status is determined in cooperation with the parent or guardian. In the case of unaccompanied youth, status is determined by the Charter School Liaison.

### **Charter School Liaison**

The Executive Director designates the following staff person as the Charter School Liaison for homeless students (42 U.S.C. § 11432(g)(1)(J)(ii)):

Jeanette Rowe, Dean of Culture

9320 Tech Center Drive  
916-394-5007

The Charter School Liaison shall ensure that the following requirements are fulfilled by the Charter School (42 U.S.C. § 11432(g)(6)):

1. Homeless students are identified by Charter School personnel, through outreach and coordination activities with other entities and agencies, and through the annual housing questionnaire administered by the Charter School.
2. Homeless students enroll in and have a full and equal opportunity to succeed at GPS.
3. Homeless students and families receive educational services for which they are eligible, including: services through Head Start programs (including Early Head Start programs) under the Head Start Act; early intervention services under part C of the Individuals with Disabilities Education Act (“IDEA”); any other preschool programs administered by GPS, if any; and referrals to health care services, dental services, mental health services, substance abuse services, housing services, and other appropriate services.
4. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
5. Public notice of the educational rights of homeless children is disseminated at places frequented by parents or guardians of such youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.
6. Enrollment/admissions disputes are mediated in accordance with law, GPS charter, and Board policy.
7. Parents/guardians and any unaccompanied youth are fully informed of all transportation services, as applicable.
8. Charter School personnel providing services receive professional development and other support.
9. The Charter School Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.
10. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students and that the youths may

obtain assistance from the Charter School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid.

The California Department of Education (“CDE”) publishes a list of the contact information for the Homeless Education Liaisons in the state, which is available at: <https://www.cde.ca.gov/sp/hs/>

### **Enrollment**

The Charter School will work with homeless students and their parent/guardian to ensure that each student is placed in the least restrictive educational programs, and has access to the academic resources, services, and extracurricular and enrichment activities that are available to all students, including, but not necessarily limited to, interscholastic sports. All decisions regarding a homeless student’s education and placement will be based on the best interest of the child and shall consider, among other factors, educational stability and the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress.

GPS shall immediately admit/enroll the student for which the Charter School is a School of Origin. “School of Origin” means the school that the child or youth attended when permanently housed or the school in which the child or youth was last enrolled.

GPS shall also immediately enroll a homeless youth who seeks to enroll in the Charter School, if the youth would otherwise be eligible to attend and subject to the Charter School’s capacity and pursuant to the procedures stated in the GPS charter and Board policy. A homeless youth who is enrolled will have the right to attend classes and participate fully in school activities, including extracurricular activities.

The youth shall be immediately enrolled even if the student lacks records normally required for enrollment (such as previous academic records, records of immunizations, other required health records, proof of residency) or has missed application or enrollment deadlines during any period of homelessness. Records will immediately be requested from the previous school. (42 U.S.C. § 11432(g)(3)(C); Education Code Section 48850(a)(3)(A).)

If the student needs to obtain immunizations or does not possess immunization or other medical records, the Executive Director or designee shall refer the parent/guardian to the Charter School Liaison. The Charter School Liaison shall assist the parent/guardian in obtaining the necessary immunizations or records for the student. (42 U.S.C. § 11432(g)(3)(C).)

A homeless youth may remain in the student’s school of origin for the entire period for which the youth is homeless. Homeless students have the right to remain in their school of origin following the termination of the child’s status as a homeless student as follows:

1. For students in Kindergarten through eighth grade, inclusive, the student will be allowed to continue in the school of origin through the duration of the academic year in which the student’s status changed.
2. For students enrolled in high school, the student will be allowed to continue in the

school of origin through graduation.

If the Charter School operates an intersession program, Charter School shall grant priority access to homeless students. Notwithstanding any other law, if the homeless student will be moving during an intersession period, the pupil's parent, guardian, educational rights holder ("ERH"), Indian custodian<sup>1</sup> in the case of an Indian child, or, if none of the preceding are applicable, an accompanied homeless student themselves shall determine which school the pupil attends for the intersession period, if applicable. "Intersession program" means an expanded learning program offered by the Charter School on nonschooldays, including, but not limited to, summer school. "Indian custodian" is as the term is defined in Section 1903 of Title 25 of the United States Code.

### **Enrollment Disputes**

If a dispute arises over admissions/enrollment, the student shall be immediately admitted (subject to Charter School's capacity and pursuant to the procedures stated in the Charter School charter and Board policy), pending final resolution of the dispute, including all available appeals. The parent/guardian shall be provided with a written explanation of the admission/enrollment decision, including an explanation of the parent/guardian's right to appeal the decision. The parent/guardian shall also be referred to the Charter School Liaison. The Charter School Liaison shall carry out the Board-adopted dispute resolution and complaint process as expeditiously as possible after receiving notice of the dispute. (42 U.S.C. § 11432(g)(3)(E).)

### **Housing Questionnaire**

GPS shall administer a housing questionnaire for purposes of identifying homeless children and youth. GPS shall ensure that the housing questionnaire is based on the best practices developed by the CDE. GPS shall annually provide the housing questionnaire to all parents/guardians of students and to all unaccompanied youths at GPS. The housing questionnaire shall include an explanation of the rights and protections a student has as a homeless child or youth or as an unaccompanied youth. The housing questionnaire shall be available in paper form. The housing questionnaire shall be available in the primary language other than English spoken by fifteen (15) percent or more of the students enrolled at GPS and shall be translated into other languages upon request of a student's parent/guardian or an unaccompanied youth. GPS shall collect the completed housing questionnaires and annually report to the CDE the number of homeless children and youths and unaccompanied youths enrolled. (Education Code Section 48851.)

### **Comparable Services**

Each homeless child or youth shall promptly be provided services comparable to services offered to other students in GPS such as (42 U.S.C. § 11432(g)(4)):

- Transportation services

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<sup>1</sup> "Indian custodian" means any Indian person who has legal custody of an Indian child under tribal law or custom or under State law or to whom temporary physical care, custody, and control has been transferred by the parent of such child. *Section 1903 of Title 25 of the United States Code*



- Educational services for which the child or youth meets eligibility criteria, such as educational programs for students with disabilities and educational programs for students with limited English proficiency
- Programs in vocational and technical education
- Programs for gifted and talented students
- Charter School nutrition programs

### **Transportation**

In the event that GPS provides transportation services to all GPS students, GPS shall provide comparable transportation services to each homeless child or youth attending GPS, as noted above. (42 U.S.C. § 11432(g)(4).)

If the GPS does not otherwise provide transportation services to all GPS students, GPS shall ensure that transportation is provided for homeless students to and from GPS, at the request of the parent or guardian (or Charter School Liaison), if GPS is the student's school of origin. (42 U.S.C. § 11432(g)(1)(J).) Transportation provided by GPS will be adequate and appropriate for the Student's situation, but GPS does not commit to any one method of transportation for all youth.

### **Eligibility for Extracurricular Activities**

A homeless child or youth shall be immediately deemed to meet all residency requirements for participation in interscholastic sports or other extracurricular activities.

### **Waiver of Fees for Afterschool Programs**

The Charter School shall not charge any student who is a homeless youth any family fees associated with an After-School Education and Safety ("ASES") Program operated by the Charter School.

### **Professional Development**

All administrators, teachers and employees of GPS, including the Charter School Liaison, will be provided professional development on the identification, services, and sensitivity necessary when dealing with homeless children and youth. The Charter School Liaison will verify that the Charter School is providing the required training to school personnel providing services to youth experiencing homelessness at least annually through the CDE's verification system. (Education Code Section 48852.5(c)(2).)

The Charter School Liaison shall offer training to GPS certificated and classified employees providing services to students experiencing homelessness, including, but not limited to, teachers, support staff, and other school staff who work with pupils, at least annually relating to:

- (1) GPS's homeless education program policies; and



- (2) Recognition of signs that pupils are experiencing, or are at risk of experiencing, homelessness.

The Charter School Liaison shall inform such employees of the availability of training and the services the Charter School Liaison provides to aid in the identification and provision of services to students who are experiencing, or are at risk of experiencing, homelessness.

### **Acceptance of Course Work**

The Charter School will accept any coursework satisfactorily completed at any public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency by a homeless student.

The Charter School will provide homeless students credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency. If the student did not complete the entire course, the Charter School shall not require the student to retake the portion of the course the student completed unless the Charter School, in consultation with the holder of educational rights for the student, finds that the student is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the homeless student shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. These students shall not be prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

### **Notice**

For any homeless student who seeks enrollment at the Charter School, written notice will be provided to the parent/guardian at the time of enrollment and at least annually while the student is enrolled at the Charter School.

### **Annual Policy Review**

The Charter School shall annually review and revise any policies that may act as barriers to the identification of homeless children and youths or the enrollment of homeless children and youths at the Charter School. In reviewing and revising such policies, consideration shall be given to issues concerning transportation, immunization, residency, birth certificates, school records and other documentation, and guardianship. Special attention shall be given to ensuring the identification, enrollment, and attendance of homeless children and youths who are not currently attending school. GPS's review of its homeless education program policies shall use resources developed by the CDE and posted on the CDE's internet website and resources developed by homeless education technical assistance centers established using funding from the American Rescue Plan Act of 2021.

### **School Website Posting**

GPS shall ensure that the following information is posted, and updated as necessary, on its internet website:

- The name and contact information of the Charter School Liaison(s) for homeless children and youths.
- The contact information of any employee or contractor that assists the Charter School Liaison in completing the Liaison's duties.
- Specific information regarding the educational rights and resources available to persons experiencing homelessness.

### **Complaints of Noncompliance**

A complaint of noncompliance with any of the requirements outlined above may be filed through the Charter School's Uniform Complaint Procedures. A copy of the Uniform Complaint Policy and Procedures is available upon request at the main office.

4864-9270-3494, v. 1



## **STUDENT FREEDOM OF SPEECH AND EXPRESSION POLICY**

The Board of Directors of Growth Public Schools (“GPS” or the “Charter School”) respects students’ rights to express ideas and opinions, take stands, and support causes, whether controversial or not, through their speech, writing, printed materials, including the right of expression in official publications, and/or the wearing of buttons, badges and other insignia.

### **Definitions**

1. “*Obscenity*”: when the (1) average person applying current community standards finds the work as a whole appeals to the prurient interest, (2) the work is patently offensive, and (3) the work lacks serious literary, artistic, political, or scientific value. Examples include pornography or sexually explicit material.
2. “*Defamation*”: Libel (written defamation) and Slander (oral defamation), which includes but is not limited to inaccurately attributing a statement to another, either on purpose for public officials (which includes Charter School staff) or by mistake for private officials, that mischaracterizes the statement.
3. “*Discriminatory Material*”: material that demeans a person or group because of the person/group’s mental or physical disability, sex (including pregnancy and related conditions and parental status), sexual orientation, gender, gender identity, gender expression, immigration status, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits historically associated with race, including but not limited to, hair texture and protective hairstyles such as braids, locks, and twist), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age, or 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 that has the purpose of humiliating, offending, or provoking a person/group.
4. “*Harassment (including sexual harassment), Intimidation and/or Bullying*”: severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the

following: (1) placing a reasonable student or students in fear of harm to that student's or those students' person or property, (2) causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health, (3) causing a reasonable student to experience a substantial interference with his or her academic performance, (4) causing a reasonable student to experience a substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

5. *"Fighting Words"*: words likely to cause (1) the average person to fight or (2) the creation of a clear and present danger of violence, unlawful acts in violation of lawful school regulations, or the substantial disruption of school.
6. *"Vulgarity and/or Profanity"*: the continual use of curse words by a student, even after warning.
7. *"Violating Privacy"*: publicizing or distributing confidential or private material without permission.

### **On-Campus Expression**

Student free speech rights include, but are not limited to, the use of bulletin boards, the distribution of printed materials or petitions, the wearing of buttons, badges, and other insignia, and the right of expression in official publications, whether or not the publications or other means of expression are supported financially by the school or by use of school facilities. Student expression on the Charter School website and online media shall generally be afforded the same protections as print media within the Policy.

Student freedom of expression shall be limited only as allowed by state and federal law in order to maintain an orderly school environment and to protect the rights, health, and safety of all members of the school community. Unprotected Expression includes the following: obscenity; defamation; discriminatory material; harassment (including sexual harassment), intimidation and/or bullying; fighting words; vulgarity and/or profanity; or violating privacy as defined above. Also prohibited shall be material that incites a clear and present danger of the commission of unlawful acts on school premises or the violation of lawful school regulations or the substantial disruption of the orderly operation of the Charter School.

#### **A. Distribution of Circulars, Un-Official Newspapers, and Other Printed Matter**

Free inquiry and exchange of ideas are essential parts of a democratic education. Students shall be allowed to distribute circulars, leaflets, newspapers, and pictorial or other printed matter, and to circulate petitions, subject to the following specific limitations:

1. Leaflets, pictorial and other printed matter to be distributed shall be submitted to the Charter School Executive Director or designee at least one (1) school day prior to distribution. The Charter School Executive Director or designee shall review material submitted in a reasonable amount of time and shall allow the approved material to be

distributed according to the time and manner established by this Policy. The Charter School Executive Director or designee shall notify student(s) if distribution will be granted or denied (and if denied, why distribution is not in compliance with this Policy).

2. Distribution, free or for a fee, may take place before school, after school, and/or during lunch provided there is no substantial disruption in the school programs (as determined by the Charter School Executive Director). Distribution may not occur during instructional time and should not occur in locations that disrupt the normal flow of traffic within the school or at school entrances.
3. The manner of distribution shall be such that coercion is not used to induce students to accept the printed matter or to sign petitions.
4. The solicitation of signatures must not take place in instructional classes or school offices, nor be substantially disruptive to the school program (as determined by the Charter School Executive Director or designee).

The Charter School Executive Director or designee shall work with student government representatives in the development of these procedures. Student responsibilities shall be emphasized.

#### B. Official School Publications

Student editors of official school publications shall be responsible for assigning and editing the news, editorial, and feature content of their publications subject to the limitations of this Policy. However, it shall be the responsibility of the journalism staff adviser(s) of student publications to supervise the production of the student staff, to maintain professional standards of English and journalism, and to maintain the provisions of this Policy.<sup>1</sup> The journalism staff adviser(s) shall help the student editors judge the literary value, newsworthiness and propriety of materials submitted for publication.

There shall be no prior restraint of material prepared for official school publications except insofar as it violates this Policy. GPS officials shall have the burden of showing justification without undue delay prior to a limitation of student expression under this Policy. If the journalism staff adviser(s) consider material submitted for publication to violate this Policy, he or she will notify the student without undue delay and give specific reasons why the submitted material may not be published. The student should be given the opportunity to modify the material or appeal the decision of the journalism staff adviser to the Charter School Executive Director.

#### C. Buttons, Badges, and Other Insignia of Symbolic Expression

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<sup>1</sup> "Official school publications" refers to material produced by students in the journalism, newspaper, yearbook, or writing classes and distributed to the student body either free or for a fee.

Students shall be permitted to wear buttons, badges, armbands, and other insignia as a form of expression, subject to the prohibitions enumerated in this Policy.

#### D. Use of Bulletin Boards

Students will be provided with bulletin boards, upon request and subject to availability, for use in posting student materials on campus locations convenient to student use. Where feasible, the location and quantity of such bulletin boards shall be by mutual agreement of student government representatives and GPS administration. Posted material must be in compliance with other sections of this Policy, particularly regarding the distribution of materials and prohibited speech. Students may not post or distribute materials regarding the meetings of non-curricular student-initiated groups.

#### E. Organized Demonstrations

Students have the right to lawful organized on-campus demonstrations, subject to the provisions of this Policy and applicable law. Demonstrations that incite students to create a clear and present danger of the commission of unlawful acts on school premises or the violation of lawful school regulations, or demonstrations that substantially disrupt the orderly operation of the school are prohibited.

No individual student may demonstrate in the name of the Charter School or as an official school group at any time unless authorized by the Charter School to participate in the activity.

No student may participate in an organized demonstration that occurs during the hours of mandatory school attendance unless sanctioned by the Charter School and supervised by a designated Charter School employee. Missing school to attend an organized demonstration is not an excused absence. The Charter School will follow its Attendance Policy when determining consequences for students which may include but are not limited to detention, a low grade for a missed test, or receiving a truancy letter. The Charter School will follow its Suspension and Expulsion Policy when determining consequences for students if Charter School policy is violated.

#### F. Student Speeches

If a student is selected to speak at a Charter School sponsored event, including but not limited to graduation or school assemblies, Charter School has the right to review the pre-prepared speech to ensure that unprotected speech is not included. If unprotected speech is included, the student will be given the opportunity to revise the speech or deliver a modified speech. If not revised or removed, the student will not be permitted to speak at the Charter School sponsored event.

#### Off-Campus Expression

Off-campus student expression, including but not limited to student expression on off-campus internet web sites, is generally constitutionally protected but shall be subject to discipline when there is a sufficient nexus between the speech and the school.

Relevant considerations include:

1. The degree and likelihood of harm to the Charter School (staff, students, volunteers, and/or property) caused or augured by the expression,
2. Whether it is reasonably foreseeable that the expression would reach and impact the Charter School, and
3. The relation between the content and/or context of the expression and the Charter School. There is always a sufficient nexus between the expression and the Charter School when the Charter School reasonably concludes that it faces a credible, identifiable threat of school violence.

The Charter School Executive Director or designee shall document the impact the expression had or could be expected to have on the educational program. Off-campus expression that results in the material disruption of classwork or involves substantial disorder or invasion of the rights of others may be subject to discipline.

Off-campus expression may result in discipline if the expression involves but is not limited to:

- a. Serious or severe bullying or harassment targeting particular individuals;
- b. Threats aimed at teachers or other students;
- c. The failure to follow rules concerning lessons, the writing of papers, the use of computers, or participation in other online school activities; or
- d. Breaches of school security devices.

### **Enforcement**

1. Upon learning that students are considering actions in the areas covered by this Policy they will be informed of the possible consequences of their action under each specific circumstance. The Charter School Executive Director shall ensure that due process is followed when resolving disputes regarding student freedom of expression.
2. This Policy does not prohibit or prevent the GPS Governing Board from adopting otherwise valid rules and regulations relating to oral communications by students upon the GPS campus.
3. No GPS employee shall be dismissed, suspended, disciplined, reassigned, transferred, or otherwise retaliated against solely for acting to protect a student engaged in the conduct authorized under this Policy, or refusing to infringe upon conduct that is authorized under this Policy, the First Amendment to the United States Constitution, or Section 2 of Article I of the California Constitution.
4. GPS shall not make or enforce a rule subjecting a student to disciplinary sanctions solely on the basis of conduct that is speech or other communication that, when engaged in outside of the campus, is protected from governmental restriction by the First Amendment to the United States Constitution or Section 2 of Article I of the California Constitution.

### **Complaints and Appeals**

The following procedures shall be used to address general disputes regarding student freedom of speech and expression:

1. The student and faculty member shall first attempt to resolve the problem internally.
2. If the student and faculty member are unable to resolve the dispute, the student and/or faculty member may bring the matter to the Charter School Executive Director or designee, who shall hear both sides and strive to resolve the dispute as quickly as possible.
3. Any student or faculty member may appeal the decision of the Charter School Executive Director or designee to the Board who shall render a decision within a reasonable period of time after receipt of the appeal. The appeal by the student must be made within five (5) school days from the time the unsatisfactory decision was rendered.

A student who feels their freedom of expression was unconstitutionally limited and/or limited on the basis of discrimination may file a complaint with GPS through following the Charter School's General Complaint Policies and Procedures.



# GROWTH PUBLIC SCHOOL

## 2024 - 2025 School Calendar

July '24						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August '24						
Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September '24						
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October '24						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November '24						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December '24						
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

January '25						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February '25						
Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

March '25						
Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

April '25						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

May '25						
Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

June '25						
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					



Holidays (Observed)



PD Day (No School for Students)



Half Day- 12:30 Dismissal



First and Last Day of School



School Break (Closed)



Early Release Dismissal

# Growth Public Schools Board Financial Update

SAM LEONARD

MARCH 12, 2024



## **1. 2023-24 Budget Updates**

- A. January Forecast Update
- B. Cash Balance
- C. 2<sup>nd</sup> Interim Financials

## **2. State Budget Updates**

- A. Attendance Recover Proposal
- B. Learning Recovery Proposed Changes
- C. Follow up to Governor's January Proposal

## **3. Exhibits**

- A. Income Statement
- B. Cash Flow
- C. Balance Sheet

# 2023-24 Budget Updates



# 2023-24 Financial Update



## Updated SB740 allocation drives increase in Operating Income

		2023-24	2023-24	Variance
		Previous Forecast	Current Forecast	
Revenue	LCFF Entitlement	3,389,588	3,389,588	-
	Federal Revenue	106,005	106,005	-
	Other State Revenues	999,461	1,085,064	85,603
	Local Revenues	-	-	-
	Fundraising and Grants	121,550	121,550	-
	<b>Total Revenue</b>	<b>4,616,604</b>	<b>4,702,207</b>	<b>85,603</b>
Expenses	Compensation and Benefits	2,680,553	2,687,753	(7,200)
	Books and Supplies	125,188	121,188	4,000
	Services and Other Operating	1,945,730	1,967,613	(21,883)
	Depreciation	16,531	16,531	-
	Other Outflows	-	-	-
	<b>Total Expenses</b>	<b>4,768,003</b>	<b>4,793,085</b>	<b>(25,083)</b>
	<b>Operating Income</b>	<b>(151,399)</b>	<b>(90,878)</b>	<b>60,521</b>
	Beginning Balance (Unaudited)	1,175,004	1,175,004	-
	Operating Income	(151,399)	(90,878)	60,521
<b>Ending Fund Balance (incl. Depreciation)</b>		<b>1,023,605</b>	<b>1,084,125</b>	<b>60,521</b>
<b>Ending Fund Balance as % of Expenses</b>		<b>21.5%</b>	<b>22.6%</b>	<b>1.2%</b>

# 2023-24 Financial Update



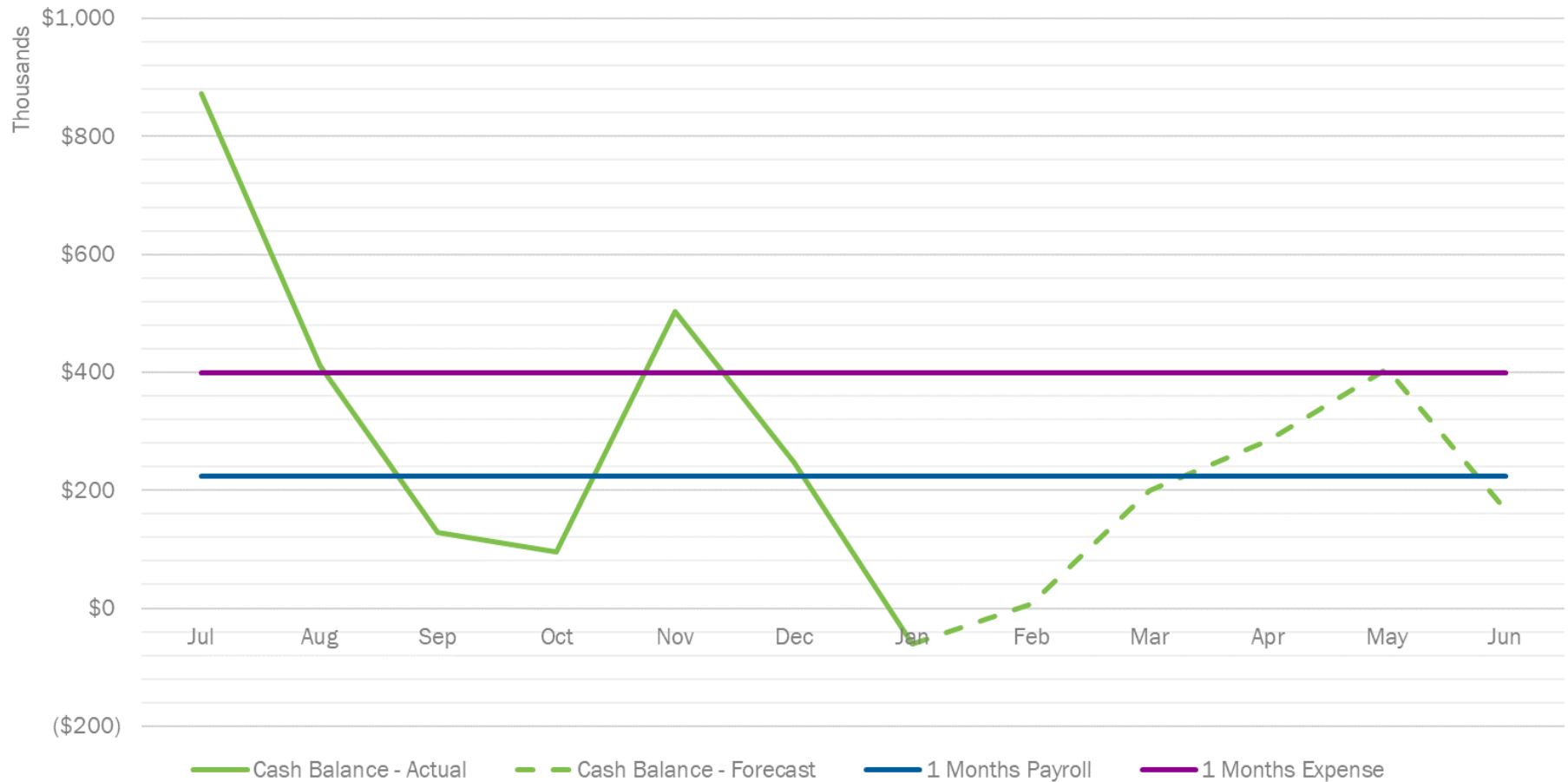
## Various updates causing increased Operating Income

CATEGORY	BOTTOM LINE IMPACT	NOTES
Previous Forecast	(151,399)	
Other State Revenue	85,603	Higher SB740 allocation raises forecasted revenue
Books & Supplies	4,000	Lowered Curriculum expense forecast
Comp & Benefits	(7,200)	Increased retirement benefits to follow actuals
Services & Other Ops	(21,883)	Raised Substitutes and SIS expenses
Current Forecast	(90,878)	

# 2023-24 Cash Balance



**Revenue delays cause cash balance to drop; considering receivable sale**



## Financials used in the 2<sup>nd</sup> Interim report

		2023-24	2024-25	2025-26
		<b>Current Forecast</b>	<b>Projected Budget</b>	<b>Projected Budget</b>
Revenue	LCFF Entitlement	3,389,588	3,896,653	4,346,811
	Federal Revenue	106,005	106,655	111,595
	Other State Revenues	1,085,064	1,010,034	1,037,858
	Local Revenues	-	-	-
	Fundraising and Grants	121,550	7,011	7,152
	<b>Total Revenue</b>	<b>4,702,207</b>	<b>5,020,353</b>	<b>5,503,416</b>
Expenses	Compensation and Benefits	2,687,753	2,984,746	3,196,460
	Books and Supplies	121,188	136,040	151,341
	Services and Other Operating	1,967,613	2,013,359	2,083,573
	Depreciation	16,531	16,531	16,531
	Other Outflows	-	-	-
	<b>Total Expenses</b>	<b>4,793,085</b>	<b>5,150,677</b>	<b>5,447,905</b>
	<b>Operating Income</b>	<b>(90,878)</b>	<b>(130,324)</b>	<b>55,511</b>
	Beginning Balance (Audited)	1,175,004	1,084,125	953,802
	Operating Income	(90,878)	(130,324)	55,511
<b>Ending Fund Balance (incl. Depreciation)</b>		<b>1,084,125</b>	<b>953,802</b>	<b>1,009,312</b>
<b>Ending Fund Balance as % of Expenses</b>		<b>22.6%</b>	<b>18.5%</b>	<b>18.5%</b>

Note: FY25 budget will likely change as we are still working on it



# State Budget Updates



# Attendance Recovery Proposal



**Trailer bill provides some details, but still many unknowns**

## What

- Permit an LEA to offer attendance recovery on weekends, before/after-school, and intersession

## How

- In-person instruction under supervision of certificated employee(s) with student engagement equivalent to regular day

## Limitations

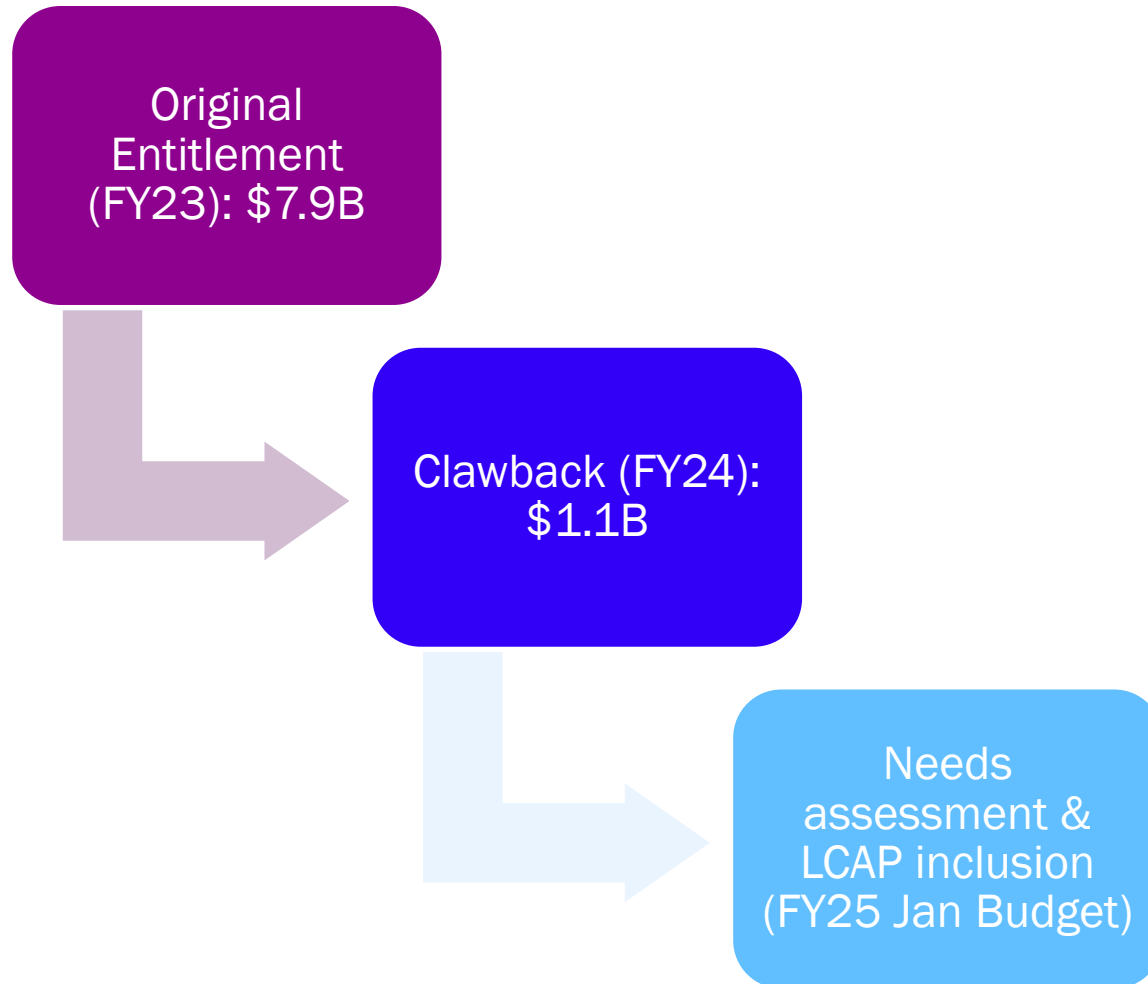
- 15-day cap per student per year, no more than one makeup day generated per calendar day

## Unknowns

- How would this interact with ELO-P?
- How many hours to earn a recovery day?
- Similar standards to IS for curriculum?

# Learning Recovery Proposed Changes

**Funding for learning recovery initiatives to be spent by June 30, 2028**



# Follow Up to Governor's January Proposal

**LAO evaluates proposal with worsening CY tax deficit**



No COLA for FY25

Decrease school meals commitment

Delay attendance recovery proposal

Now we wait for May Revise to see what Legislature proposes

# Thank you!

**Additional Questions? Contact us:**

SAM LEONARD: [SLEONARD@EDTEC.COM](mailto:SLEONARD@EDTEC.COM)



**Growth Public Schools**  
**Income Statement**  
**As of Jan FY2024**

	Actual			YTD	Budget						
	Nov	Dec	Jan	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs.	Approved Budget v1 vs.	Current Forecast Remaining	% Current Forecast Spent
								Current Forecast	Current Forecast		
<b>SUMMARY</b>											
<b>Revenue</b>											
LCFF Entitlement	701,568	215,786	-	1,259,167	3,655,521	3,389,588	3,389,588	-	(265,933)	2,130,421	37%
Federal Revenue	-	-	-	-	98,330	106,005	106,005	-	7,675	106,005	0%
Other State Revenues	33,435	30,753	70,838	337,183	927,808	999,461	1,085,064	85,603	157,257	747,882	31%
Local Revenues	0	2,847	96	2,943	-	-	-	-	-	(2,943)	
Fundraising and Grants	-	2,361	-	74,624	65,550	121,550	121,550	-	56,000	46,926	61%
<b>Total Revenue</b>	<b>735,003</b>	<b>251,748</b>	<b>70,934</b>	<b>1,673,917</b>	<b>4,747,209</b>	<b>4,616,604</b>	<b>4,702,207</b>	<b>85,603</b>	<b>(45,001)</b>	<b>3,028,290</b>	<b>36%</b>
<b>Expenses</b>											
Compensation and Benefits	227,558	241,810	248,137	1,659,422	2,910,332	2,680,553	2,687,753	(7,200)	222,578	1,028,331	62%
Books and Supplies	3,394	1,297	2,303	70,601	134,291	125,188	121,188	4,000	13,103	50,587	58%
Services and Other Operating Expenditures	218,041	264,478	189,289	1,264,566	1,684,922	1,945,730	1,967,613	(21,883)	(282,691)	703,047	64%
Depreciation	1,380	1,380	1,380	9,658	16,531	16,531	16,531	-	-	6,873	58%
Other Outflows	-	6,863	8,508	76,302	-	-	-	-	-	(76,302)	
<b>Total Expenses</b>	<b>450,372</b>	<b>515,828</b>	<b>449,616</b>	<b>3,080,549</b>	<b>4,746,076</b>	<b>4,768,003</b>	<b>4,793,085</b>	<b>(25,083)</b>	<b>(47,010)</b>	<b>1,712,537</b>	<b>64%</b>
<b>Operating Income</b>	<b>284,631</b>	<b>(264,080)</b>	<b>(378,682)</b>	<b>(1,406,632)</b>	<b>1,133</b>	<b>(151,399)</b>	<b>(90,878)</b>	<b>60,521</b>	<b>(92,011)</b>	<b>1,315,754</b>	
<b>Fund Balance</b>											
Beginning Balance (Unaudited)					1,193,158	1,175,004	1,175,004				
Operating Income					1,133	(151,399)	(90,878)				
<b>Ending Fund Balance</b>					<b>1,194,291</b>	<b>1,023,605</b>	<b>1,084,125</b>				
Fund Balance as a % of Expenses					25%	21%	23%				

**Growth Public Schools**  
**Income Statement**  
**As of Jan FY2024**

**KEY ASSUMPTIONS**

**Enrollment Summary**

K-3

4-6

7-8

**Total Enrolled**

**ADA %**

K-3

4-6

7-8

**Average ADA %**

**ADA**

K-3

4-6

7-8

**Total ADA**

Actual			YTD	Budget						
Nov	Dec	Jan	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
				197	180	180	-	(17)		
				90	84	84	-	(6)		
				23	21	21	-	(2)		
				<b>310</b>	<b>285</b>	<b>285</b>	-	(25)		
				93.0%	93.0%	93.0%	0.0%	0.0%		
				93.0%	93.0%	93.0%	0.0%	0.0%		
				93.0%	93.0%	93.0%	0.0%	0.0%		
				<b>93.0%</b>	<b>93.0%</b>	<b>93.0%</b>	<b>0.0%</b>	<b>0.0%</b>		
				183.21	167.40	167.40	-	(15.81)		
				83.70	78.12	78.12	-	(5.58)		
				21.39	19.53	19.53	-	(1.86)		
				<b>288.30</b>	<b>265.05</b>	<b>265.05</b>	-	(23.25)		

**Growth Public Schools**  
**Income Statement**  
**As of Jan FY2024**

Actual				YTD	Budget									
								Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent			
Nov      Dec      Jan				Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast							
REVENUE														
LCFF Entitlement														
8011	Charter Schools General Purpose Entitlement - State Aid	311,720	215,786	-	856,951	2,886,247	2,616,323	2,616,323	-	(269,924)	1,759,372	33%		
8012	Education Protection Account Entitlement	-	-	-	12,368	57,660	53,010	53,010	-	(4,650)	40,642	23%		
8096	Charter Schools in Lieu of Property Taxes	389,848	-	-	389,848	711,614	720,255	720,255	-	8,641	330,407	54%		
SUBTOTAL - LCFF Entitlement				701,568	215,786	-	1,259,167	3,655,521	3,389,588	3,389,588	-	(265,933)	2,130,421	37%
Federal Revenue														
8181	Special Education - Entitlement	-	-	-	-	34,625	36,010	36,010	-	1,385	36,010	0%		
8291	Title I	-	-	-	-	46,067	51,661	51,661	-	5,594	51,661	0%		
8292	Title II	-	-	-	-	7,638	8,334	8,334	-	696	8,334	0%		
8294	Title IV	-	-	-	-	10,000	10,000	10,000	-	-	10,000	0%		
SUBTOTAL - Federal Revenue				-	-	-	-	98,330	106,005	106,005	-	7,675	106,005	0%
Other State Revenue														
8319	Other State Apportionments - Prior Years	-	-	-	377	-	377	377	-	377	(0)	100%		
8381	Special Education - Entitlement (State	19,065	-	38,130	116,354	255,626	235,205	235,205	-	(20,420)	118,851	49%		
8382	Special Education Reimbursement (State	1,001	1,802	-	5,606	-	10,000	10,000	-	10,000	4,394	56%		
8545	School Facilities Apportionments	-	-	-	-	243,834	263,877	349,481	85,603	105,646	349,481	0%		
8550	Mandated Cost Reimbursements	-	4,887	-	4,887	4,910	4,888	4,888	-	(22)	1	100%		
8560	State Lottery Revenue	-	-	32,708	32,708	71,365	68,932	68,932	-	(2,433)	36,223	47%		
8590	All Other State Revenue	-	-	-	102,384	98,956	148,800	148,800	-	49,844	46,416	69%		
8593	Other State Revenue 3	13,369	24,064	-	74,866	253,117	267,382	267,382	-	14,265	192,516	28%		
SUBTOTAL - Other State Revenue				33,435	30,753	70,838	337,183	927,808	999,461	1,085,064	85,603	157,257	747,882	31%
Local Revenue														
8660	Interest	0	-	-	0	-	-	-	-	-	(0)			
8999	Uncategorized Revenue	-	2,847	96	2,943	-	-	-	-	-	(2,943)			
SUBTOTAL - Local Revenue				0	2,847	96	2,943	-	-	-	-	(2,943)		
Fundraising and Grants														
8802	Donations - Private	-	-	-	56,000	40,550	96,550	96,550	-	56,000	40,550	58%		
8803	Fundraising	-	2,361	-	18,624	25,000	25,000	25,000	-	-	6,376	74%		
SUBTOTAL - Fundraising and Grants				-	2,361	-	74,624	65,550	121,550	121,550	-	56,000	46,926	61%
TOTAL REVENUE				735,003	251,748	70,934	1,673,917	4,747,209	4,616,604	4,702,207	85,603	(45,001)	3,028,290	36%



**Growth Public Schools**  
**Income Statement**  
**As of Jan FY2024**

		Actual			YTD	Budget						
		Nov	Dec	Jan	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
<b>EXPENSES</b>												
<b>Compensation &amp; Benefits</b>												
<b>Certificated Salaries</b>												
1100	Teachers Salaries	73,319	81,425	84,488	519,561	1,072,284	947,703	947,703	-	124,580	428,143	55%
1101	Teacher - Stipends	-	-	-	-	10,404	10,404	10,404	-	-	10,404	0%
1111	Teacher - Elective	11,918	11,918	5,959	68,404	130,882	130,882	130,882	-	-	62,478	52%
1148	Teacher - Special Ed	13,714	13,714	13,714	89,143	150,637	150,637	150,637	-	-	61,494	59%
1300	Certificated Supervisor & Administrator Salaries	42,245	45,745	42,245	305,621	409,749	417,343	417,343	-	(7,594)	111,721	73%
<b>SUBTOTAL - Certificated Salaries</b>		<b>141,197</b>	<b>152,803</b>	<b>146,406</b>	<b>982,729</b>	<b>1,773,956</b>	<b>1,656,969</b>	<b>1,656,969</b>	<b>-</b>	<b>116,986</b>	<b>674,240</b>	<b>59%</b>
<b>Classified Salaries</b>												
2202	Classified Support Salaries - Teaching Fellows	33,171	25,819	31,980	192,091	266,070	266,070	266,070	-	-	73,979	72%
2203	Classified Support Salaries - Specials Teachers	5,550	4,835	9,835	37,113	46,195	46,195	46,195	-	-	9,083	80%
2300	Classified Supervisor & Administrator Salaries	29,466	20,730	20,730	181,666	331,469	283,879	283,879	-	47,590	102,213	64%
<b>SUBTOTAL - Classified Salaries</b>		<b>68,187</b>	<b>51,383</b>	<b>62,545</b>	<b>410,870</b>	<b>643,734</b>	<b>596,145</b>	<b>596,145</b>	<b>-</b>	<b>47,590</b>	<b>185,275</b>	<b>69%</b>
<b>Employee Benefits</b>												
3300	OASDI-Medicare-Alternative	15,012	14,655	15,209	100,730	184,791	172,363	172,363	-	12,428	71,633	58%
3400	Health & Welfare Benefits	(976)	18,544	13,733	110,732	245,400	190,917	190,917	-	54,483	80,185	58%
3500	Unemployment Insurance	130	252	6,072	8,088	10,805	11,123	11,123	-	(318)	3,035	73%
3600	Workers Comp Insurance	2,173	2,173	2,173	21,729	32,445	30,237	30,237	-	2,209	8,508	72%
3900	Other Employee Benefits	1,835	1,999	1,999	24,545	19,200	22,800	30,000	(7,200)	(10,800)	5,455	82%
<b>SUBTOTAL - Employee Benefits</b>		<b>18,174</b>	<b>37,624</b>	<b>39,186</b>	<b>265,824</b>	<b>492,642</b>	<b>427,440</b>	<b>434,640</b>	<b>(7,200)</b>	<b>58,002</b>	<b>168,816</b>	<b>61%</b>
<b>Books &amp; Supplies</b>												
4100	Approved Textbooks & Core Curricula Materials	-	-	-	10,986	26,250	20,329	16,329	4,000	9,921	5,343	67%
4200	Books & Other Reference Materials	-	-	-	3,584	6,250	6,250	6,250	-	-	2,666	57%
4320	Educational Software	50	-	-	12,900	18,000	18,000	18,000	-	-	5,100	72%
4325	Instructional Materials & Supplies	1,345	59	645	25,031	26,000	26,000	26,000	-	-	969	96%
4330	Office Supplies	381	1,238	1,366	6,699	10,300	10,300	10,300	-	-	3,601	65%
4410	Classroom Furniture, Equipment & Supplies	704	72	92	3,997	30,000	26,818	26,818	-	3,182	22,821	15%
4420	Computers: individual items less than \$5k	896	-	200	7,404	10,000	10,000	10,000	-	-	2,596	74%
4435	Staff Misc. Supplies	-	-	-	-	2,000	2,000	2,000	-	-	2,000	0%
4710	Student Food Services	-	-	-	-	3,491	3,491	3,491	-	-	3,491	0%
4720	Other Food	-	-	-	-	2,000	2,000	2,000	-	-	2,000	0%
<b>SUBTOTAL - Books and Supplies</b>		<b>3,394</b>	<b>1,297</b>	<b>2,303</b>	<b>70,601</b>	<b>134,291</b>	<b>125,188</b>	<b>121,188</b>	<b>4,000</b>	<b>13,103</b>	<b>50,587</b>	<b>58%</b>
<b>Services &amp; Other Operating Expenses</b>												
5200	Travel & Conferences	713	129	-	1,417	10,000	10,000	10,000	-	-	8,583	14%
5305	Dues & Membership - Professional	-	-	-	5,670	4,525	5,670	5,670	-	(1,145)	-	100%
5310	Subscriptions	132	-	-	182	1,200	1,200	1,200	-	-	1,018	15%
5400	Insurance	3,970	3,970	3,970	39,700	73,000	73,000	73,000	-	-	33,300	54%
5510	Utilities - Gas and Electric	5,878	6,782	5,622	44,379	75,000	75,000	75,000	-	-	30,621	59%
5515	Janitorial, Gardening Services & Supplies	15,353	15,906	15,119	90,618	165,000	165,000	165,000	-	-	74,382	55%
5520	Security	5,501	-	6,256	20,756	21,286	21,286	21,286	-	-	530	98%
5525	Utilities - Waste	1,323	1,323	1,418	10,623	28,253	25,975	25,975	-	2,279	15,352	41%
5530	Utilities - Water	2,482	952	683	14,648	23,641	21,734	21,734	-	1,907	7,086	67%
5605	Equipment Leases	1,007	2,896	1,096	8,513	14,400	14,400	14,400	-	-	5,887	59%
5610	Rent	45,700	45,700	45,700	364,200	361,236	542,400	542,400	-	(181,164)	178,200	67%
5615	Repairs and Maintenance - Building	-	2,539	1,269	14,614	20,000	20,000	20,000	-	-	5,386	73%
5803	Accounting Fees	-	3,150	-	8,663	15,200	15,200	15,200	-	-	6,537	57%
5812	Business Services	38,775	15,202	15,202	129,989	191,779	187,230	191,034	(3,804)	746	61,045	68%

**Growth Public Schools**  
**Income Statement**  
**As of Jan FY2024**

		Actual			YTD	Budget						
									Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
		Nov	Dec	Jan	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast				
5815	Consultants - Instructional	5,000	22,631	5,320	80,903	109,885	109,885	109,885	-	-	28,983	74%
5820	Consultants - Non Instructional	1,490	827	4,798	18,657	95,600	95,600	95,600	-	-	76,943	20%
5821	Expanded Learning Expenses	46,250	91,964	43,561	181,775	103,000	184,000	184,000	-	(81,000)	2,225	99%
5824	District Oversight Fees	-	-	-	-	36,555	33,896	33,896	-	2,659	33,896	0%
5830	Field Trips Expenses	-	-	-	-	1,093	1,093	1,093	-	-	1,093	0%
5836	Fingerprinting	-	167	-	404	557	557	557	-	-	154	72%
5839	Fundraising Expenses	-	-	-	9,462	6,874	9,462	9,462	-	(2,588)	0	100%
5845	Legal Fees	-	7,072	818	8,014	10,300	10,300	10,300	-	-	2,286	78%
5848	Licenses and Other Fees	-	-	-	-	3,090	3,090	3,090	-	-	3,090	0%
5851	Marketing and Student Recruiting	510	-	-	1,242	15,450	15,450	15,450	-	-	14,208	8%
5857	Payroll Fees	376	(6,024)	273	2,250	6,369	6,067	6,067	-	302	3,817	37%
5861	Prior Yr Exp (not accrued	-	-	-	2,037	-	2,037	2,037	-	(2,037)	0	100%
5863	Professional Development	201	11,000	-	12,626	18,000	18,000	18,000	-	-	5,374	70%
5869	Special Education Contract Instructors	37,539	27,886	28,598	127,777	200,000	200,000	200,000	-	-	72,223	64%
5872	Special Education Admin. Fee	556	-	556	1,545	14,513	13,561	13,561	-	952	12,016	11%
5875	Staff Recruiting	-	1,200	-	1,200	1,668	1,668	1,668	-	-	468	72%
5881	Student Information System	1,028	708	2,021	21,540	19,919	19,520	24,520	(5,000)	(4,601)	2,980	88%
5884	Substitutes	1,805	7,980	6,832	27,754	15,000	20,921	34,000	(13,079)	(19,000)	6,246	82%
5887	Technology Services	75	-	-	9,089	9,191	9,191	9,191	-	-	102	99%
5899	Miscellaneous Operating Expenses	512	-	-	1,466	2,392	2,392	2,392	-	-	926	61%
5910	Communications - Internet / Website Fees	1,828	198	146	2,238	10,000	10,000	10,000	-	-	7,762	22%
5915	Postage and Delivery	35	320	32	616	946	946	946	-	-	329	65%
SUBTOTAL - Services & Other Operating Exp.		218,041	264,478	189,289	1,264,566	1,684,922	1,945,730	1,967,613	(21,883)	(282,691)	703,047	64%
Capital Outlay & Depreciation												
6900	Depreciation	1,380	1,380	1,380	9,658	16,531	16,531	16,531	-	-	6,873	58%
SUBTOTAL - Capital Outlay & Depreciation		1,380	1,380	1,380	9,658	16,531	16,531	16,531	-	-	6,873	58%
Other Outflows												
7999	Uncategorized Expense	-	6,863	8,508	76,302	-	-	-	-	-	(76,302)	
SUBTOTAL - Other Outflows		-	6,863	8,508	76,302	-	-	-	-	-	(76,302)	
TOTAL EXPENSES		450,372	515,828	449,616	3,080,549	4,746,076	4,768,003	4,793,085	(25,083)	(47,010)	1,712,537	64%

**Growth Public Schools**  
**Monthly Cash Forecast**  
**As of Jan FY2024**

	2023-24													
	Actuals & Forecast													
	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Forecast	Mar Forecast	Apr Forecast	May Forecast	Jun Forecast	Forecast	Remaining Balance
<b>Beginning Cash</b>	<b>477,529</b>	<b>873,202</b>	<b>411,819</b>	<b>127,743</b>	<b>95,633</b>	<b>502,370</b>	<b>247,247</b>	<b>(59,935)</b>	<b>7,148</b>	<b>199,475</b>	<b>285,089</b>	<b>406,762</b>		
<b>REVENUE</b>														
LCFF Entitlement	-	-	117,659	224,154	701,568	215,786	-	342,886	313,663	377,191	311,013	311,013	3,389,588	474,654
Federal Revenue	-	-	-	-	-	-	-	17,499	-	18,005	17,499	-	106,005	53,003
Other State Revenue	70,714	10,592	33,435	87,415	33,435	30,753	70,838	123,179	72,639	72,639	175,316	36,388	1,085,064	267,720
Other Local Revenue	-	-	-	-	-	2,847	96	(2,943)	-	-	-	-	-	-
Fundraising & Grants	-	-	5,236	67,027	-	2,361	-	-	-	-	-	40,550	121,550	6,376
<b>TOTAL REVENUE</b>	<b>70,714</b>	<b>10,592</b>	<b>156,330</b>	<b>378,596</b>	<b>735,003</b>	<b>251,748</b>	<b>70,934</b>	<b>480,620</b>	<b>386,302</b>	<b>467,835</b>	<b>503,829</b>	<b>387,952</b>	<b>4,702,207</b>	<b>801,752</b>
<b>EXPENSES</b>														
Certificated Salaries	93,335	152,727	145,689	150,572	141,197	152,803	146,406	140,358	132,170	132,170	132,170	137,372	1,656,969	-
Classified Salaries	35,253	67,786	62,287	63,428	68,187	51,383	62,545	36,189	36,189	36,189	36,189	40,519	596,145	-
Employee Benefits	40,668	35,962	35,956	58,254	18,174	37,624	39,186	34,766	39,851	36,460	36,460	21,279	434,640	-
Books & Supplies	35,789	6,119	16,911	4,788	3,394	1,297	2,303	9,317	9,317	9,317	9,317	11,317	121,188	2,000
Services & Other Operating Expenses	165,021	110,218	154,755	162,764	218,041	264,478	189,289	157,511	160,972	152,608	152,543	180,198	1,967,613	(100,784)
Capital Outlay & Depreciation	1,380	1,380	1,380	1,380	1,380	1,380	1,380	1,363	1,378	1,378	1,378	1,378	16,531	-
Other Outflows	24,873	11,775	24,284	-	-	6,863	8,508	(76,302)	-	-	-	-	-	-
<b>TOTAL EXPENSES</b>	<b>396,319</b>	<b>385,966</b>	<b>441,261</b>	<b>441,186</b>	<b>450,372</b>	<b>515,828</b>	<b>449,616</b>	<b>303,202</b>	<b>379,876</b>	<b>368,122</b>	<b>368,057</b>	<b>392,063</b>	<b>4,793,085</b>	<b>(98,784)</b>
<b>Operating Cash Inflow (Outflow)</b>	<b>(325,605)</b>	<b>(375,374)</b>	<b>(284,932)</b>	<b>(62,589)</b>	<b>284,631</b>	<b>(264,080)</b>	<b>(378,682)</b>	<b>177,418</b>	<b>6,426</b>	<b>99,713</b>	<b>135,772</b>	<b>(4,111)</b>	<b>(90,878)</b>	<b>900,536</b>
Revenues - Prior Year Accruals	723,191	12,079	4,112	84,251	113,723	-	9,642	(5,094)	(7,711)	(7,711)	(7,711)	(15,421)		
Other Assets	59,434	-	-	-	-	-	-	376,194	376,194	376,194	376,194	376,194		
Fixed Assets	1,380	1,380	1,380	1,380	1,380	1,380	1,380	1,363	1,378	1,378	1,378	1,378		
Expenses - Prior Year Accruals	-	(28,413)	(8,579)	-	-	-	-	(16,571)	(4,624)	(4,624)	(4,624)	(18,754)		
Accounts Payable - Current Year	(38,078)	(78,409)	(3,647)	60	700	247	52,387	(56,141)	-	-	-	-		
Summerholdback for Teachers	(24,649)	7,354	7,589	6,575	6,304	7,331	8,090	6,476	6,476	6,476	6,476	6,476	-	
Loans Payable (Current)	-	-	-	-	-	-	-	-	200,000	-	-	-	(200,000)	
Other Liabilities	-	-	-	(61,786)	-	-	-	(416,562)	(385,812)	(385,812)	(385,812)	(385,812)		
<b>Ending Cash</b>	<b>873,202</b>	<b>411,819</b>	<b>127,743</b>	<b>95,633</b>	<b>502,370</b>	<b>247,247</b>	<b>(59,935)</b>	<b>7,148</b>	<b>199,475</b>	<b>285,089</b>	<b>406,762</b>	<b>166,711</b>		

**Growth Public Schools**  
**Balance Sheet**  
**As of Jan FY2024**

	Jun FY2023	Jan FY2024
<b>ASSETS</b>		
Cash Balance	477,529	(59,935)
Accounts Receivable	903,351	(43,647)
Other Current Assets	36,206	36,206
Other Assets	4,604,069	4,544,635
Fixed Assets, Net	144,462	134,803
<b>TOTAL ASSETS</b>	<b>6,165,617</b>	<b>4,612,062</b>
<b>LIABILITIES &amp; EQUITY</b>		
Accounts Payable	209,816	103,099
Deferred Revenue	61,786	-
Current Loans and Other Payables	46,716	68,296
Long-Term Loans and Other Liabilities	4,672,295	4,672,295
Beginning Net Assets	1,153,285	1,175,004
Net Income (Loss) to Date	21,719	(1,406,632)
<b>TOTAL LIABILITIES &amp; EQUITY</b>	<b>6,165,617</b>	<b>4,612,062</b>

## **GROWTH PUBLIC SCHOOLS**

### **ACKNOWLEDGEMENT RESOLUTIONS**

The undersigned, on behalf of Growth Public Schools, a California nonprofit public benefit corporation (the “Company”), hereby certifies that the resolutions set forth below were adopted by the Board of Directors (the “Board”) of the Company, in accordance with Section 5211 (a) of the California Nonprofit Corporation Law and the Bylaws of the Company, at a duly noticed meeting held on March 12, 2024, at 1:30pm Pacific Time. A quorum of the Board was present at the meeting.

#### Sale of Receivables

WHEREAS, the Company receives and owns and will receive and own from time to time certain receivables or payments due from the State of California, Sacramento County, the Sacramento County Office of Education, the Sacramento County Superintendent of Schools, Sacramento City Unified School District, the Special Education Local Plan Area, and/or the United States federal government (in each case, the “Payor”).

WHEREAS, the Company instructs the Payor, pursuant to the Payor’s policies and procedures, as to the location and manner of payment of the Company’s receivables.

RESOLVED: That the Board deems it to be in the best interests of the Company to authorize the Company to sell receivables and payments (the “Receivables”) to Charter School Capital, Inc. (“CSC”) at a discount to face value in an amount not to exceed the lesser of (i) \$1,430,000.00 of gross receivables value and (ii) \$1,100,000.00 of initial purchase (face value).

RESOLVED FURTHER: That the Company is authorized and directed to sell the Receivables to CSC from time to time pursuant to one or more Receivables Purchase Agreements and related Terms Letters between the Company and CSC, substantially in the form reviewed by the Board, with such changes thereto consistent with these resolutions as an Authorized Officer of the Company shall approve, and including any amendments, supplements or modifications to the foregoing consistent with these resolutions as an Authorized Officer of the Company shall approve from time to time.

RESOLVED FURTHER: That each of Herinder Pegany, as President; Audria Johnson, as Executive Director; and Bryan Adams, as Treasurer (such persons and their duly elected and qualified successors, the “Authorized Officers”) is authorized and directed to execute and deliver, on behalf of the Company, the Receivables Purchase Agreements, the Terms Letters, the Paying Agency Agreements and/or Account Control Agreements, and subject to the limitations set forth herein, such other agreements and other documents and instruments as may be necessary or desirable to effectuate the sale of Receivables contemplated hereby, including, without limitation, agreements or documents as may be necessary to facilitate the sale of Receivables by CSC to an affiliate or third party to finance its purchase of the Receivables, and further including, without limitation, such amendments, supplements or other modifications

to any or all of the documents described in this paragraph and consistent with these resolutions as an Authorized Officer of the Company shall approve from time to time.

RESOLVED FURTHER: That the Board of the Company deems it to be in the best interests of the Company to instruct the Payor, in the form provided by CSC, to make the payment of all revenues of the Company administered and paid by the Payor in the manner described in the applicable Receivables Purchase Agreement, the Terms Letter, Paying Agency Agreement and/or Account Control Agreements.

RESOLVED FURTHER: That any two Authorized Officers will execute instructions to the Payor, in the form provided by CSC, directing the payment of all revenues of the Company in the manner described in the Receivables Purchase Agreement, the Terms Letter, the Paying Agency Agreement and/or Account Control Agreements.

RESOLVED FURTHER: That the instructions described in the immediately preceding paragraph will not be altered in any manner nor any other instructions substituted in their place without the prior written approval of the two Authorized Officers and without the express written consent of CSC and that the Payor is to disregard any change in disbursement instructions that are not counter-signed by such two Authorized Officers and CSC.

RESOLVED FURTHER: That the Authorized Officers are, and each of them is, hereby authorized and directed, on behalf and in the name of the Company and subject to the limitations set forth herein, to make all such arrangements, to do and perform all such acts and things, and to execute and deliver all such instruments, certificates and other documents as he or she may deem necessary or appropriate in order to effectuate fully the purpose of each and all of the foregoing resolutions and the transactions contemplated thereby (hereby ratifying and confirming any and all actions taken heretofore and hereafter by such officers to accomplish such purposes).

The foregoing resolutions were passed by a vote of the Board of Directors and adopted at the meeting of the Board of Directors of the Company on the date referred to above, by the following vote:

Ayes: \_\_\_\_\_

Nays: \_\_\_\_\_

Absent: \_\_\_\_\_

Abstain: \_\_\_\_\_

The undersigned certifies further that the foregoing resolutions have not been modified, amended or rescinded and are in full force and effect as of the date hereof.

**GROWTH PUBLIC SCHOOLS**

By: \_\_\_\_\_  
Name:  
Title:  
Date: March \_\_, 2024



# Student & Family Handbook 2023-24

9320 Tech Center Drive, Sacramento, CA 95826

Phone: 916.394.5007

Email: [info@growthps.org](mailto:info@growthps.org)

Website: [www.growthps.org](http://www.growthps.org)

Office Hours: 7:45 am- 4:00 pm



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August 1, 2023

Dear Students, Parents and Staff:

Welcome to Growth Public School. Please take time to review the contents of this Student and Parent Handbook with your child. This guide provides information, procedures, and expectations that are important for all students and parents. **Please complete the Back-to-School forms within five days of receipt of this handbook.**

Feel free to call us at 916-394-5007, email us at [info@growthps.org](mailto:info@growthps.org), or schedule a time to come in and visit if you have any questions or would like further clarification about our program, our school, and/or our activities. Thank you for your support and for being part of the GPS family!

Respectfully,

Audria Johnson

Head of School


# OVERVIEW


## Mission, Vision, Values, and Core Beliefs

**Our Mission-** To be a diverse connected learner driven community that prepares students- emotionally, socially, academically- to blaze their own paths in a changing world.


**Our Vision-** We envision a school system where people come first. And as we strive to learn and grow as humans, we believe we will, in turn, develop a better world.


**Our Values** are summarized in the following acronym, **HEROIC**:


 High Expectations  
Believing that everyone can meet high standard of achievement; making no excuses

 Empathy  
Stepping into another person's shoes; making amends


 Relationships  
Understanding ourselves through our connections with others


 Optimism  
Taking something that seems bad and choosing to see it as an opportunity


 Integrity  
Honesty; doing the right thing when no one is looking

 Community  
Encouraging, supporting, and listening to others; thinking of others before yourself


## **Our Core Beliefs**

 Diverse Community  
Our staff, students, and families are as diverse and vibrant as the Greater Sacramento area we serve.

 Restorative Practices  
We work to restore the relationships rather than punish behavior.

 Social-Emotional Learning  
We teach students to understand their emotions, build relationships, resolve conflict, and develop grit.

 Project-Based Learning  
We root lessons in real-world, hands-on examples rather than memorization.

 Learner-Driven Education  
We understand and embrace each student's differences and empower them to find joy in their own learning.

### **The GPS Team**

GPS has a high-quality faculty collaborating to achieve our common mission and build the culture and community that defines our school.

<b>Leadership Team</b>		
Head of School	Audria Johnson	<a href="mailto:ajohnson@growthps.org">ajohnson@growthps.org</a>
Principal	Devonna Abbott	<a href="mailto:dabbott@growthps.org">dabbott@growthps.org</a>
Student Support Services Coordinator	Realyn McDaniel	<a href="mailto:rmcdaniel@growthps.org">rmcdaniel@growthps.org</a>
Director of Strategy and Partnerships	Somer Lowery	<a href="mailto:slowery@growthps.org">slowery@growthps.org</a>
Instructional Coach, TK-3	Moriah Haworth	<a href="mailto:mhaworth@growthps.org">mhaworth@growthps.org</a>
Dean of Culture	Jeanette Rowe	<a href="mailto:jrowe@growthps.org">jrowe@growthps.org</a>
<b>Administrative and Support Staff</b>		
IT Coordinator and Safety Manager	Shawn Gubala	<a href="mailto:sg@growthps.org">sg@growthps.org</a>
Office Manager	Yosselin Ramirez	<a href="mailto:yramirez@growthps.org">yramirez@growthps.org</a>
Front Desk Receptionist	Arikasia Williams	<a href="mailto:awilliams@growthps.org">awilliams@growthps.org</a>
Campus Monitors	Shannon Padovan Lisa DiPinto	<a href="mailto:spadovan@growthps.org">spadovan@growthps.org</a> <a href="mailto:ldipinto@growthps.org">ldipinto@growthps.org</a>
<b>Teachers</b>		
Transitional Kindergarten	Katie Bicego	<a href="mailto:kbicego@growthps.org">kbicego@growthps.org</a>
Kindergarten	Jennifer Petersen Elyse Bill	<a href="mailto:jpetersen@growthps.org">jpetersen@growthps.org</a> <a href="mailto:ebill@growthps.org">ebill@growthps.org</a>
1st Grade	Paul Perkins Madison Houser	<a href="mailto:pperkins@growthps.org">pperkins@growthps.org</a> <a href="mailto:mhouser@growthps.org">mhouser@growthps.org</a>
2nd Grade	Yesenia Ortiz Sophia Pacioni	<a href="mailto:yortiz@growthps.org">yortiz@growthps.org</a> <a href="mailto:spacioni@growthps.org">spacioni@growthps.org</a>
3rd Grade	Anthony Castillo Chelsea Donovan	<a href="mailto:icastillo@growthps.org">icastillo@growthps.org</a> <a href="mailto:cdonovan@growthps.org">cdonovan@growthps.org</a>
4th & 5th Grade <ul style="list-style-type: none"><li>Math and Science</li><li>ELA and History</li></ul>	Irish Alvarez Brianna Gonzalez	<a href="mailto:ialvarez@growthps.org">ialvarez@growthps.org</a> <a href="mailto:bgonzalez@growthps.org">bgonzalez@growthps.org</a>
6th & 7th Grade (Math and Summit Coach)	Alyssa Palermini	<a href="mailto:apalermini@growthps.org">apalermini@growthps.org</a>
Special Education	Mildred Enriquez Ciera White	<a href="mailto:menriquez@growthps.org">menriquez@growthps.org</a> <a href="mailto:cwhite@growthps.org">cwhite@growthps.org</a>
Reading Intervention	Amanda Vang	<a href="mailto:amandavang@growthps.org">amandavang@growthps.org</a>

Specials Teachers		
Art	Brittany Wright	<a href="mailto:bwright@growthps.org">bwright@growthps.org</a>
Music	William Chan	<a href="mailto:wchan@growthps.org">wchan@growthps.org</a>
Physical Education	Sherina Summers	<a href="mailto:ssummers@growthps.org">ssummers@growthps.org</a>
Instructional Support Staff		
Transitional Kindergarten Classroom Support	Yvette Ramos	<a href="mailto:yramos@growthps.org">yramos@growthps.org</a>
6th & 7th		
• ELA and Science	Amber Larson	<a href="mailto:alarson@growthps.org">alarson@growthps.org</a>
• History	Elliott Beverley	<a href="mailto:ebeverley@growthps.org">ebeverley@growthps.org</a>
Student Intervention Support	David Mena	<a href="mailto:dmena@growthps.org">dmena@growthps.org</a>

### **School Hours**

GPS school day hours are as follows:

- TK and Kindergarten- 8:30 am – 2:30 pm Monday, Tuesday, Thursday, and Friday, with early release every Wednesday at 1:30 pm.
- Grades 1-6 8:30 am- 3:15 pm Monday, Tuesday, Thursday, and Friday, with early release every Wednesday at 2:15 pm.
- The minimum day schedule for all grades is 8:30 am - 12:30 pm.

**Students are expected to leave campus within 15 minutes of dismissal unless registered for the after-school program, another school program, school activity or for disciplinary reasons.**

# SCHOOL INFORMATION & PROCEDURES

## Academic Model

*Strong Balance of Rigorous Academics and Personal Development through Social Emotional Learning*

Our educational philosophy includes the belief that rigorous academics and college prep are only one piece of a quality education. GPS believes that **learning best occurs** when students have authentic, rigorous learning opportunities that allow them to be creative and open-minded; learning opportunities are rooted in real-world, hands-on experiences; the learning environment is safe, supportive, and learner-centered; teachers understand and embrace each student's differences and empower them to find joy in their own learning; students are not passive recipients of information, but rather are asked to think for themselves and take responsibility for their actions and learning.

Our academic program supports both progress and mastery in student achievement- our goal is to see students show growth and improvement in their learning, as well as mastery of grade level standards and content. All students work towards grade level proficiency at GPS. However, we know that the journey towards proficiency is different for all students, based on their individual needs, interests, and goals. Our program supports students on their individual journeys towards their goals.

The GPS educational program balances a focus on rigorous academics, as well as a focus on our students' personal development. This personal development is shown in the form of relationship building, emotional learning, conflict resolution, and other qualities often thought of as "soft skills"—determination, adaptability, integrity, optimism. This social and emotional development is just as important as academic growth. Our model is designed to support students in the growth and progress in each of these key components to a well-rounded, progress-focused learning experience for students.

The key elements that contribute to our balanced educational model include:

- Project Based Learning
- Foundational Skills Learning
- Social Emotional Learning

### *Deeper, Authentic and Relevant Learning through Project Based Learning (PBL)*

Our project based learning program allows students to look at complex problems and ask difficult questions, which supports their development of lifelong problem solving skills. Project Based Learning (PBL) is a key component of a competency based learning progression and of 21st century learning. In order to best prepare students for a 21st century world, we need to provide opportunities for deeper, more engaging, authentic, and relevant learning that require students to show both mastery of content as well as higher order thinking skills such as application, evaluation and creation. PBL is inquiry based around a central question, and results in students engaging in authentic learning that is relevant to real world experiences and results in a product.

### *Rigorous, Standards and Competency Based Foundational Skills Learning*

Foundational skills instruction is focused on reading, math, and writing competency within a specific grade level, according to the California state-adopted standards for these content areas, as well as along the continuum of grade level standards, based on a student's individual learning needs. This allows for students to be provided reading, math, and writing instruction at both their grade level and their individual, or "just right", level of learning. Competency



based progression creates flexibility, allows students to progress as they demonstrate mastery of academic content, regardless of time, place, or pace of learning.

### *Social-Emotional Learning*

To be successful in a 21st century world, we believe that students must not only have strong academic skills, but that they must be fully developed human beings as well. GPS believes that this development best occurs in a caring culture that is rigorous, joyful, and fun, and that an explicit social emotional education can support this development in students. Social emotional learning (“SEL”) is critical to our school culture and learning program. Through SEL, we teach students to understand their emotions, build relationships, resolve conflict, and develop grit.

### **Adopted Curriculum**

GPS’ curriculum supports both our balanced educational model of rigorous academics and personal development through social emotional learning, and our focus on both progress and mastery in student achievement. All curriculum materials are aligned to CA State standards and what materials should be taught to and mastered by students for each grade level in each of the four core subjects- ELA, Math, Social Studies, and Science. The curriculum also addresses our emphasis on social-emotional learning (see “Circle and Compass” section), as well as non-core content areas, such as visual and performing arts, and physical education (see “Specials: Art, Music, and Physical Education” section).

### **English Language Arts**

<i>Grade Levels</i>	<i>Adopted Curriculum</i>
TK	Connect 4 Learning
K-8	Expeditionary Learning (EL) Education
Supplementary Materials	Lexia Core 5 (K-3); IXL (4-8)

### **Math**

<i>Grade Levels</i>	<i>Adopted Curriculum</i>
TK	Connect 4 Learning
K-8	Illustrative Mathematics (IM)
Supplementary Materials	IXL

### **Social Studies and History**

<i>Grade Levels</i>	<i>Adopted Curriculum</i>
TK	Connect 4 Learning (embedded within ELA content)
K-3	EL Education (embedded within ELA content)
4-8	CA History and Social Studies Standards Aligned Projects through

	Summit Learning
Supplementary Materials	IXL

## Science

<i>Grade Levels</i>	<i>Adopted Curriculum</i>
TK	Connect 4 Learning (embedded within ELA content)
K-3	EL Education (embedded within ELA content)
4-8	Next Generation Science Standards Aligned Projects through Gradient Learning
Supplementary Materials	IXL

## Arrival and Dismissal

### Arrival

Classes begin at 8:30 am every morning. Students may begin arriving at school and entering the building by 8am *if they wish to have breakfast at school*. There will be **no supervision before 8:00 am for students who are not having breakfast at school or are not enrolled in the Before Care program**. Before School Care is available from 6:30 am to 8:00 am for students enrolled in the program.

- **Students MAY NOT wait inside the building until it is time to go to their classroom at 8:15 am if they are not eating breakfast.**
- Please wait with your student in the front lobby if you arrive before classroom doors open at 8:15 am and he/she is not having school breakfast. Please do not have them wait alone and unsupervised in the cafeteria or in the hallways outside of the classrooms.
- Students may not enter the building before 8AM if they are not registered with the before school care program.

All students should be in their classrooms and ready to begin learning by 8:30 am.

Students that arrive between 8:30 am and 9:00am need to check-in at the front desk before proceeding to class and will be marked as “tardy.” Students arriving 30 minutes after the start of class at least three times during the school year are considered “truant” and will be referred to the Student Attendance Review Board (SARB).

Please make sure that your child enters the school safely and that he or she is supervised as he/she is crossing streets, parking lot, etc. Please do not allow children to cross the street or parking lot alone or between cars. **Please follow all of the drop-off and pick-up procedures during daily arrival and dismissal.**

## Dismissal

### TK and K Students

- Every day of the week except for Wednesdays: 2:30 pm
- Every Wednesday: 1:30 pm

### 1st-7th Grade Students

- Every day of the week except for Wednesdays: 3:15 pm
- Every Wednesday: 2:15 pm

Each family will be assigned a dismissal number at the beginning of the year and provided with a placard with the number for your car. If you are using the Driveline for dismissal, please have the placard in the window of your car for ease of viewing for staff who are entering the numbers.

Students must be picked up promptly within 15 minutes of dismissal. All students, unless enrolled in EDMO, must be picked up by an adult authorized by the parent to pick up the child. Students will be dismissed from their homeroom classroom, where they will be called via their dismissal number. If the child is walking home without the direct supervision of an adult, the school must be authorized by the parent to release the child to go home in this way.

**Please pick-up your child on time everyday**, or be sure to arrange for an alternate person to pick them up in case of weather, traffic, personal or work-related events, or another emergency. If the designated person picking up your student is not listed as an emergency contact, please call the front desk at 916-394-5007. Please remind the designated person to have the dismissal placard for Driveline, or know the student's dismissal number. Any student that is not picked up within 15 minutes of dismissal is considered a late pick-up, and will sign in to the After-School program. Families may be subject to billing for the student's attendance in the program.

## Appointments

It is encouraged that you make appointments and schedule family business outside of school hours, **but if you must, please schedule appointments late in the afternoon**. If you will pick up your child for an appointment during the school day, please notify the office. Please do not pick up your child early for any other reason as they lose instructional time and it disrupts the class. **Unexcused early pick-ups of thirty (30) minutes or more will be deemed trancies.** For more information about the GPS Attendance Policy, please see the complete policy located at the end of this Handbook under the heading "Appendix C."

## Beginning of the Year

The first day of school can often be stressful for both students and families. Our teachers are accustomed to working with students and will settle and comfort your child if he or she is nervous about starting school. We value the needs of each child, and at the same time we want to encourage their independence. We encourage you to do everything possible to help your child feel comfortable and safe in his or her new school environment, but please also recognize that the best thing for your child is for you to allow the classroom teacher and other students to participate in the bonding process. For this reason, we ask that families refrain from visiting and volunteering in the classroom for the first four (4) weeks of school, which we call the "bonding period." **Only with the Principal's approval will Transitional Kindergarten (TK) or Kindergarten parents or guardians be allowed to stay at school during this bonding period.**

One of our core beliefs is that students should be well known. We will spend the first weeks getting to know students and helping them get to know one another. Students are assigned to groups for Homeroom and Circle/ Mentor Groups. These assignments remain tentative until enrollment stabilizes, a process that often takes many weeks. The school will not consider specific requests for placements due to class size constraints and the need to balance classes.

### **Birthdays**

A child's birthday is an important celebration. If you would like to send a birthday treat for your child's class, please make arrangements with her/his teacher prior to the date. Treats containing peanut or nut byproducts or excessive sugar should not be shared in the classroom. Please check with your teacher prior to purchasing snacks for the classroom. Children will be provided the treat during a non-instructional time of the day (recess, lunch, dismissal). Balloons, presents etc. should not be brought to school. Please refrain from distributing birthday or party invitations at school unless the entire class is invited so that no child feels left out.

### **Breakfast & Lunch Program**

GPS participates in the National School Lunch Program and School Breakfast Program. GPS shall make available a nutritionally adequate breakfast and a nutritionally adequate lunch free of charge and with adequate time to eat, during each school day to any student who requests a meal without consideration of the student's eligibility for a federally funded free or reduced-price meal, with a maximum of one (1) free breakfast meal and one (1) free lunch meal during each school day. For the purposes of our food program, GPS is a "school of the district" and all meals are provided by the Sacramento City Unified School District ("SCUSD").

In order to meet state funding requirements, GPS must collect a completed **Income Eligibility Form** from every family by October 1<sup>st</sup> of every school year. The income provided on the form will not affect eligibility for the food program. Please complete a form and send it to school with your student. Forms are available at [www.growthps.org](http://www.growthps.org) or the school office and can be turned in at the front desk or to classroom teachers.

Your child may also choose to bring his/her own lunch from home. We ask that if you choose this option that you send your child to school each day with a **nutritious lunch**. Students will not be allowed to trade or share food.

### **Cafeteria**

Due to state and federal regulations, under no circumstances may students take cafeteria food or drinks from the cafeteria to the playground. Cafeteria food may only be served to enrolled GPS students and school employees. Parents may not request food for themselves. As a health and safety precaution, we ask that students do not share food. Students may bring their lunches if they choose, but canned sodas, energy drinks, coffee and/or excessive sweets are strictly prohibited. GPS staff encourage healthy nutrition habits at our school.

### **Circle and Compass**

Social-emotional learning is the foundation of our academic program at GPS. We believe that learning happens within the context of our relationships with one another. As such, we have a robust social emotional learning curriculum, Powered by Compass. The curriculum focuses on key disciplines, habits and mindsets that support one's overall human development. The Compass model is a key component of the learning program and environment at GPS. Each week, all students participate in Circle, which is a culmination of the week's social-emotional learning activities.

### **Classroom Visits**

Parents and guardians are encouraged to visit the school. All school visitors, including family members, must sign in at the GPS office and wear a badge.

We ask that when you visit the school, you respect the instructional time of teachers and students. **Please do not disturb lessons or students and teachers who are working. If you have a matter to attend to with a teacher, please schedule a mutually agreed upon time to discuss the matter.** Please see the appendix at the end of this Handbook for GPS’ complete Visitor and Volunteer Policy.

### **Closed Campus**

To ensure student safety and supervision, Growth Public is a closed campus. Once a student arrives on the school grounds, she/he must remain on campus until the end of the school day unless she/he leaves with a parent/guardian or authorized designee. If a student leaves school grounds without this permission, the student is considered truant and is subject to disciplinary action. **{Education Code 44808.5}** Student and under-age volunteers are strictly prohibited from leaving campus. If a student/underage volunteer violates the closed campus rule, he/she may lose their volunteer privilege with GPS.

### **Communication**

#### **General**

An essential ingredient to building a partnership between parents and the school is proactive, transparent, clear, and direct two-way communications. GPS believes it is important that families can easily contact our teachers and staff, and that we regularly inform families about their child’s school experience and performance, as well as our school’s activities and community. This allows for everyone to work together to support our students and School.

GPS believes communication is facilitated by clarity and timeliness. We take your communications seriously, and we respond to concerns and questions within forty-eight (48) hours. We also expect that we will be able to reach out to families and receive a similarly quick and direct response.

#### **How Our School Will Communicate to Families**

We want to ensure families have multiple touch points to stay informed about their child and our School and to feel connected to our community. To communicate to families both about their child and our School, we will provide or send information to families through multiple communication channels.

Communication Channel	Provides information on....	Who Receives Information
Monthly School Newsletter “The Sprout”  Weekly School Email Update	<ul style="list-style-type: none"> <li>● School events &amp; activities</li> <li>● Updates on student schedule and school experience</li> <li>● School, student, faculty, and parent news and celebrations</li> <li>● Student, faculty, and parent spotlights</li> <li>● Parent volunteering &amp; donations</li> <li>● Parent resources</li> </ul>	All parent and guardian email addresses are automatically subscribed to the school newsletter. If a parent or guardian does not receive either, please contact <a href="mailto:info@growthps.org">info@growthps.org</a> to update the email address. To unsubscribe, please click on the “Unsubscribe” link at the bottom of the email.

School website www.growthps.org	<ul style="list-style-type: none"> <li>• Our faculty</li> <li>• School calendar</li> <li>• Parent volunteering &amp; donations</li> <li>• Parent resources</li> </ul>	Accessible to the public.
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In case of school-wide emergencies, we will notify parents immediately via automated phone calls, automated text messages, and emails. In case of student emergencies, we will notify the primary legal guardian by phone and/or email. If the primary legal guardian is unavailable, we will contact the emergency contact listed.

### **Conflict Resolution and Complaint Procedures**

#### **Informal and Formal Community Complaint Resolution Procedures**

It is the intent of GPS to integrate conflict resolution skills into the curriculum and parent education activities. In accordance therewith, community members that have complaints against other students are encouraged to first address the issue with the person directly using the learned conflict resolution skills. GPS has the following resolution/complaint procedures as outlined below:

- Informal Conflict Resolution
- Formal Complaint and Resolution Procedures
- Uniform Complaint Procedures
- Title IX, Harassment, Discrimination, Intimidation, and Bullying Policy

#### **A. Informal: Conflict Resolution**

When a school community member (student, teacher, parent, volunteer, tutor, etc.) has a concern or complaint, the School encourages the use of the Conflict Resolution Guidelines outlined below. Using these guidelines is a way to resolve conflict peacefully, in a way that can be mutually agreeable to the parties involved. If, however, a student does not feel comfortable with this approach or the complaint involves sexual harassment or discrimination, the student may notify a teacher or other school staff member. The teacher or staff member will notify the Principal of the complaint if it cannot be resolved at that level. In some instances, it may be possible for school community members to engage in this process at the time the conflict arises. In other situations, an agreed upon time for resolving the conflict will need to be scheduled. Some conflicts will be able to be resolved without a mediator, and in others, a mediator may be necessary. When conflicts are unsuccessfully resolved using the Conflict Resolution Guidelines, the conflict should be referred to the nearest adult with authority at the school, or in the case of an adult conflict, to the Principal. We aim for the Conflict Resolution Guidelines to be used to resolve the following conflicts (not an exhaustive list):

- Student to Student
- Student to Staff/Teacher/Director/Tutor/Volunteer
- Student to Family Member
- Family Member to Staff/Teacher/Director/Tutor/Volunteer
- Staff Member to Staff Member
- Family Member to Family Member

After a conflict happens, members of the community should use the following guidelines to resolve the conflict. Students will be taught the guidelines and encouraged to practice them as conflicts arise at school.

Steps to Take Before Resolving the Conflict

Before resolving a conflict, we ask students or others involved to do the following steps:

1. Take time to self-reflect
2. Decide if you need a mediator (Principal, teacher, another student, etc.)
3. Make a request to talk
4. Communicate respectfully:
  - Share feelings and needs using “I” Statements
  - Listen with Compassion and Empathy
  - Make a request

### **B. Formal Complaint and Resolution Procedures**

Most complaints can be resolved through the Informal Conflict Resolution Procedure or by informal discussions between the complainant and the employee or the Principal. If it cannot, the School has a formal complaint and resolution process that can be triggered when a Parent/Guardian or community member files a written complaint. Please contact the front office for GPS’ complete policy.

### **C. Uniform Complaint Procedure**

GPS has the primary responsibility to insure compliance with applicable state and federal laws and regulations and has established procedures to address allegations of unlawful discrimination, harassment, intimidation, and bullying, and complaints alleging violation of state or federal laws governing educational programs, including the charging of unlawful pupil fees, non-compliance with the Local Control Funding Formula, and non-compliance with reasonable accommodations for lactating pupils.

GPS shall investigate and seek to resolve complaints using policies and procedures known as the Uniform Complaint Procedures (“UCP”) adopted by our Board. Unlawful discrimination, harassment, intimidation, or bullying complaints may be based on actual or perceived age, ancestry, color, immigration status, ethnic group identification, gender expression, gender identity, gender, genetic information, physical disability, mental disability, medical condition, marital status, nationality, national origin, race or ethnicity, religion, sex, sexual orientation, or on a person’s association with a person or group with one or more of these actual or perceived characteristics, in any program or activity that receives or benefits from state financial assistance.

A copy of GPS’ UCP policy and complaint procedures is located at the end of this Handbook under the heading “Appendix A”, or by contacting the front office.

### **D. Title IX, Harassment, Discrimination, Intimidation, and Bullying Policy**

Please see GPS’ complete policy on our website [www.growthps.org](http://www.growthps.org), or by contacting the front office.

### **Culture for Learning**

Our school staff is committed to providing a safe, orderly and caring learning environment where students feel comfortable, share responsibility for maintaining a positive school climate, and take pride in their school and their achievements. We strive to foster a supportive, academic, behavioral and physical school environment for our students and entire school community that reflects our mission, vision, HEROIC values, and core beliefs. Please help us maintain this climate by reporting any behavior that disrupts our school climate. Our Social-Emotional learning program, coupled with our focus on restorative practices, play a vital role in maintaining a positive school climate and culture. These structures provide students with tools they can use when they find themselves in difficult situations or

when school rules/agreements are not followed, and help establish and create an inclusive community to problem solve and restore damaged relationships.

### **Destruction of School Property**

Whenever school property, equipment, or learning materials are damaged, destroyed, or defaced and there is evidence of gross carelessness, violation of school rules, or damage is intentional, the student will be held responsible for the damage through an appropriate consequence. The parent/guardian may be held responsible for monetary damages due to loss of materials, property or fees incurred by their child's actions. Parents/guardians will be contacted immediately regarding the extent of the damage. Where damage occurs and evidence shows that it was done accidentally and unintentionally, no attempt shall be made to collect for the damage. Whenever possible, students will be expected to repair or otherwise correct any damage that is not considered permanent such as carving on furniture, writing on walls, etc.

### **Dress Code**

GPS is committed to creating and maintaining an appropriate, academic, and respectful school culture. Our dress philosophy reinforces and supports a professional school environment. Most importantly, clothes should never get in the way of learning, or be dangerous. Students should come to School prepared for the activities in their schedule for the day. This means wearing comfortable clothing appropriate for the School environment and culture.

Specifically, students' clothing, school supplies, or accessories cannot signify any distraction from learning. Clothing or dress, school supplies, or accessories may not in any way depict any of the following:

- Violence in any form
- Guns or knives
- Nudity
- Drugs, or drug use or paraphernalia, including marijuana leaves
- Cigarettes, vaporizers, or tobacco
- Alcohol
- Any reference to gangs
- Lewd/vulgar content, lewd gestures, or services illegal to minors

Clothing shall sufficiently conceal undergarments at all times. The following items are prohibited:

- See-through or fishnet fabrics
- Halter tops
- Off the shoulder or low cut tops
- Spaghetti straps
- Short/crop tops
- Muscle shirts
- Bare midriff
- Skirts or shorts shorter than mid-thigh
- Pants with rips or holes

GPS reserves the right to determine whether a student's attire meets our dress philosophy, and if the School deems attire to be inappropriate, the following actions may be taken:

- Accessories or school supplies which violate these norms may be confiscated by staff.



- The student's teacher, Mentor, or another staff member will have students with clothing outside of the school norms turn the clothing inside out or cover the logo/depiction with a jacket or other item of clothing.
- If students do not have a secondary article of clothing, one may be provided from GPS's collection or parents/guardians will be contacted to bring a change of clothes.
- If additional interventions are needed, GPS will follow the "Graduated Discipline Plan."

As with any GPS student concern, we will reach out to and work with families to resolve the situation.

### **Electronic Devices**

Students' are not allowed to use personal electronic devices, including but not limited to cellular/digital telephones, iPods, iPads, cameras, and laptop computers, during school day or at school wide functions. If a student is in the possession of such devices, these electronic devices should remain off and put away in a student's backpack during the entire time the student is on campus. If a student uses an electronic device while on campus, without authorization from a GPS staff member, the device will be removed from his/her possession and the student's parent/guardian will need to personally pick up the confiscated electronic device at a designated time.

### **Emergency Cards**

Each year, parents are required to complete an emergency card for each of their children enrolled at GPS. These emergency cards are sent home during the first week of school and must be returned immediately. Parents/Guardians are also required to inform the office of any changes to their child's emergency card, especially those related to phone numbers and emergency contact changes.

In case of an emergency, your child will only be released into the custody of an adult who you have previously identified on the emergency card. Proof of identification will be required. Therefore, please ensure that these emergency cards are up to date and inclusive of all preferred adults. Emergency contacts and pick-ups can be updated on your student's profile by visiting [www.growthps.org](http://www.growthps.org) and logging into Powerschool. If you need assistance with portal updates, please stop by the front desk for assistance.

**Those adults NOT identified on the emergency card can only pick up a child if the parent or guardian provided GPS with a signed note to the main office or email to [info@growthps.org](mailto:info@growthps.org) which includes: (1) the name/relation of the preferred adult and (2) contact phone number for the adult.** Proof of identification will be required. GPS reserves the right to call the parents or guardian of the child to confirm any adult who comes to pick up their child.

### **Emergency Procedures**

Students and staff practice emergency procedures such as fire drills and classroom evacuations at least once every month during the school year and are familiar with how to respond in an emergency situation. Information on possible school closures due to inclement weather or other situations, or other emergency situations, families will be informed via email and text from our SchoolMessenger platform.

In the event of an emergency, if a student's parent cannot be contacted and/or the parent is unable to pick up her/his child, the school will maintain responsibility for the child until the parent or an authorized individual arrives. The safety of individual students is our highest priority. Students will not be excused except to the care of a parent or another adult designated on the emergency card.

If evacuation of the school is necessary, students will be transported to a predetermined location where their parent or another designated adult can pick them up. Information on this location will be posted near the school.

### **Explorations**

Explorations are immersive experiences that allow students to take a break from their core classes and take part in enrichment opportunities provided by values-aligned community partners. Explorations offerings evolve each year based on student interest. Explorations courses take place at the school site. Explorations classes are led by GPS Specials teachers, and staff from our organizations, such as Crocker Art Museum, Camp Edmo, Playwell, Kids Unplugged, and Sacramento Theater Company.

We believe students should be exposed to many different enrichment activities to help them ultimately find their calling. According to research done at Carnegie Mellon University, students who are connected to a personal passion graduate with clarity about their future college and career choices. Students who have had these Explorations experiences begin college with career goals in mind connected to their passion. They can immediately apply their decision-making and self-direction skills to set and achieve goals that are connected to working towards that career. Finally, students who are connected to their passion will be more likely to lead meaningful and happy lives both inside and outside the classroom.

### **Graduated Behavior Intervention Plan**

When we purposefully build peace in the community and maintain that peace through active community engagement, we limit the amount of time stakeholders spend making peace when norms have been violated. There is a shared responsibility among all members of the GPS community to build and keep peace in classrooms, during unstructured times and in all conversations. Each team member works together to support each other in this community development. Our School works every day to help students develop healthy relationships, identify common values and guidelines, develop social emotional understanding and skills, and develop a sense of ownership and belonging.

GPS' graduated behavior intervention plan is in place for when the culture we have built is harmed and peace needs to be made. The policy is derived from our core beliefs about secure attachments and human development. We believe that:

- Physical and emotional safety are a prerequisite for building secure attachment.
- Feedback is essential to growth and readiness.
- When principles guide actions instead of rules, students can generalize for the future.
- All students are capable of meeting high expectations.

When students take action that violates expectations articulated above, the faculty responds using the graduated behavior intervention plan to restore an environment of trust, safety, and productivity. We primarily manage difficulties by preventing harm, resolving differences and helping students build the skill of learning from their mistakes. If students continue to struggle to meet our norms, we use logical consequences with a focus on accountability, repairing harm, and reintegrating students into the community.

### **Restorative Discipline Practices**

GPS uses restorative practices to guide teacher responses to student behavior. Restorative practices are a way of approaching behavior support from a framework of relationship maintenance and reconciliation. Restorative practices seek to use language and approaches to behavior that reverse the oppressive nature of top-down classrooms and schools. These systems work to build empathy in the individual or individuals who violate expectations and cause

harm to the community. Our restorative practices also provide a way to assign logical consequences to inappropriate behavior. GPS has specific policies in place for actions such as Title IX, Harassment, Intimidation, Discrimination, and Bullying (including cyberbullying) Policy. This policy, along with procedures for Suspension and Expulsion, are found on our website [www.growthps.org](http://www.growthps.org), or by contacting the school office.

Level	Response	Description
Level 1	Redirect	<ul style="list-style-type: none"> <li>● A student causes a minor disruption to the learning environment.</li> <li>● The teacher quickly redirects the student to meet the expectations.</li> </ul>
Level 2	Reflect	<ul style="list-style-type: none"> <li>● A student causes a significant disruption to the learning environment and/or repeats Level 1 behaviors after redirection.</li> <li>● The teacher reestablishes the focus of the class and schedules time to reflect with the student on his/her decisions and behavior.</li> </ul>
Level 3	Reach out	<ul style="list-style-type: none"> <li>● A student causes a disruption to the learning environment that breaches safety and/or repeats Level 2 behaviors after redirection and reflection.</li> <li>● The teacher reaches out to an administrator for support to reestablish the safety and focus of the class.</li> <li>● The teacher reflects with the student and plans next steps, including communication with families.</li> </ul>
Level 4	Referral	<ul style="list-style-type: none"> <li>● A student causes a significant breach in safety and/or repeats Level 3 behaviors after interventions.</li> <li>● The teacher refers the student to an administrator and reestablishes the safety and focus of the class.</li> <li>● The administrator considers suspension or expulsion, plans next steps, and communicates with families and mentors.</li> </ul>

## **Health and Safety**

### **Accidents & Injuries**

It is the policy of the school to treat minor injuries (scrapes, cuts, bruises, etc.) in the following manner:

1. An injury will be inspected by a teacher or other staff member and kept under his/her observation.
2. If needed, the child may be sent or brought to the office. The injury will be treated with basic first aid. Parents will be notified of minor injuries at the discretion of the school administrator.
3. Any action taken by staff is recorded on the daily health log.

When confronted with a more serious illness or injury:

1. If required, transport the student to the nearest hospital or call 911.
2. The school staff will contact parents (an attempt to contact parents will be made for all head injuries).
3. No child is sent home until a parent is contacted and agreement is reached as to appropriate actions.
4. Any action taken by staff is recorded on the daily health log.

The School and its officers and employees shall not be held liable for the reasonable treatment of a child without the consent of a parent or guardian when the child is ill or injured during regular school hours or at a school-related activity, requires reasonable medical treatment, and the parent or guardian cannot be reached, unless the parent or guardian has previously filed with the School a written objection to any medical treatment other than first aid.

#### Comprehensive School Safety Plan

The comprehensive school safety plan must be evaluated at least once a year to ensure that the comprehensive school safety plan is properly implemented. An updated file of all safety-related plans and materials shall be readily available for inspection by the public. GPS' complete Comprehensive School Safety Plan is located in the Front Office.

GPS shall not discriminate against a pupil who does not have health care coverage or use any information relating to a pupil's health care coverage or interest in learning about health care coverage in any manner that would bring harm to the pupil or the pupil's family.

#### Illness

If your child becomes ill, please call and inform the office. For your own child's protection and the protection of others please do not send your sick child to school. If your child complains of feeling sick at school, depending on the severity, you may be contacted to pick him or her up from school. When students come to school they should feel well enough to participate in their classroom program. For health and safety purposes, please do not send your child if he/she has any of the following symptoms:

- **Fever** (98.6 or higher) Your child must be free of fever for twenty-four (24) hours before returning to school. (Normal body temperature is 98.6)
- **Productive cough with yellow or green nasal discharge** (not associated with allergies). Please note that green or yellow nasal discharge is not normal and indicates infection and your child should not be in school.
- **Red, swollen, crusty, draining or oozing eyes**
- **Severe sore throat**
- **Diarrhea, nausea or vomiting**
- **Head lice**
- **Contraction of a childhood disease such as chickenpox, measles or mumps**
- **Untreated infectious illness such as upper-respiratory infection, pink eye, strep throat, or bronchitis**
- **Any undiagnosed rashes**
- **Any open sores or open wounds**
- **Earache**

#### All 1st grade students must submit:

A record of a full developmental physical prior to entry to first grade. No matter where the physical is done, there are specific forms that must be completed and returned. This is different than the shot record that was required for Kindergarten entry. This is a full developmental physical performed by a physician or nurse practitioner within eighteen (18) months of your student's entry into first grade. This is done to ensure that all California children receive early diagnosis and treatment of disabling conditions.

#### Vision, Hearing and Scoliosis Screening

The School shall screen for vision, hearing and scoliosis as required by Education Code Section 49450, *et seq.*, per appropriate grade levels. GPS will:

- Conduct vision screening on all students upon school entry and every third year thereafter through grade eight (8).
- Conduct hearing screening in kindergarten/first grade and in second, fifth, eighth, and upon first school entry.
- Provide for scoliosis screening of every female student in grade seven (7) and every male student in grade eight (8).

### Health Services

The school will verify that students have complied with legal requirements for health examinations and immunizations before enrolling a student in school. If the student is missing any required immunizations, the student will not be permitted to attend school until complying with the state requirements.

### Homework

At GPS, we believe that homework can be an opportunity for students to practice skills they have been taught during school, but this practice does not have to take on the traditional format, such as a packet to be completed throughout the week. Instead, we view homework, or home practice, as another opportunity for the student to be in control of his/her learning. The student should make the choice (with support from the team of adults working with the child) what activities to practice at home, whether that be reading or working on a computer math game. We do not think (and the research supports this), that long hours of rote homework that disrupts the child's family time and their development is appropriate. We do believe, however, that learning should never end. Thus, there will be homework assigned but it should be in line with the child's individual goals, be meaningful and improve the child's learning journey.

Homework in the early years is set according to the age and ability of the student. Teachers may assign homework to reinforce the important skills and habits that students are learning at school. We believe that homework serves two primary purposes in the early grades. Homework can:

- Build responsibility and self-direction in children
- Provide opportunities for extra practice of skills

The more confident and comfortable students are with their skills, the more they can contribute and progress with their learning. At GPS, homework assignments are meaningful and developmentally appropriate. Parents are responsible for monitoring and assisting with homework assignments of their child when homework is assigned. These expectations are designed to set our students up for success.

When homework is assigned, each child should attempt to complete homework independently, but may need assistance. If your child needs assistance, **please do not do his or her homework for him/her**. As a parent, guide your child in doing the best that he or she can, allowing them to do their own work. Please teach your child to be responsible for asking for help at school if an assignment is not clear, so that lack of understanding does not keep him/her from attempting to do their homework once at home. Contact your child's teacher with questions about homework or if your child is experiencing any difficulties with the homework assignments.

### Inclement Weather/ Air Quality Procedures

The school believes in providing a safe and appropriate environment for all students and staff. In keeping with this belief, GPS has developed guidelines to comply with the Sacramento Metropolitan Air Quality Management District (SMAQMD) regulations regarding hazardous ozone episodes and temperature alerts.

Appropriate actions will be taken when the temperature exceeds 95 degrees Fahrenheit and the ozone exceeds 100 PSI for that day, or during extreme wind or rain. When a temperature alert episode is received from SMAQMD, all vigorous outdoor physical activities will be curtailed in the afternoon hours. Students and staff will be notified about the temperature alert and ozone episodes so steps can be taken to ensure their safety.

### **Independent Study**

GPS will provide Independent Study for students who may be absent for an extended period of time. Independent Study requires approval from the Principal in writing. Independent Study is conducted solely for the educational benefit of the students attending the School as a means to encourage daily engagement in school work even during times of extended absence. No student is required to request or participate in an Independent Study program during an extended absence. Parents are to give advance notice when possible of a request for Independent Study. In an extenuating circumstance (i.e. a serious illness, injury or family emergency), with Principal approval, a certificated staff member/teacher will work with the parent to implement an Independent Study program in an expedited manner with less than one (1) school day notice.

The full Independent Study policy can be found on our website [www.growthps.org](http://www.growthps.org), or by contacting the school office.

### **Individualized Support/ Education Plans**

An individualized education program with accommodations or modifications may be developed for students who are unable to achieve grade level standards in one or more content areas on a case-by-case basis. The decision to provide accommodations and/or modify a program for a student will only be made during a formal Student Success Team meeting, an Individual Educational Plan, or a 504 plan by a team that includes the teacher, parent, administrator and other staff. At this meeting, the individualized program will be defined to include individual goals and a means of monitoring student progress toward these goals.

**Student Success Team (SST)** The Student Success Team (SST) is a school-site team, which includes parents, whose purpose is to identify effective strategies to meet the needs of individual students who are not meeting standards for academic achievement, behavior, attendance, or who have medical or other concerns. The SST reviews the student's academic, behavioral and social emotional strengths and areas of concern, plans strategies, organizes resources and develops a plan of action to address student needs and concerns. The SST may suggest accommodations and/or modifications to the student's program, request intervention support from specialized staff and/or refer the student for a special education assessment. An SST may be requested by the parent, teacher, administrators, or the Intervention Progress Team when a student has not responded to previous interventions.

**Section 504** Students are eligible for Section 504 services if they are found to have or have a history of a physical or mental impairment, disorder or condition that substantially limits one or more major life activities (walking, seeing, hearing, eating, sleeping, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, working, caring for one's self, and/or performing manual tasks). **Please see Appendix A: Annual Notices, within this handbook, for more information.**

**Special Education** Growth Public School strives to provide an educational program to meet the needs of all school-aged children. The school provides special education services pursuant to the Individuals with Disabilities Education Act ("IDEA"). **Please see Appendix A: Annual Notices, within this handbook, for more information.**

**Intervention Support** If students are achieving below grade level, then he or she will receive intervention support. GPS academic interventions are focused on: identifying gaps in student's learning, setting high, standards-based goals for learning, and relentlessly working to help a student reach their goals. However, while a student is receiving intervention instruction, his or her grades will be based on the student's performance on grade level standards.

### **Lost and Found**

Any items found at the school site should be taken to the lost and found in the main office. Please check with the front desk to find the location of lost and found. The lost and found will be cleaned out regularly. Items not claimed will be donated or discarded. All items brought to school by students including jackets, lunch bags, etc., should be clearly labeled with the child's name. The School is not responsible or liable for any lost or stolen items.

### **Make-Up Work**

All missed work must be completed regardless of the cause. All work needing completion or correction must be fixed. Work can increase. It is the student's responsibility to consult with each of his/her teachers to make sure s/he is aware of all assignments. The time generally allowed to complete missing work due to absences will be the number of days the student was absent. For example, if a student was absent for one day, then he or she will have one day to make up any missed work. If a student has excessive missed assignments, he/she may remain at school (at the teacher's discretion) until all work is completed.

### **Medications**

The School staff is responsible for overseeing the administration of medication to students attending the School during regular school hours, including before- or after-school programs, field trips, extracurricular or co-curricular activities, and camps or other activities that typically involve at least one overnight stay from home. It is imperative that practices followed in the administration of medication be carefully delineated to ensure the safety of our students and the legal protection of our employees. Any pupil who is required to take, during the regular school day, medication prescribed for him or her by a physician or surgeon may be assisted by designated school personnel or may carry and self-administer prescription auto-injectable epinephrine or inhaled asthma medication if the School receives the appropriate written statements.

In order for a pupil to carry and self-administer prescription auto-injectable epinephrine or inhaled asthma medication, the School shall obtain both a written statement from the physician or surgeon detailing the name of the medication, method, amount, and time schedules by which the medication is to be taken, and confirming that the pupil is able to self-administer auto-injectable epinephrine or inhaled asthma medication, and a written statement from the parent, foster parent, or guardian of the pupil consenting to the self-administration, providing a release for the designated school personnel to consult with the health care provider of the pupil regarding any questions that may arise with regard to the medication, and releasing the School and school personnel from civil liability if the self-administering pupil suffers an adverse reaction as a result of self-administering medication.

Additionally, the school nurse or trained personnel who have volunteered may use epinephrine auto-injectors to provide emergency medical aid to persons suffering, or reasonably believed to be suffering from, an anaphylactic reaction. GPS will ensure it has the appropriate type of epinephrine auto-injector on site (i.e., regular or junior) to meet the needs of its pupils. GPS will ensure staff properly store, maintain, and restock the epinephrine auto-injectors as needed.

GPS will ensure any school personnel who volunteer are appropriately trained regarding the storage and emergency use of epinephrine auto-injectors based on the standards developed by the Superintendent of Public Instruction. GPS will distribute an annual notice to all staff describing the request for volunteers who will be trained to administer an epinephrine auto-injector to a person if that person is suffering, or reasonably believed to be suffering from, anaphylaxis. The annual notice shall also describe the training the volunteer will receive.

In order for a pupil to be assisted by designated school personnel in administering medication other than emergency epinephrine auto-injectors or inhaled asthma medications, the School shall obtain both a written statement from the physician or surgeon detailing the name of the medication, method, amount, and time schedules by which the medication is to be taken and a written statement from the parent, foster parent, or guardian of the pupil indicating the desire that the School assist the pupil in the matters set forth in the statement of the physician.

#### Guidelines:

- The primary responsibility for the administration of medication rests with the parent/guardian, student and medical professional.
- Medication shall be administered only during school hours if determined by a physician to be necessary.
- Designated staff shall keep records of medication administered at the School.
- All medication will be kept in a secure and appropriate storage location and administered per physician's instructions by appropriately designated staff.
- Designated staff shall return all surplus medication to the parent/guardian upon completion of the regimen or prior to extended holidays.
- Designated staff shall establish emergency procedures for specific medical conditions that require an immediate response (i.e. allergies, asthma, and diabetes).
- The written statements specified in this policy shall be provided at least annually and more frequently if the medication, dosage, frequency of administration, or reason for administration changes.
- A pupil may be subject to disciplinary action if that pupil uses auto-injectable epinephrine or inhaled asthma medication in a manner other than as prescribed.
- Any pupil requiring insulin shots must establish a plan for administration of insulin shots with the Principal in consultation with the parent or guardian and the pupil's medical professional.

#### **Messages and Deliveries**

Students are responsible for bringing all necessary materials with them to school, so please have students remember to bring their lunches, school items, and homework to school each day. To preserve instructional time, **The office will only deliver a message to a student in cases of a true emergency.** Plans for after school pickup arrangements should be made in advance as students will not be allowed to use the school phone unless it is an emergency. During instructional time, messages will be taken for any phone calls for teachers; they will return the phone call at their earliest convenience.

#### **Open Enrollment**

Growth Public School hosts an annual Open Enrollment period from January to March for all interested families. Interested parent/guardians are encouraged to sign up for an enrollment information session and turn in an interest form application. GPS parents interested in enrolling the sibling of a current student must also follow the Open Enrollment procedures. Siblings will not be automatically added to the enrollment lottery. All qualifying applications will be entered into the annual public lottery held in April. Applications will not be accepted after the Open Enrollment period.



### **Parent Involvement/ Parent Rights**

GPS strives to work closely with parents and families as partners in helping our students achieve their educational goals, as well as to enhance the success of our school. We aim to create a community in which families are inspired and equipped with the knowledge and skills to support the success of their children, our community, and our School. GPS provides opportunities for parents to learn about our School, their child's experience and academic progress, and ways to support their child's academic success at home. We also provide opportunities for parents to share feedback, contribute to the School community, strengthen relationships among families and faculty, and help improve our School.

Parents are our partners in helping our students achieve their educational goals. While we will focus on providing rich, engaging learning experiences every minute of the school day, we believe partnering with our parents leads to greater success for our students. When parents are able to help hold students accountable, reflect on their successes and challenges, and reinforce the expectations and habits students need to be successful, students are better able to achieve their academic goals. To foster that partnership, we provide opportunities for and expect parents to engage in learning about their student's experience.

As a member of a small, diverse school, GPS families have the benefit of being part of a close-knit community and learning from people with various backgrounds and life experiences. While we will provide communications and resources to help families learn more about their child's academic experience and progress, we know that nothing replaces in-person conversations and interactions. We will have parent events throughout the year that help families gain the knowledge and skills necessary to support student academics and social emotional learning. These events will also serve to foster building relationships among families and faculty. Our School hosts social activities throughout the year so that parents, students, and faculty can meet each other, build closer relationships, and learn from our rich community.

### **Parking Areas**

Parents, volunteers and visitors are asked to follow the GPS staff guidance in parking lot procedures and park only in the front parking area. The side parking lot is reserved for staff only. Students are not to be dropped off in this area. There is one main entrance to the parking lot in the center area. All cars should enter through that entrance and find a parking space or enter the coned drop-off zone. In the drop-off zone, parents must pull forward to the front of the lane and drop off students that are ready to exit the vehicle. If a student is not prepared at that moment, parent/guardians must exit and re-enter the parking lot until the student is prepared to exit the vehicle. Students must use the designated crosswalk area and cross the zone accompanied by a GPS staff member.

### **Personal Belongings**

Personal property not related to the school's programs should not be brought to school. The items included in the list below will be **confiscated** and returned to the child's parent at the end of the school day or another appropriate time if they are brought to school. An item may be held until the end of the school year if a student repeatedly brings an unauthorized item to school.

Students are not allowed to have the following items at school:

Gum Soda Weapons and toy weapons Gameboys or any other electronic toys	Candy Any illegal substance Stuffed animals or dolls Radio, I-Pods or MP3 Players, etc.
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Money/ cash Beepers Cellular phones*** Portable game systems	Jewelry (earrings- studs and small hoops for girls and small studs for boys; necklaces can be worn inside the shirt) Cameras
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\*\*\*We understand that students may need to bring cellphones to school at the **written** request of parents/ families. Phones must be shut off at all times while on campus and stored in their backpack. If a cell phone is visible or in use it will be taken away and the student will receive a consequence in accordance with GPS's graduated discipline policy.

### **Progress Reporting and Report Cards**

Teachers provide students and parents/guardians with on-going, informal feedback about student performance throughout the year. This feedback may include the sharing of progress reports, graded assessments, classwork, and/or homework with parents/guardians periodically. Teachers contact parents/guardians if they see a decline in any performance or content area, if students are performing below their potential, or if there is a skill or area that needs extra practice at school and/or home.

The school year is divided into two grading periods, or semesters. The terms are long enough to allow students multiple opportunities to demonstrate mastery of specific skills. At the end of each semester, students will receive a report card that shows their performance during the term, and conferences are held with every student and their family. These conferences give teachers, students, and parents & families the opportunity to discuss student achievement and progress during the semester, as well as any areas for development and/or remediation. In addition, student interim assessment data is shared during these conferences.

Families also receive quarterly progress reports, as well as weekly, informal updates on their students' progress that includes information on student work completion, quizzes and unit assessments, and student participation and engagement.

### **Grading**

Student performance will be based on three (3) areas of development: Leadership, Academics, and Attendance.

#### *Leadership*

Student performance in the area of leadership will be measured in the following 2 categories:

- *Character*: effort and determination to live out the school's HEROIC values
- *Compass*: Engaged participation in Circle and completion of all assigned Compass work.

#### *Academics*

Student performance on in the area of academics will be measured in the core content areas:

- English Language Arts
- Mathematics
- Science
- Social Studies/ History

Standards and skills progress and mastery in each of these categories will be assessed through multiple measures, including but not limited to criterion-referenced tests, portfolios, and rubrics. All student work will be assessed on a grading scale of 1- 4:

Performance Level	Grade Points	Percentage Range	Description
Exceeds Grade Level	4	90- 100%	Overall mastery of the knowledge, skills, and standards that have been taught; student demonstrates ability to complete and at times go beyond the essential requirements of assignments to produce complete, creative, and thorough work.
Meets Grade Level	3	80- 89%	Solid mastery of the knowledge, skills, and standards that have been taught, with minimal areas that need improvement.
Approaching Grade Level	2	70- 79%	Mastery of most of the knowledge, skills, and standards that have been taught, but with several areas that need improvement.
Below Grade Level	1	Below 70%	Minimal mastery of the knowledge, skills, and standards that have been taught. Student work shows major skill deficits that require additional instructional resources and student effort.

### *Attendance*

Student performance in the area of attendance will be measured in the following 3 categories:

- ***Presence***: Daily attendance in class
- ***Punctuality***: Coming to school on time and staying until the end of the school day
- ***Participation***: Active participation in the classroom

### GPS “Heroic Scholar” Program

The GPS HEROIC Scholar program is designed to acknowledge student achievement in the areas of leadership, academics, and attendance. HEROIC Scholars will be identified each school term. Students will be publicly recognized for their accomplishment, either by schoolwide assembly recognition and/or recognition in the school and classroom newsletters.

Categories: Students can earn up to a score of 4 for each Leadership, Academics, and Attendance category below:

- *Character*: Effort and determination to live out the Growth HEROIC values
- *Compass*: Engaged participation in Circle and completion of all assigned Compass work.
- *English Language Arts*
- *Mathematics*
- *Science*
- *Social Studies/ History*
- *Presence*: Daily attendance in class
- *Punctuality*: Coming to school on time and staying until the end of the school day
- *Participation*: Active participation in the classroom

**Qualification:** Scores are calculated based on the average of a student’s achievement within the category on the term’s report card (where applicable). A score of 3 or 4 earns a point toward HEROIC Scholar status. There are nine (9) HEROIC Scholar points available each term, one per category. To earn “HEROIC Scholar” status, students must earn a total of 8/9 or 9/9 points for the term. **Students are not eligible to earn “HEROIC Scholar” status if either of the leadership points are not earned.** In addition, any student that has had an in-school or out of school suspension is ineligible for HEROIC Scholar Status. See the table below:

Score	Leadership & Academics	Attendance	HEROIC Scholar Point Earned?
4	4	No (0) tardies or unexcused absences	YES
3	3.00- 3.99	Three (3) or less tardies or unexcused absences	
2	2.00- 2.99	No more than eight (8) tardies or absences	NO
1	1.00- 1.99	Nine (9) or more tardies or absences	

### **Promotion/ Retention**

The Principal and Teacher will make the final decision regarding promotion and solely reserve the right to request that a student repeat a grade level for lack of academic progress, organization, and/or maturity. Students receiving scores of “Below Grade Level” on a report card may be eligible for retention. In addition, students with repeated behavior referrals or low scores on citizenship or character may be considered for retention.

Students’ progress is determined from grade to grade by meeting the state’s standards for promotion. If a student is at risk of retention due to academic achievement, the parent or guardian will be notified early in the school year and school staff will meet with the parent to develop and implement an intervention plan to help the student meet the standards for promotion. It is the school’s intent to identify struggling students early in the school year so that interventions can be provided. Intervention opportunities will be provided for students who are at risk of retention. The school has a clear process and schedule for informing parents about their child’s progress toward meeting promotion criteria. The intervention process includes written notices and multiple meetings between the parents and teacher(s). It is the school’s intent to work collaboratively with parents/guardians to help a student gain the skills needed for promotion to the next grade level. Ultimately, state law (Education Code 48070.5) identifies that school professionals have the authority to retain a child except in some cases in Kindergarten.

### **Social Media Policy**

In light of the explosive growth and popularity of social media technology in today's society, GPS has developed the Social Media policy to establish rules and guidelines regarding the appropriate use of social media and internet use by students on school owned equipment, networks, and/or social media sites. This policy applies to situations when you: (1) make a post to a social media platform that is related to the School; (2) engage in social media activities during school hours; (3) use School equipment or resources while engaging in social media activities; (4) use your School

e-mail address to make a post to a social media platform; (5) post in a manner that reveals your affiliation with the school; or (6) interact with other school students or school employees on the internet and/or on social media sites.

### **Specials: Art, Music, and Physical Education**

GPS is committed to a well-rounded student educational experience. We provide art, music, and physical education courses to support the comprehensive development of our students in all grades. The art and music courses culminate in the creation of a ‘capstone’ project – an art showcase, or a musical performance or play, for example.

#### *Art & Music*

The art program curriculum is aligned to both California and national standards for visual arts, and is built upon guiding principles the support students to make, appreciate, understand, and express art; foster a growth mindset as it pertains to art; use art to write their own story; and explore history, culture and literacy through art.

The music program curriculum is aligned to both California and national standards for performing arts, and is based on the Education Through Music (ETM) framework. The program is built upon guiding principles that support students to play and make music, build centered behaviors around music, build auditory skills, engage in history and culture through music, and explore different kinds of music and musical experiences to find personal connections in the world of music.

Beginning in the middle grades (6th-8th), students select an elective course each semester. Elective courses give students the opportunity to explore a more specific area within art and/ or music beyond the general music and art education courses that are offered for all students. Electives offered in the 2023-24 school year include: Literary Magazine, Art and Commerce, Introduction to Piano, and Choir Ensemble.

#### *Physical Education*

Growth Public School’s Physical Education (“PE”) program focuses on students developing a healthy lifestyle, motor skills, movement knowledge, and social & personal skills. In their physical education courses, students develop a variety of basic movement and manipulative skills which they use regularly in cooperative games and sports experiences.

### **Suspected Abuse**

All school personnel are “mandated reporters” of suspected abuse and/or neglect. Mandated reporters are required to report suspected child maltreatment immediately “whenever the mandated reporter, in his or her professional capacity or within the scope of his or her employment, has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect.” No one in the workplace, even a supervisor, is permitted to suppress, change or edit a report of abuse. A mandated reporter who willfully fails to report suspected incidents of child abuse or neglect is subject to license suspension or revocation and commits a misdemeanor.

### **Technology**

Technology at GPS is a key tool for learning. Students use technology in the form of a school-issued tablet or Chromebook, school wireless network, and school printers.

#### **Device Use**

Students are issued a tablet or Chromebook that they use for the whole year. Tablets are used in class. We expect students to follow the expectations included in the GPS Technology Policy at all times. These include the ways in which the tablet is carried, used, and maintained.

<b>Norms</b>	<ul style="list-style-type: none"> <li>Students use technology and the internet only to support learning during class.</li> </ul>
	<ul style="list-style-type: none"> <li>Students are responsible for their technology. <ul style="list-style-type: none"> <li>Broken technology will result in logical consequences, which may include paying replacement costs.</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>Students help each other with technology.</li> </ul>
	<ul style="list-style-type: none"> <li>Students exhibit respect while using technology.</li> </ul>
<b>Personal Electronics Policy</b>	<ul style="list-style-type: none"> <li>No personal electronics are allowed at School. <ul style="list-style-type: none"> <li>Home electronics may not be connected to any GPS network.</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>GPS will not be liable for any damage, loss, or theft of personal electronics.</li> </ul>

### Internet and Email Use

Internet access (including email use) is a privilege and all students should be aware that GPS may revoke Internet access for any reason at any time. If a student's access is revoked, GPS will provide an explanation for the revocation and the school site will ensure that the student continues to have equal access to participate in the educational program.

Violations of the Internet and Device Acceptable Use Policy are serious disciplinary actions and will be addressed according to the graduated discipline plan. GPS requires that students promptly disclose to their Mentor or other School employee any electronic message they receive that is inappropriate or makes them feel uncomfortable. GPS has installed Internet filtering software in an attempt to block user access to inappropriate and/or harmful content on the Internet. No filtering technology is perfect, and this technology may occasionally fail. In the event that the filtering software is unsuccessful, and children gain access to inappropriate and/or harmful material, GPS will not be liable. Neither GPS nor its staff shall be responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes, misuse or negligence. If students inadvertently access such information, they should immediately disclose the inadvertent access in a manner specified by GPS. This will protect students against an allegation that they have intentionally violated the Internet and Device Acceptable Use Policy. Parents are strongly encouraged to discuss and monitor their child's school Internet use and to discuss any issues or concerns that they may have with the School's teachers and administrators. This complete policy can be found on our website [www.growthps.org](http://www.growthps.org) or in the school office. All families must review this policy, and students must review and sign the signature page.

### Telephone Communication & Use

Our automated communication system allows school personnel to send phone messages, text messages, and e-mails out to all families almost instantaneously. All parent/guardians must ensure that their contact information is up-to-date in the school office in order to receive messages.

When a student is not able to use their classroom telephone, the student may use the office phone for emergency use only. The office staff will make all necessary calls home when a child is ill. All after school arrangements should be made prior to arriving at school.

### **Tobacco and Drug Free Zone**

The GPS Governing Board believes that the use of alcohol, tobacco or other drugs, including medical marijuana, adversely affects a student's ability to achieve academic success, is physically and emotionally harmful and has serious social and legal consequences. Therefore, our school is a tobacco, alcohol and drug free site. The use of any tobacco, alcohol or drug products, including medical marijuana, is prohibited within school property, facility, or vehicle. This prohibition also applies to all individuals attending events on school campus or representing the school at school-sponsored activities that are held at locations other than GPS.

### **Translations**

We value a diverse community, which includes families with many different ethnic and language backgrounds, and it is important for every member of our community to be informed about our School and their student(s). If a family's primary language is not English, a parent can request an interpreter for any school meetings or events. Either the parent or student can make this request to [info@growthps.org](mailto:info@growthps.org) at least seventy-two (72) hours prior to a meeting.

### **Visiting Campus**

All visitors (including parents and volunteers) must check in with the office and obtain a visitor's badge before entering the campus. Parents must come to the office and sign their student out before taking him/her off campus for any reason. Items that need to be delivered to students by a parent during school hours must be done through the front office. **Parents/Guardians may not go directly to the classroom or onto the playground without checking in to the office.** Parents may not bring visitors (such as friends/relatives) to School or have them visit the campus without prior, special permission granted by the School administration. Please see the complete Visitor and Volunteer Policy at the conclusion of the Handbook under the heading "Appendices."

### **Volunteers**

One of the benefits of being a part of a small school is having a close and involved parent community. Parents are key members of our community, and GPS believes that all families and communities have something great to offer. We encourage their participation in supporting the School and strengthening the community. There are a variety of opportunities for parents to volunteer at the School or from home. We appreciate any contributions parents can make to our School. Volunteering is not a requirement, and in no way will lack of volunteering have any impact on a student or family and their standing in the School.

For parents interested in volunteering with the School, please reach out to the Office Manager or Principal by calling 916-394-5007. We will attempt to match the needs of the School with the skills, talent, experience, and time of our parents. Please see the complete Visitor and Volunteer Policy at the conclusion of the Handbook under the heading "Appendices."

### **Website**

Our school website is [www.growthps.org](http://www.growthps.org) and is regularly maintained with updated information regarding school events, news, Governing Board information, forms and volunteer opportunities.

## **Appendix A: Annual Notices**

### **Availability of Prospectus**

Upon request, the Charter School will make available to any parent or legal guardian, a school prospectus, which shall include the curriculum, including titles, descriptions, and instructional aims of every course offered. Please note that, pursuant to law, the Charter School may charge for the prospectus in an amount not to exceed the cost of duplication.

### **Cancer Prevention Act**

Students in the state are advised to adhere to current immunization guidelines, as recommended by the Advisory Committee on Immunization Practices (ACIP) of the federal Centers for Disease Control and Prevention (CDC), the American Academy of Pediatrics, and the American Academy of Family Physicians, regarding full human papillomavirus (HPV) immunization before admission or advancement to the eighth grade level of any private or public elementary or secondary school.

Because the vaccine is more effective when given at younger ages, two doses of HPV vaccine are recommended for all kids between the ages of 9 to 12 years, and the second dose should be given before the start of 8th grade. Kids who wait until later to get their first dose of HPV vaccine may need three doses.

HPV vaccination can prevent over 90 percent of cancers caused by HPV. HPV vaccines are very safe, and scientific research shows that the benefits of HPV vaccination far outweigh the potential risks.

### **Campus Search and Seizure**

The Charter School recognizes and has determined that the occurrence of incidents which may include the possession of firearms, weapons, alcohol, controlled substances, or other items of contraband prohibited by law or Charter School rules and regulations, jeopardizes the health, safety and welfare of students and Charter School employees.

The California Constitution requires that all students and staff of public schools have the inalienable right to attend campuses which are safe, secure, and peaceful. As such, Charter School has adopted a Policy outlining the reasonable search of students and their property, student use areas, and/or student lockers and the seizure of illegal, unsafe, unauthorized or contraband items and materials through a search based upon reasonable suspicion.

A student's personal cell phone, smartphone, or other personal electronic device shall not be searched by school officials without a warrant, the student's consent, or a legitimate emergency, unless the device is lost or abandoned. An emergency is any situation involving danger of death or serious physical injury to any person, that requires access to the information located or reasonably believed to be located on the electronic device. If the Charter School has a good faith belief that the device is lost, stolen, or abandoned, the Charter School may only access electronic device information in order to attempt to identify, verify, or contact the owner of the device.

The Charter School is not prohibited from seizing/confiscating a student's personal electronic device, without searching its contents, if the student's use or possession of the private electronic device is in violation of Charter School rules or regulations.

### **Diabetes**

The Charter School will provide an information sheet regarding type 1 diabetes to the parent or guardian of a student when the student is first enrolled in elementary school, pursuant to Education Code Section 49452.6. The information sheet shall include, but shall not be limited to, all of the following:



1. A description of type 1 diabetes.
2. A description of the risk factors and warning signs associated with type 1 diabetes.
3. A recommendation that parents or guardians of students displaying warning signs associated with type 1 diabetes should immediately consult with the student's primary care provider to determine if immediate screening for type 1 diabetes is appropriate.
4. A description of the screening process for type 1 diabetes and the implications of test results.
5. A recommendation that, following a type 1 diagnosis, parents or guardians should consult with the pupil's primary care provider to develop an appropriate treatment plan, which may include consultation with and examination by a specialty care provider, including, but not limited to, a properly qualified endocrinologist.

A copy of the information sheet regarding type 1 diabetes is available at: <https://www.cde.ca.gov/ls/he/hn/type1diabetes.asp>. Please contact the office if you need a copy of this information sheet or if you have any questions about this information sheet.

### **Dangers of Synthetic Drugs**

The illicit use and abuse of synthetic drugs represents an emerging and ongoing public health threat in California. The fentanyl crisis specifically, has impacted communities across the state, leading to a sharp increase in fentanyl poisonings and deaths in recent years.

This notice aims to address the crisis with a preventative approach ensuring students and families are educated on the deadly consequences of recreational drug use.

A synthetic drug is a drug with properties and effects similar to a known hallucinogen or narcotic but having a slightly altered chemical structure, especially such a drug created in order to evade existing restrictions against illegal substances.

Synthetic drugs include but are not limited to synthetic cannabinoids ("synthetic marijuana," "Spice," "K2"), methamphetamines, bath salts, and fentanyl.

The California Department of Public Health ("CDPH"), has expounded on the extreme danger of drugs laced with fentanyl. Illicit fentanyl can be added to other drugs to make them cheaper, more powerful, and more addictive. Illicit fentanyl has been found in many drugs, including heroin, methamphetamine, counterfeit pills, and cocaine. Fentanyl mixed with any drug increases the likelihood of a fatal overdose. Furthermore, it is nearly impossible to tell if drugs have been laced with fentanyl without additional testing, because fentanyl cannot be seen, smelled, or tasted when used as a lacing agent.

Additional information regarding fentanyl from the CDPH's Substance and Addiction Prevention Branch [can be found here](#).

### **Education of Foster and Mobile Youth**

**Definitions:** For the purposes of this annual notice the terms are defined as follows:

- "*Foster youth*" means any of the following:

1. A child who has been removed from their home pursuant to Section **309** of the Welfare and Institutions Code.
2. A child who is the subject of a petition filed pursuant to California Welfare and Institutions Code (“WIC”) section 300 or 602 (whether or not the child has been removed from the child’s home by juvenile court).
3. A child who is the subject of a petition filed pursuant WIC section 602, has been removed from the child’s home by the juvenile court, and is in foster care.
4. A nonminor under the transition jurisdiction of the juvenile court, as described in WIC section 450, who satisfies all of the following criteria:
  - a. The nonminor has attained 18 years of age while under an order of foster care placement by the juvenile court.
  - b. The nonminor is in foster care under the placement and care responsibility of the county welfare department, county probation department, Indian tribe, consortium of tribes, or tribal organization.
  - c. The nonminor is participating in a transitional independent living case plan.
5. A dependent child of the court of an Indian tribe, consortium of tribes, or tribal organization who is the subject of a petition filed in the tribal court.<sup>1</sup>
6. A child who is the subject of a voluntary placement agreement, as defined in WIC section 11400.
  - “*Former juvenile court school student*” means a student who, upon completion of the student’s second year of high school, transfers from a juvenile court school to the Charter School, excluding a school district operated by the Division of Juvenile Justice of the Department of Corrections and Rehabilitation, from a juvenile court school.
  - “*Child of a military family*” refers to a student who resides in the household of an active duty military member.
  - “*Currently Migratory Child*” refers to a child who, within the last 12-months, has moved with a parent, guardian, or other person having custody to the Charter School from another Local Educational Agency (“LEA”), either within California or from another state, so that the child or a member of the child’s immediate family might secure temporary or seasonal employment in an agricultural or fishing activity, and whose parents or guardians have been informed of the child’s eligibility for migrant education services. This includes a child who, without the parent/guardian, has continued to migrate annually to secure temporary or seasonal employment in an agricultural or fishing activity.

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<sup>1</sup> The Charter School shall not require an Indian tribe or tribal court representative to certify that any student is a dependent of an Indian tribe, consortium of tribes, or tribal organization.

- “*Newcomer pupil*” is a person aged 3 to 21 years, who was not born in any of the 50 United States, the District of Columbia, or the Commonwealth of Puerto Rico, and has not been attending one or more schools in any one or more of the 50 United States, the District of Columbia, or the Commonwealth of Puerto Rico, for more than three (3) full academic years.
- “*Educational Rights Holder*” (“*ERH*”) means a parent, guardian, or responsible adult appointed by a court to make educational decisions for a minor pursuant to WIC sections 319, 361 or 726, or a person holding the right to make educational decisions for the student pursuant to Education Code section 56055.
- “*School of origin*” means the school that the foster youth attended when permanently housed or the school in which the foster youth was last enrolled. If the school the foster youth attended when permanently housed is different from the school in which the student was last enrolled, or if there is some other school that the foster youth attended within the immediately preceding 15 months, the Charter School liaison for foster youth, in consultation with and with the agreement of the foster youth and the ERH for the youth, shall determine, in the best interests of the foster youth, the school that shall be deemed the school of origin. For a foster youth who is an individual with exceptional needs as defined in Education Code section 56026, “school” as used in the definition of “school of origin” includes a placement in a nonpublic, nonsectarian school as defined in Education Code section 56034, subject to the requirements of Education Code section 56325.
- “*Best interests*” means that, in making educational and school placement decisions for a foster youth, consideration is given to, among other factors, the opportunity to be educated in the least restrictive educational program and the foster youth’s access to academic resources, services, and extracurricular and enrichment activities that are available to all Charter School students.
- “*Partial coursework satisfactorily completed*” includes any portion of an individual course, even if the student did not complete the entire course.

Within this notice, foster youth, former juvenile court school students, a child of a military family, a currently migratory child, and a student participating in the newcomer program will be collectively referred to as “Foster and Mobile Youth.” Within this notice, a parent, guardian, or other person holding the educational rights for a Foster and Mobile Youth will be referred to as a “parent/guardian” or “ERH.”

**Foster and Mobile Youth Liaison:** The Executive Director or designee designates the following staff person as the Liaison for Foster and Mobile Youth:

Jeanette Rowe  
 Dean of Culture  
 9320 Tech Center Drive, Sacramento, CA 95826  
 916-394-5007

The Foster and Mobile Youth Liaison’s responsibilities include but are not limited to the following:

1. Ensuring and facilitating the proper educational placement, enrollment in school, and checkout from school of foster children.
2. Assisting foster children when transferring from one school to another school in ensuring proper transfer of

credits, records and grades.

**School Stability:** The Charter School will work with foster youth and their parent/guardian to ensure that each pupil is placed in the least restrictive educational programs, and has access to the academic resources, services, and extracurricular and enrichment activities that are available to all pupils, including, but not necessarily limited to, interscholastic sports. All decisions regarding a foster youth's education and placement will be based on the best interest of the child and shall consider, among other factors, educational stability and the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress.

Foster youth, currently migratory children and children of military families have the right to remain in their school of origin if it is in their best interest. The Charter School will immediately enroll a foster youth, currently migratory child or child of a military family seeking reenrollment in the Charter School as the student's school of origin (subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School's charter and Board policy). If a dispute arises regarding a foster youth's request to remain in the Charter School as the school of origin, the foster youth has the right to remain in the Charter School pending the resolution of the dispute. The Charter School will also immediately enroll any foster youth, currently migratory child or child of a military family seeking to transfer to the Charter School (subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School's charter and Board policy) regardless of the student's ability to meet normal enrollment documentation or uniform requirements (e.g., producing medical records or academic records from a previous school).

Foster youth, currently migratory children, and children of military families have the right to remain in their school of origin following the termination of the child's status as a foster youth, currently migratory child or child of a military family, as follows:

1. For students in Kindergarten through eighth grade, inclusive, the student will be allowed to continue in the school of origin through the duration of the academic year in which the student's status changed.
2. For students enrolled in high school, the student will be allowed to continue in the school of origin through graduation.

If the Charter School operates an intersession program, Charter School shall grant priority access to foster youths. Notwithstanding any other law, if the foster youth will be moving during an intersession period, the pupil's educational rights holder, or Indian custodian in the case of an Indian child, shall determine which school the pupil attends for the intersession period, if applicable. "Intersession program" means an expanded learning program offered by the Charter School on nonschooldays, including, but not limited to, summer school. "Indian custodian" is as the term is defined in Section 1903 of Title 25 of the United States Code.

**Acceptance of Course Work:** The Charter School will accept any coursework satisfactorily completed at any public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency by a Foster and Mobile Youth.

The Charter School will provide Foster and Mobile Youth credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency. If the student did not complete the entire course, the Charter School shall not require the student to retake the portion of the course the student completed unless the Charter School, in consultation with the holder of educational rights for the student, finds that the pupil is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the Foster and Mobile Youth shall be enrolled in the same or equivalent course, if applicable, so that the student may

continue and complete the entire course. These students shall not be prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

**Student Records:** When the Charter School receives a transfer request and/or student records request for the educational information and records of a foster youth from a new local educational agency (“LEA”), the Charter School shall provide these student records within two (2) business days. The Charter School shall compile the complete educational record of the student, including but not limited to a determination of seat time, full or partial credits earned, current classes and grades, immunization and other records, and, if applicable, a copy of the student’s special education records including assessments, IEPs, and/or 504 plans. All requests for student records will be shared with the Foster and Mobile Youth Liaison, who shall be aware of the specific educational record keeping needs of Foster and Mobile Youth.

The Charter School shall not lower a foster youth’s grades as a result of the student’s absence due to a verified court appearance, related court ordered activity, or a change the placement of the student made by a county or placing agency. If a foster youth is absent from school due to a decision to change the placement of the student made by a county or placing agency, the grades and credits of the pupil will be calculated as of the date the student left the Charter School.

In accordance with the Charter School’s Educational Records and Student Information Policy, under limited circumstances, the Charter School may disclose student records or personally identifiable information contained in those records to certain requesting parties including but not limited to a foster family agency and state and local authorities within a juvenile justice system, without parent/guardian consent.

**Discipline Determinations:** If the Charter School intends to extend the suspension of any foster youth pending a recommendation for expulsion, the Charter School will invite the student’s attorney and an appropriate representative from the relevant county agency to participate in the meeting at which the extension of the suspension will be discussed.

If the Charter School intends to suspend for more than ten (10) consecutive school days or expel a student with a disability who is also a foster youth due to an act for which the recommendation for expulsion is discretionary, the Charter School will invite the student’s attorney and an appropriate representative from the relevant county agency to participate in the Manifestation Determination Review meeting.

**Complaints of Noncompliance:** A complaint of noncompliance with any of the requirements outlined above may be filed through the Charter School’s Uniform Complaint Procedures. A copy of the Uniform Complaint Policy and Procedures is available upon request at the main office.

### **Education of Homeless Children and Youth**

The term “homeless children and youth” means individuals who lack a fixed, regular and adequate nighttime residence. It includes children and youths who (42 U.S.C. § 11434a):

1. Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
2. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings;

3. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and/or
4. Migratory children and unaccompanied youth (youth not in the physical custody of a parent or guardian) may be considered homeless if they meet the above definition of “homeless.”

Homeless status is determined in cooperation with the parent or guardian. In the case of unaccompanied youth, status is determined by the Charter School Liaison.

**School Liaison:** The Executive Director or designee designates the following staff person as the School Liaison for homeless students (42 U.S.C. § 11432(g)(1)(J)(ii)):

Jeanette Rowe  
Dean of Culture  
9320 Tech Center Drive, Sacramento, CA 95826  
916-394-5007

The Charter School Liaison shall ensure that (42 U.S.C. § 11432(g)(6)):

1. Homeless students are identified by school personnel and through outreach and coordination activities with other entities and agencies, and through the annual housing questionnaire administered by the Charter School
2. Homeless students enroll in and have a full and equal opportunity to succeed at the Charter School.
3. Homeless students and families receive educational services for which they are eligible, including services through Head Start programs (including Early Head Start programs) under the Head Start Act, early intervention services under part C of the Individuals with Disabilities Education Act, any other preschool programs administered by the Charter School, if any, and referrals to health care services, dental services, mental health services and substance abuse services, housing services, and other appropriate services.
4. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
5. Public notice of the educational rights of homeless children is disseminated at places frequented by parents or guardians of such youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.
6. Enrollment/admissions disputes are mediated in accordance with law, the Charter School’s charter, and Board policy.

7. Parents/guardians and any unaccompanied youth are fully informed of all transportation services, as applicable.
8. Charter School personnel providing services receive professional development and other support.
9. The Charter School Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.
10. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students under section 480 of the Higher Education Act of 1965 and that the youths may obtain assistance from the Charter School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid described in section 483 of the Act.

The California Department of Education publishes a list of the contact information for the Homeless Education Liaisons in the state, which is available at: <https://www.cde.ca.gov/sp/hs/>

**School Stability:** The Charter School will work with homeless students and their parent/guardian to ensure that each student is placed in the least restrictive educational programs, and has access to the academic resources, services, and extracurricular and enrichment activities that are available to all students, including, but not necessarily limited to, interscholastic sports. All decisions regarding a homeless student's education and placement will be based on the best interest of the child and shall consider, among other factors, educational stability and the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress.

Homeless students have the right to remain in their school of origin if it is in their best interest. The Charter School will immediately enroll a homeless student seeking reenrollment in the Charter School as the student's school of origin (subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School's charter and Board policy). The Charter School will also immediately enroll any homeless student seeking to transfer to the Charter School (subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School's charter and Board policy) regardless of the student's ability to meet normal enrollment documentation or uniform requirements (e.g., producing medical records or academic records from a previous school).

Homeless students have the right to remain in their school of origin following the termination of the child's status as a homeless student as follows:

1. For students in Kindergarten through eighth grade, inclusive, the student will be allowed to continue in the school of origin through the duration of the academic year in which the student's status changed.
2. For students enrolled in high school, the student will be allowed to continue in the school of origin through graduation.

If the Charter School operates an intersession program, Charter School shall grant priority access to homeless students. Notwithstanding any other law, if the homeless student will be moving during an intersession period, the

pupil's parent, guardian, educational rights holder, Indian custodian<sup>2</sup> in the case of an Indian child, or, if none of the preceding are applicable, an accompanied homeless student themselves shall determine which school the pupil attends for the intersession period, if applicable. "Intersession program" means an expanded learning program offered by the Charter School on nonschooldays, including, but not limited to, summer school. "Indian custodian" is as the term is defined in Section 1903 of Title 25 of the United States Code.

**Housing Questionnaire:** Charter School shall administer a housing questionnaire for purposes of identifying homeless children and youth. Charter School shall ensure that the housing questionnaire is based on the best practices developed by the CDE. Charter School shall annually provide the housing questionnaire to all parents/guardians of students and to all unaccompanied youths at Charter School. The housing questionnaire shall include an explanation of the rights and protections a student has as a homeless child or youth or as an unaccompanied youth. The housing questionnaire shall be available in paper form. The housing questionnaire shall be available in English, and if fifteen (15) percent or more of the students enrolled at Charter School speak a single primary language other than English, it shall also be written in the primary language. The questionnaire shall be translated into other languages upon request of a student's parent/guardian or an unaccompanied youth. Charter School shall collect the completed housing questionnaires and annually report to the CDE the number of homeless children and youths and unaccompanied youths enrolled. (Education Code Section 48851.)

**Acceptance of Course Work:** The Charter School will accept any coursework satisfactorily completed at any public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency by a homeless student.

The Charter School will provide homeless students credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency. If the student did not complete the entire course, the Charter School shall not require the student to retake the portion of the course the student completed unless the Charter School, in consultation with the holder of educational rights for the student, finds that the student is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the homeless student shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. These students shall not be prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

**Complaints of Noncompliance:** A complaint of noncompliance with any of the requirements outlined above may be filed through the Charter School's Uniform Complaint Procedures. A copy of the Uniform Complaint Policy and Procedures is available upon request at the main office.

**Availability of Complete Policy:** For any homeless student who enrolls at the Charter School, a copy of the Charter School's complete policy shall be provided at the time of enrollment. A copy of the complete Policy is available upon request at the main office.

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<sup>2</sup> "Indian custodian" means any Indian person who has legal custody of an Indian child under tribal law or custom or under State law or to whom temporary physical care, custody, and control has been transferred by the parent of such child. *Section 1903 of Title 25 of the United States Code*



### **English Learners**

The Charter School is committed to the success of its English Learners and support will be offered both within academic classes and in supplemental settings for students who need additional support for English language learning. The Charter School will meet all applicable legal requirements for English Learners as they pertain to annual notification to parents, student identification, placement, program options, English Learners 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 English Learners and the rights of students and parents.

### **Immunizations**

Pursuant to the California Health and Safety Code and the California Code of Regulations, children must provide proof of having received required immunizations (shots) before they can attend school unless they meet the requirements for an exemption. Immunization records are required for all incoming students. Verification of immunizations will be completed with written medical records from the child's doctor or immunization clinic. To ensure a safe learning environment for all students, the Charter School follows and abides by the health standards set forth by the state of California. The immunization status of all students will be reviewed periodically. Those students who are not in compliance with the State requirements must be excluded from attendance until the requirements are met. Students who have been exposed to a communicable disease for which they have not been immunized may be excluded from school at the discretion of the Charter School.

These required immunizations include:

<b>Child's Grade</b>	<b>List of shots required to attend school</b>
<b>TK/K-12 Admission</b>	<p>Diphtheria, Tetanus and Pertussis (DTaP) - Five (5) doses Polio - Four (4) doses Measles, Mumps, and Rubella (MMR) - Two (2) doses Hepatitis B (Hep B) - Three (3) doses Varicella (chickenpox) – Two (2) doses</p> <p><b>NOTE:</b> Four doses of DTaP are allowed if one was given on or after the fourth birthday. Three doses of DTaP meet the requirement if at least one dose of Tdap, DTaP, or DTP vaccine was given on or after the seventh birthday (also meets the 7th-12th grade Tdap requirement.) One or two doses of Td vaccine given on or after the seventh birthday count towards the requirement for DTaP. Three doses of Polio are allowed if one was given on or after fourth birthday. MMR doses must be given on or after first birthday. Two doses of measles, two doses of mumps, and one dose of rubella vaccine meet the requirement, separately or combined. Combination vaccines (e.g., MMRV) meet the requirements for individual component vaccines.</p>

<b>Entering 7<sup>th</sup> Grade</b>	<p>Tetanus, reduced Diphtheria, and acellular Pertussis (Tdap) - One (1) dose  Varicella (chickenpox) - Two (2) doses</p> <p><b>NOTE:</b> In order to begin 7th grade, students who had a valid personal belief exemption on file with a public or private elementary or secondary school in California before January 1, 2016 must meet the requirements listed for grades K-12 as well as requirements for 7<sup>th</sup> grade advancement (i.e., polio, MMR, varicella and primary series for diphtheria, tetanus, and pertussis). At least one dose of pertussis-containing vaccine is required on or after the 7th birthday.</p>
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### **Involuntary Removal Process**

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five (5) schooldays before the effective date of the action (“Involuntary Removal Notice”). The written notice shall be in the native language of the student or the student’s parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student’s educational rights holder. The Involuntary Removal Notice shall include the charges against the student and an explanation of the student’s basic rights including the right to request a hearing before the effective date of the action. The hearing shall be consistent with the Charter School’s expulsion procedures. If the student’s parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the Charter School’s suspension and expulsion policy.

Upon parent/guardian request for a hearing, the Charter School will provide notice of hearing consistent with its expulsion hearing process, through which the student has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate. The notice of hearing shall be in the native language of the student or the student’s parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student’s educational rights holder, and shall include a copy of the Charter School’s expulsion hearing process.

If the parent/guardian is nonresponsive to the Involuntary Removal Notice, the student will be disenrolled as of the effective date set forth in the Involuntary Removal Notice. If the parent/guardian requests a hearing and does not attend on the date scheduled for the hearing the student will be disenrolled effective the date of the hearing.

If, as a result of the hearing, the student is disenrolled, notice will be sent to the student’s last known school district of residence within thirty (30) days.

A hearing decision not to disenroll the student does not prevent the Charter School from making a similar recommendation in the future should student truancy continue or re-occur.

## **Mental Health Services**

The Charter School recognizes that when unidentified and unaddressed, mental health challenges can lead to poor academic performance, increased likelihood of suspension and expulsion, chronic absenteeism, student attrition, homelessness, incarceration, and/or violence. Access to mental health services at the Charter School and in our community is not only critical to improving the physical and emotional safety of students, but it also helps address barriers to learning and provides support so that all students can learn problem-solving skills and achieve in school and, ultimately, in life. The following resources are available to your child:

### **Available on Campus:**

- **School-based counseling services** – your child is encouraged to contact Realyn McDaniel, Student Services Coordinator, during school hours to make an appointment to speak with a counselor. Mrs. McDaniel can be reached at 916-394-5007. Our Charter School counselors support students by providing individual sessions, group or parent consultations whenever a student is having a difficult time due to academic stress, transition to changes in their environment, or social concerns, including isolation. Counseling services, whether provided by our Charter School or by an outside provider listed herein, are voluntary.
- **Special education services** – if you believe your child may have a disability, you are encouraged to directly contact Realyn McDaniel at 916-394-5007 to request a meeting to discuss your concerns.
- **Prescription medication while on campus** – if your child requires prescription medication during school hours and you would like assistance from School staff in providing this medication to your child, please contact Yosselin Ramirez at 916-394-5007.

### **Available in the Community:**

**MENTAL HEALTH URGENT CARE CLINIC (MHUCC)** provides services on a voluntary, walk-in basis to Sacramento County residents of all ages who are experiencing a mental health and/or co-occurring substance abuse crisis, regardless of their ability to pay. MHUCC is an alternative to emergency departments for those in crisis or experiencing an urgent mental health need and seeking mental health care.

#### **Sacramento Mental Health Urgent Care Clinic (MHUCC)**

Phone: (916) 520-2460

Fax: (916) 520-2459

Address: 2130 Stockton Blvd, #300, Sacramento, CA 95817

#### **Hours Of Operation:**

24 hours a day, 7 days a week

Medication consultation available in person or via telepsych as deemed necessary! Please note that the clinic does not prescribe controlled medications

### **Available Nationally:**

- **National Suicide Prevention Hotline** - This organization provides confidential support for adults and youth in distress, including prevention and crisis resources. Available 24 hours at 1-800-273-8255.

- The Trevor Project - This organization provides suicide prevention and crisis intervention for LGBTQ youth between the ages of 13 and 24. **Available at 1-866-488-7386 or visit <https://www.thetrevorproject.org/>.**
- Big Brothers/Big Sisters of America – This organization is a community- based mentorship program. Community-specific program information can be found online at <https://www.bbbs.org> or by calling (813) 720-8778.

### **Nondiscrimination Statement**

The Charter School does not discriminate against any person on the basis of actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, immigration status, religion, religious affiliation, sexual orientation, pregnancy, or any other characteristic that is contained in the definition of hate crimes in the California Penal Code.

The Charter School Board of Directors shall not refuse to approve the use or prohibit the use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction or any book or other resource in a school library on the basis that it includes a study of the role and contributions of Native Americans, African Americans, Latino Americans, Asian Americans, Pacific Islanders, European Americans, LGBTQ+ Americans, persons with disabilities, or members of other ethnic, cultural, religious, or socioeconomic status groups.

The Charter School adheres to all provisions of federal law related to students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 (“ADA”), and the Individuals with Disabilities Education Improvement Act of 2004 (“IDEIA”).

The Charter School does not discourage students from enrolling or seeking to enroll in the Charter School for any reason, including, but not limited to, academic performance, disability, neglect or delinquency, English proficiency, for being homeless or a foster/mobile youth, economic disadvantage, nationality, race, ethnicity, or sexual orientation. The Charter School shall not encourage a student currently attending Charter School to disenroll or transfer to another school based on any of the aforementioned reasons except in cases of expulsion and suspension or involuntary removal in accordance with the Charter School’s charter and relevant policies.

The Charter School does not request nor require student records prior to a student’s enrollment.

The Charter School shall provide a copy of the California Department of Education Complaint Notice and Form to any parent, guardian, or student over the age of 18 at the following times: (1) when a parent, guardian, or student over the age of 18 inquires about enrollment; (2) before conducting an enrollment lottery; and (3) before disenrollment of a student.

The Charter School is committed to providing an educational atmosphere that is free of unlawful harassment under Title IX of the Education Amendments of 1972 (sex); Titles IV, VI, and VII of the Civil Rights Act of 1964 (race, color, or national origin); The Age Discrimination Act of 1975; the IDEIA; and Section 504 and Title II of the ADA (mental or physical disability). The Charter School also prohibits sexual harassment, including cyber sexual bullying, and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, religious affiliation, creed, color, immigration status, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation. The Charter School does not condone or tolerate harassment of any type, including discrimination, intimidation, or bullying, including cyber sexual bullying, by any employee, independent

contractor or other person with which the Charter School does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender. The Charter School will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted. Inquiries, complaints, or grievances regarding harassment as described in this section, above, should be directed to the Charter School Uniform Complaint Procedures (“UCP”) Compliance Officer:

Audria Johnson  
Executive Director  
9320 Tech Center Drive, Sacramento, CA 95826  
916-394-5007

The lack of English language skills will not be a barrier to admission or participation in the Charter School’s programs or activities. The Charter School prohibits retaliation against anyone who files a complaint or who participates or refuses to participate in a complaint investigation.

### **Oral Health Assessment**

Students enrolled in kindergarten in a public school or while enrolled in first grade if the student was not previously enrolled in kindergarten in a public school are required to have an oral health assessment completed by a dental professional. Please contact the main office if you have questions about this requirement.

### **Parent and Family Engagement Policy**

The Charter School aims to provide all students in our school significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps while abiding by guidelines within the Elementary and Secondary Education Act (“ESEA”). The Charter School staff recognizes a partnership with families is essential to meet this goal. Our Parent and Family Engagement Policy leverages and promotes active involvement of all families as partners with schools to ensure student success. A copy of the Charter School’s complete Policy is available upon request in the main office.

### **Physical Examinations and Right to Refuse**

All students must complete a health screening examination on or before the 90th day after the student’s entrance into first grade or such students must have obtained a waiver pursuant to Health and Safety Code Sections 124040 and 124085. This examination can be obtained from your family physician or possibly through the services provided by your County Health Department. Information and forms are distributed to students enrolled in kindergarten. If your child’s medical status changes, please provide the teacher with a physician’s written verification of the medical issue, especially if it impacts in any way your child’s ability to perform schoolwork.

A parent/guardian having control or charge of any child enrolled in the Charter School may file annually with the Executive Director a written and signed statement stating that the parent/guardian will not consent to a physical examination of the child. Thereupon the child shall be exempt from any physical examination, but whenever there is a good reason to believe that the child is suffering from a recognized contagious or infectious disease, the child shall be sent home and shall not be permitted to return until the school authorities are satisfied that any contagious or infectious disease does not exist.

### **Pregnant and Parenting Students**

The Charter School recognizes that pregnant and parenting students are entitled to accommodations that provide them with the opportunity to succeed academically while protecting their health and the health of their children. A pregnant

or parenting student is entitled to eight (8) weeks of parental leave, or more if deemed medically necessary by the student's physician, which the student may take before the birth of the student's infant if there is a medical necessity and after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction, in order to protect the health of the student who gives or expects to give birth and the infant, and to allow the pregnant or parenting student to care for and bond with the infant. The Charter School will ensure that absences from the student's regular school program are excused until the student is able to return to the regular school program.

Upon return to school after taking parental leave, a pregnant or parenting student will be able to make up work missed during the pregnant or parenting student's leave, including, but not limited to, makeup work plans and reenrollment in courses.

Complaints of noncompliance with laws relating to pregnant or parenting students may be filed under the Uniform Complaint Procedures ("UCP") of the Charter School. The complaint may be filed in writing with the compliance officer:

Audria Johnson  
Executive Director  
9320 Tech Center Drive, Sacramento, CA 95826  
916-394-5007

A copy of the UCP is available upon request at the main office. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the complaint procedures, please contact the Executive Director.

### **Safe Storage of Firearms**

The purpose of this notice is to inform and to remind parents and legal guardians of all students at the Charter School of their responsibilities for keeping firearms out of the hands of children as required by California law. There have been many news reports of children bringing firearms to school. In many instances, the child obtained the firearm(s) from his or her home. **These incidents can be easily prevented by storing firearms in a safe and secure manner, including keeping them locked up when not in use and storing them separately from ammunition.**

To help everyone understand their legal responsibilities, this notice spells out California law regarding the storage of firearms. Please take some time to review this notice and evaluate your own personal practices to assure that you and your family are in compliance with California law:

- With very limited exceptions, California makes a person criminally liable for keeping any firearm, loaded or unloaded, within any premises that are under their custody and control where that person knows or reasonably should know that a child is likely to gain access to the firearm without the permission of the child's parent or legal guardian, and the child obtains access to the firearm and thereby (1) causes death or injury to the child or any other person; (2) carries the firearm off the premises or to a public place, including to any preschool or school grades kindergarten through twelfth grade, or to any school-sponsored event, activity, or performance; or (3) unlawfully brandishes the firearm to others.
  - The criminal penalty may be significantly greater if someone dies or suffers great bodily injury as a result of the child gaining access to the firearm.

- With very limited exceptions, California also makes it a crime for a person to negligently store or leave any firearm, loaded or unloaded, on their premises in a location where the person knows or reasonably should know that a child is likely to gain access to it without the permission of the child's parent or legal guardian, unless reasonable action is taken to secure the firearm against access by the child, even where a minor **never** actually accesses the firearm.
- In addition to potential fines and terms of imprisonment, as of January 1, 2020, a gun owner found criminally liable under these California laws faces prohibitions from possessing, controlling, owning, receiving, or purchasing a firearm for 10 years.
- Finally, a parent or guardian may also be civilly liable for damages resulting from the discharge of a firearm by that person's child or ward.

The county or city may have additional restrictions regarding the safe storage of firearms. Thank you for helping to keep our children and schools safe. Remember that the easiest and safest way to comply with the law is to keep firearms in a locked container or secured with a locking device that renders the firearm inoperable.

### **School Bus and Passenger Safety**

All students who are transported in a school bus or school student activity bus shall receive instruction in school bus emergency procedures and passenger safety. A copy of the complete Policy is available upon request at the main office.

### **Section 504**

The Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise subjected to discrimination under any program of the Charter School. Any student who has an objectively identified disability which substantially limits a major life activity, including, but not limited to learning, is eligible for accommodations by the Charter School. The parent of any student suspected of needing or qualifying for accommodations under Section 504 may make a referral for an evaluation to the Executive Director. A copy of the Charter School's Section 504 policies and procedures is available upon request at the main office.

### **Special Education /Students with Disabilities**

We are dedicated to the belief that all students can learn and must be guaranteed equal opportunity to become contributing members of the academic environment and society. The Charter School provides special education instruction and related services in accordance with the Individuals with Disabilities in Education Improvement Act ("IDEA"), Education Code requirements, and applicable policies and procedures of the El Dorado Charter SELPA. These services are available for special education students enrolled at the Charter School. We offer high quality educational programs and services for all our students in accordance with the assessed needs of each student. The Charter School collaborates with parents, the student, teachers, and other agencies, as may be indicated, in order to appropriately serve the educational needs of each student.

Pursuant to the IDEA and relevant state law, the Charter School is responsible for identifying, locating, and evaluating children enrolled at the Charter School with known or suspected disabilities to determine whether a need for special education and related services exists. This includes children with disabilities who are homeless or foster youth. The Charter School shall not deny nor discourage any student from enrollment solely due to a disability. If you believe

your child may be eligible for special education services, please contact Realyn McDaniel, School Support Services Coordinator, 916-394-5007

### **State Testing**

The Charter School shall annually administer required state testing to the applicable grades (e.g., the California Assessment of Student Performance and Progress [“CAASPP”].) Notwithstanding any other provision of law, a parent’s or guardian’s written request to Charter School officials to excuse their child from any or all parts of the CAASPP shall be granted. Upon request, parents have a right to information on the level of achievement of their student on every State academic assessment administered to the student.

### **Student Records, including Records Challenges and Directory Information**

The Family Educational Rights and Privacy Act (“FERPA”) affords parents and students who are 18 years of age or older (“eligible students”) certain rights with respect to the student’s education records. These rights are:

1. The right to inspect and review the student’s education records within 5 business days after the day the Charter School receives a request for access. Parents or eligible students should submit to the Charter School Executive Director or designee a written request that identifies the records they wish to inspect. The Charter School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student’s education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA.

Parents or eligible students who wish to ask the Charter School to amend a record should write the Charter School’s Executive Director or designee, clearly identify the part of the record they want changed and specify why it should be changed. If the Charter School decides not to amend the record as requested by the parent or eligible student, the Charter School will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing. If the Charter School decides to amend the record as requested by the parent or eligible student, the Executive Director must order the correction or the removal and destruction of the information and inform the parent or eligible student of the amendment in writing.

3. The right to provide written consent before the Charter School discloses personally identifiable information (“PII”) from the student’s education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to Charter School officials with legitimate educational interests. A Charter School official is a person employed by the Charter School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the Charter School’s Board of Directors. A Charter School official also may include a volunteer, consultant, vendor, or contractor outside of the Charter School who performs an institutional service or function for which the Charter School would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, therapist, or contracted provider of



digital educational platforms and/or services; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another Charter School official in performing their tasks. A Charter School official has a legitimate educational interest if the official needs to review an education record in order to fulfill their professional responsibility.

Upon request, the Charter School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled, if the disclosure is for purposes of the student's enrollment or transfer.

Note that Charter School will not release information to third parties for immigration-enforcement purposes, except as required by law or court order.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the Charter School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Student Privacy Policy Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202

5. The right to request that the Charter School not release student names, addresses and telephone listings to military recruiters or institutions of higher education without prior written parental consent.

FERPA permits the disclosure of PII from a student's education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to Charter School officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires the Charter School to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A Charter School may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student to the following parties:

1. Charter School officials who have a legitimate educational interest as defined by 34 C.F.R. Part 99;
2. Other schools to which a student seeks or intends to enroll so long as the disclosure is for purposes related to the student's enrollment or transfer. When a student transfers schools, the Charter School will mail the original or a copy of a student's cumulative file to the receiving district or private school within ten (10) school days following the date the request is received from the public school or private school where the student intends to enroll. The Charter School will make a reasonable attempt to notify the parent or eligible student of the request for records at the parent's or eligible student's last known address, unless the disclosure is initiated by the parent or eligible student. Additionally, the Charter School will give the parent or eligible student, upon request, a copy of the record that was disclosed and give the parent or eligible student, upon request, an opportunity for a hearing;

3. Certain government officials listed in 20 U.S.C. § 1232g(b)(1) in order to carry out lawful functions;
4. Appropriate parties in connection with a student's application for, or receipt of, financial aid if it is necessary to determine eligibility, amount of aid, conditions for aid or enforcing the terms and conditions of the aid;
5. Organizations conducting certain studies for the Charter School in accordance with 20 U.S.C. § 1232g(b)(1)(F);
6. Accrediting organizations in order to carry out their accrediting functions;
7. Parents of a dependent student as defined in section 152 of the Internal Revenue Code of 1986;
8. Individuals or entities, in compliance with a judicial order or lawfully issued subpoena. Subject to the exceptions found in 34 C.F.R. § 99.31(a)(9)(i), reasonable effort must be made to notify the parent or eligible student of the order or subpoena in advance of compliance, so that the parent or eligible student may seek a protective order;
9. Persons who need to know in cases of health and safety emergencies;
10. State and local authorities, within a juvenile justice system, pursuant to specific State law;
11. A foster family agency with jurisdiction over a currently enrolled or former student, a short-term residential treatment program staff responsible for the education or case management of a student, and a caregiver (regardless of whether the caregiver has been appointed as the student's educational rights holder) who has direct responsibility for the care of the student, including a certified or licensed foster parent, an approved relative or nonrelated extended family member, or a resource family, may access the current or most recent records of grades, transcripts, attendance, discipline, and online communication on platforms established by the Charter School for students and parents, and any individualized education program ("IEP") or Section 504 plan that may have been developed or maintained by the Charter School; and/or
12. A victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include the final results of the disciplinary proceedings conducted by the Charter School with respect to that alleged crime or offense. The Charter School discloses the final results of the disciplinary proceeding regardless of whether the Charter School concluded a violation was committed.

"Directory Information" is information that is generally not considered harmful or an invasion of privacy if released. The Charter School may disclose the personally identifiable information that it has designated as directory information without a parent's or eligible student's prior written consent. The Charter School has designated the following information as directory information:

1. Student's name
2. Student's address
3. Parent's/guardian's address
4. Telephone listing
5. Student's electronic mail address

6. Parent's/guardian's electronic mail address
7. Photograph/video
8. Date and place of birth
9. Dates of attendance
10. Grade level
11. Participation in officially recognized activities and sports
12. Weight and height of members of athletic teams
13. Degrees, honors, and awards received
14. The most recent educational agency or institution attended
15. Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's social security number, in whole or in part, cannot be used for this purpose.)

If you do not want the Charter School to disclose directory information from your child's education records without your prior written consent, you must notify the Charter School in writing at the time of enrollment or re-enrollment.

Please notify the Executive Director at: 916-394-5007. A copy of the complete Policy is available upon request at the main office.

#### **Sudden Cardiac Arrest Prevention and Automated External Defibrillators**

The Charter School is invested in the health of its athletes, especially their heart health. Sudden cardiac arrest ("SCA") is when the heart stops beating, suddenly and unexpectedly. Those wishing to participate in athletics at the Charter School must review the information sheet on sudden cardiac arrest via the following link: <https://www.cde.ca.gov/pd/ca/pe/documents/pescaform.pdf>

#### **Surveys About Personal Beliefs**

Unless the student's parent/guardian gives written permission, a student will not be given any test, questionnaire, survey, or examination containing any questions about the student's, or the student's parents' or guardians' personal beliefs or practices in sex, family life, morality, or religion.

#### **Teacher Qualification Information**

As the Charter School receives Title I federal funds through the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA"), all parents/guardians of students attending the Charter School may request information regarding the professional qualifications of classroom teachers and/or paraprofessionals, including at a minimum:

1. Whether the student's teacher:
  - a. Has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
  - b. Is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
  - c. Is teaching in the field of discipline of the certification of the teacher; and

2. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

Upon request, the Charter School will provide the information to the parents/guardians in a timely manner. Parents/guardians may contact the Executive Director at 916-394-5007 to obtain this information.

### **Uniform Complaint Procedure (“UCP”)**

The Charter School is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. The Charter School shall investigate and seek to resolve complaints using policies and procedures known as the Uniform Complaint Procedure (“UCP”) adopted by our Governing Board for the following types of complaints:

1. Complaints alleging unlawful discrimination, harassment, intimidation, or bullying against any protected group on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity. Unlawful discrimination includes, but is not limited to, noncompliance with Education Code section 243(a).
2. Complaints alleging a violation of state or federal law or regulation governing the following programs:
  - Accommodations for Pregnant, Parenting or Lactating Students;
  - Education of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a public school, Migratory Children and Children of Military Families;
  - Every Student Succeeds Act;
  - Migrant Education Programs;
  - School Safety Plans
3. Complaints alleging noncompliance with laws relating to pupil fees. A student enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity. A pupil fee includes, but is not limited to, all of the following:
  - A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory or is for credit.
  - A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.

- A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

Complaints of noncompliance with laws relating to pupil fees may be filed with the Executive Director or the Compliance Officer identified below.

4. Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula (“LCFF”) or Local Control and Accountability Plans (“LCAP”) under Education Code sections 47606.5 and 47607.3, as applicable. If the Charter School adopts a School Plan for Student Achievement (“SPSA”) in addition to its LCAP, complaints of noncompliance with the requirements of the SPSA under Education Code sections 64000, 64001, 65000, and 65001 shall also fall under the UCP.

Complaints alleging noncompliance regarding child nutrition programs established pursuant to Education Code sections 49490-49590 are governed by Title 7, Code of Federal Regulations (“C.F.R.”) sections 210.19(a)(4), 215.1(a), 220.13(c), 225.11(b), 226.6(n), and 250.15(d) and Title 5, California Code of Regulations (“C.C.R.”) sections 15580 - 15584.

Complaints alleging noncompliance regarding special education programs established pursuant to Education Code sections 56000-56865 and 59000-59300 are governed by the procedures set forth in 5 C.C.R. sections 3200-3205 and 34 C.F.R. sections 300.151-300.153.

Complaints other than complaints relating to pupil fees must be filed in writing with the following Compliance Officer:

Audria Johnson  
Executive Director  
9320 Tech Center Drive, Sacramento, CA 95826  
916-394-5007

Only complaints regarding pupil fees or LCAP compliance may be filed anonymously and only if the anonymous complainant provides evidence or information leading to evidence to support an allegation of noncompliance with laws relating to pupil fees or LCAP.

Complaints alleging unlawful discrimination, harassment, intimidation, or bullying, must be filed within six (6) months from the date the alleged discrimination, harassment, intimidation, or bullying, occurred or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying. All other complaints under the UCP shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date on which the Charter School’s Board of Directors approved the LCAP or the annual update was adopted by the Charter School.

The Compliance Officer responsible for investigating the complaint shall conduct and complete the investigation in accordance with California regulations and the Charter School’s UCP Policy. The Compliance Officer shall provide the complainant with a final written investigation report (“Decision”) within sixty (60) calendar days from the Charter

School's receipt of the complaint. This sixty (60) calendar day time period may be extended by written agreement of the complainant.

The complainant has a right to appeal the Charter School's Decision to the California Department of Education ("CDE") by filing a written appeal within thirty (30) calendar days of the date of the Charter School's written Decision, except if the Charter School has used its UCP to address a complaint that is not subject to the UCP requirements. The appeal must include a copy of the complaint filed with the Charter School, a copy of the Charter School's Decision, and the complainant must specify and explain the basis for the appeal of the Decision, including at least one of the following:

1. The Charter School failed to follow its complaint procedures.
2. Relative to the allegations of the complaint, the Charter School's Decision lacks material findings of fact necessary to reach a conclusion of law.
3. The material findings of fact in the Charter School's Decision are not supported by substantial evidence.
4. The legal conclusion in the Charter School's Decision is inconsistent with the law.
5. In a case in which the Charter School's Decision found noncompliance, the corrective actions fail to provide a proper remedy.

A complainant who appeals the Charter School's Decision on a UCP complaint to the CDE shall receive a written appeal decision within sixty (60) calendar days of the CDE's receipt of the appeal, unless extended by written agreement with the complainant or the CDE documents exceptional circumstances and informs the complainant.

Within thirty (30) calendar days of the date of the CDE's appeal Decision pursuant to 5 C.C.R. section 4633(f)(2) or (3), either party may request reconsideration by the State Superintendent of Public Instruction ("SSPI") or the SSPI's designee. The request for reconsideration shall specify and explain the reason(s) for contesting the findings of fact, conclusions of law, or corrective actions in the CDE's appeal Decision.

If a UCP complaint is filed directly with the CDE and the CDE determines that it merits direct intervention, the CDE shall complete an investigation and provide a written decision to the complainant within sixty (60) calendar days of receipt of the complaint, unless the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant.

If the Charter School finds merit in a UCP complaint, or the CDE finds merit in an appeal, the Charter School shall take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected student and/or parent/guardian as applicable.

A complainant may pursue available civil law remedies outside of the Charter School's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, however, a complainant must

wait until sixty (60) calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the Charter School has appropriately, and in a timely manner, apprised the complainant of the complainant's right to file a complaint in accordance with 5 C.C.R. § 4622.

A copy of the UCP shall be available upon request free of charge in the main office. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the UCP, please contact the Executive Director.

**Use of Student Information Learned from Social Media**

The Charter School complies with all federal, state, and local guidelines regarding the gathering and/or maintenance of information about any enrolled student obtained from social media in the student's educational record. The Charter School gathers student information from social media. Such information shall be maintained in the Charter School's records with regard to the student and shall be destroyed within one (1) year after a student turns 18 years of age or within one (1) year after the student is no longer enrolled in the Charter School, whichever occurs first. A non-minor student or a student's parent or guardian may access the student's records for examination of the information, request the removal of information or corrections made to information gathered or maintained by the Charter School by contacting the Executive Director.

# APPENDIX B: School Calendar

## GPS 2023-24 Calendar



August 2023						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

September 2023						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

October 2023						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

November 2023						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

December 2023						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24/31	25	26	27	28	29	30

January 2024						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

February 2024						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

March 2024						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24/31	25	26	27	28	29	30

April 2024						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

May 2024						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

June 2024						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23/30	24	25	26	27	28	29

Key:

No School for Students	Aug 15 <sup>th</sup> First Day of School	Dec 20 <sup>th</sup> Semester 1 Ends Winter Break Begins (12:30 Dismissal)	Jan 8 <sup>th</sup> Semester 2 Begins	June 7 <sup>th</sup> Last Day of School (12:30 Dismissal)
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Report Card Conference Week- January 15- 19  
Half Day Dismissal- 12:30 pm Tuesday- Friday

Holidays (GPS Closed)

Sep 4, 2023	Labor Day	Dec 25, 2023	Christmas Day	May 27, 2024	Memorial Day
Oct 9, 2023	Indigenous Peoples' Day	Jan 1, 2024	New Year's Day	Jun 19, 2024	Juneteenth
Nov 10, 2023	Veterans Day (obs.)	Jan 15, 2024	Dr. Martin L. King, Jr. Day		
Nov 23, 2023	Thanksgiving Day	Feb 19, 2024	Presidents' Day		



## **APPENDIX C: COMPLETE POLICIES**

### **Visitor and Volunteer Policy**

Growth Public Schools (“GPS” or “School”) welcomes visitors and volunteers to our schools. We are also committed to the security of our sites. Visitors include any person who is not a GPS student, GPS employee, or registered volunteer.\* This includes families, non-registered volunteers, community members, vendors and service providers, and other partners.

### **Visitation**

To help ensure the wellbeing of our students and staff, visitors must comply with the following requirements and procedures:

- Immediately upon entering any school building or grounds during regular school hours, visitors will report their presence and reason for visiting the school to the front office.
- Visitors will provide his/her name, address, occupation, age (if under 21), his/her purpose for entering school grounds, and proof of identification, e.g., driver’s license, and sign in using a log that is kept at the front desk. Logs shall be kept on file for the full school year.
- If the visitor is a government officer/official (including but not limited to local law enforcement officers, immigration enforcement officers, social workers, district attorneys, or U.S. attorneys) the officer/official will also be asked to produce any documentation that authorizes school access. GPS shall make reasonable efforts to notify parents or guardians prior to permitting a student to be interviewed or searched, consistent with the law and/or any court order, warrant or instructions from the officer/official. A copy of the documentation provided by the officer and notes from the encounter may be maintained by GPS, consistent with the law. The GPS Board and Bureau of Children’s Justice in the California Department of Justice, at [BCJ@doj.ca.gov](mailto:BCJ@doj.ca.gov), will be timely informed regarding any attempt by a law-enforcement officer to access a school site or a student for immigration-enforcement purposes, as recommended by the Attorney General.
- An office staff member will provide identification, e.g., a visitor badge, to be used by all visitors at all times while on school premises. The visitor will make this identification visible at all times during the visit.
- Visitors will engage with students and faculty respectfully in ways that maintain community and do not interrupt teaching and learning. Visitors will enter and leave classrooms as quietly as possible, not converse with any student, teacher, or other instructional assistant unless permitted, and not interfere with any school activity.
- At time of departure, visitors will sign out on the log at the front desk.
- Any individual who disrupts the school site or fails to follow school rules and/or procedures is subject to removal from the school site and may be further restricted from visiting the school.
- The Principal, or designee, may refuse to register a visitor or volunteer if it is believed that the presence of the visitor or volunteer would cause a threat of disruption or physical injury to teachers, other employees, or students.
- The Principal or designee may withdraw consent to be on campus even if the visitor has a right to be on campus whenever there is reason to believe that the person has willfully disrupted or is likely to disrupt GPS’ orderly operation. If consent is withdrawn by someone other than the Principal, the Principal may reinstate consent for the visitor if the Principal believes that the person’s presence will not constitute a disruption or

substantial and material threat to GPS' orderly operation. Consent can be withdrawn for up to fourteen (14) days.

- The Principal or designee may request that a visitor who has failed to register, or whose registration privileges have been denied or withdrawn, promptly leave school grounds. When a visitor is directed to leave, the Principal or designee shall inform the visitor that if he/she reenters the school without following the posted requirements he/she will be guilty of a misdemeanor.
- Employees should at all times watch for strangers on school premises. Employees who encounter a visitor not displaying the appropriate identification should ask the visitor whether he or she has registered. Employees and volunteers should immediately inform school leaders of any visitor who refuses to comply with registration requirements.

### **Volunteering**

Parents volunteering in the classroom can be extremely helpful to our teachers and valuable to our students. We thank all parents for their willingness to volunteer in this manner. Nevertheless, to ensure the safety of students and staff as well as to minimize interruption of the instructional program, GPS has established the following procedures, to facilitate volunteering during regular school days.

Parents or guardians who are interested in volunteering in the classroom must adhere to the following guidelines:

1. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be (1) fingerprinted and (2) receive background clearance prior to volunteering without the direct supervision of a credentialed employee.
2. A volunteer shall also have on file with GPS a certificate showing that, upon initial volunteer assignment, the person submitted to a tuberculosis risk assessment and, if tuberculosis risk factors were identified, was examined and found to be free of infectious tuberculosis. If no risk factors are identified, an examination is not required. At the discretion of the GPS Board of Directors, this paragraph shall not apply to a volunteer whose functions do not require frequent or prolonged contact with pupils.
3. Volunteering must be arranged with the classroom teacher and Principal or designee, at least forty-eight (48) hours in advance.
4. Prior to volunteering in the classroom, the volunteer should communicate with the teacher to discuss the expectations for volunteering needs. Classroom volunteers are there to benefit the entire class and are not in class solely for the benefit of their own child. Classroom volunteers must follow the instructions provided by the classroom teacher or aide. Classroom rules also apply to volunteers to ensure minimal distraction to the teacher. If a volunteer is uncomfortable following the direction of the teacher or aid the volunteer may leave their volunteer position for that day.
5. Information gained by volunteers regarding students (e.g. academic performance or behavior) is to be maintained in strict confidentiality.
6. Volunteers shall follow and be governed by all other guidelines indicated elsewhere in this Policy. This includes, but is not limited to, the process of registering and signing out of the campus at the front desk as indicated above.
7. This Policy does not authorize GPS to permit a parent/guardian to volunteer or visit the campus if doing so conflicts with a valid restraining order, protective order, or order for custody or visitation issued by a court of competent jurisdiction.

## **Penalties**

- Pursuant to the California Penal Code, if a visitor does not leave after being asked or if the visitor returns without following the posted requirements after being directed to leave, he/she will be guilty of a crime as specified which is punishable by a fine of up to \$500.00 (five hundred dollars) or imprisonment in the County jail for a period of up to six (6) months or both.
- Under California Education Code section 44811, disruption by a parent, guardian or other person at a school or school sponsored activity is punishable, upon the first conviction by a fine or no less than \$500.00 (five hundred dollars) and no more than \$1,000.00 (one thousand dollars) or by imprisonment in a County jail for no more than one (1) year, or both the fine and imprisonment.
- Disruptive conduct may lead to GPS' pursuit of a restraining order against a visitor, which would prohibit him/her from coming onto school grounds or attending school activities for any purpose for a period of up to three (3) years.

***\* Registered volunteers are volunteers who are on site 2-3 times every week and have LiveScan and TB clearance.***

## **Attendance Policy**

### **Family Expectations**

Every student's parent/ guardian is responsible for ensuring their student arrives on time to school every school day either by drop off, carpool, or other safe transit. Students should have a safe way to get home after school or when they are done with their afterschool activities.

To ensure the wellbeing of all our students, Growth Public Schools ("GPS" or "School") has a closed campus. Once students arrive they are expected to stay on school grounds until the end of the regularly scheduled school day. Students will only be excused during the day before dismissal if a parent or guardian picks them up from school directly or gives written permission for someone else to pick them up. Whoever picks up the students is expected to check in at the front desk and sign the student out. Parents picking up students at the end of the regularly scheduled school day do not need to sign their students out.

### **Excused Absences for Classroom Based Attendance**

Absence from school shall be excused only for health reasons, family emergencies and justifiable personal reasons, as permitted by law or Board policy.

A student's absence shall be excused for the following reasons:

1. Personal illness, including an absence for the benefit of the pupil's mental or behavioral health
2. Quarantine under the direction of a county or city health officer;
3. Medical, dental, optometric, or chiropractic appointments;
4. For the purpose of attending the funeral services or grieving the death of either a member of the pupil's immediate family, or of a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, so long as the absence is not more than five (5) days per incident. "Immediate family" means the parent or guardian, brother or sister, grandparent, or any other relative living in the household of the pupil.
5. For any of the following reasons, if an immediate family member of the pupil, or a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, has died:
  - a. To access services from a victim services organization or agency.
  - b. To access grief support services.
  - c. To participate in safety planning or to take other actions to increase the safety of the pupil or an immediate family member of the pupil, or a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, including, but not limited to, temporary or permanent relocation.

Absences under this section shall not be excused for more than three (3) days per incident, unless extended on a case-by-case basis at the discretion of the school administrator. "Immediate family"

means the parent or guardian, brother or sister, grandparent, or any other relative living in the household of the pupil.

6. Attendance at the student's naturalization ceremony to become a United States citizen.
7. Authorized parental leave for a pregnant or parenting student for up to eight (8) weeks, which may be extended if deemed medically necessary by the student's physician.
8. A student who holds a work permit to work for a period of not more than five (5) consecutive days in the entertainment or allied industries shall be excused from school during the period that the student is working in the entertainment or allied industry for a maximum of up to five (5) absences per school year subject to the requirements of Education Code section 48225.5.
9. In order to participate with a not-for-profit performing arts organization in a performance for a public-school student audience for a maximum of up to five (5) days per school year provided the student's parent or guardian provides a written note to the school authorities explaining the reason for the student's absence.
10. For the purpose of participating in a cultural ceremony or event. "Cultural" for these purposes means relating to the habits, practices, beliefs, and traditions of a certain group of people.
11. For the purpose of a middle school pupil engaging in a civic or political event as indicated below, provided that the pupil notifies the school ahead of the absence. A "civic or political event" includes, but is not limited to, voting, poll working, strikes, public commenting, candidate speeches, political or civic forums, and town halls.
  - i. A middle school pupil who is absent pursuant to this provision is required to be excused for only one schoolday-long absence per school year.
  - ii. A middle school pupil who is absent pursuant to this provision may be permitted additional excused absences in the discretion of a school administrator.

In addition, a student's absence shall be excused for justifiable personal reasons such as:

1. Appearance in court;
2. Observation of a holiday or ceremony of his/her religion;
3. Attendance at religious retreats for no more than four hours during a semester.

### **Method of Verification**

Where advanced notice is possible, a student's parent/guardian must call 916-394-5007 to speak with the Office Manager, or other administrator regarding the date(s) and time(s) their student will not attend class. Where advanced notice is not possible, parents/guardians should call 916-394-5007 before school begins on the day the student will be absent for all or part of the school day. Students or families are expected to provide a note to the front desk upon the student returning to School. Students who are absent or tardy for other reasons and/or do not have a note signed by a parent/guardian will be marked as unexcused.

### **Returning to School after an Illness or Prolonged Absence**

A student returning to school following a serious or prolonged illness, injury, surgery, or other hospitalization, must have written permission by a healthcare provider to attend school, including any recommendations regarding physical

activity and exertion. A student returning to school with sutures, casts, crutches, or a wheelchair must have a physician's written permission to attend school and must comply with any safety procedures required by the school administration. An excuse from physical activity may be granted if a student is unable to participate in regular or modified curriculum for a temporary period of time due to illness or injury. A parent's written request for an excuse will be accepted for up to one day; thereafter, a written request is needed from the student's health provider.

### **Student Expectations**

Students at GPS are expected to arrive on time to every class or meeting with their teachers and mentors, every day. This means being present and seated in their assigned seat for each class at the appropriate start time. Students know their class schedule, which room each class is in, and what time it starts and ends.

Students who arrive late to school are expected to sign in at the front desk and receive a tardy pass before going immediately to class. Upon entering, students will provide teachers with the tardy pass and join the class with minimal disruption to teaching and learning.

### **Process for Students Who Are Not in Attendance at the Beginning of the School Year**

When students are not in attendance on the first five (5) days of school, the Charter School will attempt to reach the parent/guardian on a daily basis for each of the first five days to determine whether the student has an excused absence, consistent with the process outlined in this policy. If the student has a basis for an excused absence, parents must notify the school of the absence and provide documentation consistent with this policy. However, consistent with process below, students who are not in attendance due to an unexcused absence by the fifth day of school will be disenrolled from the school roster, as it will be assumed that the student has chosen another school option.

1. Students who are not in attendance on the first day of school will be contacted by phone to ensure their intent to enroll.
2. Students who have indicated their intent to enroll but have not attended by the third day will receive a letter indicating the student will be disenrolled after the fifth day of school if the student has not attended school without valid excuse.
3. Students who have indicated their intent to enroll but have not attended by the fifth day will receive a phone call reiterating the content of the letter.
4. Students who have not attended by the sixth day, and do not have an excused absence as defined above for not being in attendance will be disenrolled in accordance with the School's involuntary removal procedures.
5. The School will use the contact information provided by the parent/guardian in the registration packet.
6. The School will send the Involuntary Removal Notice to the Parent/Guardian and follow the Involuntary Removal process described below.
7. Upon removal, the last known school district of residence will be notified of the student's failure to attend the Charter School and the disenrollment within thirty days of the disenrollment.

### **Excessive Absences or Tardies**

If students struggle to meet our expectations of attendance, to embody our core values and to develop into responsible community members, GPS develops logical consequences where there is a focus on accountability, repairing harm and reintegrating students into the community.

The objective of our absence and truancy policy is for students to attend school consistently so that they are advancing towards their academic goals and are contributing members of our school community. Like our graduated discipline plan, we have increasing levels of interventions to support students and families in meeting this objective.

Note that in the table below, all counts of absences are for a single school year.

Trigger	Concern	School actions
3 unexcused Absences or more than 30 minutes late to school 3 times	<b>First notification of truancy</b>	<ul style="list-style-type: none"> <li>• Send Truancy Letter #1, phone call or email to parent/guardian</li> <li>• Record(s) of written warning for all following actions may be kept at the School for a period of not less than two years, or until the student graduates or transfers from School. If the student transfers, the record may be forwarded to any school receiving the student's school records.</li> <li>• Student may be required to attend makeup classes conducted on one day of a weekend.</li> <li>• School personnel must be available if families request a meeting.</li> <li>• Mentor check-in about truancy and student's status.</li> </ul>
6 unexcused Absences/tardies	<b>Second notification of truancy</b>	<ul style="list-style-type: none"> <li>• Send Truancy Letter #2 to parent/guardian</li> <li>• Hold a Truancy Meeting with student, family, and teachers.</li> <li>• The student may be assigned by the School to an after-school or weekend study program located within the same county as GPS. If the student fails to successfully complete the assigned study program, the student shall be subject to classification as a habitual truant.</li> <li>• Mentor check-in about truancy and student's status.</li> </ul>
9 unexcused Absences/tardies	<b>Third notification of truancy</b>	<ul style="list-style-type: none"> <li>• Send Truancy Letter #3 to parent/guardian</li> <li>• Student may be referred to a School Attendance Review Board ("SARB"); student, parent and referrer must attend. In order to refer, you must have: <ul style="list-style-type: none"> <li>• Referral Form</li> <li>• Documentation/Evidence of Interventions <ul style="list-style-type: none"> <li>○ Copy of letters</li> <li>○ Meeting notes</li> <li>○ Any other intervention</li> </ul> </li> <li>• Any other information that would help the case</li> <li>• Reach out to the appropriate contacts and outline the student's case.</li> </ul> </li> <li>• Student may also be referred to a probation officer or district attorney mediation program pursuant.</li> <li>• If the student does not successfully complete the truancy mediation program or other similar program, the student shall be subject to the jurisdiction of the juvenile court.</li> <li>• Mentor check-in about truancy and student's status.</li> </ul>

### **Involuntary Removal Process**

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five (5) schooldays before the

effective date of the action (“Involuntary Removal Notice”). The written notice shall be in the native language of the student or the student’s parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student’s educational rights holder. The Involuntary Removal Notice shall include the charges against the pupil and an explanation of the pupil’s basic rights including the right to request a hearing before the effective date of the action. The hearing shall be consistent with the Charter School’s expulsion procedures. If the student’s parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the Charter School’s suspension and expulsion policy.

Upon parent/guardian request for a hearing, the Charter School will provide notice of hearing consistent with its expulsion hearing process, through 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. The notice of hearing shall be in the native language of the student or the student’s parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student’s educational rights holder and shall include a copy of the Charter School’s expulsion hearing process.

If the parent/guardian is nonresponsive to the Involuntary Removal Notice, the Student will be disenrolled as of the effective date set forth in the Involuntary Removal Notice. If parent/guardian requests a hearing and does not attend on the date scheduled for the hearing the Student will be disenrolled effective the date of the hearing.

If as a result of the hearing the student is disenrolled, notice will be sent to the student’s last known district of residence within thirty (30) days.

A hearing decision not to disenroll the student does not prevent the Charter School from making a similar recommendation in the future should student truancy continue or reoccur.

### **Involuntary Removal for Truancy**

As charter schools are schools of choice and as a charter school student who fails to attend school is potentially depriving another student of their opportunity to enroll, a student may be involuntarily removed as described within the Charter School’s Board adopted Attendance Policy for truancy and only after the Charter School follows the requirements of the Attendance Policy and only in accordance with the policy described above which requires notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary removal. Students who are involuntarily removed for truancy will be given a rehabilitation plan and will be subject to the readmission procedures set forth herein.

### **Voluntary Dis-Enrollment Policy**

GPS values the contributions to community by each family and student. GPS would like all students to remain enrolled and to address any concerns. If parents/guardians are considering withdrawal of their student, we ask that they reach out to both their child’s homeroom teacher or Family Group Mentor as well as the Principal and/or the CEO.

If parents/guardians have decided that unenrolling their student is the best option, GPS’ office manager will facilitate this process. To complete this process, parents/guardians must dis-enroll their student in person at the school site and sign a withdrawal form. Parents/guardians are responsible to enroll their student in another age appropriate educational program, and GPS can help supply the necessary records upon request from the student’s new school.



## **Title IX, Harassment, Intimidation, Discrimination, And Bullying Policy**

Discrimination, sexual harassment, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, Growth Public Schools ("GPS" or the "Charter School") prohibits any acts of discrimination, sexual harassment, harassment, intimidation, and bullying altogether. This policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means, and all acts of the Charter School's Board of Directors ("Board") in enacting policies and procedures that govern the Charter School.

As used in this policy, discrimination, sexual harassment, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of mental or physical disability, sex (including pregnancy and related conditions, and parental status), sexual orientation, gender, gender identity, gender expression, immigration status, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locks, and twist), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age or association with a person or group with one or more of these actual or perceived characteristics or based on any other characteristic protected under applicable state or federal law or local ordinance. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

To the extent possible, the Charter School will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. GPS school staff who witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

Moreover, the Charter School will not condone or tolerate misconduct prohibited by this Policy by any employee, independent contractor or other person with whom GPS does business, or any other individual, student, or volunteer. This Policy applies to all employee, student, and volunteer actions and relationships, regardless of position or gender. GPS will promptly and thoroughly investigate and respond to any complaint of misconduct prohibited by this Policy in a manner that is not deliberately indifferent and will take appropriate corrective action, if warranted. GPS complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports of misconduct prohibited by this Policy.

### **Title IX, Harassment, Intimidation, Discrimination and Bullying Coordinator ("Coordinator"):**

Devonna Abbott, Principal  
9320 Tech Center Drive  
Sacramento, CA 95826  
916-394-5007  
dabbott@growthps.org

Jeanette Rowe, Dean of Culture  
9320 Tech Center Drive  
Sacramento, CA 95826  
916-394-5007  
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## **Definitions**

### **Prohibited Unlawful Harassment**

- Verbal conduct such as epithets, derogatory jokes or comments or slurs.
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work or school because of sex, race or any other protected basis.
- Retaliation for reporting or threatening to report harassment.
- Deferential or preferential treatment based on any of the protected characteristics listed above.

### **Prohibited Unlawful Harassment under Title IX**

Title IX (20 U.S.C. § 1681 *et seq.*; 34 C.F.R. Part 106) and California state law prohibit discrimination and harassment on the basis of sex. Under Title IX, “sexual harassment” means conduct on the basis of sex that satisfies one or more of the following:

- An employee of the recipient conditioning the provision of an aid, benefit, or service of the recipient on an individual's participation in unwelcome sexual conduct;
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the recipient's education program or activity; or
- “Sexual assault” as defined in 20 U.S.C. 1092(f)(6)(A)(v), “dating violence” as defined in 34 U.S.C. 12291(a)(10), “domestic violence” as defined in 34 U.S.C. 12291(a)(8), or “stalking” as defined in 34 U.S.C. 12291(a)(30).

In accordance with Title IX and California law, discrimination and harassment on the basis of sex in education institutions, including in the education institution’s admissions and employment practices, is prohibited. All persons, regardless of sex, are afforded equal rights and opportunities and freedom from unlawful discrimination and harassment in education programs or activities conducted by GPS.

GPS is committed to providing a work and educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action. Inquiries about the application of Title IX and 34 C.F.R. Part 106 may be referred to the Coordinator, the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

Sexual harassment consists of conduct on the basis of sex, including but not limited to unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct on the basis of sex, regardless of whether or not the conduct is motivated by sexual desire, when: (a) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual’s employment, education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual’s work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

It is also unlawful to retaliate in any way against an individual who has articulated a good faith concern about sexual harassment against themselves or against another individual.

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
  - Rape, sexual battery, molestation or attempts to commit these assaults.

- Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.
- Unwanted sexual advances, propositions or other sexual comments, such as:
  - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
  - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
  - Subjecting or threats of subjecting a student or employee to unwelcome sexual attention or conduct or intentionally making the student's or employee's performance more difficult because of the student's or the employee's sex.
- Sexual or discriminatory displays or publications anywhere in the work or educational environment, such as:
  - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the work or educational environment.
  - Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.
  - Displaying signs or other materials purporting to segregate an individual by sex in an area of the work or educational environment (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this Policy.

### **Prohibited Bullying**

**Bullying** is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing a reasonable student <sup>3</sup> or students in fear of harm to that student's or those students' person or property.
2. Causing a reasonable student to experience a substantially detrimental effect on the student's physical or mental health.
3. Causing a reasonable student to experience a substantial interference with the student's academic performance.
4. Causing a reasonable student to experience a substantial interference with the student's ability to participate in or benefit from the services, activities, or privileges provided by GPS.

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<sup>3</sup> "Reasonable student" is defined as a student, including, but not limited to, an exceptional needs student, who exercises care, skill and judgment in conduct for a person of the student's age, or for a person of the student's age with the student's exceptional needs.

**Cyberbullying** is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, video or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

**Electronic act** means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

1. A message, text, sound, video, or image.
2. A post on a social network Internet Web site including, but not limited to:
  - a. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of "bullying," above.
  - b. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in the definition of "bullying," 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 the definition of "bullying," above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
3. An act of "Cyber sexual bullying" including, but not limited to:
  - a. 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 definition of "bullying," above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
  - b. "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.
4. Notwithstanding the definitions of "bullying" and "electronic act" 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.

**Formal Complaint of Sexual Harassment** means a written document filed and signed by a complainant who is participating in or attempting to participate in GPS's education program or activity or signed by the Coordinator alleging sexual harassment against a respondent and requesting that GPS investigate the allegation of sexual harassment. At the time of filing a formal complaint of sexual harassment, a complainant must be participating in or attempting to participate in GPS's education program or activity.

**Respondent** means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

### **Bullying and Cyberbullying Prevention Procedures**

GPS has adopted the following procedures for preventing acts of bullying, including cyberbullying.

## **1. Cyberbullying Prevention Procedures**

GPS advises students:

- a. To never share passwords, personal data, or private photos online.
- b. To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
- c. That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
- d. To consider how it would feel receiving such comments before making comments about others online.

GPS informs Charter School employees, students, and parents/guardians of GPS's policies regarding the use of technology in and out of the classroom. GPS encourages parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.

## **2. Education**

GPS employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. GPS advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at GPS and encourages students to practice compassion and respect each other.

Charter School educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other students based on protected characteristics.

GPS's bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a non-aggressive way to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

GPS informs GPS employees, students, and parents/guardians of this Policy and encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

## **3. Professional Development**

GPS annually makes available the online training module developed by the California Department of Education pursuant Education Code section 32283.5(a) to its certificated employees and all other GPS employees who have regular interaction with students.

GPS informs certificated employees about the common signs that a student is a target of bullying including:

- Physical cuts or injuries
- Lost or broken personal items
- Fear of going to school/practice/games
- Loss of interest in school, activities, or friends
- Trouble sleeping or eating
- Anxious/sick/nervous behavior or distracted appearance
- Self-destructiveness or displays of odd behavior
- Decreased self-esteem

Charter School also informs certificated employees about the groups of students determined by GPS, and available research, to be at elevated risk for bullying. These groups include but are not limited to:

- Students who are lesbian, gay, bisexual, transgender, or questioning youth (“LGBTQ”) and those youth perceived as LGBTQ; and
- Students with physical or learning disabilities.

GPS encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for GPS’s students.

## **Grievance Procedures**

### **1. Scope of Grievance Procedures**

GPS will comply with its Uniform Complaint Procedures (“UCP”) policy when investigating and responding to complaints alleging unlawful harassment, discrimination, intimidation or bullying against a protected group or on the basis of a person’s association with a person or group with one or more of the protected characteristics set forth in the UCP that:

- Are written and signed;
- Filed by an individual who alleges that that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific class of individuals has been subjected to discrimination, harassment, intimidation or bullying based on a protected characteristic, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying; and
- Submitted to the GPS UCP Compliance Officer not later than six (6) months from the date the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

The following grievance procedures shall be utilized for reports of misconduct prohibited by this Policy that do not comply with the writing, timeline, or other formal filing requirements of a uniform complaint. For formal complaints of sexual harassment, GPS will utilize the following grievance procedures in addition to its UCP when applicable.

### **2. Reporting**

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene when safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this policy for reporting alleged acts of misconduct prohibited by this Policy.

Any student who believes they have been subject to misconduct prohibited by this Policy or has witnessed such prohibited misconduct is encouraged to immediately report such misconduct to the Coordinator:

Devonna Abbott, Principal  
9320 Tech Center Drive  
Sacramento, CA 95826  
916-394-5007  
dabbott@growthps.org

Jeanette Rowe, Dean of Culture  
9320 Tech Center Drive  
Sacramento, CA 95826  
916-394-5007  
jrowe@growthps.org

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. GPS will investigate and respond to all oral and written reports of misconduct prohibited by this Policy in a manner that is not deliberately indifferent. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of misconduct prohibited by this Policy or other verbal, or physical abuses. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Executive Director, Coordinator, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

GPS acknowledges and respects every individual's right to privacy. All reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes keeping the identity of the reporter confidential, as appropriate, except to the extent necessary to comply with the law, carry out the investigation and/or to resolve the issue, as determined by the Coordinator or administrative designee on a case-by-case basis.

GPS prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual. Individuals alleging retaliation in violation of this Policy may file a grievance using the procedures set forth in this Policy. Knowingly making false statements or knowingly submitting false information during the grievance process is prohibited and may result in disciplinary action.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff, and any individual designated as a coordinator, investigator or decision-maker and any person who facilitates an informal resolution process will receive sexual harassment training and/or instruction concerning sexual harassment as required by law.

### **3. Supportive Measures**

Upon the receipt of an informal or formal complaint of sexual harassment, the Coordinator will promptly contact the complainant to discuss the availability of supportive measures. The Coordinator will consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or

without the filing of a formal complaint of sexual harassment, and explain the process for filing a formal complaint of sexual harassment.

Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint of sexual harassment or where no formal complaint of sexual harassment has been filed. Such measures are designed to restore or preserve equal access to GPS's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or GPS's educational environment, or deter sexual harassment. Supportive measures available to complainants and respondents may include but are not limited to counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. GPS will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of GPS to provide the supportive measures.

#### **4. Investigation and Response**

Upon receipt of a report of misconduct prohibited by this Policy from a student, staff member, parent, volunteer, visitor or affiliate of GPS, the Coordinator (or administrative designee) will promptly initiate an investigation. In most cases, a thorough investigation will take no more than twenty-five (25) school days. If the Coordinator (or administrative designee) determines that an investigation will take longer than twenty-five (25) school days and needs to be delayed or extended due to good cause, the Coordinator (or administrative designee) will inform the complainant of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.

At the conclusion of the investigation, the Coordinator (or administrative designee) will meet with the complainant and, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation, including any actions necessary to resolve the incident/situation. However, the Coordinator (or administrative designee) will not reveal confidential information related to other students or employees.

For investigations of and responses to formal complaints of sexual harassment, the following grievance procedures will apply:

- Notice of the Allegations

- Upon receipt of a formal complaint of sexual harassment, the Coordinator will give all known parties written notice of its grievance process, including any voluntary informal resolution process. The notice will include:
  - A description of the allegations of sexual harassment at issue and to the extent known, the identities of the parties involved in the incident, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident;
  - A statement that the respondent is presumed not responsible for the alleged conduct until a final decision is reached;
  - A statement that the parties may have an advisor of their choice, who may be an attorney, and may inspect and review evidence; and



- A statement that GPS prohibits an individual from knowingly making false statements or knowingly submitting false information during the grievance process.

#### ● Emergency Removal

- GPS may place a non-student employee respondent on administrative leave during the pendency of a formal complaint of sexual harassment grievance process in accordance with GPS's policies.
- GPS may remove a respondent from GPS's education program or activity on an emergency basis, in accordance with GPS's policies, provided that GPS undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.
- This provision may not be construed to modify any rights under the IDEA, Section 504, or the ADA.

#### ● Informal Resolution

- If a formal complaint of sexual harassment is filed, GPS may offer a voluntary informal resolution process, such as mediation, to the parties at any time prior to reaching a determination regarding responsibility. If GPS offers such a process, it will do the following:
  - Provide the parties with advance written notice of:
    - The allegations;
    - The requirements of the voluntary informal resolution process including the circumstances under which the parties are precluded from resuming a formal complaint of sexual harassment arising from the same allegations;
    - The parties' right to withdraw from the voluntary informal resolution process and resume the grievance process at any time prior to agreeing to a resolution; and
    - Any consequences resulting from participating in the voluntary informal resolution process, including the records that will be maintained or could be shared; and
  - Obtain the parties' advance voluntary, written consent to the informal resolution process.
- GPS will not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.

#### ● Investigation Process

- The decision-maker will not be the same person(s) as the Coordinator or the investigator. GPS shall ensure that all decision-makers and investigators do not have a conflict of interest or bias for or against complainants or respondents.
- In most cases, a thorough investigation will take no more than twenty-five (25) school days. If the investigator determines that an investigation will take longer than twenty-five (25) school days and needs to be delayed or extended due to good cause, the investigator will inform the complainant and any respondents in writing of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.
- The parties will be provided with an equal opportunity to present witnesses, to inspect and review any evidence obtained that is directly related to the allegations raised, and to have an advisor present during any investigative meeting or interview.
- The parties will not be prohibited from discussing the allegations under investigation or to gather and present relevant evidence.
- A party whose participation is invited or expected at an investigative meeting or interview will receive written notice of the date, time, location, participants, and purpose of the meeting or interview with sufficient time for the party to prepare to participate.

- Prior to completion of the investigative report, GPS will send to each party and the party's advisor, if any, a copy of the evidence subject to inspection and review, and the parties will have at least ten (10) days to submit a written response for the investigator's consideration prior to the completion of the investigation report.
- The investigator will complete an investigation report that fairly summarizes all relevant evidence and send a copy of the report to each party and the party's advisor, if any, at least ten (10) days prior to the determination of responsibility.
- Dismissal of a Formal Complaint of Sexual Harassment
  - If the investigation reveals that the alleged harassment did not occur in GPS's educational program in the United States or would not constitute sexual harassment even if proved, the formal complaint with regard to that conduct must be dismissed. However, such a dismissal does not preclude action under another applicable GPS policy.
  - GPS may dismiss a formal complaint of sexual harassment if:
    - The complainant provides a written withdrawal of the complaint to the Coordinator;
    - The respondent is no longer employed or enrolled at GPS; or
    - The specific circumstances prevent GPS from gathering evidence sufficient to reach a decision on the formal complaint or the allegations therein.
  - If a formal complaint of sexual harassment or any of the claims therein are dismissed, GPS will promptly send written notice of the dismissal and the reason(s) for the dismissal simultaneously to the parties.
- Determination of Responsibility
  - The standard of evidence used to determine responsibility is the preponderance of the evidence standard.
  - Determinations will be based on an objective evaluation of all relevant evidence and credibility determinations will not be based on a person's status as a complainant, respondent, or witness.
  - GPS will send a written decision on the formal complaint to the complainant and respondent simultaneously that describes:
    - The allegations in the formal complaint of sexual harassment;
    - All procedural steps taken including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
    - The findings of facts supporting the determination;
    - The conclusions about the application of GPS's code of conduct to the facts;
    - The decision and rationale for each allegation;
    - Any disciplinary sanctions the recipient imposes on the respondent, and whether remedies designed to restore or preserve equal access to the education program or activity will be provided to the complainant; and
    - The procedures and permissible bases for appeals.

## **5. Consequences**

Students or employees who engage in misconduct prohibited by this Policy, knowingly make false statements or knowingly submit false information during the grievance process may be subject to disciplinary action up to and including expulsion from GPS or termination of employment. The Coordinator is responsible for effective implementation of any remedies ordered by GPS in response to a formal complaint of sexual harassment.

## **6. Right of Appeal**

Should the reporting individual find GPS's resolution unsatisfactory for complaints within the scope of this Policy, other than formal sexual harassment, the reporting individual may, within five (5) business days of notice of GPS's decision or resolution, submit a written appeal to the President of the GPS Board, who will review the investigation and render a final decision.

The following appeal rights and procedures will apply to formal complaints of sexual harassment:

- The complainant and the respondent shall have the same appeal rights and GPS will implement appeal procedures equally for both parties.
- Within five (5) business days of GPS's written decision or dismissal of the complaint, the complainant or respondent may submit a written appeal to the Coordinator.
- The decision-maker(s) for the appeal will not be the same person(s) as the Coordinator, the investigator or the initial decision-maker(s).
- The complainant and respondent may appeal from a determination regarding responsibility, and from GPS's dismissal of a formal complaint or any allegations therein, on the following bases:
  - Procedural irregularity that affected the outcome of the matter;
  - New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
  - The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.
- GPS will notify the other party in writing when an appeal is filed.
- The decision-maker for the appeal will: 1) give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome; 2) issue a written decision describing the result of the appeal and the rationale for the result; and 3) provide the written decision simultaneously to both parties.

## **7. Recordkeeping**

All records related to any investigation of complaints under this Policy are maintained in a secure location.

GPS will maintain the following records for at least seven (7) years:

- Records of each sexual harassment investigation, including any determination of responsibility; any audio or audiovisual recording or transcript; any disciplinary sanctions imposed on the respondent; and any remedies provided to the complainant.
- Records of any appeal of a formal sexual harassment complaint and the results of that appeal.
- Records of any informal resolution of a sexual harassment complaint and the results of that informal resolution.
- All materials used to train Title IX coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process.

- Records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment.



## TITLE IX, HARASSMENT, INTIMIDATION, DISCRIMINATION & BULLYING COMPLAINT FORM

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

Date of Alleged Incident(s): \_\_\_\_\_

Name of Person(s) you have a complaint against: \_\_\_\_\_

List any witnesses that were present: \_\_\_\_\_

Where did the incident(s) occur? \_\_\_\_\_

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e., specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

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**I hereby authorize GPS to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand that providing false information in this regard could result in disciplinary action up to and including termination or expulsion from the Charter School.**

\_\_\_\_\_  
Signature of Complainant

Date: \_\_\_\_\_

\_\_\_\_\_  
Print Name

### **To be completed by the Charter School:**

Received by: \_\_\_\_\_ Date: \_\_\_\_\_

Follow up Meeting with Complainant held on: \_\_\_\_\_

# Appendix D: Acknowledgment of Student & Family Handbook

I understand the 2023-2024 handbook is available for review at anytime at the school's website, [www.growthps.org](http://www.growthps.org) as well as in the school's Family Room.

I understand and agree that I will read and comply with the Growth Student & Family Handbook.

Parent/Guardian's Signature

Date

Parent/Guardian's Printed Name

Student's Name



February 29, 2024

GROWTH PUBLIC SCHOOLS  
9320 Tech Center Drive  
Sacramento, CA 95826  
Attention: Audria Johnson

Dear Audria,

Enclosed is the organization's 2022 Exempt Organization return.

Specific filing instructions are as follows.

### **FORM 990 RETURN:**

This return has qualified for electronic filing. After you have reviewed the return for completeness and accuracy, please sign, date and return Form 8879-TE to our office. We will transmit the return electronically to the IRS and no further action is required. Please return Form 8879-TE to us as soon as possible, but no later than by May 15, 2024 the filing deadline.

In addition, tax-exempt organizations must make available for public inspection a copy of their annual returns for the preceding three years and exemption application, if applicable. An organization generally must furnish filings to anyone who requests them in person or in writing. An exempt organization may meet this requirement by posting all the documents on its website or at another organizations site as part of a database of similar materials. Specific requirements must be met to meet this exception.

### **CALIFORNIA FORM 199 RETURN:**

The California Form 199 return has qualified for electronic filing. After you have reviewed your return for completeness and accuracy, please sign, date and return Form 8453-EO to our office. We will then transmit your return to the FTB. Do not mail the paper copy of the return to the FTB.

No payment is required.

### **A few final reminders relating to your tax return filings:**

- There are substantial penalties for failure to properly disclose and report foreign financial accounts and foreign activity. Please make sure you have informed us of any foreign financial accounts or foreign activity so that we have the necessary information to complete any required disclosures or filings.
- Be sure to review the returns prior to signing as you have final responsibility for all information included in the returns. Please contact us if you have any questions or concerns.
- We recommend you keep a paper or electronic copy of your tax returns permanently. Supporting documentation should be kept for a minimum of seven years based on IRS guidance.

CLA exists to create opportunities – for our clients, our people, and our communities. We value our relationship with you and thank you for your trust and confidence in allowing us to serve you. If we can assist you in making strategic, informed decisions in areas of tax or beyond, please contact us as questions arise throughout the year.

Sincerely,

CliftonLarsonAllen LLP

DRAFT-FOR DISCUSSION  
PURPOSES ONLY





CliftonLarsonAllen LLP  
CLAconnect.com

**GROWTH PUBLIC SCHOOLS**  
**FORM 990 INCOME TAX RETURN**  
**FOR YEAR ENDED JUNE 30, 2023**

DRAFT-FOR DISCUSSION ONLY  
PURPOSES

Form **8879-TE****IRS e-file Signature Authorization  
for a Tax Exempt Entity**

OMB No. 1545-0047

For calendar year 2022, or fiscal year beginning JUL 1, 2022, and ending JUN 30, 2023**2022**Department of the Treasury  
Internal Revenue Service**Do not send to the IRS. Keep for your records.**  
**Go to [www.irs.gov/Form8879TE](http://www.irs.gov/Form8879TE) for the latest information.**

Name of filer

**GROWTH PUBLIC SCHOOLS**

EIN or SSN

**47-4456355**Name and title of officer or person subject to tax **AUDRIA JOHNSON**  
**EXECUTIVE DIRECTOR****Part I Type of Return and Return Information**

Check the box for the return for which you are using this Form 8879-TE and enter the applicable amount, if any, from the return. Form 8038-CP and Form 5330 filers may enter dollars and cents. For all other forms, enter whole dollars only. If you check the box on line **1a, 2a, 3a, 4a, 5a, 6a, 7a, 8a, 9a, or 10a** below, and the amount on that line for the return being filed with this form was blank, then leave line **1b, 2b, 3b, 4b, 5b, 6b, 7b, 8b, 9b, or 10b**, whichever is applicable, blank (do not enter -0-). But, if you entered -0- on the return, then enter -0- on the applicable line below. **Do not complete more than one line in Part I.**

<b>1a</b> Form 990 check here	<input checked="" type="checkbox"/>	<b>b</b> Total revenue, if any (Form 990, Part VIII, column (A), line 12)	<b>1b</b> <u>4,535,628.</u>
<b>2a</b> Form 990-EZ check here	<input type="checkbox"/>	<b>b</b> Total revenue, if any (Form 990-EZ, line 9)	<b>2b</b> _____
<b>3a</b> Form 1120-POL check here	<input type="checkbox"/>	<b>b</b> Total tax (Form 1120-POL, line 22)	<b>3b</b> _____
<b>4a</b> Form 990-PF check here	<input type="checkbox"/>	<b>b</b> Tax based on investment income (Form 990-PF, Part V, line 5)	<b>4b</b> _____
<b>5a</b> Form 8868 check here	<input type="checkbox"/>	<b>b</b> Balance due (Form 8868, line 3c)	<b>5b</b> _____
<b>6a</b> Form 990-T check here	<input type="checkbox"/>	<b>b</b> Total tax (Form 990-T, Part III, line 4)	<b>6b</b> _____
<b>7a</b> Form 4720 check here	<input type="checkbox"/>	<b>b</b> Total tax (Form 4720, Part III, line 1)	<b>7b</b> _____
<b>8a</b> Form 5227 check here	<input type="checkbox"/>	<b>b</b> FMV of assets at end of tax year (Form 5227, Item D)	<b>8b</b> _____
<b>9a</b> Form 5330 check here	<input type="checkbox"/>	<b>b</b> Tax due (Form 5330, Part II, line 19)	<b>9b</b> _____
<b>10a</b> Form 8038-CP check here	<input type="checkbox"/>	<b>b</b> Amount of credit payment requested (Form 8038-CP, Part III, line 22)	<b>10b</b> _____

**Part II Declaration and Signature Authorization of Officer or Person Subject to Tax**

Under penalties of perjury, I declare that ☒ I am an officer of the above entity or ☐ I am a person subject to tax with respect to (name of entity) \_\_\_\_\_, (EIN) \_\_\_\_\_ and that I have examined a copy of the 2022 electronic return and accompanying schedules and statements, and, to the best of my knowledge and belief, they are true, correct, and complete. I further declare that the amount in Part I above is the amount shown on the copy of the electronic return. I consent to allow my intermediate service provider, transmitter, or electronic return originator (ERO) to send the return to the IRS and to receive from the IRS (a) an acknowledgement of receipt or reason for rejection of the transmission, (b) the reason for any delay in processing the return or refund, and (c) the date of any refund. If applicable, I authorize the U.S. Treasury and its designated Financial Agent to initiate an electronic funds withdrawal (direct debit) entry to the financial institution account indicated in the tax preparation software for payment of the federal taxes owed on this return, and the financial institution to debit the entry to this account. To revoke a payment, I must contact the U.S. Treasury Financial Agent at 1-888-353-4537 no later than 2 business days prior to the payment (settlement) date. I also authorize the financial institutions involved in the processing of the electronic payment of taxes to receive confidential information necessary to answer inquiries and resolve issues related to the payment. I have selected a personal identification number (PIN) as my signature for the electronic return and, if applicable, the consent to electronic funds withdrawal.

**PIN: check one box only**

☒ I authorize **CLIFTONLARSONALLEN LLP** to enter my PIN **22100**  
ERO firm name Enter five numbers, but do not enter all zeros

as my signature on the tax year 2022 electronically filed return. If I have indicated within this return that a copy of the return is being filed with a state agency(ies) regulating charities as part of the IRS Fed/State program, I also authorize the aforementioned ERO to enter my PIN on the return's disclosure consent screen.

☐ As an officer or person subject to tax with respect to the entity, I will enter my PIN as my signature on the tax year 2022 electronically filed return. If I have indicated within this return that a copy of the return is being filed with a state agency(ies) regulating charities as part of the IRS Fed/State program, I will enter my PIN on the return's disclosure consent screen.

Signature of officer or person subject to tax

Date

**Part III Certification and Authentication**

**ERO's EFIN/PIN.** Enter your six-digit electronic filing identification number (EFIN) followed by your five-digit self-selected PIN.

**95405291740**

Do not enter all zeros

I certify that the above numeric entry is my PIN, which is my signature on the 2022 electronically filed return indicated above. I confirm that I am submitting this return in accordance with the requirements of **Pub. 4163**, Modernized e-File (MeF) Information for Authorized IRS e-file Providers for Business Returns.

ERO's signature **WADE MCMULLEN**Date **02/29/24**

**ERO Must Retain This Form - See Instructions**  
**Do Not Submit This Form to the IRS Unless Requested To Do So**

LHA For Privacy Act and Paperwork Reduction Act Notice, see instructions.

Form **8879-TE** (2022)

Form **990**Department of the Treasury  
Internal Revenue Service**Return of Organization Exempt From Income Tax**

Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code (except private foundations)

Do not enter social security numbers on this form as it may be made public.

Go to [www.irs.gov/Form990](http://www.irs.gov/Form990) for instructions and the latest information.

OMB No. 1545-0047

**2022**Open to Public  
Inspection**A** For the 2022 calendar year, or tax year beginning **JUL 1, 2022** and ending **JUN 30, 2023****B** Check if applicable:

- ☐ Address change  
☐ Name change  
☐ Initial return  
☐ Final return/terminated  
☐ Amended return  
☐ Application pending

**C** Name of organization**GROWTH PUBLIC SCHOOLS**

Doing business as

Number and street (or P.O. box if mail is not delivered to street address)

**9320 TECH CENTER DRIVE**

Room/suite

City or town, state or province, country, and ZIP or foreign postal code

**SACRAMENTO, CA 95826****F** Name and address of principal officer: **AUDRIA JOHNSON****SAME AS C ABOVE****D** Employer identification number**47-4456355****E** Telephone number**(916) 394-5007****G** Gross receipts \$**4,535,628.****H(a)** Is this a group returnfor subordinates? ☐ Yes ☒ No**H(b)** Are all subordinates included? ☐ Yes ☐ No

If "No," attach a list. See instructions

**H(c)** Group exemption number**I** Tax-exempt status: ☒ 501(c)(3) ☐ 501(c) ( ) (insert no.) ☐ 4947(a)(1) or ☐ 527**J** Website: **GROWTHPS.ORG****K** Form of organization: ☒ Corporation ☐ Trust ☐ Association ☐ Other**L** Year of formation: **2015****M** State of legal domicile: **CA****Part I Summary**

Activities & Governance	<b>1</b>	Briefly describe the organization's mission or most significant activities: <b>AT GPS, WE DO SCHOOL DIFFERENTLY, OUR MISSION IS TO BE A DIVERSE, CONNECTED LEARNER</b>
	<b>2</b>	Check this box <input type="checkbox"/> if the organization discontinued its operations or disposed of more than 25% of its net assets.
	<b>3</b>	Number of voting members of the governing body (Part VI, line 1a) <b>3</b>
	<b>4</b>	Number of independent voting members of the governing body (Part VI, line 1b) <b>4</b>
	<b>5</b>	Total number of individuals employed in calendar year 2022 (Part V, line 2a) <b>41</b>
	<b>6</b>	Total number of volunteers (estimate if necessary) <b>20</b>
	<b>7a</b>	Total unrelated business revenue from Part VIII, column (C), line 12 <b>0.</b>
<b>7b</b>	Net unrelated business taxable income from Form 990-T, Part I, line 11 <b>0.</b>	
Revenue	<b>8</b>	Contributions and grants (Part VIII, line 1h) <b>3,587,944.</b>
	<b>9</b>	Program service revenue (Part VIII, line 2g) <b>510.</b>
	<b>10</b>	Investment income (Part VIII, column (A), lines 3, 4, and 7d) <b>6.</b>
	<b>11</b>	Other revenue (Part VIII, column (A), lines 5, 6d, 8c, 9c, 10c, and 11e) <b>0.</b>
	<b>12</b>	Total revenue - add lines 8 through 11 (must equal Part VIII, column (A), line 12) <b>3,588,460.</b>
	Expenses	<b>13</b>
<b>14</b>		Benefits paid to or for members (Part IX, column (A), line 4) <b>0.</b>
<b>15</b>		Salaries, other compensation, employee benefits (Part IX, column (A), lines 5-10) <b>1,768,509.</b>
<b>16a</b>		Professional fundraising fees (Part IX, column (A), line 11e) <b>0.</b>
<b>b</b>		Total fundraising expenses (Part IX, column (D), line 25) <b>15,930.</b>
<b>17</b>		Other expenses (Part IX, column (A), lines 11a-11d, 11f-24e) <b>1,559,269.</b>
<b>18</b>		Total expenses. Add lines 13-17 (must equal Part IX, column (A), line 25) <b>3,327,778.</b>
<b>19</b>	Revenue less expenses. Subtract line 18 from line 12 <b>260,682.</b>	
Net Assets or Fund Balances	<b>20</b>	Total assets (Part X, line 16) <b>1,487,439.</b>
	<b>21</b>	Total liabilities (Part X, line 26) <b>334,154.</b>
	<b>22</b>	Net assets or fund balances. Subtract line 21 from line 20 <b>1,153,285.</b>

**Part II Signature Block**

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than officer) is based on all information of which preparer has any knowledge.

Sign Here	Signature of officer	Date			
	<b>AUDRIA JOHNSON, EXECUTIVE DIRECTOR</b>				
Paid Preparer Use Only	Print/Type preparer's name	Preparer's signature	Date	Check if self-employed <input type="checkbox"/>	PTIN
	<b>WADE MCMULLEN</b>	<b>WADE MCMULLEN</b>	<b>02/29/24</b>		<b>P00541671</b>
Preparer Use Only	Firm's name	Firm's EIN	Phone no.		
	<b>CLIFTONLARSONALLEN LLP</b>	<b>41-0746749</b>	<b>(626) 857-7300</b>		
	Firm's address				
	<b>2210 EAST ROUTE 66</b>				
	<b>GLENDORA, CA 91740</b>				

May the IRS discuss this return with the preparer shown above? See instructions ☒ Yes ☐ No

**Part III Statement of Program Service Accomplishments**

Check if Schedule O contains a response or note to any line in this Part III

☒**1** Briefly describe the organization's mission:

GROWTH PUBLIC SCHOOLS (THE SCHOOLS) IS A CALIFORNIA NONPROFIT PUBLIC BENEFIT CORPORATION AND IS ORGANIZED TO MANAGE AND OPERATE A PUBLIC CHARTER SCHOOL. THE SCHOOLS BEGAN SERVING STUDENTS IN AUGUST 2017 AND IS FUNDED PRINCIPALLY THROUGH STATE OF CALIFORNIA PUBLIC EDUCATION

**2** Did the organization undertake any significant program services during the year which were not listed on the prior Form 990 or 990-EZ?☐ Yes ☒ No

If "Yes," describe these new services on Schedule O.

**3** Did the organization cease conducting, or make significant changes in how it conducts, any program services?☐ Yes ☒ No

If "Yes," describe these changes on Schedule O.

**4** Describe the organization's program service accomplishments for each of its three largest program services, as measured by expenses.

Section 501(c)(3) and 501(c)(4) organizations are required to report the amount of grants and allocations to others, the total expenses, and revenue, if any, for each program service reported.

**4a** (Code: ) (Expenses \$ 3,494,086. including grants of \$ ) (Revenue \$ )

GROWTH PUBLIC SCHOOLS (THE SCHOOLS) IS A CALIFORNIA NONPROFIT PUBLIC BENEFIT CORPORATION AND IS ORGANIZED TO MANAGE AND OPERATE A PUBLIC CHARTER SCHOOL. THE SCHOOLS BEGAN SERVING STUDENTS IN SEPTEMBER 2017 AND IS FUNDED PRINCIPALLY THROUGH STATE OF CALIFORNIA PUBLIC EDUCATION MONIES RECEIVED THROUGH THE CALIFORNIA DEPARTMENT OF EDUCATION. GROWTH PUBLIC SCHOOLS SERVED 277 STUDENTS IN THE SURROUNDING COMMUNITY AND HAD 175 INSTRUCTIONAL DAYS IN THE FISCAL YEAR.

**4b** (Code: ) (Expenses \$ including grants of \$ ) (Revenue \$ )**4c** (Code: ) (Expenses \$ including grants of \$ ) (Revenue \$ )**4d** Other program services (Describe on Schedule O.)

(Expenses \$ including grants of \$ ) (Revenue \$ )

**4e** Total program service expenses 3,494,086.

**Part IV Checklist of Required Schedules**

	Yes	No
<b>1</b> Is the organization described in section 501(c)(3) or 4947(a)(1) (other than a private foundation)? <i>If "Yes," complete Schedule A</i>	<b>1</b> X	
<b>2</b> Is the organization required to complete <i>Schedule B, Schedule of Contributors</i> ? See instructions	<b>2</b>	X
<b>3</b> Did the organization engage in direct or indirect political campaign activities on behalf of or in opposition to candidates for public office? <i>If "Yes," complete Schedule C, Part I</i>	<b>3</b>	X
<b>4</b> <b>Section 501(c)(3) organizations.</b> Did the organization engage in lobbying activities, or have a section 501(h) election in effect during the tax year? <i>If "Yes," complete Schedule C, Part II</i>	<b>4</b>	X
<b>5</b> Is the organization a section 501(c)(4), 501(c)(5), or 501(c)(6) organization that receives membership dues, assessments, or similar amounts as defined in Rev. Proc. 98-19? <i>If "Yes," complete Schedule C, Part III</i>	<b>5</b>	X
<b>6</b> Did the organization maintain any donor advised funds or any similar funds or accounts for which donors have the right to provide advice on the distribution or investment of amounts in such funds or accounts? <i>If "Yes," complete Schedule D, Part I</i>	<b>6</b>	X
<b>7</b> Did the organization receive or hold a conservation easement, including easements to preserve open space, the environment, historic land areas, or historic structures? <i>If "Yes," complete Schedule D, Part II</i>	<b>7</b>	X
<b>8</b> Did the organization maintain collections of works of art, historical treasures, or other similar assets? <i>If "Yes," complete Schedule D, Part III</i>	<b>8</b>	X
<b>9</b> Did the organization report an amount in Part X, line 21, for escrow or custodial account liability, serve as a custodian for amounts not listed in Part X; or provide credit counseling, debt management, credit repair, or debt negotiation services? <i>If "Yes," complete Schedule D, Part IV</i>	<b>9</b>	X
<b>10</b> Did the organization, directly or through a related organization, hold assets in donor-restricted endowments or in quasi endowments? <i>If "Yes," complete Schedule D, Part V</i>	<b>10</b>	X
<b>11</b> If the organization's answer to any of the following questions is "Yes," then complete Schedule D, Parts VI, VII, VIII, IX, or X, as applicable.		
<b>a</b> Did the organization report an amount for land, buildings, and equipment in Part X, line 10? <i>If "Yes," complete Schedule D, Part VI</i>	<b>11a</b> X	
<b>b</b> Did the organization report an amount for investments - other securities in Part X, line 12, that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part VII</i>	<b>11b</b>	X
<b>c</b> Did the organization report an amount for investments - program related in Part X, line 13, that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part VIII</i>	<b>11c</b>	X
<b>d</b> Did the organization report an amount for other assets in Part X, line 15, that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part IX</i>	<b>11d</b> X	
<b>e</b> Did the organization report an amount for other liabilities in Part X, line 25? <i>If "Yes," complete Schedule D, Part X</i>	<b>11e</b> X	
<b>f</b> Did the organization's separate or consolidated financial statements for the tax year include a footnote that addresses the organization's liability for uncertain tax positions under FIN 48 (ASC 740)? <i>If "Yes," complete Schedule D, Part X</i>	<b>11f</b> X	
<b>12a</b> Did the organization obtain separate, independent audited financial statements for the tax year? <i>If "Yes," complete Schedule D, Parts XI and XII</i>	<b>12a</b>	X
<b>b</b> Was the organization included in consolidated, independent audited financial statements for the tax year? <i>If "Yes," and if the organization answered "No" to line 12a, then completing Schedule D, Parts XI and XII is optional</i>	<b>12b</b>	X
<b>13</b> Is the organization a school described in section 170(b)(1)(A)(ii)? <i>If "Yes," complete Schedule E</i>	<b>13</b> X	
<b>14a</b> Did the organization maintain an office, employees, or agents outside of the United States?	<b>14a</b>	X
<b>b</b> Did the organization have aggregate revenues or expenses of more than \$10,000 from grantmaking, fundraising, business, investment, and program service activities outside the United States, or aggregate foreign investments valued at \$100,000 or more? <i>If "Yes," complete Schedule F, Parts I and IV</i>	<b>14b</b>	X
<b>15</b> Did the organization report on Part IX, column (A), line 3, more than \$5,000 of grants or other assistance to or for any foreign organization? <i>If "Yes," complete Schedule F, Parts II and IV</i>	<b>15</b>	X
<b>16</b> Did the organization report on Part IX, column (A), line 3, more than \$5,000 of aggregate grants or other assistance to or for foreign individuals? <i>If "Yes," complete Schedule F, Parts III and IV</i>	<b>16</b>	X
<b>17</b> Did the organization report a total of more than \$15,000 of expenses for professional fundraising services on Part IX, column (A), lines 6 and 11e? <i>If "Yes," complete Schedule G, Part I. See instructions</i>	<b>17</b>	X
<b>18</b> Did the organization report more than \$15,000 total of fundraising event gross income and contributions on Part VIII, lines 1c and 8a? <i>If "Yes," complete Schedule G, Part II</i>	<b>18</b>	X
<b>19</b> Did the organization report more than \$15,000 of gross income from gaming activities on Part VIII, line 9a? <i>If "Yes," complete Schedule G, Part III</i>	<b>19</b>	X
<b>20a</b> Did the organization operate one or more hospital facilities? <i>If "Yes," complete Schedule H</i>	<b>20a</b>	X
<b>b</b> If "Yes" to line 20a, did the organization attach a copy of its audited financial statements to this return?	<b>20b</b>	
<b>21</b> Did the organization report more than \$5,000 of grants or other assistance to any domestic organization or domestic government on Part IX, column (A), line 1? <i>If "Yes," complete Schedule I, Parts I and II</i>	<b>21</b>	X

**Part IV Checklist of Required Schedules** (continued)

	Yes	No
<b>22</b> Did the organization report more than \$5,000 of grants or other assistance to or for domestic individuals on Part IX, column (A), line 2? <i>If "Yes," complete Schedule I, Parts I and III</i> .....	<b>22</b>	X
<b>23</b> Did the organization answer "Yes" to Part VII, Section A, line 3, 4, or 5, about compensation of the organization's current and former officers, directors, trustees, key employees, and highest compensated employees? <i>If "Yes," complete Schedule J</i> .....	<b>23</b>	X
<b>24a</b> Did the organization have a tax-exempt bond issue with an outstanding principal amount of more than \$100,000 as of the last day of the year, that was issued after December 31, 2002? <i>If "Yes," answer lines 24b through 24d and complete Schedule K. If "No," go to line 25a</i> .....	<b>24a</b>	X
<b>b</b> Did the organization invest any proceeds of tax-exempt bonds beyond a temporary period exception? .....	<b>24b</b>	
<b>c</b> Did the organization maintain an escrow account other than a refunding escrow at any time during the year to defease any tax-exempt bonds? .....	<b>24c</b>	
<b>d</b> Did the organization act as an "on behalf of" issuer for bonds outstanding at any time during the year? .....	<b>24d</b>	
<b>25a</b> <b>Section 501(c)(3), 501(c)(4), and 501(c)(29) organizations.</b> Did the organization engage in an excess benefit transaction with a disqualified person during the year? <i>If "Yes," complete Schedule L, Part I</i> .....	<b>25a</b>	X
<b>b</b> Is the organization aware that it engaged in an excess benefit transaction with a disqualified person in a prior year, and that the transaction has not been reported on any of the organization's prior Forms 990 or 990-EZ? <i>If "Yes," complete Schedule L, Part I</i> .....	<b>25b</b>	X
<b>26</b> Did the organization report any amount on Part X, line 5 or 22, for receivables from or payables to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons? <i>If "Yes," complete Schedule L, Part II</i> .....	<b>26</b>	X
<b>27</b> Did the organization provide a grant or other assistance to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor or employee thereof, a grant selection committee member, or to a 35% controlled entity (including an employee thereof) or family member of any of these persons? <i>If "Yes," complete Schedule L, Part III</i> .....	<b>27</b>	X
<b>28</b> Was the organization a party to a business transaction with one of the following parties (see the Schedule L, Part IV, instructions for applicable filing thresholds, conditions, and exceptions):		
<b>a</b> A current or former officer, director, trustee, key employee, creator or founder, or substantial contributor? <i>If "Yes," complete Schedule L, Part IV</i> .....	<b>28a</b>	X
<b>b</b> A family member of any individual described in line 28a? <i>If "Yes," complete Schedule L, Part IV</i> .....	<b>28b</b>	X
<b>c</b> A 35% controlled entity of one or more individuals and/or organizations described in line 28a or 28b? <i>If "Yes," complete Schedule L, Part IV</i> .....	<b>28c</b>	X
<b>29</b> Did the organization receive more than \$25,000 in non-cash contributions? <i>If "Yes," complete Schedule M</i> .....	<b>29</b>	X
<b>30</b> Did the organization receive contributions of art, historical treasures, or other similar assets, or qualified conservation contributions? <i>If "Yes," complete Schedule M</i> .....	<b>30</b>	X
<b>31</b> Did the organization liquidate, terminate, or dissolve and cease operations? <i>If "Yes," complete Schedule N, Part I</i> .....	<b>31</b>	X
<b>32</b> Did the organization sell, exchange, dispose of, or transfer more than 25% of its net assets? <i>If "Yes," complete Schedule N, Part II</i> .....	<b>32</b>	X
<b>33</b> Did the organization own 100% of an entity disregarded as separate from the organization under Regulations sections 301.7701-2 and 301.7701-3? <i>If "Yes," complete Schedule R, Part I</i> .....	<b>33</b>	X
<b>34</b> Was the organization related to any tax-exempt or taxable entity? <i>If "Yes," complete Schedule R, Part II, III, or IV, and Part V, line 1</i> .....	<b>34</b>	X
<b>35a</b> Did the organization have a controlled entity within the meaning of section 512(b)(13)? .....	<b>35a</b>	X
<b>b</b> If "Yes" to line 35a, did the organization receive any payment from or engage in any transaction with a controlled entity within the meaning of section 512(b)(13)? <i>If "Yes," complete Schedule R, Part V, line 2</i> .....	<b>35b</b>	
<b>36</b> <b>Section 501(c)(3) organizations.</b> Did the organization make any transfers to an exempt non-charitable related organization? <i>If "Yes," complete Schedule R, Part V, line 2</i> .....	<b>36</b>	X
<b>37</b> Did the organization conduct more than 5% of its activities through an entity that is not a related organization and that is treated as a partnership for federal income tax purposes? <i>If "Yes," complete Schedule R, Part VI</i> .....	<b>37</b>	X
<b>38</b> Did the organization complete Schedule O and provide explanations on Schedule O for Part VI, lines 11b and 19? <b>Note:</b> All Form 990 filers are required to complete Schedule O .....	<b>38</b>	X

**Part V Statements Regarding Other IRS Filings and Tax Compliance**Check if Schedule O contains a response or note to any line in this Part V ☐

	Yes	No
<b>1a</b> Enter the number reported in box 3 of Form 1096. Enter -0- if not applicable .....	<b>1a</b>	17
<b>b</b> Enter the number of Forms W-2G included on line 1a. Enter -0- if not applicable .....	<b>1b</b>	0
<b>c</b> Did the organization comply with backup withholding rules for reportable payments to vendors and reportable gaming (gambling) winnings to prize winners? .....	<b>1c</b>	X

**Part V** Statements Regarding Other IRS Filings and Tax Compliance (continued)

	Yes	No
<b>2a</b> Enter the number of employees reported on Form W-3, Transmittal of Wage and Tax Statements, filed for the calendar year ending with or within the year covered by this return	2a	41
<b>b</b> If at least one is reported on line 2a, did the organization file all required federal employment tax returns?	2b	X
<b>3a</b> Did the organization have unrelated business gross income of \$1,000 or more during the year?	3a	X
<b>b</b> If "Yes," has it filed a Form 990-T for this year? If "No" to line 3b, provide an explanation on Schedule O	3b	
<b>4a</b> At any time during the calendar year, did the organization have an interest in, or a signature or other authority over, a financial account in a foreign country (such as a bank account, securities account, or other financial account)?	4a	X
<b>b</b> If "Yes," enter the name of the foreign country See instructions for filing requirements for FinCEN Form 114, Report of Foreign Bank and Financial Accounts (FBAR).		
<b>5a</b> Was the organization a party to a prohibited tax shelter transaction at any time during the tax year?	5a	X
<b>b</b> Did any taxable party notify the organization that it was or is a party to a prohibited tax shelter transaction?	5b	X
<b>c</b> If "Yes" to line 5a or 5b, did the organization file Form 8886-T?	5c	
<b>6a</b> Does the organization have annual gross receipts that are normally greater than \$100,000, and did the organization solicit any contributions that were not tax deductible as charitable contributions?	6a	X
<b>b</b> If "Yes," did the organization include with every solicitation an express statement that such contributions or gifts were not tax deductible?	6b	
<b>7 Organizations that may receive deductible contributions under section 170(c).</b>		
<b>a</b> Did the organization receive a payment in excess of \$75 made partly as a contribution and partly for goods and services provided to the payor?	7a	X
<b>b</b> If "Yes," did the organization notify the donor of the value of the goods or services provided?	7b	
<b>c</b> Did the organization sell, exchange, or otherwise dispose of tangible personal property for which it was required to file Form 8282?	7c	X
<b>d</b> If "Yes," indicate the number of Forms 8282 filed during the year	7d	
<b>e</b> Did the organization receive any funds, directly or indirectly, to pay premiums on a personal benefit contract?	7e	X
<b>f</b> Did the organization, during the year, pay premiums, directly or indirectly, on a personal benefit contract?	7f	X
<b>g</b> If the organization received a contribution of qualified intellectual property, did the organization file Form 8899 as required?	7g	
<b>h</b> If the organization received a contribution of cars, boats, airplanes, or other vehicles, did the organization file a Form 1098-C?	7h	
<b>8 Sponsoring organizations maintaining donor advised funds.</b> Did a donor advised fund maintained by the sponsoring organization have excess business holdings at any time during the year?	8	
<b>9 Sponsoring organizations maintaining donor advised funds.</b>		
<b>a</b> Did the sponsoring organization make any taxable distributions under section 4966?	9a	
<b>b</b> Did the sponsoring organization make a distribution to a donor, donor advisor, or related person?	9b	
<b>10 Section 501(c)(7) organizations.</b> Enter:		
<b>a</b> Initiation fees and capital contributions included on Part VIII, line 12	10a	
<b>b</b> Gross receipts, included on Form 990, Part VIII, line 12, for public use of club facilities	10b	
<b>11 Section 501(c)(12) organizations.</b> Enter:		
<b>a</b> Gross income from members or shareholders	11a	
<b>b</b> Gross income from other sources. (Do not net amounts due or paid to other sources against amounts due or received from them.)	11b	
<b>12a Section 4947(a)(1) non-exempt charitable trusts.</b> Is the organization filing Form 990 in lieu of Form 1041?	12a	
<b>b</b> If "Yes," enter the amount of tax-exempt interest received or accrued during the year	12b	
<b>13 Section 501(c)(29) qualified nonprofit health insurance issuers.</b>		
<b>a</b> Is the organization licensed to issue qualified health plans in more than one state? <b>Note:</b> See the instructions for additional information the organization must report on Schedule O.	13a	
<b>b</b> Enter the amount of reserves the organization is required to maintain by the states in which the organization is licensed to issue qualified health plans	13b	
<b>c</b> Enter the amount of reserves on hand	13c	
<b>14a</b> Did the organization receive any payments for indoor tanning services during the tax year?	14a	X
<b>b</b> If "Yes," has it filed a Form 720 to report these payments? If "No," provide an explanation on Schedule O	14b	
<b>15</b> Is the organization subject to the section 4960 tax on payment(s) of more than \$1,000,000 in remuneration or excess parachute payment(s) during the year? If "Yes," see the instructions and file Form 4720, Schedule N.	15	X
<b>16</b> Is the organization an educational institution subject to the section 4968 excise tax on net investment income? If "Yes," complete Form 4720, Schedule O.	16	X
<b>17 Section 501(c)(21) organizations.</b> Did the trust, or any disqualified or other person engage in any activities that would result in the imposition of an excise tax under section 4951, 4952 or 4953? If "Yes," complete Form 6069.	17	

**Part VI Governance, Management, and Disclosure.** For each "Yes" response to lines 2 through 7b below, and for a "No" response to line 8a, 8b, or 10b below, describe the circumstances, processes, or changes on Schedule O. See instructions.

Check if Schedule O contains a response or note to any line in this Part VI

☒**Section A. Governing Body and Management**

	1a	1b	2	3	4	5	6	7a	7b	8a	8b	9	Yes	No
<b>1a</b> Enter the number of voting members of the governing body at the end of the tax year	4													
If there are material differences in voting rights among members of the governing body, or if the governing body delegated broad authority to an executive committee or similar committee, explain on Schedule O.														
<b>b</b> Enter the number of voting members included on line 1a, above, who are independent		4												
<b>2</b> Did any officer, director, trustee, or key employee have a family relationship or a business relationship with any other officer, director, trustee, or key employee?			2											X
<b>3</b> Did the organization delegate control over management duties customarily performed by or under the direct supervision of officers, directors, trustees, or key employees to a management company or other person?				3										X
<b>4</b> Did the organization make any significant changes to its governing documents since the prior Form 990 was filed?					4									X
<b>5</b> Did the organization become aware during the year of a significant diversion of the organization's assets?						5								X
<b>6</b> Did the organization have members or stockholders?							6							X
<b>7a</b> Did the organization have members, stockholders, or other persons who had the power to elect or appoint one or more members of the governing body?								7a						X
<b>b</b> Are any governance decisions of the organization reserved to (or subject to approval by) members, stockholders, or persons other than the governing body?									7b					X
<b>8</b> Did the organization contemporaneously document the meetings held or written actions undertaken during the year by the following:														
<b>a</b> The governing body?										8a	X			
<b>b</b> Each committee with authority to act on behalf of the governing body?											8b			X
<b>9</b> Is there any officer, director, trustee, or key employee listed in Part VII, Section A, who cannot be reached at the organization's mailing address? If "Yes," provide the names and addresses on Schedule O.												9		X

**Section B. Policies** (This Section B requests information about policies not required by the Internal Revenue Code.)

	10a	10b	11a	11b	12a	12b	12c	13	14	15a	15b	16a	16b	Yes	No
<b>10a</b> Did the organization have local chapters, branches, or affiliates?	10a														X
<b>b</b> If "Yes," did the organization have written policies and procedures governing the activities of such chapters, affiliates, and branches to ensure their operations are consistent with the organization's exempt purposes?		10b													
<b>11a</b> Has the organization provided a complete copy of this Form 990 to all members of its governing body before filing the form?			11a	X											
<b>b</b> Describe on Schedule O the process, if any, used by the organization to review this Form 990.															
<b>12a</b> Did the organization have a written conflict of interest policy? If "No," go to line 13					12a	X									
<b>b</b> Were officers, directors, or trustees, and key employees required to disclose annually interests that could give rise to conflicts?						12b	X								
<b>c</b> Did the organization regularly and consistently monitor and enforce compliance with the policy? If "Yes," describe on Schedule O how this was done							12c	X							
<b>13</b> Did the organization have a written whistleblower policy?								13	X						
<b>14</b> Did the organization have a written document retention and destruction policy?									14	X					
<b>15</b> Did the process for determining compensation of the following persons include a review and approval by independent persons, comparability data, and contemporaneous substantiation of the deliberation and decision?															
<b>a</b> The organization's CEO, Executive Director, or top management official										15a	X				
<b>b</b> Other officers or key employees of the organization											15b	X			
If "Yes" to line 15a or 15b, describe the process on Schedule O. See instructions.															
<b>16a</b> Did the organization invest in, contribute assets to, or participate in a joint venture or similar arrangement with a taxable entity during the year?												16a			X
<b>b</b> If "Yes," did the organization follow a written policy or procedure requiring the organization to evaluate its participation in joint venture arrangements under applicable federal tax law, and take steps to safeguard the organization's exempt status with respect to such arrangements?													16b		

**Section C. Disclosure**

**17** List the states with which a copy of this Form 990 is required to be filed CA

**18** Section 6104 requires an organization to make its Forms 1023 (1024 or 1024-A, if applicable), 990, and 990-T (section 501(c)(3)s only) available for public inspection. Indicate how you made these available. Check all that apply.

☐ Own website ☐ Another's website ☒ Upon request ☐ Other (explain on Schedule O)

**19** Describe on Schedule O whether (and if so, how) the organization made its governing documents, conflict of interest policy, and financial statements available to the public during the tax year.

**20** State the name, address, and telephone number of the person who possesses the organization's books and records

**AUDRIA JOHNSON - (916) 287-0531**  
**9320 TECH CENTER DRIVE, SACRAMENTO, CA 95826**







**Part VIII Statement of Revenue**Check if Schedule O contains a response or note to any line in this Part VIII ☐

			(A) Total revenue	(B) Related or exempt function revenue	(C) Unrelated business revenue	(D) Revenue excluded from tax under sections 512 - 514
<b>Contributions, Gifts, Grants and Other Similar Amounts</b>	<b>1 a</b> Federated campaigns .....	<b>1a</b>				
	<b>b</b> Membership dues .....	<b>1b</b>				
	<b>c</b> Fundraising events .....	<b>1c</b>				
	<b>d</b> Related organizations .....	<b>1d</b>				
	<b>e</b> Government grants (contributions) .....	<b>1e</b>	4,483,883.			
	<b>f</b> All other contributions, gifts, grants, and similar amounts not included above ...	<b>1f</b>	51,745.			
	<b>g</b> Noncash contributions included in lines 1a-1f	<b>1g</b>	\$			
	<b>h Total.</b> Add lines 1a-1f .....		4,535,628.			
<b>Program Service Revenue</b>	<b>2 a</b> _____		<b>Business Code</b>			
	<b>b</b> _____					
	<b>c</b> _____					
	<b>d</b> _____					
	<b>e</b> _____					
	<b>f</b> All other program service revenue .....					
	<b>g Total.</b> Add lines 2a-2f .....					
	<b>Other Revenue</b>	<b>3</b> Investment income (including dividends, interest, and other similar amounts) .....				
<b>4</b> Income from investment of tax-exempt bond proceeds .....						
<b>5</b> Royalties .....						
		(i) Real	(ii) Personal			
<b>6 a</b> Gross rents .....		<b>6a</b>				
<b>b</b> Less: rental expenses ...		<b>6b</b>				
<b>c</b> Rental income or (loss) .....		<b>6c</b>				
<b>d</b> Net rental income or (loss) .....						
		(i) Securities	(ii) Other			
<b>7 a</b> Gross amount from sales of assets other than inventory .....		<b>7a</b>				
<b>b</b> Less: cost or other basis and sales expenses .....		<b>7b</b>				
<b>c</b> Gain or (loss) .....		<b>7c</b>				
<b>d</b> Net gain or (loss) .....						
<b>8 a</b> Gross income from fundraising events (not including \$ _____ of contributions reported on line 1c). See Part IV, line 18 .....		<b>8a</b>				
<b>b</b> Less: direct expenses .....		<b>8b</b>				
<b>c</b> Net income or (loss) from fundraising events .....						
<b>9 a</b> Gross income from gaming activities. See Part IV, line 19 .....		<b>9a</b>				
<b>b</b> Less: direct expenses .....		<b>9b</b>				
<b>c</b> Net income or (loss) from gaming activities .....						
<b>10 a</b> Gross sales of inventory, less returns and allowances .....	<b>10a</b>					
<b>b</b> Less: cost of goods sold .....	<b>10b</b>					
<b>c</b> Net income or (loss) from sales of inventory .....						
<b>Miscellaneous Revenue</b>	<b>11 a</b> _____		<b>Business Code</b>			
	<b>b</b> _____					
	<b>c</b> _____					
	<b>d</b> All other revenue .....					
	<b>e Total.</b> Add lines 11a-11d .....					
	<b>12 Total revenue.</b> See instructions .....			4,535,628.	0.	0.

**Part IX Statement of Functional Expenses**

Section 501(c)(3) and 501(c)(4) organizations must complete all columns. All other organizations must complete column (A).

Check if Schedule O contains a response or note to any line in this Part IX

☒

Do not include amounts reported on lines 6b, 7b, 8b, 9b, and 10b of Part VIII.	(A) Total expenses	(B) Program service expenses	(C) Management and general expenses	(D) Fundraising expenses
<b>1</b> Grants and other assistance to domestic organizations and domestic governments. See Part IV, line 21				
<b>2</b> Grants and other assistance to domestic individuals. See Part IV, line 22				
<b>3</b> Grants and other assistance to foreign organizations, foreign governments, and foreign individuals. See Part IV, lines 15 and 16				
<b>4</b> Benefits paid to or for members				
<b>5</b> Compensation of current officers, directors, trustees, and key employees	166,449.	166,449.		
<b>6</b> Compensation not included above to disqualified persons (as defined under section 4958(f)(1)) and persons described in section 4958(c)(3)(B)				
<b>7</b> Other salaries and wages	1,883,218.	1,725,951.	157,267.	
<b>8</b> Pension plan accruals and contributions (include section 401(k) and 403(b) employer contributions)				
<b>9</b> Other employee benefits	240,693.	224,614.	16,079.	
<b>10</b> Payroll taxes	146,429.	128,410.	18,019.	
<b>11</b> Fees for services (nonemployees):				
<b>a</b> Management	204,245.	52,750.	151,495.	
<b>b</b> Legal	7,033.		7,033.	
<b>c</b> Accounting	12,957.		12,957.	
<b>d</b> Lobbying				
<b>e</b> Professional fundraising services. See Part IV, line 17				
<b>f</b> Investment management fees				
<b>g</b> Other. (If line 11g amount exceeds 10% of line 25, column (A), amount, list line 11g expenses on Sch O.)	597,326.	450,402.	146,924.	
<b>12</b> Advertising and promotion	17,770.	17,770.		
<b>13</b> Office expenses	12,183.	724.	11,459.	
<b>14</b> Information technology	58,783.	58,533.	250.	
<b>15</b> Royalties				
<b>16</b> Occupancy	902,483.	489,749.	412,734.	
<b>17</b> Travel	6,187.	6,187.		
<b>18</b> Payments of travel or entertainment expenses for any federal, state, or local public officials				
<b>19</b> Conferences, conventions, and meetings				
<b>20</b> Interest				
<b>21</b> Payments to affiliates				
<b>22</b> Depreciation, depletion, and amortization	17,355.	13,016.	4,339.	
<b>23</b> Insurance	31,863.		31,863.	
<b>24</b> Other expenses. Itemize expenses not covered above. (List miscellaneous expenses on line 24e. If line 24e amount exceeds 10% of line 25, column (A), amount, list line 24e expenses on Schedule O.)				
<b>a</b> OTHER EXPENSES	131,486.	75,185.	40,371.	15,930.
<b>b</b> INSTRUCTIONAL MATERIALS	84,346.	84,346.		
<b>c</b>				
<b>d</b>				
<b>e</b> All other expenses				
<b>25</b> Total functional expenses. Add lines 1 through 24e	4,520,806.	3,494,086.	1,010,790.	15,930.
<b>26</b> Joint costs. Complete this line only if the organization reported in column (B) joint costs from a combined educational campaign and fundraising solicitation. Check here <input type="checkbox"/> if following SOP 98-2 (ASC 958-720)				

**Part X Balance Sheet**Check if Schedule O contains a response or note to any line in this Part X ☐

		(A) Beginning of year		(B) End of year
<b>Assets</b>	<b>1</b> Cash - non-interest-bearing .....	534,959.	<b>1</b>	477,528.
	<b>2</b> Savings and temporary cash investments .....		<b>2</b>	
	<b>3</b> Pledges and grants receivable, net .....	711,212.	<b>3</b>	903,351.
	<b>4</b> Accounts receivable, net .....		<b>4</b>	
	<b>5</b> Loans and other receivables from any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons .....		<b>5</b>	
	<b>6</b> Loans and other receivables from other disqualified persons (as defined under section 4958(f)(1)), and persons described in section 4958(c)(3)(B) .....		<b>6</b>	
	<b>7</b> Notes and loans receivable, net .....		<b>7</b>	
	<b>8</b> Inventories for sale or use .....		<b>8</b>	
	<b>9</b> Prepaid expenses and deferred charges .....	53,546.	<b>9</b>	59,434.
	<b>10a</b> Land, buildings, and equipment: cost or other basis. Complete Part VI of Schedule D .....	<b>10a</b> 230,383.		
	<b>b</b> Less: accumulated depreciation .....	<b>10b</b> 85,921.	<b>10c</b>	144,462.
	<b>11</b> Investments - publicly traded securities .....		<b>11</b>	
	<b>12</b> Investments - other securities. See Part IV, line 11 .....		<b>12</b>	
	<b>13</b> Investments - program-related. See Part IV, line 11 .....		<b>13</b>	
	<b>14</b> Intangible assets .....		<b>14</b>	
	<b>15</b> Other assets. See Part IV, line 11 .....	36,206.	<b>15</b>	4,573,944.
<b>16</b> <b>Total assets.</b> Add lines 1 through 15 (must equal line 33) .....	1,487,439.	<b>16</b>	6,158,719.	
<b>Liabilities</b>	<b>17</b> Accounts payable and accrued expenses .....	146,458.	<b>17</b>	256,531.
	<b>18</b> Grants payable .....		<b>18</b>	
	<b>19</b> Deferred revenue .....	114,204.	<b>19</b>	61,786.
	<b>20</b> Tax-exempt bond liabilities .....		<b>20</b>	
	<b>21</b> Escrow or custodial account liability. Complete Part IV of Schedule D .....		<b>21</b>	
	<b>22</b> Loans and other payables to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons .....		<b>22</b>	
	<b>23</b> Secured mortgages and notes payable to unrelated third parties .....		<b>23</b>	
	<b>24</b> Unsecured notes and loans payable to unrelated third parties .....		<b>24</b>	
	<b>25</b> Other liabilities (including federal income tax, payables to related third parties, and other liabilities not included on lines 17-24). Complete Part X of Schedule D .....	73,492.	<b>25</b>	4,672,295.
	<b>26</b> <b>Total liabilities.</b> Add lines 17 through 25 .....	334,154.	<b>26</b>	4,990,612.
	<b>Net Assets or Fund Balances</b>	<b>Organizations that follow FASB ASC 958, check here</b> <input checked="" type="checkbox"/> <b>and complete lines 27, 28, 32, and 33.</b>		
<b>27</b> Net assets without donor restrictions .....		1,153,285.	<b>27</b>	1,168,107.
<b>28</b> Net assets with donor restrictions .....			<b>28</b>	
<b>Organizations that do not follow FASB ASC 958, check here</b> <input type="checkbox"/> <b>and complete lines 29 through 33.</b>				
<b>29</b> Capital stock or trust principal, or current funds .....			<b>29</b>	
<b>30</b> Paid-in or capital surplus, or land, building, or equipment fund .....			<b>30</b>	
<b>31</b> Retained earnings, endowment, accumulated income, or other funds .....			<b>31</b>	
<b>32</b> <b>Total net assets or fund balances</b> .....		1,153,285.	<b>32</b>	1,168,107.
<b>33</b> <b>Total liabilities and net assets/fund balances</b> .....		1,487,439.	<b>33</b>	6,158,719.

Form 990 (2022)

**Part XI Reconciliation of Net Assets**Check if Schedule O contains a response or note to any line in this Part XI ☐

<b>1</b>	Total revenue (must equal Part VIII, column (A), line 12)	<b>1</b>	4,535,628.
<b>2</b>	Total expenses (must equal Part IX, column (A), line 25)	<b>2</b>	4,520,806.
<b>3</b>	Revenue less expenses. Subtract line 2 from line 1	<b>3</b>	14,822.
<b>4</b>	Net assets or fund balances at beginning of year (must equal Part X, line 32, column (A))	<b>4</b>	1,153,285.
<b>5</b>	Net unrealized gains (losses) on investments	<b>5</b>	
<b>6</b>	Donated services and use of facilities	<b>6</b>	
<b>7</b>	Investment expenses	<b>7</b>	
<b>8</b>	Prior period adjustments	<b>8</b>	
<b>9</b>	Other changes in net assets or fund balances (explain on Schedule O)	<b>9</b>	0.
<b>10</b>	Net assets or fund balances at end of year. Combine lines 3 through 9 (must equal Part X, line 32, column (B))	<b>10</b>	1,168,107.

**Part XII Financial Statements and Reporting**Check if Schedule O contains a response or note to any line in this Part XII ☒

	Yes	No
<b>1</b> Accounting method used to prepare the Form 990: <input type="checkbox"/> Cash <input checked="" type="checkbox"/> Accrual <input type="checkbox"/> Other _____ If the organization changed its method of accounting from a prior year or checked "Other," explain on Schedule O.		
<b>2a</b> Were the organization's financial statements compiled or reviewed by an independent accountant? If "Yes," check a box below to indicate whether the financial statements for the year were compiled or reviewed on a separate basis, consolidated basis, or both: <input type="checkbox"/> Separate basis <input type="checkbox"/> Consolidated basis <input type="checkbox"/> Both consolidated and separate basis		X
<b>b</b> Were the organization's financial statements audited by an independent accountant? If "Yes," check a box below to indicate whether the financial statements for the year were audited on a separate basis, consolidated basis, or both: <input checked="" type="checkbox"/> Separate basis <input type="checkbox"/> Consolidated basis <input type="checkbox"/> Both consolidated and separate basis	X	
<b>c</b> If "Yes" to line 2a or 2b, does the organization have a committee that assumes responsibility for oversight of the audit, review, or compilation of its financial statements and selection of an independent accountant? If the organization changed either its oversight process or selection process during the tax year, explain on Schedule O.	X	
<b>3a</b> As a result of a federal award, was the organization required to undergo an audit or audits as set forth in the Uniform Guidance, 2 C.F.R. Part 200, Subpart F?		X
<b>b</b> If "Yes," did the organization undergo the required audit or audits? If the organization did not undergo the required audit or audits, explain why on Schedule O and describe any steps taken to undergo such audits		

Form 990 (2022)

Department of the Treasury  
Internal Revenue Service

Go to [www.irs.gov/Form990](http://www.irs.gov/Form990) for instructions and the latest information.

OMB No. 1545-0047

2022

**Open to Public Inspection**

Name of the organization

GROWTH PUBLIC SCHOOLS

Employer identification number

47-4456355

<b>Part I</b>	<b>Reason for Public Charity Status.</b> (All organizations must complete this part.) See instructions.
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The organization is not a private foundation because it is: (For lines 1 through 12, check only one box.)

- 1 ☐ A church, convention of churches, or association of churches described in **section 170(b)(1)(A)(i).**
- 2 ☒ A school described in **section 170(b)(1)(A)(ii).** (Attach Schedule E (Form 990).)
- 3 ☐ A hospital or a cooperative hospital service organization described in **section 170(b)(1)(A)(iii).**
- 4 ☐ A medical research organization operated in conjunction with a hospital described in **section 170(b)(1)(A)(iii).** Enter the hospital's name, city, and state: \_\_\_\_\_
- 5 ☐ An organization operated for the benefit of a college or university owned or operated by a governmental unit described in **section 170(b)(1)(A)(iv).** (Complete Part II.)
- 6 ☐ A federal, state, or local government or governmental unit described in **section 170(b)(1)(A)(v).**
- 7 ☐ An organization that normally receives a substantial part of its support from a governmental unit or from the general public described in **section 170(b)(1)(A)(vi).** (Complete Part II.)
- 8 ☐ A community trust described in **section 170(b)(1)(A)(vi).** (Complete Part II.)
- 9 ☐ An agricultural research organization described in **section 170(b)(1)(A)(ix)** operated in conjunction with a land-grant college or university or a non-land-grant college of agriculture (see instructions). Enter the name, city, and state of the college or university: \_\_\_\_\_
- 10 ☐ An organization that normally receives (1) more than 33 1/3% of its support from contributions, membership fees, and gross receipts from activities related to its exempt functions, subject to certain exceptions; and (2) no more than 33 1/3% of its support from gross investment income and unrelated business taxable income (less section 511 tax) from businesses acquired by the organization after June 30, 1975. See **section 509(a)(2).** (Complete Part III.)
- 11 ☐ An organization organized and operated exclusively to test for public safety. See **section 509(a)(4).**
- 12 ☐ An organization organized and operated exclusively for the benefit of, to perform the functions of, or to carry out the purposes of one or more publicly supported organizations described in **section 509(a)(1)** or **section 509(a)(2).** See **section 509(a)(3).** Check the box on lines 12a through 12d that describes the type of supporting organization and complete lines 12e, 12f, and 12g.
  - a ☐ **Type I.** A supporting organization operated, supervised, or controlled by its supported organization(s), typically by giving the supported organization(s) the power to regularly appoint or elect a majority of the directors or trustees of the supporting organization. **You must complete Part IV, Sections A and B.**
  - b ☐ **Type II.** A supporting organization supervised or controlled in connection with its supported organization(s), by having control or management of the supporting organization vested in the same persons that control or manage the supported organization(s). **You must complete Part IV, Sections A and C.**
  - c ☐ **Type III functionally integrated.** A supporting organization operated in connection with, and functionally integrated with, its supported organization(s) (see instructions). **You must complete Part IV, Sections A, D, and E.**
  - d ☐ **Type III non-functionally integrated.** A supporting organization operated in connection with its supported organization(s) that is not functionally integrated. The organization generally must satisfy a distribution requirement and an attentiveness requirement (see instructions). **You must complete Part IV, Sections A and D, and Part V.**
  - e ☐ Check this box if the organization received a written determination from the IRS that it is a Type I, Type II, Type III functionally integrated, or Type III non-functionally integrated supporting organization.

**f** Enter the number of supported organizations

**g** Provide the following information about the supported organization(s).

g. Provide the following information about the supported organization(s).						
(i) Name of supported organization	(ii) EIN	(iii) Type of organization (described on lines 1-10 above (see instructions))	(iv) Is the organization listed in your governing document?		(v) Amount of monetary support (see instructions)	(vi) Amount of other support (see instructions)
			Yes	No		
<b>Total</b>						

**Part II Support Schedule for Organizations Described in Sections 170(b)(1)(A)(iv) and 170(b)(1)(A)(vi)**

(Complete only if you checked the box on line 5, 7, or 8 of Part I or if the organization failed to qualify under Part III. If the organization fails to qualify under the tests listed below, please complete Part III.)

**Section A. Public Support**

Calendar year (or fiscal year beginning in)	(a) 2018	(b) 2019	(c) 2020	(d) 2021	(e) 2022	(f) Total
<b>1</b> Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.") .....						
<b>2</b> Tax revenues levied for the organization's benefit and either paid to or expended on its behalf .....						
<b>3</b> The value of services or facilities furnished by a governmental unit to the organization without charge .....						
<b>4 Total.</b> Add lines 1 through 3 .....						
<b>5</b> The portion of total contributions by each person (other than a governmental unit or publicly supported organization) included on line 1 that exceeds 2% of the amount shown on line 11, column (f) .....						
<b>6 Public support.</b> Subtract line 5 from line 4.						

**Section B. Total Support**

Calendar year (or fiscal year beginning in)	(a) 2018	(b) 2019	(c) 2020	(d) 2021	(e) 2022	(f) Total
<b>7</b> Amounts from line 4 .....						
<b>8</b> Gross income from interest, dividends, payments received on securities loans, rents, royalties, and income from similar sources .....						
<b>9</b> Net income from unrelated business activities, whether or not the business is regularly carried on .....						
<b>10</b> Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.) .....						
<b>11 Total support.</b> Add lines 7 through 10						
<b>12</b> Gross receipts from related activities, etc. (see instructions) .....					12	
<b>13 First 5 years.</b> If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and <b>stop here</b> .....						<input type="checkbox"/>

**Section C. Computation of Public Support Percentage**

<b>14</b> Public support percentage for 2022 (line 6, column (f), divided by line 11, column (f)) .....	<b>14</b>	%
<b>15</b> Public support percentage from 2021 Schedule A, Part II, line 14 .....	<b>15</b>	%
<b>16a 33 1/3% support test - 2022.</b> If the organization did not check the box on line 13, and line 14 is 33 1/3% or more, check this box and <b>stop here.</b> The organization qualifies as a publicly supported organization .....		
<input type="checkbox"/>		
<b>b 33 1/3% support test - 2021.</b> If the organization did not check a box on line 13 or 16a, and line 15 is 33 1/3% or more, check this box and <b>stop here.</b> The organization qualifies as a publicly supported organization .....		
<input type="checkbox"/>		
<b>17a 10% -facts-and-circumstances test - 2022.</b> If the organization did not check a box on line 13, 16a, or 16b, and line 14 is 10% or more, and if the organization meets the facts-and-circumstances test, check this box and <b>stop here.</b> Explain in Part VI how the organization meets the facts-and-circumstances test. The organization qualifies as a publicly supported organization .....		
<input type="checkbox"/>		
<b>b 10% -facts-and-circumstances test - 2021.</b> If the organization did not check a box on line 13, 16a, 16b, or 17a, and line 15 is 10% or more, and if the organization meets the facts-and-circumstances test, check this box and <b>stop here.</b> Explain in Part VI how the organization meets the facts-and-circumstances test. The organization qualifies as a publicly supported organization .....		
<input type="checkbox"/>		
<b>18 Private foundation.</b> If the organization did not check a box on line 13, 16a, 16b, 17a, or 17b, check this box and see instructions .....		
<input type="checkbox"/>		

Schedule A (Form 990) 2022



**Part III Support Schedule for Organizations Described in Section 509(a)(2)**

(Complete only if you checked the box on line 10 of Part I or if the organization failed to qualify under Part II. If the organization fails to qualify under the tests listed below, please complete Part II.)

**Section A. Public Support**

Calendar year (or fiscal year beginning in)	(a) 2018	(b) 2019	(c) 2020	(d) 2021	(e) 2022	(f) Total
<b>1</b> Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.") .....						
<b>2</b> Gross receipts from admissions, merchandise sold or services performed, or facilities furnished in any activity that is related to the organization's tax-exempt purpose .....						
<b>3</b> Gross receipts from activities that are not an unrelated trade or business under section 513 .....						
<b>4</b> Tax revenues levied for the organization's benefit and either paid to or expended on its behalf .....						
<b>5</b> The value of services or facilities furnished by a governmental unit to the organization without charge .....						
<b>6 Total.</b> Add lines 1 through 5 .....						
<b>7a</b> Amounts included on lines 1, 2, and 3 received from disqualified persons .....						
<b>b</b> Amounts included on lines 2 and 3 received from other than disqualified persons that exceed the greater of \$5,000 or 1% of the amount on line 13 for the year .....						
<b>c</b> Add lines 7a and 7b .....						
<b>8 Public support.</b> (Subtract line 7c from line 6.)						

**Section B. Total Support**

Calendar year (or fiscal year beginning in)	(a) 2018	(b) 2019	(c) 2020	(d) 2021	(e) 2022	(f) Total
<b>9</b> Amounts from line 6 .....						
<b>10a</b> Gross income from interest, dividends, payments received on securities loans, rents, royalties, and income from similar sources .....						
<b>b</b> Unrelated business taxable income (less section 511 taxes) from businesses acquired after June 30, 1975 .....						
<b>c</b> Add lines 10a and 10b .....						
<b>11</b> Net income from unrelated business activities not included on line 10b, whether or not the business is regularly carried on .....						
<b>12</b> Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.) .....						
<b>13 Total support.</b> (Add lines 9, 10c, 11, and 12.)						
<b>14 First 5 years.</b> If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and <b>stop here</b> .....						<input type="checkbox"/>

**Section C. Computation of Public Support Percentage**

<b>15</b> Public support percentage for 2022 (line 8, column (f), divided by line 13, column (f)) .....	<b>15</b>	%
<b>16</b> Public support percentage from 2021 Schedule A, Part III, line 15 .....	<b>16</b>	%

**Section D. Computation of Investment Income Percentage**

<b>17</b> Investment income percentage for 2022 (line 10c, column (f), divided by line 13, column (f)) .....	<b>17</b>	%
<b>18</b> Investment income percentage from 2021 Schedule A, Part III, line 17 .....	<b>18</b>	%

**19a 33 1/3% support tests - 2022.** If the organization did not check the box on line 14, and line 15 is more than 33 1/3%, and line 17 is not more than 33 1/3%, check this box and **stop here**. The organization qualifies as a publicly supported organization .....

☐

**b 33 1/3% support tests - 2021.** If the organization did not check a box on line 14 or line 19a, and line 16 is more than 33 1/3%, and line 18 is not more than 33 1/3%, check this box and **stop here**. The organization qualifies as a publicly supported organization .....

☐

**20 Private foundation.** If the organization did not check a box on line 14, 19a, or 19b, check this box and see instructions .....

☐

**Part IV Supporting Organizations**

(Complete only if you checked a box on line 12 of Part I. If you checked box 12a, Part I, complete Sections A and B. If you checked box 12b, Part I, complete Sections A and C. If you checked box 12c, Part I, complete Sections A, D, and E. If you checked box 12d, Part I, complete Sections A and D, and complete Part V.)

**Section A. All Supporting Organizations**

	Yes	No
<b>1</b> Are all of the organization's supported organizations listed by name in the organization's governing documents? <i>If "No," describe in Part VI how the supported organizations are designated. If designated by class or purpose, describe the designation. If historic and continuing relationship, explain.</i>		
<b>2</b> Did the organization have any supported organization that does not have an IRS determination of status under section 509(a)(1) or (2)? <i>If "Yes," explain in Part VI how the organization determined that the supported organization was described in section 509(a)(1) or (2).</i>		
<b>3a</b> Did the organization have a supported organization described in section 501(c)(4), (5), or (6)? <i>If "Yes," answer lines 3b and 3c below.</i>		
<b>b</b> Did the organization confirm that each supported organization qualified under section 501(c)(4), (5), or (6) and satisfied the public support tests under section 509(a)(2)? <i>If "Yes," describe in Part VI when and how the organization made the determination.</i>		
<b>c</b> Did the organization ensure that all support to such organizations was used exclusively for section 170(c)(2)(B) purposes? <i>If "Yes," explain in Part VI what controls the organization put in place to ensure such use.</i>		
<b>4a</b> Was any supported organization not organized in the United States ("foreign supported organization")? <i>If "Yes," and if you checked box 12a or 12b in Part I, answer lines 4b and 4c below.</i>		
<b>b</b> Did the organization have ultimate control and discretion in deciding whether to make grants to the foreign supported organization? <i>If "Yes," describe in Part VI how the organization had such control and discretion despite being controlled or supervised by or in connection with its supported organizations.</i>		
<b>c</b> Did the organization support any foreign supported organization that does not have an IRS determination under sections 501(c)(3) and 509(a)(1) or (2)? <i>If "Yes," explain in Part VI what controls the organization used to ensure that all support to the foreign supported organization was used exclusively for section 170(c)(2)(B) purposes.</i>		
<b>5a</b> Did the organization add, substitute, or remove any supported organizations during the tax year? <i>If "Yes," answer lines 5b and 5c below (if applicable). Also, provide detail in Part VI, including (i) the names and EIN numbers of the supported organizations added, substituted, or removed; (ii) the reasons for each such action; (iii) the authority under the organization's organizing document authorizing such action; and (iv) how the action was accomplished (such as by amendment to the organizing document).</i>		
<b>b Type I or Type II only.</b> Was any added or substituted supported organization part of a class already designated in the organization's organizing document?		
<b>c Substitutions only.</b> Was the substitution the result of an event beyond the organization's control?		
<b>6</b> Did the organization provide support (whether in the form of grants or the provision of services or facilities) to anyone other than (i) its supported organizations, (ii) individuals that are part of the charitable class benefited by one or more of its supported organizations, or (iii) other supporting organizations that also support or benefit one or more of the filing organization's supported organizations? <i>If "Yes," provide detail in Part VI.</i>		
<b>7</b> Did the organization provide a grant, loan, compensation, or other similar payment to a substantial contributor (as defined in section 4958(c)(3)(C)), a family member of a substantial contributor, or a 35% controlled entity with regard to a substantial contributor? <i>If "Yes," complete Part I of Schedule L (Form 990).</i>		
<b>8</b> Did the organization make a loan to a disqualified person (as defined in section 4958) not described on line 7? <i>If "Yes," complete Part I of Schedule L (Form 990).</i>		
<b>9a</b> Was the organization controlled directly or indirectly at any time during the tax year by one or more disqualified persons, as defined in section 4946 (other than foundation managers and organizations described in section 509(a)(1) or (2))? <i>If "Yes," provide detail in Part VI.</i>		
<b>b</b> Did one or more disqualified persons (as defined on line 9a) hold a controlling interest in any entity in which the supporting organization had an interest? <i>If "Yes," provide detail in Part VI.</i>		
<b>c</b> Did a disqualified person (as defined on line 9a) have an ownership interest in, or derive any personal benefit from, assets in which the supporting organization also had an interest? <i>If "Yes," provide detail in Part VI.</i>		
<b>10a</b> Was the organization subject to the excess business holdings rules of section 4943 because of section 4943(f) (regarding certain Type II supporting organizations, and all Type III non-functionally integrated supporting organizations)? <i>If "Yes," answer line 10b below.</i>		
<b>b</b> Did the organization have any excess business holdings in the tax year? <i>(Use Schedule C, Form 4720, to determine whether the organization had excess business holdings.)</i>		

**Part IV** Supporting Organizations (continued)

	Yes	No
<b>11</b> Has the organization accepted a gift or contribution from any of the following persons?		
<b>a</b> A person who directly or indirectly controls, either alone or together with persons described on lines 11b and 11c below, the governing body of a supported organization?		
<b>b</b> A family member of a person described on line 11a above?		
<b>c</b> A 35% controlled entity of a person described on line 11a or 11b above? If "Yes" to line 11a, 11b, or 11c, provide detail in <b>Part VI</b> .		
<b>11a</b>		
<b>11b</b>		
<b>11c</b>		

**Section B. Type I Supporting Organizations**

	Yes	No
<b>1</b> Did the governing body, members of the governing body, officers acting in their official capacity, or membership of one or more supported organizations have the power to regularly appoint or elect at least a majority of the organization's officers, directors, or trustees at all times during the tax year? If "No," describe in <b>Part VI</b> how the supported organization(s) effectively operated, supervised, or controlled the organization's activities. If the organization had more than one supported organization, describe how the powers to appoint and/or remove officers, directors, or trustees were allocated among the supported organizations and what conditions or restrictions, if any, applied to such powers during the tax year.		
<b>2</b> Did the organization operate for the benefit of any supported organization other than the supported organization(s) that operated, supervised, or controlled the supporting organization? If "Yes," explain in <b>Part VI</b> how providing such benefit carried out the purposes of the supported organization(s) that operated, supervised, or controlled the supporting organization.		
<b>1</b>		
<b>2</b>		

**Section C. Type II Supporting Organizations**

	Yes	No
<b>1</b> Were a majority of the organization's directors or trustees during the tax year also a majority of the directors or trustees of each of the organization's supported organization(s)? If "No," describe in <b>Part VI</b> how control or management of the supporting organization was vested in the same persons that controlled or managed the supported organization(s).		
<b>1</b>		

**Section D. All Type III Supporting Organizations**

	Yes	No
<b>1</b> Did the organization provide to each of its supported organizations, by the last day of the fifth month of the organization's tax year, (i) a written notice describing the type and amount of support provided during the prior tax year, (ii) a copy of the Form 990 that was most recently filed as of the date of notification, and (iii) copies of the organization's governing documents in effect on the date of notification, to the extent not previously provided?		
<b>2</b> Were any of the organization's officers, directors, or trustees either (i) appointed or elected by the supported organization(s) or (ii) serving on the governing body of a supported organization? If "No," explain in <b>Part VI</b> how the organization maintained a close and continuous working relationship with the supported organization(s).		
<b>3</b> By reason of the relationship described on line 2, above, did the organization's supported organizations have a significant voice in the organization's investment policies and in directing the use of the organization's income or assets at all times during the tax year? If "Yes," describe in <b>Part VI</b> the role the organization's supported organizations played in this regard.		
<b>1</b>		
<b>2</b>		
<b>3</b>		

**Section E. Type III Functionally Integrated Supporting Organizations**

<b>1</b> Check the box next to the method that the organization used to satisfy the Integral Part Test during the year (see instructions).		
<b>a</b> <input type="checkbox"/> The organization satisfied the Activities Test. Complete line 2 below.		
<b>b</b> <input type="checkbox"/> The organization is the parent of each of its supported organizations. Complete line 3 below.		
<b>c</b> <input type="checkbox"/> The organization supported a governmental entity. Describe in <b>Part VI</b> how you supported a governmental entity (see instructions).		
<b>2</b> Activities Test. Answer lines 2a and 2b below.		
<b>a</b> Did substantially all of the organization's activities during the tax year directly further the exempt purposes of the supported organization(s) to which the organization was responsive? If "Yes," then in <b>Part VI</b> identify those supported organizations and explain how these activities directly furthered their exempt purposes, how the organization was responsive to those supported organizations, and how the organization determined that these activities constituted substantially all of its activities.	Yes	No
<b>b</b> Did the activities described on line 2a, above, constitute activities that, but for the organization's involvement, one or more of the organization's supported organization(s) would have been engaged in? If "Yes," explain in <b>Part VI</b> the reasons for the organization's position that its supported organization(s) would have engaged in these activities but for the organization's involvement.		
<b>3</b> Parent of Supported Organizations. Answer lines 3a and 3b below.		
<b>a</b> Did the organization have the power to regularly appoint or elect a majority of the officers, directors, or trustees of each of the supported organizations? If "Yes" or "No" provide details in <b>Part VI</b> .		
<b>b</b> Did the organization exercise a substantial degree of direction over the policies, programs, and activities of each of its supported organizations? If "Yes," describe in <b>Part VI</b> the role played by the organization in this regard.		
<b>2a</b>		
<b>2b</b>		
<b>3a</b>		
<b>3b</b>		

**Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations**

- 1 ☐ Check here if the organization satisfied the Integral Part Test as a qualifying trust on Nov. 20, 1970 (explain in Part VI). See instructions.  
All other Type III non-functionally integrated supporting organizations must complete Sections A through E.

Section A - Adjusted Net Income		(A) Prior Year	(B) Current Year (optional)
1	Net short-term capital gain	1	
2	Recoveries of prior-year distributions	2	
3	Other gross income (see instructions)	3	
4	Add lines 1 through 3.	4	
5	Depreciation and depletion	5	
6	Portion of operating expenses paid or incurred for production or collection of gross income or for management, conservation, or maintenance of property held for production of income (see instructions)	6	
7	Other expenses (see instructions)	7	
8	<b>Adjusted Net Income</b> (subtract lines 5, 6, and 7 from line 4)	8	

Section B - Minimum Asset Amount		(A) Prior Year	(B) Current Year (optional)
1	Aggregate fair market value of all non-exempt-use assets (see instructions for short tax year or assets held for part of year):		
a	Average monthly value of securities	1a	
b	Average monthly cash balances	1b	
c	Fair market value of other non-exempt-use assets	1c	
d	<b>Total</b> (add lines 1a, 1b, and 1c)	1d	
e	<b>Discount</b> claimed for blockage or other factors (explain in detail in Part VI):		
2	Acquisition indebtedness applicable to non-exempt-use assets	2	
3	Subtract line 2 from line 1d.	3	
4	Cash deemed held for exempt use. Enter 0.015 of line 3 (for greater amount, see instructions).	4	
5	Net value of non-exempt-use assets (subtract line 4 from line 3)	5	
6	Multiply line 5 by 0.035.	6	
7	Recoveries of prior-year distributions	7	
8	<b>Minimum Asset Amount</b> (add line 7 to line 6)	8	

Section C - Distributable Amount			Current Year
1	Adjusted net income for prior year (from Section A, line 8, column A)	1	
2	Enter 0.85 of line 1.	2	
3	Minimum asset amount for prior year (from Section B, line 8, column A)	3	
4	Enter greater of line 2 or line 3.	4	
5	Income tax imposed in prior year	5	
6	<b>Distributable Amount.</b> Subtract line 5 from line 4, unless subject to emergency temporary reduction (see instructions).	6	
7	<input type="checkbox"/> Check here if the current year is the organization's first as a non-functionally integrated Type III supporting organization (see instructions).		

Schedule A (Form 990) 2022

**Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations** (continued)**Section D - Distributions**

	Current Year
<b>1</b> Amounts paid to supported organizations to accomplish exempt purposes	<b>1</b>
<b>2</b> Amounts paid to perform activity that directly furthers exempt purposes of supported organizations, in excess of income from activity	<b>2</b>
<b>3</b> Administrative expenses paid to accomplish exempt purposes of supported organizations	<b>3</b>
<b>4</b> Amounts paid to acquire exempt-use assets	<b>4</b>
<b>5</b> Qualified set-aside amounts (prior IRS approval required - <i>provide details in Part VI</i> )	<b>5</b>
<b>6</b> Other distributions ( <i>describe in Part VI</i> ). See instructions.	<b>6</b>
<b>7</b> <b>Total annual distributions.</b> Add lines 1 through 6.	<b>7</b>
<b>8</b> Distributions to attentive supported organizations to which the organization is responsive ( <i>provide details in Part VI</i> ). See instructions.	<b>8</b>
<b>9</b> Distributable amount for 2022 from Section C, line 6	<b>9</b>
<b>10</b> Line 8 amount divided by line 9 amount	<b>10</b>

<b>Section E - Distribution Allocations</b> (see instructions)	(i) Excess Distributions	(ii) Underdistributions Pre-2022	(iii) Distributable Amount for 2022
<b>1</b> Distributable amount for 2022 from Section C, line 6			
<b>2</b> Underdistributions, if any, for years prior to 2022 (reasonable cause required - <i>explain in Part VI</i> ). See instructions.			
<b>3</b> Excess distributions carryover, if any, to 2022			
<b>a</b> From 2017			
<b>b</b> From 2018			
<b>c</b> From 2019			
<b>d</b> From 2020			
<b>e</b> From 2021			
<b>f</b> <b>Total</b> of lines 3a through 3e			
<b>g</b> Applied to underdistributions of prior years			
<b>h</b> Applied to 2022 distributable amount			
<b>i</b> Carryover from 2017 not applied (see instructions)			
<b>j</b> Remainder. Subtract lines 3g, 3h, and 3i from line 3f.			
<b>4</b> Distributions for 2022 from Section D, line 7: \$			
<b>a</b> Applied to underdistributions of prior years			
<b>b</b> Applied to 2022 distributable amount			
<b>c</b> Remainder. Subtract lines 4a and 4b from line 4.			
<b>5</b> Remaining underdistributions for years prior to 2022, if any. Subtract lines 3g and 4a from line 2. For result greater than zero, <i>explain in Part VI</i> . See instructions.			
<b>6</b> Remaining underdistributions for 2022. Subtract lines 3h and 4b from line 1. For result greater than zero, <i>explain in Part VI</i> . See instructions.			
<b>7</b> <b>Excess distributions carryover to 2023.</b> Add lines 3j and 4c.			
<b>8</b> Breakdown of line 7:			
<b>a</b> Excess from 2018			
<b>b</b> Excess from 2019			
<b>c</b> Excess from 2020			
<b>d</b> Excess from 2021			
<b>e</b> Excess from 2022			

Schedule A (Form 990) 2022

**Part VI**

**Supplemental Information.** Provide the explanations required by Part II, line 10; Part II, line 17a or 17b; Part III, line 12; Part IV, Section A, lines 1, 2, 3b, 3c, 4b, 4c, 5a, 6, 9a, 9b, 9c, 11a, 11b, and 11c; Part IV, Section B, lines 1 and 2; Part IV, Section C, line 1; Part IV, Section D, lines 2 and 3; Part IV, Section E, lines 1c, 2a, 2b, 3a, and 3b; Part V, line 1; Part V, Section B, line 1e; Part V, Section D, lines 5, 6, and 8; and Part V, Section E, lines 2, 5, and 6. Also complete this part for any additional information.  
(See instructions.)

Lined area for supplemental information.

**SCHEDULE D**  
**(Form 990)**

Department of the Treasury  
Internal Revenue Service

**Supplemental Financial Statements**

Complete if the organization answered "Yes" on Form 990,  
Part IV, line 6, 7, 8, 9, 10, 11a, 11b, 11c, 11d, 11e, 11f, 12a, or 12b.

Attach to Form 990.

Go to [www.irs.gov/Form990](http://www.irs.gov/Form990) for instructions and the latest information.

OMB No. 1545-0047

**2022**

Open to Public  
Inspection

Name of the organization

GROWTH PUBLIC SCHOOLS

Employer identification number

47-4456355

**Part I Organizations Maintaining Donor Advised Funds or Other Similar Funds or Accounts.** Complete if the organization answered "Yes" on Form 990, Part IV, line 6.

	(a) Donor advised funds	(b) Funds and other accounts
1 Total number at end of year .....		
2 Aggregate value of contributions to (during year) .....		
3 Aggregate value of grants from (during year) .....		
4 Aggregate value at end of year .....		
5 Did the organization inform all donors and donor advisors in writing that the assets held in donor advised funds are the organization's property, subject to the organization's exclusive legal control? .....	<input type="checkbox"/> Yes	<input type="checkbox"/> No
6 Did the organization inform all grantees, donors, and donor advisors in writing that grant funds can be used only for charitable purposes and not for the benefit of the donor or donor advisor, or for any other purpose conferring impermissible private benefit? .....	<input type="checkbox"/> Yes	<input type="checkbox"/> No

**Part II Conservation Easements.** Complete if the organization answered "Yes" on Form 990, Part IV, line 7.

1 Purpose(s) of conservation easements held by the organization (check all that apply):

☐ Preservation of land for public use (for example, recreation or education) ☐ Preservation of a historically important land area

☐ Protection of natural habitat ☐ Preservation of a certified historic structure

☐ Preservation of open space

2 Complete lines 2a through 2d if the organization held a qualified conservation contribution in the form of a conservation easement on the last day of the tax year.

	Held at the End of the Tax Year
a Total number of conservation easements .....	2a
b Total acreage restricted by conservation easements .....	2b
c Number of conservation easements on a certified historic structure included in (a) .....	2c
d Number of conservation easements included in (c) acquired after July 25, 2006, and not on a historic structure listed in the National Register .....	2d

3 Number of conservation easements modified, transferred, released, extinguished, or terminated by the organization during the tax year .....

4 Number of states where property subject to conservation easement is located .....

5 Does the organization have a written policy regarding the periodic monitoring, inspection, handling of violations, and enforcement of the conservation easements it holds? .....

☐ Yes ☐ No

6 Staff and volunteer hours devoted to monitoring, inspecting, handling of violations, and enforcing conservation easements during the year .....

7 Amount of expenses incurred in monitoring, inspecting, handling of violations, and enforcing conservation easements during the year .....

8 Does each conservation easement reported on line 2(d) above satisfy the requirements of section 170(h)(4)(B)(i) and section 170(h)(4)(B)(ii)? .....

☐ Yes ☐ No

9 In Part XIII, describe how the organization reports conservation easements in its revenue and expense statement and balance sheet, and include, if applicable, the text of the footnote to the organization's financial statements that describes the organization's accounting for conservation easements.

**Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets.**

Complete if the organization answered "Yes" on Form 990, Part IV, line 8.

1a If the organization elected, as permitted under FASB ASC 958, not to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide in Part XIII the text of the footnote to its financial statements that describes these items.

b If the organization elected, as permitted under FASB ASC 958, to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide the following amounts relating to these items:

(i) Revenue included on Form 990, Part VIII, line 1 .....

(ii) Assets included in Form 990, Part X .....

2 If the organization received or held works of art, historical treasures, or other similar assets for financial gain, provide the following amounts required to be reported under FASB ASC 958 relating to these items:

a Revenue included on Form 990, Part VIII, line 1 .....

b Assets included in Form 990, Part X .....

LHA For Paperwork Reduction Act Notice, see the Instructions for Form 990.

Schedule D (Form 990) 2022

**Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets** (continued)

- 3 Using the organization's acquisition, accession, and other records, check any of the following that make significant use of its collection items (check all that apply):
- a ☐ Public exhibition d ☐ Loan or exchange program
- b ☐ Scholarly research e ☐ Other \_\_\_\_\_
- c ☐ Preservation for future generations
- 4 Provide a description of the organization's collections and explain how they further the organization's exempt purpose in Part XIII.
- 5 During the year, did the organization solicit or receive donations of art, historical treasures, or other similar assets to be sold to raise funds rather than to be maintained as part of the organization's collection? ☐ Yes ☐ No

**Part IV Escrow and Custodial Arrangements.** Complete if the organization answered "Yes" on Form 990, Part IV, line 9, or reported an amount on Form 990, Part X, line 21.

- 1a Is the organization an agent, trustee, custodian or other intermediary for contributions or other assets not included on Form 990, Part X? ☐ Yes ☐ No
- b If "Yes," explain the arrangement in Part XIII and complete the following table:
- |                                 | Amount |
|---------------------------------|--------|
| c Beginning balance             | 1c     |
| d Additions during the year     | 1d     |
| e Distributions during the year | 1e     |
| f Ending balance                | 1f     |
- 2a Did the organization include an amount on Form 990, Part X, line 21, for escrow or custodial account liability? ☐ Yes ☐ No
- b If "Yes," explain the arrangement in Part XIII. Check here if the explanation has been provided on Part XIII ☐

**Part V Endowment Funds.** Complete if the organization answered "Yes" on Form 990, Part IV, line 10.

	(a) Current year	(b) Prior year	(c) Two years back	(d) Three years back	(e) Four years back
1a Beginning of year balance					
b Contributions					
c Net investment earnings, gains, and losses					
d Grants or scholarships					
e Other expenditures for facilities and programs					
f Administrative expenses					
g End of year balance					

- 2 Provide the estimated percentage of the current year end balance (line 1g, column (a)) held as:

- a Board designated or quasi-endowment \_\_\_\_\_ %
- b Permanent endowment \_\_\_\_\_ %
- c Term endowment \_\_\_\_\_ %

The percentages on lines 2a, 2b, and 2c should equal 100%.

- 3a Are there endowment funds not in the possession of the organization that are held and administered for the organization by:

- (i) Unrelated organizations \_\_\_\_\_
- (ii) Related organizations \_\_\_\_\_

- b If "Yes" on line 3a(ii), are the related organizations listed as required on Schedule R? \_\_\_\_\_

	Yes	No
3a(i)		
3a(ii)		
3b		

- 4 Describe in Part XIII the intended uses of the organization's endowment funds.

**Part VI Land, Buildings, and Equipment.**

Complete if the organization answered "Yes" on Form 990, Part IV, line 11a. See Form 990, Part X, line 10.

Description of property	(a) Cost or other basis (investment)	(b) Cost or other basis (other)	(c) Accumulated depreciation	(d) Book value
1a Land				
b Buildings				
c Leasehold improvements		206,051.	61,589.	144,462.
d Equipment		24,332.	24,332.	0.
e Other				
Total. Add lines 1a through 1e. (Column (d) must equal Form 990, Part X, column (B), line 10c.)				144,462.

Schedule D (Form 990) 2022



**Part VII Investments - Other Securities.**

Complete if the organization answered "Yes" on Form 990, Part IV, line 11b. See Form 990, Part X, line 12.

(a) Description of security or category (including name of security)	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1) Financial derivatives .....		
(2) Closely held equity interests .....		
(3) Other .....		
(A) .....		
(B) .....		
(C) .....		
(D) .....		
(E) .....		
(F) .....		
(G) .....		
(H) .....		
<b>Total.</b> (Col. (b) must equal Form 990, Part X, col. (B) line 12.)		

**Part VIII Investments - Program Related.**

Complete if the organization answered "Yes" on Form 990, Part IV, line 11c. See Form 990, Part X, line 13.

(a) Description of investment	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1) .....		
(2) .....		
(3) .....		
(4) .....		
(5) .....		
(6) .....		
(7) .....		
(8) .....		
(9) .....		
<b>Total.</b> (Col. (b) must equal Form 990, Part X, col. (B) line 13.)		

**Part IX Other Assets.**

Complete if the organization answered "Yes" on Form 990, Part IV, line 11d. See Form 990, Part X, line 15.

(a) Description	(b) Book value
(1) DEPOSITS	36,206.
(2) RIGHT OF USE ASSETS	4,537,738.
(3) .....	
(4) .....	
(5) .....	
(6) .....	
(7) .....	
(8) .....	
(9) .....	
<b>Total.</b> (Column (b) must equal Form 990, Part X, col. (B) line 15.)	4,573,944.

**Part X Other Liabilities.**

Complete if the organization answered "Yes" on Form 990, Part IV, line 11e or 11f. See Form 990, Part X, line 25.

1. (a) Description of liability	(b) Book value
(1) Federal income taxes	
(2) LEASE LIABILITIES	4,672,295.
(3) .....	
(4) .....	
(5) .....	
(6) .....	
(7) .....	
(8) .....	
(9) .....	
<b>Total.</b> (Column (b) must equal Form 990, Part X, col. (B) line 25.)	4,672,295.

2. Liability for uncertain tax positions. In Part XIII, provide the text of the footnote to the organization's financial statements that reports the organization's liability for uncertain tax positions under FASB ASC 740. Check here if the text of the footnote has been provided in Part XIII ... ☒

Schedule D (Form 990) 2022

**Part XI Reconciliation of Revenue per Audited Financial Statements With Revenue per Return.**

Complete if the organization answered "Yes" on Form 990, Part IV, line 12a.

1	Total revenue, gains, and other support per audited financial statements	1	4,535,628.
2	Amounts included on line 1 but not on Form 990, Part VIII, line 12:		
a	Net unrealized gains (losses) on investments	2a	
b	Donated services and use of facilities	2b	
c	Recoveries of prior year grants	2c	
d	Other (Describe in Part XIII.)	2d	
e	Add lines 2a through 2d	2e	0.
3	Subtract line 2e from line 1	3	4,535,628.
4	Amounts included on Form 990, Part VIII, line 12, but not on line 1:		
a	Investment expenses not included on Form 990, Part VIII, line 7b	4a	
b	Other (Describe in Part XIII.)	4b	
c	Add lines 4a and 4b	4c	0.
5	Total revenue. Add lines 3 and 4c. (This must equal Form 990, Part I, line 12.)	5	4,535,628.

**Part XII Reconciliation of Expenses per Audited Financial Statements With Expenses per Return.**

Complete if the organization answered "Yes" on Form 990, Part IV, line 12a.

1	Total expenses and losses per audited financial statements	1	4,520,806.
2	Amounts included on line 1 but not on Form 990, Part IX, line 25:		
a	Donated services and use of facilities	2a	
b	Prior year adjustments	2b	
c	Other losses	2c	
d	Other (Describe in Part XIII.)	2d	
e	Add lines 2a through 2d	2e	0.
3	Subtract line 2e from line 1	3	4,520,806.
4	Amounts included on Form 990, Part IX, line 25, but not on line 1:		
a	Investment expenses not included on Form 990, Part VIII, line 7b	4a	
b	Other (Describe in Part XIII.)	4b	
c	Add lines 4a and 4b	4c	0.
5	Total expenses. Add lines 3 and 4c. (This must equal Form 990, Part I, line 18.)	5	4,520,806.

**Part XIII Supplemental Information.**

Provide the descriptions required for Part II, lines 3, 5, and 9; Part III, lines 1a and 4; Part IV, lines 1b and 2b; Part V, line 4; Part X, line 2; Part XI, lines 2d and 4b; and Part XII, lines 2d and 4b. Also complete this part to provide any additional information.

**PART X, LINE 2:**

THE SCHOOL IS A NONPROFIT ENTITY EXEMPT FROM THE PAYMENT OF INCOME TAXES UNDER INTERNAL REVENUE CODE SECTION 501(C)(3) AND CALIFORNIA REVENUE AND TAXATION CODE SECTION 23701D. ACCORDINGLY, NO PROVISION HAS BEEN MADE FOR INCOME TAXES. MANAGEMENT HAS DETERMINED THAT ALL INCOME TAX POSITIONS ARE MORE LIKELY THAN NOT OF BEING SUSTAINED UPON POTENTIAL AUDIT OR EXAMINATION; THEREFORE, NO DISCLOSURES OF UNCERTAIN INCOME TAX POSITIONS ARE REQUIRED. THE SCHOOL IS SUBJECT TO INCOME TAX ON NET INCOME THAT IS DERIVED FROM BUSINESS ACTIVITIES THAT ARE UNRELATED TO THE EXEMPT PURPOSES. THE SCHOOL FILES AN EXEMPT RETURN AND APPLICABLE UNRELATED BUSINESS INCOME TAX RETURN IN THE U.S. FEDERAL JURISDICTION AND WITH THE CALIFORNIA FRANCHISE TAX BOARD.

**Part XIII** Supplemental Information *(continued)*

Lined area for supplemental information.

DRAFT-FOR DISCUSSION PURPOSES ONLY

**SCHEDULE E**  
**(Form 990)**

Department of the Treasury  
Internal Revenue Service

**Schools**

Complete if the organization answered "Yes" on Form 990, Part IV, line 13, or  
Form 990-EZ, Part VI, line 48.

Attach to Form 990 or Form 990-EZ.

Go to [www.irs.gov/Form990](http://www.irs.gov/Form990) for the latest information.

OMB No. 1545-0047

**2022**

Open to Public  
Inspection

Name of the organization

GROWTH PUBLIC SCHOOLS

Employer identification number

47-4456355

**Part I**

	YES	NO
1 Does the organization have a racially nondiscriminatory policy toward students by statement in its charter, bylaws, other governing instrument, or in a resolution of its governing body? .....	X	
2 Does the organization include a statement of its racially nondiscriminatory policy toward students in all its brochures, catalogues, and other written communications with the public dealing with student admissions, programs, and scholarships? .....	X	
3 Has the organization publicized its racially nondiscriminatory policy on its primary publicly accessible Internet homepage at all times during its tax year in a manner reasonably expected to be noticed by visitors to the homepage, or through newspaper or broadcast media during the period of solicitation for students, or during the registration period if it has no solicitation program, in a way that makes the policy known to all parts of the general community it serves? If "Yes," please describe. If "No," please explain. If you need more space, use Part II .....	X	
<b>POLICY IS PUBLISHED IN SCHOOL ENROLLMENT MATERIALS.</b>		
4 Does the organization maintain the following?		
a Records indicating the racial composition of the student body, faculty, and administrative staff? .....	X	
b Records documenting that scholarships and other financial assistance are awarded on a racially nondiscriminatory basis? .....		X
c Copies of all catalogues, brochures, announcements, and other written communications to the public dealing with student admissions, programs, and scholarships? .....	X	
d Copies of all material used by the organization or on its behalf to solicit contributions? .....	X	
If you answered "No" to any of the above, please explain. If you need more space, use Part II.		
<b>N/A - THE SCHOOL DOES NOT PROVIDE SCHOLARSHIPS OR FINANCIAL ASSISTANCE.</b>		
5 Does the organization discriminate by race in any way with respect to:		
a Students' rights or privileges? .....		X
b Admissions policies? .....		X
c Employment of faculty or administrative staff? .....		X
d Scholarships or other financial assistance? .....		X
e Educational policies? .....		X
f Use of facilities? .....		X
g Athletic programs? .....		X
h Other extracurricular activities? .....		X
If you answered "Yes" to any of the above, please explain. If you need more space, use Part II.		
6a Does the organization receive any financial aid or assistance from a governmental agency? .....	X	
b Has the organization's right to such aid ever been revoked or suspended? .....		X
If you answered "Yes" on either line 6a or line 6b, explain on Part II.		
7 Does the organization certify that it has complied with the applicable requirements of sections 4.01 through 4.05 of Rev. Proc. 75-50, 1975-2 C.B. 587, as modified by Rev. Proc. 2019-22, 2019-22 I.R.B. 1260, covering racial nondiscrimination? If "No," explain on Part II .....	X	

LHA For Paperwork Reduction Act Notice, see the Instructions for Form 990 or 990-EZ.

Schedule E (Form 990) 2022

**Part II** **Supplemental Information.** Provide the explanations required by Part I, lines 3, 4d, 5h, 6b, and 7, as applicable. Also provide any other additional information. See instructions.

**LINE 6 - EXPLANATION OF GOVERNMENT FINANCIAL AID:**

AS A CALIFORNIA PUBLIC SCHOOL THE ORGANIZATION RECEIVES STATE AND FEDERAL FUNDING.

**SCHEDULE J  
(Form 990)**

Department of the Treasury  
Internal Revenue Service

**Compensation Information**

For certain Officers, Directors, Trustees, Key Employees, and Highest  
Compensated Employees  
Complete if the organization answered "Yes" on Form 990, Part IV, line 23.  
Attach to Form 990.  
Go to [www.irs.gov/Form990](http://www.irs.gov/Form990) for instructions and the latest information.

OMB No. 1545-0047

**2022**

Open to Public  
Inspection

Name of the organization

GROWTH PUBLIC SCHOOLS

Employer identification number

47-4456355

**Part I Questions Regarding Compensation**

**1a** Check the appropriate box(es) if the organization provided any of the following to or for a person listed on Form 990, Part VII, Section A, line 1a. Complete Part III to provide any relevant information regarding these items.

- |  |  |
|--|--|
| <input type="checkbox"/> First-class or charter travel             | <input type="checkbox"/> Housing allowance or residence for personal use   |
| <input type="checkbox"/> Travel for companions                     | <input type="checkbox"/> Payments for business use of personal residence   |
| <input type="checkbox"/> Tax indemnification and gross-up payments | <input type="checkbox"/> Health or social club dues or initiation fees     |
| <input type="checkbox"/> Discretionary spending account            | <input type="checkbox"/> Personal services (such as maid, chauffeur, chef) |

**b** If any of the boxes on line 1a are checked, did the organization follow a written policy regarding payment or reimbursement or provision of all of the expenses described above? If "No," complete Part III to explain

**2** Did the organization require substantiation prior to reimbursing or allowing expenses incurred by all directors, trustees, and officers, including the CEO/Executive Director, regarding the items checked on line 1a?

**3** Indicate which, if any, of the following the organization used to establish the compensation of the organization's CEO/Executive Director. Check all that apply. Do not check any boxes for methods used by a related organization to establish compensation of the CEO/Executive Director, but explain in Part III.

- |  |   |
|--|---|
| <input type="checkbox"/> Compensation committee              | <input checked="" type="checkbox"/> Written employment contract                     |
| <input type="checkbox"/> Independent compensation consultant | <input checked="" type="checkbox"/> Compensation survey or study                    |
| <input type="checkbox"/> Form 990 of other organizations     | <input checked="" type="checkbox"/> Approval by the board or compensation committee |

**4** During the year, did any person listed on Form 990, Part VII, Section A, line 1a, with respect to the filing organization or a related organization:

- a** Receive a severance payment or change-of-control payment?
- b** Participate in or receive payment from a supplemental nonqualified retirement plan?
- c** Participate in or receive payment from an equity-based compensation arrangement?
- If "Yes" to any of lines 4a-c, list the persons and provide the applicable amounts for each item in Part III.

**Only section 501(c)(3), 501(c)(4), and 501(c)(29) organizations must complete lines 5-9.**

**5** For persons listed on Form 990, Part VII, Section A, line 1a, did the organization pay or accrue any compensation contingent on the revenues of:

- a** The organization?
- b** Any related organization?
- If "Yes" on line 5a or 5b, describe in Part III.

**6** For persons listed on Form 990, Part VII, Section A, line 1a, did the organization pay or accrue any compensation contingent on the net earnings of:

- a** The organization?
- b** Any related organization?
- If "Yes" on line 6a or 6b, describe in Part III.

**7** For persons listed on Form 990, Part VII, Section A, line 1a, did the organization provide any nonfixed payments not described on lines 5 and 6? If "Yes," describe in Part III

**8** Were any amounts reported on Form 990, Part VII, paid or accrued pursuant to a contract that was subject to the initial contract exception described in Regulations section 53.4958-4(a)(3)? If "Yes," describe in Part III

**9** If "Yes" on line 8, did the organization also follow the rebuttable presumption procedure described in Regulations section 53.4958-6(c)?

LHA For Paperwork Reduction Act Notice, see the Instructions for Form 990.

Schedule J (Form 990) 2022

**Note:** The sum of columns (B)(i)-(iii) for each listed individual must equal the total amount of Form 990, Part VII, Section A, line 1a, applicable column (D) and (E) amounts for that individual.

[illegible]

**Part III** Supplemental Information

Provide the information, explanation, or descriptions required for Part I, lines 1a, 1b, 3, 4a, 4b, 4c, 5a, 5b, 6a, 6b, 7, and 8, and for Part II. Also complete this part for any additional information.

Lined area for supplemental information.



**SCHEDULE O**  
**(Form 990)**

Department of the Treasury  
Internal Revenue Service

**Supplemental Information to Form 990 or 990-EZ**

Complete to provide information for responses to specific questions on  
Form 990 or 990-EZ or to provide any additional information.  
Attach to Form 990 or Form 990-EZ.  
Go to [www.irs.gov/Form990](http://www.irs.gov/Form990) for the latest information.

OMB No. 1545-0047

**2022**

Open to Public  
Inspection

Name of the organization

GROWTH PUBLIC SCHOOLS

Employer identification number  
47-4456355

FORM 990, PART I, LINE 1, DESCRIPTION OF ORGANIZATION MISSION:

DRIVEN COMMUNITY THAT PREPARES STUDENTS-EMOTIONALLY, SOCIALLY,  
ACADEMICALLY-TO BLAZE THEIR OWN PATHS IN A CHANGING WORLD. WE ENVISION  
A SCHOOL SYSTEM WHERE PEOPLE COME FIRST. AND AS WE STRIVE TO LEARN AND  
GROW AS HUMANS, WE BELIEVE WE WILL, IN TURN, DEVELOP A BETTER WORLD.

FORM 990, PART III, LINE 1, DESCRIPTION OF ORGANIZATION MISSION:

MONIES RECEIVED THROUGH THE CALIFORNIA DEPARTMENT OF EDUCATION.

FORM 990, PART VI, SECTION A, LINE 8B:

THE ORGANIZATION DOES NOT HAVE COMMITTEES WITH AUTHORITY TO ACT ON BEHALF  
OF THE GOVERNING BODY.

FORM 990, PART VI, SECTION B, LINE 11B:

THE FORM 990 IS PREPARED BY THE ORGANIZATION'S OUTSIDE PUBLIC ACCOUNTING  
FIRM BASED ON INFORMATION PROVIDED BY MANAGEMENT. ONCE A DRAFT OF THE  
RETURN IS AVAILABLE, IT IS REVIEWED BY MANAGEMENT WITH ANY CHANGES OR  
REVISIONS INCORPORATED INTO THE FILING. THE REVISED RETURN IS THEN  
SUBMITTED TO THE BOARD OF DIRECTORS FOR THEIR REVIEW AND APPROVAL PRIOR TO  
SUBMITTING TO THE IRS.

FORM 990, PART VI, SECTION B, LINE 12C:

MONITORING IS PERFORMED REGULARLY BY THE OFFICERS TO IDENTIFY POTENTIAL  
CONFLICTS OF INTEREST. ANY QUESTION OF A CONFLICT IS ADDRESSED WITH THE  
INTERESTED PERSON, WHO IS REQUIRED TO DISCLOSE THE EXISTENCE OF ANY  
FINANCIAL INTEREST AND BE AFFORDED THE OPPORTUNITY TO DISCLOSE ALL MATERIAL

LHA For Paperwork Reduction Act Notice, see the Instructions for Form 990 or 990-EZ.

Schedule O (Form 990) 2022

Name of the organization

GROWTH PUBLIC SCHOOLS

Employer identification number

47-4456355

FACTS TO THE BOARD AND EXECUTIVE DIRECTOR. IF A CONFLICT OF INTEREST IS IDENTIFIED, THE APPROPRIATE ACTION IS TAKEN, INCLUDING LIMITATIONS TO THE INDIVIDUAL'S INFLUENCE ON RELATED BUSINESS MATTERS.

FORM 990, PART VI, SECTION B, LINE 15:

THE EXECUTIVE DIRECTOR'S PAY IS DETERMINED BASED ON DATA PROVIDED BY EXTERNAL CHARTER MANAGEMENT ORGANIZATIONS AND THROUGH COMPARISON STUDIES OF OTHER CHARTER SCHOOLS. THE BOARD MUST VOTE TO APPROVE THE EXECUTIVE DIRECTOR'S COMPENSATION AS A DIRECT ACTION. THE OFFICERS' AND KEY EMPLOYEES' PAY IS DETERMINE BASED ON DATA PROVIDED BY EXTERNAL CHARTER MANAGEMENT ORGANIZATIONS AND THROUGH COMPARISON STUDIES OF OTHER CHARTER SCHOOLS. THE BOARD MUST VOTE TO APPROVE THE OFFICERS' AND KEY EMPLOYEES' COMPENSATION AS A DIRECT ACTION.

FORM 990, PART VI, SECTION C, LINE 19:

GOVERNING DOCUMENTS WILL BE MADE AVAILABLE TO THE PUBLIC UPON REQUEST.

FORM 990, PART IX, LINE 11G, OTHER FEES:

CONSULTANTS:

PROGRAM SERVICE EXPENSES	190,188.
MANAGEMENT AND GENERAL EXPENSES	146,924.
FUNDRAISING EXPENSES	0.
TOTAL EXPENSES	337,112.

SPECIAL EDUCATION INSTRUCTORS:

PROGRAM SERVICE EXPENSES	206,159.
MANAGEMENT AND GENERAL EXPENSES	0.
FUNDRAISING EXPENSES	0.

Name of the organization

GROWTH PUBLIC SCHOOLS

Employer identification number

47-4456355

TOTAL EXPENSES

206,159.

OTHER FEES FOR SERVICES:

PROGRAM SERVICE EXPENSES

54,055.

MANAGEMENT AND GENERAL EXPENSES

0.

FUNDRAISING EXPENSES

0.

TOTAL EXPENSES

54,055.

TOTAL OTHER FEES ON FORM 990, PART IX, LINE 11G, COL A

597,326.

FORM 990, PART XII, LINE 2C:

THIS PROCESS HAS NOT CHANGED FROM THE PRIOR YEAR.

2022

# California Exempt Organization Annual Information Return

199

Calendar Year 2022 or fiscal year beginning (mm/dd/yyyy) <b>07/01/2022</b> , and ending (mm/dd/yyyy) <b>06/30/2023</b>	
Corporation/Organization name <b>GROWTH PUBLIC SCHOOLS</b>	California corporation number <b>3799403</b>
Additional information. See instructions.	FEIN <b>47-4456355</b>
Street address (suite or room) <b>9320 TECH CENTER DRIVE</b>	PMB no.
City <b>SACRAMENTO</b>	State <b>CA</b> ZIP code <b>95826</b>
Foreign country name	Foreign province/state/county Foreign postal code

<b>A</b> First return ..... <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <b>B</b> Amended return ..... <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <b>C</b> IRC Section 4947(a)(1) trust ..... <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <b>D</b> Final information return? • <input type="checkbox"/> Dissolved <input type="checkbox"/> Surrendered (Withdrawn) <input type="checkbox"/> Merged/Reorganized Enter date: (mm/dd/yyyy) ..... <b>E</b> Check accounting method: (1) <input type="checkbox"/> Cash (2) <input checked="" type="checkbox"/> Accrual (3) <input type="checkbox"/> Other <b>F</b> Federal return filed? (1) • <input type="checkbox"/> 990T (2) • <input type="checkbox"/> 990PF (3) • <input type="checkbox"/> Sch H (990) (4) <input checked="" type="checkbox"/> Other 990 series <b>G</b> Is this a group filing? See instructions ..... <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <b>H</b> Is this organization in a group exemption ..... <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If "Yes," what is the parent's name? .....	<b>I</b> Did the organization have any changes to its guidelines not reported to the FTB? See instructions ..... <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <b>J</b> If exempt under R&TC Section 23701d, has the organization engaged in political activities? See instructions. .... <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <b>K</b> Is the organization exempt under R&TC Section 23701g? • <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If "Yes," enter the gross receipts from nonmember sources \$ ..... <b>L</b> Is the organization a limited liability company? ..... <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <b>M</b> Did the organization file Form 100 or Form 109 to report taxable income? ..... <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <b>N</b> Is the organization under audit by the IRS or has the IRS audited in a prior year? ..... <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <b>O</b> Is federal Form 1023/1024 pending? ..... <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Date filed with IRS .....
---	---

**Part I Complete Part I unless not required to file this form. See General Information B and C.**

<b>Receipts and Revenues</b>	1 Gross sales or receipts from other sources. From Side 2, Part II, line 8 .....	1	00
	2 Gross dues and assessments from members and affiliates .....	2	00
	3 Gross contributions, gifts, grants, and similar amounts received .....	3	4,535,628 00
	4 Total gross receipts for filing requirement test. Add line 1 through line 3. <b>This line must be completed.</b> If the result is less than \$50,000, see General Information B .....	4	4,535,628 00
	5 Cost of goods sold .....	5	00
	6 Cost or other basis, and sales expenses of assets sold .....	6	00
	7 Total costs. Add line 5 and line 6 .....	7	00
	8 Total gross income. Subtract line 7 from line 4 .....	8	4,535,628 00
<b>Expenses</b>	9 Total expenses and disbursements. From Side 2, Part II, line 18 .....	9	4,520,806 00
	10 Excess of receipts over expenses and disbursements. Subtract line 9 from line 8 .....	10	14,822 00
<b>Filing Fee</b>	11 Total payments .....	11	00
	12 Use tax. See General Information K .....	12	00
	13 Payments balance. If line 11 is more than line 12, subtract line 12 from line 11 .....	13	00
	14 Use tax balance. If line 12 is more than line 11, subtract line 11 from line 12 .....	14	00
	15 Penalties and interest. See General Information J .....	15	00
	16 <b>Balance due.</b> Add line 12 and line 15. Then subtract line 11 from the result ..... <input checked="" type="radio"/>	16	00
<b>Sign Here</b>	Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than taxpayer) is based on all information of which preparer has any knowledge.		
	Signature of officer <b>EXECUTIVE DIRE</b>	Date	• Telephone
<b>Paid Preparer's Use Only</b>	Preparer's signature <b>WADE MCMULLEN</b>	Date <b>02/29/24</b>	Check if self-employed <input type="checkbox"/> • PTIN <b>P00541671</b>
	Firm's name (or yours, if self-employed) and address <b>CLIFTONLARSONALLEN LLP 2210 EAST ROUTE 66 GLEN DORA, CA 91740</b>		• Firm's FEIN <b>41-0746749</b>
			• Telephone <b>(626) 857-7300</b>
	May the FTB discuss this return with the preparer shown above? See instructions ..... <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		

**Part II** Organizations with gross receipts of more than \$50,000 and private foundations regardless of amount of gross receipts - complete Part II or furnish substitute information.

Receipts from Other Sources	1	Gross sales or receipts from all business activities. See instructions	•	1	00
	2	Interest	•	2	00
	3	Dividends	•	3	00
	4	Gross rents	•	4	00
	5	Gross royalties	•	5	00
	6	Gross amount received from sale of assets (See instructions)	•	6	00
	7	Other income	•	7	00
	8	<b>Total</b> gross sales or receipts from other sources. Add line 1 through line 7. Enter here and on Side 1, Part I, line 1	•	8	00
	9	Contributions, gifts, grants, and similar amounts paid	•	9	00
	10	Disbursements to or for members	•	10	00
	11	Compensation of officers, directors, and trustees	•	11	166,449 00
	12	Other salaries and wages	•	12	1,883,218 00
	13	Interest	•	13	00
	14	Taxes	•	14	146,429 00
	15	Rents	•	15	902,483 00
	16	Depreciation and depletion (See instructions)	•	16	17,355 00
	17	Other expenses and disbursements	•	17	1,404,872 00
	18	<b>Total</b> expenses and disbursements. Add line 9 through line 17. Enter here and on Side 1, Part I, line 9	•	18	4,520,806 00

**Schedule L Balance Sheet**

Beginning of taxable year

End of taxable year

Assets	(a)	(b)	(c)	(d)
1 Cash		534,959	•	477,528
2 Net accounts receivable			•	
3 Net notes receivable			•	
4 Inventories			•	
5 Federal and state government obligations			•	
6 Investments in other bonds			•	
7 Investments in stock			•	
8 Mortgage loans			•	
9 Other investments			•	
10 a Depreciable assets	220,083		230,383	
b Less accumulated depreciation	(68,567)	151,516	(85,921)	144,462
11 Land			•	
12 Other assets	STMT 3	800,964	•	5,536,729
13 <b>Total assets</b>		1,487,439		6,158,719
<b>Liabilities and net worth</b>				
14 Accounts payable		146,458	•	256,531
15 Contributions, gifts, or grants payable			•	
16 Bonds and notes payable			•	
17 Mortgages payable			•	
18 Other liabilities	STMT 4	187,696		4,734,081
19 Capital stock or principal fund			•	
20 Paid-in or capital surplus. Attach reconciliation			•	
21 Retained earnings or income fund		1,153,285	•	1,168,107
22 <b>Total liabilities and net worth</b>		1,487,439		6,158,719

**Schedule M-1 Reconciliation of income per books with income per return**

Do not complete this schedule if the amount on Schedule L, line 13, column (d), is less than \$50,000.

1 Net income per books	•	14,822	7 Income recorded on books this year not included in this return. Attach schedule	•
2 Federal income tax	•		8 Deductions in this return not charged against book income this year. Attach schedule	•
3 Excess of capital losses over capital gains	•		9 Total. Add line 7 and line 8	
4 Income not recorded on books this year. Attach schedule	•		10 Net income per return. Subtract line 9 from line 6	14,822
5 Expenses recorded on books this year not deducted in this return. Attach schedule	•			
6 Total. Add line 1 through line 5		14,822		

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CA 199                      COMPENSATION OF OFFICERS, DIRECTORS AND TRUSTEES                      STATEMENT 1

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NAME AND ADDRESS	TITLE AND AVERAGE HRS WORKED/WK	COMPENSATION
AUDRIA JOHNSON 9320 TECH CENTER DRIVE SACRAMENTO, CA 95826	PRINCIPAL/EXECUTIVE DIRECT 40.00	166,449.
HERINDER PEGANY 9320 TECH CENTER DRIVE SACRAMENTO, CA 95826	BOARD CHAIR 3.00	0.
STACEY SCARBOROUGH 9320 TECH CENTER DRIVE SACRAMENTO, CA 95826	VICE CHAIRMAN 3.00	0.
BRYAN ADAMS 9320 TECH CENTER DRIVE SACRAMENTO, CA 95826	BOARD TREASURER 3.00	0.
DWIGHT TAYLOR SR. 9320 TECH CENTER DRIVE SACRAMENTO, CA 95826	BOARD MEMBER 3.00	0.
TOTAL TO FORM 199, PART II, LINE 11		166,449.

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CA 199                      OTHER EXPENSES                      STATEMENT 2

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DESCRIPTION	AMOUNT
OTHER EXPENSES	131,486.
INSTRUCTIONAL MATERIALS	84,346.
OTHER EMPLOYEE BENEFITS	240,693.
MANAGEMENT FEES	204,245.
LEGAL FEES	7,033.
ACCOUNTING FEES	12,957.
OTHER PROFESSIONAL FEES	597,326.
ADVERTISING AND PROMOTION	17,770.
OFFICE EXPENSES	12,183.
INFORMATION TECHNOLOGY	58,783.
TRAVEL	6,187.
INSURANCE	31,863.
TOTAL TO FORM 199, PART II, LINE 17	1,404,872.

## CA 199

## OTHER ASSETS

## STATEMENT 3

## DESCRIPTION

## BEG. OF YEAR

## END OF YEAR

PLEDGES AND GRANTS RECEIVABLE

711,212.

903,351.

PREPAID EXPENSES AND DEFERRED CHARGES

53,546.

59,434.

DEPOSITS

36,206.

36,206.

RIGHT OF USE ASSETS

0.

4,537,738.

TOTAL TO FORM 199, SCHEDULE L, LINE 12

800,964.

5,536,729.

## CA 199

## OTHER LIABILITIES

## STATEMENT 4

## DESCRIPTION

## BEG. OF YEAR

## END OF YEAR

DEFERRED RENT LIABILITY

73,492.

0.

LEASE LIABILITIES

0.

4,672,295.

DEFERRED REVENUE

114,204.

61,786.

TOTAL TO FORM 199, SCHEDULE L, LINE 18

187,696.

4,734,081.

## CA 199

## FUND BALANCES

## STATEMENT 5

## DESCRIPTION

## BEG. OF YEAR

## END OF YEAR

NET ASSETS WITHOUT DONOR RESTRICTIONS

1,153,285.

1,168,107.

TOTAL TO FORM 199, SCHEDULE L, LINE 21

1,153,285.

1,168,107.

TAXABLE YEAR  
**2022****California e-file Return Authorization for  
Exempt Organizations**FORM  
**8453-EO**

Exempt Organization name

Identifying number

**GROWTH PUBLIC SCHOOLS****47-4456355****Part I Electronic Return Information** (whole dollars only)

<b>1</b>	Total gross receipts (Form 199, line 4)	<b>1</b>	<b>4,535,628</b>
<b>2</b>	Total gross income (Form 199, line 8)	<b>2</b>	<b>4,535,628</b>
<b>3</b>	Total expenses and disbursements (Form 199, line 9)	<b>3</b>	<b>4,520,806</b>

**Part II Settle Your Account Electronically for Taxable Year 2022**

<b>4</b>	<input type="checkbox"/> Electronic funds withdrawal	<b>4a</b> Amount	<b>4b</b> Withdrawal date (mm/dd/yyyy)
----------	--	------------------	--

**Part III Banking Information** (Have you verified the exempt organization's banking information?)

<b>5</b>	Routing number	
<b>6</b>	Account number	
<b>7</b>	Type of account:	<input type="checkbox"/> Checking <input type="checkbox"/> Savings

**Part IV Declaration of Officer**

I authorize the exempt organization's account to be settled as designated in Part II. If I check Part II, box 4, I authorize an electronic funds withdrawal for the amount listed on line 4a.

Under penalties of perjury, I declare that I am an officer of the above exempt organization and that the information I provided to my electronic return originator (ERO), transmitter, or intermediate service provider and the amounts in Part I above agree with the amounts on the corresponding lines of the exempt organization's 2022 California electronic return. To the best of my knowledge and belief, the exempt organization's return is true, correct, and complete. If the exempt organization is filing a balance due return, I understand that if the Franchise Tax Board (FTB) does not receive full and timely payment of the exempt organization's fee liability, the exempt organization will remain liable for the fee liability and all applicable interest and penalties. I authorize the exempt organization return and accompanying schedules and statements be transmitted to the FTB by the ERO, transmitter, or intermediate service provider. **If the processing of the exempt organization's return or refund is delayed, I authorize the FTB to disclose to the ERO or intermediate service provider the reason(s) for the delay.**

**Sign  
Here**

Signature of officer

Date

**EXECUTIVE DIRECTOR**

Title

**Part V Declaration of Electronic Return Originator (ERO) and Paid Preparer.**

I declare that I have reviewed the above exempt organization's return and that the entries on form FTB 8453-EO are complete and correct to the best of my knowledge. (If I am only an intermediate service provider, I understand that I am not responsible for reviewing the exempt organization's return. I declare, however, that form FTB 8453-EO accurately reflects the data on the return.) I have obtained the organization officer's signature on form FTB 8453-EO before transmitting this return to the FTB; I have provided the organization officer with a copy of all forms and information that I will file with the FTB, and I have followed all other requirements described in FTB Pub. 1345, 2022 Handbook for Authorized e-file Providers. I will keep form FTB 8453-EO on file for **four** years from the due date of the return or **four** years from the date the exempt organization return is filed, whichever is later, and I will make a copy available to the FTB upon request. If I am also the paid preparer, under penalties of perjury, I declare that I have examined the above exempt organization's return and accompanying schedules and statements, and to the best of my knowledge and belief, they are true, correct, and complete. I make this declaration based on all information of which I have knowledge.

<b>ERO</b>	ERO's signature	<b>WADE MCMULLEN</b>	Date		Check if also paid preparer	<input checked="" type="checkbox"/>	Check if self-employed	<input type="checkbox"/>	ERO's PTIN	<b>P00541671</b>
<b>Must Sign</b>	Firm's name (or yours if self-employed) and address	<b>CLIFTONLARSONALLEN LLP</b> <b>2210 EAST ROUTE 66</b> <b>GLENORA, CA</b>					Firm's FEIN	<b>41-0746749</b>		
							ZIP code	<b>91740</b>		

Under penalties of perjury, I declare that I have examined the above organization's return and accompanying schedules and statements, and to the best of my knowledge and belief, they are true, correct, and complete. I make this declaration based on all information of which I have knowledge.

<b>Paid Preparer</b>	Paid preparer's signature		Date		Check if self-employed	<input type="checkbox"/>	Paid preparer's PTIN	
<b>Must Sign</b>	Firm's name (or yours if self-employed) and address						Firm's FEIN	
							ZIP code	

FTB 8453-EO 2022





## Statement of Work - Audit Services

January 23, 2024

This document constitutes a statement of work ("SOW") under the master service agreement ("MSA") dated March 7, 2023, or superseding MSA, made by and between CliftonLarsonAllen LLP ("CLA," "we," "us," and "our") and Growth Public Schools ("you," "your," or "the entity"). We are pleased to confirm our understanding of the terms and objectives of our engagement and the nature and limitations of the services CLA will provide for the entity as of and for the year ended June 30, 2024.

Wade McMullen is responsible for the performance of the audit engagement. Per Education Code Section 41020(f)(2), there is a limit of six consecutive years for any firm where the principal of the audit and the reviewing principal have been the same in each of those years. This is the second consecutive year Wade McMullen will be the engagement principal.

### **Scope of audit services**

We will audit the financial statements of Growth Public Schools, which comprise the financial statements identified below, and the related notes to the financial statements (collectively, the "financial statements") as of and for the year ended June 30, 2024.

The statement of financial position as of June 30, 2024, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

We will also evaluate and report on the presentation of the following supplementary information accompanying the financial statements in relation to the financial statements as a whole:

Schedule of Instructional Time

Schedule of Average Daily Attendance

Reconciliation of Annual Financial Report With Audited Financial Statements

The following supplementary information accompanying the financial statements will not be subjected to the auditing procedures applied in our audit of the financial statements and our auditors' report will not provide an opinion or any assurance on that information:

Local Education Agency Organization Structure

## **Nonaudit services**

We will also provide the following nonaudit services:

- Preparation of your financial statements and the related notes.
- Preparation of the supplementary information.
- Preparation of adjusting journal entries, as needed.
- Preparation of the informational tax returns.

## **Audit objectives**

The objectives of our audit of the financial statements are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinion about whether your financial statements are fairly presented, in all material respects, in conformity with accounting principles generally accepted in the United States of America (U.S. GAAP). Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with auditing standards generally accepted in the United States of America (U.S. GAAS) will always detect a material misstatement when it exists. Misstatements, including omissions, can arise from fraud or error and are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

Our audit will be conducted in accordance with U.S. GAAS and the standards for financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States and the 2023-2024 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting, published by the Education Audit Appeals Panel (State Audit Guide). Those standards require us to be independent of the entity and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. Our audit will include tests of your accounting records and other procedures we consider necessary to enable us to express such an opinions.

We will also perform procedures to enable us to express an opinion on whether the supplementary information (as identified above) accompanying the financial statements is fairly stated, in all material respects, in relation to the financial statements as a whole.

We will issue a written report upon completion of our audit of your financial statements.

Circumstances may arise in which our report may differ from its expected form and content based on the results of our audit. Depending on the nature of these circumstances, it may be necessary for us to modify our opinion, add an emphasis-of-matter or other-matter paragraph to our auditors' report, or if necessary, withdraw from the engagement. If our opinion is other than unmodified, we will discuss the reasons with you in advance. If circumstances occur related to the condition of your records, the availability of sufficient, appropriate audit evidence, or the existence of a significant risk of material misstatement of the financial statements caused by error, fraudulent financial reporting, or misappropriation of assets, which in our professional judgment prevent us from completing the audit or forming an opinion on the financial

statements, we retain the right to take any course of action permitted by professional standards, including declining to express an opinion or issue a report, or withdrawing from the engagement.

We will also provide a report (which does not include an opinion) on internal control over financial reporting and on compliance with the provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a material effect on the financial statements, as required by *Government Auditing Standards*. The report on internal control over financial reporting and on compliance and other matters will include a paragraph that states (1) that the purpose of the report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance, and (2) that the report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. The paragraph will also state that the report is not suitable for any other purpose. If during our audit we become aware that the entity is subject to an audit requirement that is not encompassed in the terms of this engagement, we will communicate to management and those charged with governance that an audit conducted in accordance with U.S. GAAS and the standards for financial audits contained in *Government Auditing Standards* may not satisfy the relevant legal, regulatory, or contractual requirements.

The state compliance report on internal control over compliance will include a paragraph that states that the purpose of the report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the State Audit Guide.

### **Auditor responsibilities, procedures, and limitations**

We will conduct our audit in accordance with U.S. GAAS and the standards for financial audits contained in *Government Auditing Standards* and the State Audit Guide.

Those standards require that we exercise professional judgment and maintain professional skepticism throughout the planning and performance of the audit. As part of our audit, we will:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and evaluate whether audit evidence obtained is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. However, we will communicate to you in writing any significant deficiencies or material weaknesses in internal control relevant to the audit of the financial statements that we have identified during the audit.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements,

including the amounts and disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

- Conclude, based on our evaluation of audit evidence obtained, whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the entity's ability to continue as a going concern for a reasonable period of time.

Although our audit planning has not been concluded and modifications may be made, we have identified the following significant risk(s) of material misstatement as part of our audit planning:

- Management Override of Controls
- Revenue Recognition

There is an unavoidable risk, because of the inherent limitations of an audit, together with the inherent limitations of internal control, that some material misstatements may not be detected, even though the audit is properly planned and performed in accordance with U.S. GAAS and Government Auditing Standards. Because we will not perform a detailed examination of all transactions, material misstatements, whether from (1) errors, (2) fraudulent financial reporting, (3) misappropriation of assets, or (4) violations of laws or governmental regulations that are attributable to the entity or to acts by management or employees acting on behalf of the entity, may not be detected. Because the determination of waste and abuse is subjective, Government Auditing Standards do not require auditors to perform specific procedures to detect waste or abuse in financial audits nor do they expect auditors to provide reasonable assurance of detecting waste or abuse.

In addition, an audit is not designed to detect immaterial misstatements or violations of laws or governmental regulations that do not have a direct and material effect on the financial statements. However, we will inform the appropriate level of management and those charged with governance of any material errors, fraudulent financial reporting, or misappropriation of assets that come to our attention. We will also inform the appropriate level of management and those charged with governance of any violations of laws or governmental regulations that come to our attention, unless clearly inconsequential.

Tests of controls may be performed to test the effectiveness of certain controls that we consider relevant to preventing and detecting fraud or errors that are material to the financial statements and to preventing and detecting misstatements resulting from noncompliance with provisions of laws, regulations, contracts, and grant agreements that have a material effect on the financial statements. Our tests, if performed, will be less in scope than would be necessary to render an opinion on internal control and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to *Government Auditing Standards*. An audit is not designed to provide assurance on internal control or to identify deficiencies, significant deficiencies, or material weaknesses in internal control. However, we will communicate to you in writing significant deficiencies or material weaknesses in internal control relevant to the audit of the financial statements that we identify during the audit that are required to be communicated under AICPA professional standards, *Government Auditing Standards*, and the State Audit Guide.

As part of obtaining reasonable assurance about whether the financial statements are free of material

misstatement, we will perform tests of the entity's compliance with the provisions of laws, regulations, contracts, and grant agreements that have a material effect on the financial statements. However, the objective of our audit will not be to provide an opinion on overall compliance and we will not express such an opinion in our report on compliance issued pursuant to *Government Auditing Standards*.

We will include in our report on internal control over financial reporting and on compliance relevant information about any identified or suspected instances of fraud and any identified or suspected noncompliance with provisions of laws, regulations, contracts, or grant agreements that may have occurred that are required to be communicated under *Government Auditing Standards*.

Our responsibility as auditors is limited to the period covered by our audit and does not extend to any later periods for which we are not engaged as auditors.

### **Management responsibilities**

Our audit will be conducted on the basis that you (management and, when appropriate, those charged with governance) acknowledge and understand that you have certain responsibilities that are fundamental to the conduct of an audit.

You are responsible for the preparation and fair presentation of the financial statements in accordance with U.S. GAAP.

Management's responsibilities include the selection and application of accounting principles; recording and reflecting all transactions in the financial statements; determining the reasonableness of significant accounting estimates included in the financial statements; adjusting the financial statements to correct material misstatements; and confirming to us in the management representation letter that the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the latest period presented are immaterial, both individually and in the aggregate, to the financial statements taken as a whole. In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the entity's ability to continue as a going concern for one year after the date the financial statements are available to be issued.

You are responsible for the design, implementation, and maintenance of effective internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error, including evaluating and monitoring ongoing activities and safeguarding assets to help ensure that appropriate goals and objectives are met. You are responsible for the design, implementation, and maintenance of internal controls to prevent and detect fraud; assessing the risk that the financial statements may be materially misstated as a result of fraud; and for informing us about all known or suspected fraud affecting the entity involving (1) management, (2) employees who have significant roles in internal control, and (3) others where the fraud could have a material effect on the financial statements. Your responsibilities include informing us of your knowledge of any allegations of fraud or suspected fraud affecting the entity received in communications from employees, former employees, grantors, regulators, or others. In addition, you are responsible for implementing systems designed to achieve compliance with applicable laws and regulations and the provisions of contracts and grant agreements; identifying and ensuring that the entity complies with applicable laws, regulations,

contracts, and grant agreements; and informing us of all instances of identified or suspected noncompliance whose effects on the financial statements should be considered. You are responsible for taking timely and appropriate steps to remedy any fraud and noncompliance with provisions of laws, regulations, contracts, and grant agreements that we may report.

You are responsible for providing us with (1) access to all information of which you are aware that is relevant to the preparation and fair presentation of the financial statements, including amounts and disclosures, such as records, documentation, identification of all related parties and all related-party relationships and transactions, and other matters, and for the accuracy and completeness of that information (including information from within and outside of the general and subsidiary ledgers); (2) additional information that we may request for the purpose of the audit; and (3) unrestricted access to persons within the entity from whom we determine it necessary to obtain audit evidence.

You agree to inform us of events occurring or facts discovered subsequent to the date of the financial statements that may affect the financial statements.

Management is responsible for the preparation of the supplementary information in accordance with U.S. GAAP. You agree to include our report on the supplementary information in any document that contains, and indicates that we have reported on, the supplementary information. You also agree to include the audited financial statements with any presentation of the supplementary information that includes our report thereon or make the audited financial statements readily available to users of the supplementary information no later than the date the supplementary information is issued with our report thereon. You agree to provide us written representations related to the presentation of the supplementary information.

Management is responsible for providing us with a written confirmation concerning representations made by you and your staff to us in connection with the audit. During our engagement, we will request information and explanations from you regarding, among other matters, the entity's operations, internal control, future plans, specific transactions, and accounting systems and procedures. The procedures we will perform during our engagement and the conclusions we reach as a basis for our report will be heavily influenced by the representations that we receive in the representation letter and otherwise from you. Accordingly, inaccurate, incomplete, or false representations could cause us to expend unnecessary effort or could cause a material fraud or error to go undetected by our procedures. In view of the foregoing, you agree that we shall not be responsible for any misstatements in the entity's financial statements that we may fail to detect as a result of misrepresentations made to us by you.

Management is responsible for establishing and maintaining a process for tracking the status of audit findings and recommendations. Management is also responsible for identifying and providing report copies to us of previous financial audits, attestation engagements, performance audits, or other studies related to the objectives discussed in the "Audit objectives" section of this letter. This responsibility includes relaying to us corrective actions taken to address significant findings and recommendations resulting from those audits, attestation engagements, performance audits, or other engagements or studies. You are also responsible for providing management's views on our current findings, conclusions, and recommendations, as well as your planned corrective actions for the report, and for the timing and format for providing that information.

**Responsibilities and limitations related to nonaudit services**

For all nonaudit services we may provide to you, management agrees to assume all management responsibilities; oversee the services by designating an individual, preferably within senior management, who possesses suitable skill, knowledge, and/or experience to understand and oversee the services; evaluate the adequacy and results of the services; and accept responsibility for the results of the services. Management is also responsible for ensuring that your data and records are complete and that you have received sufficient information to oversee the services.

**Use of financial statements**

Should you decide to include or incorporate by reference these financial statements and our auditors' report(s) thereon in a future private placement or other offering of equity or debt securities, you agree that we are under no obligation to re-issue our report or provide consent for the use of our report in such a registration or offering document. We will determine, at our sole discretion, whether we will re-issue our report or provide consent for the use of our report only after we have performed the procedures we consider necessary in the circumstances. If we decide to re-issue our report or consent to the use of our report, we will be required to perform certain procedures including, but not limited to, (a) reading other information incorporated by reference in the registration statement or other offering document and (b) subsequent event procedures. These procedures will be considered an engagement separate and distinct from our audit engagement, and we will bill you separately. If we decide to re-issue our report or consent to the use of our report, you agree that we will be included on each distribution of draft offering materials and we will receive a complete set of final documents. If we decide not to re-issue our report or decide to withhold our consent to the use of our report, you may be required to engage another firm to audit periods covered by our audit reports, and that firm will likely bill you for its services. While the successor auditor may request access to our workpapers for those periods, we are under no obligation to permit such access.

If the parties (i.e., you and CLA) agree that CLA will not be involved with your official statements related to municipal securities filings or other offering documents, we will require that any official statements or other offering documents issued by you with which we are not involved clearly indicate that CLA is not involved with the contents of such documents. Such disclosure should read as follows:

CliftonLarsonAllen LLP, our independent auditor, has not been engaged to perform and has not performed, since the date of its report included herein, any procedures on the financial statements addressed in that report. CliftonLarsonAllen LLP also has not performed any procedures relating to this offering document.

With regard to the electronic dissemination of audited financial statements, including financial statements published electronically on your website or submitted on a regulator website, you understand that electronic sites are a means to distribute information and, therefore, we are not required to read the information contained in those sites or to consider the consistency of other information in the electronic site with the original document.

We may issue preliminary draft financial statements to you for your review. Any preliminary draft financial statements should not be relied on or distributed.

**Engagement administration and other matters**

We understand that your employees will prepare all confirmations, account analyses, and audit schedules we request and will locate any documents or invoices selected by us for testing. A list of information we expect to need for our audit and the dates required will be provided in a separate communication.

We will provide copies of our reports to the entity; however, management is responsible for distribution of the reports and the financial statements. Unless restricted by law or regulation, or containing confidential or sensitive information, copies of our reports are to be made available for public inspection.

The audit documentation for this engagement is the sole and exclusive property of CLA and constitutes confidential and proprietary information. However, subject to applicable laws and regulations, audit documentation and appropriate individuals will be made available upon request and in a timely manner to California Department of Education, California State Controllers Office, and authorizer(s), or its designee, a federal agency providing direct or indirect funding, or the U.S. Government Accountability Office for purposes of a quality review of the audit, to resolve audit findings, or to carry out oversight responsibilities. We will notify you of any such request. If requested, access to such audit documentation will be provided under the supervision of CLA personnel. Furthermore, upon request, we may provide copies or electronic versions of selected audit documentation to the aforementioned parties. These parties may intend, or decide, to distribute the copies or information contained therein to others, including other governmental agencies.

The audit documentation for this engagement will be retained for a minimum of seven years after the report release date or for any additional period requested by the California Department of Education, California State Controllers Office, and authorizer(s). If we are aware that a federal or state awarding agency, pass-through entity, or auditee is contesting an audit finding, we will contact the party(ies) contesting the audit finding for guidance prior to destroying the audit documentation.

Professional standards require us to be independent with respect to you in the performance of these services. Any discussion that you have with our personnel regarding potential employment with you could impair our independence with respect to this engagement. Therefore, we request that you inform us prior to any such discussions so that we can implement appropriate safeguards to maintain our independence and objectivity. Further, any employment offers to any staff members working on this engagement without our prior knowledge may require substantial additional procedures to ensure our independence. You will be responsible for any additional costs incurred to perform these procedures.

Our audit engagement ends on delivery of our signed report. Any additional services that might be requested will be a separate, new engagement. The terms and conditions of that new engagement will be governed by a new, specific SOW for that service.

Government Auditing Standards require that we make our most recent external peer review report publicly available. The report is posted on our website at [www.CLAconnect.com/Aboutus/](http://www.CLAconnect.com/Aboutus/).

## **Fees**

Our professional fees are outlined in the table below:



<b>Service</b>	<b>Fee</b>
Financial Statement Audit	\$16,500
Implementation of the New Risk Auditing Standards which includes an increase in information technology testing	\$1,250
Informational tax return services	\$3,500
Technology and client support fee	\$1,070
Total	\$22,320

We will also bill for expenses including travel, internal and administrative charges, and a technology and client support fee of five (5%) of all professional fees billed. Our fee is based on anticipated cooperation from your personnel and their assistance with locating requested documents and preparing requested schedules. If the requested items are not available on the dates required or are not accurate, the fees and expenses will likely be higher. There is a ten percent withholding clause per Education Code 14505.

Professional fees will be billed as follows:

<b>Progress bill to be mailed on</b>	<b>Amount to be billed</b>
Upon execution of the SOW	One-third of our professional fees
Upon the commencement of substantive procedures	One-third of our professional fees
Issuance of draft report(s)	One-third of our professional fees

### **Unexpected circumstances**

We will advise you if unexpected circumstances require significant additional procedures resulting in a substantial increase in the fee estimate. Additional state compliance procedures as required in the 2023-2024 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting, published by the Education Audit Appeals Panel will be billed as out-of-scope.

### **Changes in accounting and audit standards**

Standard setters and regulators continue to evaluate and modify standards. Such changes may result in new or revised financial reporting and disclosure requirements or expand the nature, timing, and scope of the activities we are required to perform. To the extent that the amount of time required to provide the services

described in the SOW increases due to such changes, our fee may need to be adjusted. We will discuss such circumstances with you prior to performing the additional work.

**Agreement**

We appreciate the opportunity to provide to you the services described in this SOW under the MSA and believe this SOW accurately summarizes the significant terms of our audit engagement. This SOW and the MSA constitute the entire agreement regarding these services and supersedes all prior agreements (whether oral or written), understandings, negotiations, and discussions between you and CLA related to audit services. If you have any questions, please let us know. Please sign, date, and return this SOW to us to indicate your acknowledgment and understanding of, and agreement with, the arrangements for our audit of your financial statements including the terms of our engagement and the parties' respective responsibilities.

Sincerely,

**CliftonLarsonAllen LLP**

**Response:**

This letter correctly sets forth the understanding of Growth Public Schools.

**CLA**  
CliftonLarsonAllen LLP

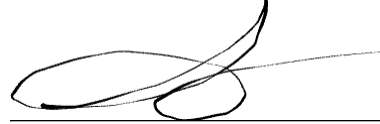
*Wade McMullen*

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McMullen, Wade, Principal

**SIGNED** 3/3/2024, 9:34:07 PM PST

**Client**  
Growth Public Schools



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Audria Johnson

**SIGNED** 3/5/2024, 6:23:54 PM PST